

Mothers Matter Centre presents:

\$10 Million to Build Stronger Communities by Supporting Mothers and Uplifting Kids

Description

Mothers Matter Centre’s five-year fundraising initiative, *\$10 M to Build Stronger Communities by Supporting Mothers and Uplifting Kids*, will allow us to help an increasing number of isolated, disadvantaged, and low-income families integrate into Canadian society. Our programs focus on newcomer and Aboriginal families. We primarily reach these families through our flagship HIPPY program. HIPPY stands for Home Instruction for Parents of Preschool Youngsters. HIPPY provides support to mothers as they integrate into their communities and trains mothers to prepare their preschool aged children (3-5) to enter school. The cornerstone of the HIPPY program is its innovative model that hires and trains mothers to help mothers in their own homes. The trainers, known as Home Visitors, support mothers within their community.

The funds from this initiative will be used to help us meet the demand for HIPPY across Canada by expanding the number of Aboriginal and Multicultural HIPPY sites. These sites will allow us to help the increasing numbers of refugees and will support more Aboriginal communities across the country. The funds will also allow us to expand our program offerings to cover a variety of subjects important to these families, such as financial literacy, skills development, and employment search training. Finally, the funds will be put toward growing scholarship and training opportunities for education and employment growth, and provide support to sustain current active sites across Canada.

Funding

The launch of *\$10 M to Build Stronger Communities by Supporting Mothers and Uplifting Kids* came from a need to diversify our funding model. We expect to raise 50% of funding from government, and 50% from private sector in multiyear (five-year) commitments. We are looking for support at various levels, as outlined below. Our Donor Benefits Table (separate document) outlines the ways in which we plan to recognize our donors.

Donor Title	Yearly Contribution (\$)	Total Contribution (\$)
Lead National Partner	100,000	500,000
National Partner	50,000	250,000
Major Program Supporter	25,000	125,000
Benefactor	15,000	75,000
Patron	10,000	50,000
Affiliate	5,000	25,000

Objectives

The mission of Mothers Matter Centre is to empower isolated, at-risk mothers by helping them develop the knowledge and capacity they need to take control of their lives and become confident parents and engaged citizens. Our vision is to foster a Canadian society where all mothers and children can achieve their full potential and lead enriched lives.

The objectives of our fundraising initiative can be divided into five categories: Mothers Matter Centre Programs, Multicultural HIPPY, Aboriginal HIPPY, Profession Education and Scholarships and Research and Development.

Mothers Matter Centre Programs

We will develop, implement, and evaluate two new Mothers Matter Centre programs through new and existing sites in the areas of skills and employment search training (SEST), and financial literacy (Because Mothers Matter: Money Matters).

Skills and Employment Search Training (SEST) Hub Model Program – Project Overview

The Canadian government and industry are collaborating to build a strong and prosperous Canada. This vision, shared by all Canadians, requires flexible employment strategies that afford all citizens the opportunity to develop employment skills appropriate to a new economy. The Mothers Matter Centre is dedicated to the inclusion of the most vulnerable mothers and has developed an approach to ensure their participation in the Canadian economy and civil society. While newcomer HIPPY mothers are reasonably well educated, over one half of them are not employed and, of those who have paid work, many are under-employed. Many newcomer women are not employed in their fields of study. They are paid less than Canadian-born women and are often required to work several part-time, low-skilled, low-paying jobs. Many HIPPY mothers lack the confidence, know-how, and time to properly investigate employment options. The SEST Program's goal is to enhance the literacy and essential skills and employment engagement of HIPPY newcomer mothers. We will work specifically with isolated, racialized mothers who are hard to reach and have experienced long periods of labour market detachment and under-employment.

The SEST program will be a three-year HIPPY Hub Model program and will build on the ancillary literacy and essential skills that mothers already developed while engaging with their Home Visitors and children in the HIPPY program. We will add 10 to 15 minutes of curriculum to the home visits starting in Year One with an applied literacy and essential skills program. In Years Two and Three mothers will be assisted to identify their career aspirations and launch their job search activities. Literacy and essential skills enhancement will continue through the second and third years of the program.

Because Mothers Matter: Money Counts – Project Overview

Because Mother Matter: Money Counts will develop and implement an approach to financial literacy and micro-enterprise specifically designed to meet the complex and acute needs of highly isolated mothers whose financial vulnerability is exacerbated by cultural, linguistic, and

gender barriers. Their financial circumstances are such that their families' overall health, education and participation in society are compromised. We will demonstrate that these conditions call for a carefully designed set of interventions that take into account and ameliorate the barriers confronted by these women. The goal of the project is to improve the employability, financial knowledge and economic well-being of isolated mothers through a program where mothers support mothers.

The proposed three-year program will utilize the established, demonstrably successful practices of the HIPPY program. Mothers who have demonstrated significant leadership potential will be equipped, using a concurrent training model, to deliver the program to other mothers while deepening their own understanding of financial literacy and micro-enterprise. A Coordinator, with expertise in the area, will coordinate the team and provide four hours of training each week in the curriculum that will be used to educate and develop the participating mothers' practical skills. As with the HIPPY program, Home Visitor (HV) positions will be treated as three-year employment training positions, during which time HVs will receive support to transition to other work and / or higher education.

For both Home Visitors and community participants, all nine Literary and Essential Skills (LESs) will be developed and practiced in every aspect of their process from needs identification to program implementation. These LESs include: reading text, document use, numeracy, thinking skills, writing, oral communication, working with others, computer use, and continuous learning. Specifically, among other tasks, participants will be required to think critically and analyze their current situations; read articles that provide alternative perspectives on issues of inclusion; write journals, proposals and program plans; give oral presentations on their program ideas; and use computers for data collection.

Multicultural HIPPY

We will add and sustain two new Multicultural HIPPY sites (the first site in Year 2, the second site in Year 3, while sustaining both programs for Years 3, 4, and 5). We will also update our core HIPPY parent-child curriculum to keep pace with current and emerging Early Childhood Education Standards and Practices.

Expansion and Sustainability of the Multicultural HIPPY Program – Project Overview

HIPPY is an evidence-based program that works with families in the home to support parents, primarily mothers, in their critical role as their child's first and most important teacher. HIPPY strengthens families and communities by empowering mothers to prepare their children for success in school. HIPPY started in Israel almost 50 years ago and operates in ten countries around the world.

Over the past 18 years, HIPPY in Canada has reached out to provide more than 11,000 low-income, newcomer, Aboriginal and other Canadian mothers with structured lessons and practical information that develop their own and their children's personal skills, ensuring both

children and families have a better opportunity to succeed in school and society. The HIPPY program operates in 29 sites across seven provinces.

In Canada, HIPPY's efforts to measure results, combined with more than 40 years of research in the United States and eight other countries, have proven the benefits of the program for children, mothers, families and communities. HIPPY USA is featured in the Social Impact Exchange, the S & I 100, an index of the 100 top U.S. nonprofit organizations creating social impact.

The interest in and demand for the HIPPY program in Canada remains constant. Each year HIPPY in Canada receives inquiries about the program from communities with varying degrees of interest. While some are just casting about for new program ideas, others have identified HIPPY as the program to meet their community's needs. Money is the barrier in 90% of the cases of the communities unable to implement the program. We are seeking funds to support and sustain incremental growth each year. We will also continue to support program sustainability, quality control and research and development.

The goal of this project is to promote the social, cultural, and civic participation of low-income families in Canada, with particular emphasis on participation in the school environment through the development of two new sites over the next five years and support of current active sites across Canada.

Aboriginal HIPPY

We will add and sustain two new Aboriginal HIPPY sites (the first site in Year 2, the second site in Year 3, while sustaining both sites for Years 3, 4, and 5).

Expansion of Aboriginal HIPPY – Project Overview

The overarching goal of the Aboriginal HIPPY program is to achieve culturally responsive teaching and learning interactions between Aboriginal children age three to five and their parents, caregivers, and extended family that will strengthen Aboriginal communities, cultural and language learning and enhance Aboriginal children's successes in school. We have four objectives for the adaptation and corresponding anticipated outcomes for this expansion.

1. Provide isolated Aboriginal mothers with links to social and cultural networks that support inclusion into their local communities.
2. Improve the academic performance and social skills of Aboriginal HIPPY preschool children compared to similarly situated students.
3. Provide employment opportunities (consisting of three-year Home Visitor positions with community based Aboriginal HIPPY programs) to mothers in the program who experience multiple barriers to employment.
4. Provide Home Visitors with workplace training in essential skills and in the eight HIPPY content areas.

Professional Education and Scholarships

We will provide parents and Home Visitors with scholarship opportunities, and double the professional development education opportunities that we currently offer.

Home Visitor Professional Education Program

M² Institute for Peer Education: Peer Education Program (PEP) – Project Overview

The Mothers Matter Centre is confident in the success of HIPPY's mother-to-mother approach where support delivered in the home has a consistently positive impact. We regard it as the single-most important factor contributing to the program's efficacy and in a wide variety of cultures. It is an approach that recognizes mothers as experts.

The Mothers Matter Centre will offer a number of innovations each specifically designed to meet the complex needs of isolated mothers in different contexts, and all will operate with our signature core approach of mothers working with mothers. To ensure the same positive and high-level outcomes as the HIPPY program, the cornerstone of the Mothers Matter Centre is a proposed innovation we will offer called the Mother-to-Mother (M²) Institute for Peer Education.

The goal of our Institute is to design and deliver a suite of home visiting train-the-trainer courses that develop the capacity of mothers to support the needs of mothers who, like them, struggle with the limiting effects of social and economic isolation. It will be headed by our M² Institute's National Training Manager who will be responsible for the design and delivery of M² Institute training courses.

The M² Institute will offer our existing HIPPY pre-service and in-service training and our HIPPY Home Visitors Professional Education Program as well as draw on the knowledge generated from the HIPPY program and other innovations to design training curriculum and pedagogical approaches for many of our proposed programs. Motivated by our intention to develop capacity and program sustainability at the local level, the majority of the Mothers Matter Centre programs will be based on a train-the-trainer approach. The courses will be offered primarily to Mothers Matter Centre program staff but, in some instances, to other agencies as well.

The first task of the M² Institute and the focus of this proposal is to adapt the HIPPY Home Visitors Professional Education into a broader-reaching course we will offer called the Peer Education Program (PEP) that will be easily modified to meet the training needs of a range of Mothers Matter Centre programs.

PEP will consist of three levels of certification: PEP Master Trainers (MTs); PEP Trainers (Ts); and the PEP Peer Home Visitors (HVs), with a unique twist that is consistent with the HIPPY Model. We believe that no one understands the experience and the journey out of isolation better than HIPPY Home Visitors who were once Mothers in the program. Supported by our M² Institute's

National Training Coordinator, Home Visitors who are successful graduates of HIPPY Professional Education Program will be trained as the PEP Trainers to deliver the program.

The Mothers Matter Centre will work in collaboration with academic partners in the delivery and academic accreditation of the program. Our M² Summer Institute will take place at a different academic institution each year to ensure accessibility for people from different regions across Canada. Certificates will be offered for the Master Trainer and Trainer levels.

Mothers Matter Centre Scholarships – Overview

Since 2013, the Mothers Matter Centre has administered various scholarship funds to encourage Home Visitors to enroll in academic programs. We believe that no investment in education is ever wasted, and we have provided over 40 scholarships (approx. \$23,000) to Home Visitors who want to advance their learning and their careers through formal education. Many Home Visitors are newcomers to Canada, and credentials received in their home countries may not be recognized or validated in a Canadian context. Similarly, Aboriginal Home Visitors may have experienced systemic exclusion from formal education. The Mothers Matter Centre scholarships provide the encouragement and support that Home Visitors need to pursue higher education, and ensure a more secure future for themselves and their families.

The current scholarship funds at Mothers Matter Centre include:

- Carol and Ron Slater Scholarship Fund;
- Kort Family Fund;
- David and Sharon Johnston Fund; and
- Mothers Matter Centre Staff Fund.

Over the five years of our fundraising initiative, we will provide 180 scholarships to Home Visitors and HIPPY mothers to enroll in academic programs.

Research and Development

We will support program innovation and expansion for current sites, fund pilot initiatives, and identify contemporary trends and issues on women in poverty, early learning, settlement, and Aboriginal revitalization.

Monitoring and Managing Change

Performance Management Program

HIPPY Canada enjoys a well-earned reputation as a high-performance organization as a result of its commitment to pioneering a web-based performance management approach that will become integral to all work conducted at the Mothers Matter Centre. The Centre will be committed to a comprehensive performance management process (PMP) that holds itself accountable to its stakeholders, funders and, most important, to the families it serves. Using the ETO (Efforts to Outcomes) data collection software and the PMP, we will have access to timely and accurate information for monitoring program progress and evaluating actual versus intended outcomes.

The HIPPY Canada PMP Manager has acquired the highest possible rating in managing and implementing Performance Management Programs using the ETO system. Our training mechanisms and problem-solving strategies are well-established, as is our unique approach of peer-led performance monitoring. This capacity places the Mothers Matter Centre in an ideal position to design a PMP for each of the Mothers Matter Centre innovations and provide continuous training of local staff to input and manage the system once implemented.

Measuring Program Outcomes

Formative, Summative and Outcome Evaluation Research – Program Evaluation

The Mothers Matter Centre program evaluation will use a variety of approaches to monitor program implementation and capture program results. We will use rigorous program evaluation strategies that provide statistically reliable results that stand up to the strict measures of scientific inquiry, similar to those in the Prairie Research Associates study conducted in Toronto (2013-15). The purpose of this study was to determine if the HIPPY program had an impact on children and their mothers that endured long after the program.

As needed, we will conduct external program evaluations in order to identify implementation problem areas and adjust delivery strategies during the course of the program. This formative approach to evaluation was used in the Hub Model pilot project and the Bond to Literacy program. Summative (final) evaluations will be conducted upon completion of the program to measure the anticipated results against the actual results as well as identify program implementation issues that could be avoided in future.

Participatory evaluations are also appropriate to the Mothers Matter Centre given the Mother-as-expert premise underpinning all our programming. Participatory evaluations equip participants to self-evaluate the program and its impact on their lives. It recognizes the validity of their experiences and develops their skills to monitor and adjust programs as well as to qualify and quantify the program impact. A participatory monitoring and evaluation approach, utilized by the HIPPY Plus program (2006-09), developed the capacity of the community facilitators and parents to monitor program outcomes.

Deepening our Understanding

Broadening the Research Agenda

The Mothers Matter Centre staff are in the process of establishing a coalition of Canada's leading academic and research institutions to create a collaborative research agenda for the Centre. We seek to maintain a balanced research approach to include scientific method as well as participatory action research, similar to the participatory development strategies described above, which seek to build the capacity of the subjects of the research and recognize their local knowledge as legitimate and important.

We have already determined several research areas of particular relevance to the Centre:

1. The Mothers Matter Centre will actively pursue opportunities to conduct evaluation research on the long-term impact of its programs that will contribute to the growing body of research evaluation conducted by HIPPY programs around the world. We are interested in the impact of the program from the perspective of the sustainability of changes in Home Visitors, parents, and children, and the communities in which they live. Of particular interest are the long-term impact of the program on child success in school and society, parents' participation in civic society and the labour force, and the trajectory of Home Visitors who have graduated from the program.
2. We are keenly interested in an international survey of programs that recognize and support mothers as agents of social change. We remain confident that our mother-to-mother approach is powerful and catalytic, but we are curious about other successful approaches that may improve our program outcomes. After a preliminary review of the literature, we are both impressed and intrigued by the number of programs around the world that have recognized mothers as change agents. Our proposed participatory research project would identify these programs and investigate their delivery models and results.
3. While a significant body of knowledge exists on women's issues, we see great value in research that will contribute to a deeper understanding of the factors that contribute to the ongoing isolation of newcomer and Aboriginal women. This information will help us tailor programs to meet the specific needs of each group.

With regard to newcomers, we are interested in understanding their settlement challenges as they differ based on cultural community, income status of families on arrival as well as the circumstances under which they entered Canada.

Aboriginal women in Canada face a unique and deeply entrenched set of barriers to participation in their children's education, in the labour force, and in maintaining their general wellbeing. Understanding the day-to-day realities of these women in regard to both their struggles and resistance is key to assisting them to overcome barriers.

Measures of Success

We will measure the success of our \$10 million fundraising initiative by the successful implementation of the following:

1. Mothers Matter Centre: Develop, implement, and evaluate two new Mothers Matter Centre programs through new and existing sites (Skills and Employment Search Training (SEST); Because Mothers Matter: Money Counts).
2. Multicultural HIPPY: Add and sustain two new Multicultural HIPPY programs across Canada; Update our core HIPPY parent-child curriculum to keep pace with current and emerging Early Childhood Education Standards and Practices.
3. Aboriginal HIPPY: Add and sustain two new Aboriginal HIPPY programs across Canada.

4. Professional Education and Scholarships: Double professional development education opportunities through the launch of the M² Institute for Peer Education; provide Home Visitors and parents with more scholarship opportunities.
5. Research and Development: Support program innovation and expansion for current sites; fund pilot initiatives; identify contemporary trends and issues on women in poverty, early learning, settlement, and Aboriginal revitalization.

High-level Budget

Our Executive Summary (separate document) provides the high-level budget for our \$10 million fundraising initiative, broken down by the five areas outlined above.

Timeline

The funds from *\$10 M to Build Stronger Communities by Supporting Mothers and Uplifting Kids* will be rolled out over five years. The table below outlines the timeline, showing what elements will be implemented in Years 1 - 5.

	MMC Programs – SEST and Money Counts	Aboriginal HIPPY	Multicultural HIPPY	Professional Education and Scholarships	Research and Development
Year 1	-	-	-	Contribution made to scholarship fund	-
Year 2	-	Open one new Aboriginal HIPPY site	Open one new Multicultural HIPPY site	Contribution made to scholarship fund	Research Director / Chair hired Research commences
Year 3	SEST and Money Counts programs offered Year 1	Open one new Aboriginal HIPPY site and sustain previous site	Open one new Multicultural HIPPY site and sustain previous site	M ² Institute for Peer Education offered Year 1; Contribution made to scholarship fund	Research carried out under Research Director / Chair
Year 4	SEST and Money Counts programs offered Year 2	Sustain both of the new Aboriginal HIPPY sites	Sustain both of the new Multicultural HIPPY sites	M ² Institute for Peer Education offered Year 2; Contribution made to scholarship fund	Research carried out under Research Director / Chair

	MMC Programs – SEST and Money Counts	Aboriginal HIPPY	Multicultural HIPPY	Professional Education and Scholarships	Research and Development
Year 5	SEST and Money Counts programs offered Year 3	Sustain both of the new Aboriginal HIPPY sites	Sustain both of the new Multicultural HIPPY sites	M ² Institute for Peer Education offered Year 3; Contribution made to scholarship fund	Research carried out under Research Director / Chair

Contacts

The primary contact for *\$10 M to Build Stronger Communities by Supporting Mothers and Uplifting Kids* is Georgia Pyle, Fundraising Coordinator at Mothers Matter Centre who is based in Toronto. The secondary contact is Bruce Flexman, an active member of the Board of Directors who is spearheading this fundraising effort. Sheryl Kennedy, Vice-Chair of the Board of Directors, will be actively supporting this fundraising initiative as well. Contact details are below.

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