









**Performance Management Results
Multicultural HIPPY
Program Year 2021-2022**

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Section 1 – Introduction

The Mothers Matter Centre (MMC) is a high-performance organization committed to a comprehensive performance management process (PMP) that holds itself accountable to its stakeholders, funders and, most important, to the families it serves. We have moved beyond counting outputs. We are all about change – about social impact – and about ensuring the lives of the families with whom we work are, in fact, better than before we started working together.



Performance Management

This document captures a description of efforts exerted and change measured over the 2021-2022 program year. To ensure high-quality data, the Mothers Matter Centre invests considerable time and training to ensure that Coordinators and Home Visitors across the country have sufficient expertise to understand how to enter and use the data derived from the PMP. We are increasingly confident in the quality and completeness of the data collected as each site gains experience year to year; however, we continue to scrutinize all data carefully when interpreting results.

All data represented here are gathered from the 27 multicultural sites – 26 HIPPY sites and one innovations site. *Section 1* comprises background information on the MMC and the HIPPY program in Canada. *Section 2 and 3* addresses program enrollment, demographic, and efforts and outcomes data for HIPPY Home Visitors and HIPPY mothers. *Section 4* summarizes the child school readiness research study conducted by Simon Fraser University. In *Section 5* we report on results from the Newcomer Innovation, *HIPPY Plus*. *Section 6* covers the Home Visitor Professional Development Program and this year's results. *Section 7* describes results from the *Adopt-a-Reader* campaign, and *Section 8* illustrates the HIPPY in Canada logic model.

The Mothers Matter Centre

The **Mothers Matter Centre** (MMC) is there for Canada's nearly one million low-income mothers – newcomer, refugee, and Indigenous – who are determined to change their world for themselves and for their children. Our innovative programs foster possibility based on our belief in human potential.

The MMC offers our flagship **Home Instruction for Parents of Preschool Youngsters (HIPPY)** program and other innovations all based on our mother-to-mother approach.

The MMC is built on the foundational belief that mothers are the catalyst for change within their families and communities. Motivated by a desire to secure the best possible future for their children, with support, mothers can overcome many obstacles.



'There are many programs in Canada that protect single mothers, and I encourage all mothers to not be afraid and to participate.'

I have taught Arabic in elementary and secondary schools in Ontario. My work has allowed me to help children discover their culture and develop a sense of belonging. In the future, I would love to work in psychiatric hospitals to help people with mental health issues.

I am a role model for my children, constantly seeking to improve my children's lives. All young girls have dreams. One of my dreams was to write children's books. Since I am not working currently, I decided to write two stories. So, I can say that I am fulfilling my dream!

Sanaa Charara
HIPPY Home Visitor of the Year
Because Mothers Matter Awards 2022



HIPPY had a big impact on my life. When you are equipped, you are fulfilled. You are not frustrated, your children are not frustrated. It is so important!

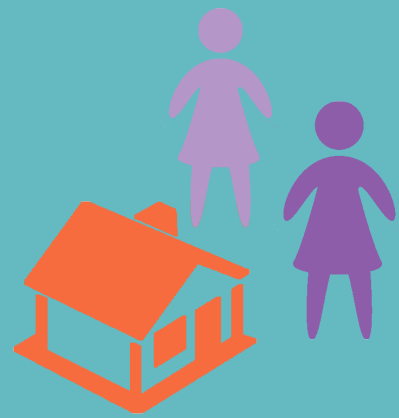
I saw the value of the HIPPY program during the pandemic when schools were closed. It was not easy with small children. I felt helpless and frustrated. I did not know how to communicate with my children. But thanks to HIPPY, I was equipped. I had the skills to manage my children, how to teach them, and strategies to use during their learning. They were comfortable with me and so was I.

I would tell HIPPY moms to really commit. It is a wonderful program and it is well thought out.

Esther Ndikumababo
HIPPY Mother of the Year
Because Mothers Matter Awards 2022

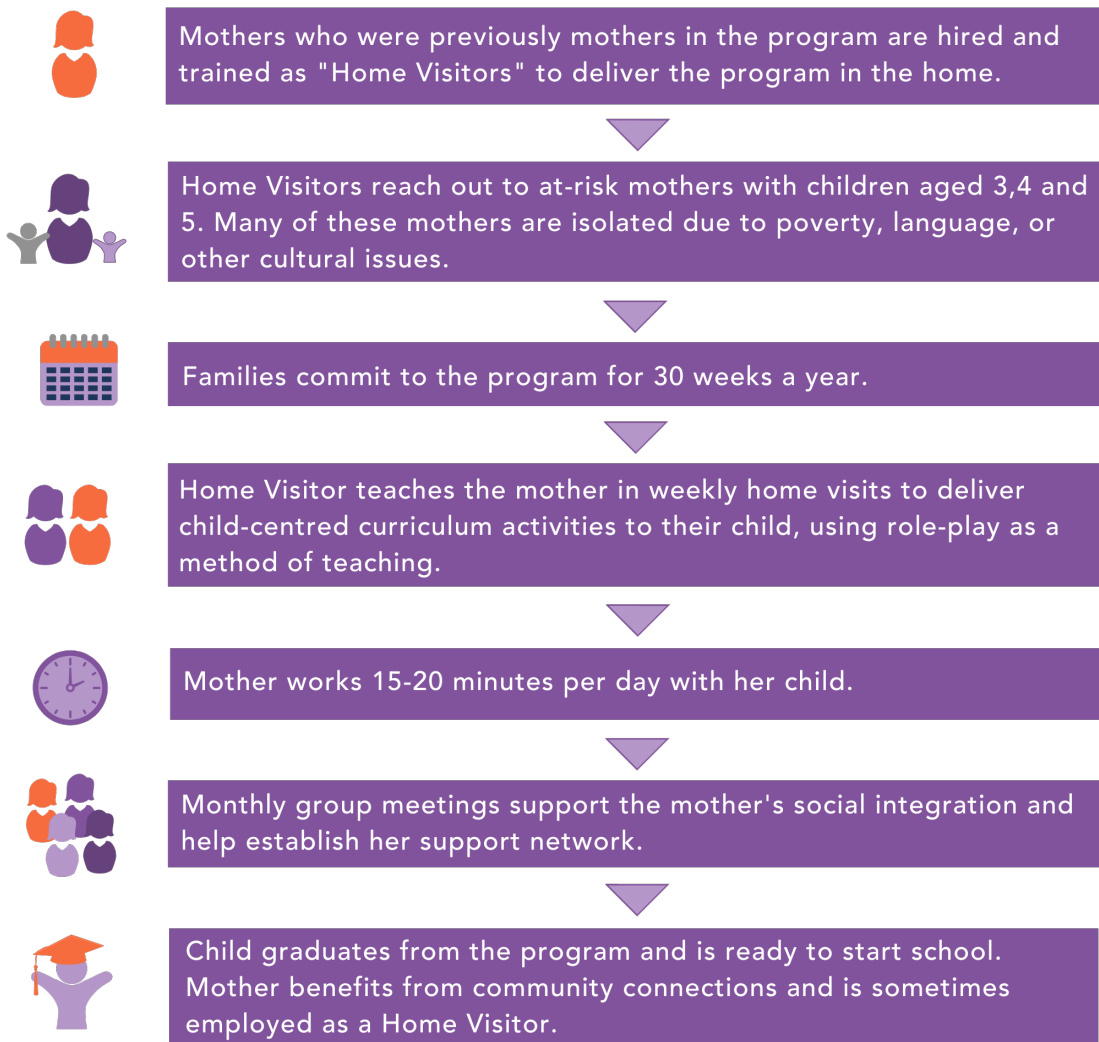
HIPPY Program

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



Over the past 22 years, HIPPY in Canada has reached out to provide more than 21,000 low-income newcomer, Indigenous 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.

How HIPPY Works



HIPPY Program Locations

2021-2022 Program Year





27 Multicultural HIPPY Sites

1. Immigration Services of British Columbia, Vancouver, BC
2. Central Vancouver Island Multicultural Society, Nanaimo, BC
3. Central Alberta Immigrant Women's Association (CAIWA), Red Deer, AB (2 sites)
4. Calgary Immigrant Women's Association (CIWA), Calgary, AB
5. SPEC Association for Families and Children, Brooks, AB
6. Alberta Immigrant Women & Children Centre Edmonton, AB
7. Portail de L'Immigrant Association (PIA), Calgary, AB
9. Saskatoon Open Door Society, Saskatoon, SK
10. Regina Immigrant Women Centre, Regina, SK
11. Service d'accueil et d'inclusion francophone - SK (SAIF-SK), Regina, SK
12. Mosaic, Winnipeg, MB
13. Federation des parents de la francophonie manitobaine (FPFM, MB)
14. Regional Connections Immigrant Services, Winkler, MB
17. Working Women Community Centre, Toronto, ON (5 sites)
18. HIPPY, Halton, ON
19. Vanier Community Service Centre, Ottawa, ON (2 sites)
20. NWT Literacy Council, Yellowknife, NT
21. Immigrant and Refugee Services Association, Charlottetown, PEI
22. Immigrant Services Association of Nova Scotia (ISANS), Halifax, NS
23. YMCA of Greater Halifax/Dartmouth, Halifax, NS
24. Association for New Canadians, Saint John's, NL

4 Indigenous HIPPY Sites

1. Vancouver Aboriginal Friendship Centre, Vancouver, BC
2. Tsleil-Waututh Nation, North Vancouver, BC
3. Squamish Nation, North Vancouver, BC (2 sites)
4. NIL TU,O Child and Family Services, Saanichton, BC

Other Programs Locations

2021-2022 Program Year





6 SMART Programs

1. Immigration Services of British Columbia, Vancouver, BC
2. Vancouver Aboriginal Friendship Centre, Vancouver, BC
3. Tsleil-Waututh Nation, North Vancouver, BC
4. Squamish Nation, North Vancouver, BC (2 sites)
5. NIL TU,O Child and Family Services, Saanichton, BC
6. HIPPY, Halton, ON

3 Bond to Literacy Programs

1. Langley Community Services, Langley, BC
2. Red Deer Native Friendship Society, Red Deer, AB
3. Saskatoon Open Door Society, Saskatoon, SK



Section 2 – HIPPIY Home Visitors

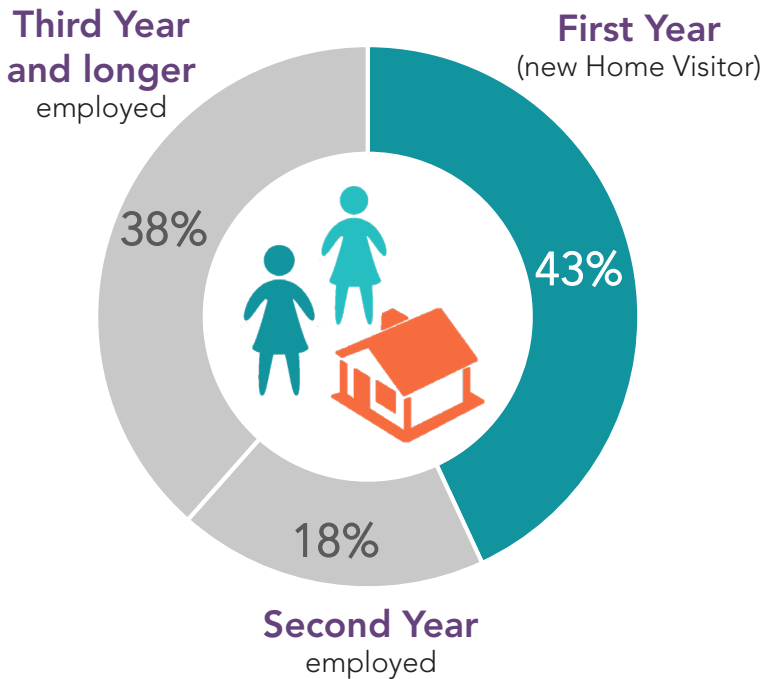
Home Visitors - Employment

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

All data represented here are gathered from the 27 multicultural HIPPY and innovations sites.



130 Home Visitors were employed, and worked on average **25 hours per week for 33 weeks.**



48% were HIPPY moms



45% found other employment

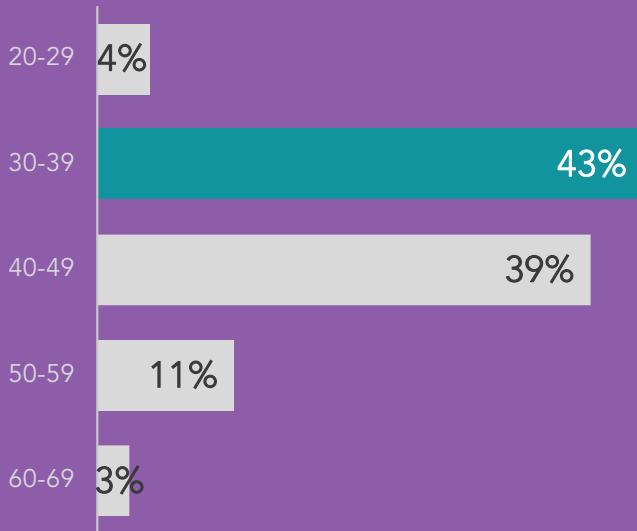


50 Home Visitors left their HIPPY employment during / at the end of the program year.

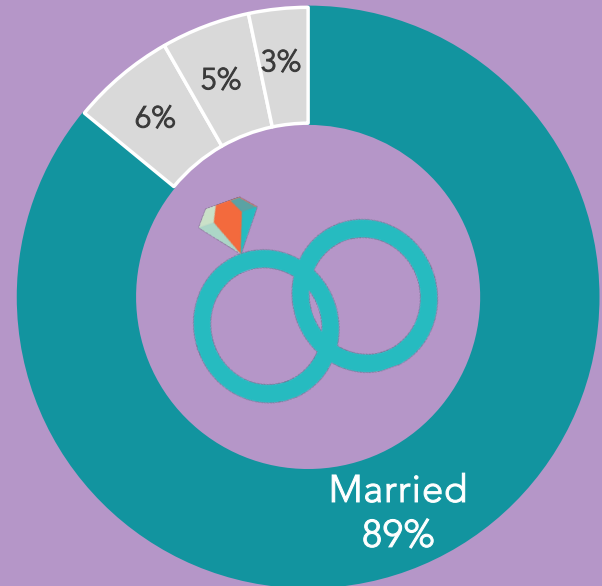
A number of Home Visitors found work at their HIPPY host agency as Women Program Coordinator, Refugee Child And Youth Counsellor, Youth Case Worker, and Refugee Settlement Counselor, Parenting Program Coordinator, HIPPY Site Lead, HIPPY Training Coordinator. Home Visitors also found work as a Job Developer for professional immigrants, Training Advisor at a college, Teacher's Assistant for children with Autism, and contract work with IRCC. One Home Visitor completed her ECE studies while working for HIPPY and started working as an ECE daycare worker.

Home Visitor Demographics

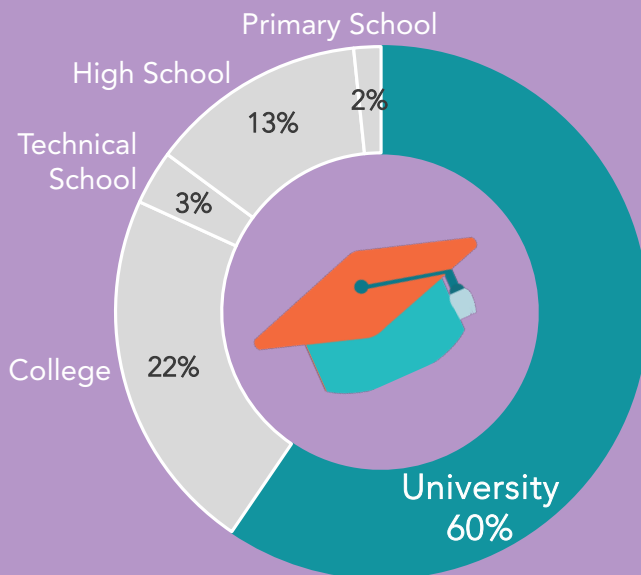
Age



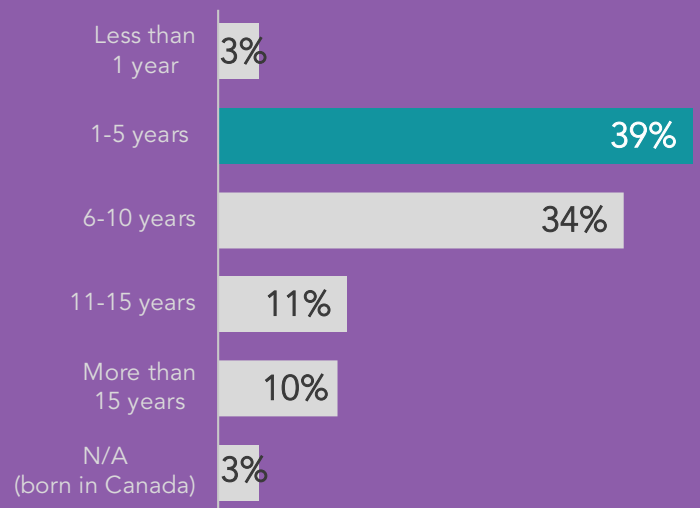
Marital Status



Education



Years in Canada



Home Visitors come from **40 countries** and speak **34 languages**.

Home Visitor Change

The HIPPY program is delivered in the homes by women, many of whom were once mothers in the program. They are employed and trained as Home Visitors using a rigorous work-learn training program. They are the linchpin of the HIPPY program's success.

This section describes the progress of Home Visitors in expanding their ability to support mothers in the program while developing their own employability skills. The information in the *Home Visitor Outcomes* section is derived from data using the *Home Visitor Progress Report*, an ongoing monitoring tool used regularly (four times during the program year) to measure change throughout the program year.

The data suggest that the Home Visitor program is transformational.

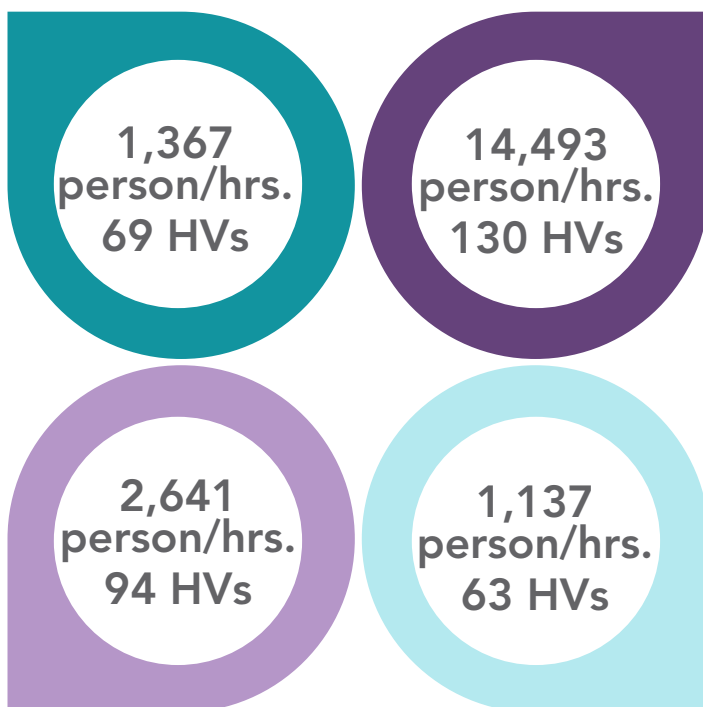
Objectives for Home Visitors



To receive:

- Employment opportunities (three-year Home Visitor positions at HIPPY sites) to mothers in the program who experience multiple barriers to employment.
- Workplace training in essential skills.
- Career counselling, goal-setting and job-search support required to transition to other jobs and higher education.

Home Visitors received **16,065 person-hours of training.**



Pre-service training on the HIPPY model and methodology.

Standardized HIPPY weekly training with Coordinators that teaches Home Visitors to deliver the HIPPY programs to mothers. Both group and one-on-one coaching are provided to support Home Visitors in their work with mothers and to help solve family issues encountered in their day-to-day work.

Professional Development (PD) training, online, with sessions on Home Visiting, Adult Education, Immigrant Settlement & Integration, The Science of Early Childhood Development, Violence Against Women, Building Bridges with First People of Canada, Leadership Development, Mental Health & Wellness, Transition Planning & Job Search, and Personal Growth.

Other trainings in a variety of areas, including: Early Child Development, Parenting, Mental Health, Anti Racism, Working with Newcomer Families, Canadian School System, Community Resources, and Professional Development.

Home Visitor Outcomes

This section discusses data measuring the level of change in Home Visitors' ability to support isolated mothers that results from their weekly training, prior work experience, and working with families. There are five measures, categorized into the six HIPPY content areas of Home Visiting; Adult Education & Learning; Early Childhood Development & Parenting Skills; Immigrant Settlement & Integration; Essential Skills Development; and Transition Planning.



Data below show comparisons between a baseline measure taken at the beginning of the Home Visitors' employment and the last progress report of this program year for Home Visitors who achieved advanced or master skill levels.

Outcome 1:

Home Visitors are trained in strategies to equip mothers with the skills and tools that ensure their children are productive, healthy, and engaged citizens of Canadian society.

Home Visiting

Maintain professional boundaries with HIPPY parents.



Understand the importance of home visiting and effectively manage the home visiting process.



Early Childhood Education & Parenting

Develop HIPPY mothers' understanding their child's healthy development and growth.



Support mothers with school interactions.



Support mothers' skills to interact with their child with the HIPPY curriculum.



Adult Education

Teach adult learners.



Outcome 2:

Home Visitors are trained in strategies to support the development of community connections and civic engagement of isolated mothers.

Home Visiting

Knowledge of community support systems to help families dealing with crisis or other needs.



Identify family needs beyond those of HIPPY.



Immigrant Settlement & Integration

Reduce barriers and motivate mothers to attend HIPPY group events.



Reduce barriers and motivate mothers to attend other community events.



Support parents who are raising children in a new culture.



Outcome 3:

Home Visitors are trained in strategies to support the skills development and social, economic, and political inclusion of women, which apply to a wide variety of contexts and work environments.

Essential Skills

Oral Communication



Writing



Reading



Computer Use



Team Work

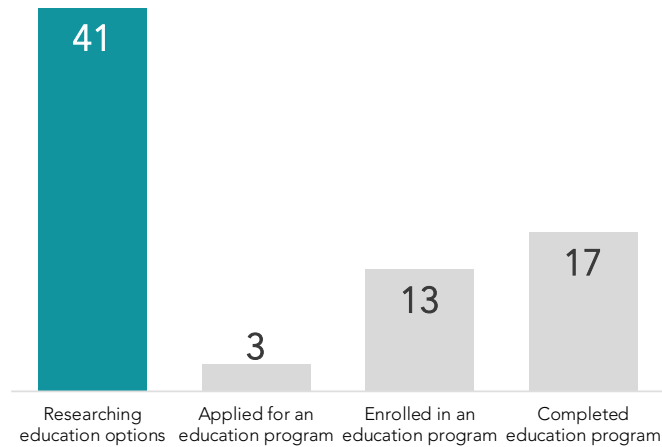


Critical Thinking

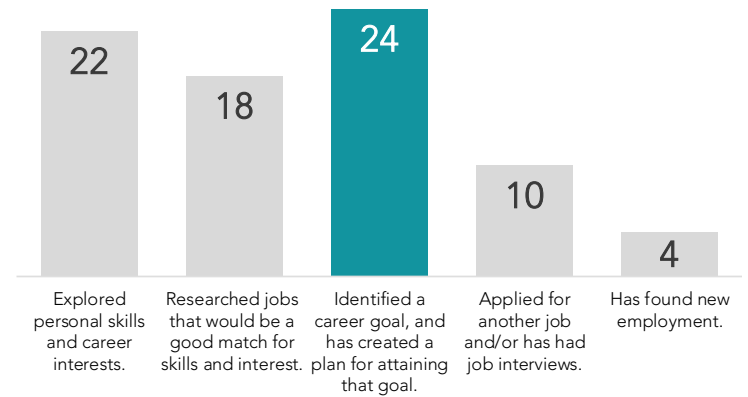


Transition Planning

Stages of transition to education while employed in the HIPPY program:
(# of HVs)

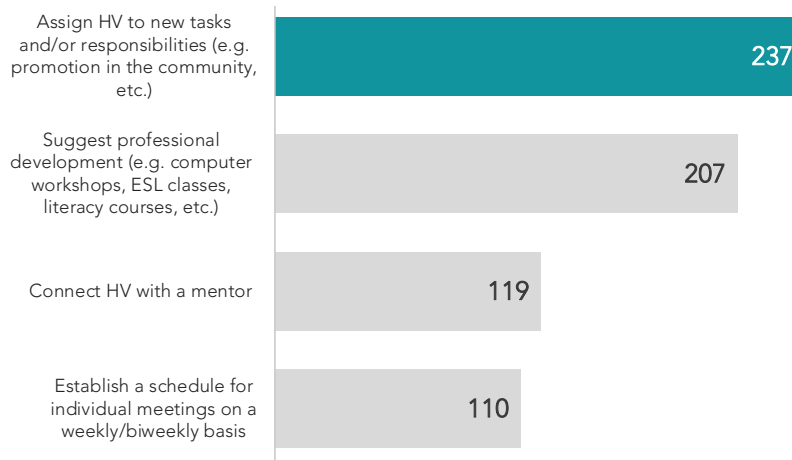


Stages of transition to other employment while employed in the HIPPY program:



Home Visitor Mid-stream Adjustments

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



Limitations

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

1. For a variety of reasons, some participants are hesitant to disclose personal information. Demographic questions with high non-response rates included age (7.69%), country of origin (6.92%), education (6.92%), and years in Canada (6.15). All other questions pertaining to demographics had non-response rates between 0% and 5.38%. Demographics reported here reflect data for valid responses only.
2. The change results listed above represent data for Home Visitors for whom Coordinators completed the *Home Visitor Progress Report*. 116 Home Visitors are represented in the baseline (first) and follow-up (last) data. Of those, 44 completed their first year, 22 their second year, and 50 their third year or longer as a HIPPY Home Visitor.



Section 3 – HIPPY Mothers

Program Enrollment

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

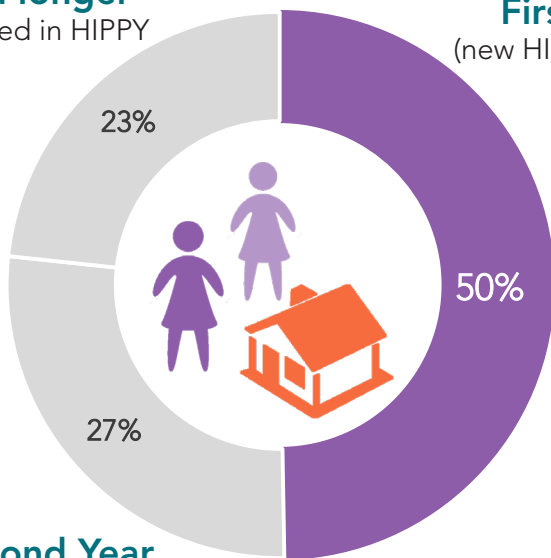
All data represented here are gathered from the 26 multicultural HIPPY sites.



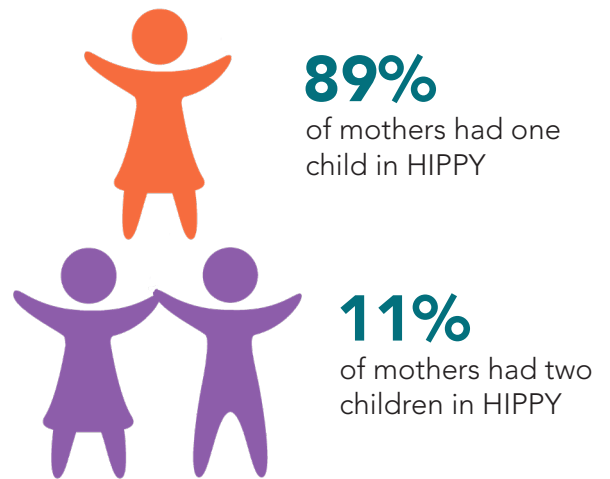
1,287 mothers and **1,430** children were enrolled

Third Year and longer
enrolled in HIPPY

First Year
(new HIPPY mother)



Second Year
enrolled in HIPPY



Curriculum Age	Curriculum Language (# of children)		
	English	French	Total
Year 1 / Age 3	431	55	486
Year 2 / Age 4	525	39	564
Age 5	347	12	359
SMART	21		21
Total	1,324	106	1,430

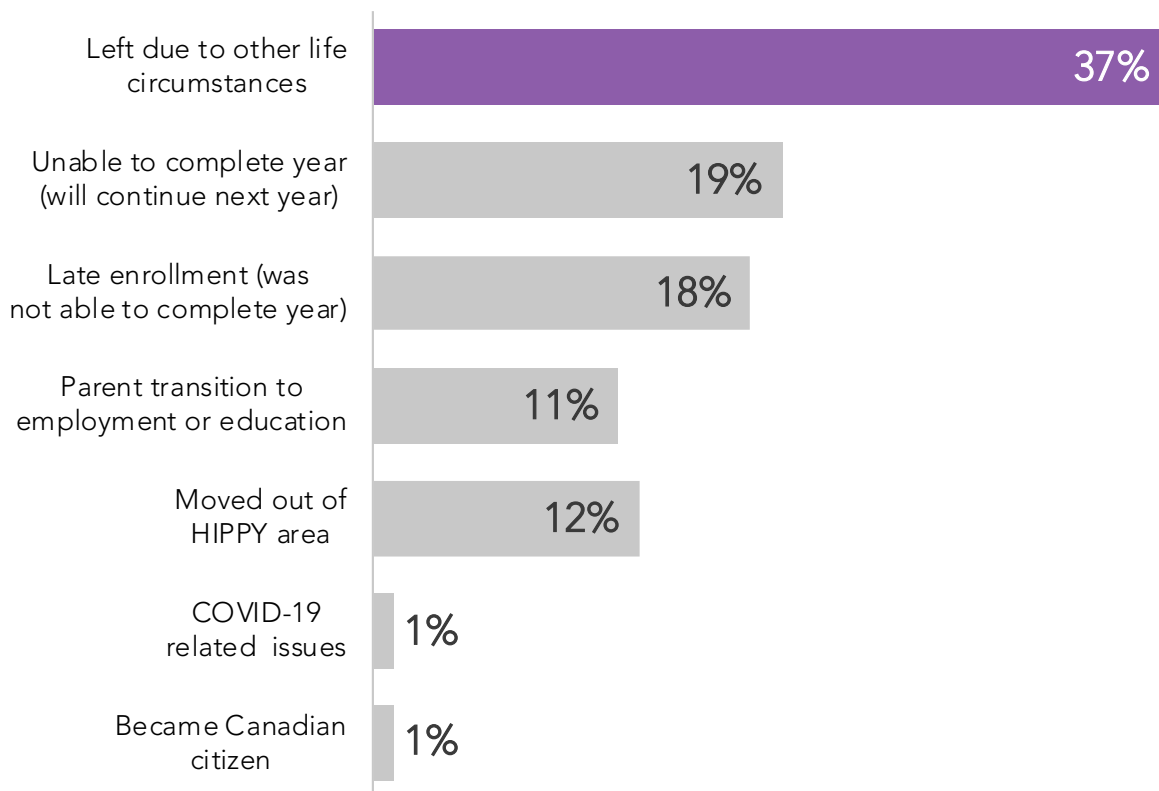
Program Completion

85%
of mothers successfully
completed the program year



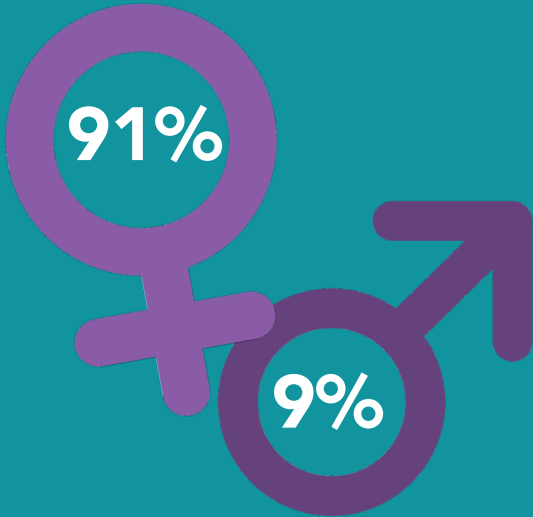
Successful program completion is defined as mothers completing at least 25 weeks of the curriculum for ages 3 or 4, and at least 12 packets of the bi-weekly, age-5 curriculum.

Mothers were unable to complete the year due to:

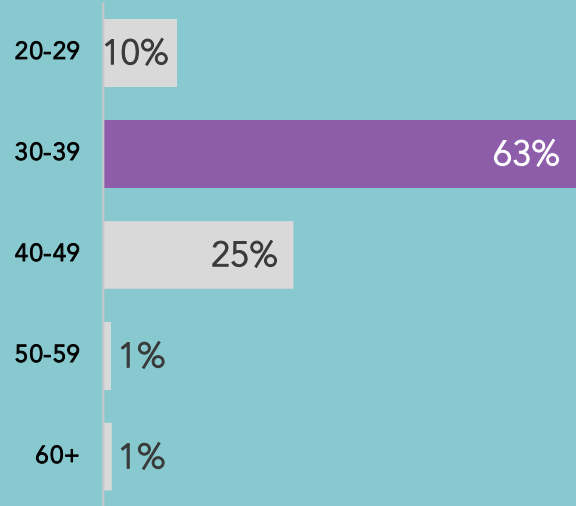


Demographics

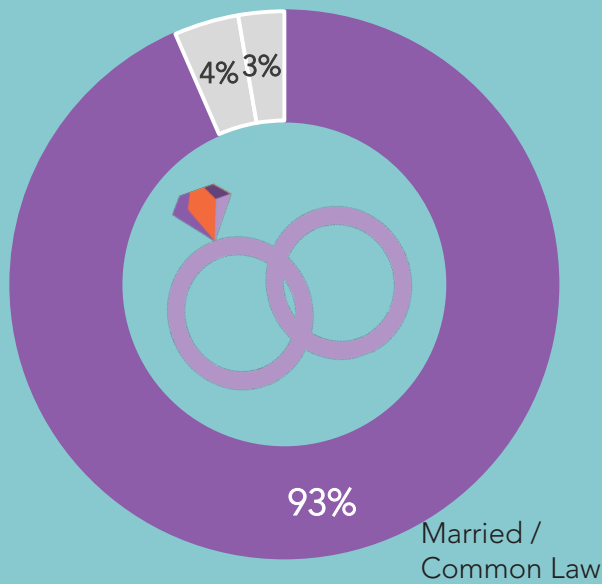
Gender



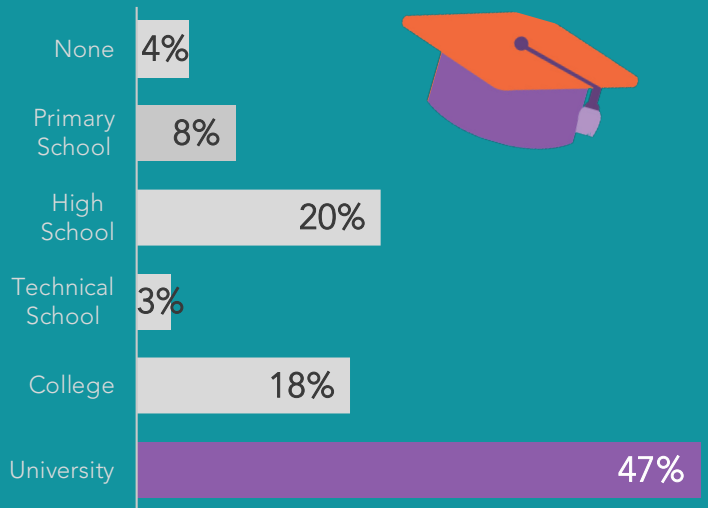
Age



Marital Status



Education



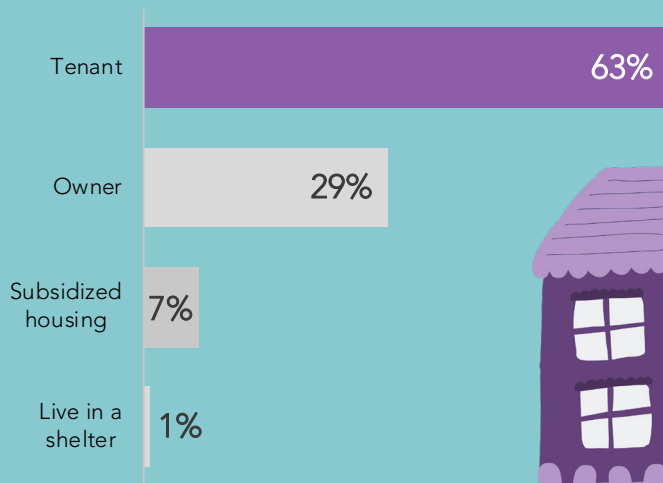
52%
of mothers do not work
outside the home or study

22% work full-time
13% work part-time

12% study



Housing

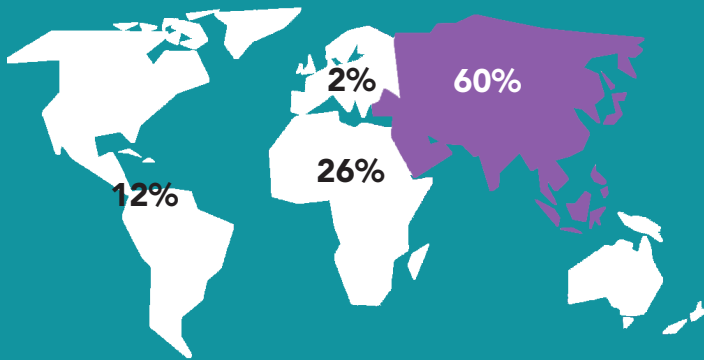


Household Size

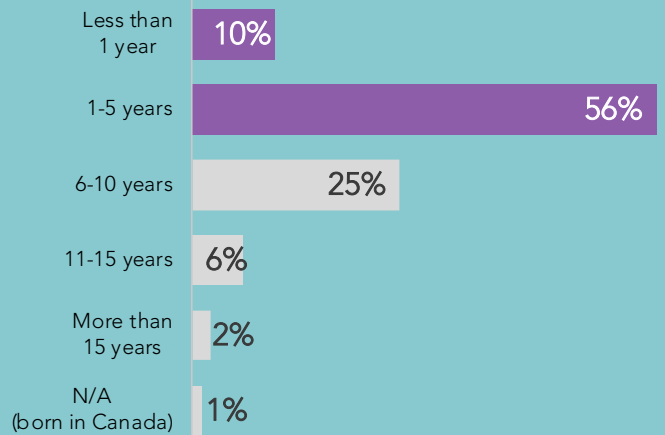


Country of Origin

HIPPY mothers come from **87 countries** and speak **68 languages**.



Year in Canada



79% are newcomers to Canada, **20%** are refugees.

52% of HIPPY families fall into the low-income category. Most low income families live in large urban centres.



HIPPY Mother Change

Mothers in the program receive weekly role-play training in a tried-and-true early child education curriculum from HIPPY Home Visitors. Home Visitors support mothers not only to develop their capacity to ensure their preschool children's success in school and beyond but also to create linkages to the larger community.

HIPPY participant change is captured using the *Parent Progress Report*, which is completed four times during each program year. During one-on-one meetings, the Coordinator and Home Visitor discuss and agree on how the parent is progressing.

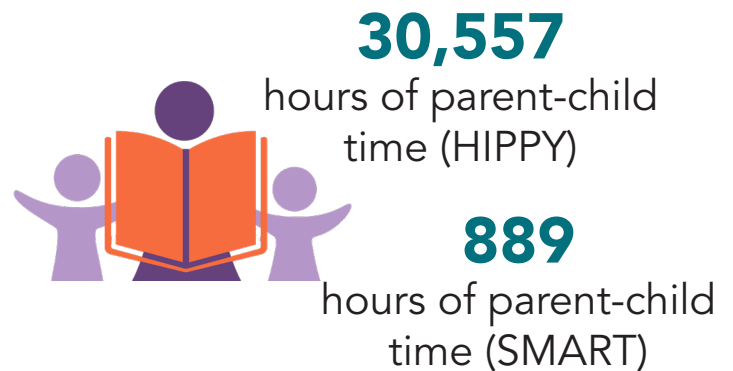
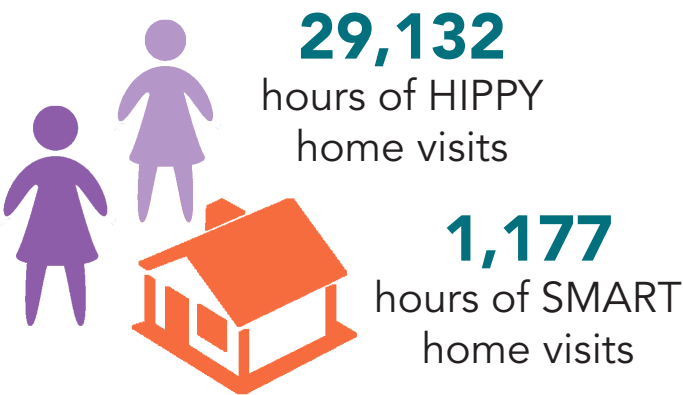
The first *Parent Progress Report* measurement serves as the baseline against which future progress is measured.

Objectives for Mothers



To receive:

- Skills and literacy tools to support their children's success in school and beyond.
- Linkages to social networks that support their inclusion and integration into Canadian society.



Information given **22,543** times

Home Visitors routinely provide mothers with information in the form of flyers, leaflets or other printed materials regarding a wide variety of community services and events.

Referrals made **2,789** times

In some instances, Home Visitors suggested that expert advice was required to meet the mother, child, or family's needs. Referrals were made to community services, government support services, or social service professionals.



Actions taken **2,669** times

In some cases, Home Visitors and Coordinators determined that more than a referral was required. In those cases, Home Visitors helped fill out forms, and supported mothers with appointments.

Bridging parent-school interactions **3,932** times

Home Visitors also support parents with older children with school interactions.

Response to COVID-19 – Virtual Home Visits

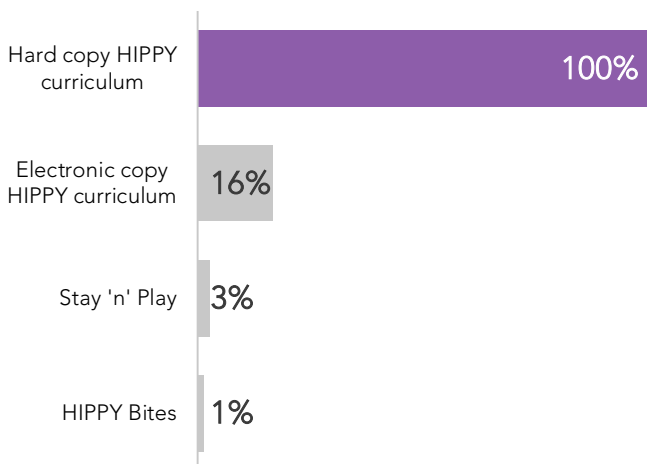
COVID-19 isolation measures implemented in March 2020 were still in effect throughout the 2021-21 program year. To mitigate the devastating impact of social isolation measures on the already vulnerable refugee and newcomer populations, HIPPY Home Visitors across the country continued to provide regular and predictable virtual contact with HIPPY families.

Some families had an internet connection at home but mothers did not have access to devices (e.g., cell phones, tablets, or computers) to enable them to participate in weekly home visits. As a result, the MMC launched a fundraising campaign in 2020 to provide HIPPY families with a tablet. Funders included IRCC, United Way, Vancouver Foundation, West Vancouver Foundation and MMC supporters.

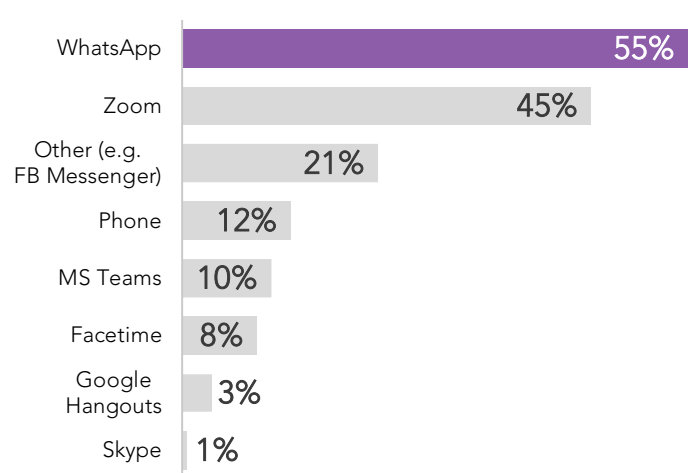


39%
of mothers
received a HIPPY
tablet

Type of curriculum used (% mothers)



Mode of communication used (% mothers)



Other supports provided to families



41%
of HIPPY mothers required
emotional support



21%
of HIPPY families required
food security and
nutritional support



16%
of HIPPY mothers required
support home schooling
their older children



10%
of HIPPY families required
housing support



3%
of HIPPY mothers required
support with gender-
based violence

HIPPY Mother Outcomes

The *Parent Progress Report* (completed up to four times during the program year) revealed that HIPPY mothers learned techniques vital to their children's success in school and fostered relationships. Mothers also indicated that their involvement and sense of belonging to their community increased as a result of participating in the HIPPY program. Both mothers and children expressed interest in reconnecting with their native roots. The HIPPY program encourages cultural education.



Data below show comparisons between a baseline measure taken at the beginning of the mothers' participation in HIPPY and the last progress report of this program year for all mothers.

Outcome 1:

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

Feel confident using the HIPPY materials to teach their child.



Engage their child with additional learning activities (beyond those from HIPPY) three days per week.



Read to their child four days per week or more.



Interact with teachers and other staff, or volunteered at their child's school.



Outcome 2:

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

Use public services independently.



Feel connected to the larger community and are not isolated.



Engage regularly with other mothers, or provided other mothers with support.



Is enrolled in schooling or is employed.



Outcome 3:

Mothers express knowledge and pride in their cultural identity and share it with their children while valuing and learning about the diversity of Canadian culture.

Express cultural pride in both their own as well as Canadian culture.



Teach their children their culture.



Teach their children their mother tongue.



HIPPY Mother Mid-stream Adjustments

Actions Taken	# of follow-up actions
Call mother to remind her of home visit day / time	4,630
Change time of home visit (example: weekend)	1,724
Reduce home visit to every other week	65
Increase home visit to 1 ½ hours / more than once a week	200
Change how curriculum is provided	292
Downsize curriculum (fewer activities) to make it more manageable	182
Give mother a break from HIPPY curriculum (still continue home visit but don't role play)	108
Give mother a break from HIPPY (stop home visits for a while)	81
Allow for more 1-on-1 time with HIPPY child	84
Assign volunteer to support mother to work with child	47
Create family time with HIPPY	2,235
Invite father to be involved	1,257
Suggest extended family / sibling support	764
Support mother with finding daycare	224
ESL support for mother	1,277
Give tips on establishing a routine	2,679
Provide professional support to resolve issue (Coordinator intervenes)	296
Support mother to attend group meetings	2,996
Follow up with family on educational / work goals	1,003

Limitations

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

1. For a variety of reasons, some families are hesitant to disclose personal information. This is especially the case with gross annual income 47.32% of mothers were not comfortable answering this question. Other demographic questions with high non-response rates included job in field of study (17.09%), occupation (7.85%), housing (5.67%), education (5.28%), mother tongue (4.34%), number of years in Canada (4.04%), and household size (3.34%). All other questions pertaining to demographics had non-response rates between 0% and 2.56%. Demographics reported here reflect data for valid responses only.
2. The actual number of low-income HIPPY families may be higher than reported since HIPPY collects annual household incomes using income ranges of \$0 - \$20,000, \$20,001 - \$40,000, \$40,001 - \$60,000 and \$60,001 and more. 2020 low-income levels determined by Statistics Canada, as shown below, are much more specific.

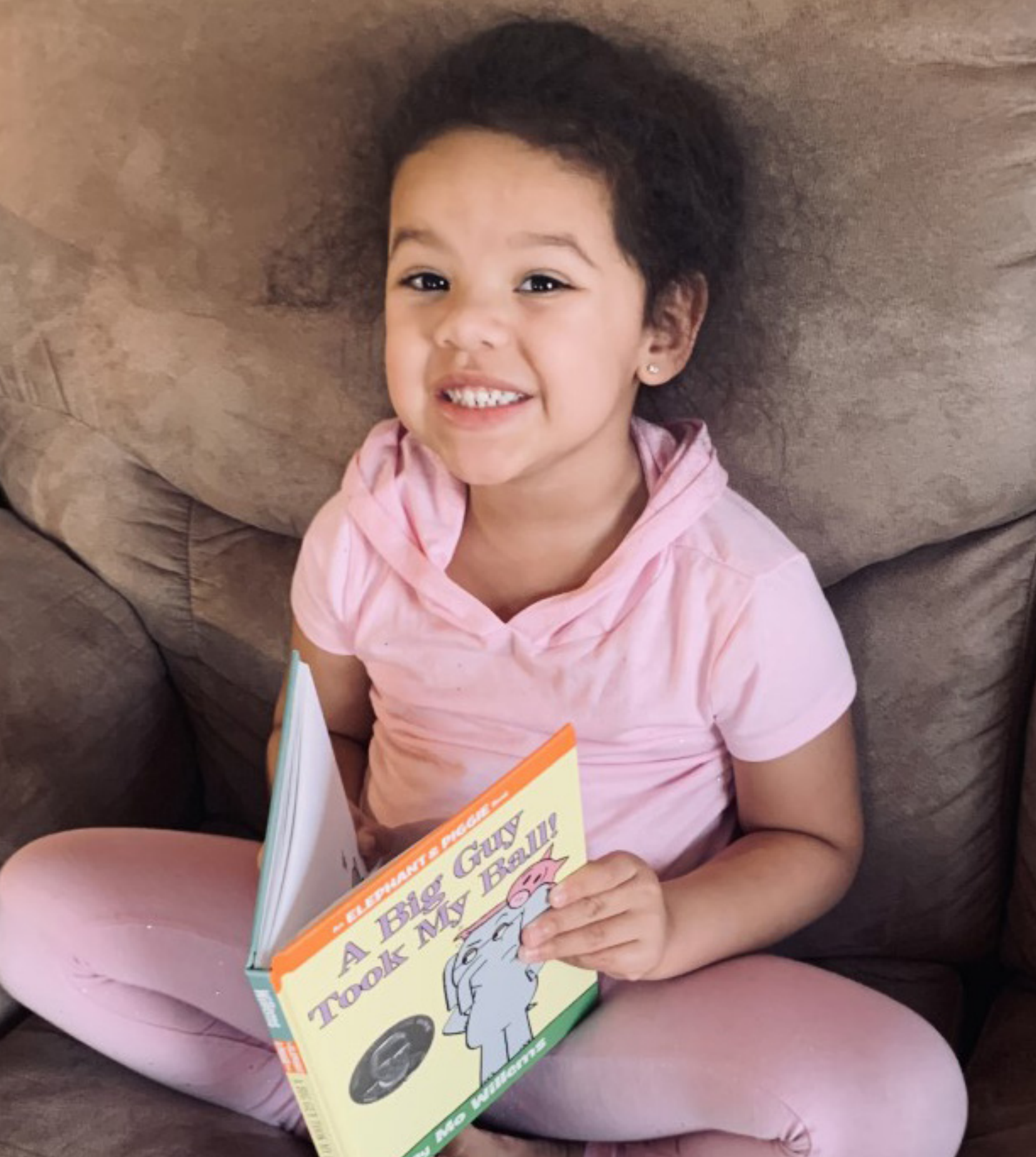
Household Size	Rural Areas	Less than 30,000 Inhabitants	Between 30,000 and 99,999 Inhabitants	Between 100,000 and 499,999 Inhabitants	500,000 Inhabitants or More
1 Person	\$18,325	\$20,848	\$22,784	\$22,926	\$26,620
2 Persons	\$22,814	\$25,953	\$28,364	\$28,540	\$33,141
3 Persons	\$28,046	\$31,906	\$34,870	\$35,087	\$40,743
4 Persons	\$34,053	\$38,740	\$42,338	\$42,600	\$49,467
5 Persons	\$38,621	\$43,938	\$48,019	\$48,315	\$56,105
6 Persons	\$43,559	\$49,555	\$54,157	\$54,493	\$63,276
7 or more Persons	\$48,496	\$55,172	\$60,296	\$60,670	\$70,449

3. The parent change results represent data for parents for whom Coordinators completed the *Parent Progress Report*. 1,079 mothers are represented in the baseline (first) and follow-up (last) data. Of those, 461 completed their first year, 326 their second year, and 292 their third year or longer at HIPPY.

Through HIPPY, I have the opportunity to pursue my passion for teaching, and I've connected with other families, showing them how to adapt the curriculum to best suit their family's needs. This program has had such a positive impact on me because I still feel that I can pursue my dream of teaching. Eventually, I want to work in a school, but I'm so thankful for HIPPY and the positive impact on me because I still feel that my dreams came true. I am a teacher, just in my own home.

My advice for any future moms considering joining the HIPPY program is to do it! I've heard some moms say that they don't know how to teach or don't know if they have the right tools to sit down and learn with their children. You don't have to worry about any of that with HIPPY, though, because they give you all the tools you need. You're able to spend time and enjoy being with your children. Everyone can do it!

HIPPY Mother



Section 4 – HIPPY Children

Development of School Readiness Skills in Multicultural HIPPY Participants: Associations with Socio-Demographic and Parenting Factors*



Camilla Enns and Lucy LeMare
Faculty of Education
Simon Fraser University

**This research was funded by a Mitacs Accelerate grant (Application Ref. IT18623) and the Mothers Matter Centre*

As part of the ongoing evaluation of the HIPPY program, the MMC collects yearly data on socio-demographic characteristics of child and parent participants, children's school readiness skills, and parent behaviours that previous research indicates support children's school readiness. This research presents findings from five multicultural HIPPY sites - a branch of the HIPPY program specifically designed to support newcomer and refugee families. Data were collected between 2016 and 2020, and changes in children's school readiness skills from the start to end of one year in the program were examined, as were school readiness and change over time in school readiness in relation to a variety of socio-demographic and parenting behaviours.

Children's school readiness was assessed with the Bracken School Readiness Assessment – Third Edition (Bracken, 2007), which comprises five subscales including Colours, Letters, Numbers, Size, and Shape. The Bracken assesses children's knowledge of the concepts that preschool and kindergarten teachers traditionally expect children to know in preparation for formal education. The assessment yields a raw score, which is converted into a standard score adjusted for age, and falls within one of five descriptive classifications (very delayed, delayed, average, advanced, very advanced). Time 1 (baseline) assessments were completed at the beginning of the 30-week HIPPY program year (between October-November), and Time 2 (follow-up) assessments were completed at the end of the program year (between May-June). These assessments were individually administered in HIPPY participants' homes, conducted in English by trained HIPPY Home Visitors.

The findings demonstrated that children who participated in multicultural HIPPY for one program year significantly improved in school readiness skills. Over half (51.73%) of the children who completed both baseline and follow-up Bracken assessments moved up at least one full descriptive classification after their first year of participating in HIPPY.

In addition, two parent behaviours that the HIPPY program teaches and encourages (reading to one's child and involvement with their child's school) were positively correlated with Bracken scores, as well as to improvement in Bracken scores over time. This suggests that the HIPPY program should continue to focus on supporting these parenting behaviours given their positive association with children's school readiness skills.

Finally, while all groups of children analyzed in relation to socio-demographic factors improved equally in school readiness skills, children who had lower scores at baseline still had lower scores at follow-up. This indicates that the relative disadvantage of these children at the start of the program remained at the end of the first year, despite the improvements they made over that year. Overall, the research findings continue to confirm the value of the Multicultural HIPPY program for newcomer and refugee families.



Section 5 – Newcomer Innovation: HIPPY Plus

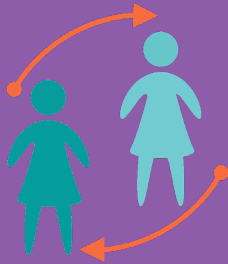
Introduction

HIPPY Plus is an enhanced HIPPY program for low-income, isolated, and vulnerable families in the Greater Vancouver Regional District (GVRD). The MMC in partnership with Immigrant Services Society of British Columbia (ISSofBC) worked with drastically underserved, high-need refugee claimant population along with refugees and immigrants.

HIPPY Plus includes the following:

- A wider menu of program services to enable early learning. Mothers with children in the following age group receive services: (1) 18 months to 36 months through SMART, and (2) 3 to 5 years through HIPPY.
- A longer and flexible delivery schedule for families to go through the HIPPY curriculum slower based on how much they can handle (as opposed to a firmer timeline for completing the program within 30 weeks in core HIPPY). This ensures that families who are already dealing with various stresses do not slip through the cracks and are able to access quality early learning services at a suitable pace.

Essential Program Elements



Mother-to-Mother Approach



Flexible Curriculum



Community Navigators



Key Settlement and Non-settlement Information



Translation Support



Digital Program Delivery

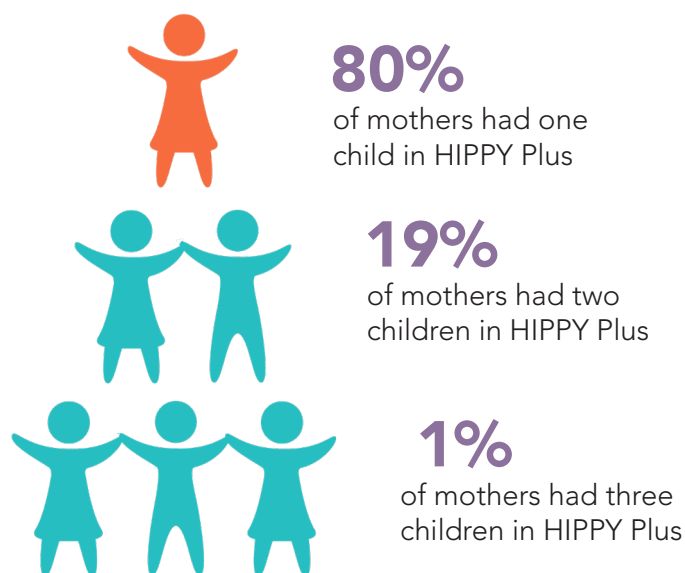
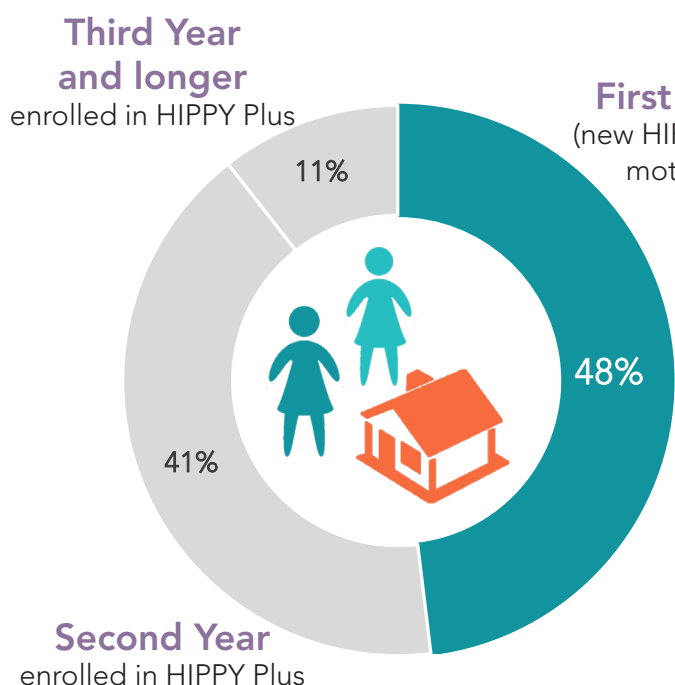
Program Enrollment

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

All data represented here are gathered from ISSofBC.



104 mothers and
127 children were enrolled



Curriculum Age	Curriculum Language (# of children)
	English
Year 1 / Age 3	51
Year 2 / Age 4	51
Age 5	2
SMART	23
Total	127

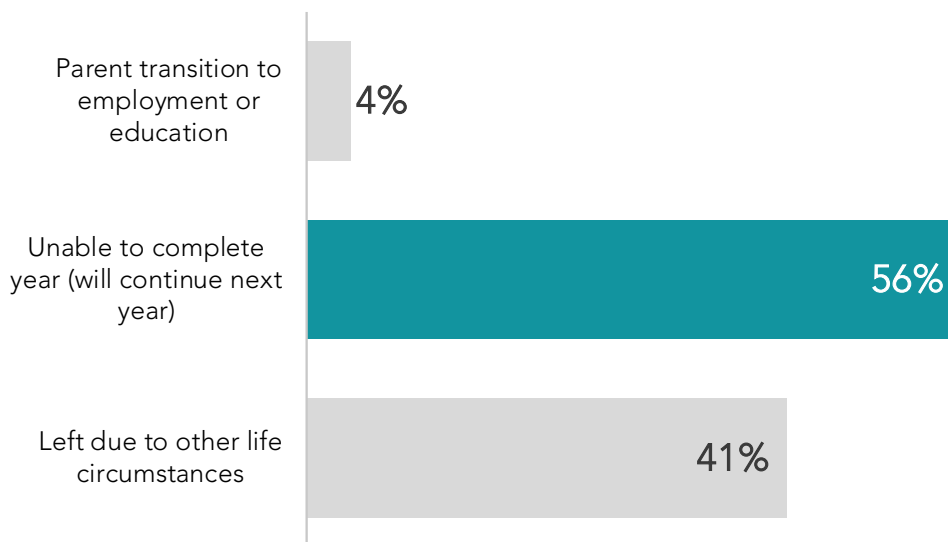
Program Completion

74%
of mothers successfully
completed the program year



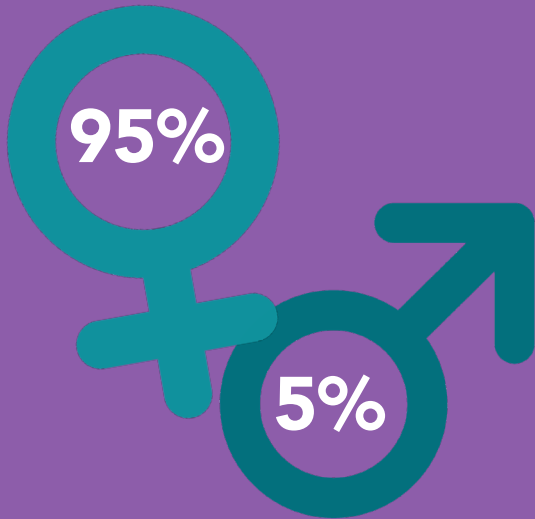
Successful program completion is defined as mothers completing at least 25 weeks of the curriculum for ages 3 or 4, and at least 12 packets of the bi-weekly, age-5 curriculum.

Mothers were unable to complete the year due to:

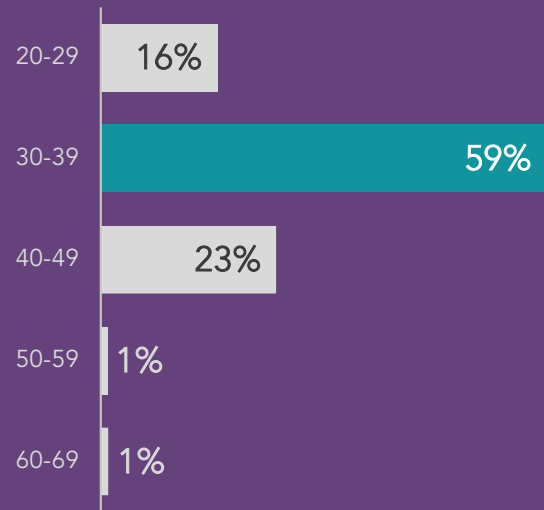


Demographics

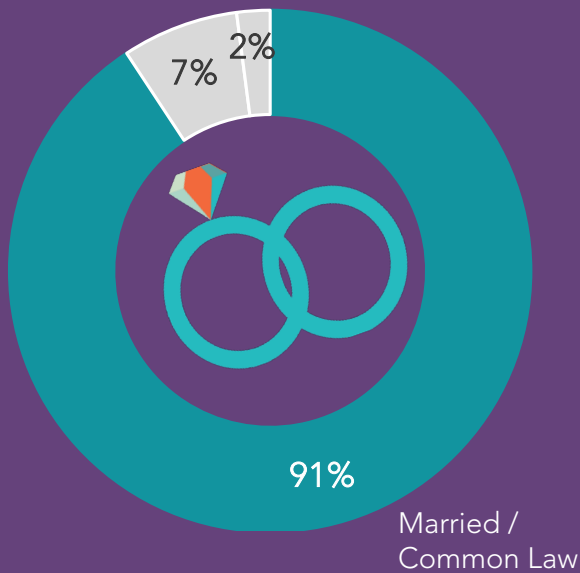
Gender



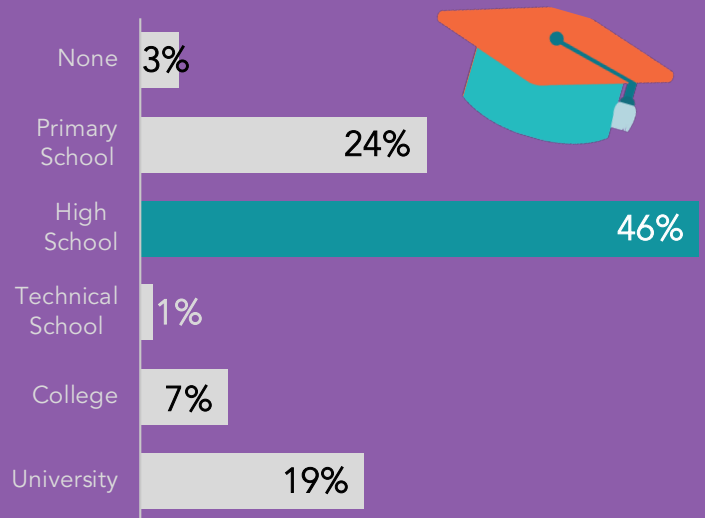
Age



Marital Status



Education



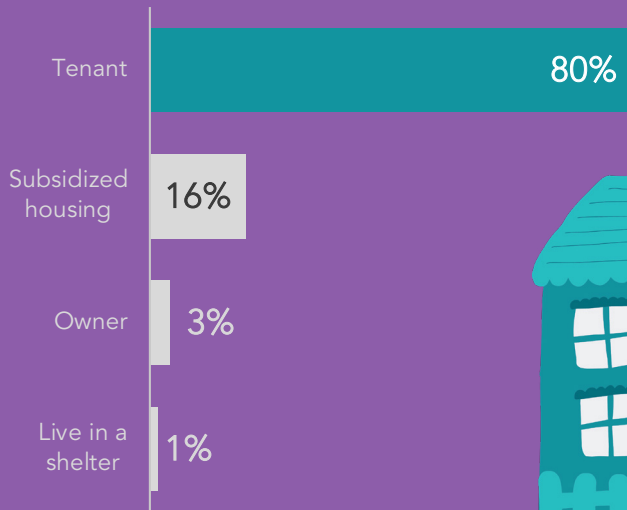
94%
of mothers do not work
outside the home or study

2% work full-time
3% work part-time

1% study



Housing

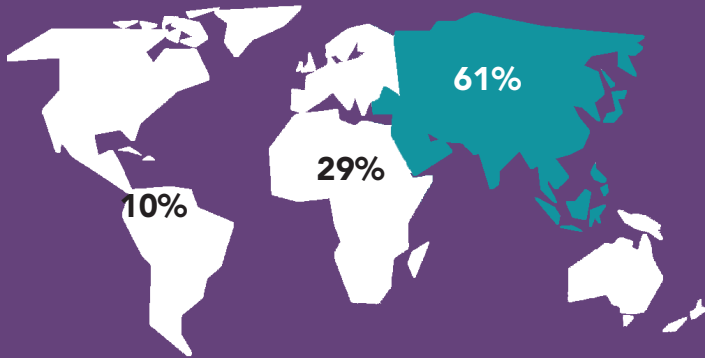


Household Size

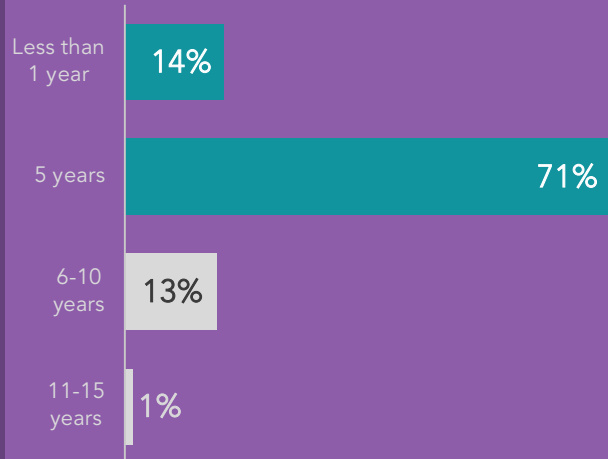


Country of Origin

HIPPY Plus mothers come from **18 countries** and speak **16 languages**.



Year in Canada



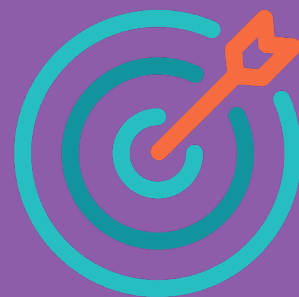
87% are **newcomers** to Canada, **13%** are **refugees**.

HIPPY Plus Mother Change

Mothers in the program receive weekly role-play training in a tried-and-true early child education curriculum from HIPPY Plus Home Visitors. Home Visitors support mothers not only to develop their capacity to ensure their preschool children's success in school and beyond but also to create linkages to the larger community.

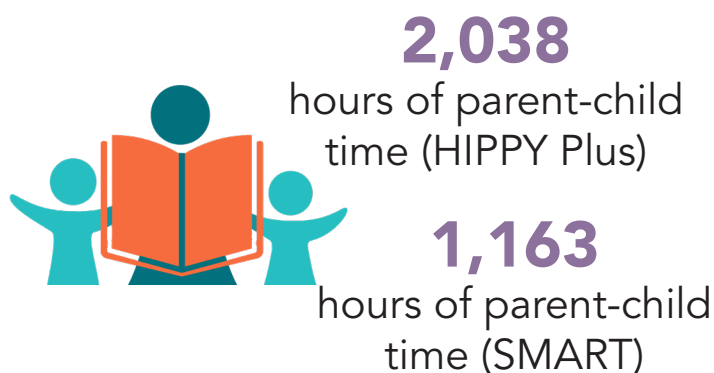
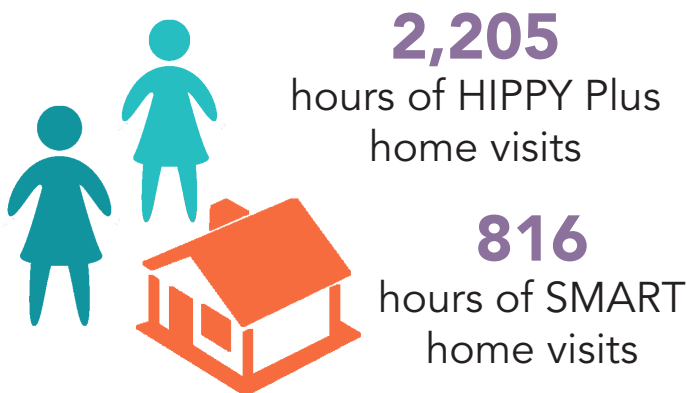
HIPPY Plus participant change is captured using the *Mother Self Assessment*, which is completed at the end of each program year. First year parents complete both the retrospective baseline and year 1 follow up at the end of the first year; second and third year mothers complete the respective follow up assessment at the end of year 2 and 3.

Objectives for Mothers



To receive:

- Skills and literacy tools to support their children's success in school and beyond.
- Linkages to social networks that support their inclusion and integration into Canadian society.



Information given **1,067** times

Home Visitors routinely provide mothers with information in the form of flyers, leaflets or other printed materials regarding a wide variety of community services and events.

Referrals made **94** times

In some instances, Home Visitors suggested that expert advice was required to meet the mother, child, or family's needs. Referrals were made to community services, government support services, or social service professionals.



Actions taken **126** times

In some cases, Home Visitors and Coordinators determined that more than a referral was required. In those cases, Home Visitors helped fill out forms, and supported mothers with appointments and accessing community resources.

Bridging parent-school interactions **151** times

Home Visitors also support parents with older children with school interactions.

Response to COVID-19 – Virtual Home Visits

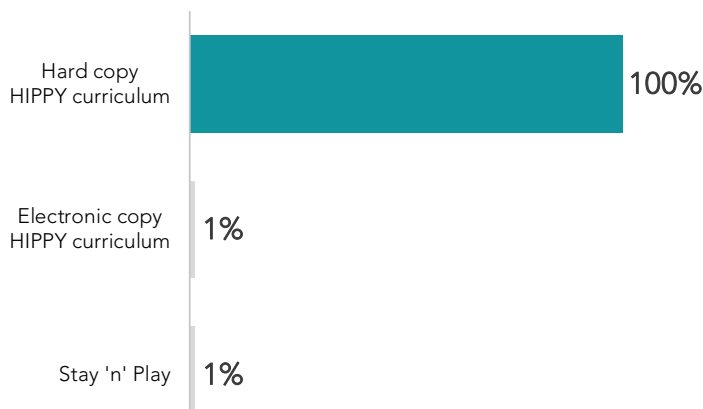
COVID-19 isolation measures implemented in March 2020 were still in effect throughout the 2021-21 program year. To mitigate the devastating impact of social isolation measures on the already vulnerable refugee and newcomer populations, HIPPY Home Visitors across the country continued to provide regular and predictable virtual contact with HIPPY families.

Some families had an internet connection at home but mothers did not have access to devices (e.g., cell phones, tablets, or computers) to enable them to participate in weekly home visits. As a result, the MMC launched a fundraising campaign in 2020 to provide HIPPY families with a tablet. Funders included IRCC, United Way, Vancouver Foundation, West Vancouver Foundation and MMC supporters.

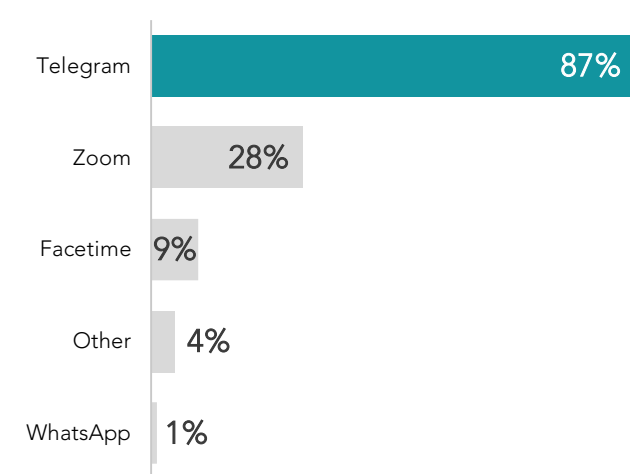


50%
of mothers
received a HIPPY
tablet

Type of curriculum used (% mothers)



Mode of communication used (% mothers)



Other supports provided to families



41%
of mothers required
emotional support



21%
of families required
food security and
nutritional support



16%
of mothers required
support home schooling
their older children



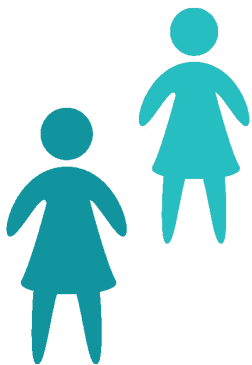
10%
of families required
housing support



3%
of mothers required
support with gender-
based violence

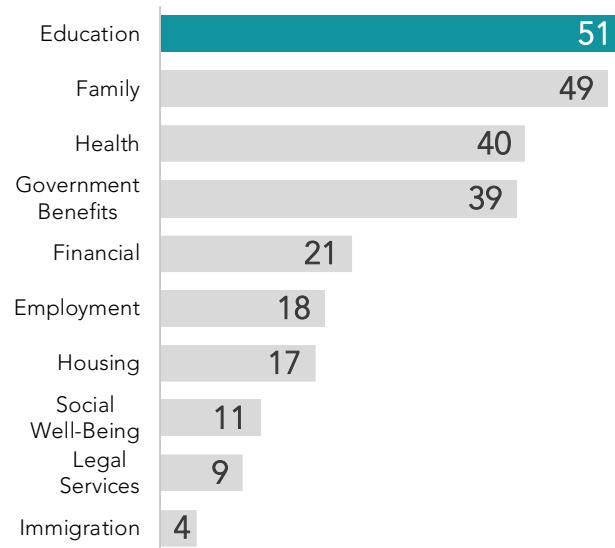
Community Navigator and Mother Efforts

Community Navigators are trained professionals who help refugee families settle in Canada. Community Navigators and the HIPPY Plus team work together to build individual plans for each family to support mothers in navigating the complex network of resources and programs that will ease their settlement in Canada. Community Navigators may also be involved in group meetings with HIPPY Plus families and Home Visitors to present information and answer questions.



114
hours of support provided
to **54** mothers

Life domains support provided to mothers (# of times)



Information given **32** times

Home Visitors routinely provide mothers with information in the form of flyers, leaflets or other printed materials regarding a wide variety of community services and events.

Referrals made **30** times

In some instances, Home Visitors suggested that expert advice was required to meet the mother, child, or family's needs. Referrals were made to community services, government support services, or social service professionals.



Actions taken **173** times

In some cases, Home Visitors and Coordinators determined that more than a referral was required. In those cases, Home Visitors helped fill out forms, and supported mothers with appointments.

HIPPY Plus Mother Outcomes

The mother self assessments (retrospective baseline and follow-up at the end of each program year) reveals that HIPPY Plus mothers learned techniques vital to their children's success in school and fostered relationships. Mothers also indicated that their involvement and sense of belonging to their community increased as a result of participating in the HIPPY Plus program. Both mothers and children expressed interest in reconnecting with their native roots.



Outcome 1:

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

Feel very confident teaching their child new things.



Watch educational programs with their child.



Read to their child three days per week or more.



Feel very comfortable when communicating with teachers or staff at their child's school, pre-school, or day care.



Outcome 2:

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

Feel they belong in their neighborhood.



Have two or more people they can talk to about different issues regarding their child.



Have three or more friends in their neighbourhood.



Attend or go to events or social gatherings in their neighbourhood.



Outcome 3:

Mothers express knowledge and pride in their cultural identity and share it with their children while valuing and learning about the diversity of Canadian culture.

Spend time with extended family and pass down stories with their child.



Teach their children their culture.



Teach their children their mother tongue.



Limitations

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

1. For a variety of reasons, some families are hesitant to disclose personal information. Demographic questions with high non-response rates included job in field of study (32.69%), country of origin (11.54%), housing (9.62%), mother tongue (8.65%), and occupation (7.69%). All other questions pertaining to demographics had non-response rates between 0% and 6.73%. Demographics reported here reflect data for valid responses only.
2. The parent change results represent data for mothers who completed the *Mother Assessment*. 103 mothers are represented in the baseline (first) and 94 are represented in the follow-up (last) data.

I've made so many wonderful memories over the last few years as a Home Visitor, but my proudest moments come from seeing the improvement in the families I've visited. Seeing their improvement in communicating in new language and their bonding with other HIPPY families is very moving. I'm so happy for them. Before becoming a Home Visitor, I was a HIPPY Mom, and I was so proud of myself. I couldn't believe that I got to be my son's first teacher, even though I'm not a teacher, and the bond we formed during our time doing the activities was incredible. From the impact I've seen on the families I visited and my own family, I want to continue supporting new immigrants by providing practical parenting classes, enhancing their creative capacity, and opening communication channels within the immigrant community. Eventually, I'd love to open up my own business.

To those who are beginning their roles as Home Visitors, the most important thing is that you are willing to learn. You are striving to be better and accomplish something as a mom but also professionally. This role allows you to build communities, so do what you can to improve and gain confidence in your capabilities.

HIPPY Home Visitor



Section 6 – Home Visitor Professional Development Program

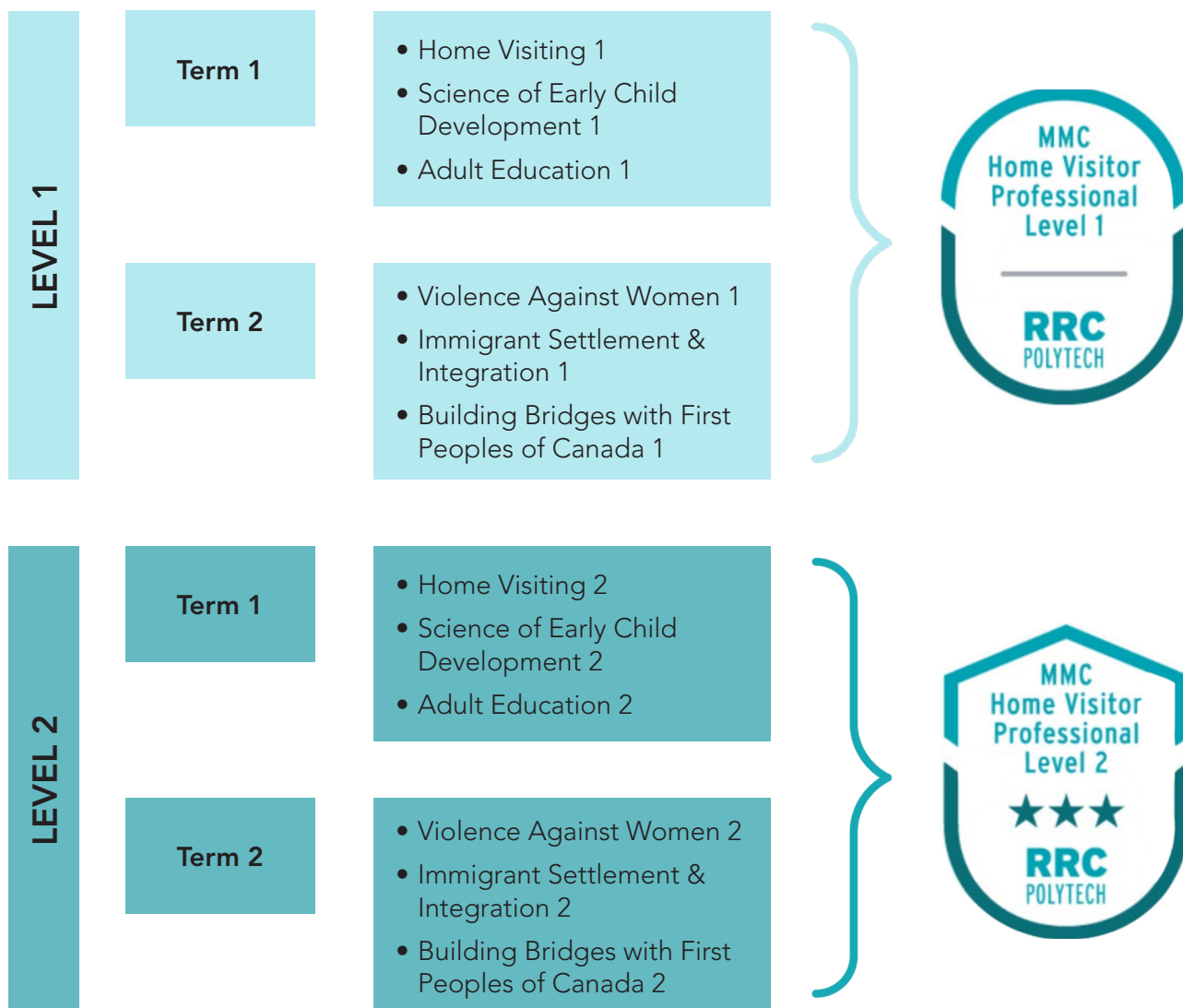
Home Visitor Core Professional Development Program

Through a strategic partnership with Red River College (RRC) Polytechnic and with funding from Immigration, Refugee, and Citizenship Canada (IRCC), the MMC has designed a structured, participatory, and accredited Professional Development Program (PD). The PD program is offered, free of charge, to Home Visitors. Upon completion of TWO terms of level 1, Home Visitors receive their first micro-credential in the form of a Digital Badge that can be posted on social media, added to a resume, or provided to post-secondary institutions. Home Visitors will receive a second Digital Badge upon completion of TWO terms of Level 2. Home Visitors who complete only 1 term will receive a certificate from the Mothers Matter Centre, but it is not accredited.



Funded by:
Immigration, Refugees
and Citizenship Canada

Financé par :
Immigration, Réfugiés
et Citoyenneté Canada



Core PD Training Features

Connecting Across Provinces

Home Visitors are placed in a cohort that stays the same through the duration of the term. They get well acquainted with each other during the course of the term and have the opportunity to discuss in break out rooms, support each other, and share lived experience and best practices during the sessions. As a result of the cohort model and the break out rooms, Home Visitors report feeling more connected to each other and having a sense of community despite the many miles between them.



45
Home Visitors

3
cohorts

"I really love that we have a lot of discussions together and I can learn from other Home Visitors and meanwhile, I feel more bonded with others, not that much isolated. Because of COVID, we always work distance, but in here, I feel like we are a small community. Most of us are seeing each other every week. I feel like we're so familiar with each other and become good friends. For me it's definitely worth my time and effort not only learning the knowledge, and also connecting with others."

Expert Instructors

Each topic in the new PD Program was delivered by a different instructor who was an expert in the field. Instructors not only brought their knowledge and experience to the sessions, but they were able to convey the knowledge in a professional and effective format. The diversity of the instructors also exposed learners to different teaching styles and demonstration of learning formats which is essential to their educational growth.



6
instructors

42
hours of
instruction

"Jennifer, [the Building Bridges with First Peoples instructor], was so good. Her voice is really soft, but we feel like she make a really strong voice she make a deep heat in our heart."

"I can say I am a better Home Visitor because of [LaDonna, the Adult Education instructor]. She was a role model for us. How to be organized, how to start on time, how she introduced for us each topic. It's amazing."

User-friendly Learning Management System (LMS)

All the content for the PD was redeveloped by subject matter experts, and organized and uploaded by a Program Design team consisting of staff from the Mothers Matter Centre and Red River College Polytechnic. Instructors used the LMS to share class content and resources, and collect demonstrations of learning from the students. Each student received a Red River College student account when registering for the PD program and they become RRC students for life.



"I went through all the content [on the LMS]. Another thing that I thought was really good was that we can download the information. So for example, for Violence Against Women, I took some of that content and I was able to bring it so I can have them with me and show them to my parents if they need something."

"What I like the most about the program is that it's organized and what I liked even more is that I can review the materials again if I miss something."

High Quality Content

Each topics' modules were developed by Subject Matter Experts who brought their extensive knowledge of the field and, with the help of MMC staff, ensured that the content is in simple language, relevant to Home Visitors needs, and that demonstrations of learning were done within class time and in a format that was accessible to all Home Visitors.

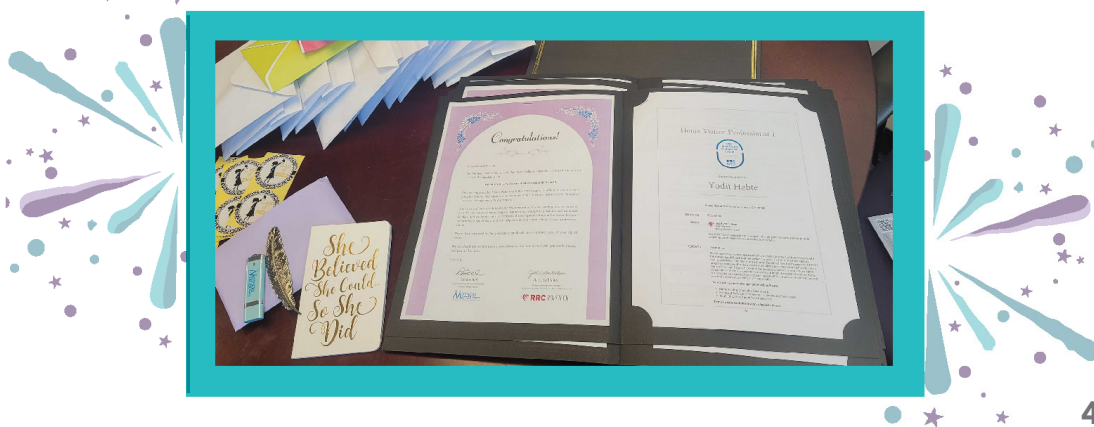


"I learned a lot about three things: About Play -I didn't know play was a right. I thought it was a thing you can rush through. The second thing is positive guidance - How to guide children appropriately. A child is like you. You're embarking on a new journey, and you don't know what's on this journey, right? You need someone to guide you through. And thirdly about Adult Learning, how adults can learn - we have different styles of learning which is going to really help me when I'm doing role play with the parents."

"I will be a better Home Visitor because after learning this training I can make more connections with my HIPPY moms and kids because I understand them more and I am knowledgeable to answer their questions and help them more."

Graduation

At the end of the year, a graduation ceremony was organized to celebrate the success of Home Visitors who participated in the Core Professional Development Program. A graduation package was also mailed to graduates which contained a physical copy of their digital badge, a congratulations letter, and a small gift to recognize their hard work.



Mental Health First Aid

Participants learned how to recognize signs that a person may be experiencing a decline in their mental well-being, have conversations that encourages a person to talk about it and seek professional support, and assist them in finding the right resources. This training is accredited across Canada and is offered by the Mental Health Commission of Canada.

The training consisted of:

- 2-hour self-directed module
- 2-day facilitated training, 3.5 hours each day.
- 2 training were conducted in English and 1 in French



Mental Health
Commission
of Canada Commission de
la santé mentale
du Canada

36

HIPPY staff trained

324

person-hours of training

100%

received Mental Health First
Aid Standard Certificate

"The session really highlighted the basics of mental health and its importance in the well-being of an individual. It made me realize that as women, people of color, and as mothers we often bear many burdens on a daily basis and it is of utmost importance to pause and think that myself or someone else can only do so much. It also taught skills to identify situations where someone around us requires mental health support and what our role is, and more importantly what our role is not. The practicing of scenarios was most helpful and effective."

Living Life to the Full

Living Life to the Full teaches practical self-management skills using cognitive-behavioural therapy (CBT) principles. During the course, participants covered topics such as self-confidence, problem-solving, motivation, dealing with unhelpful thoughts and managing anger. This fun and interactive course helped participants understand their feelings, thoughts and behaviours, and what to do about them!

The training consisted of:

- 90-minute facilitated sessions for 8 weeks.
- 8 helpful booklets delivered to participants.



Canadian Mental
Health Association
Mental health for all

21

HIPPY mothers and Home
Visitors participated

252

person-hours of training

100%

received Certificate of
Completion

1

MMC staff member was trained
to conduct the trainings in
English and French.

"My feelings [when I started the program] was at 4 or 3 but after this course I have full confidence and I can say I'm at 10. I can control my anger and manage stress. Thank you for this."

"For the first time in a while, I can say 'I feel good.'"

"Before this course, I forgot about myself and now, I give value to myself. I was upset. I didn't give to my kids and myself, and now I can eat and I feel good. Now I feel more positive."

"When you come to this session, and listen to other people's stories, you realize you're not alone, and know that others are also going through the same thing, so this gives you extra support."

Bloom Leadership

Then Mothers Matter Centre and Minerva BC collaborated to offer leadership programming to a cohort of HIPPY Home Visitors and Coordinators who were interested in exploring who they were as leaders and to enhance their leadership strengths and skills.



Participants learned to identify their current leadership strengths and capacity, and had an opportunity to build on them and develop a strategy to address gaps in their current leadership skills. After completing this program participants will have increased confidence and the skills to apply for leadership positions, manage others, advocate for themselves and others in the workplace, as well as seek higher education in the context of leadership.

This training was comprised of:

- 10 weekly facilitated Zoom sessions of 2 hours each.
- 5 content areas: Authentic Leadership, Values, Strengths, Setting Yourself Up for Success and Communication.
- Sessions were combination of instruction, interactive activities, small group discussions, time for reflection, and guest speakers.
- A participant workbook with space for reflection and activities.

17

HIPPY Coordinators and Home Visitors participated

300

person-hours of training

100%

would recommend this training to others

92%

report feeling more self-aware and ready for new opportunities

"I always wanted to learn how a true leader is and what qualities should a leader have. I learned all about it in Bloom leadership program. I found myself finally and got the knowledge of being a good leader."

"I thought leadership is how to manage people and how to get team work done. But the idea of Authentic Leadership has totally changed my perspective on leadership."

"I learned how to be pro-active and to listen and not to jump into recommendations and let the people to speak for themselves. I can give honest feedback and take without thinking its personal."



Special thanks to the Sony Global Justice Fund for supporting our mental health and leaderships programs.



Section 7 – Adopt-a-Reader Campaign



The Campaign

On Family Day, families across Canada were challenged to read to their children for

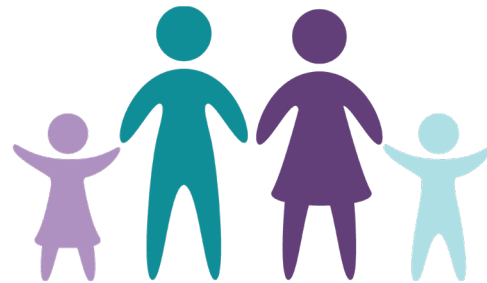
15 minutes a day for **15** days

Families

1,268 families

joined the campaign among them were

1,785 children



Books

3,000 free books

were provided by First Book Canada and distributed to

15 HIPPY sites in **5** provinces

Celebration

HIPPY sites celebrated the grand total of

12,011 minutes read aloud with a virtual **Celebration of Reading**







Section 8 – HIPPY Logic Model




Vision



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

Mission

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

		Objectives	Methodology	Preliminary Outcomes	Intermediate Outcomes	Long-term Outcomes
		<p>To provide employment opportunities (consisting of three-year Home Visitor positions) to mothers in the program who experience multiple barriers to employment.</p>	<p>The HIPPY program provides three-year jobs as Home Visitors to mothers who typically experience multiple employment barriers.</p>	<p>HIPPY mothers are aware of opportunities and supported to explore employment as Home Visitors.</p>	<p>Isolated mothers (who may have been parents in the program) are recruited, employed and supported as HIPPY Home Visitors for a three-year period.</p>	<p>Home Visitors, once isolated mothers, are now highly employable members of society who contribute to the economic well-being of their families and communities.</p>
			<p>The HIPPY program provides a comprehensive and ongoing training including:</p> <ul style="list-style-type: none"> - 2 weeks' pre-service training in the HIPPY methodology; - 4 hours' weekly training in the HIPPY methodology; - Weekly one-on-one training and coaching. <p>Collaboration with institutions of higher education on accreditation.</p>	<p>HVs, who are or were mothers in the program, have a base knowledge of the HIPPY materials.</p>	<p>HVs have an in-depth knowledge of materials and the skills to develop HIPPY mothers' capacity to support their children's learning.</p>	<p>A specialized workforce of women (particularly those who experience multiple barriers to employment) trained in strategies to equip isolated mothers with the skills that ensure their children are productive, healthy, and engaged citizens of Canadian society; to support the development of community connections and civic engagement of isolated mothers; to support the essential skills development of isolated women, which are transferable to a wide variety of contexts and work environments.</p>
		<p>To provide Home Visitors (HVs) with workplace training in essential skills and in the eight HIPPY content areas.</p>	<p>The HIPPY program provides training to HVs in community resource networks systems and the rights and responsibilities of Canadian citizenship.</p>	<p>HVs have the knowledge and skill to seek out information and provide mothers with referrals to public services when required.</p>	<p>HVs have the knowledge and skills to support mothers to increase their social inclusion in activities such as HIPPY group events and other community events.</p>	<p>HVs demonstrate proficiency in essential employability skills.</p>
		<p>The HIPPY program provides comprehensive and ongoing training in professional development including: essential employment skills as well as content areas such as early childhood and adult education, and community development which are required to successfully execute the program.</p>	<p>HVs increase their knowledge and skills in the eight HIPPY content areas.</p>	<p>HVs demonstrate proficiency in essential employability skills.</p>	<p>HVs increase their knowledge and skills in the eight HIPPY content areas.</p>	<p>HVs demonstrate proficiency in essential employability skills.</p>

Objectives	Methodology	Preliminary Outcomes	Intermediate Outcomes	Long-term Outcomes
 <p>To provide HVs with career counseling, goal-setting and job-search support required to transition to other jobs and / or higher education after their three-year work / learn job training position is completed.</p>	<p>The HIPPY program systematically supports HVs in:</p> <ul style="list-style-type: none"> - Identification of career and educational aspirations; - Job-search strategies (resume-writing, search skills and interviewing practice); - Identification of training and education opportunities. 	<p>HVs articulate career and higher education aspirations.</p>	<p>After three years, 50% of HVs transition to a new career or higher education.</p>	<p>A skilled and experienced Canadian workforce is employed or available for employment in a wide variety of jobs or engaged in advanced education to secure employment.</p>
HIPPY MOTHERS				
 <p>To provide mothers with the skills and literacy tools to support their children's success in school and beyond.</p>	<p>HVs reach out to at-risk mothers in their homes with practical information and structured lessons that enable isolated Indigenous and newcomer mothers to gain confidence in their own capacity to help prepare their children for entering school with the skills required to succeed. Through structured and regular visits and role-play of curriculum, HIPPY changes parents' perceptions of potential as advocates on behalf of their children in the educational and broader communities.</p>	<p>Mothers establish a routine of engaging with their children on educational (HIPPY) activities. Mothers have the skills and capacity to use the HIPPY materials to teach their children.</p>	<p>Mothers engage their children with additional learning materials (beyond those from HIPPY). Mothers have meaningful interactions with their children's schools (for children ages 4 and 5) or daycare, pre-school, etc. (for younger children).</p>	<p>Once-isolated mothers have the skills essential to ensure that their children are productive, healthy, and engaged citizens of Canadian society.</p>
 <p>To provide isolated mothers with linkages to social networks that support their inclusion and integration into Canadian society.</p>	<p>The HIPPY program promotes the formation of parental networks. HIPPY identifies and supports people from the community who have leadership potential. HIPPY improves access to community resources. HIPPY creates a mutual support network through parents' involvement in the program. HIPPY supports the involvement of parents in community leadership roles.</p>	<p>Isolated mothers are offered connections to formal public services required to ensure the healthy development of children and families in the Canadian context. Isolated mothers create informal social support networks with other mothers in similar situations with whom they can share their experiences and knowledge.</p>	<p>Mothers in the program understand and act upon their rights and responsibilities as members of Canadian society. Mothers have life skills, knowledge (e.g., Canadian customs, life skills, local transportation etc.) necessary for healthy and integrated families. Mothers engage in additional education, training and / or employment-search opportunities beyond the HIPPY program.</p>	<p>Mothers have the skills, knowledge and experience to fully participate in social, economic and civil society.</p>

Objectives	Methodology	Preliminary Outcomes	Intermediate Outcomes	Long-term Outcomes
 <p>To ensure that isolated mothers understand and transfer their cultural practices and values to their children while recognizing the diversity of Canada.</p>	<p>Indigenous cultural training is provided for HVs in pre-service training and as part of the weekly training.</p> <p>Newcomer mothers are invited to share their culture at group events, read stories from and talk about their home country with their children.</p>	<p>Indigenous mothers engage in the HIPPY program regularly.</p> <p>Newcomer mothers engage in the HIPPY program regularly.</p>	<p>Indigenous mothers express cultural knowledge and pride.</p> <p>Newcomer mothers express cultural knowledge and pride.</p>	<p>Indigenous and newcomer mothers express knowledge and pride in their cultural identity and share it with their children while valuing and learning about the diversity of Canadian culture.</p>
HIPPY CHILDREN				
 <p>To improve the academic performance and social skills of HIPPY children compared to similarly situated students.</p>	<p>The HIPPY program encourages parents to spend 15 minutes per day reviewing instructional materials with their children. HIPPY provides instructional materials that stress cognitive development through language instruction, sensory discrimination skill development, and problem solving.</p>	<p>Children are competently and regularly completing the HIPPY curriculum with their parents.</p>	<p>Children have skills that enable them to succeed in school. Children demonstrate pro-social behaviour with other children.</p>	<p>HIPPY children realize their academic and social potential required to enjoy productive and rewarding lives.</p>

The Mothers Matter Centre gratefully acknowledges

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