

Evaluation Year-End Report and Formative Assessment Report (March 2019)

Introduction

This report provides an overview of the evaluation projects that have been undertaken this year, as well as reporting on the most recent set of evaluation topics.

Prior to moving onto those pieces, it is important to flag a shift that has occurred in the evaluation plan and timeline. Given the later start date for the program, some of the key evaluation projects have had to be moved to June of this year to allow for the program to settle in a bit more. Undertaking deeper analysis of topics such as the perception of the effectiveness of the program or the skill gains by mothers and by home visitors would be premature at this time.

Evaluation projects over the 2018/2019 Year

Through this year, there have been several different evaluation initiatives undertaken.

Development of Evaluation Plan

In September, a more fulsome evaluation plan was developed and submitted to the project leads. Another iteration reflecting feedback was finalized in December 2018. The evaluation plan document can be found in Appendix 2.

Training Evaluation

There were two main approaches taken to the evaluation of the training.

The first was a survey-based approach that included both open ended and close-ended questions, reflective of the formative nature of the pilot at this stage. The surveys were administered at two points.

First, surveys were administered at training sessions, to capture participants' immediate perceptions of the training. These questions focused primarily on the delivery of the sessions as well as to what extent the participants felt prepared to deliver the HIPPY/ELL pilot as a result of the training. This survey was both to inform the evaluation of the training methods, but also to identify any gaps that participants felt prior to them moving into delivery. The results of that survey were shared with the leadership team at that time; however, given some of the challenges with getting responses there were some gaps in that reporting.

A second survey was done of instructors and home visitors in March 2019 to both follow-up on the evaluations that were missing responses in the first round, and to capture the perceptions of the training now that participants had actually begun delivery of the HIPPY/ELL program. The results of this survey are appended in Appendix 3.

The surveys were supplemented by an in-person observation in Vancouver of one of the training sessions; given HR issues, it was not possible to get an observer for the Toronto training sessions. That will be resolved for the next evaluation components.

Curriculum and Teaching Materials

There were two evaluation approaches used to provide an early formative assessment of the curriculum.

First, interviews with the curriculum developers were scheduled to assess the processes used for the development was in line with best practice and focused on the learner. One interview has occurred, with a second tentatively scheduled for early next week; it had been booked earlier, but due to family circumstances of the respondent, it was postponed. The results of those interviews will be provided in the May.

Second, home visitors and instructors were asked a series of closed and open-ended questions regarding their experience with the curriculum and learning materials to date. The results of that can be found in Appendix 3.

Mothers' Learning

Given the late start, and the desire to not rush into formal assessment of learning until the program has settled, the primary mechanism for assessing language learning and gained confidence is the perceptions of the home visitors and the instructors at a fairly high level. The report on the perceptions of learning can be found in Appendix 3.

Coordinator Perceptions

A coordinator "check-in" survey was sent to coordinators at both sites, with questions about their experiences, as well as their perceptions of the pilot so far. One site has submitted their survey; once the second survey is returned, a report will be provided.

Data Review

An initial review of the data collected by the PMP was undertaken, but given the early nature of the data, and the evolving program, more work will be undertaken at the end of June and then later in the Fall to review the data in more depth.

Considerations

In addition to the evaluation processes above, there are some issues that have come up through the process that are worthwhile flagging for leadership's consideration

Access for Evaluation

There have been some challenges in connecting with staff, and getting evaluation processes completed, due to absences or non-response, as well as the timeframes of the actors involved. This has not been a significant issue to date, but as we move forward into the next phases where we will be doing more in-depth evaluations, and moving to a more summative evaluation model, given the small number of actors involved, it will be important to ensure that all respondents provide a response. This is especially true in a dual site model, where identifying differences between implementations may be important.

Different Implementations of Curriculum

One issue that will need to be addressed in the evaluation in more depth is the perceived difference in the implementation of the curriculum across the two sites. This poses both challenges and opportunities for evaluation; however, more work will need to be done to unpack the differences between the two sites because it could have a significant impact on the overall assessment of the pilot.

Differences in Mothers' Language Abilities

An issue that has been raised in some of the feedback received to date has been the challenges of successfully serving a broad range of literacy levels in the pilot. While the pedagogical issues are ones for the lead organizations to resolve, this also has implications for the evaluation. As a result of conversations with staff, some modifications towards a much more focus-group, facilitated approach will be used to ensure that we capture mothers' perceptions effectively.

ADIX 2: Evaluation Plan for HIPPY/ELL Pilot

ly Submitted: September 2018

Version Submitted: December 2018

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ument provides the overview of the Evaluation Plan for the HIPPY/ELL Pilot.

ument consists of two parts:

The Evaluation Framework for the Pilot

p. 2

This framework was developed iteratively, building initially off the proposal submitted for the pilot, and then expanded and enhanced through consultation with staff and partners.

The plan for implementation of the evaluation

pp. 3-9

This section outlines the planned measures, measurement tools and timing for the implementation of the evaluation.

This section is aligned to the component pieces of the Evaluation Framework, and contained in 7 appendices:

Annex 1: Curriculum

Annex 2: Home Visitor Capacity Building and Home Visitor Outcomes

Annex 3: Implementation

Annex 4: Outcomes

Annex 5: Learning and Feedback

Annex 6: Integration with HIPPY

Annex 7: Governance

Curriculum (ANNEX 1)

- Curricula developed as planned
- Built using best practices
- Aligned with appropriate benchmarks

Instructor/home visitor perception:

- Quality of curriculum
- Ease of use
- Relevance to mother

Home Visitor/Instructor Capacity Building and HV outcomes (ANNEX 2)

Training provided as planned

Instructor/home visitor:

- Perception of training
- Sense of confidence/feeling prepared to deliver

HV Outcomes

- Gain employment skills (100%)
- Skills and training to meet needs of mothers and children in the family
- Have skills to support parents to learn English

Implementation (ANNEX 3)

Counts

- Participants
- Sessions/contact hours

Mothers:

- Perception (Relevance/usefulness)
- Perception (Quality of instruction)
- Perception (methods of instruction)
- Perception (Ease of learning process)
- Perception (Effectiveness)
- Perception (Null case/Fit – would they have been able to participate in other LINC/ESL)
- Perception of benefits of combined
- Perception (Formative – what could be improved)

Instructors/Home Visitors

- Perception (learning)
- Perception (relevance/usefulness)
- Perception (mothers' receptivity/interest)
- Perception (Formative – what could be improved)
- Perception (ongoing support for implementation)
- Perception (process)

Integration with HIPPY (ANNEX 6)

Instructors/Home Visitors/ Stakeholders:

- Perception on effect on regular HIPPY
- Perception of effectiveness of combining with HIPPY

Governance (ANNEX 7)

- Perception of quality of partnerships
- Perception of processes for partner engagement and project governance
- Advisory committee members adhere to their role on the committee and purpose of the project
- Clearly designed framework for program delivery the three years of the project

Learn

- Appropriate feedback loops exist for a pilot
- HIPPY Canada's PMP accurately reflects and measures
- 90% of Coordinators & HVs report that they understand
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- 80% of HIPPY sites express satisfaction in the ease of u
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- HIPPY sites are satisfied with the ease of converting ET

ANNEX 1

Curriculum (ANNEX 1)

- Curricula developed as planned
- Built using best practices
- Aligned with appropriate benchmarks

Instructor/home visitor perception:

- Quality of curriculum
- Ease of use
- Relevance to mother

Part 1

- Curricula developed as planned
- Built using best practices
- Aligned with appropriate benchmarks

This will be assessed using a review of the process of development, and the alignment of the tool to the appropriated benchmarks, using both documentation from the development group as well as short interviews.

Timeline: Spring 2019

Part 2

Instructor/home visitor perception:

- Quality of curriculum
- Ease of use
- Relevance to mother

This will be assessed using survey forms for the Home Visitors and Instructors. These will be administered throughout the process, and feedback given to support iterations.

Timeline: Ongoing

Home Visitor/Instructor Capacity Building and HV outcomes (ANNEX 2)

Training provided as planned

Instructor/home visitor:

- Perception of training
- Sense of confidence/feeling prepared to deliver

HV Outcomes

- Gain employment skills (100%)
- Skills and training to meet needs of mothers and children in the family
- Have skills to support parents to learn English

Part 1 Instructor/Home Visitor

- Perception of training
- Sense of confidence/feeling prepared to deliver

This will be assessed using evaluation feedback forms at the end of the training session, and throughout delivery to monitor perception after application of training.

Timeline: Training Sessions; Formative Evaluations in early delivery period

Part 2 Home Visitor Outcomes

- Gain employment skills (100%)
- Skills and training to meet needs of mothers and children in the family
- Have skills to support parents to learn English

These will be assessed using a review of the training process, as well as perceptions of the home visitors.

Timeline: End of Cohort

Implementation (ANNEX 3)

Counts

- Participants
- Sessions/contact hours

Mothers:

- Perception (Relevance/usefulness)
- Perception (Quality of instruction)
- Perception (methods of instruction)
- Perception (Ease of learning process)
- Perception (Effectiveness)
- Perception (Null case/Fit – would they have been able to participate in other LINC/ESL)
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Instructors/Home Visitors

- Perception (learning)
- Perception (relevance/usefulness)
- Perception (mothers' receptivity/interest)
- Perception (Formative – what could be improved)
- Perception (ongoing support for implementation)
- Perception (process)

Part 1

Counts

- Participants
- Sessions/contact hours

These will be collected through the HIPPY performance management system

Part 2: Mothers Perception Measures

These will be through a focus group of the mothers

Part 3: Instructor/Home Visitors Perceptions

These will be collected through a survey administration, with feedback loops to support iterative adaptation as necessary.

Outcomes (ANNEX 4)

Mothers: Absolute

- Language Gains
- Perception of gains
- Perception of confidence gains

Mothers: Relative (comparative case using similar HIPPY mothers cohort)

- HIPPY/ESL mothers gain language skills/confidence at a greater rate than HIPPY parents who do not have the ESL component (control for other ESL interventions)
 - Perception (Confidence; perceived gain)
 - Assessment
 - HIPPY/ESL mothers have as good of HIPPY outcomes as programs that do not have the ESL component
 - Use existing HIPPY benchmarks

Part 1: Mother Gains

These will be measured in 2 ways

1. Absolute gain – measured through assessments done by instructors
2. Perception of Gain, Perception of Confidence – will be measured through focus groups of mothers and surveys of Home Visitors and Instructors

Timeline: End of Cohort; formative assessments to occur during the process

Part 2: Comparison to non-ELL HIPPY program

Two different tools will be used for this:

1. Comparison on HIPPY outcomes will be done through an analysis of the performance management data collected by HIPPY
2. HIPPY ELL language gain compared to non-ELL HIPPY recipients will be done through a comparative cohort model – gains will be compared to members of another cohort of HIPPY that does not include the ELL component

Timeline: End of cohort

Learning and Feedback (ANNEX 5)

- Appropriate feedback loops exist for a pilot
- HIPPY Canada's PMP accurately reflects and measures the services delivered, potential challenges, and change achieved over time.
- 90% of Coordinators & HVs report that they understand the importance and function of HIPPY Canada's PMP.
- 90% of Coordinators & HVs demonstrate competence in and compliance with HIPPY Canada's PMP and protocols.
- 80% of HIPPY sites express satisfaction in the ease of using and value of the PMP reports.
- HIPPY program families receive improved quality of service as documented in the PMP.
- 70% of Coordinators and HVs report that they are more aware of the families' unique needs and respond by adjusting service accordingly.
- HIPPY sites are satisfied with the ease of converting ETO data for monthly iCARE reporting.

Part 1: Appropriate Feedback loops exist for a pilot

This will be done through a review of the feedback mechanisms embedded in the pilot process.

Part 2: PMP, ETO and ICARE

This will be done through:

1. Review of PMP usage
2. Survey of Coordinators and Home Visitors (End of Cohort)

Integration with HIPPY (ANNEX 6)

Instructors/Home Visitors/ Staff/ Stakeholders:

- Perception on effect on regular HIPPY
- Perception of effectiveness of combining with HIPPY

This will be done through surveys and interviews with Instructors, Home Visitors, staff and stakeholders

Timeline: End of pilot

Governance (ANNEX 7)

- Perception of quality of partnerships
- Perception of processes for partner engagement and project governance
- Advisory committee members adhere to their role on the committee and purpose of the project
- Clearly designed framework for program delivery the three years of the project
- Sufficient and appropriate staff to implement and manage the project
- IRCC expresses satisfaction with all reporting

This will be accomplished through:

1. Review of the governance processes (ongoing)
2. Surveys and interviews of staff and leadership from partner organizations (end of pilot)

APPENDIX 3: Summary Report – Formative Input March 2019

INTRODUCTION

This report presents the findings of a formative assessment that was done in March 2019, reflecting the early implementation of the HIPPY/ELL Pilot.

As this is a very early assessment of the implementation, this report is intended only to provide input to the program leads to inform their decision-making with regards to the further implementation. It is not intended as a summative assessment.

METHODOLOGY

Both home visitors and instructors were provided with a questionnaire to fill out and return to the evaluator.

The questionnaire had a series of open-ended and close-ended questions about:

1. Curriculum, tasks and learning materials
2. Training
3. Perceptions of learning
4. Additional comments.

In total, there were 5 home visitor responses and 2 instructor responses. For the Home Visitor close-ended questions, the results are presented as percentages of respondents. Unfortunately, one of the instructors filled out the wrong form, so some of the close-ended questions cannot be combined. However, where possible, notes on the findings will be provided.

For the open-ended questions, the results are presented verbatim, but clustered thematically if more than one respondent provided a similar response. Instructor comments will be included, and identified appropriately in the open-ended sections.

CURRICULUM AND TEACHING/LEARNING MATERIALS OPEN-ENDED

The first section deals with the curriculum and teaching materials. Respondents were first asked open-ended questions about the overall curriculum and teaching materials, and then both closed and open-ended questions regarding the associated tasks.

WHAT IS WORKING WELL WITH THE CURRICULUM AND TEACHING MATERIALS?

GENERAL COMMENTS

- As of the curriculum, the grammar sheet, the tap sheet, the script and the dialogue sheet are working well and effectively.
- On the teaching materials part, all the teaching materials that the teacher is creating are wonderfully supportive. To mention some, the mothers are able to memorize most of the words, sentences and models from the games that are played in class.
- One to one practice of material is working very well
- Moms want to be creative during the tasks and want to experiment with their language knowledge
- INSTRUCTOR: The curriculum is excellent. It is very detailed and made it very easy to make lesson plans. I cannot say enough good about the curriculum.
- INSTRUCTOR: The scripts provided for the home-visitors have been a useful resource. That, along with the ideas for teaching have helped me to create teaching materials for skill-building tasks in the classroom.
- INSTRUCTOR: The teaching materials are mainly amazing and useful. As an ESL teacher so far I've liked most of them.

RELEVANCE

- It is relevant to HIPPOY MOM basics need.
- Moms learned useful information from the curriculum and teaching materials. They are helpful. Moms like the English class very much!
- All the 3 units that we have covered so far are relevant. Indeed, the mothers gained a lot of important vocabulary and most of them, they start to be confident going out of their comfort zone and express themselves. For instance, some moms start asking for a meeting with their kid's teachers

CONNECTION TO HIPPOY

- The CORE HIPPOY curriculum has been incorporated in the class which is really beneficial for the moms as they feel connected to their kids HIPPOY CORE curriculum
- The combination between the HIPPOY core and the ELL helps the moms to gain more vocabulary and to learn the language even faster than other moms who are receiving only the HIPPOY core.
- The 1 hour of the HIPPOY support that Betty Lou delivered every week in class helps the lower level moms a lot to when they do the HIPPOY activities with their kids.

EASY/SIMPLE TO USE AND APPROPRIATE FOR PARENTS

- Language used in the curriculum is really straight forward and is not dense.
- A lot of repetition in units is enabling MOM to memorize basic language rules
- The materials are good for the moms and easy to follow for mostly moms.
- The curriculum is easy to follow, parents like it. They enjoy the classes and the 30 min of language support at home.
- The teaching materials are simple and easy to understand

LINKAGES BETWEEN HOME VISITS AND ELL CLASSES

- Home visits ELL curriculum is relevant to the class units which is giving MOMS the opportunity to ask from Home visitor any question they have forgotten to ask during the class
- The ELL is well designed. In fact, as a home visitor I feel that all the activities are linked. That means moms learn through the repetition of the new words in all the ELL scripts (grammar tap sheet, dialogue, listening...)

MULTI-LEVEL CLASSES

- However, the higher-level moms feel bored during this hour because the majority of the activities supported is for the year 1.
- The level of English in the year 2 curriculum is challenging for the higher-level mom. And this is a good thing because those latter they like to learn more and fast.

CHALLENGES OF COMPLEXITY

- INSTRUCTOR: Because of the large amount of detail put into the curriculum development, maneuvering through it all was a bit overwhelming. However, the flowchart has helped immensely. It has made following the curriculum a much easier task. I cannot say enough good about the curriculum. The HIPPY ELL Flowchart for Planning would be for me, the one piece that helps me to make the curriculum work well.

WHAT COULD BE IMPROVED?

MATERIALS

- Sometime parents need additional material such as picture, chart or flash card, which is not readily available all the time
- Moms need more pictures materials for learning new words.
- Extra material for parent should be excellent, like flash cards at the classroom to support the lesson or the use of technology for more visual learning strategies in order to increase comprehension of the topic.
- INSTRUCTOR: In the last month, there have been a good number of resources purchased to enhance the classroom experience. These materials would have been useful to have at the beginning. I have spent hours creating materials for the class. Again, I am very grateful for the ideas given in the curriculum which was an asset in creating the materials.
- INSTRUCTOR: In unit's needs assessment, there are some interesting topics which are chosen by the students as their favorite ones, yet there is not any relevant materials present in the curriculum regarding those topics.

SUGGESTED ADDITIONS TO THE CURRICULUM

- More writing lessons should be incorporated as parents are eager to learn how to write.
- Increasing writing opportunities, depending on their writing skills level in order to strengthen their communication skills.
- Numerals and cardinal/ ordinal counting should be the part of curriculum
- I prefer to have the Arabic version of the curriculum and the stories.

CHALLENGES WITH LEVELS

- The HIPPY curriculum is difficult for the illiterate and the lower level moms. Indeed, it's a lot of new words for them and long sentences.
- It's a good idea to have 2 groups depending on the level, one for the higher level and one for the lower level, because we started losing some higher-level moms. As I mentioned those moms feel so bored during some simple activities.
- Even though Betty Lou try her best to challenge them with some activities in class and with ELL script as well as with some extra homework, but It's still not enough for them. They need something challenging the whole class. Those moms are so eager to learn, that's why It's really so easy for us to lose them as clients.
- I prefer to have a specific curriculum for the lower level and illiterate moms.

APPROACH

- Moms are asking to have the banking unit in prior because they deal with money everyday.
- Extending the class hours would be great.
- Give moms quickly review before starting new lesson.
- INSTRUCTOR: Sometimes students choose topics related to 3 tasks in unit's needs assessment, and due to lack of time, the teacher is certainly not able to cover more than 2 tasks in the class, or sometimes it is not even very easy to find a way as to relate that specific topic to any of the other 2 tasks the teacher focuses on in that unit.

- It were even more efficient for the students, I think, if we could have more time for the units (like 5 weeks instead of 4, or one more 4-hour session a week), or even one interval after unit 3 (or each 3 units) to review the gist of the points we have already covered in the class.

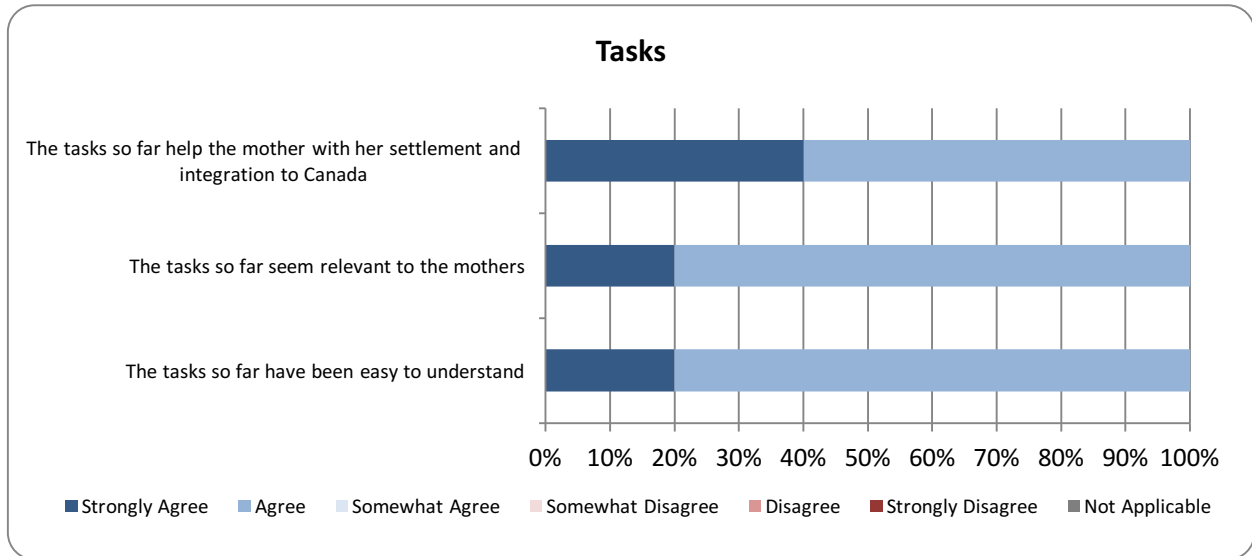
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OTHER

- Give moms certificates when they finished their course.

TASKS, CURRICULUM AND MATERIALS

Home Visitors were asked the following question: Based on your experience so far, please tell us how much you agree with the following statements:



Overall, the response was positive, with all Home Visitors responding either Agree or Strongly Agree.

The instructors were asked a parallel set of questions regarding the curriculum being easy to understand and easy to teach, as well as whether the tasks seem relevant to the mothers and whether the tasks help the mother with settlement in Canada (these last two are the same as the Home Visitor questions).

One instructor Strongly Agreed across all the questions. The other instructor noted that the curriculum has been easy to teach (Strongly Agree) but only a Somewhat Agree on the statement that "the curriculum so far has been easy to teach." For the questions of the tasks' relevance and helping mothers with their settlement, both Instructors identified either Strongly Agreed or Agreed on those statements.

ADDITIONAL COMMENTS ON THE TASKS, CURRICULUM AND MATERIALS

LEVELS

- There is multiple HIPPY CORE Year I activities have been included in the ELL lesson plan but none of the Year II Core HIPPY material has been incorporated so far.
- Some moms have year 2's curriculum, they don't have the books of year 1. But if use year2's books, it's too difficult to some moms.
- INSTRUCTOR: Because of the complexity within the classroom - the different levels, it has been difficult meeting the individual needs when delivering the curriculum. After talking it over with the home-visitors, we thought a solution would be to have a low-level class and a higher-level class. By doing so, it would be easier to tailor the curriculum.
- INSTRUCTOR: Some of the moms are in year 2 of the HIPPY CORE program, and so far we have had nothing in HIPPY-ELL curriculum related to year 2.

MATERIALS REQUESTED

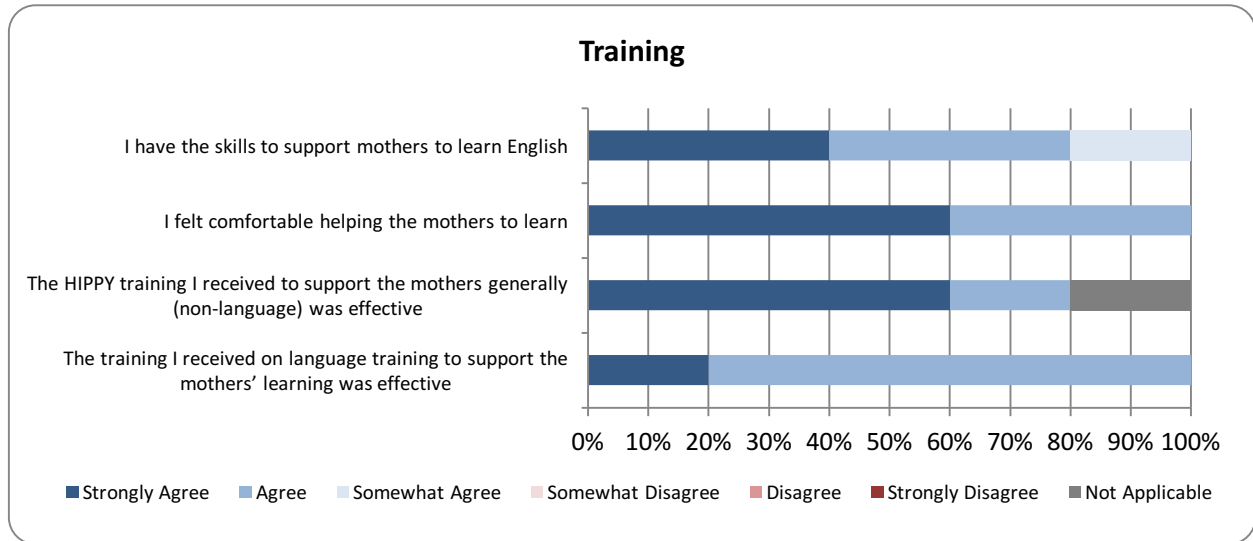
- Use more flash card. It's helpful for moms.
- Incorporating additional easy available videos resources that would compliment with the curriculum would be more effective.

OTHER:

- Lessons are based on the Need assessment so MOMs really show interest in learning and ask multiple questions regarding the topics/ unit
- Parents are starting to get familiar with the curriculum, at this moment there is not concerns about it

TRAINING

Home visitors were asked the following question: based on your experience so far, please tell us how much you agree with the following statements:



Overall, Home Visitors were very positive in their responses to this question, although one respondent only somewhat agreed that they have the skills to support mothers to learn English. This will continue to be monitored over the course of the pilot. The Instructors were both very positive about the training that they received, with Strongly Agree across all statements.

WHAT WORKED WELL WITH THE TRAINING?

ROLE PLAY AND SCENARIOS

- Role plays of the curriculum drafts
- Providing real life (IN-Class) scenarios to practice our skills to respond students
- Role play.
- We had a lot of practice
- We did a lot of role play in the training
- The training was helpful, seeing and experimenting real life situations helped a lot to provide the right support to parents.
- INSTRUCTOR: The practical, hands-on aspects of the training have assisted me in learning the HIPPY ELL system of teaching.

3CS AND OTHER STRATEGIES

- Strategy to avoid saying "NO" to the parents while using 3Cs
- We practiced the 3Cs. This concept is helping me a lot to encourage the moms to learn the language.
- The safety protocol delivered by Shahlawas very helpful to start the home visits.
- The pre-servicetraining helped me a lot to know how to manage any disturbance during the home visit. For example, during this training, I have learned that the best way to stop the mom asking you questions regarding her settlement needs during a home visit is to refer her to a settlement worker.

OTHER COMMENTS

- Frankly, I can hardly remember anything at the moment. Because there were so many training at once.
- What did not worked well with the training was the troubles with the technology connecting Vancouver and Toronto during the session, important information was missed due to the audio and connections problems
- Workshops; Discussion questions
- INSTRUCTOR: All parts amazing.
- INSTRUCTOR: The whole training was great. At first the teaching binder appeared daunting, but now is easy to use. I also have a Google Drive copy of the same which is very user friendly.

WHAT WOULD YOU LIKE ADDITIONAL TRAINING ON, IF ANYTHING?

TECHNOLOGY

- Incorporating Technology such as Multimedia, projector or tablet during class and home visit for better delivery of the lesson/ curriculum
- Technology training
- INSTRUCTOR: Using Technology in the class if kindly possible, and skill-using activities.

TRANSLATION ISSUES

- How to deliver the HIPPY curriculum to an illiterate mom without the need of lot of translation.
- The strategies to use to avoid translation

ESL/ADULT LEARNING

- A basic ESL training. A refreshment for the language training.
- Adult learning Education.

ADVERTISING

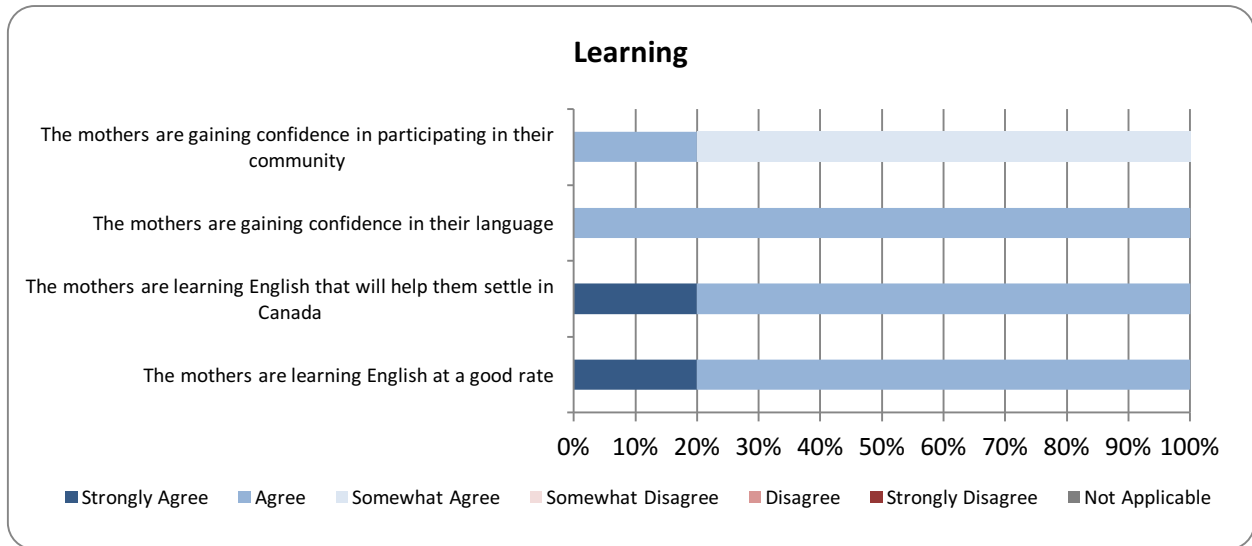
- Advertising our program to different audience and community centre
- How to design the flyer and how to advertise our program.
- Techniques how to advertising the program,

OTHER

- INSTRUCTOR: As far as how to teach, I do not feel I need additional training. However, attending PD trainings would prove to be useful – for example BC Teal Conference.

LEARNING

Home visitors were asked the following question: based on your experience so far, please tell us how much you agree with the following statements:



Given the very early stages of the pilot, these responses are to be expected. The Home Visitors were positive with regards to the learning English at a good rate and learning English that will help them to settle in Canada. As expected, because it is a longer-term outcome, the responses for the statements on gaining confidence in their language and in participating in their community are slightly less positive. However, this is not a cause for concern as it is very early on in the program, and so these will continue to be monitored as the program is further implemented.

One of the instructors Strongly Agreed with all of the learning statements; the other Instructor responded Strongly Agree to the Learning English that will help them settle in Canada, and Gaining Confidence in their Language, but only Somewhat Agree for Learning English at a Good Rate and Gaining Confidence in participating in their Community, but given the comments from this instructor, it is likely to do with issues of absenteeism.

PLEASE PROVIDE ANY ADDITIONAL COMMENTS ON THE MOTHERS' LANGUAGE LEARNING

MORE TIME

- Some moms need practice more, it takes time.
- Depending on every mother needs, sometimes they need more time to process and understand all the information, or the way the curriculum is delivered
- INSTRUCTOR: They certainly need at least a bit of more time for learning.

LEARNING WITH PEERS AND CHILDREN

- Moms are learning the language very fast not only because of the HIPPI core and the ELL script but also because of the help of their older kids. Indeed, those latter help their moms to deliver the curriculum to their younger sibling.
- The language improvements are easily noticeable on all the mothers after 3 classes attendance. And spending a profitable time with their peers brings more encouragement and confidence on the mothers.

ABSENTEEISM

- INSTRUCTOR: Up to now, there has been a high rate of absenteeism. There are a handful of mothers who have come regularly. These mothers have learned English at a good rate. The mothers who have not attended regularly, are progressing at a much slower rate.
- One of the Mom in the program was unable to attend all of the classes due to medical condition so she is a little bit behind but little bit of practice and consistent attendance can improve her learning progress

OTHER

- Some moms need speak more, encourage them to open their mouth.
- Moms are learning from the class, they like the class very much.

ADDITIONAL COMMENTS

As the final question, Home Visitors and Instructors were asked to: Please use the space below to provide any additional information you feel is important for the program leaders to know.

TIMING AND AMOUNT OF TEACHING

- Some parents are really interested in every day classes (5 days a week) so we should set up the classes at least 3 to 5 days to make them learn more and faster
- If parent is absent or unable to meet for the Home visit/ took more than half an hour during the home visit, there should be a plan to make the parents to catch up with other students in the class
- INSTRUCTOR: Extending the teaching/learning time if somehow possible.
- Depending on every mother needs, sometimes they need more time to process and understand all the information, or the way the curriculum is delivered.

CERTIFICATES

- Just like LINC, we should be providing them certificates on the basis of their progress and should evaluate them on the basis of CLB level. This way they will be able to understand, if they have improved their CLB levels so far or not.
- Give moms certificates when they finished their course.

OTHER COMMENTS

- Some words are really hard to pronounce due to their mother tongue structure so some exercise should be incorporated in the curriculum to improve their phonic awareness of English language
- INSTRUCTOR: Introducing more songs and games for HIPPY-ELL part.
- INSTRUCTOR: Again, I would like to mention, I believe it would be beneficial adjusting the classes slightly to have the mother's with lower level language skills in one class and those with higher level in the other. At this point, it would be an easy adjustment because most of the higher level are in the same class.