

Performance Management Results

Program Year
2017-2018



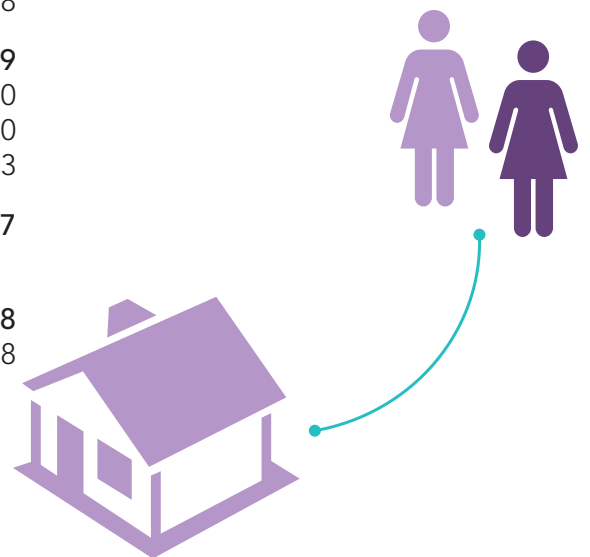
The **Mothers Matter Centre** is a virtual, national consortium of organizations dedicated to serving socially isolated and low economic status mothers and their families using our proven mother-to-mother approach. We will continue to grow and sustain our flagship **Home Instruction for Parents of Preschool Youngsters (HIPPY)** program and develop other program innovations addressing housing assistance, job-skills training, literacy and language training, healthcare, and more.

Mothers Matter Centre

Performance Management Results

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Introduction

Mothers Matter Centre Performance Management

The Mothers Matter Centre (formerly known as Home Instruction for Parents of Preschool Youngsters (HIPPY) Canada) 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.

With support from Immigration, Refugees and Citizenship Canada (IRCC), HIPPY Canada designed and implemented a performance management pilot project successfully completed in 2013. Working with Coordinators at three HIPPY sites (Calgary, Ottawa and Toronto), Social Solutions, and two performance management consultants, HIPPY Canada developed a framework of tools, processes and training to help Site Coordinators and Home Visitors assess their families' progress, challenges and successes. All PMP activities are aligned with the HIPPY Canada Logic Model. (Please see *Appendix 1: HIPPY Canada Logic Model*.)

The PMP was rolled out nationally in autumn 2013. Using the ETO (Efforts to Outcomes) data collection software and the PMP, staff at the Mothers Matter Centre and at sites now have access to timely and accurate information for monitoring program progress and evaluating actual versus intended outcomes. This tool gives Coordinators real-time data they need to adjust programming strategies to better serve their clients. Most important, the performance management approach helps the Mothers Matter Centre measure and understand the process of change.

This document captures a description of efforts exerted and change measured over the last 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.

Most data represented here are gathered from multicultural HIPPY sites. More culturally appropriate tools will be developed in the coming years to enable us to report with greater accuracy on the change results for Aboriginal HIPPY families and Home Visitors.

We are continuing to expand using the Bracken School Readiness Assessment, a standardized tool that evaluates a child's acquisition of basic concepts, which is strongly related to cognitive and language development as well as to early childhood academic achievement. During the 2017-2018 program year two HIPPY sites used the Bracken tool, HIPPY Red Deer, the second year using the tool, and HIPPY Calgary, the first year.

Section 1 comprises background information on HIPPY Canada. *Section 2* contains program enrollment information for Home Visitors and HIPPY mothers. *Section 3* addresses demographic data collected regarding participants in HIPPY programs across the country last year. In *Sections 4* and *5* we report on what we now call effort and outcome data - i.e. on how much and what kind of efforts were exerted to support familial change and social impacts on the families and Home Visitors with whom we work. In *Sections 6* and *7* we report on results from the *Bond to Literacy* program and the *Adopt-a-Reader* campaign.

Section 1

Mothers Matter Centre

The **Mothers Matter Centre** is a virtual, national consortium of organizations dedicated to serving socially isolated and low economic status mothers and their families using our proven mother-to-mother approach. The Centre grows and sustains our flagship **Home Instruction for Parents of Preschool Youngsters (HIPPY)** program and develops other program innovations addressing housing assistance, job-skills training, literacy and language training, healthcare, and more.

The 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 18 years, HIPPY Canada has reached out to provide more than 14,000 low-income newcomer, Aboriginal and other Canadian mothers with structured lessons and practical information that develop their own and their children's personal skills, ensuring both children and families have a better opportunity to succeed in school and society.

How HIPPY Works

The core of the HIPPY program is a structured home visit that:

- Is designed as a three-year program for parents with three-, four-, and five-year-old children;
- Delivers a curriculum based on the needs of children to become school-ready;
- Recognizes role-play as an important method of teaching the skills needed to implement the child-centred curriculum; and
- Features a peer Home Visitor system that enables mothers, who may be hard to reach due to social isolation, poverty, language, or other cultural issues, to feel comfortable participating in the program.

Well-trained peer Home Visitors deliver books and 30 weeks of high-quality curriculum activities directly to mothers, who then work 15 to 20 minutes a day with their own children.

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

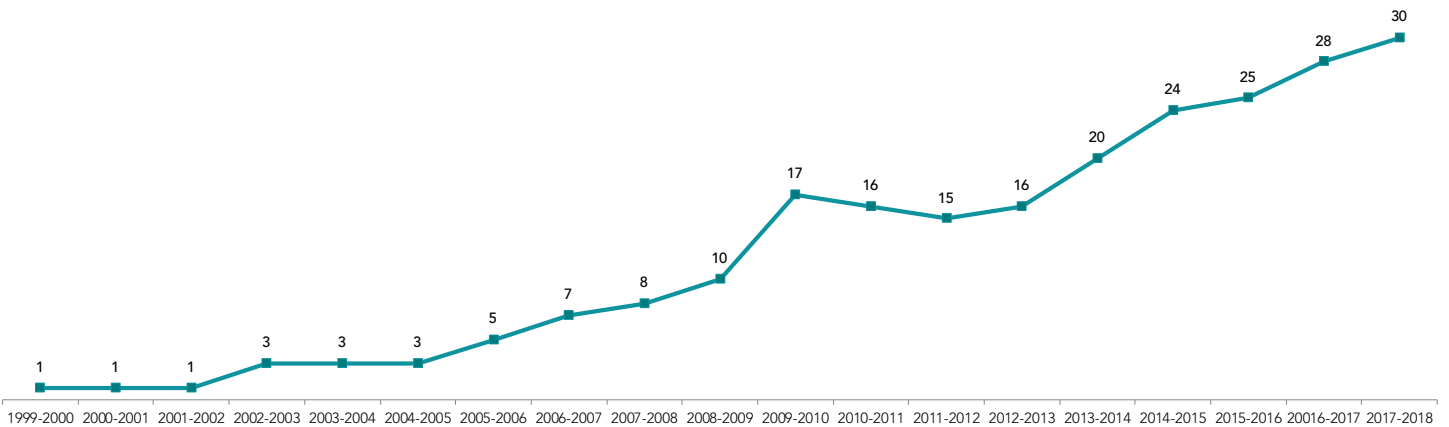
HIPPY empowers mothers as the primary educators of their children in the home and fosters their involvement in school and in the community. This helps to strengthen mother-child relationships and maximize successful early-school experiences.

HIPPY History

HIPPY Sites in Canada (1999-2018)

Since its inception in 1999, the HIPPY program in Canada has experienced an incremental growth. (Please see *Figure 1: Number of HIPPY sites (1999-2018)*.) Over the past 18 years, five sites have closed for financial reasons, yet the total number of sites has increased. Currently there are more than ten Aboriginal communities, three tribal councils and ten multicultural organizations that have expressed strong interest in implementing the HIPPY program, but funding remains an obstacle.

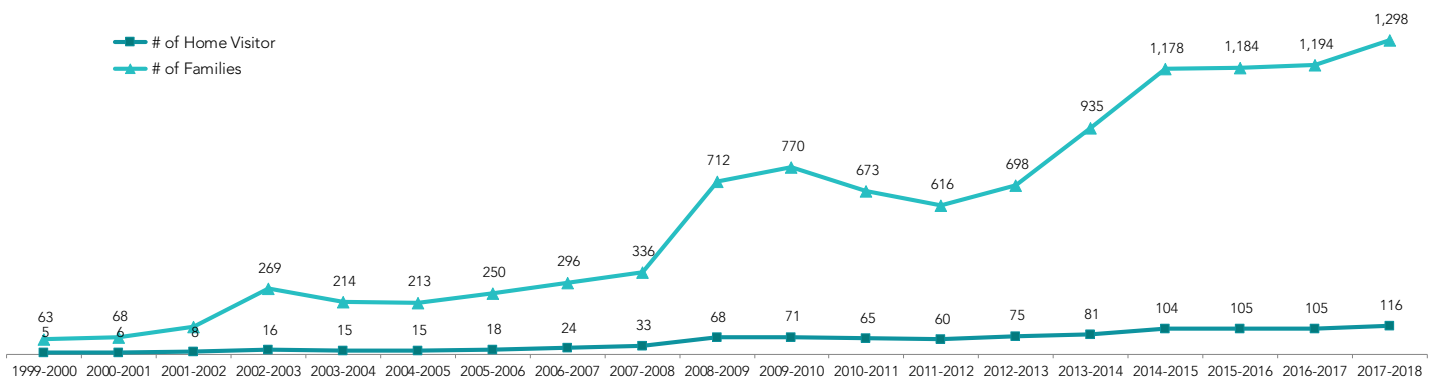
Figure 1: Number of HIPPY sites (1999-2018)



HIPPY Home Visitor and Families Served (1999-2018)

In 2017-2018, HIPPY sites across Canada served 1,298 families. HIPPY sites across Canada employed and trained 106 women as Home Visitors, many of whom were mothers in the program. (Please see *Figure 2: Number of Home Visitors and families served (1999-2018)*.)

Figure 2: Number of Home Visitors and families served (1999-2018)



HIPPY Family of Programs

Reaching across Canada



HIPPY Sites

19 Newcomer Sites:

- ISS of BC (3 sites), Vancouver, BC
- Central Vancouver Island Multicultural Society, Nanaimo, BC
- Central Alberta Immigrant Women's Association (CAIWA) (2 sites), Red Deer, AB
- Calgary Immigrant Women's Association (CIWA) Calgary, AB
- SPEC Association for Families and Children, Brooks, AB
- Mosaic, Winnipeg, MB
- Working Women Community Centre (5 sites), Toronto, ON
- HIPPY Oakville, ON

- Vanier Community Service Centre (2 sites), Ottawa, ON
- HIPPY Montréal, QC
- Immigrant Services Association of Nova Scotia (ISANS), Halifax, NS

11 Aboriginal Sites:

- Nanaimo Aboriginal Centre, Nanaimo, BC
- Vancouver Native Health Society, Vancouver, BC
- Tsleil-Waututh Nation, North Vancouver, BC
- Kainai Board of Education (4 communities), Calgary, AB
- Saskatoon Tribal Council (6) communities, Saskatoon, SK
- Native Child and Family Services, Toronto, ON

Section 2

Program Enrollment

HIPPY Canada’s performance management system (PMP) paints an accurate picture of those using our resources. This information helps us to determine how long Home Visitors and mothers are enrolled in HIPPY, who successfully completed the program year, and to analyze how HIPPY can better serve them.

Home Visitors

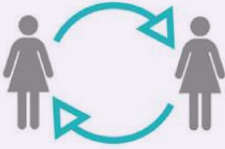
The HIPPY program offers past HIPPY participants (mostly mothers) an opportunity for a three-year work-learn position as Home Visitor with a focus on transitioning them to jobs or higher education after they leave the HIPPY program.

During the 2017-2018 program year the 30 HIPPY sites employed a total of 116 Home Visitors. 48 new Home Visitors were hired in the current program year, with the remaining returning from the previous year.

53% of Home Visitors were mothers in the program. (Please see *Figure 3: Home Visitor was a mother in the program.*)

45 Home Visitors left their HIPPY employment during or at the end of the program year, with more than half (57%) leaving because they found other employment or went to school. (Please see *Figure 4: Home Visitors–Reasons for leaving HIPPY.*)

Home Visitors found careers in the following areas: Montessori School Teacher Assistant, ECE Educator, Settlement Program Assistant, Personal Support Worker, Airline Agent, Spanish-speaking Airline Booking Agent, Administrative Assistant, and one Home Visitor started her own business in Cosmetic Making.



Program Enrollment Highlights

**116 Home Visitors supported
1,298 Parents who taught
1,544 Children.**

**74% of HIPPY Families
successfully completed the
HIPPY year.**



Figure 3: Home Visitor was a mother in the program

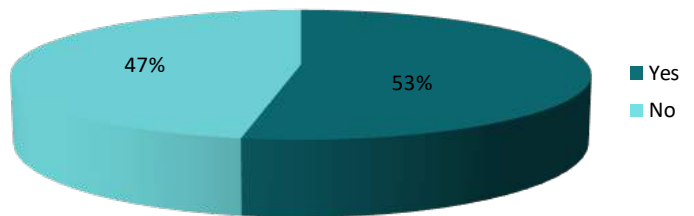
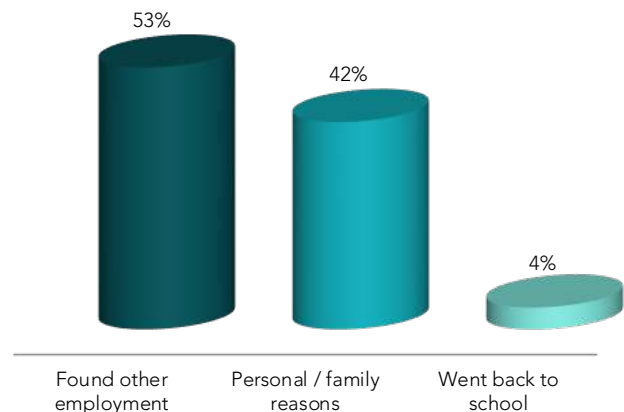


Figure 4: Home Visitors–Reasons for leaving HIPPY

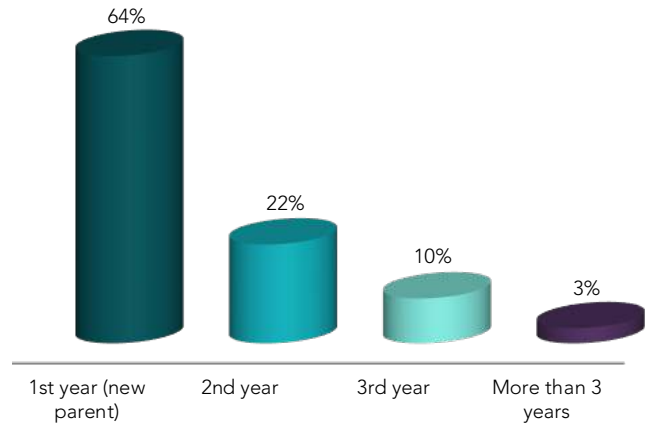


HIPPY Mothers

During the 2017-2018 program year 30 HIPPY sites worked with a total of 1,298 families (and 1,544 children). Almost two-thirds (64%) of HIPPY mothers were new to the program in the current year, while the rest returned from the previous year. (Please see *Figure 5: How long has parent been in HIPPY?*)

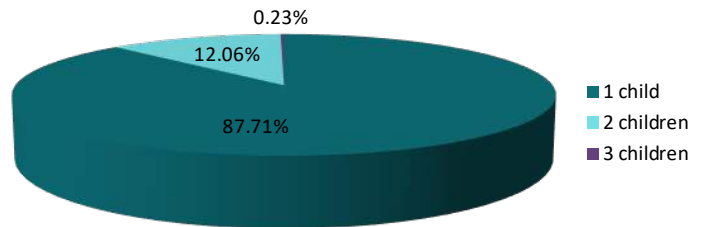
On average HIPPY mothers were enrolled for a total 1.2 years in the program.

Figure 5: How long has parent been in HIPPY?



Most mothers (88%) had one child enrolled in HIPPY, 12% of mothers had two and three parents had three children. (Please see *Figure 6: Number of children in HIPPY.*)

Figure 6: Number of children in HIPPY



Most children participating in the program are either age 3 (578) or age 4 (515). HIPPY continues to experience a drop off at age 5. Mothers claim that life becomes too busy once their children enter kindergarten. The HIPPY program is delivered in both official languages but, at this point, most (90%) of HIPPY participants use the English HIPPY curriculum. (Please see *Figure 7: HIPPY curriculum language and age.*)

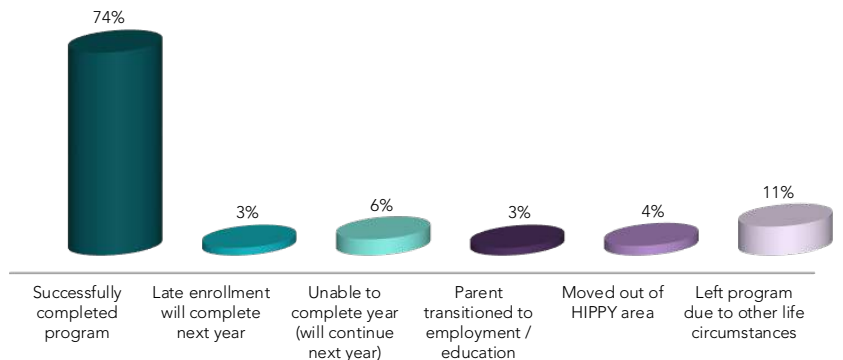
Figure 7: HIPPY curriculum language and age

HIPPY age	HIPPY curriculum language (# of children)			Total
	Arabic	English	French	
3	37	549	29	615
4	39	490	25	554
5	11	244	9	264
Total	87	1,283	63	1,433

The majority (74%) of HIPPY families successfully completed the program year. Successful program completion is defined as parents 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. (Please see *Figure 8: Program completion.*)

These data do not include Aboriginal sites who typically run their programs continuously throughout the year.

Figure 8: Program completion



Section 3

Demographics

Figure 9: Home Visitors—marital status

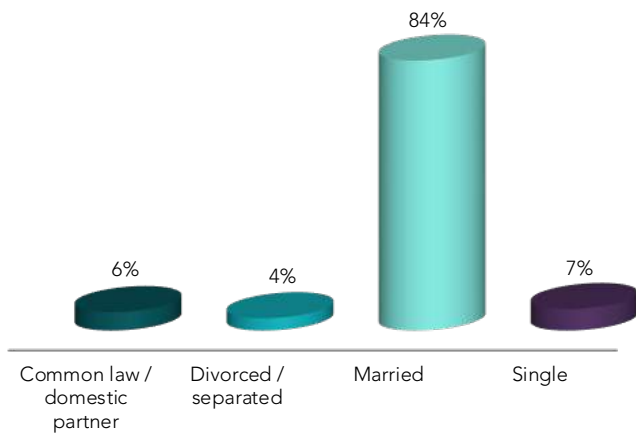


Figure 10: Home Visitors—years in Canada

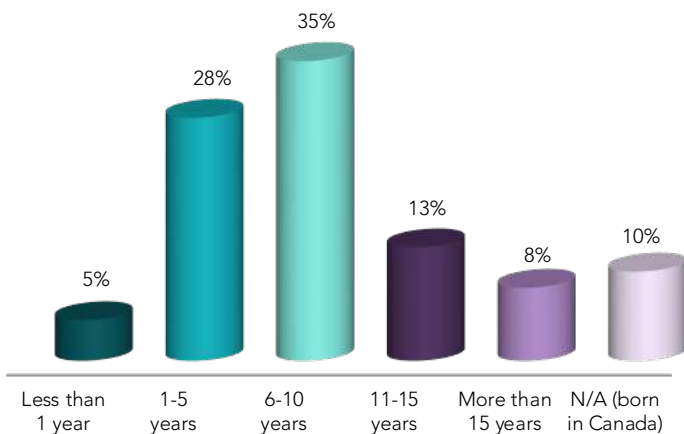
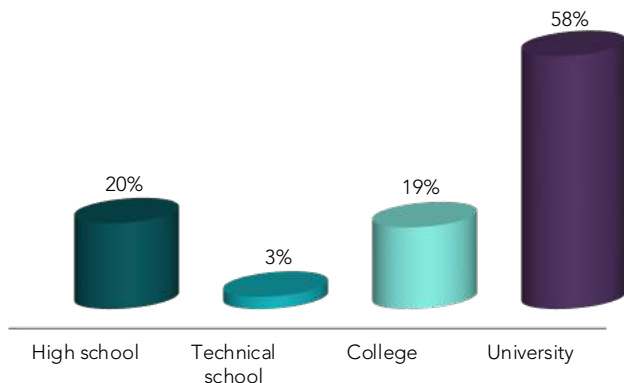


Figure 11: Home Visitors—education



HV Demographic Highlights

90% of Home Visitors are newcomers to Canada coming from 41 countries.

10% of Home Visitors are Aboriginal living in 11 land-based and 3 urban communities.

The demographic summary in this section includes 1,298 mothers and 116 Home Visitors who were enrolled in the 2017-2018 HIPYPY program year. Demographics data for Home Visitors are entered by Site Coordinators and updated annually. Data for mothers are entered and updated by Home Visitors at the beginning of the program year.

Who are HIPYPY Home Visitors?

Home Visitors currently employed at HIPYPY sites across Canada are women who average 41 years old. Most (84%) Home Visitors are married. (Please see *Figure 9: Home Visitors—marital status.*)

Most (90%) of Home Visitors are newcomers to Canada, come from 41 countries and speak 36 languages. 68% of newcomer Home Visitors have lived in Canada for a period of 10 years or less. (Please see *Figure 10: Home Visitors—years in Canada.*) 9% of Home Visitors are Aboriginal living in 11 land-based and three urban communities.

Home Visitors are well-educated. 77% of Home Visitors have, or are in the process of obtaining, a university or college degree. (Please see *Figure 11: Home Visitors—education.*)

Who are HIPPY Families?

Consistent with our previous findings, in most cases (95%), mothers and other female caregivers such as grandmothers deliver the HIPPY program to their children. (Please see *Figure 12: HIPPY parents–gender.*)

The majority (58%) of HIPPY mothers are between 30 and 39 years of age with the next highest group of participants (22%) between 40 and 49 years. 18% are 20 to 29 years of age (Please see *Figure 13: HIPPY mothers–age.*)

The majority (84%) of HIPPY participants are married. (Please see *Figure 14: HIPPY mothers–marital status.*)

Most (75%) HIPPY families live in rental units or subsidized housing. (Please see *Figure 15: HIPPY families–housing.*) Most families who own their own home live in Alberta or smaller communities.



Family Demographic Highlights

13% of HIPPY families are refugees, 70% are newcomers to Canada and 12% are Aboriginal.

HIPPY families come from 96 countries, and 8 land-based and 3 urban Aboriginal communities.

Figure 12: HIPPY parents–gender

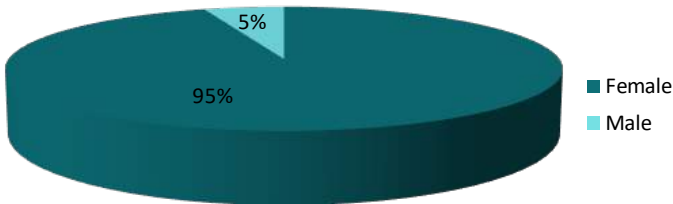


Figure 13: HIPPY mothers–age

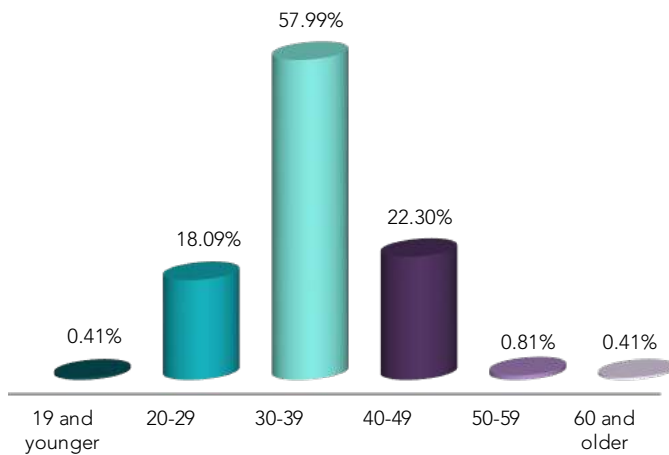


Figure 14: HIPPY mothers–marital status

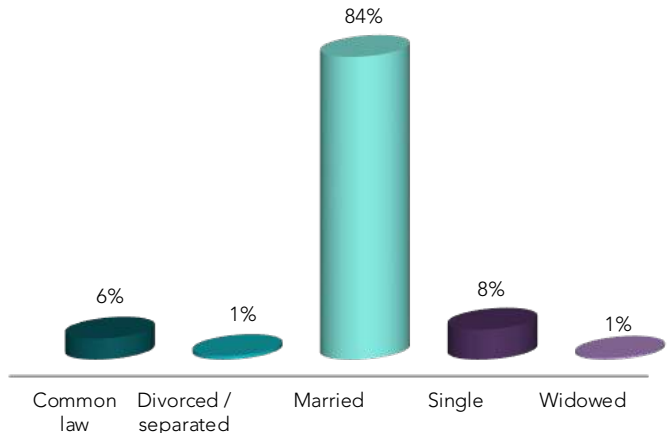
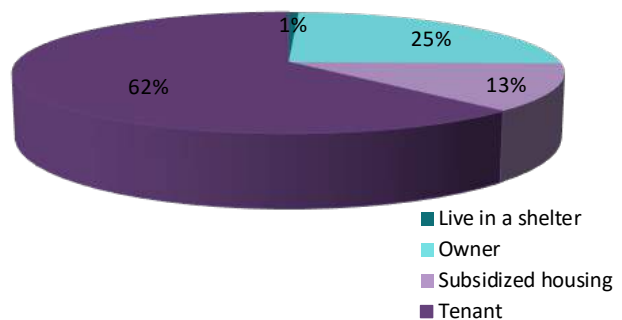


Figure 15: HIPPY families–housing



Consistent with the national average, 37% of the HIPPY families live in households of four people. 22% of households have five, 16% have three, and 23% have six or more people living in the household. (Please see *Figure 16: HIPPY families–household size*.)

Cross-tabulation of average household size and country of origin shows that Syrian families and families from the Philippines have the highest average household size of 6.5 people, followed by 6 people for families from Eritrea, 5.75 people for families from China, 5.67 people for families from Ethiopia, and 5.5 people for families from Pakistan and Sri Lanka.

Origin of HIPPY Families

Newcomer HIPPY mothers have arrived from 96 countries. Our largest demographic (54%) comes from Asia, followed by Africa (18%), the Americas (14%) and Europe (2%).

Aboriginal HIPPY mothers come from three urban Aboriginal communities in Vancouver and Nanaimo, BC, and Toronto, ON, and from the land-based communities of Tsleil-Waututh Nation in North Vancouver, BC, the Kainai Nation near Calgary, AB and the six nations Kinistin Saulteaux Nation, Mistawasis First Nation, Muskeg Lake Cree Nation, Muskoday First Nation, One Arrow First Nation, and Yellow Quill First Nation near Saskatoon, SK. (Please see *Figure 17: HIPPY mothers–region / nation of origin*.)

Most newcomer HIPPY parents are recent immigrants to Canada. 59% of HIPPY parents have lived in Canada for a period of five years or less, and 27% between six and ten years. (Please see *Figure 18: HIPPY mothers–years in Canada*.)

Figure 16: HIPPY families–household size

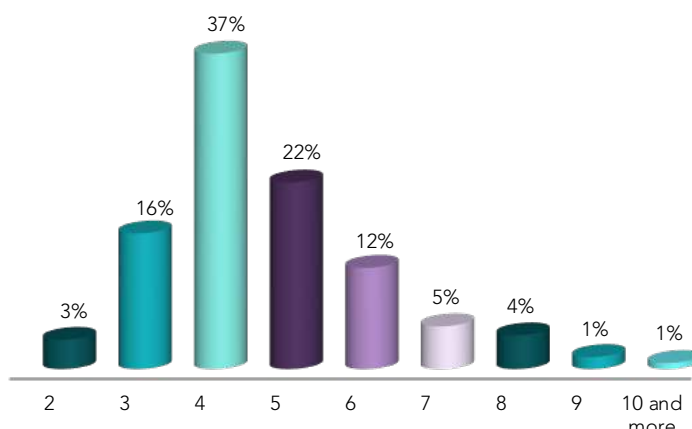
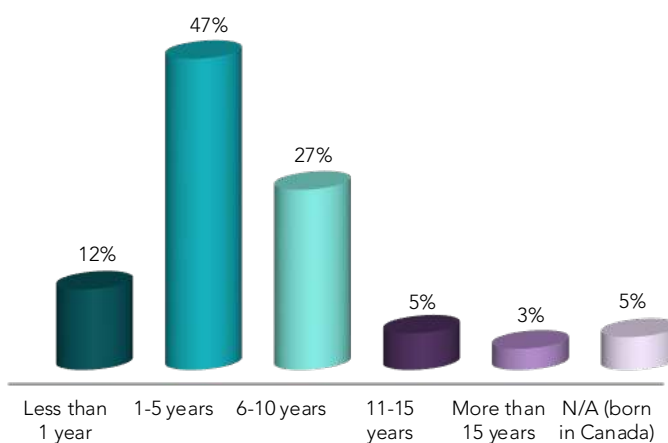


Figure 17: HIPPY mothers–region / nation of origin

NEWCOMER FAMILIES	
Africa - 18%	
Eastern Africa	10.34%
Central Africa	2.13%
Northern Africa	2.68%
Western Africa	2.60%
Americas - 14%	
Caribbean	2.45%
Central America	4.26%
North America	3.24%
South America	4.42%
Asia - 54%	
Eastern Asia	10.42%
South-Central Asia	17.92%
South-Eastern Asia	9.23%
Western Asia	16.42%
Europe - 2%	
Eastern Europe	1.26%
Western Europe	0.24%
Southern Europe	0.39%
Northern Europe	0.08%
ABORIGINAL FAMILIES	
Aboriginal - 10%	
Urban Aboriginal	5.60%
Land-based Aboriginal (Tsleil-Waututh Nation, Kinistin Saulteaux Nation, Mistawasis First Nation, Muskeg Lake Cree Nation, Muskoday First Nation, One Arrow First Nation, Yellow Quill First Nation, Kainai Nation (Blood Tribe))	6.31%

Figure 18: HIPPY mothers–years in Canada



Income and Employment

The data confirm that most HIPPY families experience financial hardship in Canada. Using the most current (2016) low-income cut-offs defined by Statistics Canada, which is based on gross annual household income, household size and the size of community in which the household resides, the majority (69%) of HIPPY families fall into the low-income category (Please see *Figure 19: HIPPY families—low-income families by household and community size.*)

Figure 19: HIPPY families—low-income families by household and community size

Household size	Rural areas	Between 30,000 and 99,999 inhabitants	Between 100,000 and 499,999 inhabitants	500,000 inhabitants or more	Total low-income families (%)	Total of all families who reported household income & household size (%)
Low-income HIPPY families (%)						
2 persons			0.22%	2.42%	2.64%	2.97%
3 persons	0.22%	0.22%	0.55%	7.15%	8.14%	14.85%
4 persons	0.11%	2.97%	4.29%	16.50%	23.87%	38.61%
5 persons	1.54%	1.54%	2.53%	10.23%	15.29%	21.78%
6 persons	0.22%	0.22%	0.99%	6.38%	9.35%	11.00%
7 or more persons	0.11%	0.11%	1.87%	6.05%	10.01%	10.78%
Totals	2.20%	7.92%	10.45%	48.73%	69.31%	100.00%

54% of HIPPY mothers do not work outside the home. A low number (14%) of mothers work full-time. (Please see *Figure 20: HIPPY mothers—occupation.*) Notwithstanding relatively low employment and income levels, participating mothers have reasonably high levels of education: 81% have completed high school and 54% have college or university education. (Please see *Figure 21: HIPPY mothers—education.*) Most mothers (84%) report having received their post-secondary education from outside Canada. Of those employed 78% of HIPPY mothers are not working in their field of study. (Please see *Figure 22: HIPPY mothers—job in field of study.*)

Figure 20: HIPPY mothers—occupation

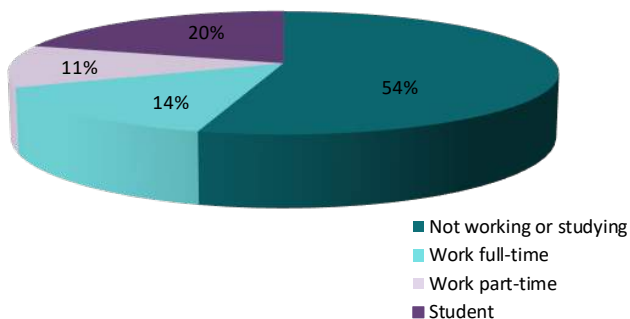


Figure 21: HIPPY mothers—education

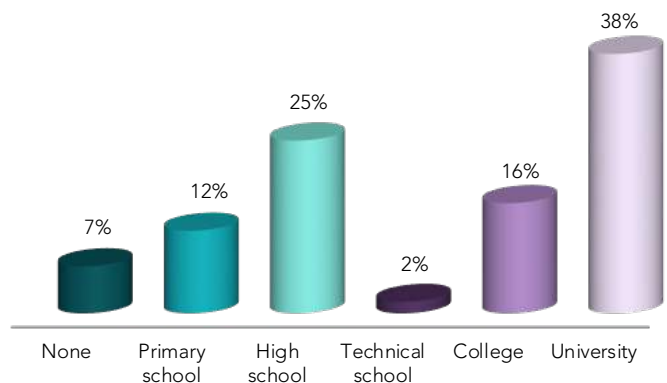
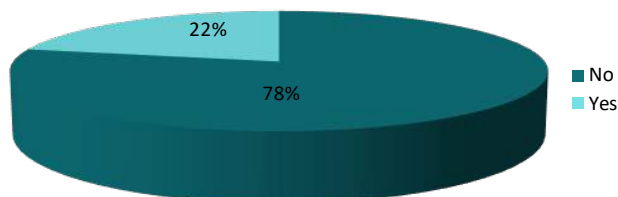


Figure 22: HIPPY mothers—job in field of study

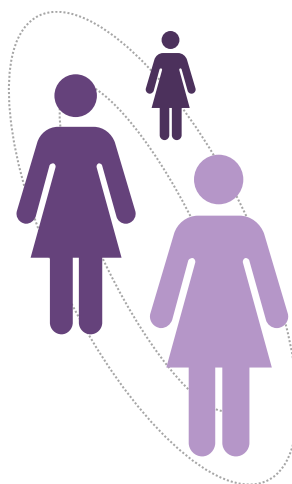


Limitations

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

1. For a variety of reasons, some families are hesitant to disclose personal information; this is especially the case for gross annual income (29.97% of mothers were not comfortable answering this question). Other demographic questions with high non-response rates included job in field of study (17.26%), occupation (12.48%), education (8.24%) and marital status (5.62%). All other questions pertaining to demographics had non-response rates between 0% and 5.01%. Demographics reported here reflect data for valid responses only.
2. Demographics for housing and household size were collected at Multicultural HIPPY sites only.
3. Actual low-income level of 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. 2016 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	\$17,175	\$ 19,540	\$21,354	\$21,487	\$24,949
2 persons	\$21,382	\$24,324	\$26,583	\$26,748	\$31,061
3 persons	\$26,285	\$29,903	\$32,681	\$32,884	\$38,185
4 persons	\$31,915	\$36,308	\$39,680	\$39,926	\$46,362
5 persons	\$36,197	\$41,180	\$45,004	\$45,282	\$52,583
6 persons	\$40,825	\$46,444	\$50,758	\$51,073	\$59,304
7 or more persons	\$45,452	\$51,709	\$56,511	\$56,861	\$66,027



Originally from Bosnia and Herzegovina, Maja fled to Serbia as a refugee when civil war broke out. She immigrated to Canada because it was not possible to return to her home country.

Not having my family here and being completely alone was frightening. And, that hurt the most. But you keep going and move forward and work hard. Eventually, I did find connections and friends, but it took a long time.

After two years as a HIPPY mom, Maja had the opportunity to become a Home Visitor. She saw it as: "Another level of learning, going to the other side and sharing what I know with other families that are new to Canada." Maja hopes to continue her work as a Home Visitor and finish her education by studying early childhood education.

Section 4

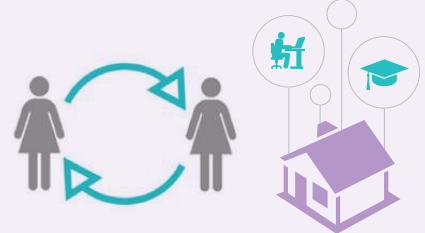
Home Visitor Change

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 Home Visitor progress report tool uses a rating scale (indicators of success) for each identified outcome in a progression from low to high and is completed four times during the program year by both the Coordinator (her observations) and the Home Visitor (her self-assessment). During one-on-one meetings, the Coordinator and Home Visitor discuss and agree on how the Home Visitor is progressing. The final agreed-upon results are then recorded in ETO by the Coordinator. The first Home Visitor progress report measurement serves as the baseline against which future progress is measured.

The data suggest that the Home Visitor program is transformational.



Home Visitor Change Highlights

90% of third-year Home Visitors have advanced or master skills in their ability support mothers to engage with their children with the HIPPY curriculum.

85% of third-year Home Visitors have advanced or master knowledge of community support systems.

Objectives for Home Visitors

To receive:

- Employment opportunities (three-year Home Visitor positions with 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.

Employment and Training Efforts for Home Visitors

The HIPPY sites across Canada employed 116 Home Visitors, who on average worked 25 hours per week for 32 weeks during the 2017-2018 program year.

Home Visitors are typically employed at HIPPY sites for three years before they transition to other employment or to schooling. 41% of Home Visitors were new employees, 25% were in their second year of employment and 34% in their third year or longer. (Please see *Figure 23: How long has Home Visitor been in HIPPY?*)

Home Visitors are trained to help mothers at home. As role models, Home Visitors' most important credential is empathy, with which they create bonds based on trust to support mothers in improving the lives of their children and their own.

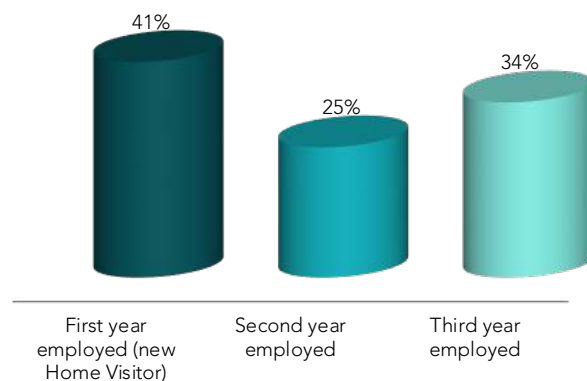
HIPPY Home Visitors received a total of **10,864 person-hours of training**, including:

- **Pre-service training** for new Home Visitors and refresher sessions for returning Home Visitors 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 in their day- to-day work.
- **Other trainings** are provided to Home Visitors on a variety of topics, including: Early Child Development, Parenting, Family Health, Computer Skills, Working with Refugee and Immigrant Families, Communication Skills, and First Aid.
- **Professional Development (PD) training** is provided with sessions on Home Visiting, Adult Education & Learning, Newcomer Settlement & Integration, Early Childhood Education & Parenting, Aboriginal History & Culture, Transition Planning & Job Search, and Personal Growth & Leadership Development.

Site Coordinators also received a total of **857 person-hours of training** offered by the Mothers Matter Centre, including:

- **Train the Trainer (ToT) on the Core Professional Development** topics to support them to train their Home Visitors.
- **Annual HIPPY Conference**, a yearly gathering of Coordinators and Mothers Matter Centre staff. This year's conference theme was Healthy Parenting Skills.
- **Site level in-service training** provided both in-person and via conference call to site Coordinators on topics relevant to their team, including Performance Management and ETO training.
- **EXCHANGE circles**, monthly gathering of HIPPY Coordinators to check-in, share successes and learn from each other.

Figure 23: How long has Home Visitor been in HIPPY?



In addition to the mandatory pre-service training and annual conference and weekly role-play training, all of the sites participated in the MMC professional development program. All but two HIPPY site Coordinators took part in an average of five PD Train-the-Trainer topics. In turn, the trainings were offered to 68 (64%) Home Visitors who participated in an average of 3 PD trainings each. We continue to work with site Coordinators to increase participation by making the training more accessible through online training. (Please see Figure 24: HIPPY program Coordinator and Home Visitor training.)

Figure 24: HIPPY program Coordinator and Home Visitor training

Training type	Number of Coordinators / Home Visitors	Total person-hours
Coordinator training		
Pre-service training	10	185
Annual HIPPY Conference	15	375
Train the Trainer (ToT) on Professional Development topics	16	152
Monthly EXCHANGE circles	15	61
In-service training	11	75
Total Coordinator training hours		848
Home Visitor training		
Annual HIPPY conference	5	125
Pre-service training	53	834
Weekly training with Coordinator	99	7,538
Additional training in various topics	67	1,395
Professional development training with coordinator and on-line	68	982
Total Home Visitor training hours		10,874

Specific Aboriginal HIPPY Site Coordinator and Home Visitor Training

MMC offered the following parenting training sessions:

- **Parenting in a colonial world and why self care is important** – Understand how the colonial world impacts us; Understand how colonial living impacts parenting; Understand personal boundaries
- **Defining self-care needs** – How to address needs while parenting; How to deal with grief; How to deal with stress while parenting
- **Engaging in self-care in a cultural way** – Importance of ceremony; Using story as a way of self-care; Engaging with community as a way of self-care.

Each session was approximately 1.5 hours in length and was attended by four site Coordinators / Home Visitors.

Home Visitor Outcomes

Key to the HIPPY program’s success is ensuring that Home Visitors have the necessary skills to support mothers to develop their children’s capacity to succeed in school.

This section discusses the data measuring the level of change in Home Visitors’ ability to support isolated mothers that result from their weekly training and working with families. There are six measures, all of which showed an increase in Home Visitors’ skills. The measures include Home Visitors’ capacity to: support mothers to engage their children with HIPPY and other educational activities; support mothers in their school interactions; reduce barriers to attend HIPPY group and community events; provide information regarding community support systems; identifying family needs (beyond those addressed directly by HIPPY); and improvement in their essential employability skills vital to becoming a successful candidate in the labour market. 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 each grouping of Home Visitors (i.e. first, second or third year Home Visitor).

HIPPY-related Skills

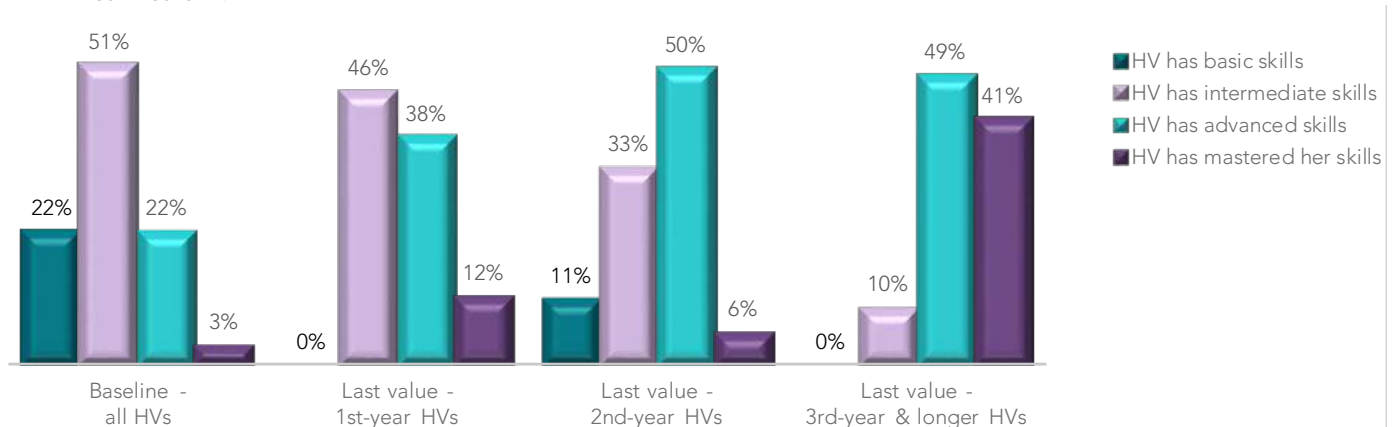


Medium-term Outcome

A specialized workforce of women (particularly those who experience multiple barriers to employment) is trained in strategies to equip mothers with the skills and tools that ensure their children are productive, healthy, and engaged citizens of Canadian society.

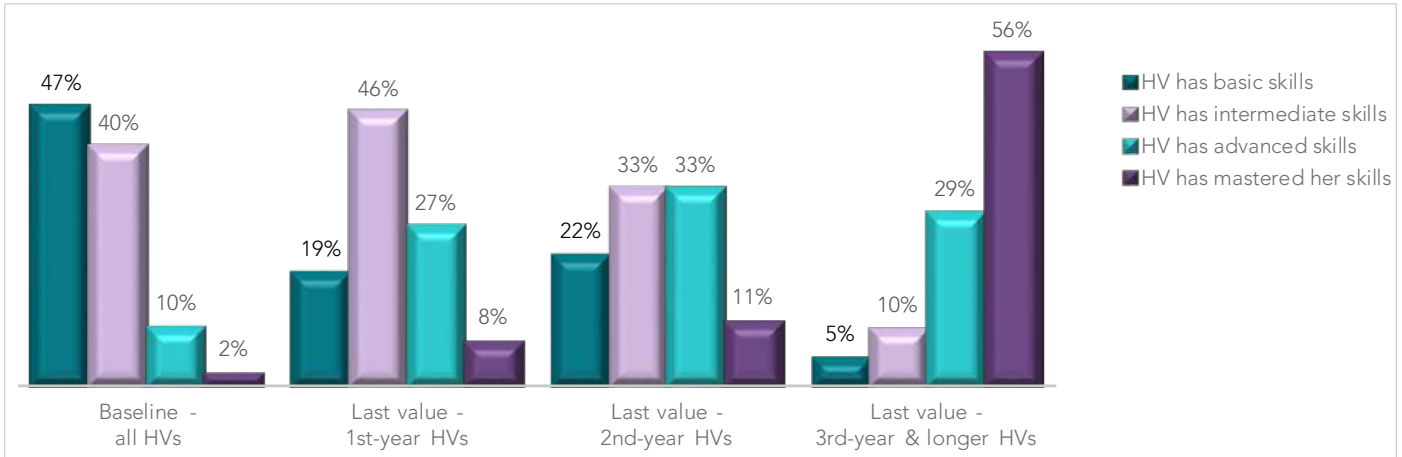
Home Visitors increased their ability to support mothers to engage with their children with the HIPPY curriculum. At the end of the third program year, **90% of Home Visitors had advanced or mastered their skills** in this area as compared to 25% at baseline. (Please see *Figure 25: Ability to support mothers’ skills to enable them to interact (engage) with their children with the HIPPY curriculum.*)

Figure 25: Ability to support mothers’ skills to enable them to interact (engage) with their children with the HIPPY curriculum.



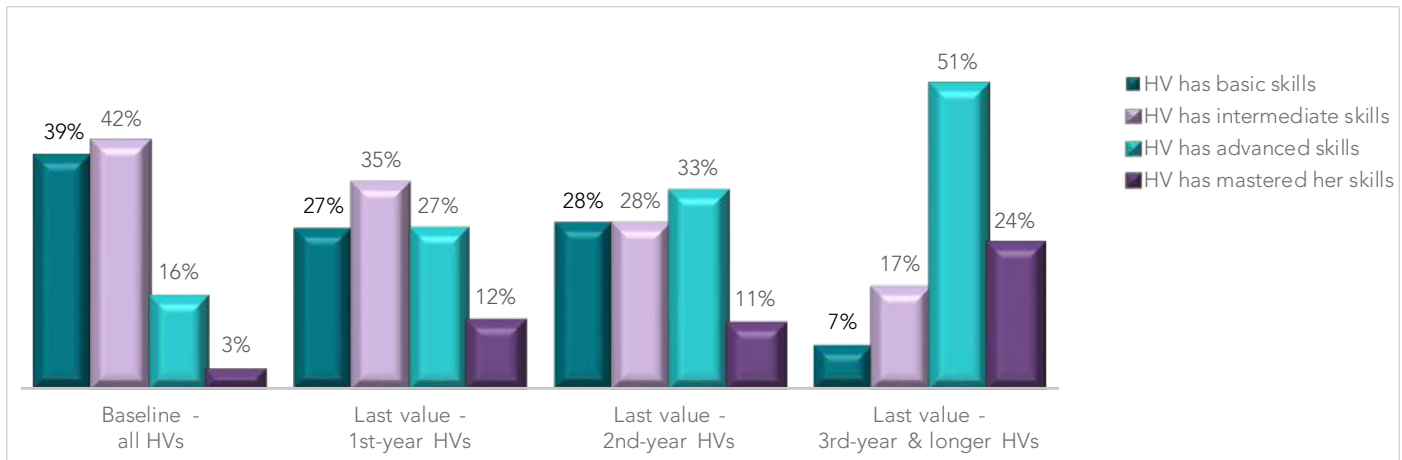
There was a **73% increase in Home Visitors' ability to engage mothers in working with their child on other learning activities**. 85% at the end of the third program year (as compared to 12% at baseline) had advanced or mastered their skills. (Please see *Figure 26: Ability to support mothers' engagement in learning activities with their children beyond the HIPPY curriculum.*)

Figure 26: Ability to support mothers' engagement in learning activities with their children beyond the HIPPY curriculum.



Over the course of three years, **56% of Home Visitors improved their skills to support mothers with school interactions**. 75% at the end of the third program year (as compared to 19% at baseline) had advanced or mastered their skills. (Please see *Figure 27: Home Visitor has the skills to support mothers with school interactions.*)

Figure 27: Home Visitor has the skills to support mothers with school interactions.





Medium-term Outcome

A specialized workforce of women (particularly those who experience multiple barriers to employment) is trained in strategies to support the development of community connections and civic engagement of isolated mothers.

An important component of the HIPPY program is to develop Home Visitors' skills to reduce the isolation of mothers in the program. **Home Visitors improved their skills to encourage mothers to attend HIPPY group events.** 83% at the end of the third program year (as compared to 27% at baseline) had advanced or mastered their skills. On average, 35 parents attended each group event offered by HIPPY sites, and more than half (58%) of parents attended at least one group event.

Home Visitors also encourage mothers to attend community events. 80% at the end of the third program year (as compared to 24% at baseline) had advanced or mastered their skills. (Please see *Figure 28: Ability to reduce barriers and motivate mothers to attend HIPPY group events* and *Figure 29: Ability to reduce barriers and motivate mothers to attend other community events.*)

Figure 28: Ability to reduce barriers and motivate mothers to attend HIPPY group events.

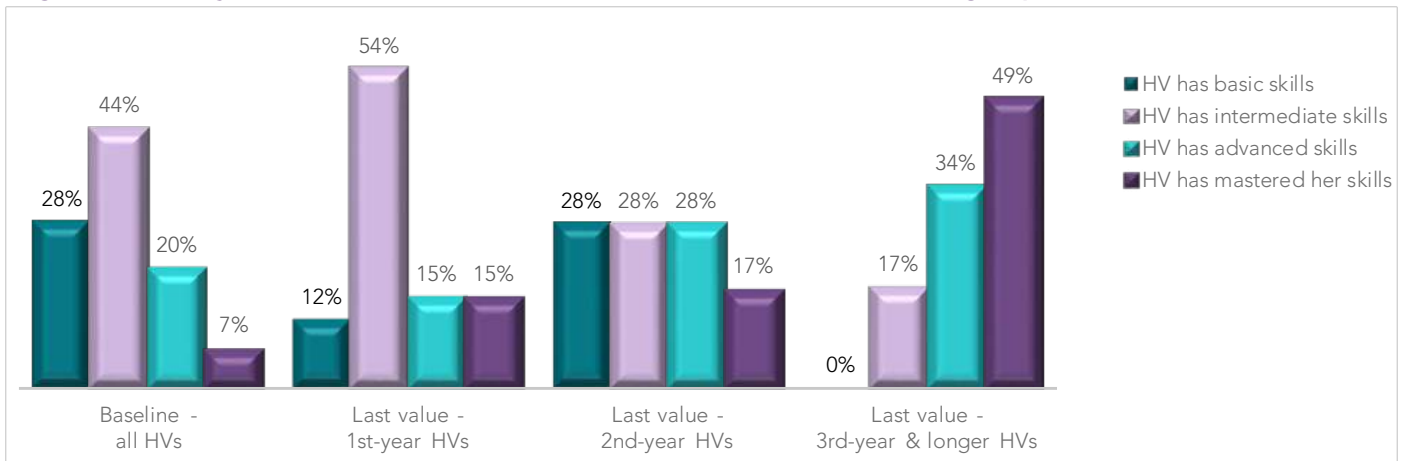
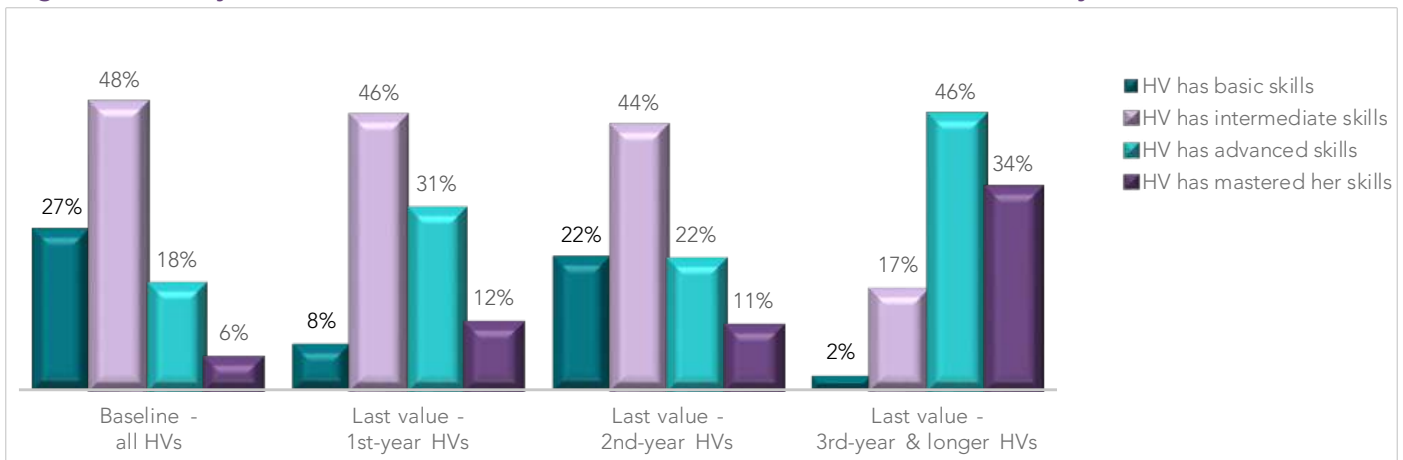


Figure 29: Ability to reduce barriers and motivate mothers to attend other community events.



In addition, **Home Visitors improved their knowledge of community support systems**. 85% at the end of the third program year (as compared to 20% at baseline) had advanced or mastered their skills. They also **improved their ability to identify family needs beyond those of HIPPPY**. 88% at the end of the third program year (as compared to 29% at baseline) had advanced or mastered their skills. During 64% of their weekly trainings Home Visitors shared tips on community resources and supporting families. (Please see *Figure 30: Knowledge of community support systems* and *Figure 31: Ability to identify family needs (beyond that of HIPPPY)*.) Site

Figure 30: Knowledge of community support systems.

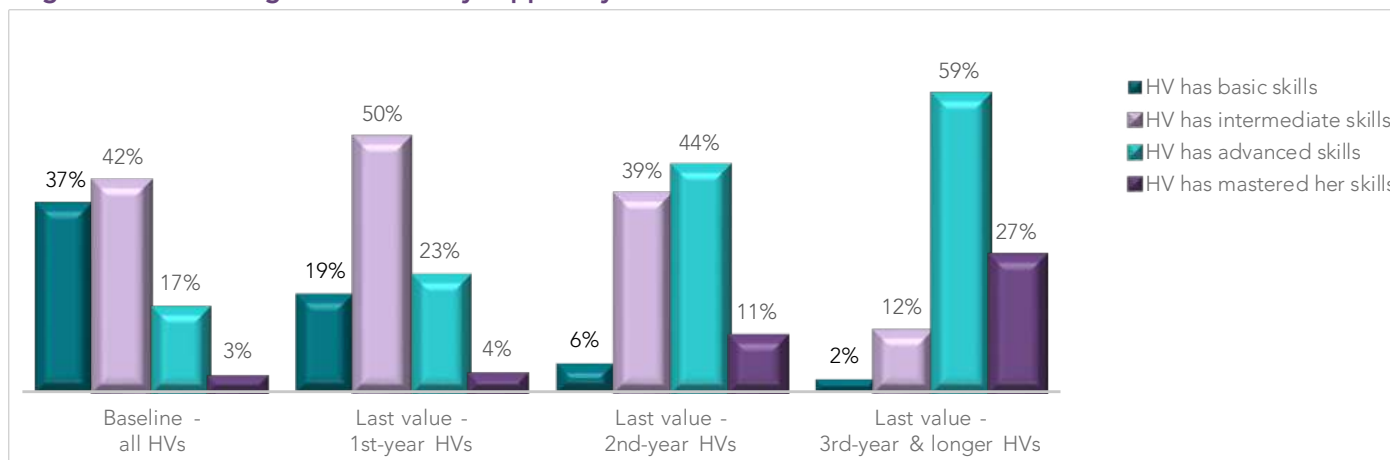
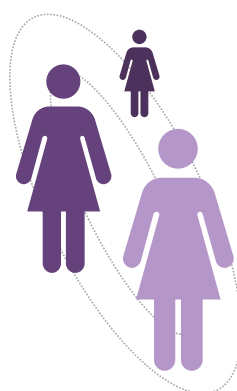
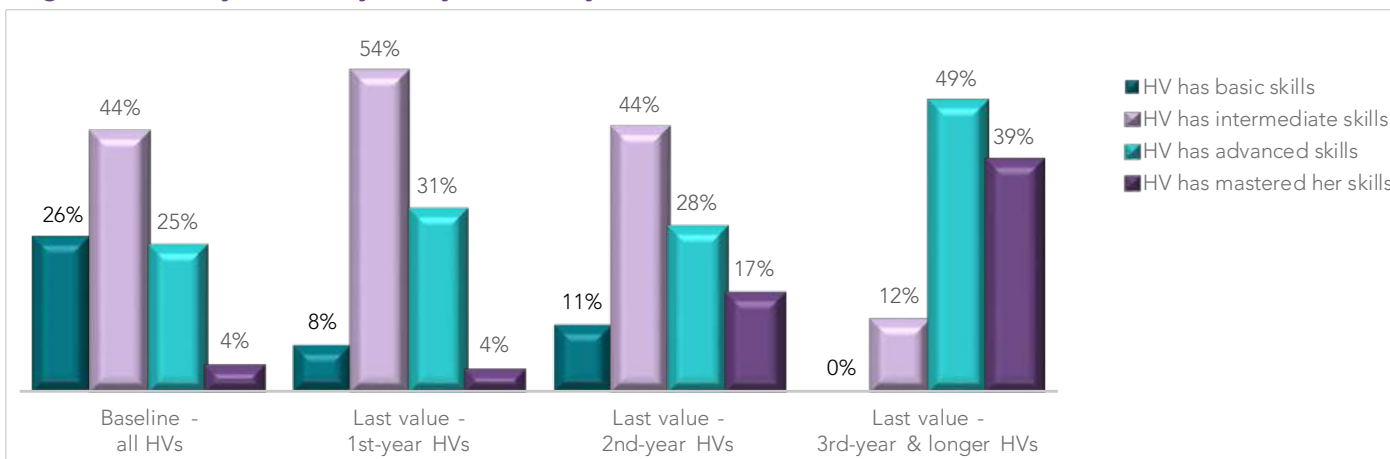


Figure 31: Ability to identify family needs (beyond that of HIPPPY).



Himani was born in New Delhi, India to a very religious and traditional family. In 2005, Himani married and finished her Bachelors degree in Physiotherapy; in 2008 she completed her Masters. In 2010, Himani immigrated to Canada. Within a few months of being in Canada, Himani realized how difficult it was to survive.

Coming to Canada was exciting but [it was also] a big change for me. [In India], I was very protected and provided with everything. There was no need for women to work back home, but it was quite different here.

Himani worked as a HIPPPY Home Visitor at CIWA for a couple of years. She went on to receive her license as a Physiotherapist, and is currently practicing and thriving in her career. She credits the HIPPPY Program with giving her the opportunity to learn transferable skills and facilitate her labour market entry into her chosen profession.

Employability Skills



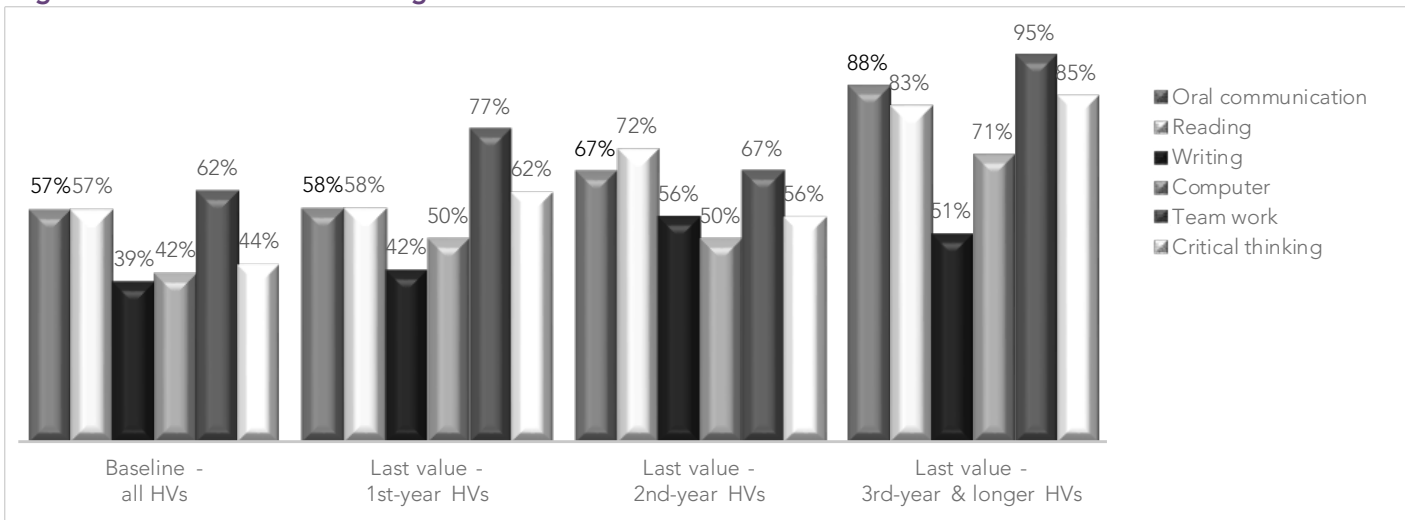
Medium-term Outcome

A specialized workforce of women (particularly those who experience multiple barriers to employment) is 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 Training

HIPPY Canada has made a commitment to ensure all Home Visitors advance their essential skills to prepare them for employment beyond HIPPY. Essential skills (oral communication, reading, writing, computer use, team work, critical thinking and problem solving, document use, numeracy, and continuous learning) are woven into all Home Visitor training sessions. As part of the day-to-day programming, Home Visitors are encouraged to strengthen and apply these skills in their interactions with HIPPY families and the community. Home Visitors consistently improve their essential skills competency over three years. Figure 32 below shows the **impressive number of Home Visitors who have achieved advanced or mastered essential skills levels**. (Please see *Figure 32: Essential skills training at a advanced and mastered levels*.)

Figure 32: Essential skills training at a advanced and mastered levels



Home Visitor Scholarship Funds

Paying for continuing education can be expensive. As a thank you to Home Visitors for their time dedicated to serving, and to support them in transitioning into new career roles, we have created several scholarship opportunities for those who demonstrate an interest in pursuing higher education.

Scholarships are awarded to Home Visitors who enroll in a program that provides a certificate, diploma or degree from an accredited institution. The program must be a minimum of 1 year and funds can be used towards tuition, school fees and books.

In 2018 Mothers Matter Centre awarded a total of **\$11,750** in scholarships to Home Visitors as follows:

- **Carol and Ron Slater Scholarship:** Two Home Visitors received \$2,000 each and one received \$1,000
- **Kort Scholarship Fund:** Two Home Visitors received \$2,375 each
- **Mothers Matter Centre Scholarship:** Two Home Visitor received \$500 each and one received \$1000.

Transition Planning



Long-term Outcome

A skilled and experienced specialized workforce is employed in or available for employment in a wide variety of jobs or is engaged in advanced education to secure employment.

HIPPY Canada provides a three-year employment training position for Home Visitors who were mothers in the program. We are committed to supporting Home Visitors through a transition process during their second and third years of employment that ensures a successful switch to work and / or higher education after HIPPY. This year, Site and Training Coordinators supported Home Visitors in structured transition to employment and educational activities.

Stages of transition to other employment while employed at HIPPY

At the end of the program year:

- 6 Home Visitors updated their resume and / or had a plan to find new employment.
- 10 Home Visitors began searching for employment.
- 6 Home Visitors applied for another job and / or attended job interviews.
- 24 Home Visitors found new employment.

Stages of transition to education while employed at HIPPY:

At the end of the program year:

- 19 Home Visitors begun researching education options.
- 3 Home Visitors applied for an education program.
- 5 Home Visitors enrolled in an education program.
- 6 Home Visitors completed an education 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 was achieving desired outcomes by the end of their three-year HIPPY employment. Some of the service adjustments included:

- Suggesting professional development programs (e.g. computer workshops, ESL classes, literacy courses, etc.) (185)
- Assigning Home Visitor to new tasks and / or responsibilities (e.g. promotion in the community, etc.) (182)
- Establishing a schedule for individual weekly or biweekly meetings (100)
- Connecting Home Visitor with a mentor (29)

Limitation

1. The change results listed above represent data for Home Visitors for whom Coordinators completed the 'Home Visitor Progress Report' forms at the multicultural HIPPY sites. 84 Home Visitors are represented in the baseline (first) and follow-up (last) data. Of those 84 Home Visitors, 25 completed their first year, 18 their second year, and 41 their third year or longer at HIPPY.

Section 5

HIPPY Mother Change

Parents in the program, mostly mothers, receive – in their homes – weekly role-play training in a tried-and-true early child education curriculum from HIPPY Home Visitors. HIPPY mothers work with their child 15 minutes each day for 30 weeks a year. 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. This section describes the data collected through the ‘Parent Progress Report’ approach similar to measurements applied to Home Visitors.



HIPPY Mother Change Highlights

75% of mothers feel very confident using the HIPPY materials to teach their child.

77% of mothers read to their child four days a week or more.

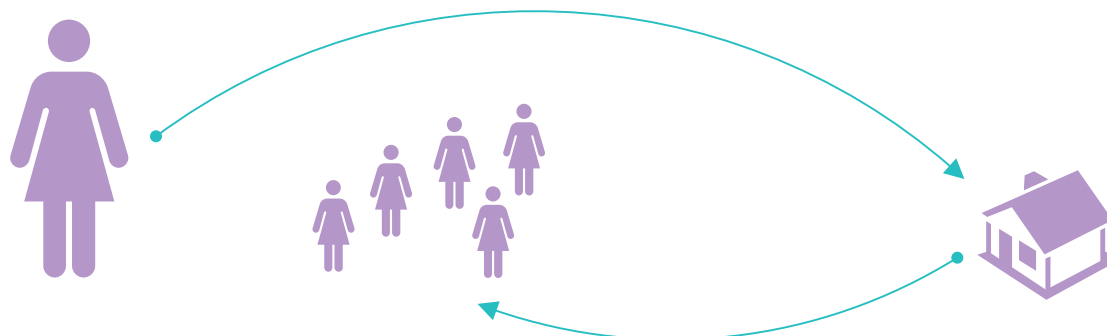
68% of mothers regularly engaged with other mothers or provided other mothers with support.

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 final agreed-upon results are then recorded in ETO by the Coordinator. The first Parent Progress Report measurement serves as the baseline against which future progress is measured.

Objectives for HIPPY 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.



HIPPY Home Visitor and Mother Efforts

Last year mothers spent more than **29,100 hours of home visits** role-playing HIPPY activities with Home Visitors. Refugee mothers required significantly more support than newcomer mothers, with some sites recording an average time spent per home visit at more than two hours (versus an average of one hour for newcomer mothers).

Data are showing that HIPPY mothers in turn are matching the time they spend with their child. HIPPY mothers spent more than **29,000 hours** and an average **4.5 days per week** working with their children on the HIPPY curriculum. (Please see *Figure 33: Mother / child time spent.*)

Figure 33: Mother / child time spent

Average time mothers spend with their child each week		
Age 3	Age 4	Age 5
4.4 days	4.6 days	4.5 days
64 minutes	84 minutes	83 minutes

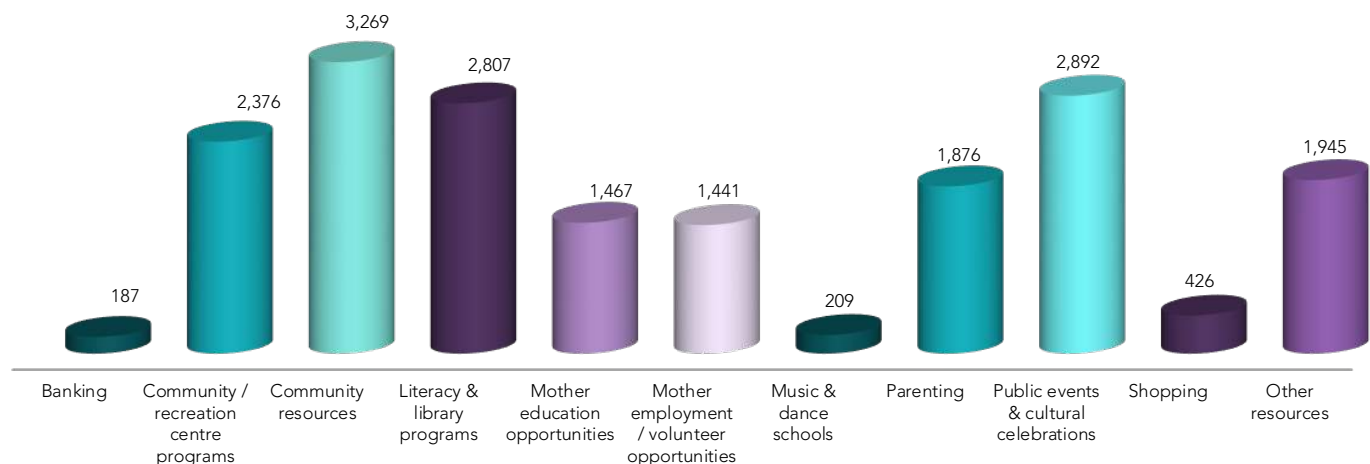
HIPPY sites offered **133 group meetings**, field trips and special celebrations where mothers could connect with other mothers in the HIPPY program.

Community Connections

Home visits are also an opportunity for Home Visitors to provide mothers with information to connect them with additional support services in the community. Community connections fall into three categories:

- 1. Information Given:** 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. (Please see *Figure 34: Information given to mothers.*)

Figure 34: Information given to mothers (Total of 18,895 times)



- 2. Referrals Made:** In some instances, Home Visitors suggested that some sort of expert advice was required to meet the mother, child, or family's needs. Last year more than **1,200 referrals** were made to community services, government support services or social service professionals. Of these referrals, 361 were made for the 289 refugee mothers. (Please see *Figure 35: Referrals made.*)

Figure 35: Referrals made (Total of 1,281)

Referrals made	# of supports given to	
	Non-refugee parents	Refugee parents
Child development / parenting	223	44
Crisis intervention / emergency information	9	1
Education	196	144
Employment	57	10
Food bank	14	16
Health	139	70
Housing	43	22
Immigration	123	8
Legal aid	7	6
LINC program	40	19
Public benefits	69	21

- 3. Actions Taken:** In some cases, Home Visitors and Coordinators determined that more than a referral was required. In those cases, Home Visitors accompanied mothers to the school and / or community service, helped fill out forms and /or make appointments. (Please see *Figure 36: Actions taken.*)

Figure 36: Actions taken (Total of 1,687)

Actions taken	# of supports given to	
	Non-refugee parents	Refugee parents
Accompanied mother to community resources / activities	27	11
Assisted mother with connecting with other HIPPIY families	53	17
Helped mother fill out education application form(s)	17	8
Helped mother fill out employment application form(s)	5	8
Helped mother fill out other form(s)	43	80
Supported mother with appointments (by phone / online)	162	103
Accompanied mother to appointment (education opportunity)	4	2
Accompanied mother to appointment (employment opportunity)	4	0
Accompanied mother to other appointments	1	8
Provided emotional support	894	52
Gave mother transportation	14	8
Other action(s) taken	91	75

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. 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 each grouping of mothers (i.e. first, second or third year in the HIPPY program).

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.



Medium-term Outcome

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

Increasing parental capacity and confidence to support their child for success in school and society is the core of the HIPPY program. We developed several indicators to measure the transformation of HIPPY mothers over the course of the program. Mothers achieved change in four areas including:

- Parental confidence (Please see *Figure 37: Mother has the skills and capacity to use the HIPPY materials to teach her child.* and *Figure 39: Mother engages her child with additional learning materials (beyond those from HIPPY).*)
- Reading routine with their child (Please see *Figure 38: Mother establishes a routine of engaging with her child on educational (HIPPY) activities.*)
- Communication with the school (Please see *Figure 40: Mother has meaningful interactions with her child’s school (for children ages 4 and 5) or daycare, pre-school, etc. (for younger children).*)

Mothers consistently reported a positive – and, in some instances, significant – increase in behaviours and attitude. Most notably, mothers’ responses as ‘very confident’ relating with the HIPPY material increased from 15% at baseline to 75% at the end of the third year. Mothers who read to their child five days a week or more increased from 18% at baseline to 42% at the end of the third year.

Figure 37: Mother has the skills and capacity to use the HIPPY materials to teach her child.

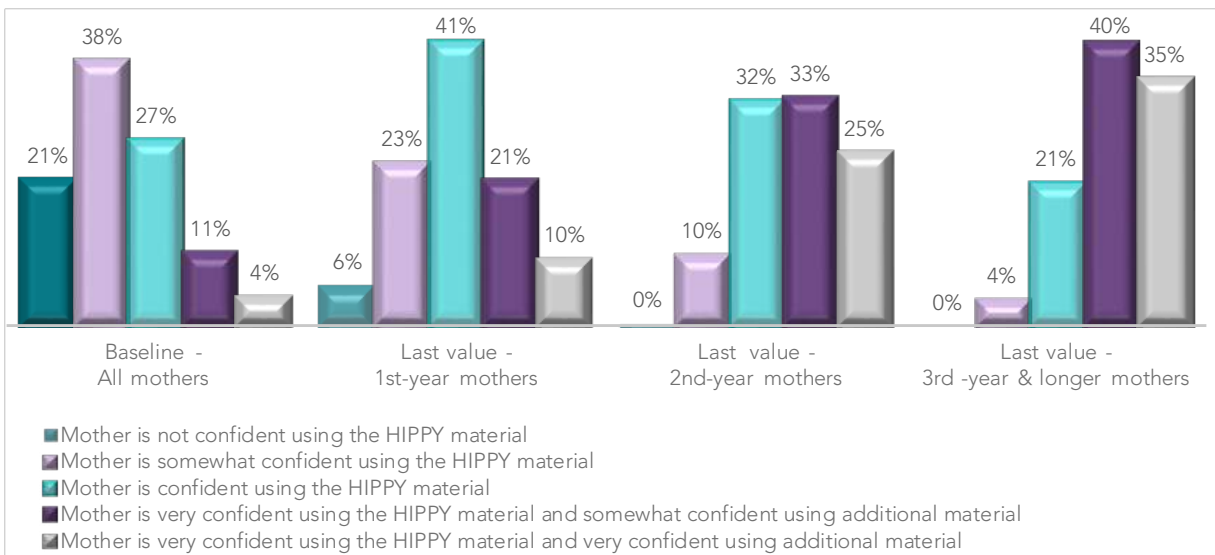


Figure 38: Mother establishes a routine of engaging with her child on educational (HIPPY) activities.

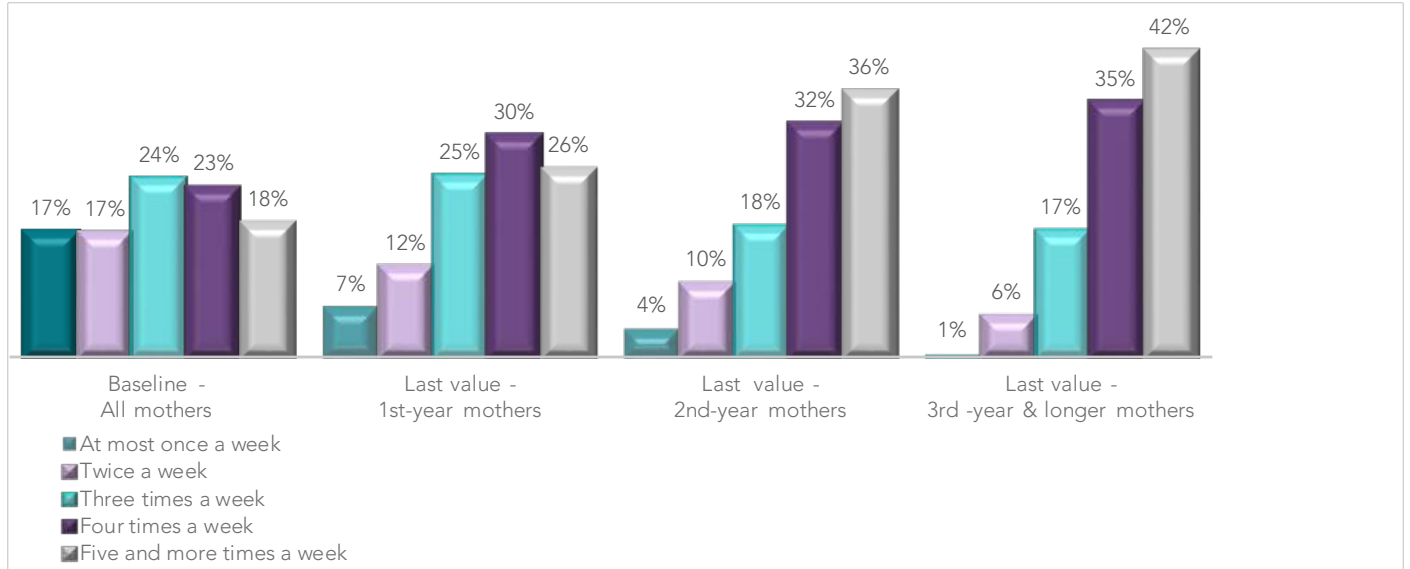


Figure 39: Mother engages her child with additional learning materials (beyond those from HIPPY).

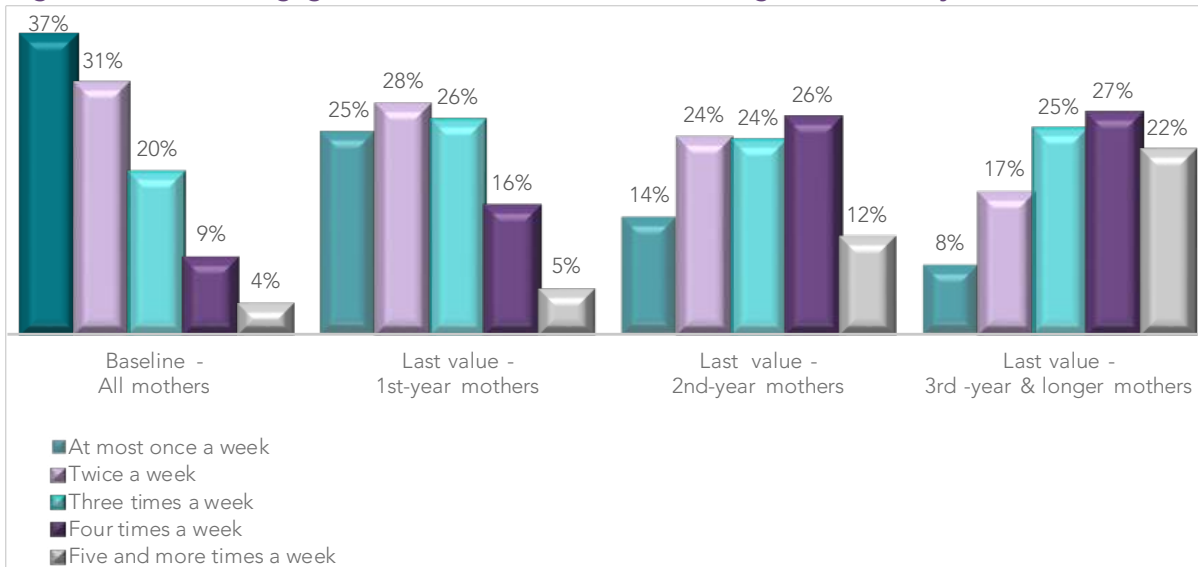
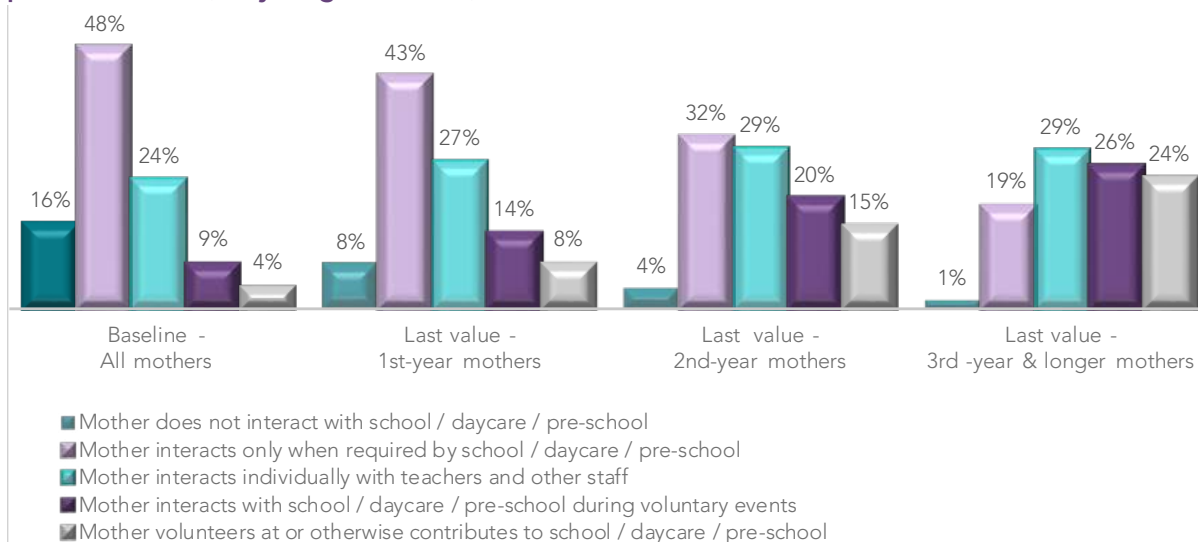


Figure 40: Mother has meaningful interactions with her child's school (for children ages 4 and 5) or daycare, pre-school, etc. (for younger children).





Medium-term Outcome

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

HIPPY recognizes that, when mothers are more isolated, they and their children are more vulnerable. The HIPPY program builds on several efforts, such as group meetings, sharing of information and accompanying mothers to important meetings, to address issues of social exclusion. Mothers positively rated their increased sense of community inclusion in two areas:

- At the end of the third year, 51% of mothers (vs. 18% at baseline) always use public services independently. (Please see *Figure 41: Mother is connected to formal public services required to ensure the healthy development of children and families in the Canadian context.*)
- At the end of the third year, 68% of mothers (versus 27% at baseline) regularly engaged with other mothers or provided other mothers with support. (Please see *Figure 42: Mother creates informal social support networks with other mothers in similar situations with whom she can share her experiences and knowledge.*)

Figure 41: Mother is connected to formal public services required to ensure the healthy development of children and families in the Canadian context.

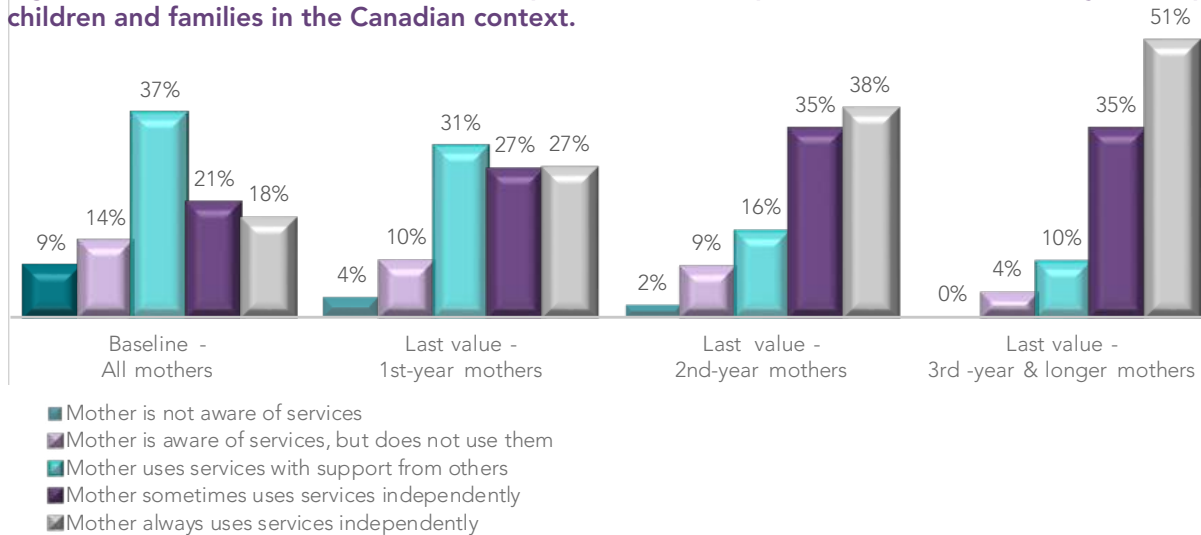
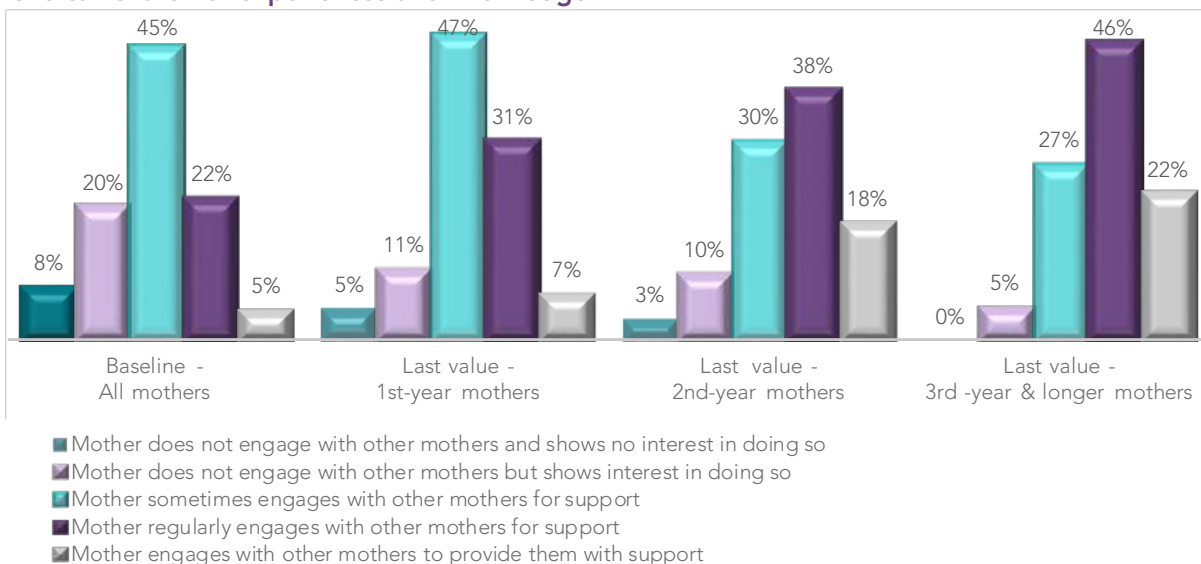


Figure 42: Mother creates informal social support networks with other mothers in similar situations with whom she can share her experiences and knowledge.





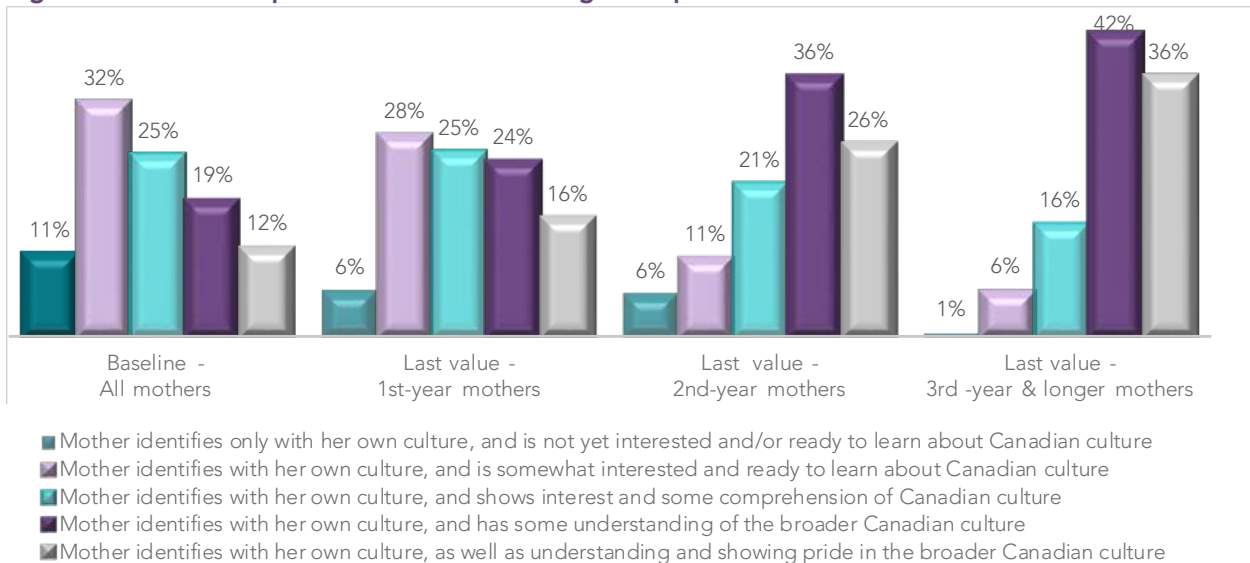
Medium-term Outcome

Aboriginal 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.

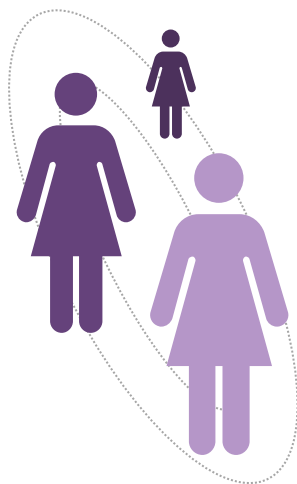
HIPPY families represent a rich mosaic of cultures from around the world. Based on our early work with the University of British Columbia on the Care, Identity and Inclusion research project, HIPPY recognizes that an important aspect of children’s healthy development includes a strong connection to their cultural roots.

While HIPPY is delivered in the language of the school, we encourage newcomer mothers to speak with their children in their mother tongue and share cultural practices and stories. Mothers indicated an increase in their expressions of cultural knowledge and pride. (Please see *Figure 43: Mother expresses cultural knowledge and pride.*)

Figure 43: Mother expresses cultural knowledge and pride.



Charmaine is a member of the Blood Reserve in the Kainai Nation. As a full-time GED student and a mother of five children, Charmaine found it difficult to prepare her children for school because of her demanding schedule. She overcame many obstacles when she became involved with HIPPY.



I think it is a good program for the kids - you are able to see your child improving. You learn a lot about your child and it's really nice to see that every day they are getting better and better, like for letters and numbers. It's a bonding experience, which is something I don't get to do often because I'm in school.

She has seen many changes in her kids including improved routines at home and development skills. Charmaine is also thankful that HIPPY has the option to teach kids in the Blackfoot language because it helps kids learn about their heritage.

Charmaine’s commitment to the HIPPY program and its impact on her children and family life makes her a role model to other members of her community.

HIPPY Mother Mid-stream Adjustments

As a result of the HIPPY Canada Performance Management Process, sites were able to monitor mothers' progress throughout the program year and make appropriate mid-stream adjustments to ensure mothers met desired outcomes. Some of the service adjustments included:

Actions taken	# of follow-up actions
Call mother to remind her of home visit day / time	2,787
Change time of home visit (example: weekend)	931
Reduce home visit to every other week	46
Increase home visit to 1 ½ hours or more than once a week	256
Change how curriculum is provided	329
Downsize curriculum (fewer activities) to make it more manageable	250
Give mother a break from HIPPY (still continuing home visit but without role-play)	73
Allow for more one-on-one time with HIPPY child	81
Assign volunteer to support mother to work with child	15
Create family time with HIPPY	771
Invite father to be involved	599
Suggest extended family / sibling support	496
Support mother with finding daycare	188
ESL support for mother	962
Give tips on establishing a routine	1,791
Provide professional support to resolve issue (Coordinator intervenes)	221
Support mother to attend group meetings	2,179
Follow up with family on educational/work goals	940

Limitation

1. The parent change results listed above represent data for parents for whom Coordinators completed the 'Parent Progress Report' forms at the multicultural HIPPY sites. 1,032 mothers are represented in the baseline (first) and follow-up (last) data. Of those 1,032 mothers, 634 completed their first year, 242 their second year, and 156 their third year or longer at HIPPY.

Section 6

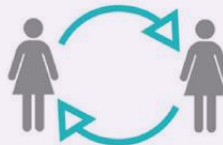
Bond to Literacy

Bond to Literacy (BTL) is designed to meet the complex needs of families who struggle with deeply entrenched day-to-day challenges that make it difficult to engage in programs requiring long-term commitment and structure. However, we know that, despite sometimes serious obstacles, all families want the best for their children. BTL, sometimes called *HIPPY Lite*, is an adaptation of the HIPPY program intended to accommodate the realities of life by offering a program that is possible for parents in the most difficult situations.

Originally funded by Social Development and Partnership Program (SDPP), BTL was piloted from January 2010 to June 2013. It is a significantly condensed version of the HIPPY program (compressed to a 12-week, parent-child reading program). We changed the delivery mechanism to a Community Facilitator-led group approach. The program evolved in its second iteration (2012-2013) to meet the specific needs of Aboriginal children in care, who comprise a disproportionate (60%) number of children in care in Canada.

The goal of BTL is to develop the institutional capacity of not-for-profit organizations to provide parents and children with a positive point of engagement while building confidence and capacity in parents.

Currently there are 11 BTL sites in four provinces, many serving refugees. Three sites focus on Aboriginal communities. The data reported here include cohorts two to five of the five BC BTL sites who are part of a two-year funding agreement with an anonymous donor. Each cohort ran for three months, beginning in September 2017 with cohort two and ending in August 2018 with cohort five.

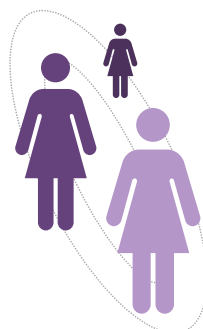


Bond to Literacy Highlights

85% of mothers feel very confident using the BTL materials to teach their child.

52% of mothers read to their child five days a week or more.

79% of mothers feel they belong in their neighborhood or community.



I made huge improvement in terms of keeping my son interested in books, doing the weekly BTL activities and even teaching him alphabet. In fact, I have learned that doing the BTL activities and homework with him is actually FUN. I guess the trick is to make it interesting and like they are playing rather than just sitting and be talked at. I have seen HUGE improvement in my son. No more complaints from his teacher at school that he is not listening and simply day dreaming.

Program Enrollment

The four cohorts employed a total of five Community Facilitators who worked with 144 parents in the five BC communities: Houston, Kelowna, Langley, Nanaimo and Vancouver. Most BTL parents (68%) had one child in the program, 26% had two, and 6% had three or more children in BTL. (Please see *Figure 44: Number of children in BTL*.)

The majority (80%) of BTL families successfully completed the program. Successful program completion was defined as parents completing at least nine weeks of the curriculum. (Please see *Figure 45: Program completion*.)

Figure 44: Number of children in BTL

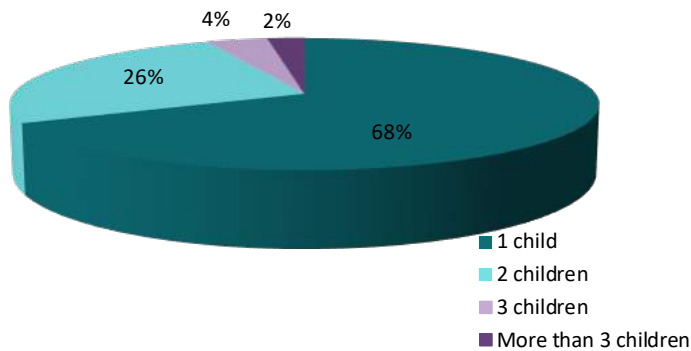
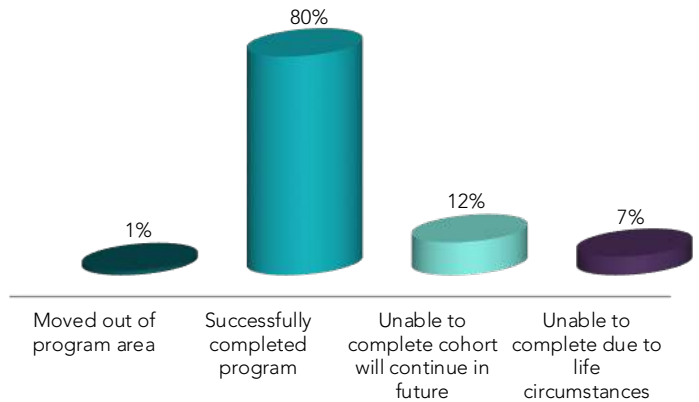


Figure 45: Program completion



Who are BTL Families?

The demographic summary in this section includes 14 mothers who were enrolled in cohorts two to five of the BTL program from September 2017 to August 2018. Demographics data are entered by Community Facilitators at the beginning of the cohort.

In most cases (95%), mothers and other female caregivers, such as grandmothers, deliver the BTL program to their children. (Please see *Figure 46: BTL parents–gender*.)

47% of BTL mothers are between 30 and 39 years of age with the next-highest group of participants (22%) between 40 and 49 years. 11% are 20 to 29 years of age, with just 2% 60 and older. It is likely that some of these are grandparents. (Please see *Figure 47: BTL mothers–age*.)

Figure 46: BTL parents–gender

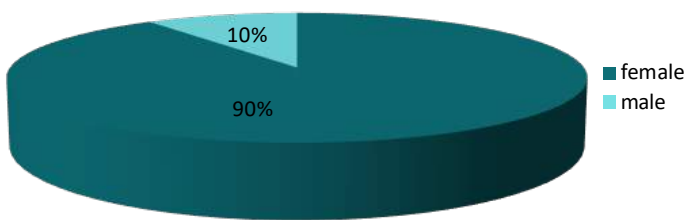
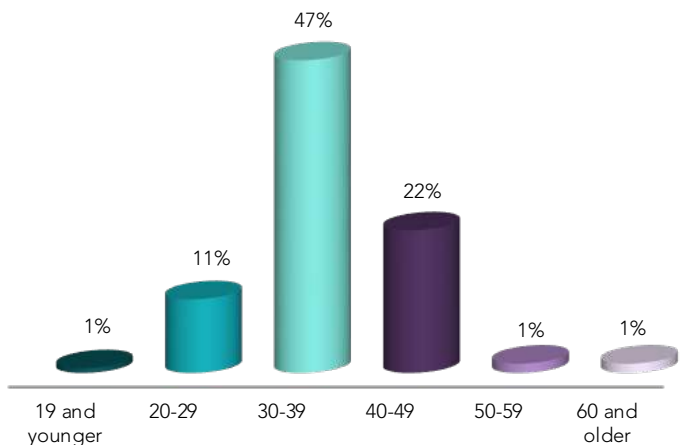
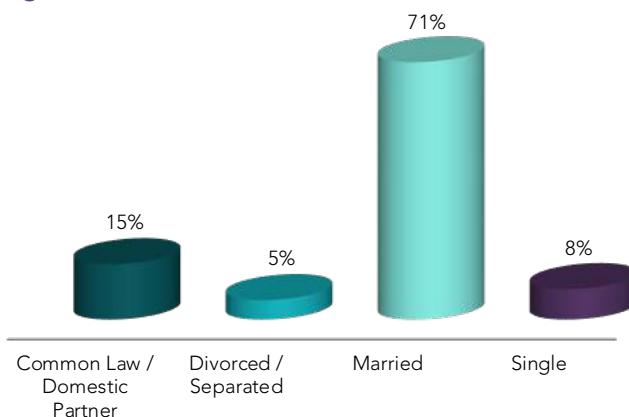


Figure 47: BTL mothers–age



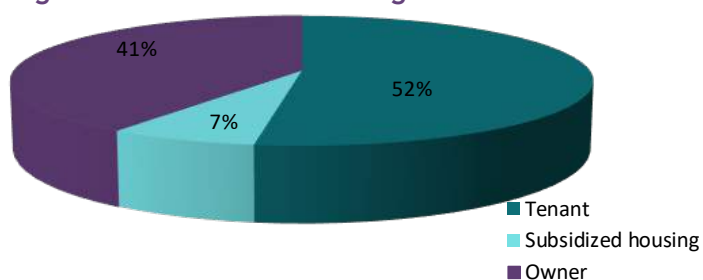
The majority (71%) of BTL participants are married. (Please see *Figure 48: BTL mothers–marital status.*)

Figure 48: BTL mothers–marital status



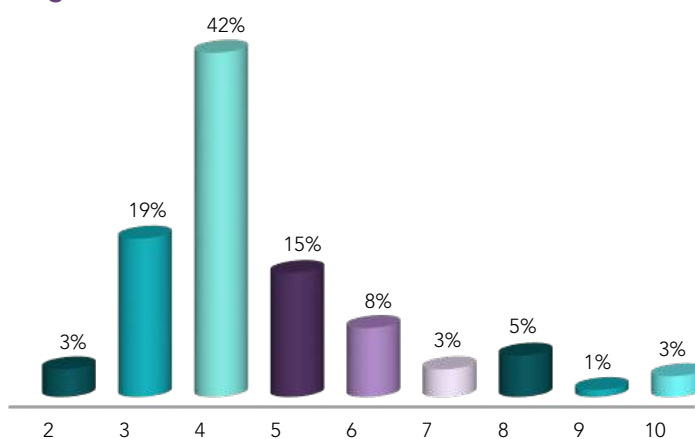
Most (70%) BTL families live in rental units or subsidized housing. (Please see *Figure 49: BTL families–housing.*)

Figure 49: BTL families–housing



Consistent with the national average, 42% of the BTL families live in households of four people. 19% of households have three, 15% have three, and 20% have six or more people living in the household. (Please see *Figure 50: BTL families–household size.*)

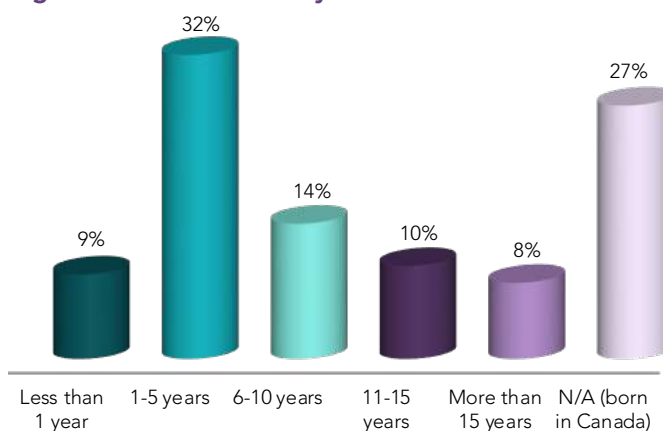
Figure 50: BTL families–household size



73% of BTL mothers are newcomers arriving from 21 countries and speaking 20 languages, 17% are First Nation and 4% are Métis.

Many newcomer BTL parents are recent immigrants. 55% of HIPPY parents have lived in Canada for a period of ten years or less. (Please see *Figure 51: BTL mothers–years in Canada.*)

Figure 51: BTL mothers–years in Canada



The data confirm that most BTL families experience financial hardship in Canada, at least 46% of BTL families fall into the low-income category (Please see *Figure 52: BTL families–gross annual family income.*)

74% of BTL mothers do not work outside the home. A low number (9%) of mothers work full-time. (Please see *Figure 53: BTL mothers–occupation.*)

Notwithstanding relatively low employment and income levels, participating mothers have reasonably high levels of education: 94% have completed high school and 58% have college or university education. (Please see *Figure 54: BTL mothers–education.*)

Figure 52: BTL families–gross annual family income

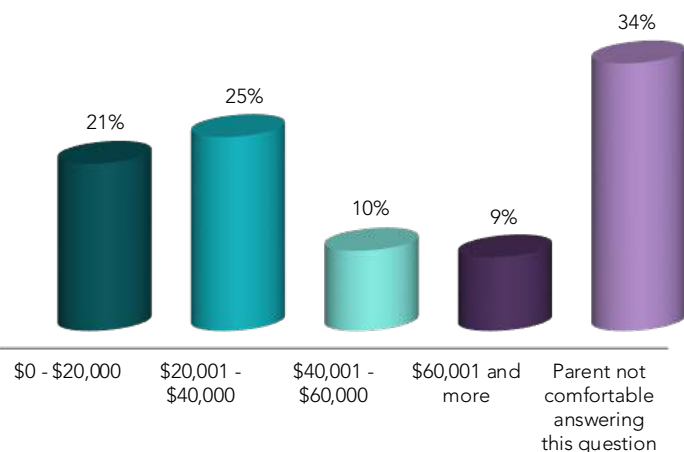


Figure 53: BTL mothers–occupation

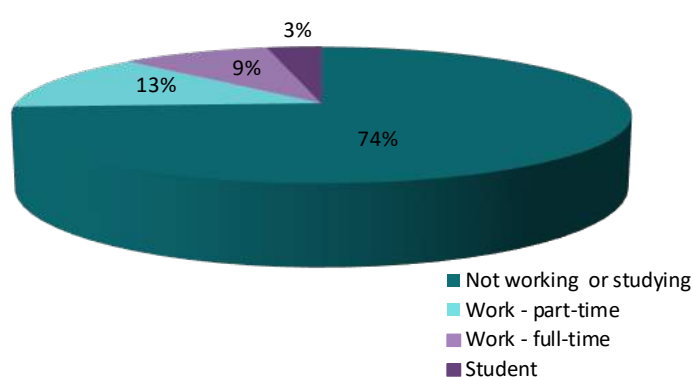
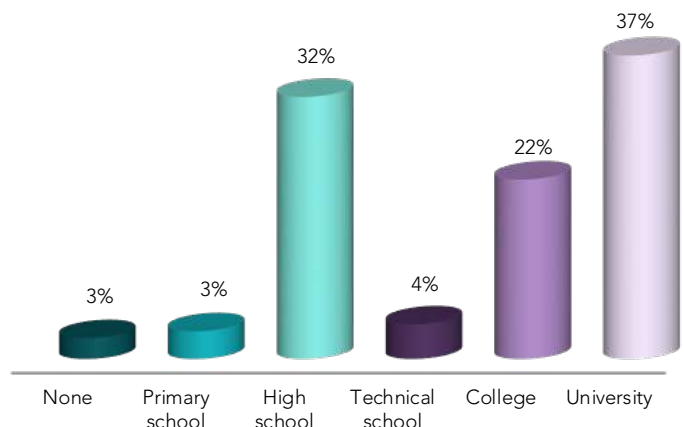


Figure 54: BTL mothers–education



Limitation

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

1. For a variety of reasons, some families are hesitant to disclose personal information; this is especially the case for gross annual income. 52.94% of mothers were not comfortable answering this question or did not respond. Other demographic questions with high non-response rates included country / nation of origin (26.39%), number of years in Canada (22.22%), occupation (17.36%), parental age (16.67%), education (16.67%), and housing (15.28%). All other questions pertaining to demographics had non-response rates between 5.56% and 11.11%. Demographics reported here reflect data for valid responses only.

BTL Mother Change

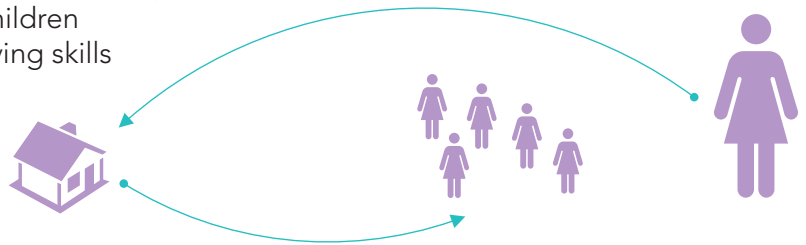
Parents in the program, mostly mothers, receive 12 weeks of role-play training in a tried-and-true early child education curriculum from Community Facilitators during group meetings. BTL mothers work with their child 15 minutes each day for 12 weeks. Community Facilitators not only support mothers to develop their capacity to ensure their preschool children's success in school and beyond but also create linkages to the larger community.

BTL participant change is captured using the mother assessment form, which is completed by the BTL mother as a self-assessment. Baseline data are collected retroactively at the end of the 12-week program together with follow-up data.

Objectives for BTL Mothers

BTL mothers will develop the skills to support their connection to their community and their child's early learning, including:

- Increase their child's story comprehension and reading enjoyment
- Develop daily habits of reading to their children
- Increase their parenting and problem-solving skills
- Acquire community participation skills



Community Facilitator and Mother Efforts

During April and June 2017, the five BTL sites offered **150 group meetings**, spending more than **355 hours** with mothers where Community Facilitators role-played the BTL curriculum and offered information on other community programs, children's activities, early child development, nutrition, parenting, public services, and cultural celebrations. Group meetings are an effective means for BTL mothers to connect with others in the program.

BTL mothers spent a total of **1,418 hours** and worked with their children on the BTL curriculum on average on **3.4 days per week**.

BTL Mother Outcomes

The mothers' assessments (baseline and follow-up at the end of the program) revealed that BTL mothers learned techniques vital to their children's success in school and fostered helpful relationships with others. Mothers indicated that their involvement and sense of belonging to their community increased as a result of participating in the BTL program.



Medium-term Outcome

Economically disadvantaged and isolated mothers from six communities develop the skills and capacity to use the BTL materials to teach their children.

Increasing parental capacity and confidence to support their child for success in school and society is the core of the BTL program. We developed indicators to measure the transformation of BTL mothers over the course of the program. In the mother self-assessment survey mothers reported their change in three areas:

- Parental confidence (Please see *Figure 55: How confident do you feel when you are using the Bond to Literacy materials to teach your child?* and *Figure 56: How confident do you feel when you are helping your child to understand the story in a book?*)
- Reading routine with their child (Please see *Figure 57: During the past week (7 days) on how many days did you read with your child?*)
- Communication with the school (Please see *Figure 58: How comfortable are you when communicating with other people (like teachers or staff) at your child's school, pre-school, or day care?*)

Mothers consistently reported a positive – and, in some instances, significant – increase in behaviours and attitude. Most notably, mothers' responses as 'very confident' as her child's teacher, increased from 18% at baseline to 85% at follow-up. The number of mothers who read to their child five days a week or more increased from 22% at baseline to 52% at follow-up.

Figure 55: How confident do you feel when you are using the Bond to Literacy materials to teach your child?

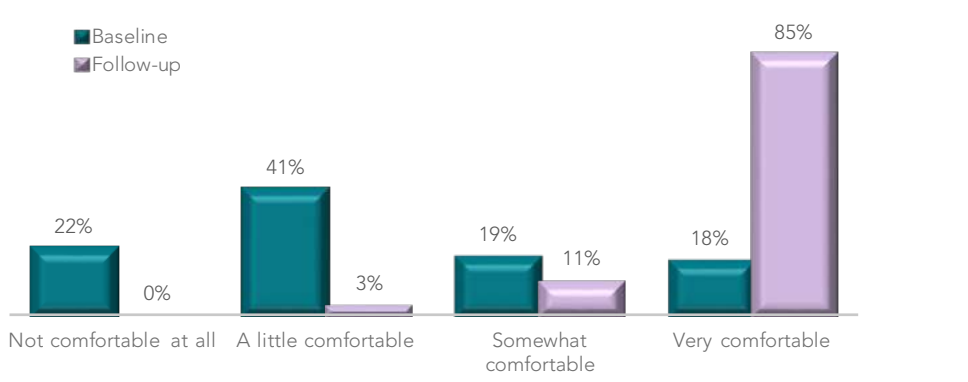


Figure 56: How confident do you feel when you are helping your child to understand the story in a book?

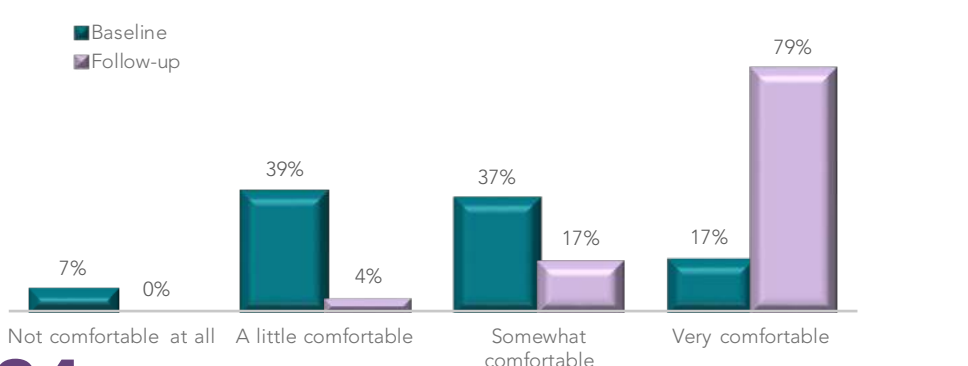


Figure 57: During the past week (7 days) on how many days did you read with your child?

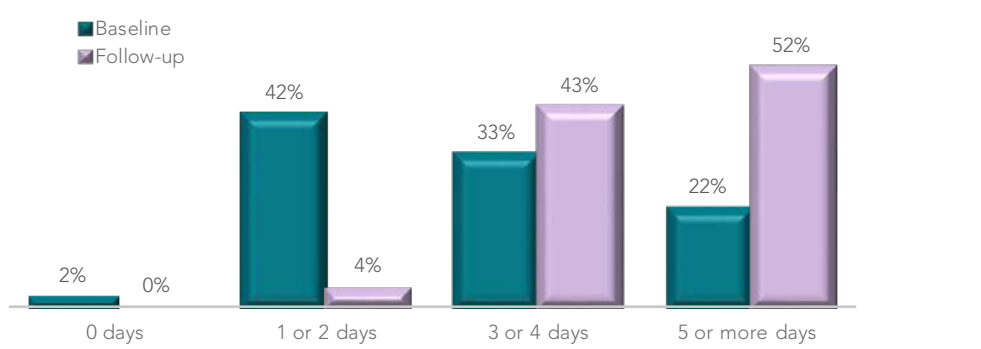
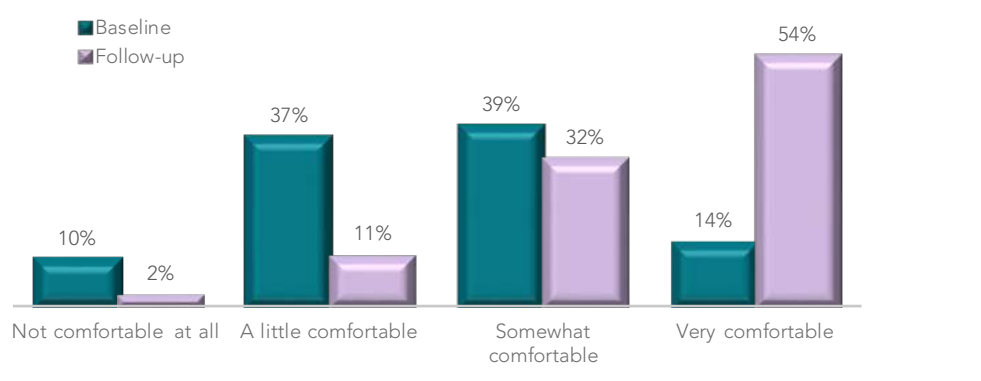


Figure 58: How comfortable are you when communicating with other people (like teachers or staff) at your child’s school, pre-school, or day care?



Medium-term Outcome
Mothers create informal social support networks with other mothers in similar situations with whom they can share their experiences and knowledge.

BTL recognizes that, when mothers are more isolated, they and their children are more vulnerable. The BTL program builds in several efforts, such as group meetings, sharing of information, and assisting mothers to attend group meetings to address issues of social exclusion. Mothers positively rated their increased sense of community inclusion in two areas:

- Mothers who felt they belonged to their community increased from 36% at baseline to 79% at follow-up. (Please see *Figure 59: Do you feel like you belong in your neighborhood or community where you live?*)
- Mothers who attend events or social gatherings in their neighbourhood most of the time or always increased from 9% at baseline to 35% at follow-up. (Please see *Figure 60: Do you attend or go to events or social gatherings where you live?*)

Figure 59: Do you feel like you belong in your neighborhood or community where you live?

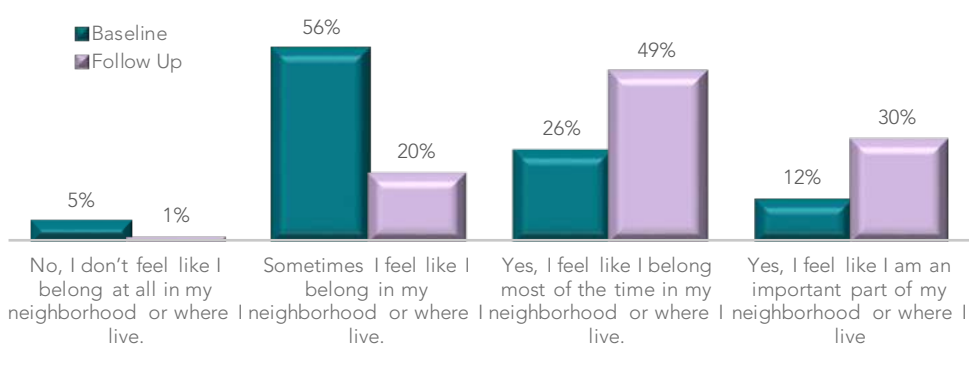
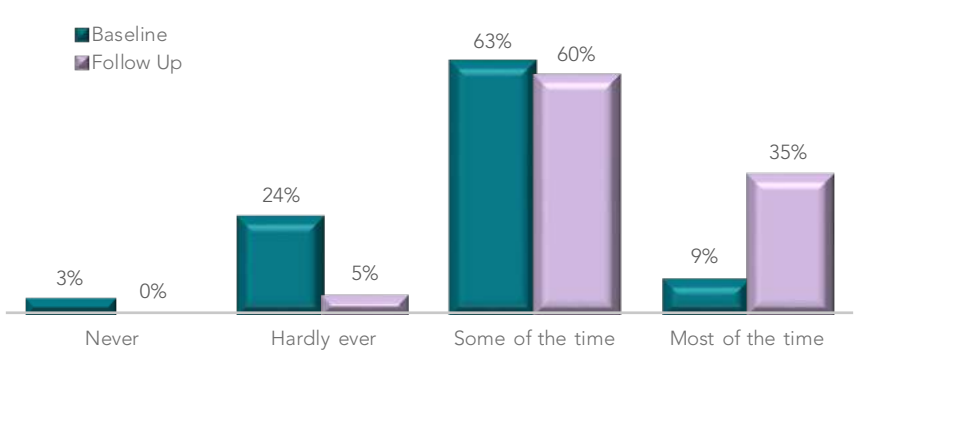
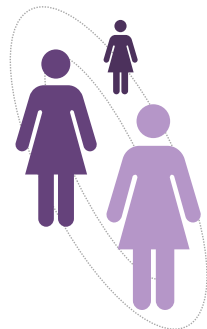


Figure 60: Do you attend or go to events or social gatherings where you live?



Limitations

1. The mothers' assessment data may be biased as a result of its self-assessment nature. This is especially true for the baseline assessment because mothers new to the BTL program may not be comfortable answering personal questions, or they may answer questions based on what they think Community Facilitators want to hear, or some "don't know what they don't know." To mitigate this bias as much as possible, baseline assessments were completed retroactively at the end of the program. At the end of the program, mothers were given two identical assessments. In the first one, they were asked to answer questions based on what the answer was before they joined BTL and, in the second, they were asked to base their answers on their current situation since joining BTL.
2. The five BTL sites completed retroactive baseline and follow-up assessments for 92 mothers.



I really like this program. I got so many different ideas how to read with my son. Now I can ask him questions regarding the book. I really got so many ideas for doing many activities we can do together. I am getting really confident with reading with my child. Now I can make different sounds to express the words in the book and Adi loves the way I read to him now. He is able to understand many words and able to remember the story and the characters. I really love this program, you and every book that was given to us. Thank you!

Section 7

2018 Adopt-a-Reader Campaign

In February 2018, the Mothers Matter Centre launched its fourth annual *Adopt-a-Reader* Campaign.

Adopt-a-Reader is a yearly campaign that aims to get more families reading aloud with their children every day. HIPPY families are accustomed to spending ten minutes a day reading and doing activities with their child, but this campaign goes further by encouraging them to 'adopt' other parents in their communities and share their knowledge with them.

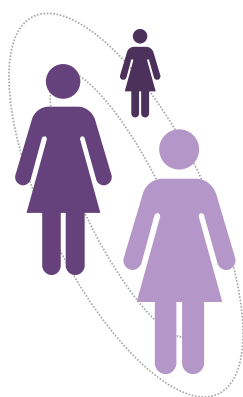
Each adopted family is generously provided books from First Book Canada. During the campaign, families are encouraged to spend approximately 10-15 minutes a day reading with their pre-school aged children. The ultimate goal of the *Adopt-a-Reader* program is to encourage 1,000 families (500 HIPPY families and 500 non-HIPPY families) to read a total of 150,000 minutes over 15 days. We are happy to report that this year more than 1,400 adopted families shared 481,320 minutes of reading with their children

One quarter of Canadian households don't have a single book," says Tom Best, Executive Director of First Book Canada. "Nearly 100 percent of immigrant families come to Canada with no books. For some families, these are the first high-quality books they have ever owned."

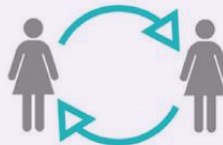
The *Adopt-a-Reader* campaign embodies the philosophy of peer-to-peer, mother-to-mother knowledge-sharing, which is the basis the HIPPY program's success. This approach allows us to reach even very isolated families and gives them the chance to become part of a community.

The campaign wrapped up with *Celebration of Reading* events during the month of March, to recognize the dedication and hard work of families who participated. Families who participate in *Adopt-a-Reader* are often inclined to sign up for the HIPPY program in the future.

Mounira Ajenkar, a HIPPY Home Visitor from Winnipeg, says "*The Adopt-a-Reader program is an ideal action to encourage children and parents to go back to books, snuggling and having some quality time together. I think it is a huge step to reduce screen time in the family and get children to love reading.*"



"I spent good time with my kid of togetherness and this increases good skills of reading. It is good program for both kids and parents," says an adopted mother from Scarborough, Ontario.



Adopt-a-Reader Highlights

8,000+ Books were donated by First Book Canada.

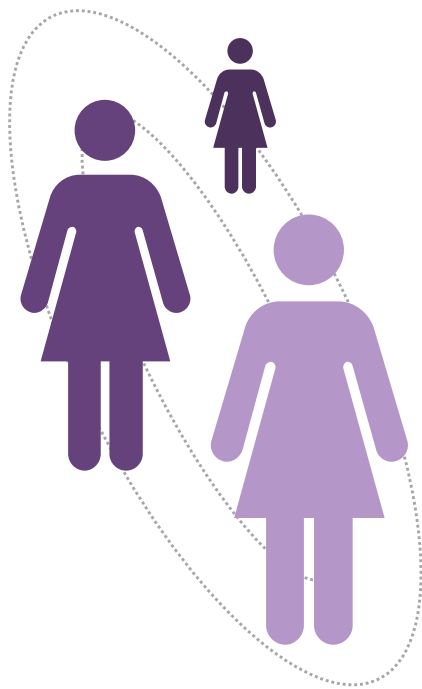
More than **1,400** families participated.

Parents spent **481,320** minutes reading with their children.

Total reading minutes increased more than **30%** from the previous year.

Appendix 1

HIPPY in Canada Logic Model



Jessie immigrated to Canada from China in 2000 with her husband. During their first few years in Canada, Jessie struggled with language and cultural barriers, which made her afraid to leave her home and left her feeling isolated and depressed.

When we came here, we only had two friends. They helped us find a basement to live in. It was very hard for us because we gave up everything in China. Our English was very poor, and we were having financial problems, but we kept trying hard. Then I got into a car accident and couldn't work. It was the darkest and most difficult year of my life.

Jessie heard about the HIPPY program in Oakville from a neighbour. She was nervous at first but decided to enroll with her children, and she is thrilled she did. A few years after joining HIPPY, Jessie became a Home Visitor.

Throughout her HIPPY journey, Jessie has seen changes in herself, how she values herself and feels about interacting with people.

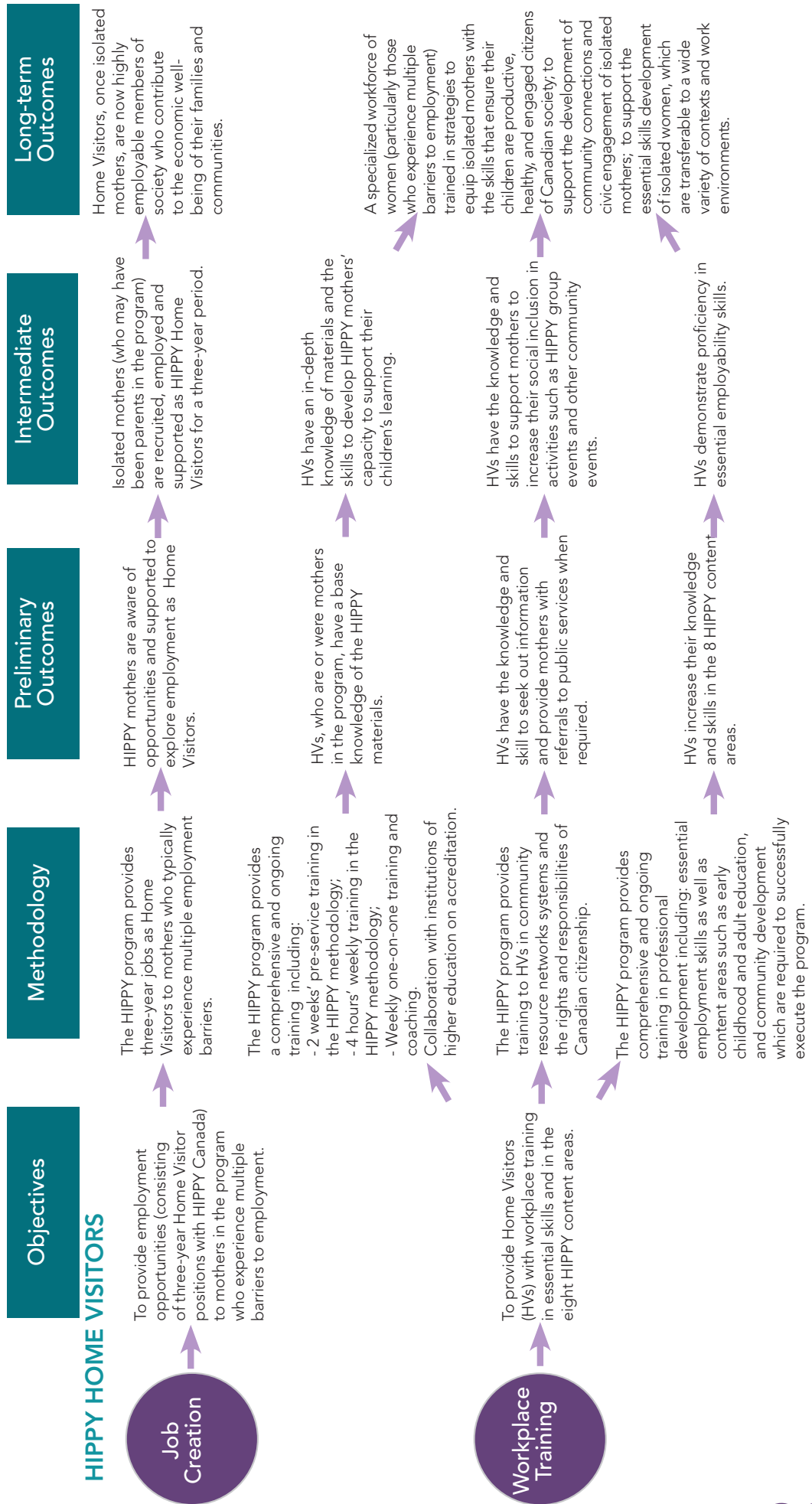
I think I found a purpose and found my passion. Before HIPPY, I closed my heart. And after HIPPY, it feels good, and I was happier because I was helping families. My English improved a lot, and I also learned confidence in myself. And, I can't say thank you enough.

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, Aboriginal 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.





Transition to Work after HIPPY

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.

The HIPPY program systematically supports HVs in:

- Identification of career and educational aspirations;
- Job-search strategies (resume-writing, search skills and interviewing practice);
- Identification of training and education opportunities.

HVs articulate career and higher education aspirations.

After three years, 50% of HVs transition to a new career or higher education.

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.

HIPPY PARENTS

Early Childhood Education Skills

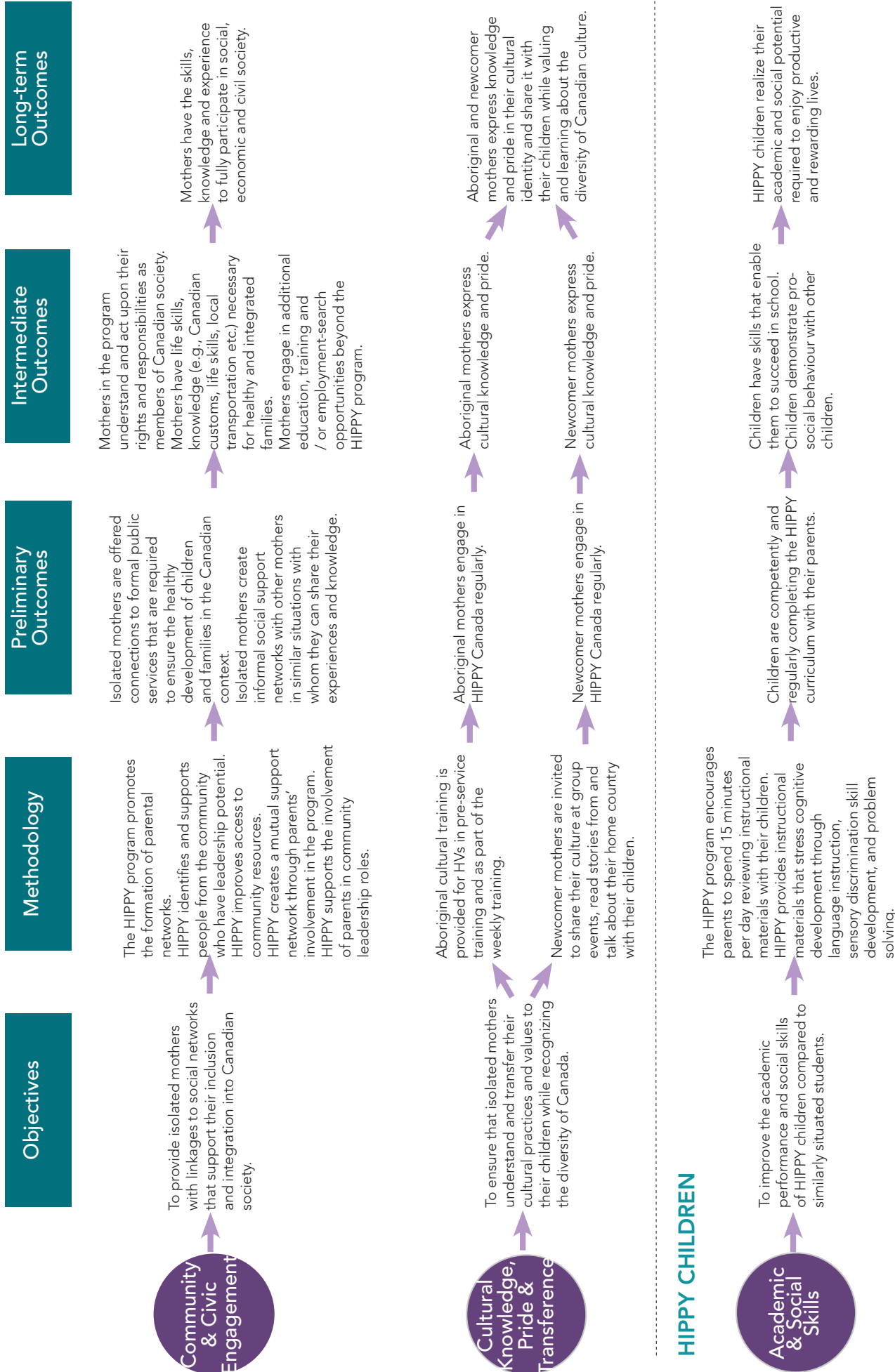
To provide mothers with the skills and literacy tools to support their children's success in school and beyond.

HVs reach out to at-risk mothers in their homes with practical information and structured lessons that enable isolated Aboriginal 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 themselves to see their potential as advocates on behalf of their children in the educational and broader communities.

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.

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).

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





Mothers Matter Centre gratefully acknowledges our funders and donors for their generous support.

Program funding:



Immigration, Refugees and Citizenship Canada

Immigration, Réfugiés et Citoyenneté Canada



Indigenous and Northern Affairs Canada

Affaires autochtones et du Nord Canada



Human Resources and Social Development Canada

Ressources humaines et Développement social Canada



BCAFC | BC Association of Aboriginal Friendship Centres



First Nations Health Authority
Health through wellness



NORTH GROWTH
FOUNDATION



Stantec



vancouver
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