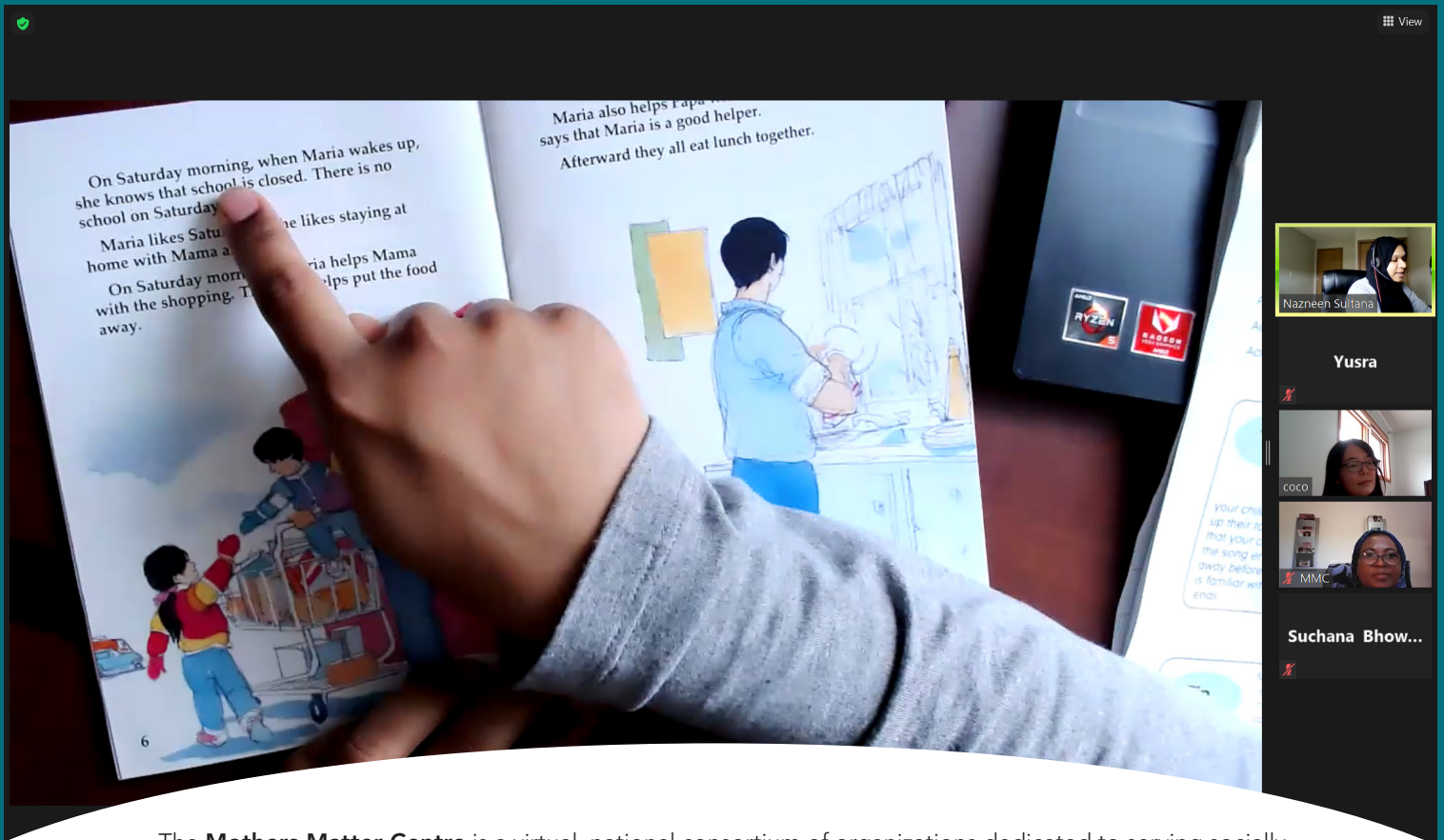


Performance Management Results

Multicultural HIPPY

Program Year 2020-2021



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.

The Right Honourable David Johnston, C.C., C.M.M, C.O.M., C.D., Former Governor General of Canada, and Sharon Johnston are patrons of the Mothers Matter Centre.

Mothers Matter Centre

Performance Management Results

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Section 1 – Introduction

Mothers Matter Centre Performance Management

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

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 HIPPY sites 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 2020-2021 program year. To ensure high-quality data, the Mothers Matter Centre invests considerable time and training to ensure that Coordinators and Home Visitors across the country have sufficient expertise to understand how to enter and use the data derived from the PMP. We are increasingly confident in the quality and completeness of the data collected as each site gains experience year to year; however, we continue to scrutinize all data carefully when interpreting results.

All data represented here are gathered from the 20 multicultural sites – 19 HIPPY sites and one innovations site. *Section 1* comprises background information on the MMC and the HIPPY program in Canada. *Section 2 and 3* addresses program enrollment, demographic, and efforts and outcomes data for HIPPY Home Visitors and HIPPY mothers. In *Section 4 and 5* we report on results from the Newcomer Innovations, *Reviving Hope and Home (RHH)* and *HIPPY Plus*. And *Section 6* describes results from the *Adopt-a-Reader* campaign.

The Mothers Matter Centre

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

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

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

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 21 years, HIPPY in Canada has reached out to provide more than 20,000 low-income newcomer, Indigenous and other Canadian mothers with structured lessons and practical information that develop their own and their children's personal skills, ensuring both children and families have a better opportunity to succeed in school and society.

How HIPPY Works

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

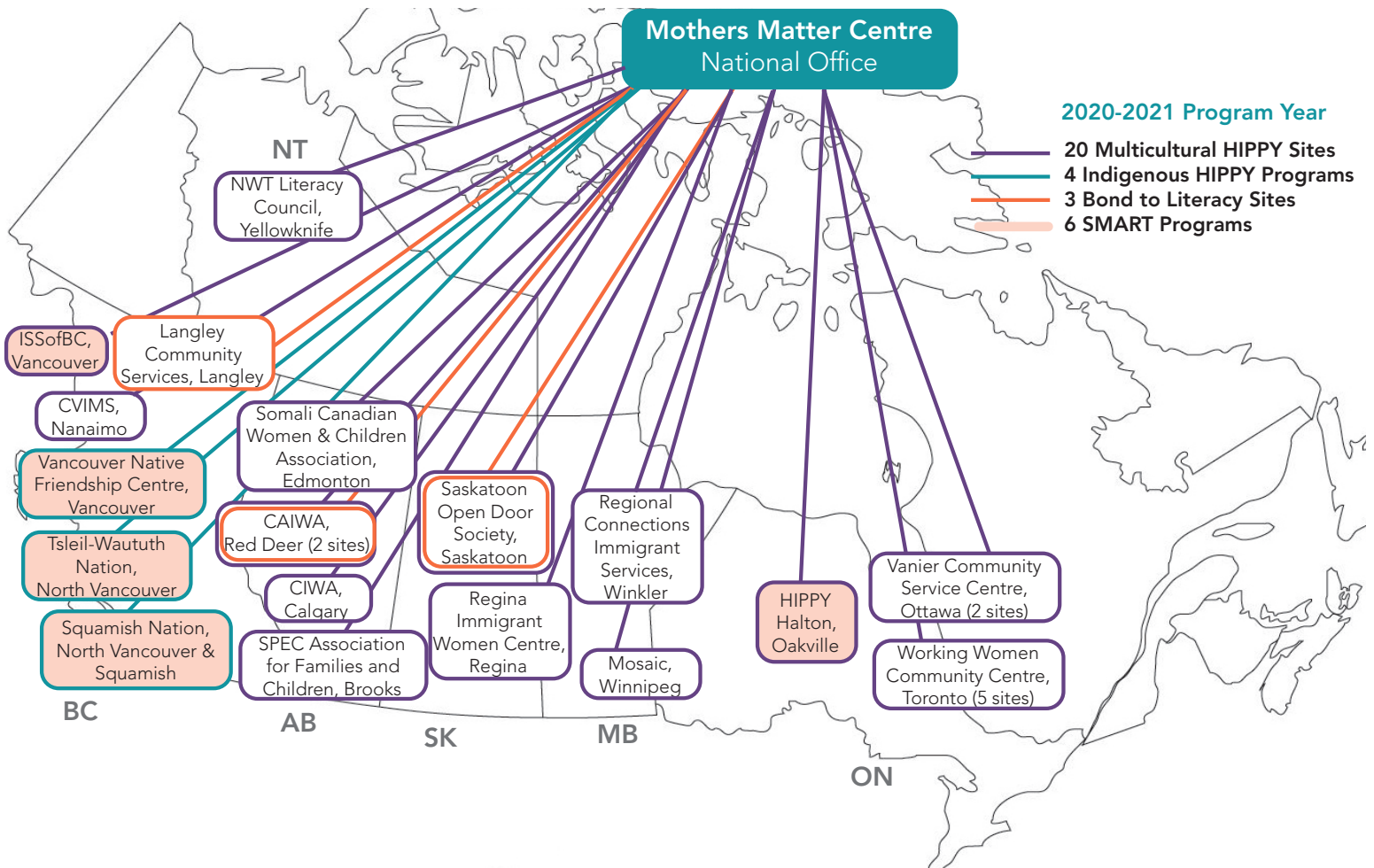
- Is designed as a three-year program for parents with three-, four-, and five-year-old children;
- Delivers a curriculum based on the needs of children to become school-ready;
- Recognizes role-play as an important method of teaching the skills needed to implement the child-centred curriculum; and
- 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 as HIPPY 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 Family of Programs: Reaching across Canada



Section 2 – HIPPY Home Visitors

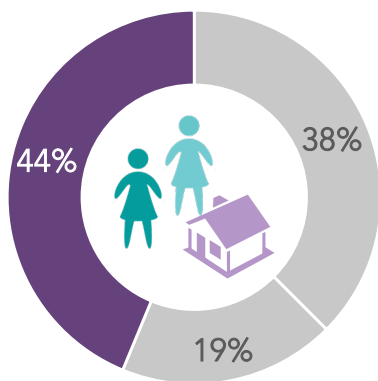
Employment

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

The HIPPY program offers past HIPPY participants (mostly mothers) opportunities for a three-year work-learn position as Home Visitor with an added focus on transitioning them to jobs or higher education after they leave the HIPPY program. All data represented here are gathered from the 20 multicultural HIPPY and innovations sites.



96 Home Visitors were employed, who, on average, worked 25 hours per week for 33 weeks during the 2020-2021 program year.



38% were new Home Visitors, 19% were in their second year of employment, **44% in their third year or longer.**

52%
were HIPPY
moms



4%
went back
to school

52%
found other
employment



27 Home Visitors left their HIPPY employment during / at the end of the program year. Of those, **56% found other employment or went back to school.**

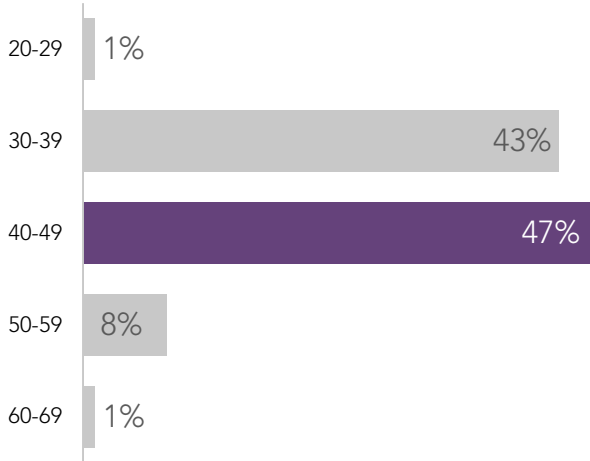
Home Visitors found work in the following roles: Settlement Worker at the HIPPY host agency, Montessori School ECE position, ECE assistant at a daycare, as well as positions in accounting and an internship at the Provincial Government. Two Home Visitors started their own businesses in catering and as immigrant consultant.

Educational programs Home Visitors enrolled in include: Mental Health and Public Policy.

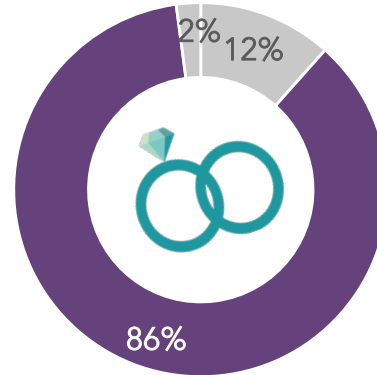
Demographics

The demographic summary in this section includes 96 Home Visitors who were enrolled at the 20 multicultural HIPPY and innovations sites in the 2020-2021 program year. Demographics data for Home Visitors are entered by site Coordinators and updated annually.

Home Visitors – Age

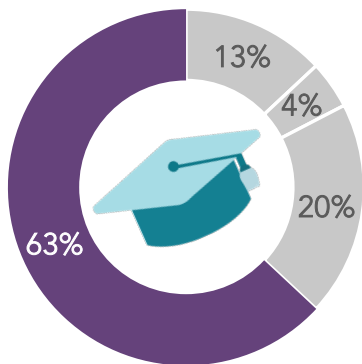


Home Visitors – Marital Status



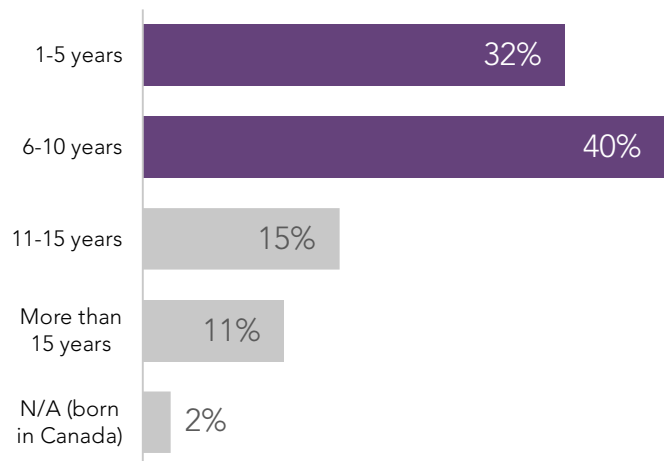
86% of Home Visitors are married or live in common law relationships, 12% are divorced / separated or widowed, 2% are single.

Home Visitors – Education



63% of Home Visitors graduated from university, 20% from college, 4% from technical school, 13% have a high school degree.

Home Visitors – Years in Canada



Home Visitors come from 40 countries and speak 34 languages.

Most Home Visitors are newcomers to Canada. **72% have lived in Canada 10 years or less.**



Back home, Stella was used to raising her children with the support of her family but, when she moved to Canada, she discovered that she was suddenly left to do everything alone. Raising her children without the hands-on help of family was a big adjustment for her as she transitioned to life in a new country. When the pandemic began, Stella was faced with an even greater challenge: trying to teach her children from home while keeping up with her work. For Stella, the HIPPY program was an empowering experience, so much so that she became a Home Visitor herself. By providing a relatable perspective, she hopes to inspire other mothers and provide them with the tools they need to succeed.

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.

Objectives for Home Visitors

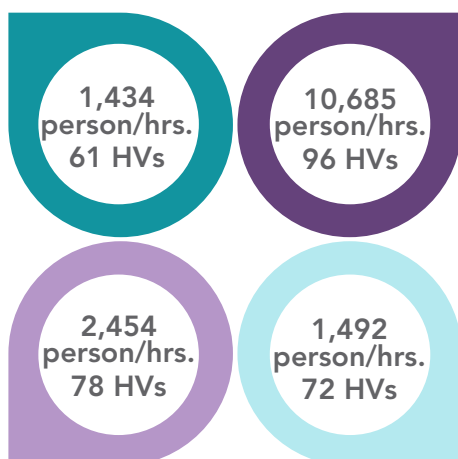
To receive:

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

Training Efforts

Home Visitors are trained to help mothers at home. As role models, their 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 16,065 person-hours of training, including:



Pre-service training on the HIPPY model and methodology.

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

Professional Development (PD) training, both in person and online, with sessions on Home Visiting, Adult Education & Learning, Newcomer Settlement & Integration, The Science of Early Childhood Development, Indigenous History & Culture, Mental Health & Wellness, Transition Planning & Job Search, and Personal Growth & Leadership Development.

Other trainings in a variety of areas, including: Early Child Development, Parenting, Family Health, Mental Health and Well-being, Working with Newcomer Families, Canadian School System, Community Support Systems, and Professional Development.

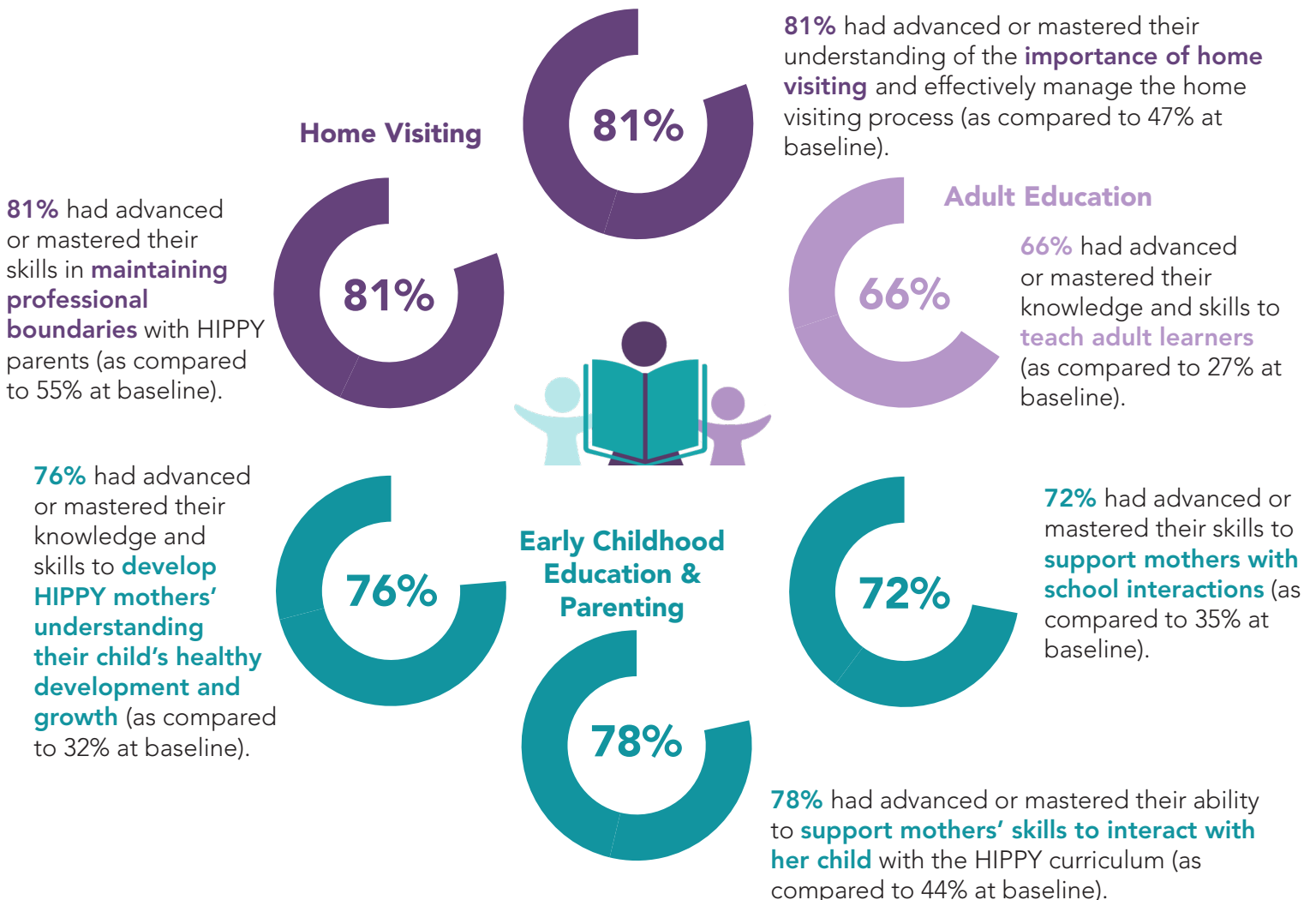
Home Visitor Outcomes

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 data measuring the level of change in Home Visitors' ability to support isolated mothers that results from their weekly training, prior work experience, and working with families. There are five measures, categorized into the six HIPPY content areas of Home Visiting; Adult Education & Learning; Early Childhood Development & Parenting Skills; Immigrant Settlement and Integration; Essential Skills Development; and Transition Planning. All measures showed an increase in Home Visitors' skills. The measures include Home Visitors' capacity to: develop and maintain professional relationships with HIPPY families; understand the importance of home visiting and effectively manage the home visiting process; teach adult learners; develop HIPPY mothers' understanding and ability to support of their child's healthy development and growth; and support mothers' inclusion and participation in their children's schools and their community.

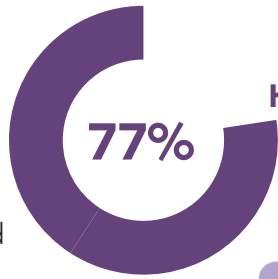
Data below show comparisons between a baseline measure taken at the beginning of the Home Visitors' employment and the last progress report of this program year.

Outcome 1: Home Visitors are trained in strategies to equip mothers with the skills and tools that ensure their children are productive, healthy, and engaged citizens of Canadian society.



Outcome 2: Home Visitors are trained in strategies to support the development of community connections and civic engagement of isolated mothers.

77% had advanced or mastered their **knowledge of community support systems** to help families dealing with crisis or other needs (as compared to 30% at baseline).



Home Visiting

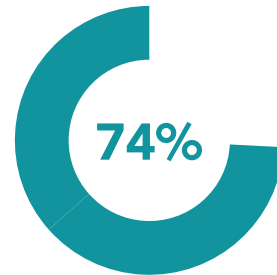


76% had advanced or mastered their ability to **identify family needs** beyond those of HIPPY (as compared to 32% at baseline).

76% had advanced or mastered their ability to **reduce barriers to attend HIPPY group events** (as compared to 48% at baseline).

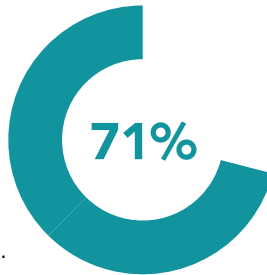


Immigrant Settlement & Integration



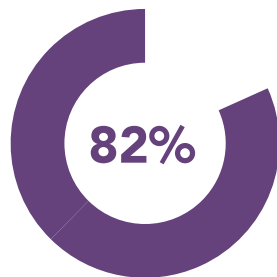
74% had advanced or mastered their ability to **support parents who are raising children in a new culture** (as compared to 39% at baseline).

71% had advanced or mastered their ability to **reduce barriers and motivate mothers to attend other community events** (as compared to 34% at baseline).

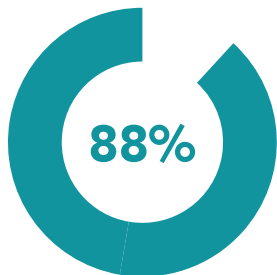


Outcome 3: Home Visitors are trained in strategies to support the skills development and social, economic, and political inclusion of women, which apply to a wide variety of contexts and work environments.

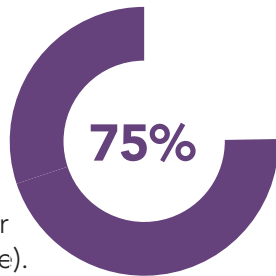
Critical Thinking
82% had advanced or mastered their skills (as compared to 56% at baseline).



Team Work
88% had advanced or mastered their skills (as compared to 70% at baseline).

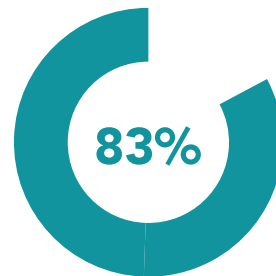


Writing
75% had advanced or mastered their skills (as compared to 51% at baseline).

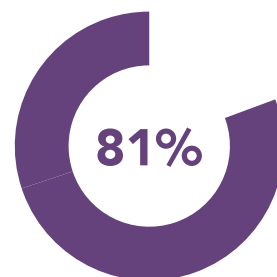


Reading

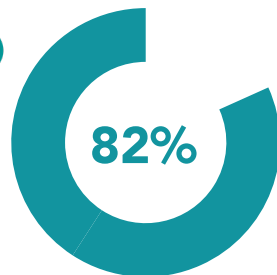
83% had advanced or mastered their skills (as compared to 66% at baseline).



Computer Use
81% had advanced or mastered their skills (as compared to 58% at baseline).

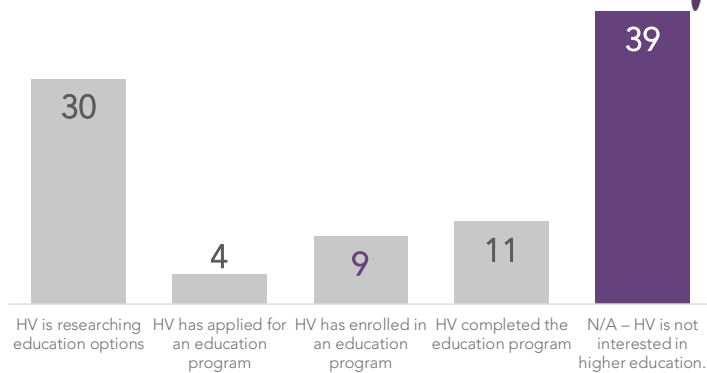


Oral Communication
82% had advanced or mastered their skills (as compared to 57% at baseline).

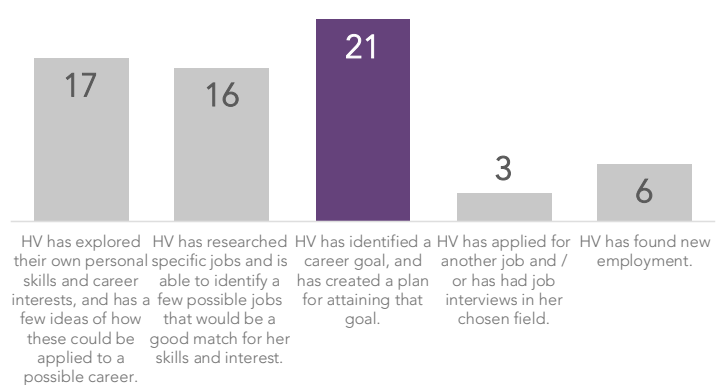


Transition Planning

Stages of transition to education while employed in the HIPPPY program:



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



Home Visitor Mid-stream Adjustments

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

- Assigning Home Visitor to new tasks and / or responsibilities (e.g. promotion in the community, etc.) (181 times)
- Suggesting professional development programs (e.g. computer workshops, ESL classes, literacy courses, etc.) (165 times)
- Connecting Home Visitor with a mentor (91 times)
- Establishing a schedule for individual weekly or biweekly meetings (56 times)

Limitations

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

1. For a variety of reasons, some participants are hesitant to disclose personal information. Demographic questions with high non-response rates included age (4.17%), country of origin (4.17%), mother tongue (4.17), and housing (3.13%). All other questions pertaining to demographics had non-response rates between 0% and 2.08%. Demographics reported here reflect data for valid responses only.
2. The change results listed above represent data for Home Visitors for whom Coordinators completed the *Home Visitor Progress Report* at the 20 multicultural HIPPPY sites. 93 Home Visitors are represented in the baseline (first) and follow-up (last) data. Of those 93 Home Visitors, 27 completed their first year, 23 their second year, and 43 their third year or longer at HIPPPY.
3. The MMC rolled out an improved *Home Visitor Progress Report* in the 2018-2019 program year. Due to the significant changes in the form, baseline values for the 43 Home Visitors employed three years or longer do not reflect true baselines, since baselines were collected at the beginning of 2018-2019, representing their second year of employment rather than their first.

Section 3 – HIPPY Mothers

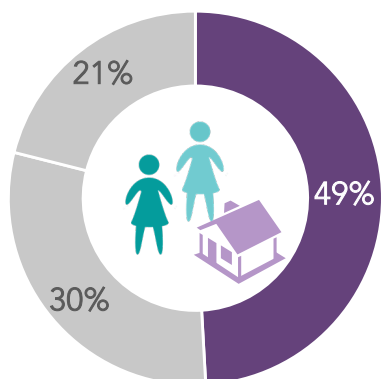
Program Enrollment

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

All data represented here are gathered from the 19 multicultural HIPPY sites.

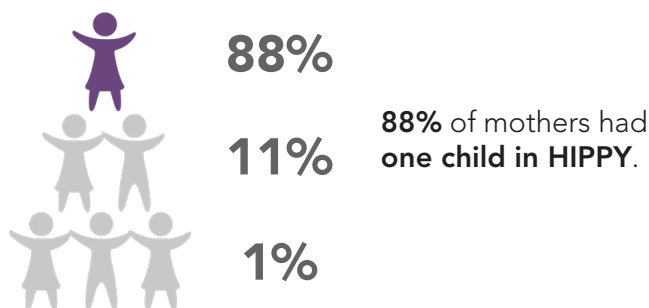


1,073 mothers and
1,210 children were enrolled



49% were **new HIPPY parents**,
30% were in their second year,
21% were in their third year or longer.

Number of HIPPY Children



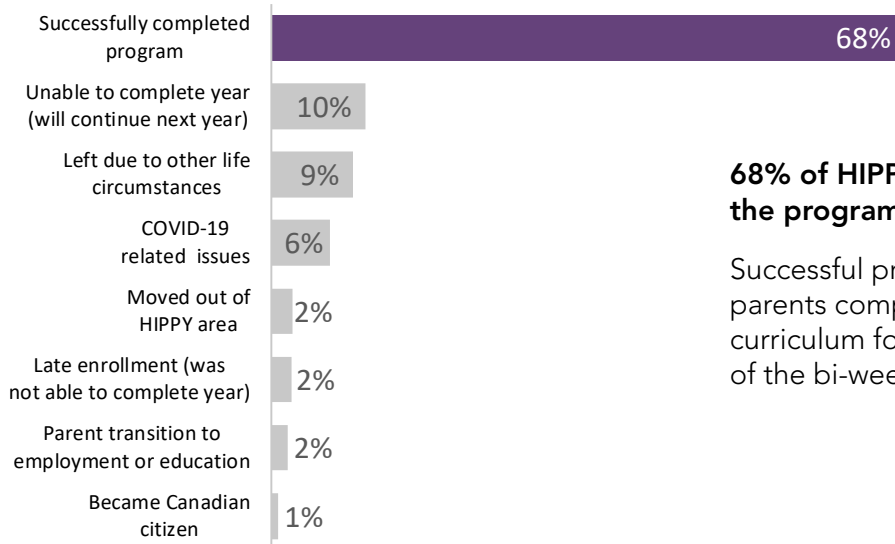
Curriculum Age & Language

Curriculum Age	Curriculum Language (# of children)		
	English	French	Total
Year 1 / Age 3	436	10	446
Year 2 / Age 4	454	16	470
Age 5	276	5	281
SMART	13		13
Total	1,179	31	1210

Most children participating in HIPPY were either **age 3 (446)** or **age 4 (470)**, and most (**97%**) HIPPY participants used the **English curriculum**.

This year 13 children at the HIPPY Halton site were also enrolled in our new Supporting Mothers and Raising Toddlers (**SMART**) program. SMART is a play-based learning program for mothers of children aged 18 to 36 months.

HIPPY Program Completion



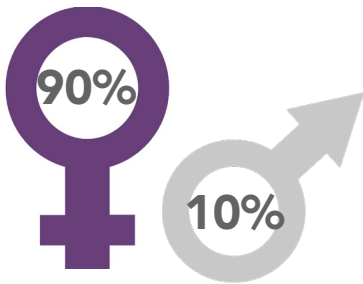
68% of HIPPY families successfully completed the program year.

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.

Demographics

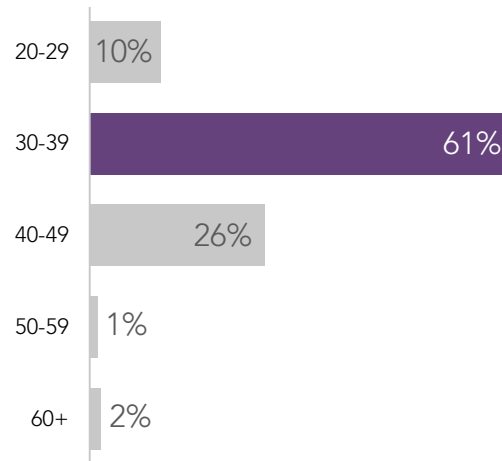
The demographic summary in this section includes 1,073 mothers who were enrolled at the 19 multicultural HIPPY sites in the 2020-2021 HIPPY program year. Demographics data for mothers are entered and updated by Home Visitors at the beginning of the program year.

HIPPY Parent – Gender

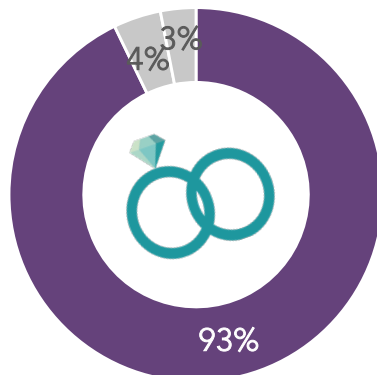


In most cases (90%), **mothers and other female caregivers**, such as grandmothers, deliver the HIPPY program to their children.

HIPPY Mothers – Age

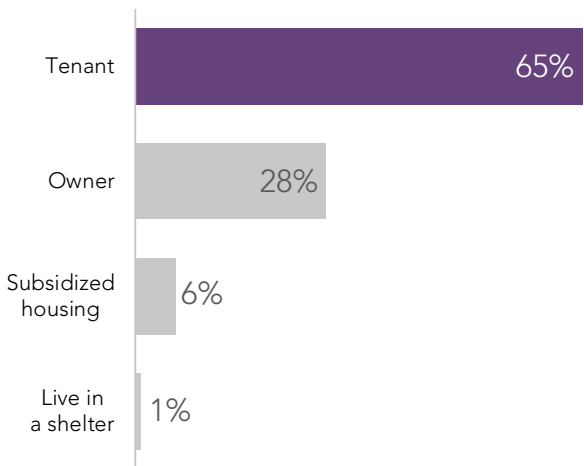


HIPPY Mothers – Marital Status

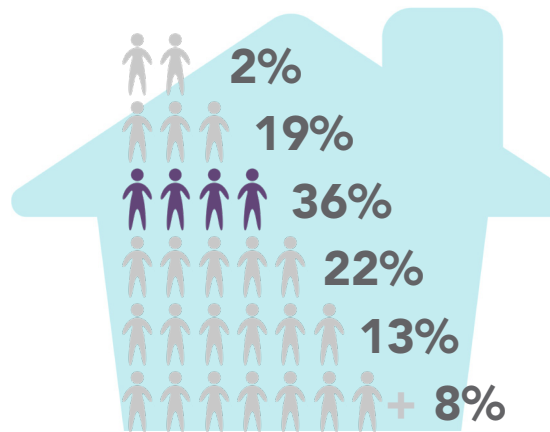


93% of HIPPY mothers are married or live in common law relationships, 4% are divorced / separated or widowed, 3% are single.

HIPPY Families – Housing



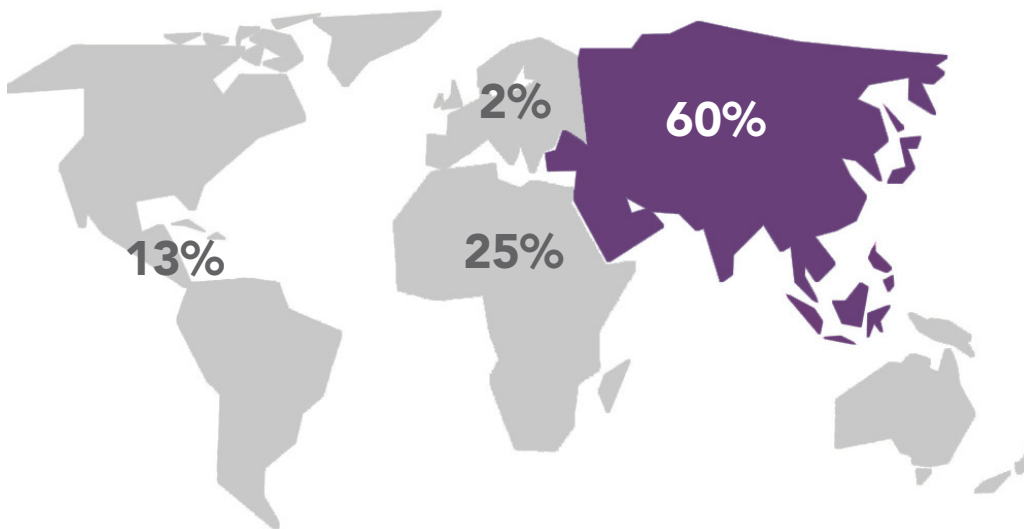
HIPPY Families – Household Size



Consistent with the national average, **36% of HIPPY families live in households of four people.**

Cross-tabulation of average household size and country of origin shows that families from Kazakhstan have the highest household size of 9 people, followed by 7 people for families from Ivory Coast and Syria, and 6.6 people for families from India.

HIPPY Families – Country of Origin

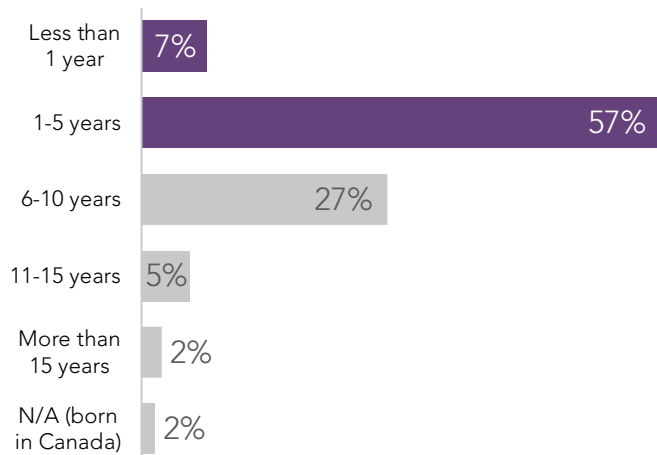


79% of HIPPY mothers are newcomers to Canada, 20% are refugees.

Newcomer and refugee HIPPY mothers have arrived from **84 countries** and **speak 67 languages.**

Our largest demographic (**60%**) comes from **Asia**, followed by Africa (25%), the Americas (13%) and Europe (2%).

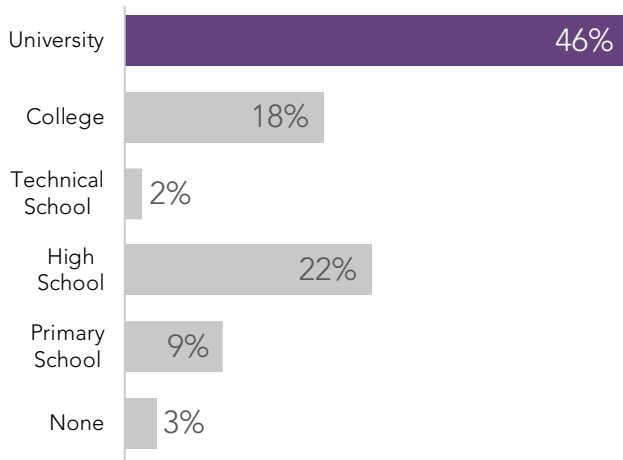
HIPPY Mothers – Years in Canada



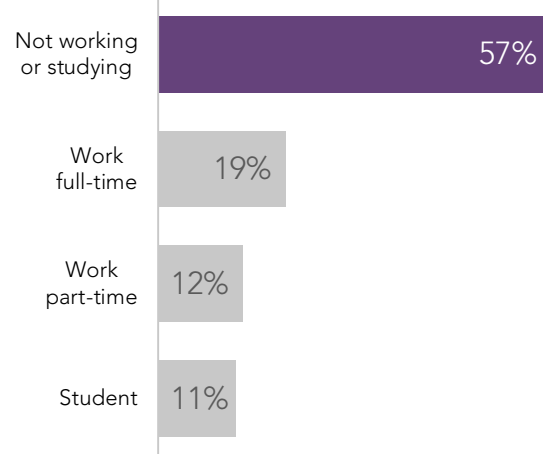
Most HIPPY mothers are recent immigrants to Canada.

64% of HIPPY mothers have lived in Canada for a period of five years or less.

HIPPY Mothers – Education

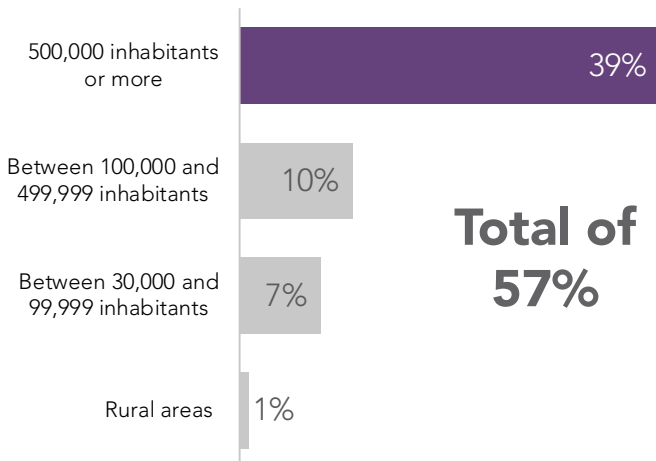


HIPPY Mothers – Occupation



57% of HIPPY mothers do not work outside the home or study. A low number (19%) of mothers work full-time. Notwithstanding relatively low employment levels, participating mothers have high levels of education: **88% have completed high school and 64% have college or university education.** Most (94%) mothers report having received their post-secondary education from outside Canada. Of those employed 76% of HIPPY mothers are not working in their field of study.

HIPPY Families – Low-Income Families



The data confirm that most HIPPY families experience financial hardship in Canada. Using the most current (2019) low-income cut-offs defined by Statistics Canada, which are based on gross annual household income, household size, and the size of community in which the household resides, **57% of HIPPY families fall into the low-income category. Most low income families live in large urban centres.**

“ Rabia moved to Canada when the pandemic had already begun, so her experience adjusting to a new country and culture came with some unique challenges. For Rabia, finding a support system was paramount, especially at a time when social distancing had become a constant requirement. Through the HIPPY program, Rabia was able to find that human connection that she craved. She met people with the same challenges and children of similar ages, which gave her a brighter perspective as she eased into her new surroundings.

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.

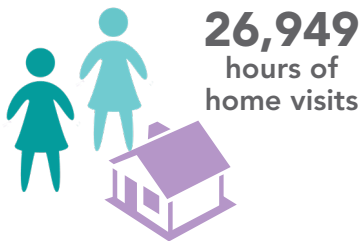
HIPPY participant change is captured using the *Parent Progress Report*, which is completed four times during each program year. During one-on-one meetings, the Coordinator and Home Visitor discuss and agree on how the parent is progressing. The final agreed-upon results are then recorded in ETO by the Coordinator. The first *Parent Progress Report* measurement serves as the baseline against which future progress is measured.

Objectives for HIPPY Mothers

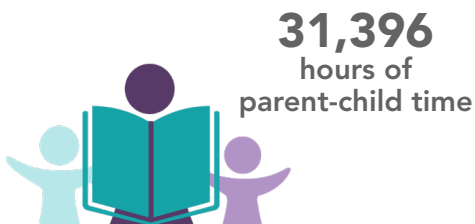
To receive:

- 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



During the 2020-2021 program year mothers spent **26,949 hours of home visits** role-playing HIPPY activities with Home Visitors. At HIPPY Halton twelve mothers spent **682 hours of home visits** role-playing SMART activities with Home Visitors



Data are showing that HIPPY mothers in turn are matching the time they spend with their child. HIPPY mothers spent **31,396 hours** and an average **4.5 days per week** working with their children on the HIPPY curriculum. SMART mothers spent **853 hours** and an average **4.3 days per week** working with their children.

HIPPY sites offered **189 group meetings**, field trips, and special celebrations where mothers could connect with other mothers in the HIPPY program.

Community Connections

Information given **27,716** times

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

Referrals made **2,429** times

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



Actions taken **2,916** times

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

Bridging parent-school interactions

3,369 times

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

Response to COVID-19 – Virtual Home Visits

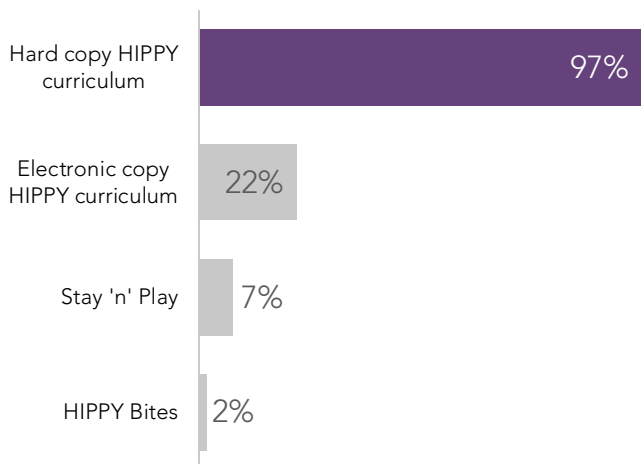
COVID-19 isolation measures implemented in March 2020 were in effect throughout the 2020-21 program year. To mitigate the devastating impact of social isolation measures on the already vulnerable refugee and newcomer populations, HIPPY Home Visitors across the country provided regular and predictable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

Many families had an internet connection at home but mothers did not have access to devices (e.g., cell phones, tablets, or computers) to enable them to participate in weekly home visits. As a result, the MMC launched a fundraising campaign to provide HIPPY families with a tablet for the 2020-21 program year. Funders included IRCC, United Way, Vancouver Foundation, West Vancouver Foundation and MMC supporters.



53%
of HIPPY mothers
received a HIPPY
tablet

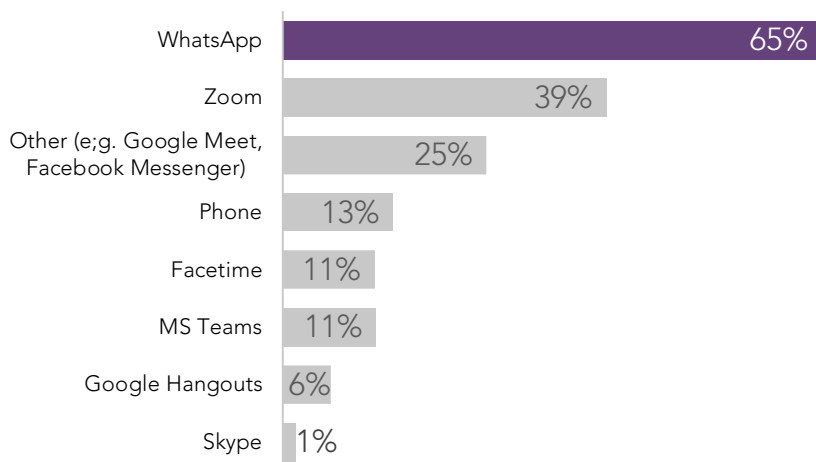
Type of curriculum used during virtual home visits



97% of mothers used the hard copy HIPPY curriculum delivered to them by the Home Visitors.

Over the summer months the two MMC innovations, HIPPY bites (a short version of the HIPPY curriculum) and Stay 'n' Play (play based activities) became popular activities for HIPPY families.

Mode of communication used during virtual home visits



WhatsApp was the most popular mode of communication for virtual home visits, used by 65% of mothers.

What other supports did families need?



53%
of HIPPY mothers
required emotional
support



28%
of HIPPY families
required food
security and
nutritional support



2%
of HIPPY mothers
required support with
gender-based violence



31%
of HIPPY mothers
required support
with home
schooling their
older children



16%
of HIPPY families
required housing
support

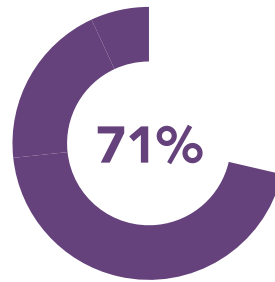
Outcomes

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 all mothers.

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.

Outcome 1: Once-isolated mothers have the skills essential to ensure their children are productive, healthy, and engaged citizens of Canadian society.

90% of HIPPY mothers felt confident using the HIPPY materials to teach her child (as compared to 45% at baseline).



71% of HIPPY mothers interacted with teachers and other staff, or volunteered at their child's school (as compared to 45% at baseline).

64% of HIPPY mothers read to their child four days per week or more (as compared to 37% at baseline).



70% of HIPPY mothers engaged their child with additional learning activities (beyond those from HIPPY) three days per week (as compared to 37% at baseline).

Outcome 2: Mothers have the skills, knowledge and experience to fully participate in social, economic and civil society.

72% of HIPPY mothers used public services independently (as compared to 50% at baseline).



54% of HIPPY mothers are enrolled in schooling or are employed (as compared to 41% at baseline).

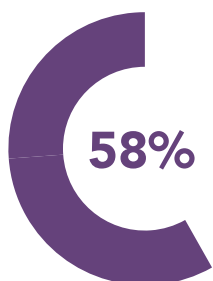
59% of HIPPY mothers felt connected to the larger community and are not isolated (as compared to 39% at baseline).



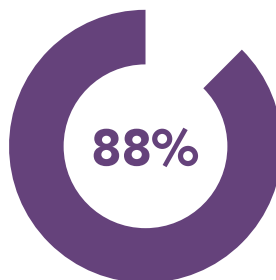
51% of HIPPY mothers regularly engaged with other mothers, or provided other mothers with support (as compared to 28% at baseline).

Outcome 3: Mothers express knowledge and pride in their cultural identity and share it with their children while valuing and learning about the diversity of Canadian culture.

58% of HIPPY mothers **expressed cultural pride** in both their own as well as Canadian culture (as compared to 33% at baseline).



79% of HIPPY mothers **taught their children their culture** (as compared to 65% at baseline).



88% of HIPPY mothers **taught their children their mother tongue** (as compared to 76% at baseline).

HIPPY Parents Mid-stream Adjustments

As a result of the MMC performance management process for the HIPPY program, 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	3,974
Change time of home visit (example: weekend)	1,287
Reduce home visit to every other week	76
Increase home visit to 1 ½ hours / more than once a week	234
Change how curriculum is provided	217
Downsize curriculum (fewer activities) to make it more manageable	160
Give mother a break from HIPPY curriculum (still continue home visit but don't role play)	73
Give mother a break from HIPPY (stop home visits for a while)	51
Allow for more 1-on-1 time with HIPPY child	78
Assign volunteer to support mother to work with child	35
Create family time with HIPPY	1,932
Invite father to be involved	1,148
Suggest extended family / sibling support	694
Support mother with finding daycare	188
ESL support for mother	1,136
Give tips on establishing a routine	2,337
Provide professional support to resolve issue (Coordinator intervenes)	120
Support mother to attend group meetings	2,484
Follow up with family on educational / work goals	1,038

Limitations

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

1. For a variety of reasons, some families are hesitant to disclose personal information. This is especially the case with gross annual income 39.05% of mothers were not comfortable answering this question. Other demographic questions with high non-response rates included job in field of study (13.33%), occupation (5.12%), education (4.29%), housing (4.19%), mother tongue (4.01%), and household size (3.17%). All other questions pertaining to demographics had non-response rates between 0% and 2.98%. Demographics reported here reflect data for valid responses only.
2. The actual number of low-income HIPPY families may be higher than reported since HIPPY collects annual household incomes using income ranges of \$0 - \$20,000, \$20,001 - \$40,000, \$40,001 - \$60,000 and \$60,001 and more. 2019 low-income levels determined by Statistics Canada, as shown below, are much more specific.

Household Size	Rural Areas	Less than 30,000 Inhabitants	Between 30,000 and 99,999 Inhabitants	Between 100,000 and 499,999 Inhabitants	500,000 Inhabitants or More
1 Person	\$18,192	\$20,696	\$22,618	\$22,759	\$26,426
2 Persons	\$22,647	\$25,764	\$28,157	\$28,332	\$32,899
3 Persons	\$27,841	\$31,673	\$34,615	\$34,831	\$40,445
4 Persons	\$33,804	\$38,457	\$42,029	\$42,290	\$49,106
5 Persons	\$38,339	\$43,617	\$47,668	\$47,963	\$55,695
6 Persons	\$43,242	\$49,193	\$53,762	\$54,096	\$62,814
7 or more Persons	\$48,142	\$54,769	\$59,856	\$60,227	\$69,935

3. The parent change results represent data for parents for whom Coordinators completed the *Parent Progress Report* at the 19 multicultural HIPPY sites. 981 mothers are represented in the baseline (first) and follow-up (last) data. Of those 981 mothers, 460 completed their first year, 308 their second year, and 213 their third year or longer at HIPPY.

“ Upon arriving in Canada from Pakistan in 2013, Nusrat felt lonely and disconnected. Four months pregnant, she turned to organizations like HIPPY to help face her personal challenges. When COVID-19 hit and restrictions were put in place, Nusrat and her family faced many difficulties at home. While keeping up with consistent routines usually kept her children calm, their schedules were changed drastically, and her children had a hard time adjusting to the new norm. Nusrat found the resources provided by HIPPY to boost the learning abilities of her children. As a result, her family became more informed, active, and educated.

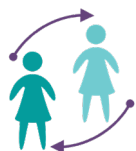
Section 4 – Newcomer Innovation: Reviving Hope and Home (RHH)

Introduction

Reviving Hope and Home is a modified HIPPY program that focuses on helping Government Assisted Refugee (GAR) mothers settle in Canada. RHH is individualized by a Community Navigator who assesses each family's needs and develops a plan to deliver appropriate services at the right time. HIPPY Home Visitors are trained to provide referrals and resources to families. Some of the curriculum is translated to help mothers comprehend the material. Additional curriculum is used based on the individual family's needs.

Funded by IRCC, RHH was piloted in Vancouver at ISSoBC from January 2018 to March 2021. In addition, studies have been conducted in Germany with IMPULS Deutschland to explore and assess the outcomes of program innovations, designed by HIPPY Germany for refugees.

Essential Program Elements



1. Mother-to-Mother Approach

Home visiting is an effective and trusted approach. Using the peer-to-peer model, Home Visitors can break the isolation of refugee mothers that contributes to their social vulnerability. They also provide in-home orientation to Canadian society, contributing to a smoother settlement.



2. Flexible Curriculum

Each family's needs are unique. For refugees especially, it is vital that the HIPPY program is adaptable to what works best for each family. With RHH, regular HIPPY curriculum is interchangeable with other Mothers Matter Centre programs, such as *HIPPY Summer*.



3. Refugee Resource Bank

The Refugee Resource Bank offers additional support to refugee mothers and families where HIPPY programs are insufficient. This may include extra Home Visitor time for translation, emergency childcare, and transportation.



4. Community Navigators

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



5. Key Settlement and Non-settlement Information

Refugee mothers have relied heavily on Home Visitors for translation, transportation, and more. RHH will train Home Visitors with the appropriate knowledge and skills they need to provide information and resources. Many resources requested by refugee mothers are common to others. By including the Key Essential Resources on Rumie Tablets, families can access these resources without facilitation by Home Visitors.



6. Translation Support

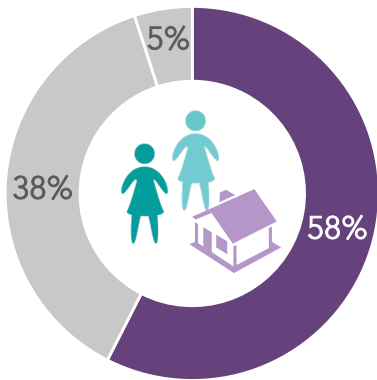
In the past, refugee mothers needed more time to work through the curriculum because of linguistic barriers. Some HIPPY curricula will be translated for efficient home visits and to help with English learning. In some cases, Home Visitors will be allocated more time to work with families who require translation.

Program Enrollment

The enrollment summary in this section includes 40 mothers who were enrolled at ISSofBC in the 2020-2021 program year.

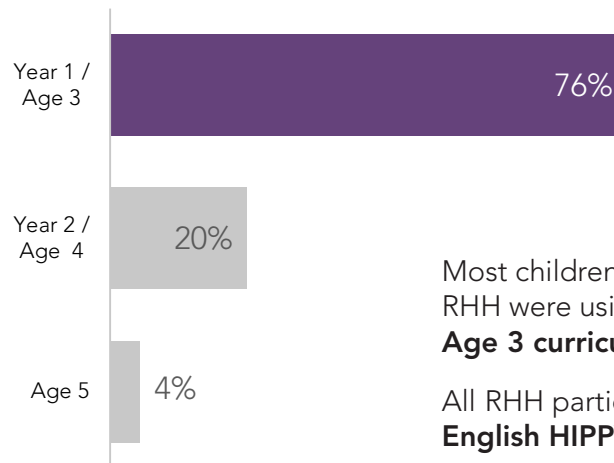


40 mothers and
45 children were enrolled



58% were **new RHH parents**,
38% are in their second year, and
5% in their third year.

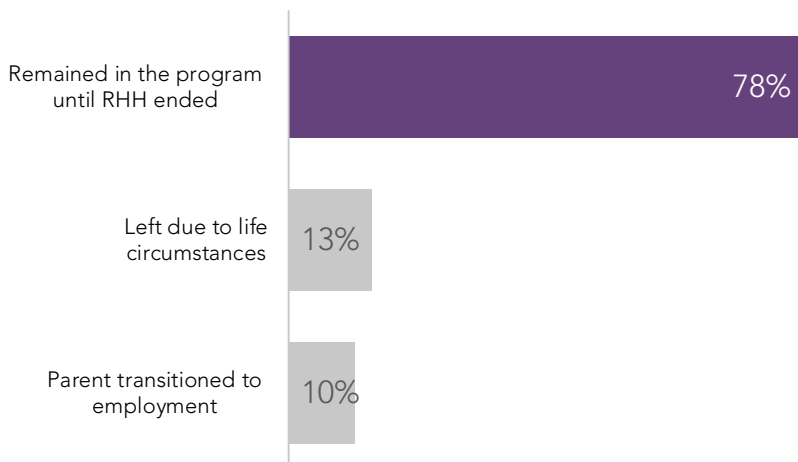
Curriculum Age



Most children participating in RHH were using the **Year 1 / Age 3 curriculum (76%)**.

All RHH participants use the **English HIPPY curriculum**.

HIPPY Program Completion



78% of RHH families remained in the program until it ended on March 31, 2021.

Demographics

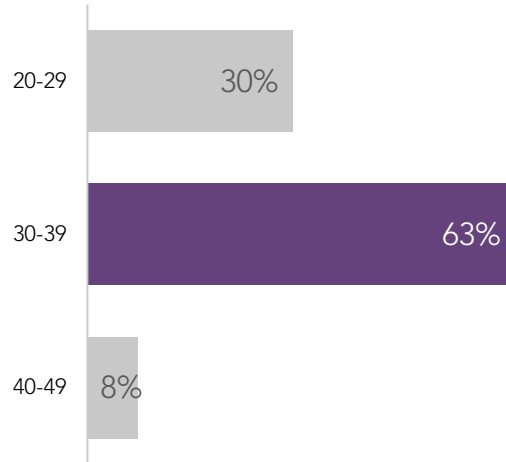
Demographics data for mothers are entered and updated by Home Visitors at the beginning of the program year.

RHH Parent – Gender

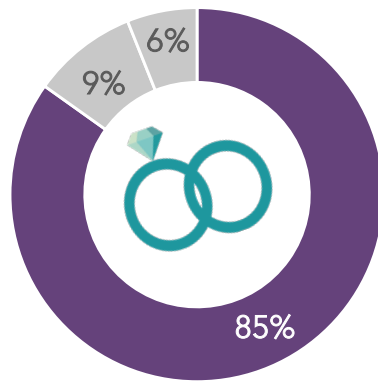


In most cases (97%), **mothers and other female caregivers**, such as grandmothers, deliver the RHH program to their children.

RHH Mothers – Age

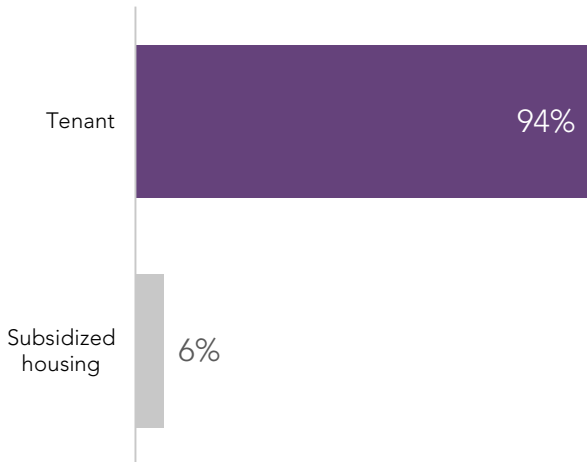


RHH Mothers – Marital Status



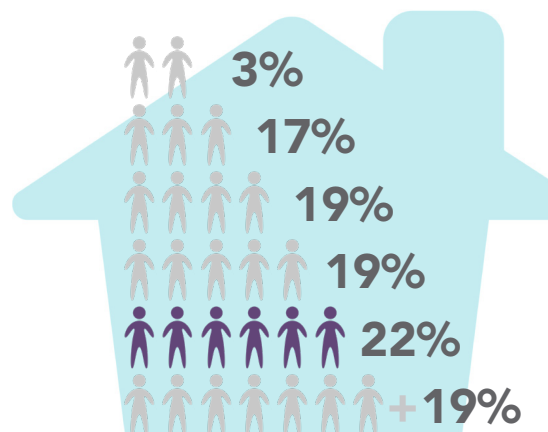
85% of RHH mothers are married, 9% are divorced or separated, and 6% are single.

RHH Families – Housing



94% of RHH families live in rental housing.

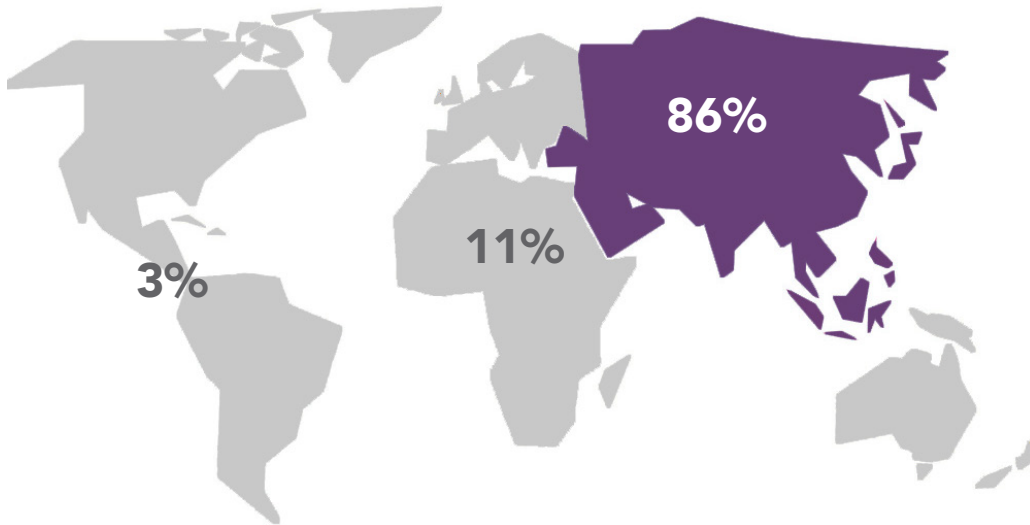
RHH Families – Household Size



Most RHH families (**22%**) live in households of six people.

Cross-tabulation of average household size and country of origin shows that the family from Somalia has the highest household size of 7 people, followed by 6 people for the family from Thailand, and 5.8 people for families from Syria.

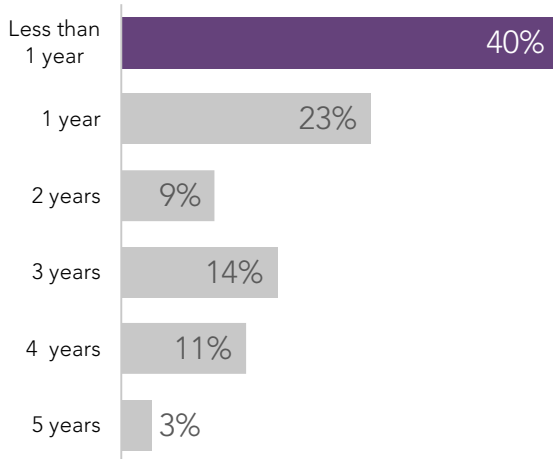
RHH Families – Country of Origin



Refugee RHH mothers have arrived from **eleven countries** and **speak nine languages**.

Our largest demographic (**86%**) comes from **Asia**, followed by Africa (11%), and the Americas (3%).

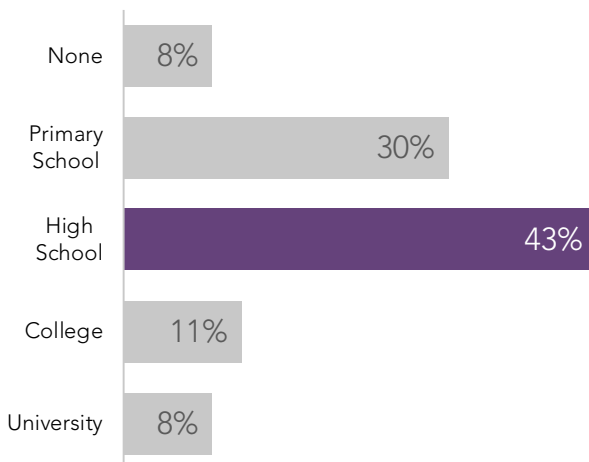
RHH Mothers – Years in Canada



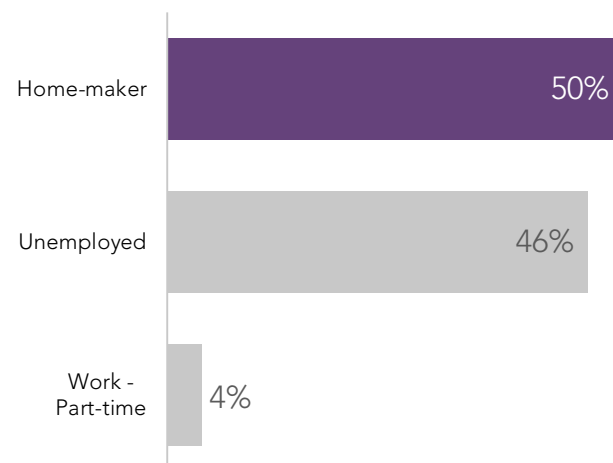
Most RHH parents are recent refugees to Canada.

63% of RHH parents have lived in Canada for one year or less.

RHH Mothers – Education



RHH Mothers – Occupation



96% of RHH mothers do not work outside the home or study. Only 4% of mothers work part-time. Participating mothers also have relatively low levels of education: **62% have completed high school and 19% have college or university education.** All mothers (100%) report having received their post-secondary education from outside Canada.

RHH Mother Change

Women and children Government Assisted Refugees (GARs) are among the most victimized and vulnerable newcomers to Canada and too frequently arrive struggling with the impact of severe trauma that prolongs and frustrates their settlement process. The goal of RHH is to develop human-centred settlement innovations for newly arrived and high-risk refugee mothers and their children that will enhance their well-being and dignity. Settlement services are designed to overcome systemic social and economic barriers and promote successful integration of newly arrived refugees.

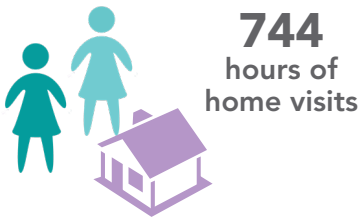
RHH participant change is captured using the *Parent Progress Report*, which is completed four times during each program year. During one-on-one meetings, the Coordinator and Home Visitor discuss and agree on how the parent is progressing. The final agreed-upon results are then recorded in ETO by the Coordinator. The first *Parent Progress Report* measurement serves as the baseline against which future progress is measured.

Objectives for RHH Mothers

To receive:

- Complementary and responsive personalized settlement supports that will meet complex and evolving needs of vulnerable GAR mothers from arrival to settlement.
- A well-researched, evidence-based curriculum and books to develop their personal capacity to support their children's success in the Canadian school system and to undertake their own involvement in school and beyond.

RHH Home Visitor and Mother Efforts



During the 2020-2021 program year mothers spent **744 hours of home visits** role-playing HIPPY activities with Home Visitors.



Data are showing that HIPPY mothers in turn are matching the time they spend with their child. RHH mothers spent **691 hours** and an average **3 days per week** working with their children on the HIPPY curriculum.

ISSofBC offered **14 group meetings** and special celebrations where mothers could connect with other mothers in the RHH program.

Community Connections

Information given **44 times**

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

Referrals made **12 times**

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

Actions taken **3 times**

In some cases, Home Visitors and the Coordinator determined that more than a referral was required. In those cases, Home Visitors accompanied mothers to a community service, helped fill out forms, and supported mothers with appointments.



Bridging parent-school interactions

34 times

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

Response to COVID-19 – Virtual Home Visits

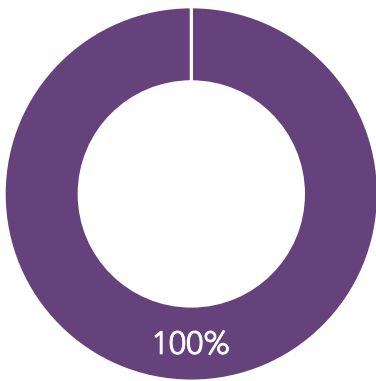
COVID-19 isolation measures implemented in March 2020 were in effect through the 2020-21 program year. To mitigate the devastating impact of social isolation measures on the already vulnerable refugee and newcomer populations, Home Visitors provided regular and predictable virtual contact with RHH families.

Many families had an internet connection at home but mothers did not have access to devices (e.g., cell phones, tablets, or computers) to enable them to participate in weekly home visits. As a result, the MMC launched a fundraising campaign to provide HIPPY families across the country, including RHH families, with a tablet for the 2020-21 program year. Funders included IRCC, United Way, Vancouver Foundation, West Vancouver Foundation and MMC supporters.



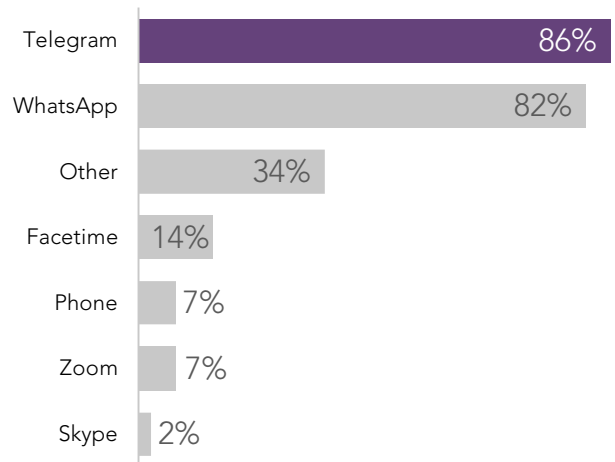
73%
of RHH mothers
received a tablet.

Type of curriculum used during virtual home visits



All (100%) of mothers were able to continue RHH using the hard copy HIPPY curriculum delivered to them by the Home Visitors.

Mode of communication used during virtual home visits



Telegram was the most popular mode of communication for virtual home visits used by 86% of mothers.

What other supports did families need?



75%
of RHH mothers
required emotional
support



18%
of RHH mothers required
support with home schooling
their older children



32%
of RHH families
required housing
support



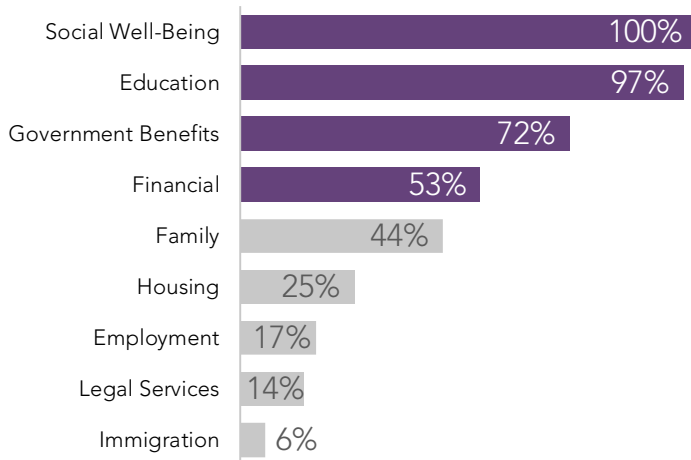
14%
of RHH families
required food
security and
nutritional support

Community Navigator and Mother Efforts



Community Navigators provided one-on-one support to mothers to address their unique settlement needs. Last year **36 mothers spent 512 hours with Community Navigators**. During these meetings, mothers received support with a number of life domains, including **Social Well-being, 238 supports provided to 100% of mothers**, Education (125 supports, 97% of mothers), Government Benefits (39 supports, 72% of mothers), and Financial (28 supports, 53% of mothers).

Life domains support provided to mothers



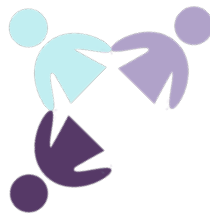
Community Connections

Information give, 104 times

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

Referrals made 84 times

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



Actions taken 139 times

In some cases, Community Navigators determined that more than a referral was required. In those cases, Community Navigators accompanied mothers to the school and / or community service, helped fill out forms, and supported mothers with appointments (phone call / online).

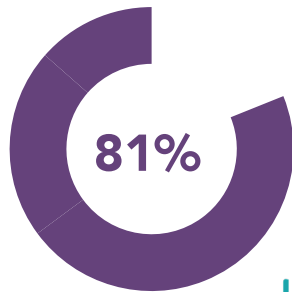
Outcomes

The *Parent Progress Report* (completed up to four times during the program year) revealed that RHH 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 RHH and the last progress report for all mothers.

Mothers also indicated that their involvement and sense of belonging to their community increased as a result of participating in the RHH program. Both mothers and children expressed interest in reconnecting with their native roots. The RHH program encourages cultural education.

Outcome 1: Once-isolated mothers have the skills essential to ensure their children are productive, healthy, and engaged citizens of Canadian society.

81% of RHH mothers felt confident using the HIPPY materials to teach her child (as compared to 24% at baseline).



23% of RHH mothers interacted with teachers and other staff at their child's school (as compared to 10% at baseline).



51% of RHH mothers read to their child three days per week or more (as compared to 38% at baseline).

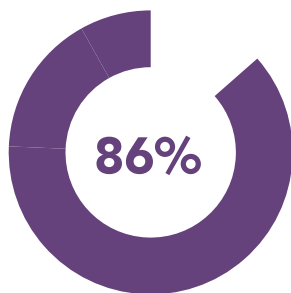


38% of RHH mothers engaged their child with additional learning activities (beyond those from HIPPY) two days per week or more (as compared to 35% at baseline).



Outcome 2: Mothers have the skills, knowledge and experience to fully participate in social, economic and civil society.

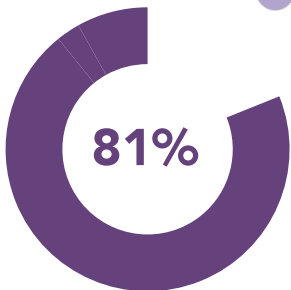
86% of RHH mothers used public services (as compared to 43% at baseline).



59% of RHH mothers are enrolled in schooling or are employed (as compared to 46% at baseline).



81% of RHH mothers felt connected to their local and larger community and are not isolated (as compared to 30% at baseline).

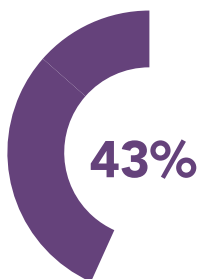


57% of RHH mothers engaged with other mothers, or provided other mothers with support (as compared to 38% at baseline).



Outcome 3: Mothers express knowledge and pride in their cultural identity and share it with their children while valuing and learning about the diversity of Canadian culture.

43% of RHH mothers **expressed cultural pride** in both their own as well as Canadian culture (as compared to 8% at baseline).



70% of RHH mothers **taught their children their culture** (as compared to 46% at baseline).



78% of HIPPY mothers **taught their children their mother tongue** (as compared to 54% at baseline).

RHH Parents Mid-stream Adjustments

As a result of the MMC performance management process for the RHH program, we 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	171
Change time of home visit (example: weekend)	118
Reduce home visit to every other week	4
Increase home visit to 1 ½ hours / more than once a week	43
Change how curriculum is provided	36
Downsize curriculum (fewer activities) to make it more manageable	36
Give mother a break from HIPPY curriculum (still continue home visit but don't role play)	12
Allow for more 1-on-1 time with HIPPY child	1
Create family time with HIPPY	22
Invite father to be involved	1
Suggest extended family / sibling support	13
Support mother with finding daycare	3
ESL support for mother	22
Give tips on establishing a routine	32
Provide professional support to resolve issue (Coordinator intervenes)	17
Support mother to attend group meetings	69
Follow up with family on educational / work goals	23

Limitations

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

1. For a variety of reasons, some families are hesitant to disclose personal information. This is especially the case with employment status (35%). Other demographic questions with high non-response rates included marital status (17.5%), housing (15%), number of years in Canada (12.5%), country of origin (12.5%), and household size (10%). All other questions pertaining to demographics had non-response rates between 0% and 7.5%. Demographics reported here reflect data for valid responses only.
2. The parent change results represent data for parents for whom Coordinators completed the *Parent Progress Report* at ISSofBC. 37 mothers are represented in the baseline (first) and follow-up (last) data. Of those 37 mothers, 29 completed their first year, and 8 their second year or longer at RHH.

“ For Lubna, the onset of COVID has delayed her ability to completely settle into her new life in Canada. Her daughter wants to play outside and make new friends and, with social distancing in place, the lack of connection with like-minded peers has been a challenge for her child. Through the HIPPY program, Lubna has developed a better understanding of parenting in Canada and the resources that are available for mothers from all different backgrounds. She has learned how to prioritize her daughter’s mental health and, as a result, has strengthened the bond with her daughter.

Section 5 – Newcomer Innovation: HIPPY Plus

Introduction

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

HIPPY Plus includes the following:

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

Essential Program Elements



1. Mother-to-Mother Approach

Home visiting is an effective and trusted approach. Using the peer-to-peer model, Home Visitors can break the isolation of refugee mothers that contributes to their social vulnerability. They also provide in-home orientation to Canadian society, contributing to a smoother settlement.



2. Flexible Curriculum

Each family's needs are unique. For refugees especially, it is vital that the HIPPY program is adaptable to what works best for each family. With HIPPY Plus, regular HIPPY curriculum is interchangeable with other Mothers Matter Centre programs.



3. Community Navigators

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



4. Key Settlement and Non-settlement Information

HIPPY Plus will train Home Visitors with the appropriate knowledge and skills they need to provide information and resources. Many resources requested by refugee mothers are common to others. By including the Key Essential Resources, families can access these resources without facilitation by Home Visitors.



5. Translation Support

In the past, refugee mothers needed more time to work through the curriculum because of linguistic barriers. Some HIPPY curricula will be translated for efficient home visits and to help with English learning. In some cases, Home Visitors will be allocated more time to work with families who require translation.



6. Digital Program Delivery

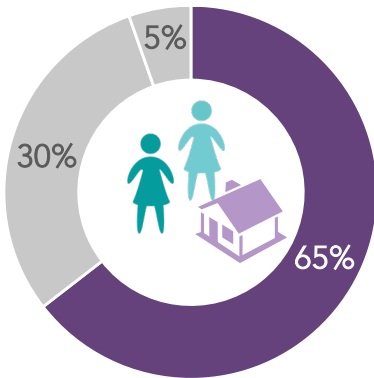
Families in the program will be given tablets so they are able to participate in the program effectively and timely. In the absence of tablets, many families, especially mothers may be limited by their access to a reliable digital device.

Program Enrollment

The enrollment summary in this section includes 93 mothers who were enrolled at ISSofBC in the 2020-2021 program year.



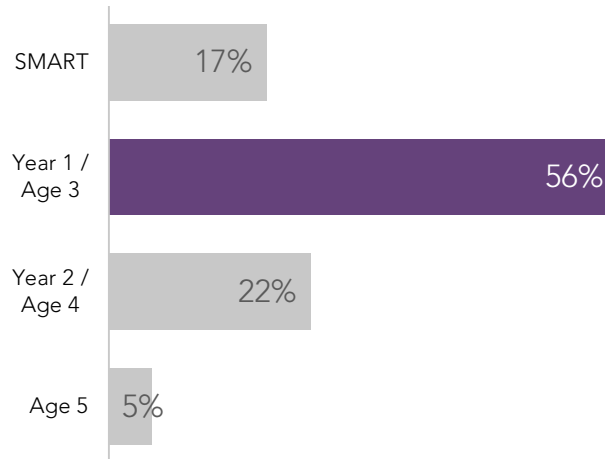
93 mothers and
104 children were enrolled



65% were **new parents**, 30% are in their second year, and 5% in their third year.

Note: A number of families transferred to HIPPY Plus from RHH after that program completed in March 2021.

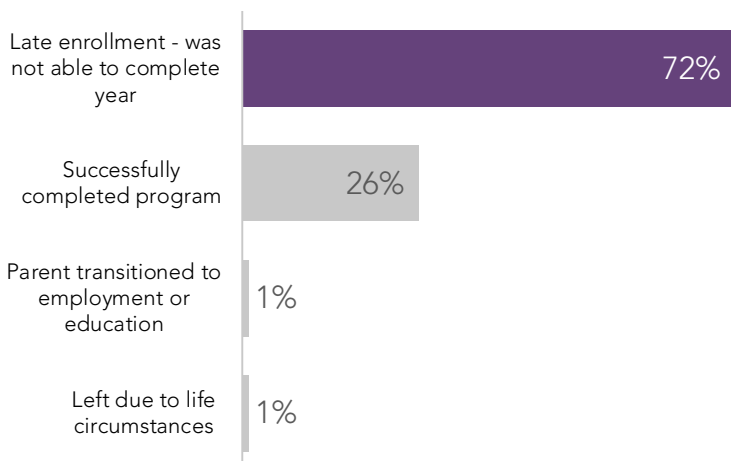
Curriculum Age



Most children participating in HIPPY Plus are using the **Year 1 / Age 3 curriculum (56%)**.

All HIPPY Plus participants use the **English curriculum**.

HIPPY Program Completion

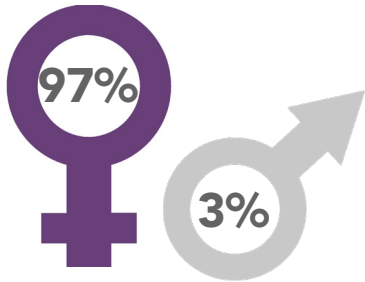


Due to the fact that HIPPY Plus started in January 2021, most families (**72%**) were **unable to completed the program year**.

Demographics

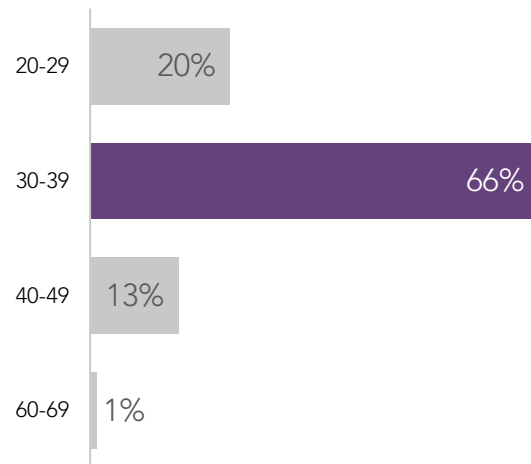
Demographics data for mothers are entered and updated by Home Visitors at the beginning of the program year.

HIPPY Plus Parent – Gender

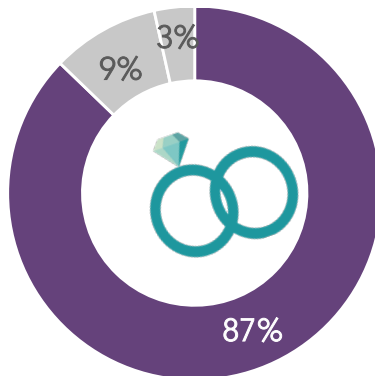


In most cases (97%), **mothers and other female caregivers**, such as grandmothers, deliver the HIPPY Plus program to their children.

HIPPY Plus Mothers – Age

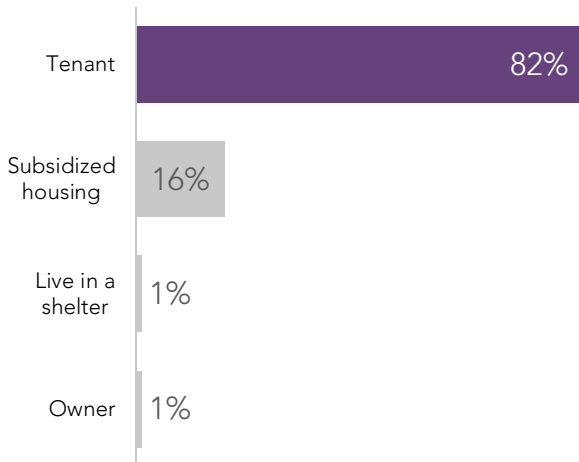


HIPPY Plus Mothers – Marital Status



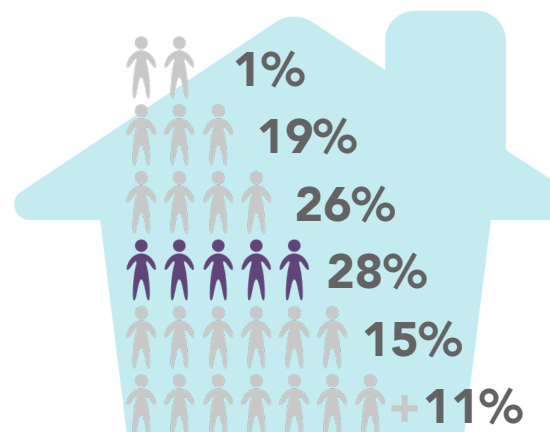
87% of HIPPY Plus mothers are married, 9% are divorced, separated, or widowed, and 3% are single.

HIPPY Plus Families – Housing



82% of HIPPY Plus families live in rental housing.

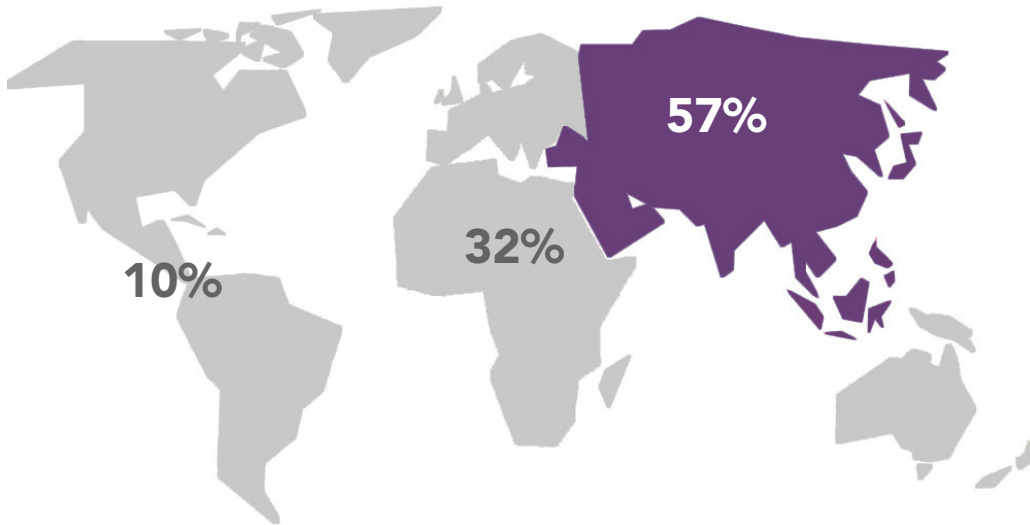
HIPPY Plus Families – Household Size



Most HIPPY Plus families (**28%**) live in households of five people.

Cross-tabulation of average household size and country of origin shows that families from Somalia have the highest household size of 8.5 people, followed by 6 people for families from Sri Lanka and Thailand, and 5.8 people for families from Syria.

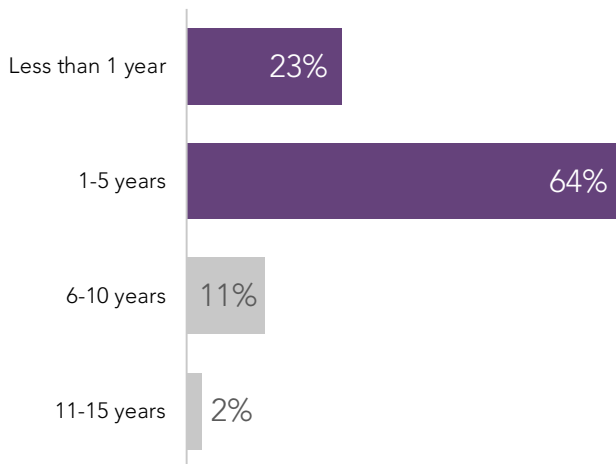
HIPPY Plus Families – Country of Origin



HIPPY Plus mothers have arrived from **20 countries** and **speak 17 languages**.

Our largest demographic (**57%**) comes from **Asia**, followed by Africa (32%), and the Americas (10%).

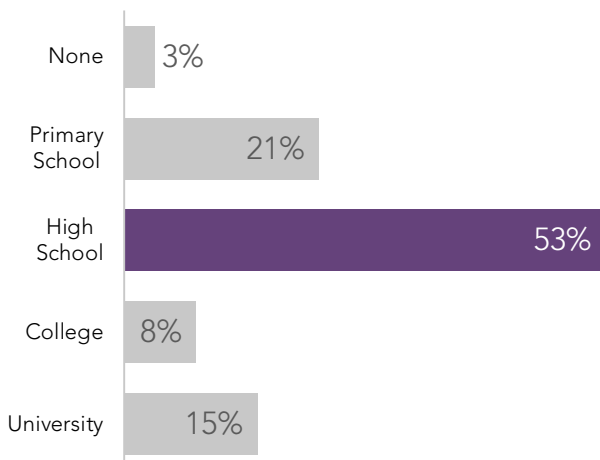
HIPPY Plus Mothers – Years in Canada



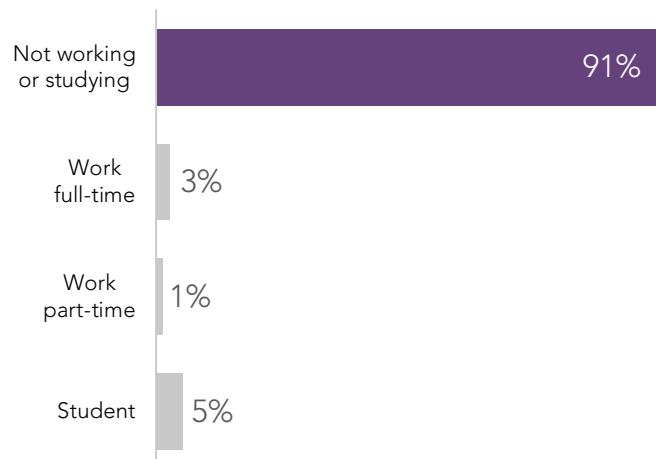
Most HIPPY Plus parents are recent newcomers to Canada.

87% have lived in Canada for five years or less.

HIPPY Plus Mothers – Education



HIPPY Plus Mothers – Occupation



91% of HIPPY Plus mothers do not work outside the home or study. Only 3% of mothers work full-time. Participating mothers also have relatively low levels of education: **75% have completed high school and 23% have college or university education.** All mothers (100%) report having received their post-secondary education from outside Canada.

HIPPY Plus Mother Change

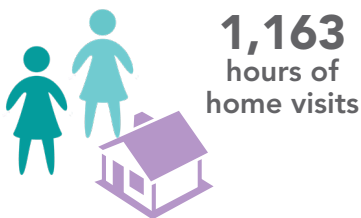
HIPPY Plus aims serve vulnerable and isolated women and children and expanding its programs to benefit families who have dire needs and face multiple barriers to fulfilling their potential. The long-term impact of the project will be to set a positive trajectory for vulnerable and isolated children at school and at life through offering quality early learning opportunities, breaking the cycle of isolation for their families and preparing their mothers so they can play an active role in their lives.

HIPPY Plus 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..

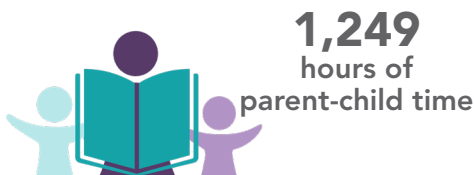
Long-term Outcomes for HIPPY Plus Mothers and Children

- Child- change: HIPPY / SMART children realize their academic and social potential required to enjoy productive and rewarding lives.
- Mother-change (competence in working with child): Once-isolated mothers have the skills essential to ensuring that their children are productive, healthy, and engaged citizens of Canadian society.
- Mother-change (Community Connections): Mothers have the skills, knowledge and experience to fully participate in social, economic and civil society.

HIPPY Plus Home Visitor and Mother Efforts



During the 2020-2021 program year mothers spent **1,163 hours of home visits** role-playing HIPPY activities with Home Visitors. Seventeen mothers spent **202 hours of home visits** role-playing SMART activities with Home Visitors



Data are showing that HIPPY mothers in turn are matching the time they spend with their child. HIPPY Plus mothers spent **1,249 hours** and an average **3.2 days per week** working with their children on the HIPPY curriculum. SMART mothers spent **252 hours** and an average **3.6 days per week** working with their children.

ISSofBC offered **20 group meetings** and special celebrations where mothers could connect with other mothers in the HIPPY Plus program.

Community Connections

Information given **68 times**

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

Referrals made **301 times**

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

32

Actions taken **18 times**

In some cases, Home Visitors and the Coordinator determined that more than a referral was required. In those cases, Home Visitors accompanied mothers to a community service, helped fill out forms, and supported mothers with appointments.



Bridging parent-school interactions

95 times

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

Response to COVID-19 – Virtual Home Visits

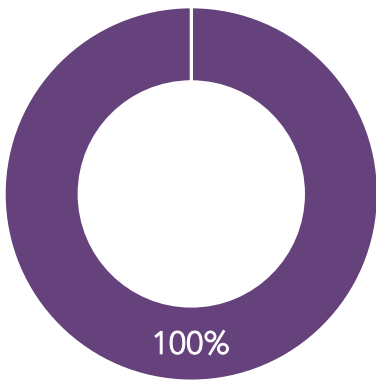
COVID-19 isolation measures implemented in March 2020 were in effect throughout the 2020-21 program year. To mitigate the devastating impact of social isolation measures on the already vulnerable refugee and newcomer populations, Home Visitors provided regular and predictable virtual contact with HIPPY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

Many families had an internet connection at home but mothers did not have access to devices (e.g., cell phones, tablets, or computers) to enable them to participate in weekly home visits. As a result, the MMC launched a fundraising campaign to provide HIPPY Plus families across the country, including HIPPY Plus families, with a tablet for the 2020-21 program year. Funders included IRCC, United Way, Vancouver Foundation, West Vancouver Foundation and MMC supporters.



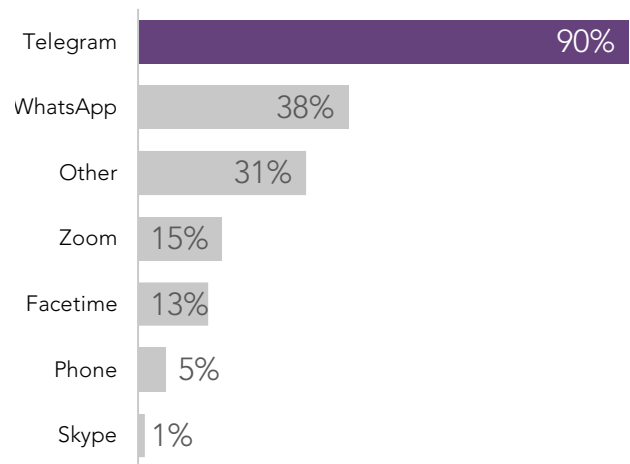
57%
of HIPPY Plus
mothers received
a tablet.

Type of curriculum used during virtual home visits



All (100%) of mothers were able to continue HIPPY Plus using the hard copy HIPPY curriculum delivered to them by the Home Visitors.

Mode of communication used during virtual home visits



Telegram was the most popular mode of communication for virtual home visits used by 90% of mothers.

What other supports did families need?



68%
of HIPPY Plus
mothers required
emotional support



18%
of HIPPY Plus mothers required
support with home schooling
their older children



29%
of HIPPY Plus
families required
housing support



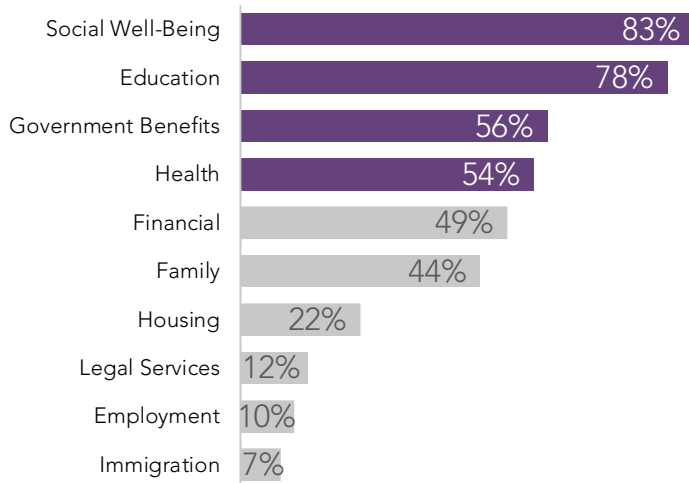
34%
of HIPPY Plus
families required
food security and
nutritional support

Community Navigator and Mother Efforts



Community Navigators provided one-on-one support to mothers to address their unique settlement needs. Last year **41 mothers spent 299 hours with Community Navigators**. During these meetings, mothers received support with a number of life domains, including **Social Well-being, 220 supports provided to 83% of mothers**, Education (115 supports, 78% of mothers), Government Benefits (34 supports, 56% of mothers), and Health (105 supports, 54% of mothers).

Life domains support provided to mothers



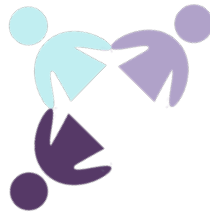
Community Connections

Information give, **114** times

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

Referrals made **102** times

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



Actions taken **197** times

In some cases, Community Navigators determined that more than a referral was required. In those cases, Community Navigators accompanied mothers to the school and / or community service, helped fill out forms, and supported mothers with appointments (phone call / online).

Outcomes

The *Parent Progress Report* (completed up to four times during the program year) revealed that HIPPY Plus 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 Plus and the last progress report for all mothers.

Mothers also indicated that their involvement and sense of belonging to their community increased as a result of participating in the HIPPY Plus program. Both mothers and children expressed interest in reconnecting with their native roots. The HIPPY Plus program encourages cultural education.

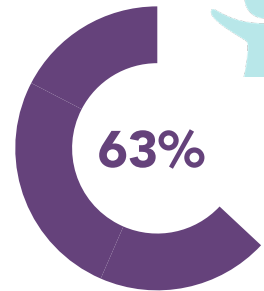
Outcome 1: Once-isolated mothers have the skills essential to ensure their children are productive, healthy, and engaged citizens of Canadian society.

74% of mothers felt confident using the HIPPY materials to teach her child (as compared to 38% at baseline).



25% of mothers interacted with teachers and other staff at their child's school (as compared to 19% at baseline).

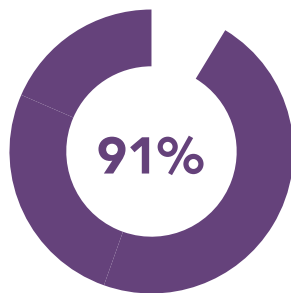
63% of mothers read to their child three days per week or more (as compared to 60% at baseline).



57% of mothers engaged their child with additional learning activities (beyond those from HIPPY) two days per week or more (as compared to 54% at baseline).

Outcome 2: Mothers have the skills, knowledge and experience to fully participate in social, economic and civil society.

91% of mothers used public services (as compared to 66% at baseline).



51% of mothers are enrolled in schooling or are employed (as compared to 38% at baseline).

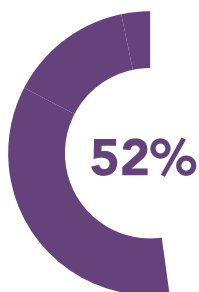
85% of mothers felt connected to their local and larger community and are not isolated (as compared to 53% at baseline).



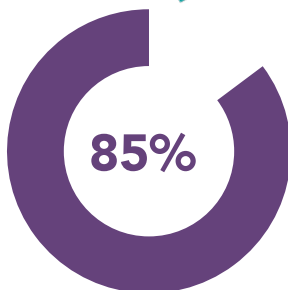
67% of mothers engaged with other mothers, or provided other mothers with support (as compared to 57% at baseline).

Outcome 3: Mothers express knowledge and pride in their cultural identity and share it with their children while valuing and learning about the diversity of Canadian culture.

52% of mothers expressed cultural pride in both their own as well as Canadian culture (as compared to 23% at baseline).



76% of mothers taught their children their culture (as compared to 57% at baseline).



85% of mothers taught their children their mother tongue (as compared to 66% at baseline).

HIPPY Plus Parents Mid-stream Adjustments

As a result of the MMC performance management process for the HIPPY Plus program, we 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	283
Change time of home visit (example: weekend)	153
Reduce home visit to every other week	11
Increase home visit to 1 ½ hours / more than once a week	39
Change how curriculum is provided	35
Downsize curriculum (fewer activities) to make it more manageable	43
Give mother a break from HIPPY curriculum (still continue home visit but don't role play)	16
Allow for more 1-on-1 time with HIPPY child	4
Create family time with HIPPY	40
Invite father to be involved	4
Suggest extended family / sibling support	28
Support mother with finding daycare	6
ESL support for mother	36
Give tips on establishing a routine	84
Provide professional support to resolve issue (Coordinator intervenes)	19
Support mother to attend group meetings	132
Follow up with family on educational / work goals	36

Limitations

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

1. For a variety of reasons, some families are hesitant to disclose personal information. This is especially the case with job in field of study (33.33%). Other demographic questions with high non-response rates included employment status (13.98%), mother tongue (9.68%), marital status (7.53%), country of origin (6.45%), and housing (6.45%). All other questions pertaining to demographics had non-response rates between 0% and 5.38%. Demographics reported here reflect data for valid responses only.
2. The parent change results represent data for parents for whom Coordinators completed the *Parent Progress Report* at ISSofBC. 92 mothers are represented in the baseline (first) and follow-up (last) data. Of those 92 mothers, 70 completed their first year, and 22 their second year or longer in the HIPPY program.

Section 6 – HIPPY Child Change

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

Camilla Enns and Lucy LeMare
Faculty of Education
Simon Fraser University

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

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

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

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

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

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



When Marilou was at home in the Philippines, parenting was a full family affair. Together, everyone would wash clothes, prepare meals, buy groceries, and mind the children. When she moved to Canada, Marilou struggled without the support she had enjoyed back home. Working with the HIPPY program helped fill that void, providing help in different areas, especially with teaching her children. Patience was also an important lesson learned, a valuable skill that has helped her to navigate parenting during the pandemic.

Section 7 – 2021 Adopt-A-Reader Campaign



The Campaign

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

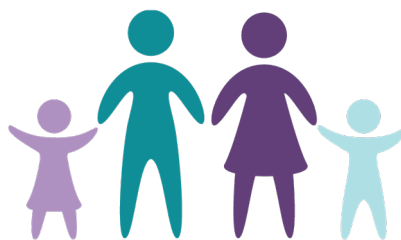
15 minutes a day for **15 days**

Families

1,286 families

joined the campaign among them were

1,400 children



Books

3,800 free books

were provided by First Book Canada and distributed to

13 sites in **13** provinces and the Northwest Territories

Celebration

We celebrating the grand total of

262,577 minutes read aloud with a virtual **Celebration of Reading** featuring children's book author and illustrator **Ruth Ohi**



The Mothers Matter Centre gratefully acknowledges

Our HIPPY Program Partners 2020-2021

Multicultural HIPPY Sites:

- ISSo/BC, Vancouver, BC
- Central Vancouver Island Multicultural Society, Nanaimo, BC
- Central Alberta Immigrant Women's Association (2 sites), Red Deer, AB
- Calgary Immigrant Women's Association, Calgary, AB
- SPEC Association for Families and Children, Brooks, AB
- Somali Canadian Women and Children Association, Edmonton, AB
- Saskatoon Open Door Society, Saskatoon, SK
- Regina Immigrant Women Centre, Regina, SK
- Mosaic – Newcomer Family Resource Network, Winnipeg, MB
- Regional Connections Immigrant Services, Winkler, MB
- Working Women Community Centre (5 sites), Toronto, ON
- HIPPY Halton, Oakville, ON
- Vanier Community Service Centre (2 sites), Ottawa, ON
- NWT Literacy Council, Yellowknife, NT

Indigenous HIPPY Programs:

- Vancouver Native Friendship Centre, Vancouver, BC
- Tsleil-Waututh Nation, North Vancouver, BC
- Squamish Nation, North Vancouver, BC

Our Funders & HIPPY Program Delivery Sponsors



Immigration, Refugees and Citizenship Canada

Immigration, Réfugiés et Citoyenneté Canada



Canadian Heritage

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Employment and Social Development Canada

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Individual Supporters

Suzanne Crawford, Bruce Flexman, Mary Hallward, Sheryl Kennedy, and Julia Kim



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