

Performance Management Results

Program Year 2016-2017



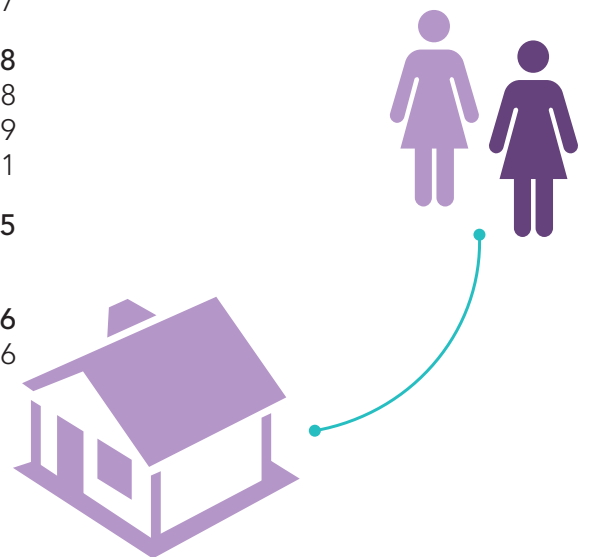
The **Mothers Matter Centre** is a virtual, national consortium of organizations dedicated to serving socially isolated and low economic status mothers and their families using our proven mother-to-mother approach. We will continue to grow and sustain our flagship **Home Instruction for Parents of Preschool 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

Mothers Matter Centre 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 on March 31, 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, Mothers Matter Centre and site staff 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 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, 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 the 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.

Currently effort and outcome data are collected only on HIPPY mothers and Home Visitors in the program. While we have ample anecdotal evidence from parents and teachers on the positive results the HIPPY program has on HIPPY children, we have not yet found or developed a culturally appropriate tool in the PMP to accurately capture child change.

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

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 HIPPY Program

Home Instruction for Parents of Preschool Youngsters (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 17 years, HIPPY Canada has reached out to provide more than 10,000 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.

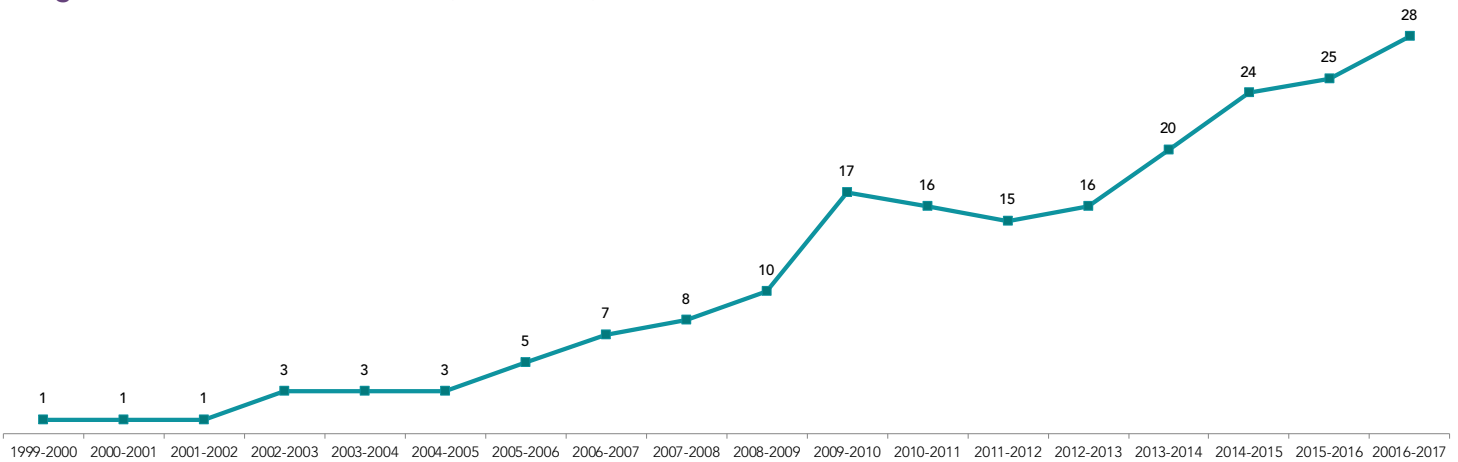
HIPPY empowers mothers as the primary educators of their children in the home and fosters their involvement in school and in the community. This helps to strengthen mother-child relationships and maximize successful early-school experiences.

HIPPY History

HIPPY Sites in Canada (1999-2017)

Since its inception in 1999, the HIPPY program in Canada has experienced an incremental growth. (Please see *Figure 1: Number of HIPPY Sites (1999-2017)*.) Over the past 16 years five sites have closed for financial reasons, yet the total number of sites has increased. Currently there are ten Aboriginal communities and six multicultural organizations that have expressed strong interest in implementing the HIPPY program, but funding remains an obstacle.

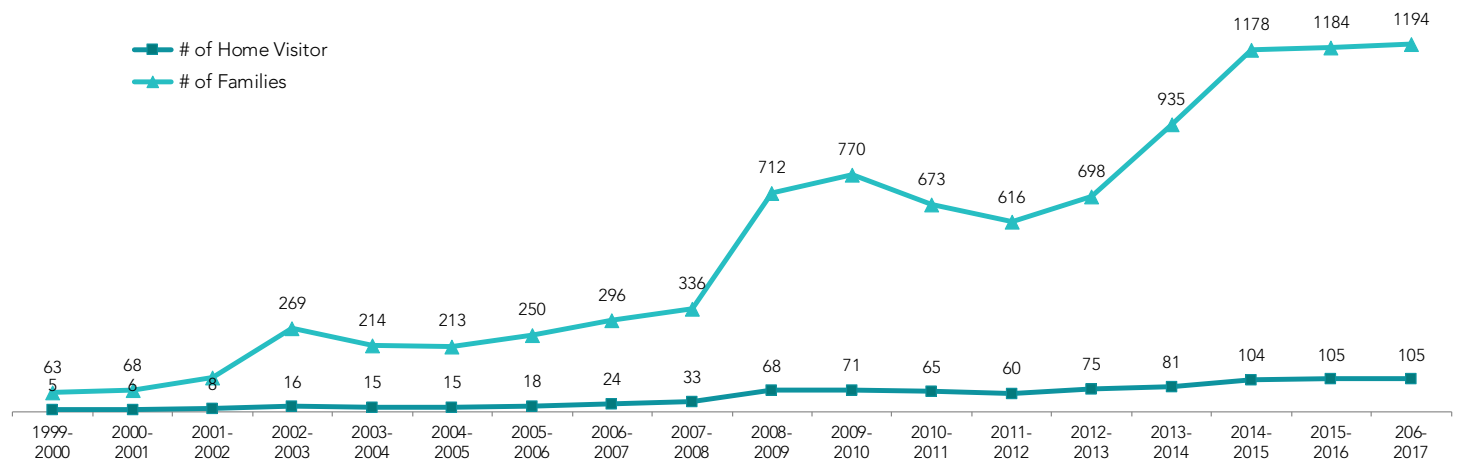
Figure 1: Number of HIPPY Sites (1999-2017)



HIPPY Home Visitor and Families Served (1999-2017)

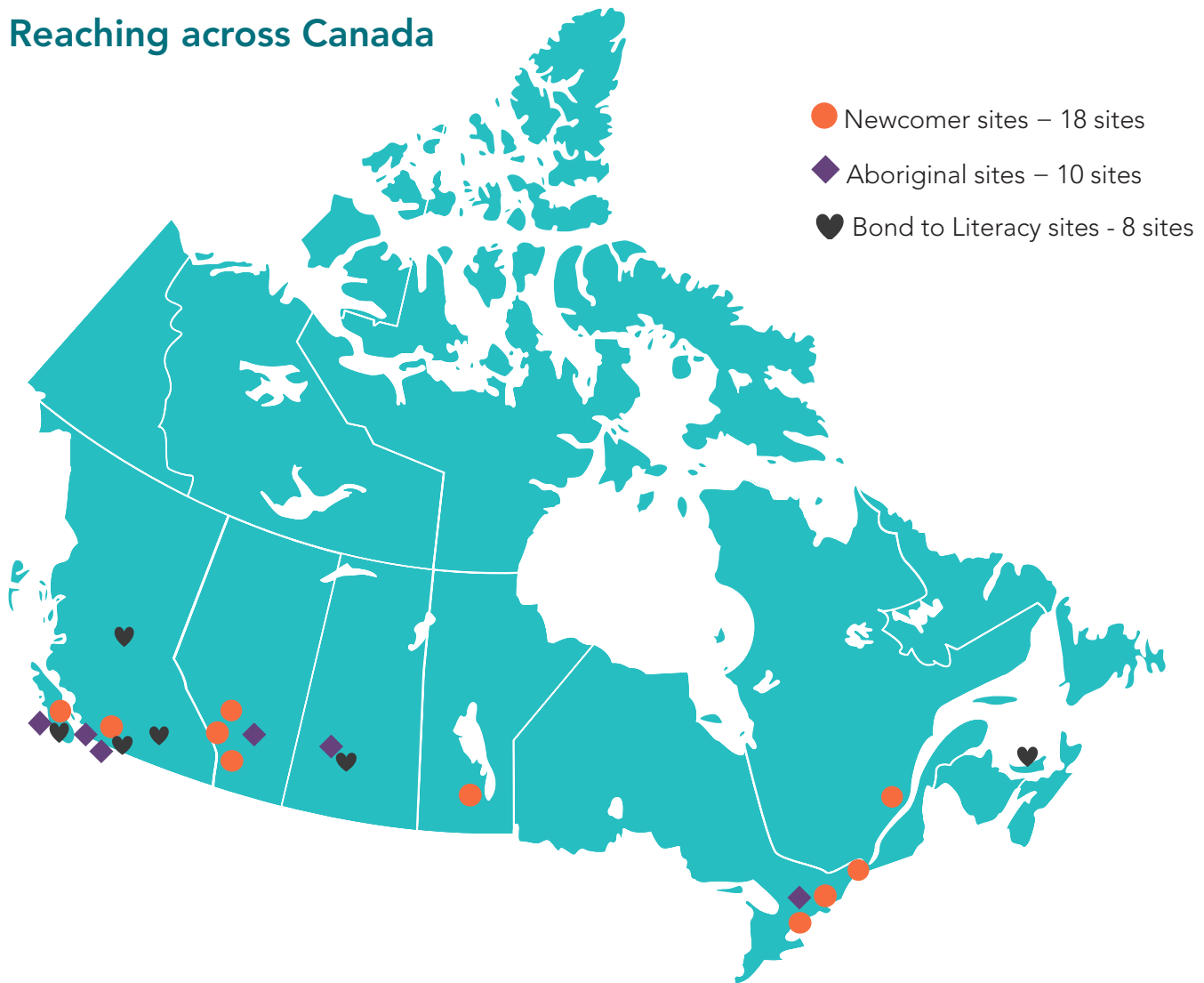
In 2016-2017, HIPPY Canada served 1,194 families and maintained the important milestone of more than 1,100 families, the majority of whom were newcomers. HIPPY sites across Canada employed and trained 105 women as Home Visitors, the majority of whom were mothers in the program. (Please see *Figure 2: Number of Home Visitors and Families Served (1999-2017)*.)

Figure 2: Number of Home Visitors and Families Served (1999-2017)



HIPPY Family of Programs

Reaching across Canada



HIPPY Sites

Newcomer Sites:

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

- HIPPY Oakville, Oakville, ON
- Vanier Community Service Centre (2), Ottawa, ON
- HIPPY Montréal, QC

Aboriginal Sites:

- Nanaimo Aboriginal Centre, Nanaimo, BC
- Vancouver Native Health Society, Vancouver, BC
- Tsleil-Waututh Nation, North Vancouver, BC
- Kainai Board of Education, Calgary, AB
- Saskatoon Tribal Council (5 First Nations communities), Saskatoon, SK
- Native Child and Family Services, Toronto, ON

Section 2

Program Enrollment

HIPPY in 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 2016-2017 program year the 27 HIPPY sites employed a total of 105 Home Visitors. 25 Home Visitors were hired in the current program year, with the remaining returning from the previous year.

52% of Home Visitors were mothers in the program. (Please see *Figure 3: Home Visitor was a mother in the program.*)

20 Home Visitors left their HIPPY employment during or at the end of the program year, with more than two-thirds (69%) 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 fields: ECE, Immigration and Settlement, Employment Counselling, Occupational Therapy, and Accounting.

Quick Facts

- ◆ HIPPY worked with 1,194 families and 105 Home Visitors.
- ◆ 37% of families returned from the previous year and 63% newly enrolled in HIPPY.
- ◆ 97% of families use the English HIPPY curriculum 3% the French.

Figure 3: Home Visitor was a mother in the program

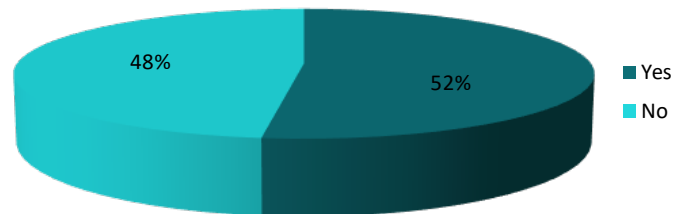
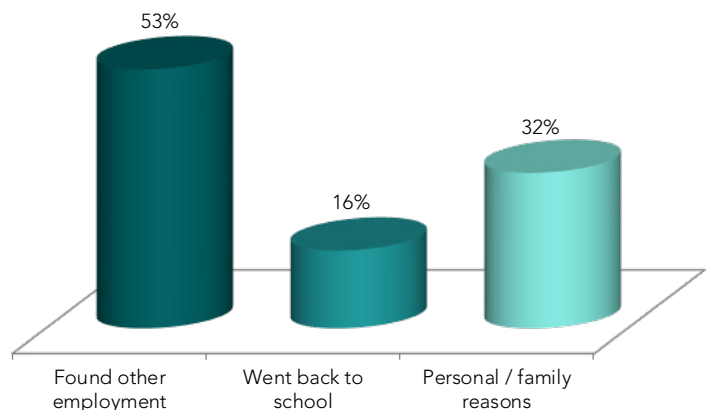


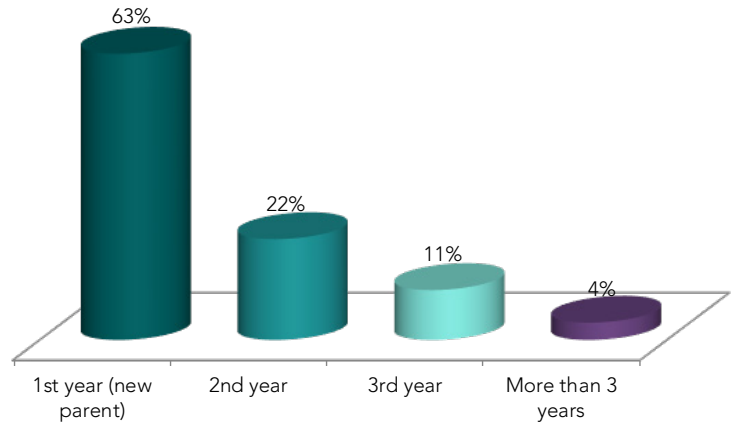
Figure 4: Home Visitors—Reasons for Leaving HIPPY



HIPPY Mothers

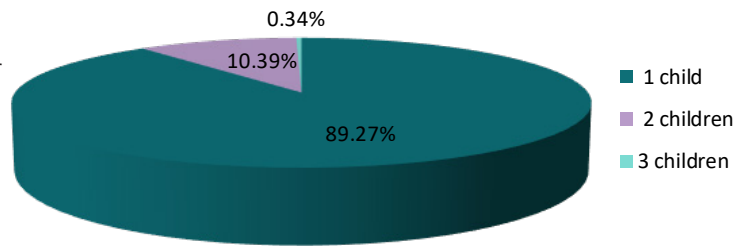
During the 2016-2017 program year 28 HIPPY sites worked with a total of 1,194 families (and 1,326 children). Almost two-thirds (63%) of HIPPY mothers were new to the program in the current year, while the rest returned from the previous year. (Please see *Figure 5: How long has parent been in HIPPY?*)

Figure 5: How long has parent been in HIPPY?



Most mothers (89%) had one child enrolled in HIPPY, 10% of mothers had two and four parents had three children. (Please see *Figure 6: Number of Children in HIPPY.*)

Figure 6: Number of Children in HIPPY



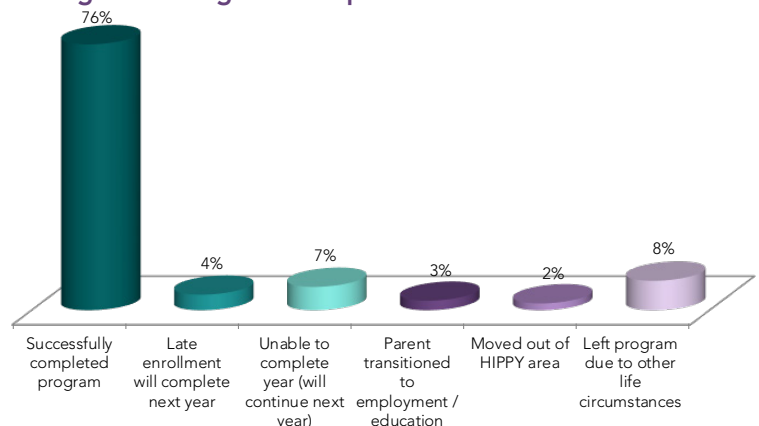
The majority of children participating in the program are either age 3 (556) or age 4 (506). HIPPY continues to experience a drop off at age 5. Mothers claim that life becomes too busy once their children enter kindergarten. The HIPPY program is delivered in both official languages but, at this point, most (97%) of HIPPY participants are English-speaking. (Please see *Figure 7: HIPPY Language & Age.*)

Figure 7: HIPPY Language & Age

HIPPY Age	HIPPY Curriculum Language (# of children)		
	English	French	Total
3	545	11	556
4	490	16	506
5	254	10	264
Total	1289	37	1326

The majority (76%) 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.*)

Figure 8: Program Completion



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

Section 3

Demographics

Quick Facts

- ◆ 89% of HIPPY Home Visitors are newcomers to Canada and 11% are Aboriginal.
- ◆ HIPPY Home Visitors come from 37 countries and speak 36 languages.

Figure 9: Home Visitors—Marital Status

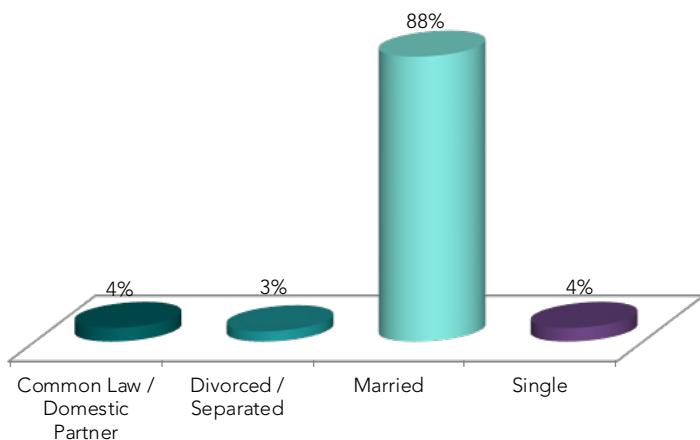


Figure 10: Home Visitors—Years in Canada

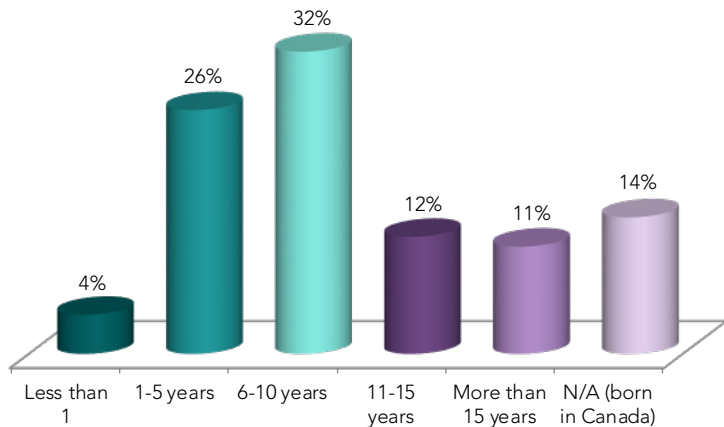
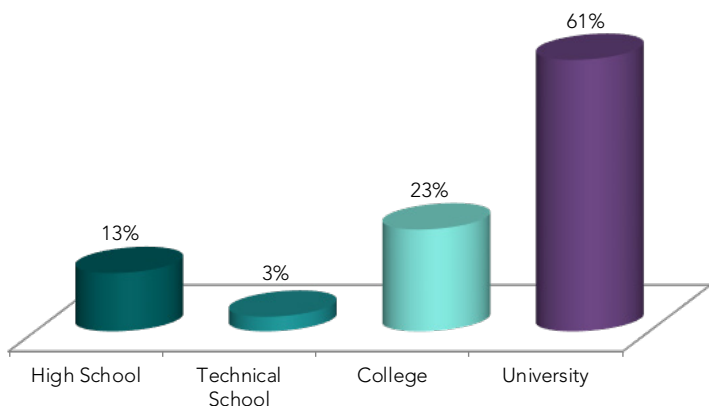


Figure 11: Home Visitors—Education



The demographic summary in this section includes 1,194 mothers and 105 Home Visitors who were enrolled in the 2016-2017 HIPPY 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 HIPPY Home Visitors?

Home Visitors currently employed at HIPPY sites across Canada are women of an average age of 39 years. Most (88%) Home Visitors are married. (Please see *Figure 9: Home Visitors—Marital Status.*)

Most (86%) of Home Visitors are newcomers to Canada, come from 37 countries and speak 36 languages. 62% 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.*) 11% of Home Visitors are Aboriginal living in eight land-based and two urban communities.

Home Visitors are well-educated. 84% 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. 19% are 20 to 29 years of age, with just 2% older than 50 years. It is likely that some of these are grandparents. (Please see *Figure 13: HIPPY Mothers—Age*.)

The majority (82%) of HIPPY participants are married. (Please see *Figure 14: HIPPY Mothers—Marital Status*.)

Most (76%) HIPPY families live in rental units or subsidized housing. (Please see *Figure 15: HIPPY Families—Housing*.)

Quick Facts

- ◆ 84% of HIPPY parents are newcomers to Canada and 12% are Aboriginal.
- ◆ HIPPY parents come from 92 countries and eight land-based communities and speak 65 languages.

Figure 12: HIPPY Parents—Gender

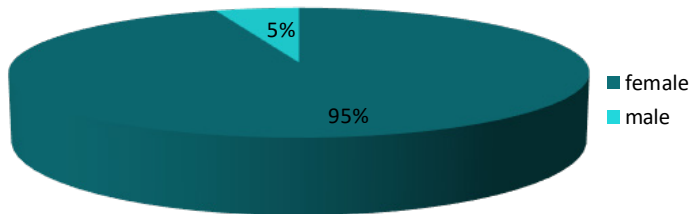


Figure 13: HIPPY Mothers—Age

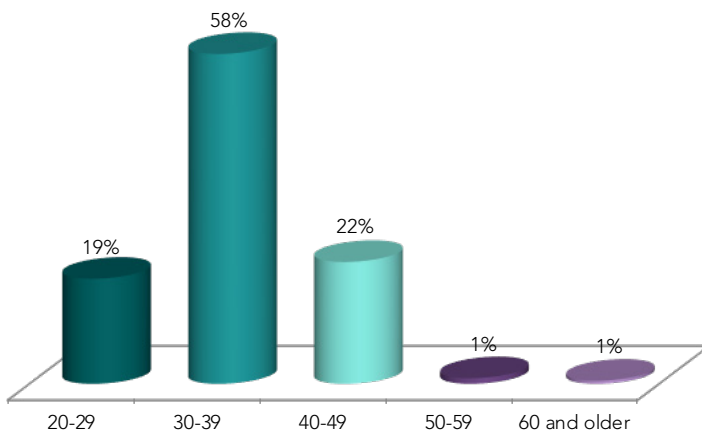


Figure 14: HIPPY Mothers—Marital Status

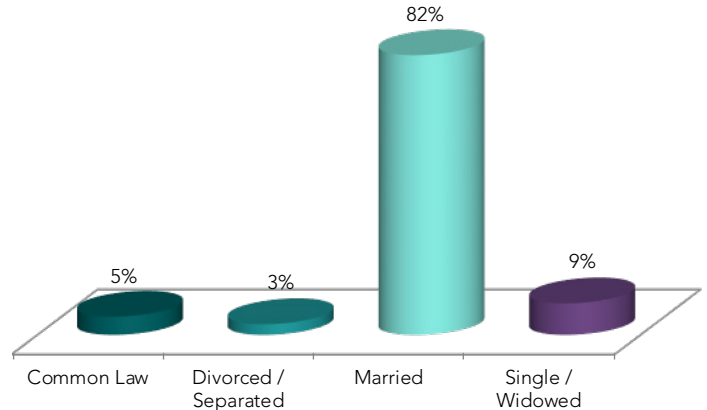
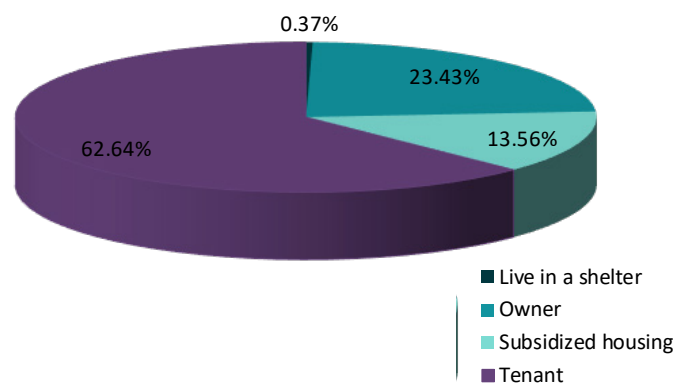


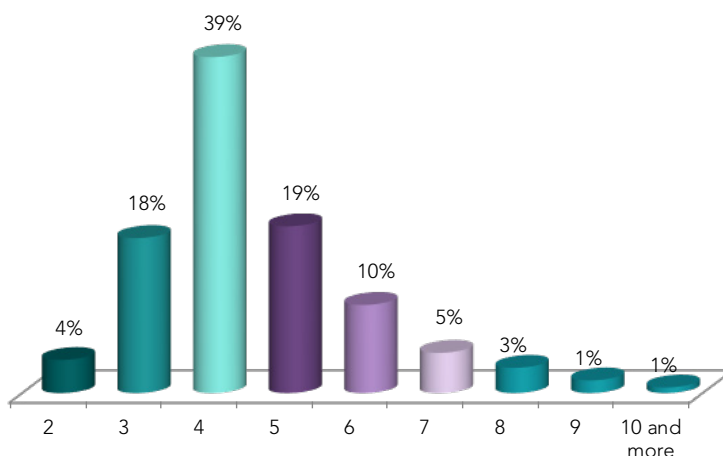
Figure 15: HIPPY Families—Housing



Consistent with the national average, 39% of the HIPPY families live in households of four people. 19% of households have five, 18% have three, and 20% 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 have the highest average household size of 7.11 people, followed by 6.5 people for families from the Philippine, 5.86 people for Myanmar families, 5.56 people for Jordan families, and 5.5 people for families from Eritrea, Iraq, Pakistan and Sri Lanka.

Figure 16: HIPPY Families—Household Size



Origin of HIPPY Families

Newcomer HIPPY mothers have arrived from 92 countries. Our largest demographic (56%) comes from Asia, followed by Africa (16%), the Americas (13%) and Europe (2%).

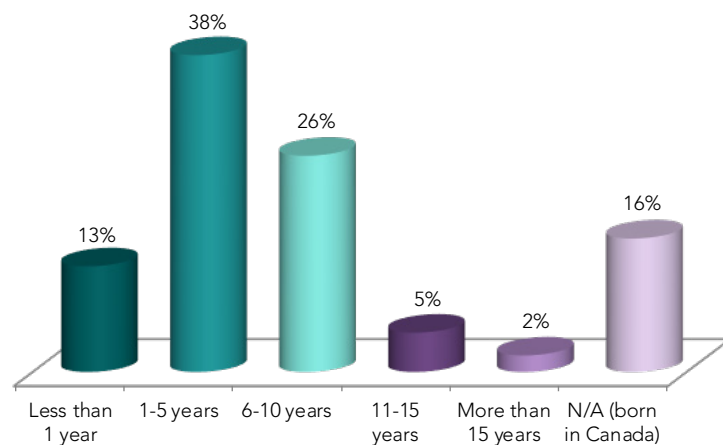
Aboriginal HIPPY mothers come from three urban Aboriginal communities in Vancouver and Nanaimo, BC, and Toronto, ON, and from the land-based communities of Tsleil-Waututh Nation in North Vancouver, BC, the Kanai Nation near Calgary, AB and the six nations Kinistin Saulteaux Nation, Mistawasis First Nation, 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*.)

Figure 17: HIPPY Mothers—Region / Nation of Origin

NEWCOMER FAMILIES	
Africa - 16%	
Eastern Africa	8.93%
Central Africa	1.59%
Northern Africa	3.27%
Western Africa	2.39%
Americas - 13%	
Caribbean	2.39%
Central America	5.13%
North America	0.09%
South America	5.13%
Asia - 56%	
Eastern Asia	11.94%
South-Central Asia	20.42%
South-Eastern Asia	10.43%
Western Asia	13.62%
Europe - 2%	
Eastern Europe	1.68%
Western Europe	0.27%
Southern Europe	0.44%
ABORIGINAL FAMILIES	
Aboriginal - 10%	
Urban Aboriginal	5.48%
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))	6.81%

Figure 18: HIPPY Mothers—Years in Canada

The majority of newcomer HIPPY parents are recent immigrants to Canada. 51% of HIPPY parents have lived in Canada for a period of five years or less, and 26% between six and ten years. (Please see *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 (2014) 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 (67%) of HIPPY families fall into the low-income category (Please see *Figure 19: HIPPY Families—Low-income Families by Household and Community Size.*)

53% of HIPPY mothers do not work outside the home. An alarmingly low number (15%) 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.*) Of those employed 80% of HIPPY mothers are not working in their field of study. (Please see *Figure 22: HIPPY Mothers—Job in Field of Study.*)

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 (%)						
1 person				0.12%	0.12%	0.12%
2 persons		0.12%	0.24%	2.66%	3.02%	3.63%
3 persons		1.09%	0.24%	4.84%	6.17%	17.90%
4 persons	0.12%	2.54%	3.14%	20.56%	26.36%	39.66%
5 persons		1.21%	1.45%	11.73%	14.39%	20.07%
6 persons	0.60%	2.06%	0.12%	6.65%	9.43%	11.00%
7 or more persons	0.12%	1.45%	0.24%	5.32%	7.13%	7.62%
Totals	0.85%	8.46%	5.44%	51.87%	66.63%	100.00%

Figure 20: HIPPY Mothers—Occupation

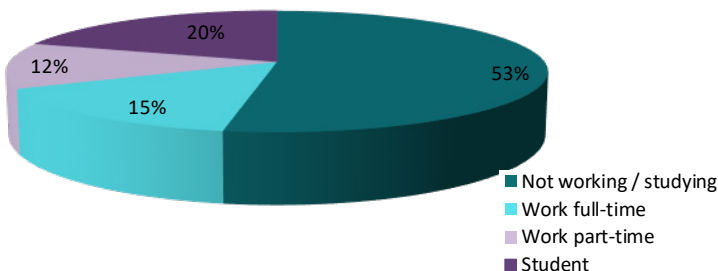


Figure 21: HIPPY Mothers—Education

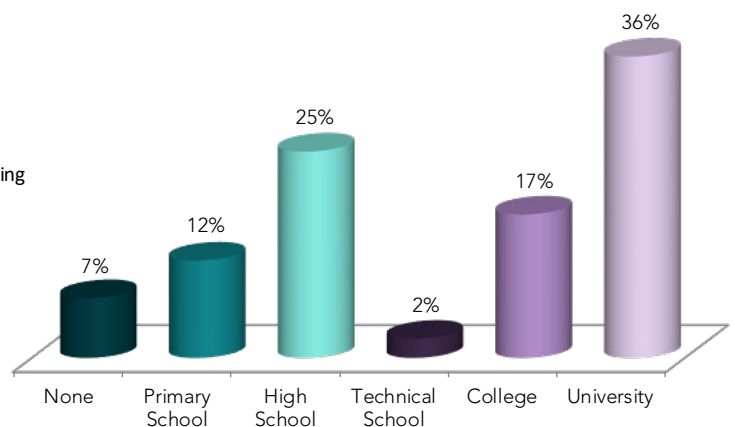
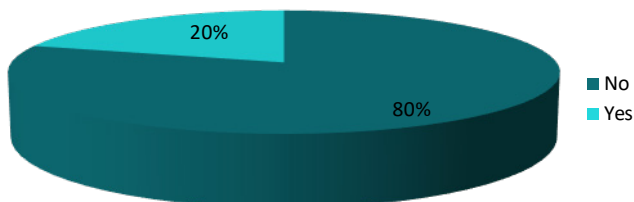


Figure 22: HIPPY Mothers—Job in Field of Study

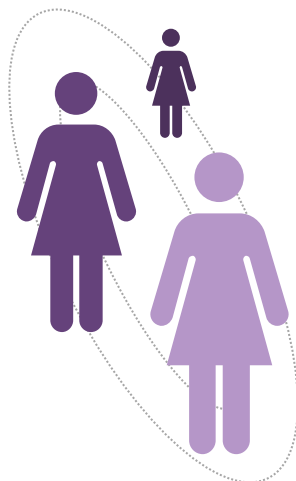


Limitations

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 (30% of mothers were not comfortable answering this question). Other demographic questions with high non-response rates included job in field of study (19.45%), occupation (11.48%), education (9.56%), housing (9.21%), country of origin (8.79%), household size (8.21%), mother tongue (7.43%), and parental age (6.53%). All other questions pertaining to demographics had non-response rates between 2.93% and 5.78%. Demographics reported here reflect data for valid responses only.
2. Actual low-income level of HIPPY families may be higher than reported due to the fact that HIPPY collects annual household incomes using income ranges of \$0 - \$20,000, \$20,001 - \$40,000, \$40,001 - \$60,000 and \$60,001 & more. 2014 low-income levels determined by Statistics Canada are much more specific as shown below.

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	\$16,747	\$19,053	\$20,822	\$20,952	\$24,328
2 persons	\$20,849	\$23,718	\$25,921	\$26,082	\$30,286
3 persons	\$25,630	\$29,158	\$31,866	\$32,065	\$37,234
4 persons	\$31,120	\$35,403	\$38,691	\$38,931	\$45,206
5 persons	\$35,294	\$40,153	\$43,883	\$44,154	\$51,272
6 persons	\$39,808	\$45,287	\$49,493	\$49,800	\$57,826
7 or more persons	\$44,319	\$50,420	\$55,103	\$55,444	\$64,381



Vanessa is an Aboriginal mother, she identifies as Nuu-chah-nulth from Ahousaht territory and her son is Coast Salish from the Snaw-naw-as territory. Over the two years that Vanessa and her son have been with HIPPY, she has noticed many positive changes in her and her son.

I'm really ecstatic about the HIPPY program because it has helped us bond. Not only that but it's also a great way to maximize your child's development.

I like the curriculum because it's culturally aware and respectful of the Aboriginal culture. They bring our culture into the books and the worksheets. I think both me and [my son] are learning more. And I think it's important for all children to learn about the heritage, and I'm very appreciative of that.

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 to measure change regularly 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 entered into ETO by the Coordinator. The first Home Visitor progress report measurement serves as the baseline against which future progress is measured.

The data suggests that the Home Visitor program is transformational.

Objectives for Home Visitors

- To provide employment opportunities (consisting of three-year Home Visitor positions with HIPPY sites) to mothers in the program who experience multiple barriers to employment.
- To provide Home Visitors with workplace training in essential skills.
- To provide Home Visitors with career counselling, goal setting and job-search support required to transition to other jobs and higher education.



Employment and Training Efforts for Home Visitors

Home Visitors participated in the following activities to develop their skills in working effectively with HIPPY mothers.

Home Visitors received a total of **8,068 person-hours of training**, including:

- **317 person-hours** of pre-service training for new Home Visitors and refresher sessions for returning Home Visitors and **896 person-hours** of in-service training offered by the national office to all site Coordinators.
- **5,899 person-hours** of weekly training with their Coordinator or Senior Home Visitor in HIPPY methodology, curriculum role-play, providing other supports to HIPPY mothers, and preparing for family group meetings.
- **645 person-hours** of additional training in topics including:
 - Triple P Positive Parenting Program
 - Family health
 - Community programs for families
 - Family law
 - Mindfulness: Approaches for anxiety and stress management in children and youth
 - Positive Pathways: Literacy strategies to promote resilience in early childhood
 - Organizational skills for teens
 - Settlement and integration
 - Resilience, trauma, and healing: Working with war-affected refugees, families and communities
 - Intercultural awareness
 - Aboriginal cultural training
 - Library services for newcomer families
 - Canadian culture in the workplace
 - Communication skills
 - Partnership-building with local school board
 - Networking
 - Financial wellness
 - Workplace human rights
 - Leadership skills & employment
 - Computer skills
- **366 person-hours** of HIPPY professional development training in: Home Visiting, Adult Education & Learning, Newcomer Settlement & Integration, Early Childhood Education & Parenting, Aboriginal History & Culture, Transition Planning & Job Search, Personal Growth & Leadership Development.

Coordinator Efforts with Home Visitors

- ◆ 317 person-hours pre-service and 896 person-hours of in-service training
- ◆ 5,899 person-hours weekly in-service training
- ◆ 934 person-hours professional development & other training

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 different 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 with school interactions; reduce barriers to attend HIPPY group and community events; have information regarding community support systems; and being able to identify family needs (beyond those addressed directly by HIPPY). In addition, we measure the Home Visitor’s change in their essential employability skills vital to becoming a successful candidate in the labour market. Data below shows a comparison between measures taken at the beginning (first HV progress report) and at the end (last HV progress report) of the program year.

HIPPY-related Skills

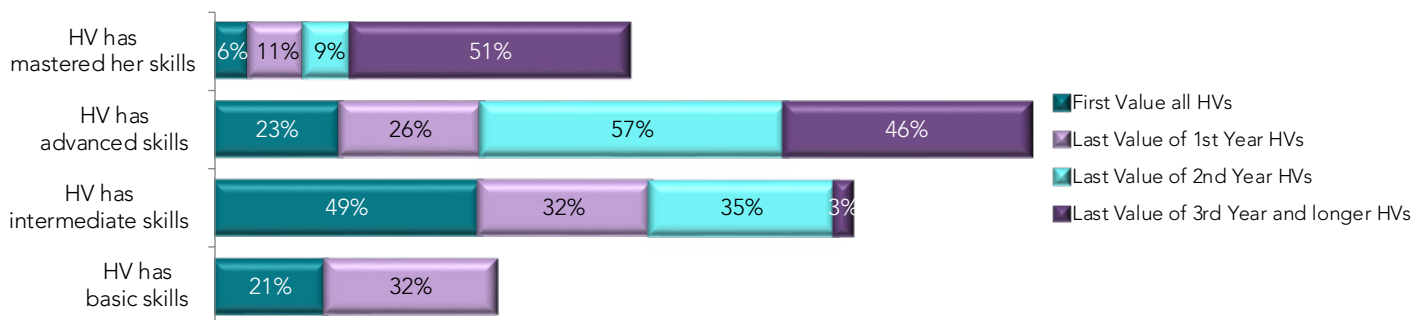


Medium-term Outcome

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.

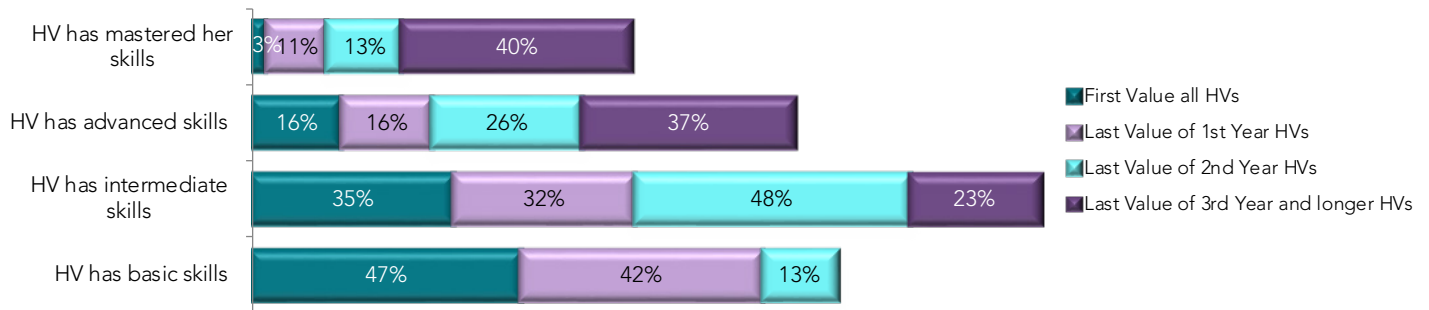
Home Visitors increased their ability to support mothers to engage with their children with the HIPPY curriculum. At the end of the third program year, 97% of Home Visitors had advanced or mastered their skills in this area as compared to 29% at the beginning. (Please see *Figure 23: Ability to support mothers’ skills to enable them to interact (engage) with their children with the HIPPY curriculum.*)

Figure 23: Ability to support mothers’ skills to enable them to interact (engage) with their children with the HIPPY curriculum.



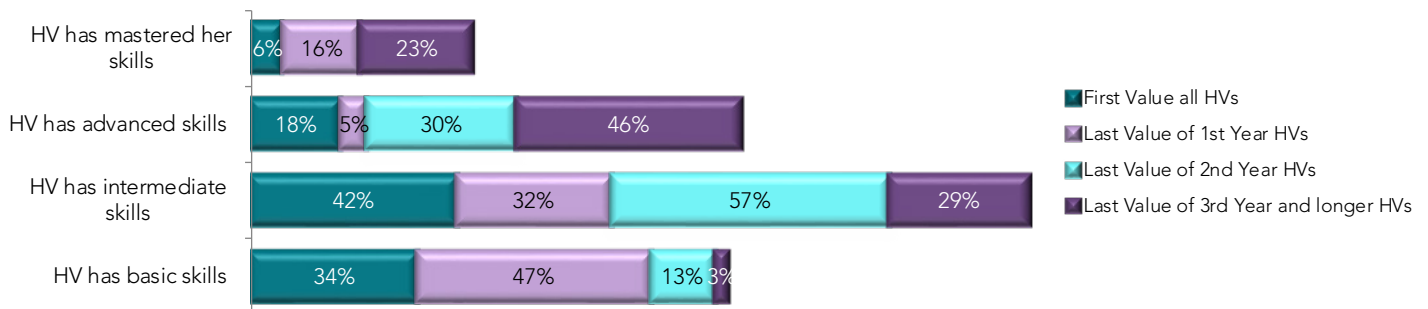
There was a 58% increase in Home Visitors' ability to engage mothers in working with their child on other learning activities. 77% at the end of the third program year (as compared to 19% at the beginning) had advanced or mastered their skills. (Please see *Figure 24: Ability to support mothers' engagement in learning activities with their children beyond the HIPPY curriculum.*)

Figure 24: Ability to support mothers' engagement in learning activities with their children beyond the HIPPY curriculum.



Over the course of three years, 45% of Home Visitors improved their skills to support mothers with school interactions. 69% at the end of the third program year (as compared to 24% at the beginning) had advanced or mastered their skills. (Please see *Figure 25: Home Visitor has the skills to support mothers with school interactions.*)

Figure 25: 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 36% at the beginning) had advanced or mastered their skills. Home Visitors also encourage mothers to attend community events. 77% at the end of the third program year (as compared to 34% at the beginning) had advanced or mastered their skills. (Please see *Figure 26: Ability to reduce barriers and motivate mothers to attend HIPPY group events* and *Figure 27: Ability to reduce barriers and motivate mothers to attend other community events.*)

Figure 26: Ability to reduce barriers and motivate mothers to attend HIPPY group events.

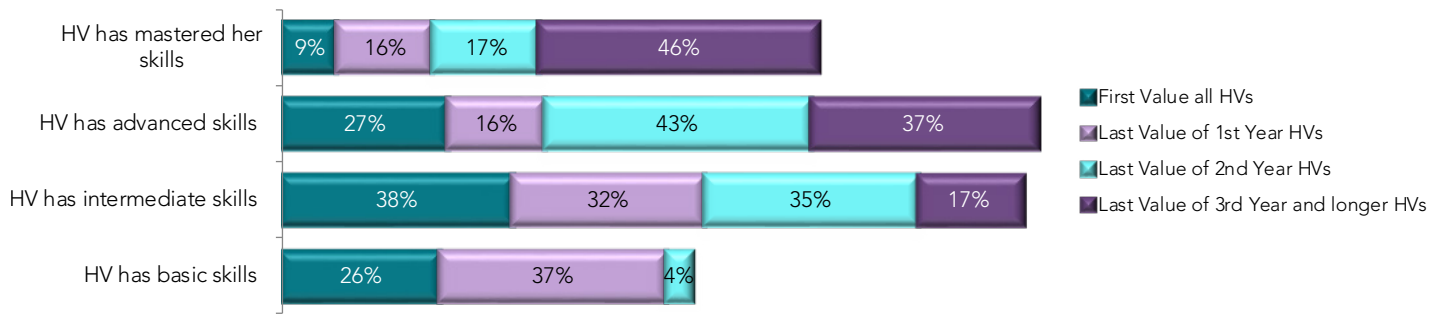
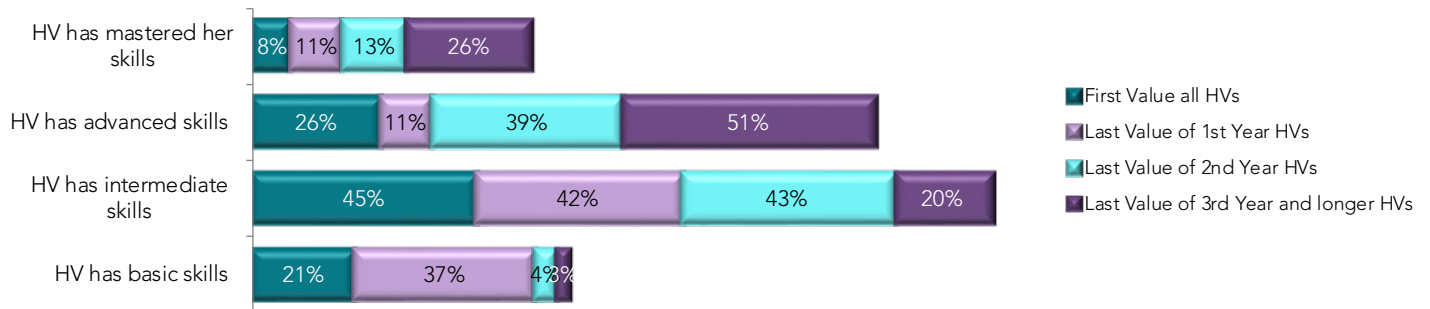


Figure 27: Ability to reduce barriers and motivate mothers to attend other community events.



In addition, Home Visitors improved their knowledge of community support systems. 80% at the end of the third program year (as compared to 26% at the beginning) had advanced or mastered their skills. They also improved their ability to identify family needs beyond that of HIPPY. 89% at the end of the third program year (as compared to 38% at the beginning) had advanced or mastered their skills. (Please see *Figure 28: Knowledge of community support systems* and *Figure 29: Ability to identify family needs (beyond that of HIPPY)*.)

Figure 28: Knowledge of community support systems.

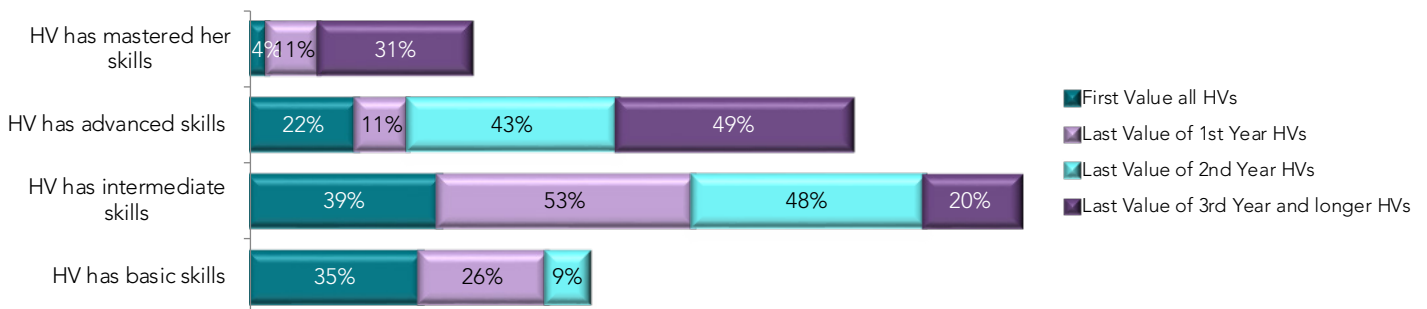
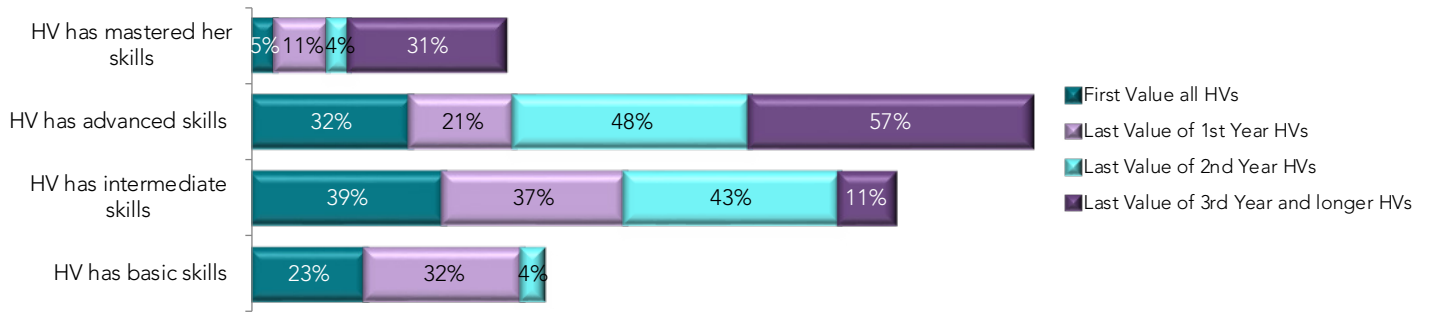


Figure 29: Ability to identify family needs (beyond that of HIPPY).



Employability Skills



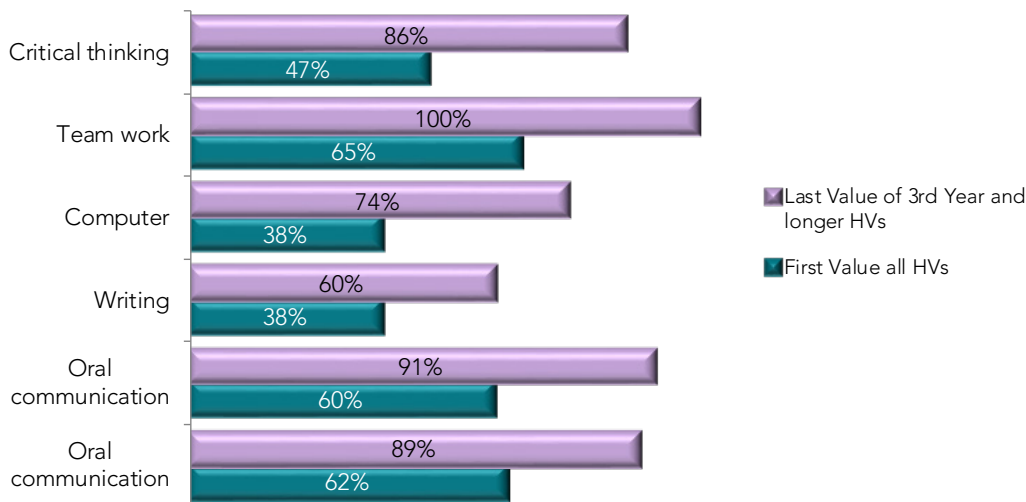
Medium-term Outcome

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. We see significant growth Home Visitors having advanced or mastered all essential skills, particularly in critical thinking (39%), computer (37%), teamwork (35%) and oral communication (32%). (Please see *Figure 30: Essential Skills Training*.)

Figure 30: Essential Skills Training



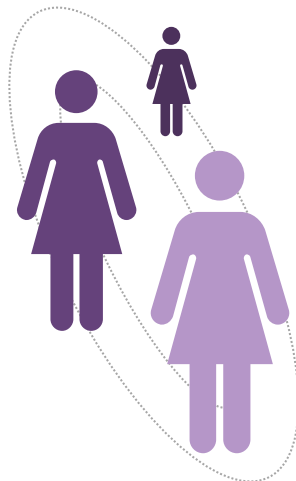
Professional Education Training

This year, eight HIPPY sites offered 46 Home Visitors HIPPY’s professional development training. (Please see *Figure 31: Number of Home Visitors participating in Professional Education Training*.)

Figure 31: Number of Home Visitors participating in Professional Education Training

	1st year training	2nd year training
Home visiting	6	
Adult education & learning	25	
Newcomer settlement & integration	15	
Early childhood education & parenting	10	3
Aboriginal history & culture	6	
Transition planning & job search	37	4
Personal growth & leadership development	10	

In July 2017 Mothers Matter Centre awarded seven Home Visitors with \$500 scholarships from our Carol and Ron Slater Scholarship Fund and two Home Visitors with \$2375 scholarships from our Kort Scholarship Fund to pursue a higher education course.



Fatiha immigrated to Canada from Morocco in 2015 with her husband and two daughters. She wanted to have a good future for her children. Upon coming to Canada, Fatiha faced many challenges due to language and cultural barriers. Fatiha heard about HIPPY through the Mosaic program and got involved because she thought it would be helpful for her kids.

[HIPPY] has made a big difference in my life. I have experience as a mom, but when I came to Canada, I feel like it’s my first time to be a mom. In a new country, new culture, new language, it was very hard for me. But with HIPPY, it’s helped me a lot because it made a big difference in my life...they gave me the tools I needed.

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.

Transition to other employment:

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

Transition to education:

- 11 Home Visitors have begun researching education options.
- 3 Home Visitors have applied for an education program.
- 7 Home Visitors have enrolled in an education program.
- 5 Home Visitors have 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:

- Connecting Home Visitor with a mentor (19)
- Suggesting professional development programs (e.g. computer workshops, ESL classes, literacy courses, etc.) (111)
- Establishing a schedule for individual meetings on a weekly or biweekly basis (78)
- Assigning Home Visitor to new tasks and / or responsibilities (e.g. promotion in the community, etc.) (101)

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. 77 Home Visitors are represented in the baseline (first) and follow up (last) data. Of those 77 Home Visitors, 19 completed their first year, 23 their second year, and 35 their third year or longer at HIPPY.

Section 5

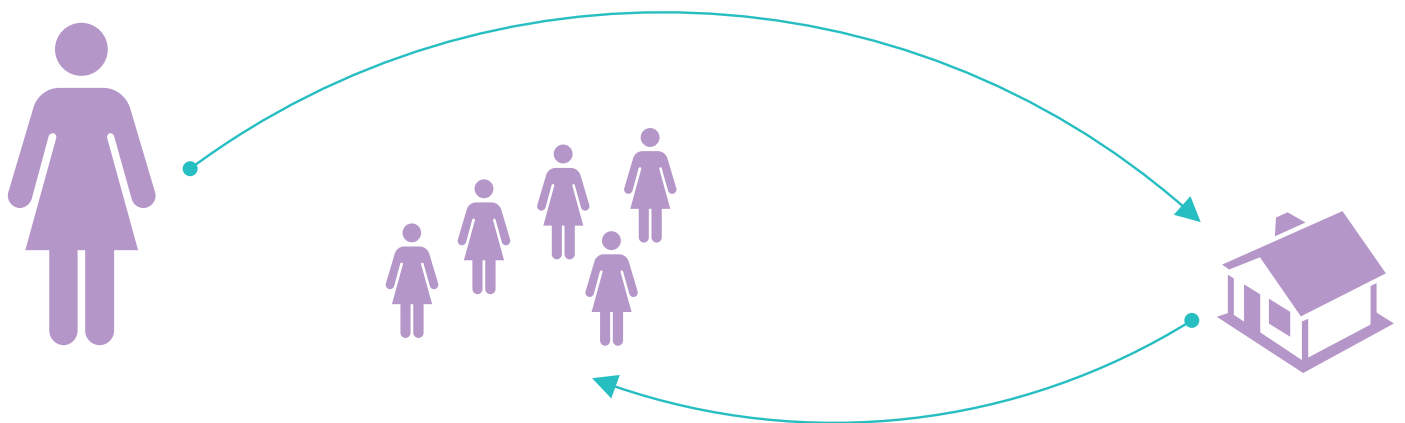
HIPPY Mother Change

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 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 entered into 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 provide mothers with the skills and literacy tools to support their children’s success in school and beyond.
- To provide linkages to social networks that support their inclusion and integration into Canadian society.



HIPPY Home Visitor and Mother Efforts

Last year Home Visitors spent more than **28,000 hours of home visits** role-playing HIPPY activities with mothers. 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).

HIPPY sites offered **209 group meetings**, field trips and special celebrations where mothers were could connect with other mothers in the HIPPY program. HIPPY mothers spent a total of **31,398 hours** and an average **4.7 days per week** working with their children on the HIPPY curriculum.

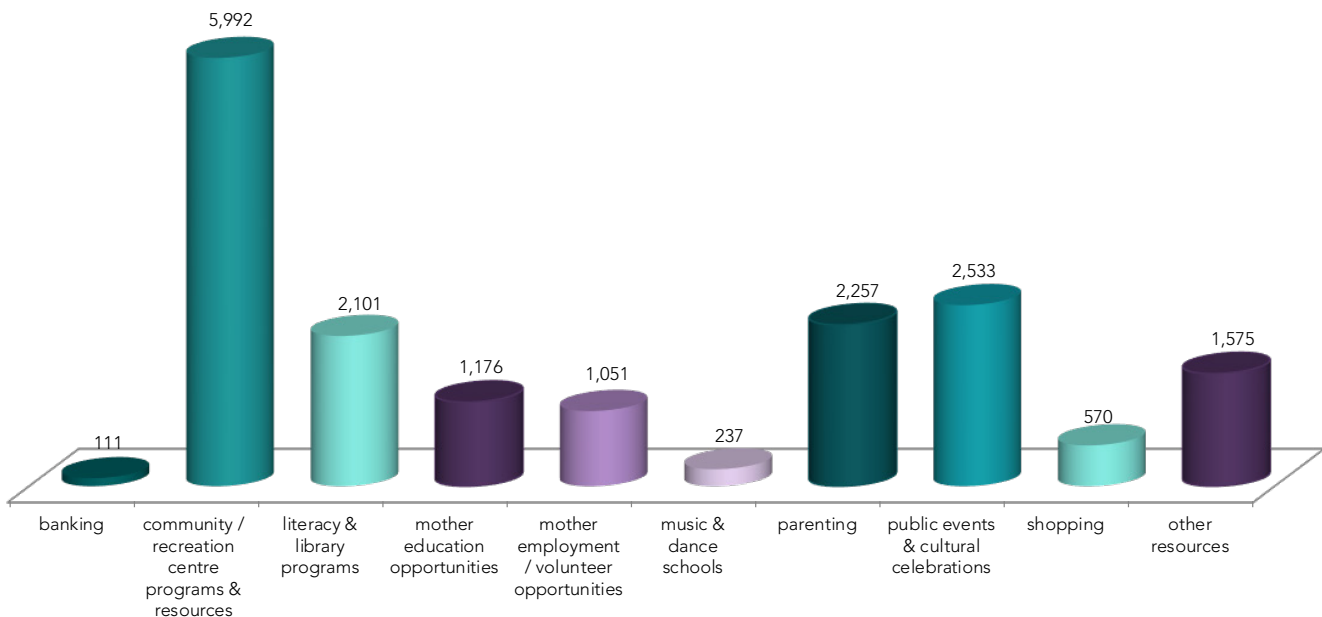
Home visits are also an opportunity for Home Visitors to provide mothers with information to connect them with additional support services in the community.

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 32: Information given to mothers.*)

Home Visitor Efforts with HIPPY Mothers

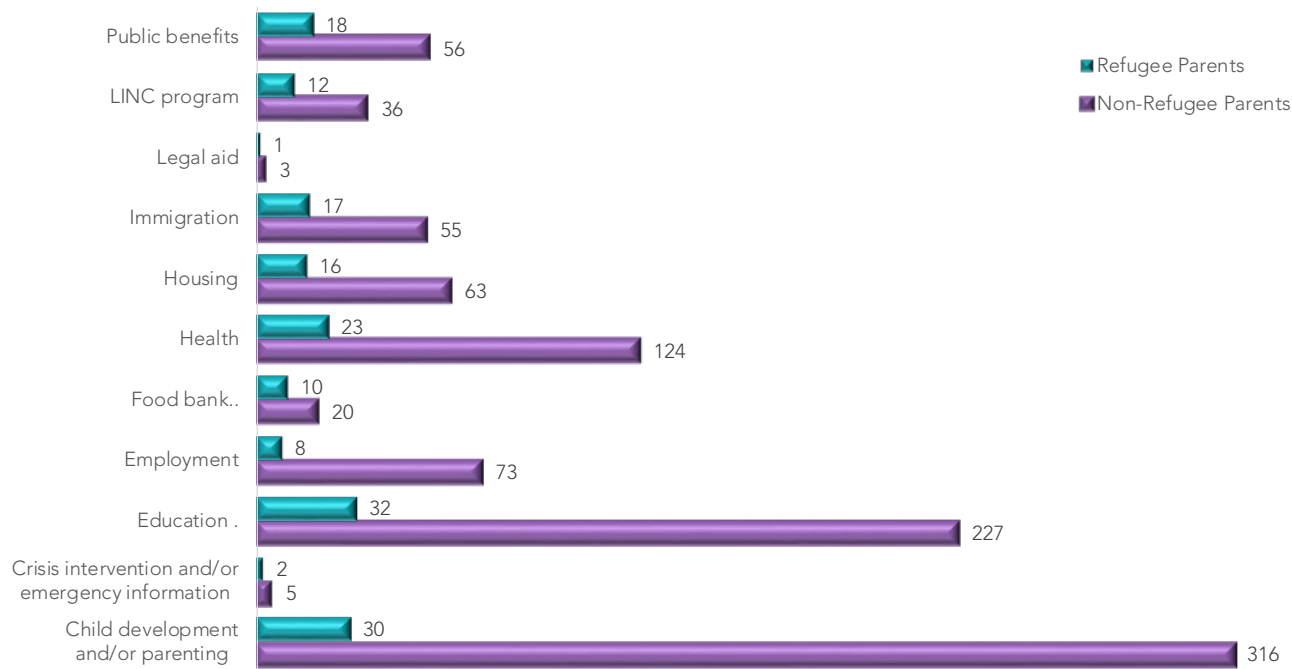
- ◆ 28,288 hours of home visits
- ◆ 209 HIPPY group events
- ◆ 3,572 community connections and 1,147 referrals to other services

Figure 32: Information given to mothers (Total of 17,603 times)



In some instances, the Home Visitor discussed with the family their determination that some sort of expert advice was required to meet the mother’s or child’s needs. Last year more than **1,100 referrals** were made to community services, government support services or social service professionals. Of these referrals, 169 were made for the 191 refugee mothers. (Please see *Figure 33: Referrals made.*)

Figure 33: Referrals made (Total of 1,147)



In some cases, however, Home Visitors and Coordinators determined that more than a referral was required. As a result Home Visitors accompanied mothers to the school and / or community service, helped fill out forms and /or make appointments. (Please see *Figure 34: Actions taken.*)

Figure 34: Actions taken (Total of 1,142)

Actions taken	# Supports	
	Non-Refugee Parents	Refugee Parents
Accompanied mother to community resources / activities	35	14
Assisted mother with connecting with other HIPPIY families	79	13
Helped mother fill out education application form(s)	16	11
Helped mother fill out employment application form(s)	9	6
Helped mother fill out other form(s)	54	25
Supported mother with appointments (by phone / online)	152	67
Accompanied mother to appointment (education opportunity)	2	4
Accompanied mother to appointment (employment opportunity)	1	3
Accompanied mother to other appointments	11	4
Provided emotional support	505	37
Gave mother transportation	13	3
Other action(s) taken	37	41

HIPPY Mother Outcomes

The Parent Progress Report (completed up to four times during the program year) revealed that HIPPY mothers learned techniques vital to their children’s success in school and fostered relationships. Mothers also indicated that their involvement and sense of belonging to their community increased as a result of participating in the HIPPY program. Both mothers and children expressed interest in reconnecting with their native roots. The HIPPY program encourages cultural education as it helps alleviate sentiments of diaspora, which may hinder smooth transition into Canadian life.



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 35: Mother has the skills and capacity to use the HIPPY materials to teach her child.* and *Figure 36: Mother engages her child with additional learning materials (beyond those from HIPPY).*)
- Reading routine with their child (Please see *Figure 37: Mother establishes a routine of engaging with her child on educational (HIPPY) activities.*)
- Communication with the school (Please see *Figure 38: 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, newcomer mothers’ responses as ‘very confident’ relating with the HIPPY material increased from 17% at baseline to 49% at the end of the year. Refugee mothers who felt very confident or confident with the HIPPY material increased from 6% at baseline to 21% at the end of the year. Newcomer mothers who read to their child four days a week or more increased from 46% at baseline to 62% at the end of the year and, for refugee mothers, from 28% at baseline to 37% at the end of the year.

Figure 35: Mother has the skills and capacity to use the HIPPY materials to teach her child.

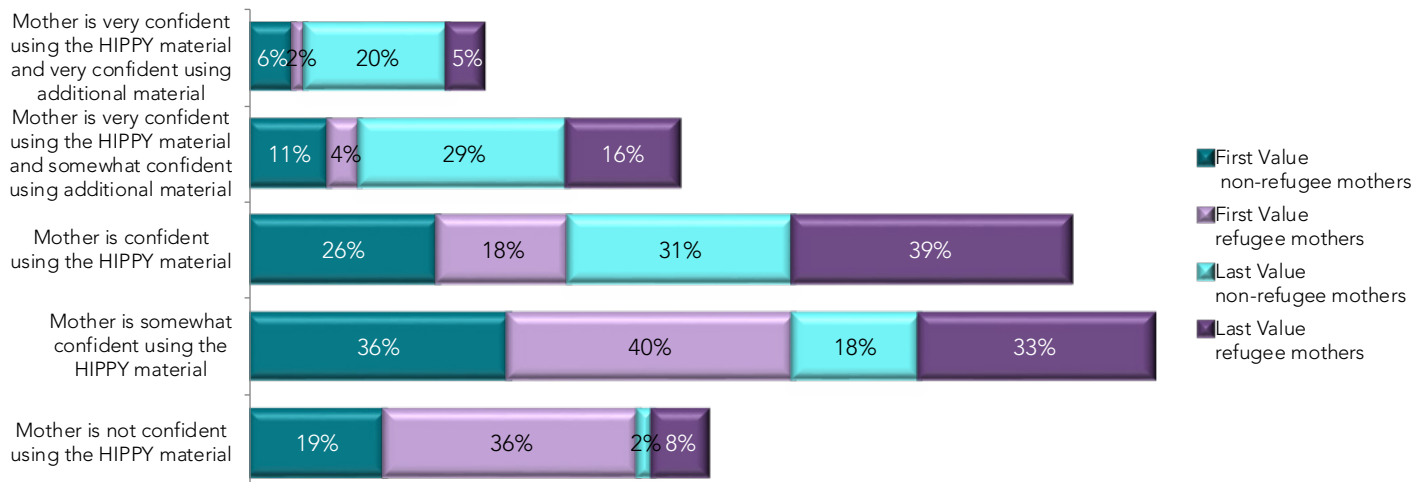


Figure 36: Mother engages her child with additional learning materials (beyond those from HIPPY).

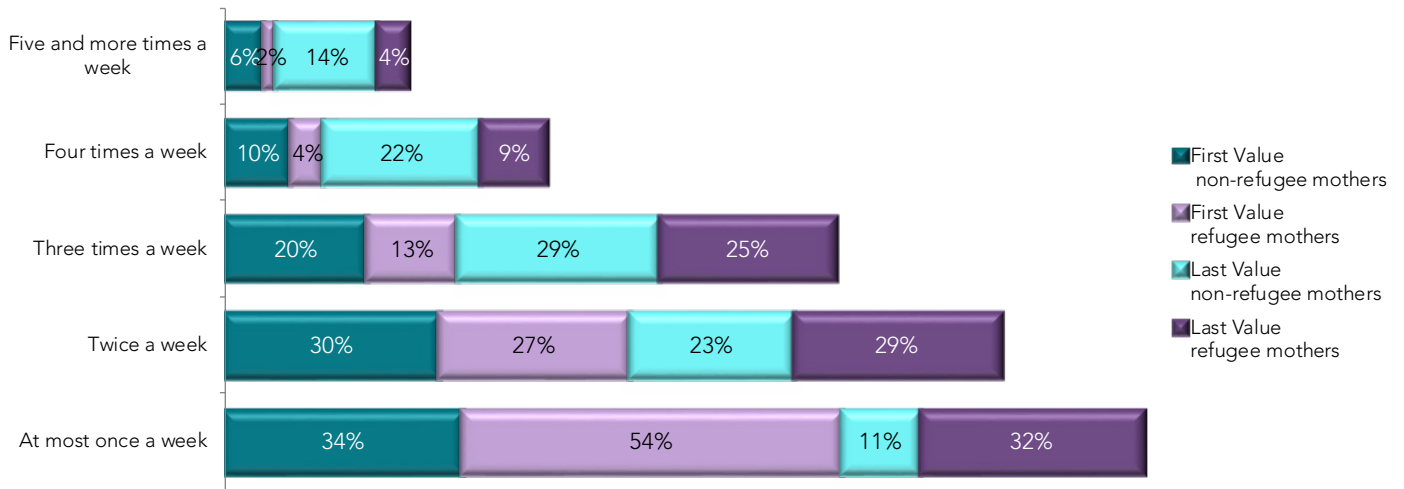


Figure 37: Mother establishes a routine of engaging with her child on educational (HIPPY) activities.

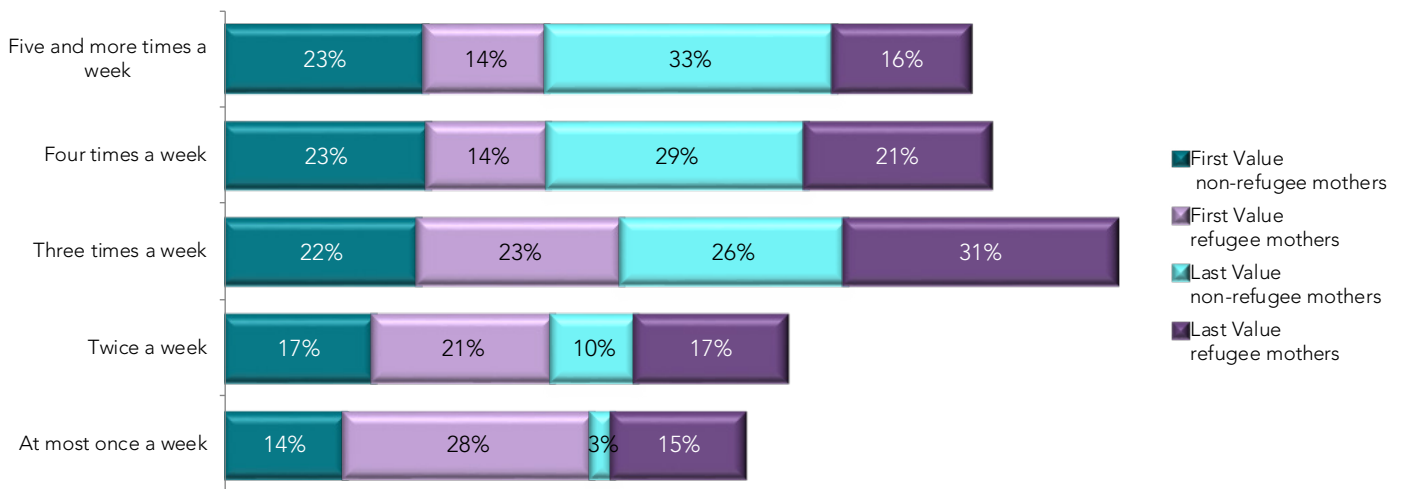
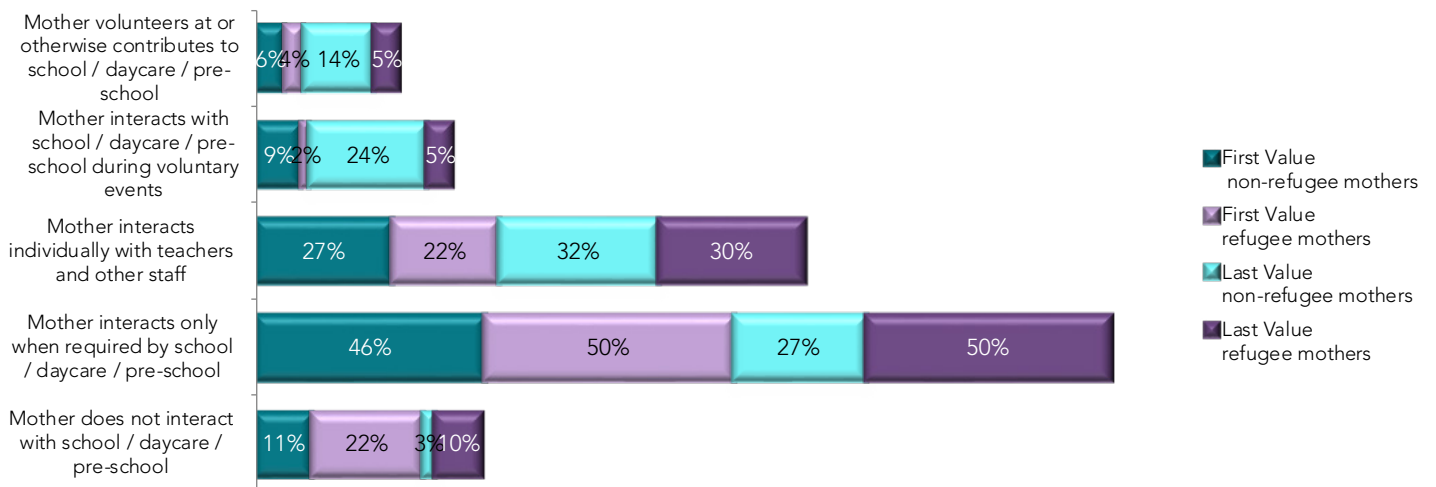


Figure 38: Mother has meaningful interactions with her child's school (for children ages 4 and 5) or daycare, pre-school, etc. (for younger children).





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 program year, 67% of newcomer mothers (vs. 43% at baseline) use public services independently; refugee mothers increased to 47% at the end of the program years (vs. 30% at baseline). (Please see *Figure 39: 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 program year, 52% of newcomer mothers (versus 31% at baseline) regularly engaged with other mothers or provided other mothers with support. At the end of the program year, 26% of refugee mothers (versus 17% at baseline) sometimes or regularly engaged with other mothers for support. (Please see *Figure 40: Mother creates informal social support networks with other mothers in similar situations with whom she can share her experiences and knowledge.*)

Figure 39: Mother is connected to formal public services required to ensure the healthy development of children and families in the Canadian context.

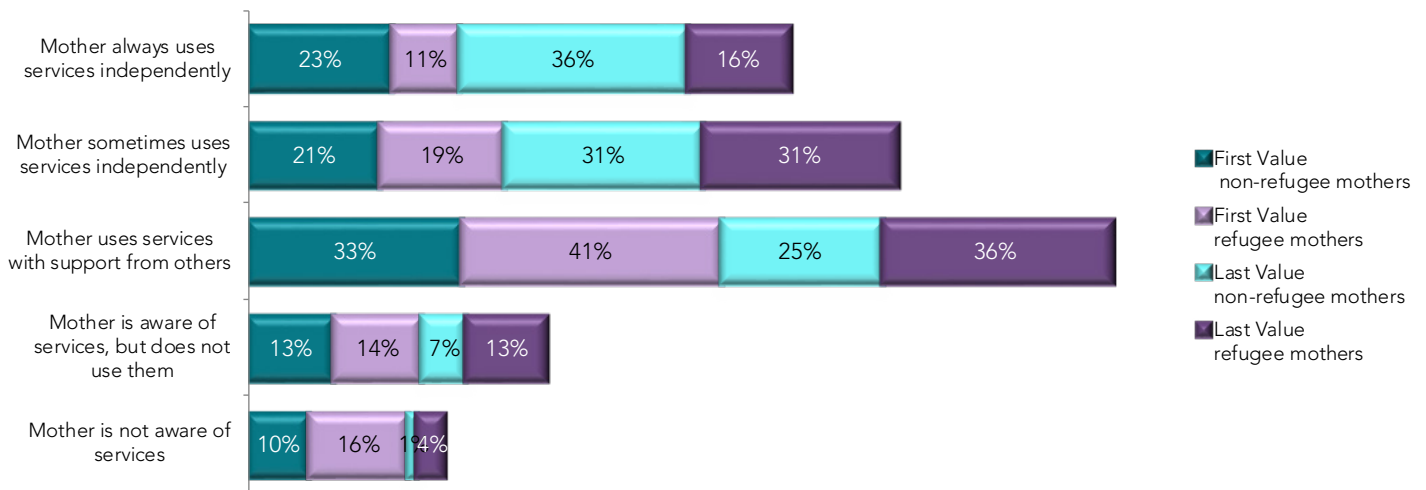
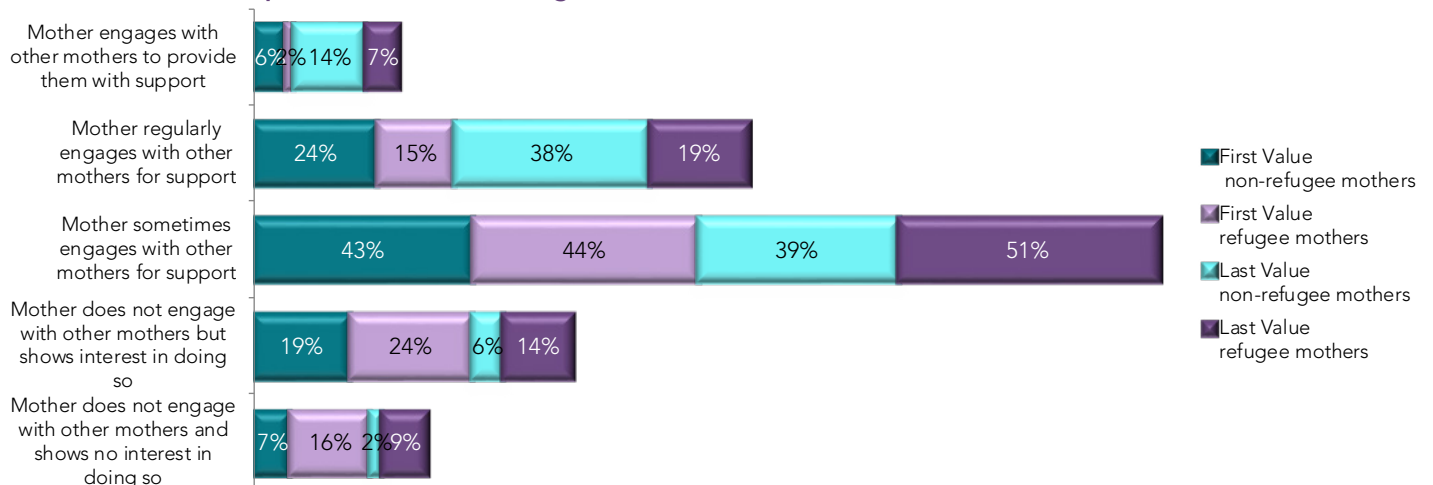


Figure 40: Mother creates informal social support networks with other mothers in similar situations with whom she can share her experiences and knowledge.





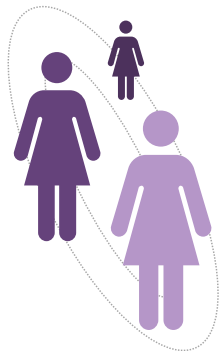
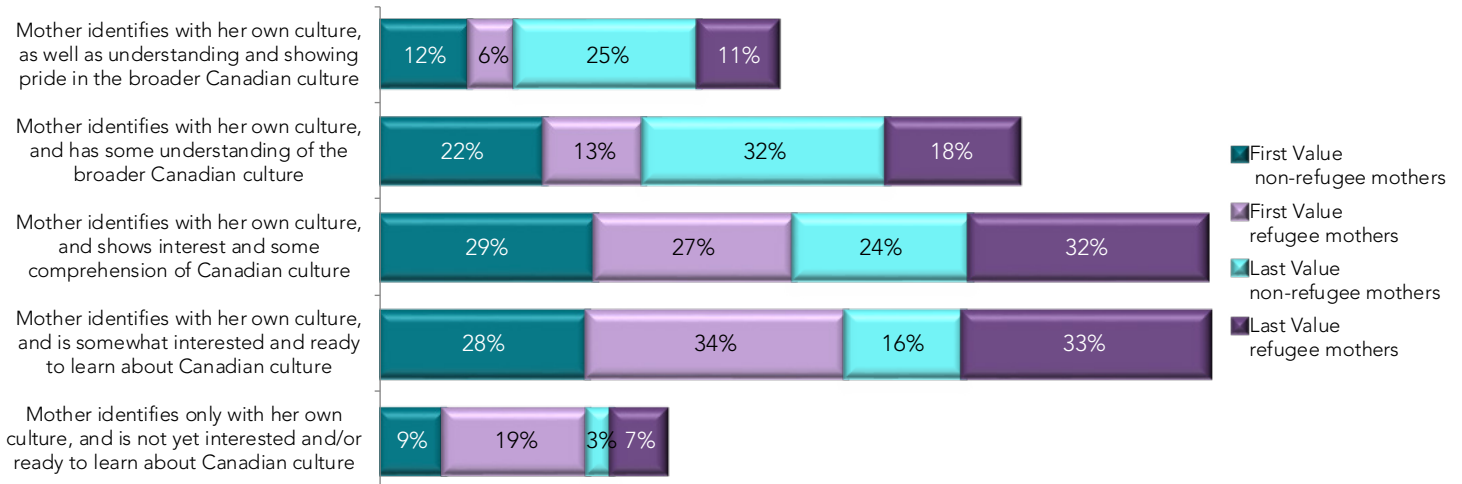
Medium-term Outcome

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 41: Mother expresses cultural knowledge and pride.*)

Figure 41: Mother expresses cultural knowledge and pride.



Shinda got involved with HIPPY with her son because she wanted to help him succeed in school. She describes how HIPPY helped her son for school success.

He went to preschool and he didn't speak any English. At the beginning he went to school and he couldn't understand anything ... After we did the [HIPPY] program, a few months later, the teacher at preschool told me he made a really big improvement in a really short time. I was really proud that the program made a big difference for him.

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	
	Non-Refugee Parents	Refugee Parents
Call mother to remind her of home visit day/time	1,800	328
Change time of home visit (example: weekend)	483	134
Reduce home visit to every other week	31	1
Increase home visit to 1 ½ hours or more than once a week	118	33
Change how curriculum is provided	185	89
Downsize curriculum (fewer activities) to make it more manageable	203	85
Give mother a break from HIPPY (still continue home visit but without role-play)	42	12
Allow for more one-on-one time with HIPPY child	49	6
Assign volunteer to support mother to work with child	23	3
Create family time with HIPPY	476	66
Invite father to be involved	457	59
Suggest extended family / sibling support	416	89
Support mother with finding daycare	219	3
ESL support for mother	738	227
Give tips on establishing a routine	1,278	161
Provide professional support to resolve issue (Coordinator intervenes)	183	20
Support mother to attend group meetings	1,415	248
Follow up with family on educational/work goals	710	76

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. 755 newcomer mothers and 180 refugee mothers are represented in the baseline (first) and the follow-up (last) data.

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. *Bond to Literacy* (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%) proportion 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 cohort one of the six BC *Bond to Literacy* sites who are part of a two-year funding agreement with an anonymous donor.

Quick Facts

- ◆ 6 BTL BC sites
- ◆ 6 Community Facilitators, 58 parents and 65 children
- ◆ 531 hours of parent-child time spent on curriculum
- ◆ 77 parent group meetings held

Program Enrollment

The first BTL BC cohort, which ran from April to June 2017, employed a total of six community facilitators who worked with 58 parents in the six BC communities: Houston, Kelowna, Langley, Nanaimo, Powell River and Vancouver. Most BTL parents (83%) had one child in the program, and 17% had two. (Please see *Figure 42: Number of Children in BTL*.)

The majority (78%) of BTL families successfully completed the program. Successful program completion was defined as parents completing at least 9 weeks of the curriculum. (Please see *Figure 43: Program Completion*.)

Figure 42: Number of Children in BTL

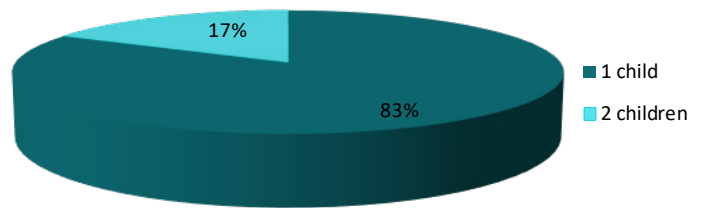
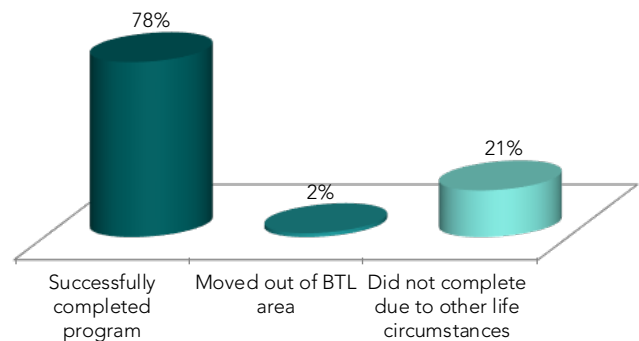


Figure 43: Program Completion



Who are BTL Families?

The demographic summary in this section includes 58 mothers who were enrolled in the first cohort of the BTL program from April to June 2017. 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 44: BTL Parents—Gender*.)

50% of BTL mothers are between 30 and 39 years of age with the next highest group of participants (24%) between 20 and 29 years. 19% are 40 to 49 years of age, with just 7% between 60 to 69. It is likely that some of these are grandparents. (Please see *Figure 45: BTL Mothers—Age*.)

The majority (56%) of BTL participants are married. (Please see *Figure 46: BTL Mothers—Marital Status*.)

Most (70%) BTL families live in rental units or subsidized housing. (Please see *Figure 47: BTL Families—Housing*.)

Figure 44: BTL Parents—Gender

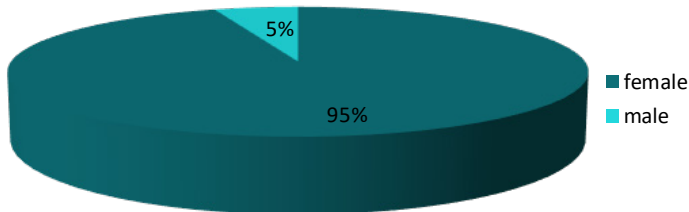


Figure 46: BTL Mothers—Marital Status

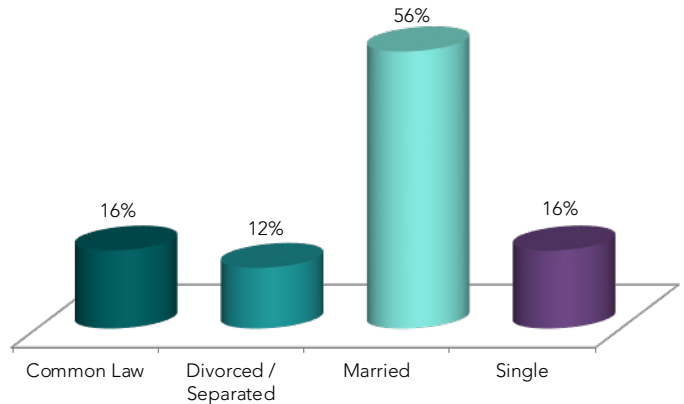


Figure 45: BTL Mothers—Age

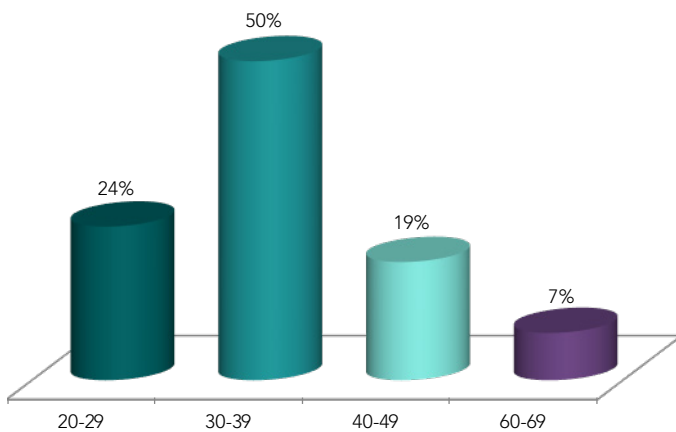
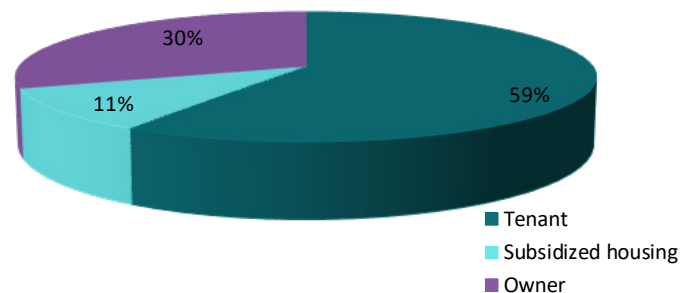
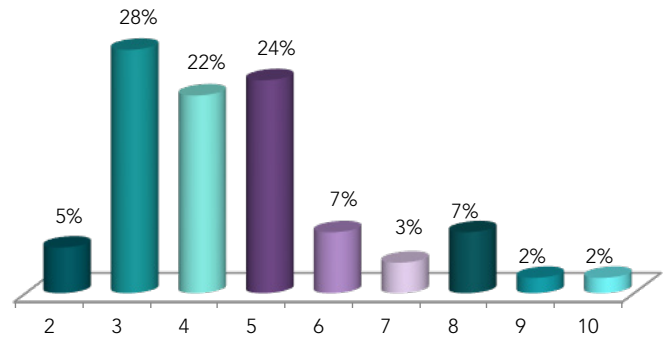


Figure 47: BTL Families—Housing



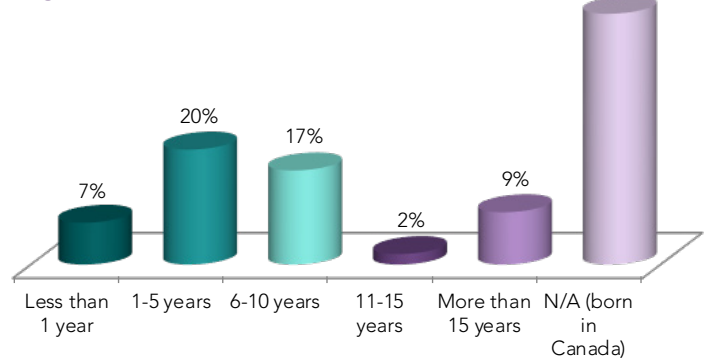
28% of the BTL families measured live in households of three people. 24% of households have five, 22% have four, and 21% have six or more people in the household. (Please see *Figure 48: BTL Families—Household Size*.)

Figure 48: BTL Families—Household Size



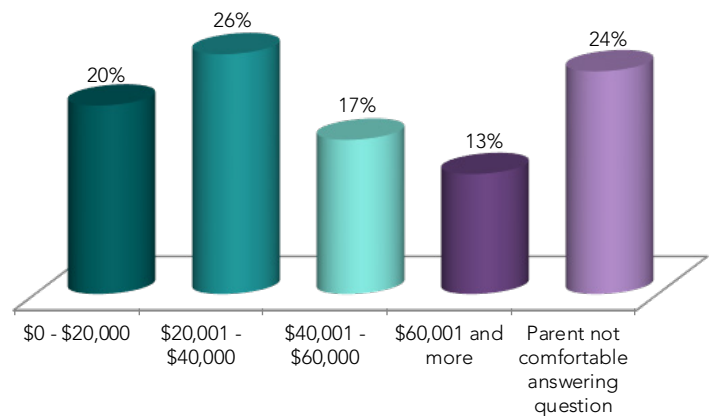
56% of BTL mothers are newcomers arriving from 17 countries and speaking 16 languages, 22% (10) are First Nation and two are Métis. Many newcomer BTL parents are recent immigrants. 27% of HIPPY parents have lived in Canada for a period of five years or less, and 17% between six and ten years. (Please see *Figure 49: HIPPY Mothers—Years in Canada*.)

Figure 49: BTL Mothers—Years in Canada



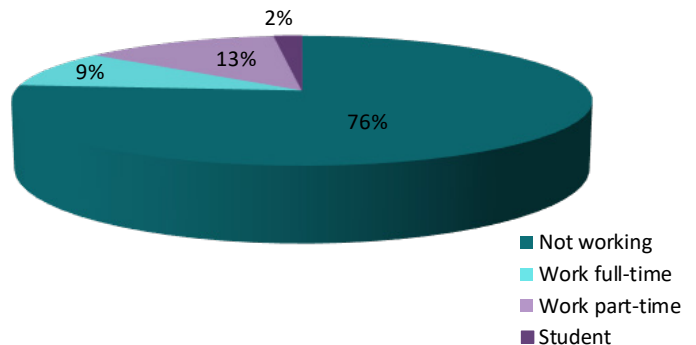
The data confirm that most BTL families experience financial hardship in Canada, 46% of BTL families fall into the low-income category (Please see *Figure 50: HIPPY Families—Gross Annual Family Income*.)

Figure 50: BTL Families—Gross Annual Family Income



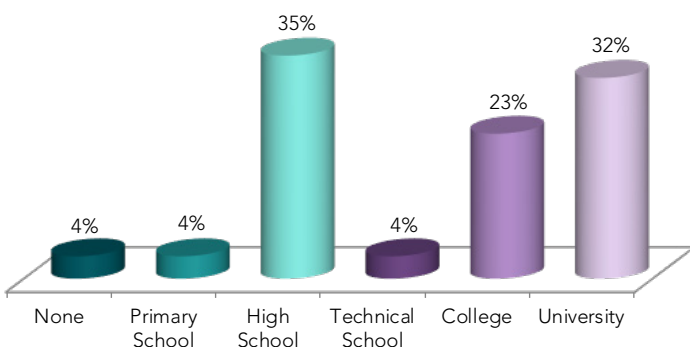
76% of BTL mothers do not work outside the home. An alarmingly low number (9%) of mothers work full-time. (Please see *Figure 51: BTL Mothers—Occupation*.)

Figure 51: BTL Mothers—Occupation



Notwithstanding relatively low employment and income levels, participating mothers have reasonably high levels of education: 92% have completed high school and 55% have college or university education. (Please see *Figure 53: BTL Mothers—Education*.)

Figure 51: 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 (29.31% 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 (25.86%), number of years in Canada (13.79%), parental age (6.9%), occupation (5.71%), and housing (3.45%). All other questions pertaining to demographics had non-response rates between 0% and 1.72%. Demographics reported here reflect data for valid responses only.

BTL Mother Change

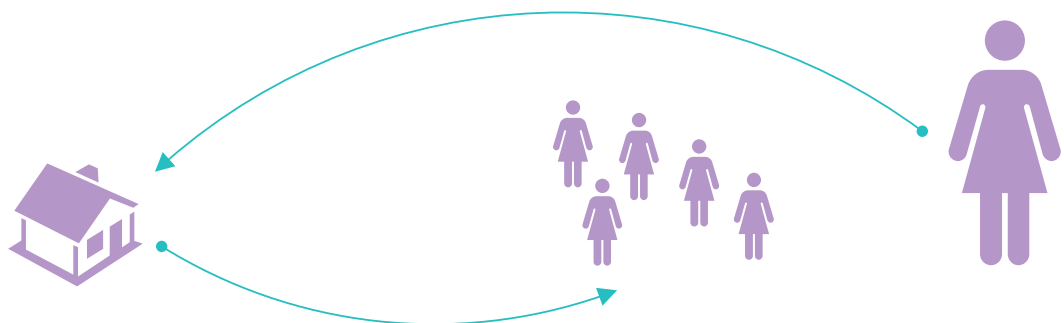
Parents in the program, mostly mothers, receive 12 weeks of role-play training in a tried-and-true early child education curriculum from Community Facilitators during group meetings. BTL mothers work with their child 15 minutes each day for 12 weeks. Community Facilitators not only support mothers to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



Community Facilitator and Mother Efforts

During April and June 2017, the six BTL sites offered **77 group meetings**, where Community Facilitators role-played the BTL curriculum and offered information on other community programs, early child development, nutrition, and parenting, as well as cultural celebrations. Group meetings are an effective means for BTL mothers to connect with other mothers in the program.

BTL mothers spent a total of **531 hours** and an average **3.5 days per week** working with their children on the BTL curriculum.

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 relationships. Mothers also 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 this self-assessment survey mothers reported their change in three areas:

- Parental confidence (Please see *Figure 52: How confident do you feel when you are using the Bond to Literacy materials to teach your child?* and *Figure 53: 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 54: During the past week (7 days) on how many days did you read with your child?*)
- Communication with the school (Please see *Figure 55: 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 to confident' as her child's teacher, increased from 21% at baseline to 80% at follow-up. The number of mothers who read to their child five days a week or more increased from 29% at baseline to 36% at follow-up.

Figure 52: How confident do you feel when you are using the Bond to Literacy materials to teach your child?

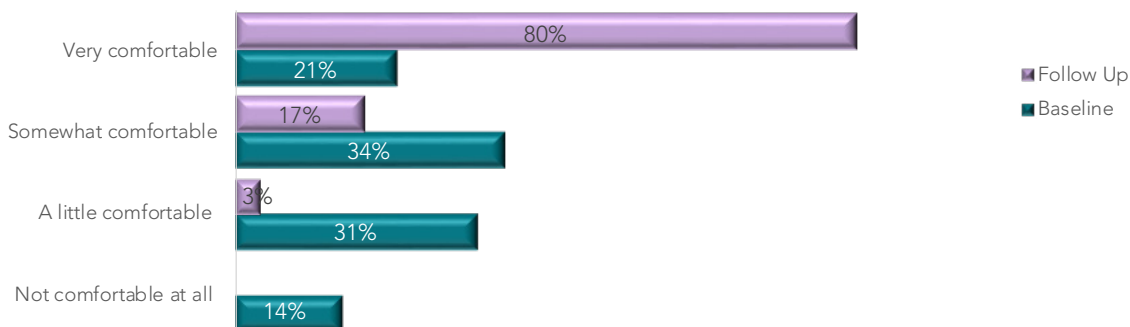


Figure 53: How confident do you feel when you are helping your child to understand the story in a book?

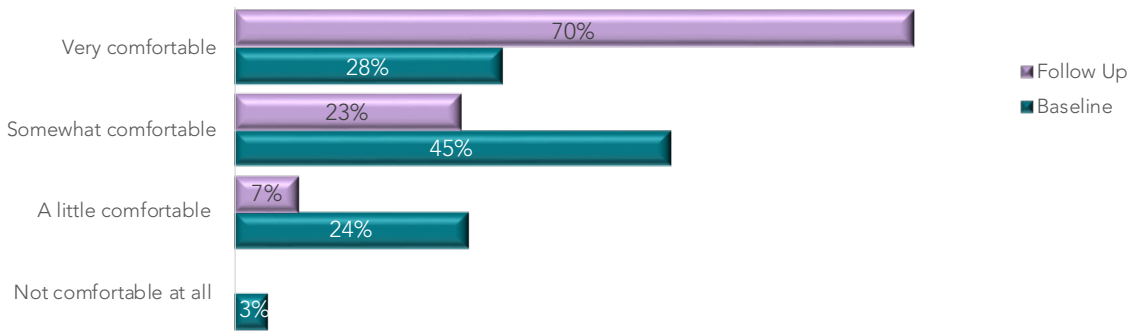


Figure 54: During the past week (7 days) on how many days did you read with your child?

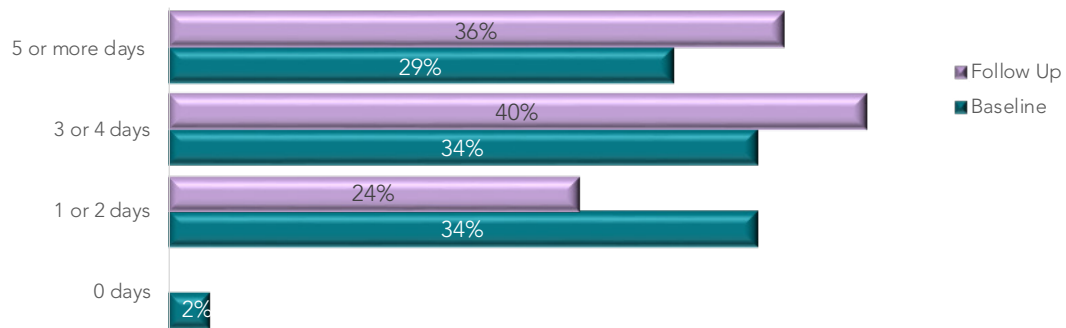
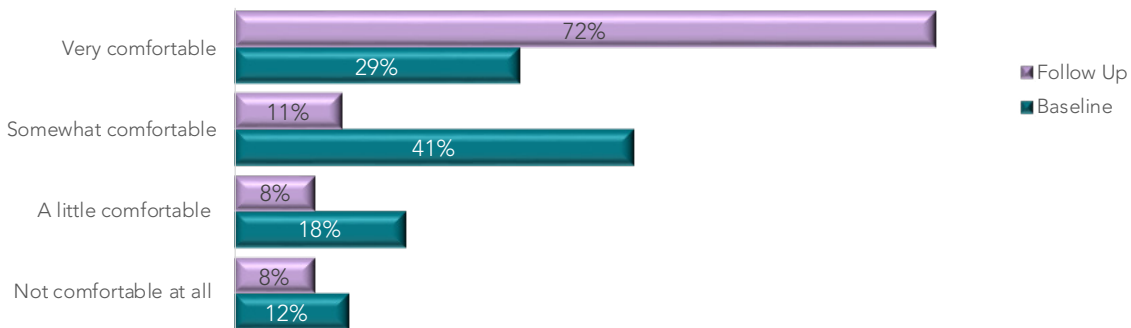


Figure 55: How comfortable are you when communicating with other people (like teachers or staff) at your child’s school, pre-school, or day care?



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 increased their sense of belonging from 42% at baseline to 57% at follow-up. (Please see *Figure 56: Do you feel like you belong in your neighborhood or community where you live?*)
- Mothers go more frequently to events or social gatherings moved to 55% at follow up vs. 17% at baseline. (Please see *Figure 57: Do you attend or go to events or social gatherings where you live?*)

Figure 56: Do you feel like you belong in your neighborhood or community where you live?

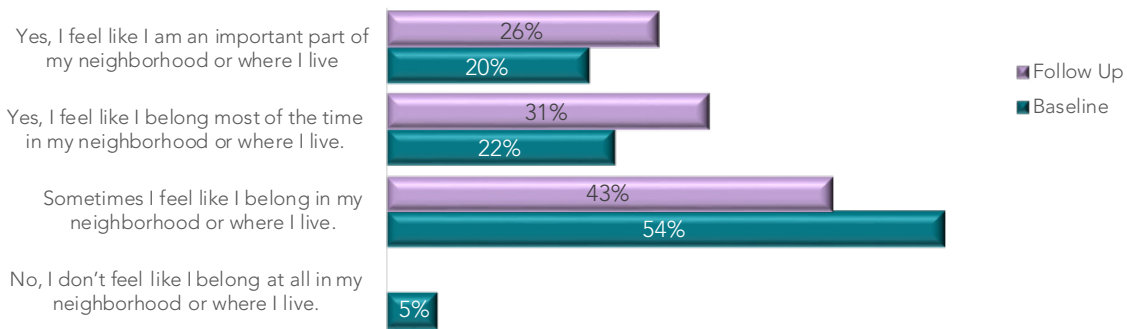
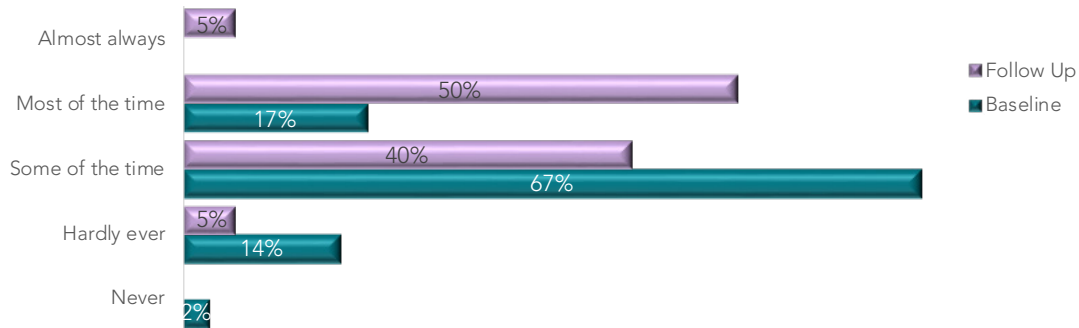
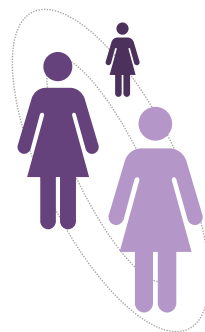


Figure 57: Do you attend or go to events or social gatherings where you live?



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 six BTL sites completed retroactive baseline and follow up assessments for 42 mothers.



What I like best about the Bond to Literacy program is how the activities helped my child be more prepared for school in September. I also appreciate the free books and materials provided.

Some changes I noticed in myself is that I now know that there are many ways to teach kids, not only through books. For example, puppets, the use of body, and crafts, etc.

Section 7

2017 Adopt-a-Reader Campaign

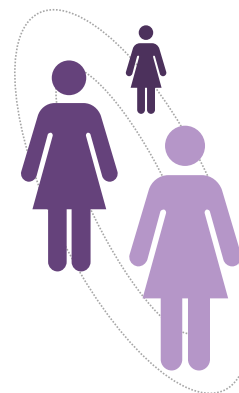
Recognizing Family Literacy Day, Mothers Matter Centre launched the *Adopt-a-Reader* campaign on January 27, in partnership with First Book Canada and supported by TD Bank Group. 500 HIPPY families at 14 HIPPY sites from across Canada reached out to parents outside the HIPPY program and encouraged them to read to their children for ten minutes a day between January 27 and February 20 (Family Day). As a result, more than **4,400 books** are now in the hands of low-income children across Canada, and more than **1,300 families** made the commitment to read with their children every day for three weeks. Participating parents shared **332,101 minutes of reading** aloud to their children, more than doubling our results from last year.

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

Every family that participates is given four new books provided by First Book Canada, one for each week of the campaign, and one bonus book for participation. "It put books into homes with few or no books, and it gave families some new ideas for songs, rhymes and activities to do with their children," says Alana Garcia, the HIPPY Program Coordinator in Winnipeg, Manitoba. "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. "We were able to reach many families who were not a part of HIPPY before, and several have registered for the program," says Alana Garcia of the *Adopt-a-Reader* campaign's success.

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.



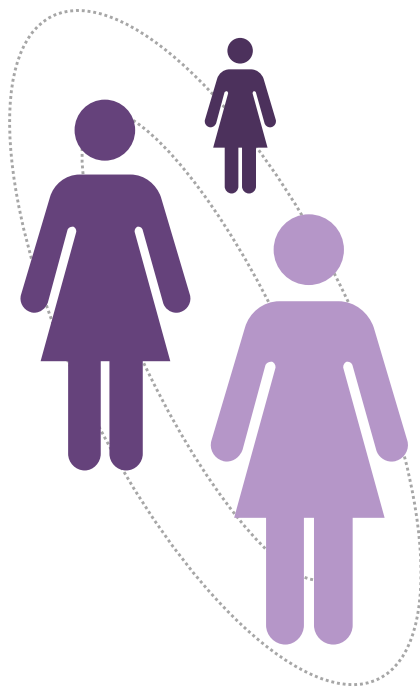
I'm so glad that I was chosen by my neighbour to be her partner in Adopt a Reader campaign, my 3 years old son like the books even if he doesn't know how to read yet, but he is reading through animal picture, it's our bonding time reading and it is my way to avoid gadgets or watching TV to my little boy, it's a very good example to the family.

Quick Facts

- ◆ 1,357 families participated.
- ◆ 4,404 books were distributed to participating families.
- ◆ 332,101 minutes of parent-child reading time

Appendix 1

HIPPY in Canada Logic Model



Ijeoma came to Canada with her husband and three-year-old son in 2015. Working as an engineer, Ijeoma often travelled overseas, so her son lived long-term with his grandmother. Immigrating to Canada meant that it was the first time Ijeoma, her husband, and her son lived as a nuclear family. When Ijeoma and her family came to Canada, she described it as a challenging time.

We didn't have any friends or family to advise us, so we had to learn it all by ourselves...I really didn't have a positive outlook on it all.

Ijeoma is grateful to HIPPY for teaching her and her family, and helping them bond and grow closer to each other. She recalls her first home visit and how being in the HIPPY Program has helped her family over time:

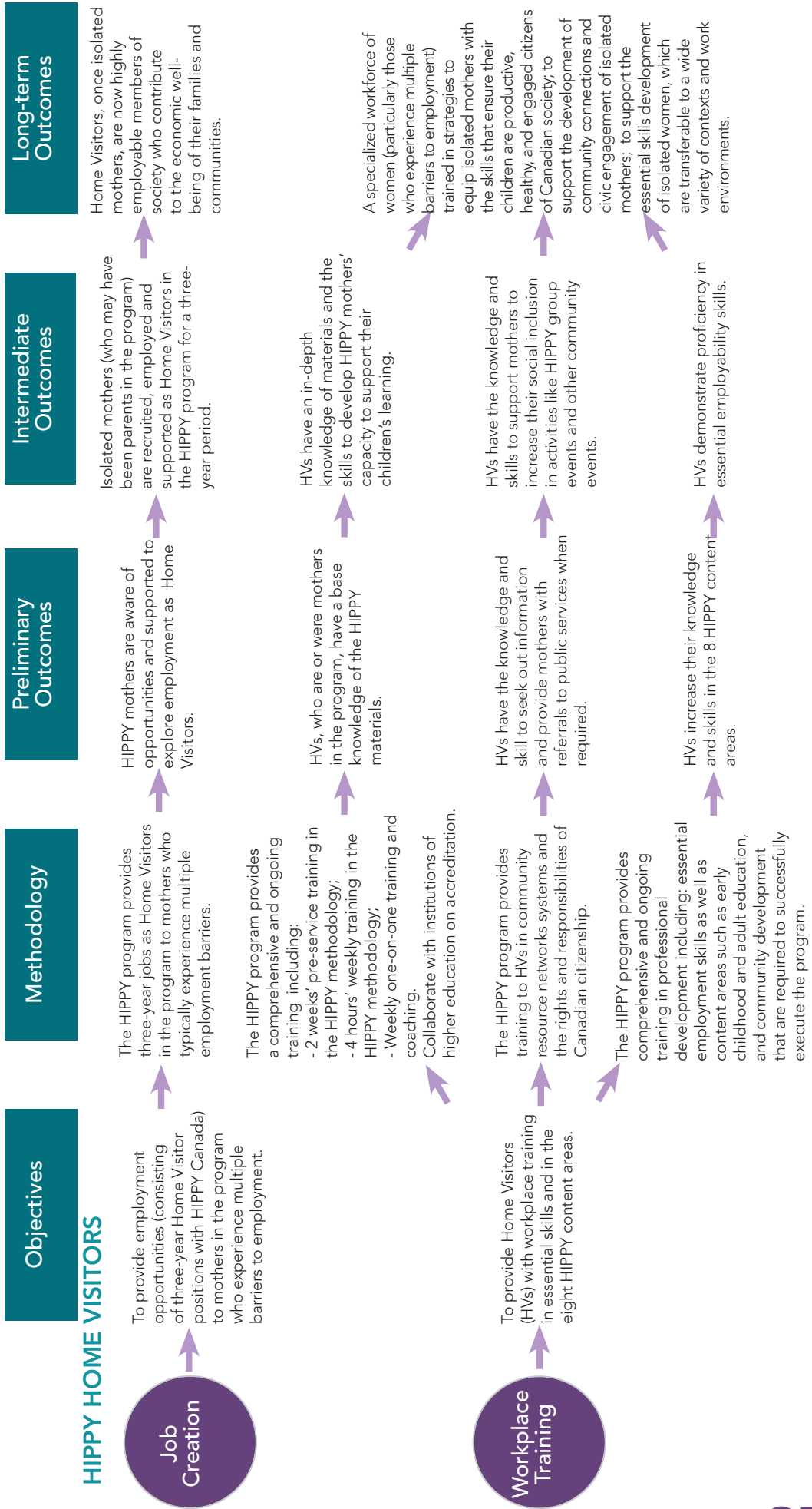
It was an exciting journey I had, so I was really glad... and it really helped me because to bond with my son. He always thought he was just temporarily with us, but we had to explain to him that this is mommy and this is daddy. I didn't know how to spend time with him, but it was the HIPPY activities that made us closer. It took time to teach him what a nuclear family was.

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 higher education after their three-year work / learn job training position is completed.

The HIPPY program systematically supports HVs in the:

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

HVs articulate career and higher education aspirations.

After 3 years, 50% of HVs transition to a new career or higher education.

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

HIPPY PARENTS

Early Childhood Education Skills

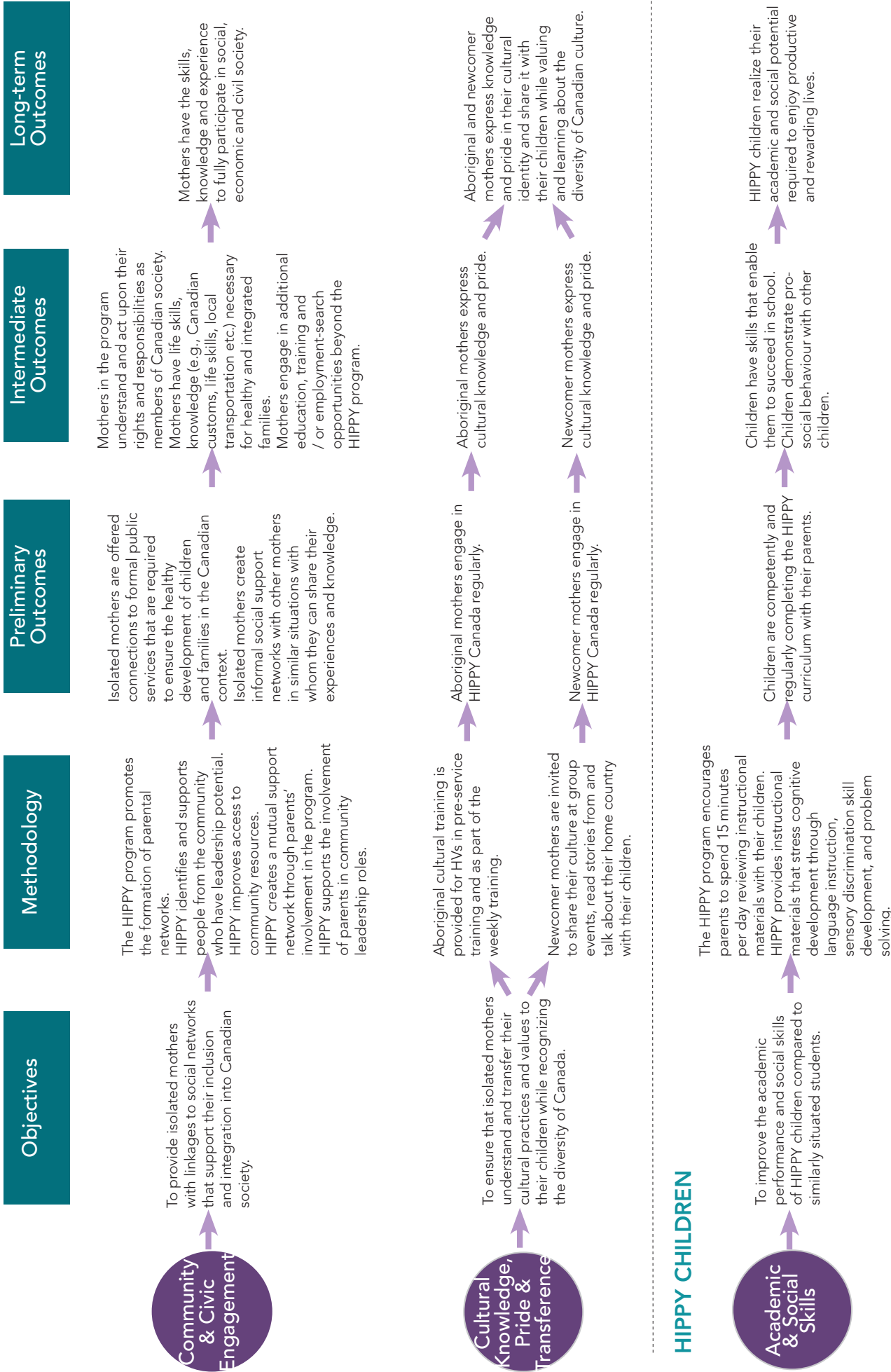
To provide mothers with the skills and literacy tools to support their children's success in school and beyond.

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 ensuring that their children are productive, healthy, and engaged citizens of Canadian society.





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and Citizenship Canada

Immigration, Réfugiés
et Citoyenneté Canada



Indigenous and
Northern Affairs Canada

Affaires autochtones
et du Nord Canada

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Barbara and Barry Dong,
Carol and Ron Slater

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