

Performance Management Results Multicultural HIPPY Program Year 2019-2020



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.

Her Excellency the Right Honourable Julie Payette, C.C., C.M.M., C.O.M., C.Q., C.D. Governor General of Canada, and 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

Contents

Section 1 – Introduction	1
Mothers Matter Centre Performance Management	1
Mothers Matter Centre	1
HIPPY Program	1
How HIPPY Works	2
HIPPY Family of Programs	2
Section 2 – HIPPY Home Visitors	3
Home Visitor Employment	3
Demographics	4
Home Visitor Change	5
Section 3 – HIPPY Mothers	9
Program Enrollment	9
Demographics	10
HIPPY Mother Change	13
Section 4 – Newcomer Innovation: ELL	19
Introduction	19
Program Enrollment and Demographics	20
ELL Mother Efforts	21
Section 5 – Newcomer Innovation: RHH	22
Introduction	22
Program Enrollment	23
Demographics	24
RHH Mother Change	26
Section 6 – Adopt-a-Reader	31

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 now have access to timely and accurate information for monitoring program progress and evaluating actual versus intended outcomes. This tool gives Coordinators real-time data they need to adjust programming strategies to better serve their clients. Most important, the performance management approach helps the Mothers Matter Centre measure and understand the process of change.

This document captures a description of efforts exerted and change measured over the 2019-2020 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 18 multicultural HIPPY sites. *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 *Sections 4 and 5* we report on results from the Newcomer Innovations, Newcomer Innovation: *HIPPY and Early Language Learning (ELL)* and *Reviving Hope and Home (RHH)*. And in *Section 5* we report on 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 20 years, HIPPY Canada has reached out to provide more than 16,000 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:

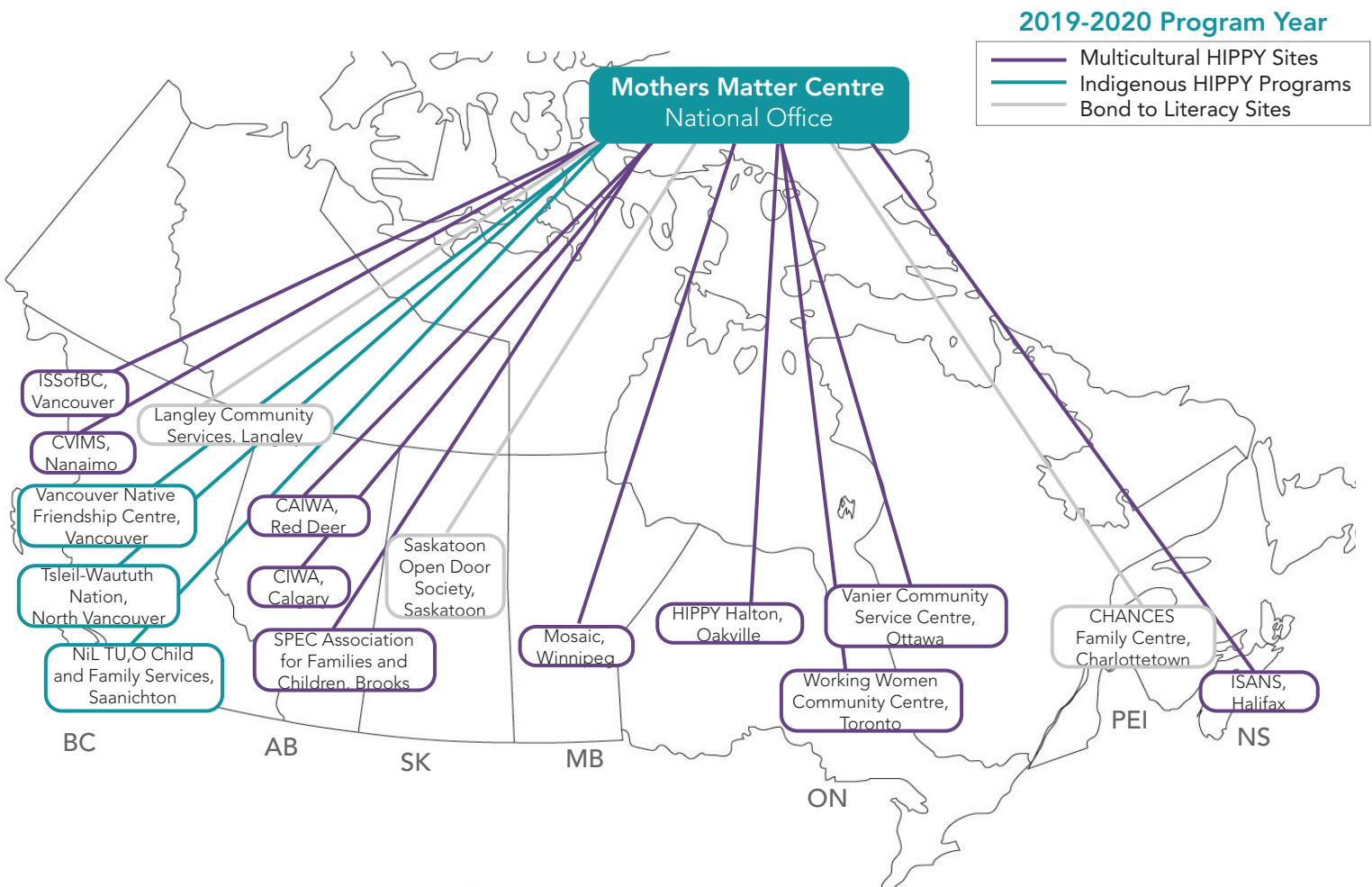
- Is designed as a three-year program for parents with three-, four-, and five-year-old children;
- Delivers a curriculum based on the needs of children to become school-ready;
- Recognizes role-play as an important method of teaching the skills needed to implement the child-centred curriculum; and
-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

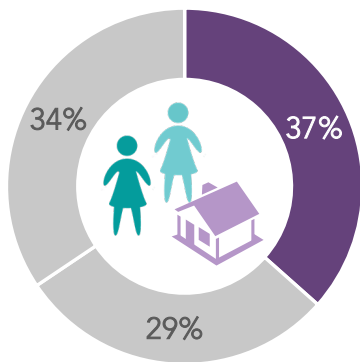
Employment

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 18 multicultural HIPPY sites.



95 Home Visitors were employed, who, on average, worked 25 hours per week for 33 weeks during the 2019-2020 program year.



37% were **new Home Visitors**, 29% were in their second year of employment, 34% in their third year or longer.

56% were HIPPY moms



14% went back to school

32% found other employment



22 Home Visitors left their HIPPY employment during / at the end of the program year. Of those 46% found other employment or went back to school.

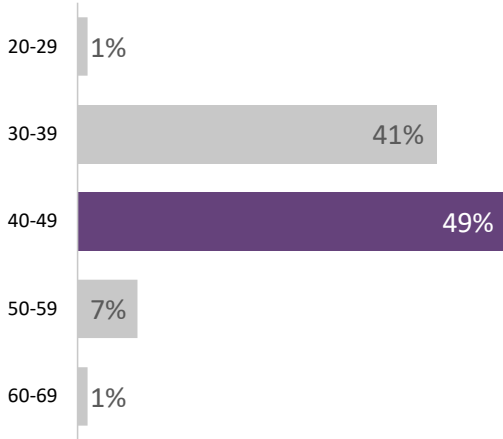
Home Visitors found work in the following roles: Child / Youth Worker at their local school board, Language Program Facilitator at a Family Services organization, Home Visitor at another program, as well as position in insurance and hospitality.

Educational programs Home Visitors enrolled in include: Business Management, Social Service Work, and Early Childhood Education.

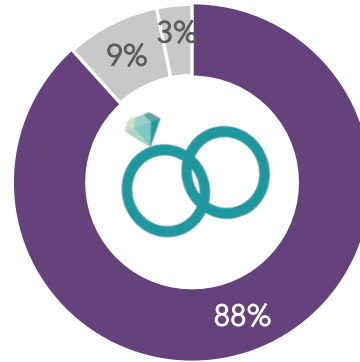
Demographics

The demographic summary in this section includes 95 Home Visitors who were enrolled at the 18 multicultural HIPPY sites in the 2019-2020 HIPPY program year. Demographics data for Home Visitors are entered by site Coordinators and updated annually.

Home Visitors – Age

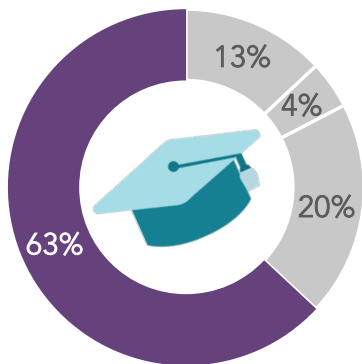


Home Visitors – Marital Status



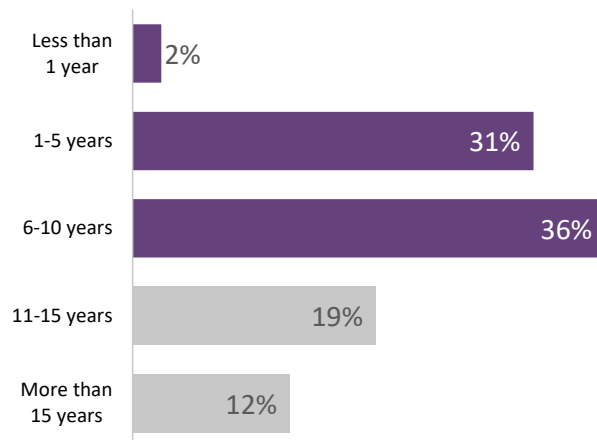
88% of Home Visitors are married or live in common law relationships, 9% are divorced / separated or widowed, 3% are single.

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 42 countries and speak 33 languages.

Most Home Visitors are newcomers to Canada. **69% have lived in Canada 10 years or less.**



When her opinions and political ideology got Fatuma into trouble during her high school years, she had to flee her home country of Ethiopia and could not complete her high school education. In 2004, Fatuma came to Halifax where she balanced studying English and working.

Fatuma is hoping one day to become a social worker, and she believes that being a Home Visitor in the HIPPY program brings her one step closer to achieving it:

This will give me an opportunity to understand what the real needs of the community are. That will allow me to be more able to help them as I will understand their background and culture more.

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

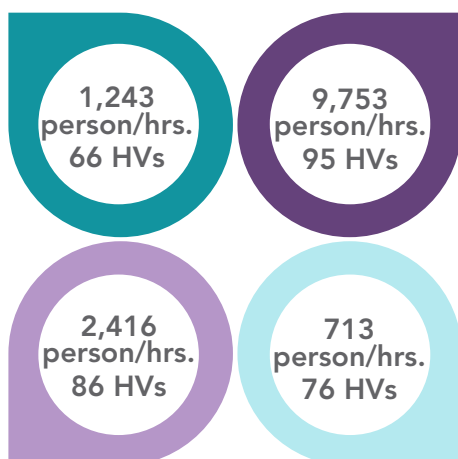
To receive:

- 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 14,125 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, Early Childhood Education & Parenting, Indigenous History & Culture, Transition Planning & Job Search, and Personal Growth & Leadership Development.

Other trainings on a variety of topics, including: Early Child Development, Parenting, Family Health, Working with Refugee Families, Canadian School System, Community Support Systems, and Professional Development.

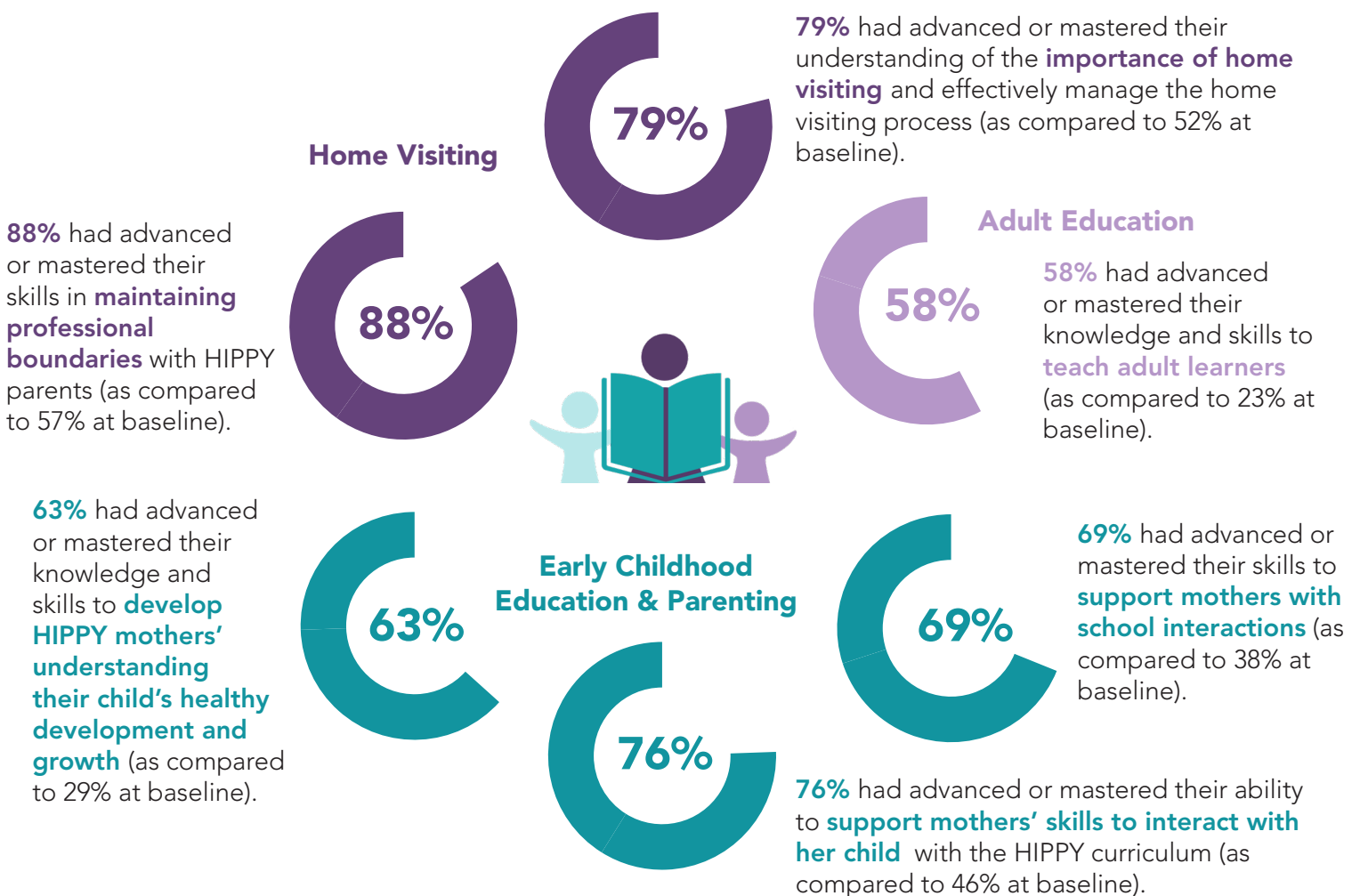
Home Visitor Outcomes

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.

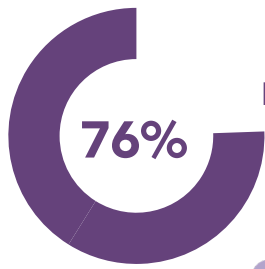
Data below show comparisons between a baseline measure taken at the beginning of the Home Visitors' employment and the last progress report of this program year.

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.

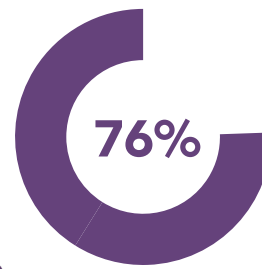


Outcome 2: Home Visitors are trained in strategies to support the development of community connections and civic engagement of isolated mothers.

76% had advanced or mastered their **knowledge of community support systems** to help families dealing with crisis or other needs (as compared to 32% at baseline).

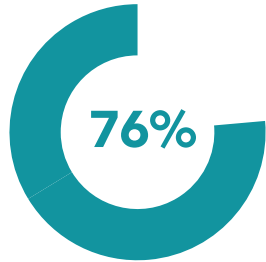


Home Visiting

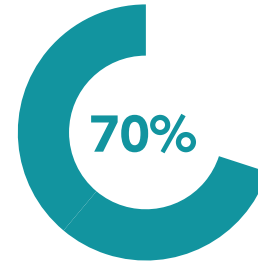


76% had advanced or mastered their ability to **identify family needs** beyond those of HIPPY (as compared to 32% at baseline).

76% had advanced or mastered their ability to **reduce barriers to attend HIPPY group events** (as compared to 50% at baseline).

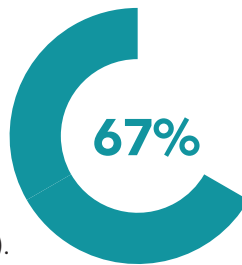


Immigrant Settlement & Integration



70% had advanced or mastered their ability to **support parents who are raising children in a new culture** (as compared to 42% at baseline).

67% had advanced or mastered their ability to **reduce barriers and motivate mothers to attend other community events** (as compared to 39% at baseline).

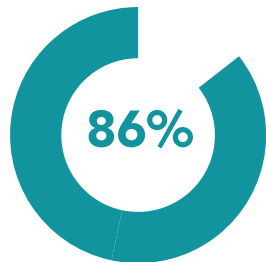


Outcome 3: Home Visitors are trained in strategies to support the skills development and social, economic, and political inclusion of women, which apply to a wide variety of contexts and work environments.

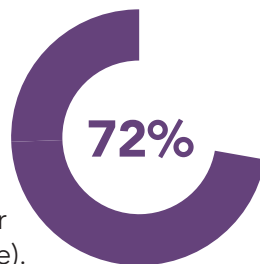
Critical Thinking
79% had advanced or mastered their skills (as compared to 59% at baseline).



Team Work
86% had advanced or mastered their skills (as compared to 64% at baseline).

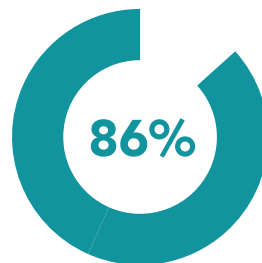


Writing
72% had advanced or mastered their skills (as compared to 48% at baseline).



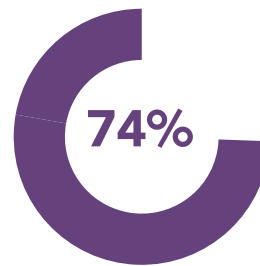
Reading

86% had advanced or mastered their skills (as compared to 66% at baseline).

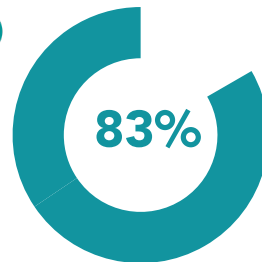


Computer Use

74% had advanced or mastered their skills (as compared to 51% at baseline).

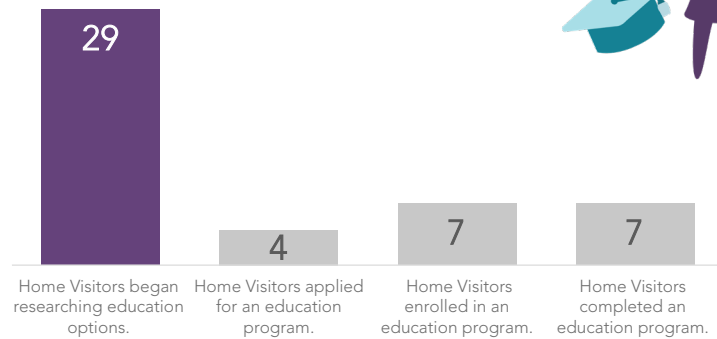


Oral Communication
83% had advanced or mastered their skills (as compared to 57% at baseline).

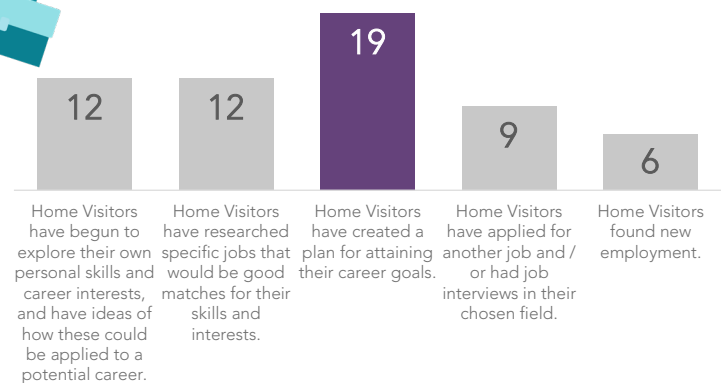


Transition Planning

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



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



Home Visitor Mid-stream Adjustments

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

- Assigning Home Visitor to new tasks and / or responsibilities (e.g. promotion in the community, etc.) (139 times)
- Suggesting professional development programs (e.g. computer workshops, ESL classes, literacy courses, etc.) (126 times)
- Connecting Home Visitor with a mentor (66 times)
- Establishing a schedule for individual weekly or biweekly meetings (34 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 (8.42%), housing (3.16%), and education (3.16%). All other questions pertaining to demographics had non-response rates between 0% and 2.11%. 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 18 multicultural HIPPY sites. 90 Home Visitors are represented in the baseline (first) and follow-up (last) data. Of those 90 Home Visitors, 29 completed their first year, 25 their second year, and 36 their third year or longer at HIPPY.
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 36 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 years of employment rather than their first year.

Section 3 – HIPPY Mothers

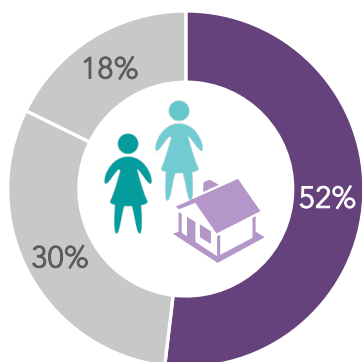
Program Enrollment

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 18 multicultural HIPPY sites.

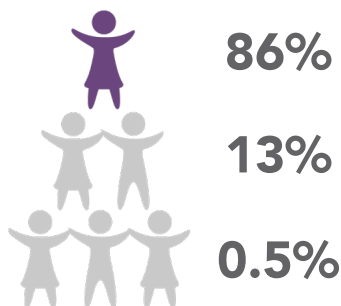


1,110 mothers and
1,266 children were enrolled



52% were **new HIPPY parents**,
30% were in their second year,
18% were in their third year or longer.

Number of HIPPY Children



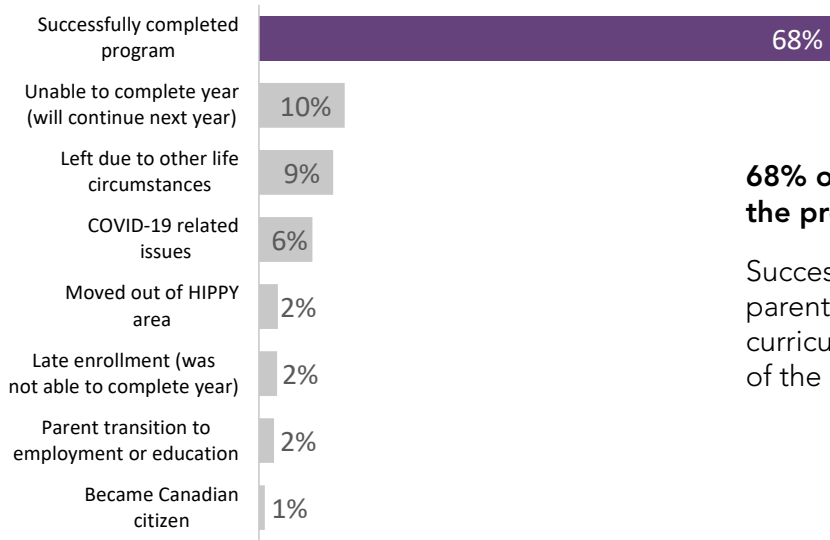
86% of mothers had
one child in HIPPY.

Curriculum Age & Language

Curriculum Age	Curriculum Language (# of children)		
	English	French	Total
Year 1 / Age 3	517	9	526
Year 2 / Age 4	438	13	451
Age 5	279	10	289
Total	1,234	32	1,266

Most children participating in HIPPY were either **age 3 (526)** or **age 4 (451)**, and most (**97%**) HIPPY participants used the **English HIPPY curriculum.**

HIPPY Program Completion



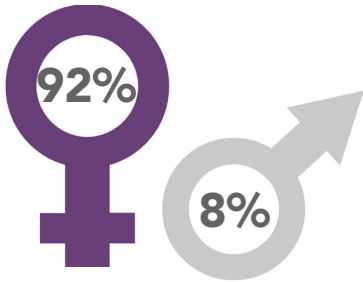
68% of HIPPY families successfully completed the program year.

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

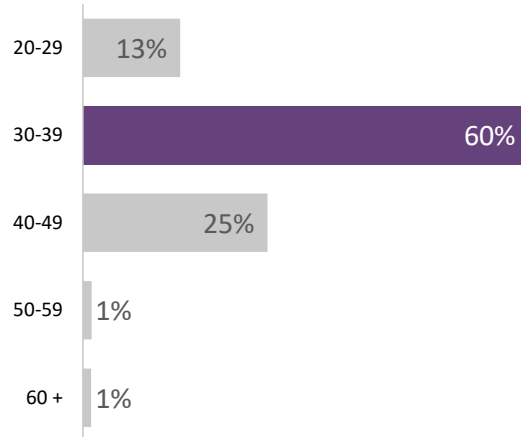
The demographic summary in this section includes 1,110 mothers who were enrolled at the 18 multicultural HIPPY sites in the 2019-2020 HIPPY program year. Demographics data for mothers are entered and updated by Home Visitors at the beginning of the program year.

HIPPY Parent – Gender

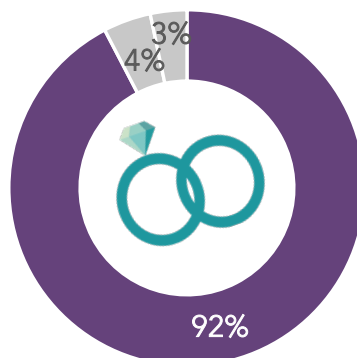


In most cases (92%), **mothers and other female caregivers**, such as grandmothers, deliver the HIPPY program to their children.

HIPPY Mothers – Age

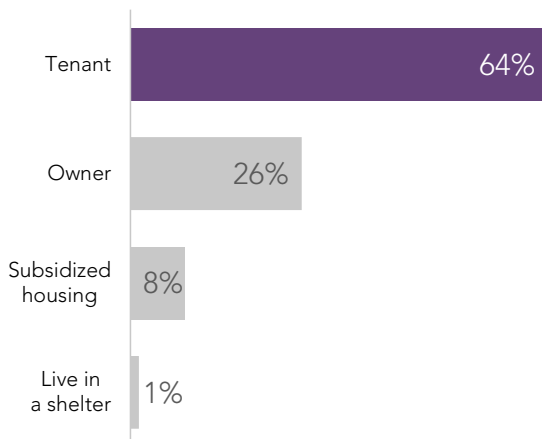


HIPPY Mothers – Marital Status

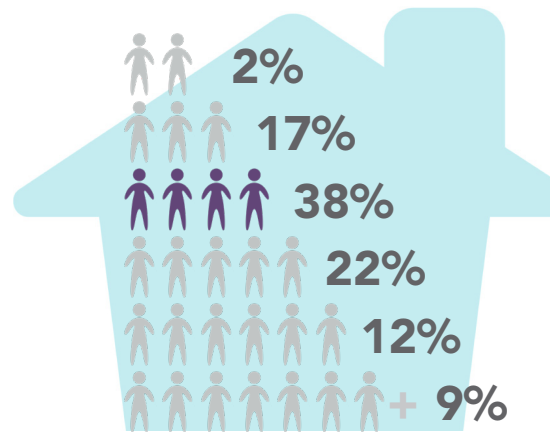


92% of HIPPY mothers are married or live in common law relationships, 4% are divorced /separated or widowed, 3% are single.

HIPPY Families – Housing



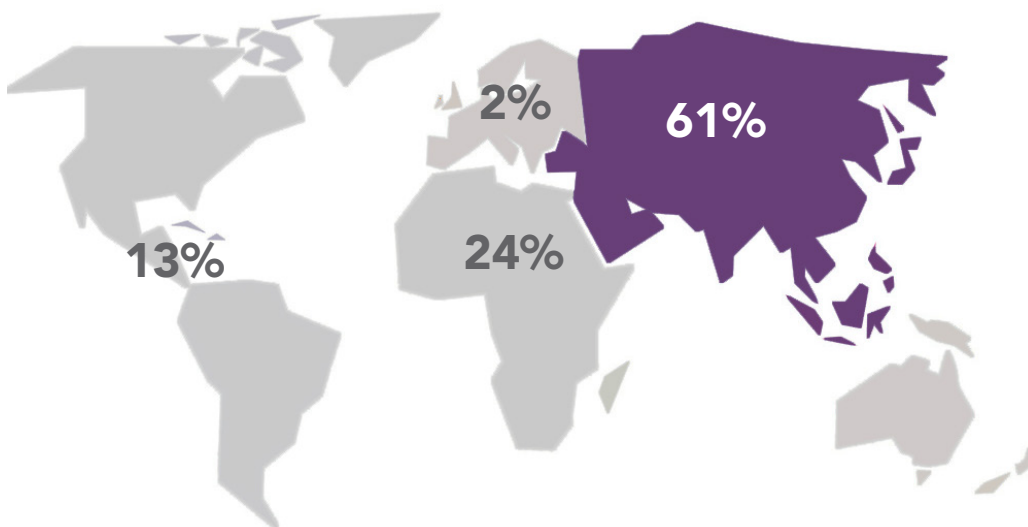
HIPPY Families – Household Size



Consistent with the national average, **38% of HIPPY families live in households of four people.**

Cross-tabulation of average household size and country of origin shows that families from Jordan have the highest household size of 7.5 people, followed by 7 people for families from Kazakhstan, Rwanda and Syria, and 6.5 people for families from Sri Lanka.

HIPPY Families – Country of Origin

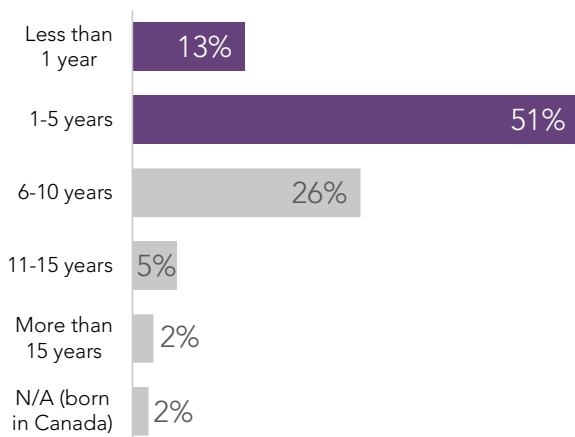


71% of HIPPY mothers are newcomers to Canada, 27% are refugees.

Newcomer and refugee HIPPY mothers have arrived from **87 countries** and **speak 66 languages.**

Our largest demographic (**61%**) comes from **Asia**, followed by Africa (24%), the Americas (13%) and Europe (2%).

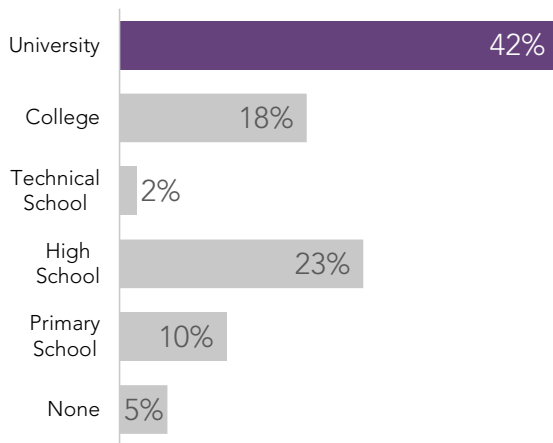
HIPPY Mothers – Years in Canada



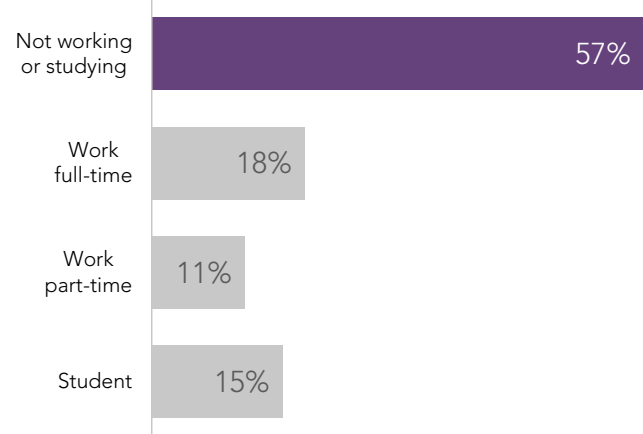
Most HIPPY parents are recent immigrants to Canada.

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

HIPPY Mothers – Education

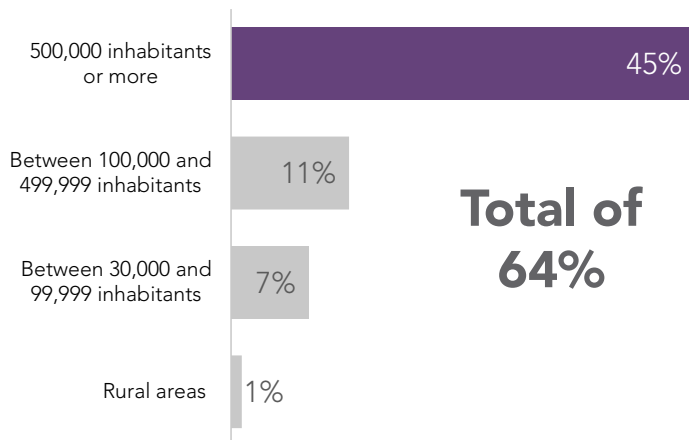


HIPPY Mothers – Occupation



57% of HIPPY mothers do not work outside the home or study. A relatively low number (18%) of mothers work full-time. Notwithstanding relatively low employment levels, participating mothers have high levels of education: **85% have completed high school and 60% have college or university education.** Most (92%) mothers report having received their post-secondary education from outside Canada. Of those employed 74% 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 (2018) 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, **64% of HIPPY families fall into the low-income category. Most low income families live in large urban centres.**



After fleeing their home country of Ethiopia, Halima and her husband came to Canada in 2010. They now have four children, and Halima is currently enrolled in the HIPPY program with her youngest son.

Halima noticed that her four-year-old has improved a lot since they started the program about a year ago

Before, he didn't know how to count, but now he is counting. He is smarter than before!

Halima's HIPPY Home Visitor has helped her to understand how her children learn and how she can teach them. She has also helped Halima with her English.

I am proud of learning and speaking with friends and teachers and answer questions.

Halima now wants to become a HIPPY Home Visitor herself and teach other mothers to teach their children. Her dream is to go back to school and become a nurse.

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.

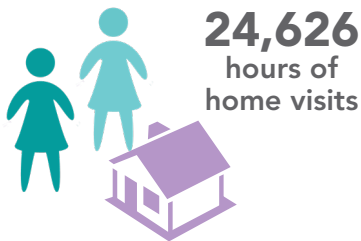
HIPPY participant change is captured using the *Parent Progress Report*, which is completed four times during each program year. During one-on-one meetings, the Coordinator and Home Visitor discuss and agree on how the parent is progressing. The final agreed-upon results are then recorded in ETO by the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

Objectives for HIPPY Mothers

To receive:

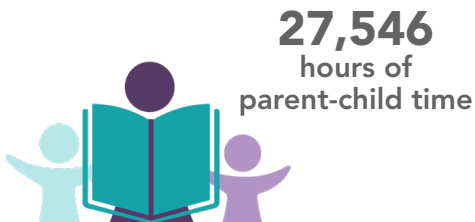
- Skills and literacy tools to support their children’s success in school and beyond.
- Linkages to social networks that support their inclusion and integration into Canadian society.

HIPPY Home Visitor and Mother Efforts



During the 2019-2020 program year mothers spent **24,626 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. HIPPY mothers spent **27,546 hours** and an average **4.5 days per week** working with their children on the HIPPY curriculum.



HIPPY sites offered **130 group meetings**, field trips, and special celebrations where mothers could connect with other mothers in the HIPPY program.

Community Connections

Information given **13,745 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 **2,389 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 **1,005 times**

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

Bridging parent-school interactions
2,290 times

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

Response to COVID-19 – Virtual Home Visits

As a result of COVID-19, isolation measures were implemented in March 2020 across the country, threatening many family's primary connection to the world outside – their HIPPPY Home Visitor. To mitigate the devastating impact of social isolation measures on the already vulnerable refugee and newcomer populations, HIPPPY Home Visitors across the country were able to continue providing regular and predictable virtual contact using whichever technical medium was most practical for each family.



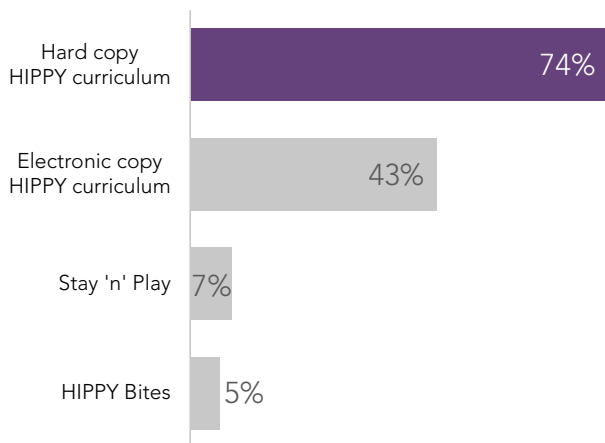
77%
of HIPPPY mothers
completed the HIPPPY
year virtually.

6,010
hours of virtual
home visits



7,273
hours of
parent-child time

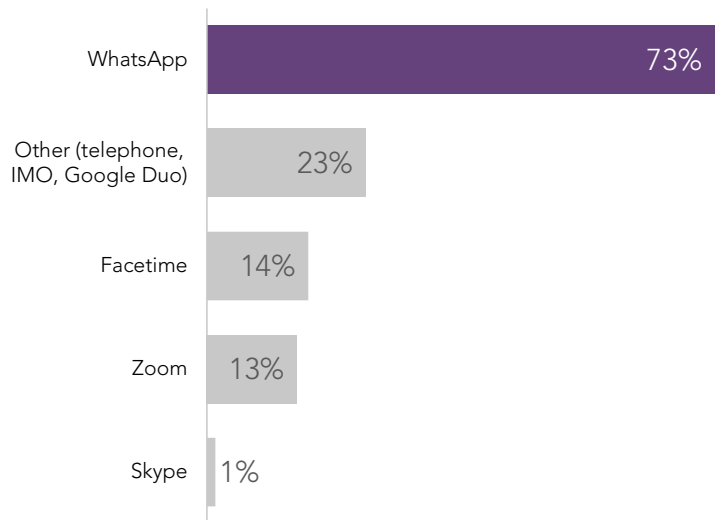
Type of curriculum used during virtual home visits



74% of mothers were able to continue HIPPPY using the hard copy HIPPPY curriculum delivered to them by the Home Visitors.

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

Mode of communication used during virtual home visits



WhatsApp was the most popular mode of communication for virtual home visits, used by 73% of mothers.

What other supports did families need?



63%
of HIPPPY mothers
required emotional
support



42%
of HIPPPY mothers required
support with home schooling
their older children



17%
of HIPPPY families
required food
security and
nutritional support



7%
of HIPPPY families
required housing
support

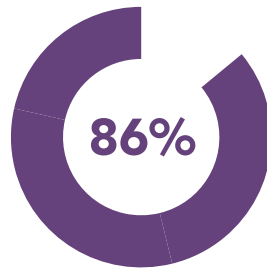
Outcomes

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.

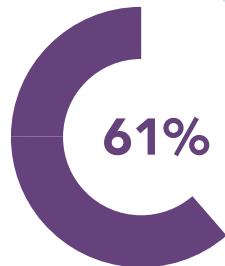
Outcome 1: Once-isolated mothers have the skills essential to ensure their children are productive, healthy, and engaged citizens of Canadian society.

86% of HIPPY mothers felt confident using the HIPPY materials to teach her child (as compared to 45% at baseline).



65% of HIPPY mothers interacted with teachers and other staff, or volunteered at their child's school (as compared to 39% at baseline).

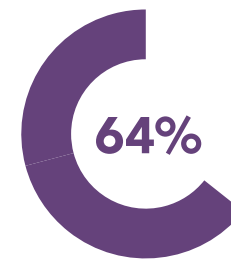
61% of HIPPY mothers read to their child four days per week or more (as compared to 37% at baseline).



63% of HIPPY mothers engaged their child with additional learning activities (beyond those from HIPPY) three days per week (as compared to 34% at baseline).

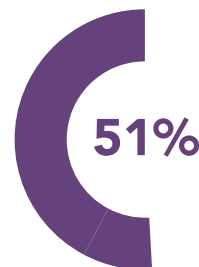
Outcome 2: Mothers have the skills, knowledge and experience to fully participate in social, economic and civil society.

70% of HIPPY mothers used public services independently (as compared to 48% at baseline).



65% of HIPPY mothers are enrolled in schooling or are employed (as compared to 51% at baseline).

51% of HIPPY mothers felt connected to the larger community and are not isolated (as compared to 32% at baseline).



48% of HIPPY mothers regularly engaged with other mothers, or provided other mothers with support (as compared to 25% 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.

50% of HIPPY mothers **expressed cultural pride** in both their own as well as Canadian culture (as compared to 28% at baseline).



80% of HIPPY mothers **taught their children their culture** (as compared to 66% at baseline).



87% of HIPPY mothers **taught their children their mother tongue** (as compared to 75% at baseline).

HIPPY Parents Mid-stream Adjustments

As a result of the Mothers Matter Centre 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	3,720
Change time of home visit (example: weekend)	1,134
Reduce home visit to every other week	83
Increase home visit to 1 ½ hours /more than once a week	231
Change how curriculum is provided	230
Downsize curriculum (fewer activities) to make it more manageable	154
Give mother a break from HIPPY curriculum (still continue home visit but don't role play)	106
Give mother a break from HIPPY (stop home visits for a while)	22
Allow for more 1-on-1 time with HIPPY child	45
Assign volunteer to support mother to work with child	12
Create family time with HIPPY	1,290
Invite father to be involved	861
Suggest extended family / sibling support	538
Support mother with finding daycare	154
ESL support for mother	941
Give tips on establishing a routine	1,964
Provide professional support to resolve issue (Coordinator intervenes)	127
Support mother to attend group meetings	2,424
Follow up with family on educational/work goals	882

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 (28.29% of mothers were not comfortable answering this question). Other demographic questions with high non-response rates included job in field of study (12.16%), occupation (5.14%), mother tongue (4.14%), housing (3.69%), education (3.69%), and household size (3.51%). All other questions pertaining to demographics had non-response rates between 0% and 2.97%. Demographics reported here reflect data for valid responses only.
2. The actual number of low-income HIPYP families may be higher than reported since HIPYP collects annual household incomes using income ranges of \$0 - \$20,000, \$20,001 - \$40,000, \$40,001 - \$60,000 and \$60,001 and more. 2017 low-income levels determined by Statistics Canada, as shown below, are much more specific.

Household Size	Rural Areas	Less than 30,000 Inhabitants	Between 30,000 and 99,999 Inhabitants	Between 100,000 and 499,999 Inhabitants	500,000 Inhabitants or More
1 Person	\$17,844	\$20,301	\$22,186	\$22,324	\$25,921
2 Persons	\$22,214	\$25,271	\$27,619	\$27,790	\$32,270
3 Persons	\$27,309	\$31,068	\$33,953	\$34,165	\$39,672
4 Persons	\$33,158	\$37,722	\$41,225	\$41,481	\$48,167
5 Persons	\$37,606	\$42,783	\$46,757	\$47,046	\$54,630
6 Persons	\$42,415	\$48,253	\$52,734	\$53,061	\$61,613
7 or more Persons	\$47,222	\$53,722	\$58,712	\$59,076	\$68,598

3. The parent change results represent data for parents for whom Coordinators completed the *Parent Progress Report* at the 18 multicultural HIPYP sites. 1,020 mothers are represented in the baseline (first) and follow-up (last) data. Of those 1,020 mothers, 538 completed their first year, 307 their second year, and 175 their third year or longer at HIPYP.

“Tain and her husband came to Canada from Bangladesh in 2017, hoping for a better life. She used to work as a research assistant, but her education was not recognized in Canada. Tain’s English was not very good, and she had a hard time meeting new people:

That was a tough situation, that’s why I chose HIPYP to learn to express myself and learn more things. It’s for me and also my child.

Her neighbour introduced Tain to the HIPYP program in Winnipeg. Tain and her son Shafin both enjoy time spent together. Shafin now likes playing games and doing many different HIPYP activities. He is also excited to see their Home Visitor when she comes for her weekly visits.

Tain can see a lot of positive impacts of the program on herself:

It has educated me about childcare. I can communicate more effectively with my child, and my level of knowledge has improved.



Although she had a background in computer sciences in China, Shinda was isolated and unable to work upon her arrival in Vancouver thirteen years ago. Because of the language barrier, she had difficulty talking to anyone outside her own family. She did not go outside, attend programs or workshops, or participate in the community at all in her first months in Canada.

Shinda's outlook declined as these difficulties continued to mount. Negative feelings dominated, and she began to feel she would never be able to work in Canada. As Shinda tells us: "I was on my own...during that time, you know, I couldn't go outside, I couldn't communicate with people, I didn't have any friends. Also, I tried to look for work and they also required a language ability. I really had the fear of when people talked to me in English, I started panicking, oh I couldn't talk, I couldn't understand. I felt really embarrassed. So, it stopped me from doing more things, that way you know, really, I isolated myself."

After having two children, Shinda began working odd jobs to make money despite her language barrier. Slowly, her English improved. But her husband was not working for much of their first five years in Canada, and they were in serious financial straits.

Shinda realized that, beyond providing for her family, she also wanted a professional career. She hoped to do something for herself and integrate further into society so she could set a good example for her children. Unfortunately, her education in China was not applicable to the Canadian job market. Shinda had to reevaluate her long-term career plan and find a path that would work for her.

Shinda was introduced to the HIPPY program through a chance encounter with a Home Visitor during a visit to the doctor's office. She enrolled in the program and after completing one year with her son, she realized what she wanted to do for the rest of her life: work with HIPPY.

Shinda was hired as a Home Visitor in 2014 and became a Program Coordinator in 2017. Her work with HIPPY brought her to homes in her neighbourhood, to community centres, group meetings, and playgrounds. She expanded her communication, time management, and English skills, and her network, successfully breaking through the barrier of isolation that hinders so many newcomer mothers.

Shinda's outlook on life has turned around completely since she first arrived in Canada. Her self-confidence and positive attitude have set an amazing example for her children and, through her work with HIPPY, she has touched countless lives.

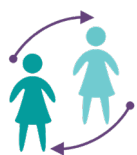
Section 4 – Newcomer Innovation: HIPPY and Early Language Learning (ELL)

Introduction

HIPPY Program and Early Language Learning combines the HIPPY program with language instruction for isolated immigrant and refugee mothers who have low-level English skills. It is specifically designed for mothers of young children with language skills at Canadian Language Benchmark level three or below. Weekly HIPPY home visits are extended from 60 to 90 minutes to include English curriculum for the mothers. In addition to home visits, HIPPY mothers attend two-hour neighbourhood-based English language groups led by a language instructor twice a week to improve their English skills.

Funded by IRCC and launched in December 2018, *HIPPY Program and ELL* is being piloted in Vancouver at ISSo/BC and in Toronto at Working Women Community Centre. Data will be collected by external evaluators throughout the program to be used in future revisions to the program and in knowledge-sharing activities more broadly. Future applications of the program may include French.

Essential Program Elements



1. Mother-to-Mother Approach

By following the HIPPY model, mothers work peer-to-peer with Home Visitors who have first-hand experience in overcoming language barriers and other issues HIPPY mothers face as newcomers. This will help break mothers' isolation, build trust with their Home Visitor, and provide a role model for mothers.



2. Schedules that Work with Mothers

Traditional newcomer English programs can require up to 25 hours of weekly participation, which is not feasible for isolated mothers with young children. For HIPPY Program and ELL, curriculum is brought to the home. Mothers spend only 90 minutes on weekly home visits, four hours a week on group language sessions, and 20 minutes each day on parent-child activities.



3. Home Visitor Skills

Home Visitors will gain valuable work experience as teaching assistants while they aid language instructors during classes. They also gain skills in teaching English and may enhance their own English skills as they deliver the program.



4. Flexible Curriculum

Everyone learns differently and at their own pace. HIPPY Program and ELL is flexible to the individual needs and skills of each mother. HIPPY mothers are regularly assessed, and the curriculum accommodates their skill level and provides relevant lessons. This contrasts with traditional ESL programs that require participants to meet benchmarks before advancing.



5. Community Learning

HIPPY Program and ELL group language classes are community-centred and take place in the local neighbourhood. This helps HIPPY mothers make connections in the community, easing their isolation and encouraging them to attend meetings.



6. Room to Grow

Newcomer English programs are overcrowded and have long wait lists. By providing smaller, community-based classes, the *HIPPY Program and ELL* mothers can have more attention and support from the language instructor and Home Visitors.

Program Enrollment and Demographics

The enrollment and demographics summary in this section includes 20 mothers who were enrolled at ISSofBC and Working Women Community Centre in the 2019-2020 program year (September 2019-March 2020). Demographics data for mothers are entered and updated by Home Visitors at the beginning of the program year.

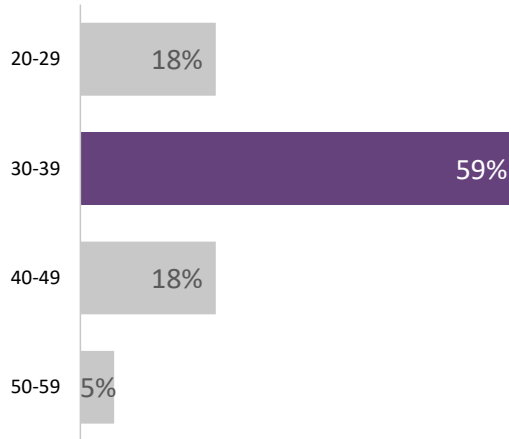


20 HIPPY mothers

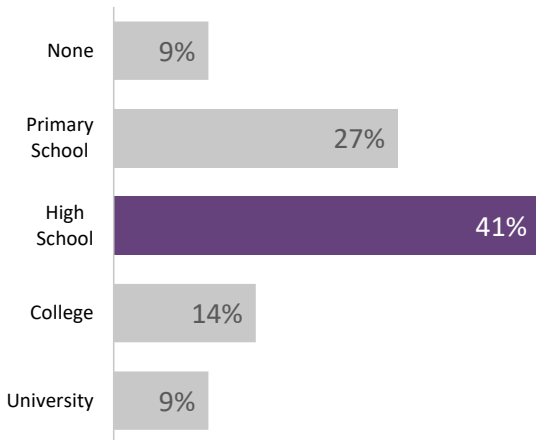
ELL Parent – Gender



ELL Mother – Age



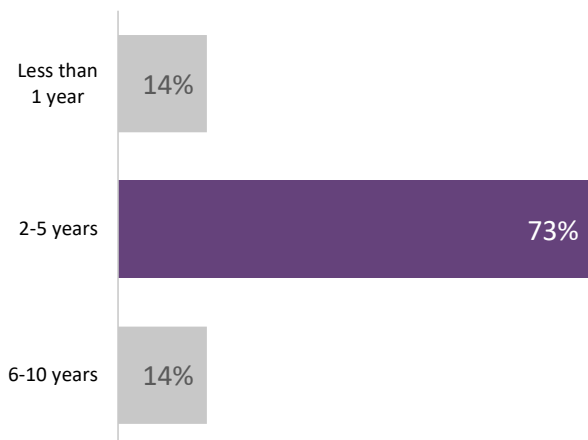
ELL Mother – Education



ELL Families – Household Size



ELL Mother – Years in Canada

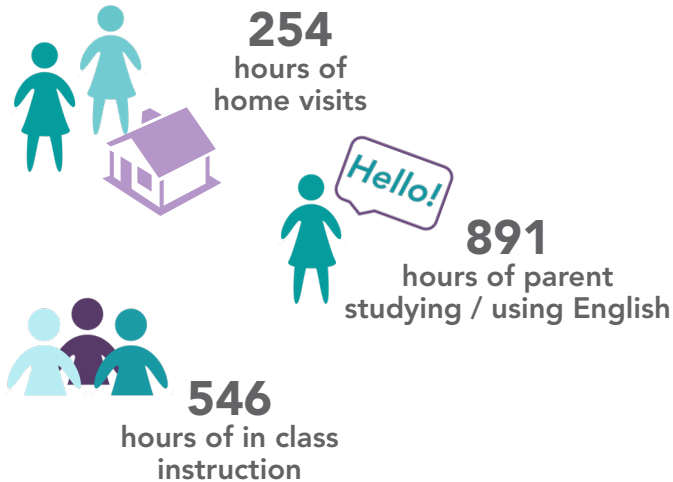


68% of ELL mothers are newcomers to Canada, 32% are refugees.

Newcomer and refugee ELL mothers have arrived from **seven countries** and **speak nine languages**.

Most ELL parents are recent immigrants to Canada. **87% of parents have lived in Canada for a period of five years or less.**

Mother English Language Learning

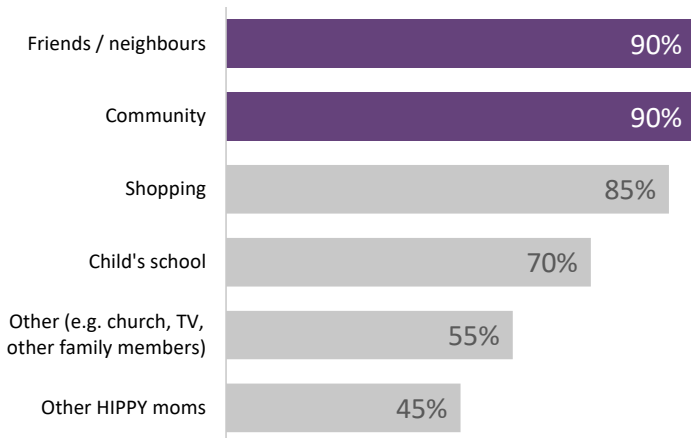


During the 2019-2020 program year mothers received **254 hours of English language support** during home visits with Home Visitors.

Mothers spend **891 hours of practicing speaking and studying English on their own.**

Mothers received **546 hours of in class English instruction. On average mothers attended 12 classes.**

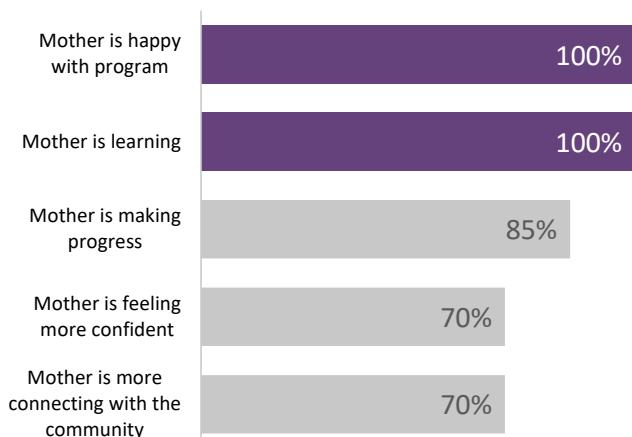
Where did mothers use / practice speaking English?



In most cases (90%), **mothers practiced speaking English with friends/neighbours, or in the community.**

Mother feedback about the ELL program

Home Visitors collect feedback from mothers about the ELL program during the weekly home visits. Mothers' feedback has for the most part been positive.



Modules covered in in-class instruction.

Parenting - 19 classes

- Write about or describe child / family to support workers
- Give child instructions and respond to child's actions or efforts
- Read about feelings, personality, temperament, emotions, in a parenting pamphlet or brochure

Citizenship Rights & Responsibilities - 21 classes

- Listen to recorded information from IRCC
- Get information about Canadian citizenship
- Practice asking and answering common citizenship questions
- Fill out a citizenship application form

Emergency & Safety - 15 classes

- Read a brochure on fire prevention and evacuation
- Read about child safety in the home
- Listen to school instructions on earthquake and fire drills
- Call 911 in an emergency

Food & Nutrition - 16 classes

- Make a request in a supermarket
- Understand the Canada food guide and nutrition labels
- Read and following recipes

Section 5 – 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 an outreach worker 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 and launched in January 2018, RHH is being piloted in Vancouver at ISSoBC. In addition, studies are being 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

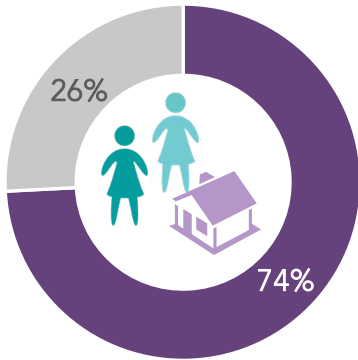
In the past, refugee mothers needed more time to work through the curriculum because of linguistic barriers. Some HIPPY curricula will be translated for efficient home visits and to help with English learning. In some cases, Home Visitors will be allocated more time to work with families who require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

Program Enrollment

The enrollment summary in this section includes 31 mothers who were enrolled at ISSofBC in the 2019-2020 program year.

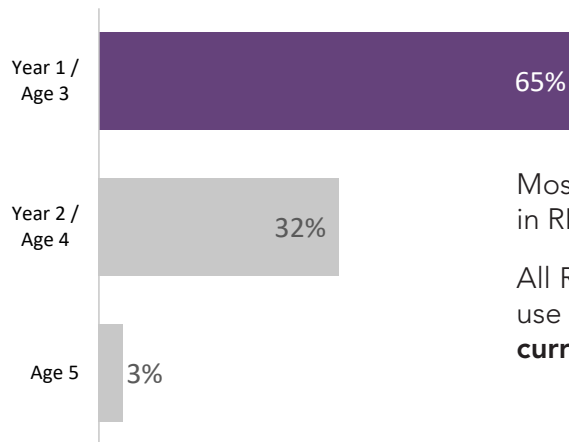


31 mothers and
31 children were enrolled



74% were **new RHH parents**,
26% are in their second year.

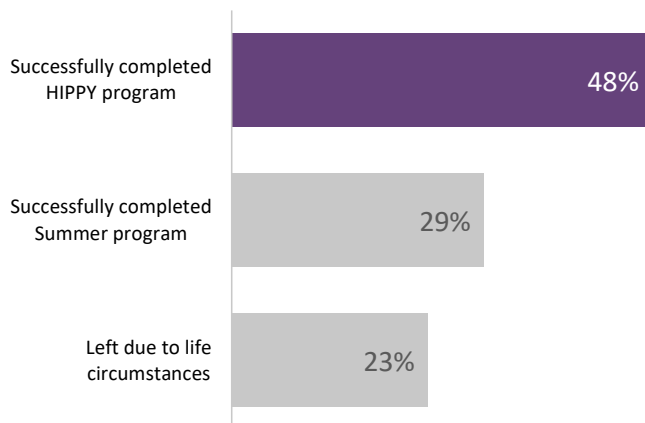
Curriculum Age



Most children participating in RHH are **age 3 (65%)**.

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

HIPPY Program Completion



77% of RHH families successfully completed either the HIPPY or the Summer program.

Successful program completion of the HIPPY program 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

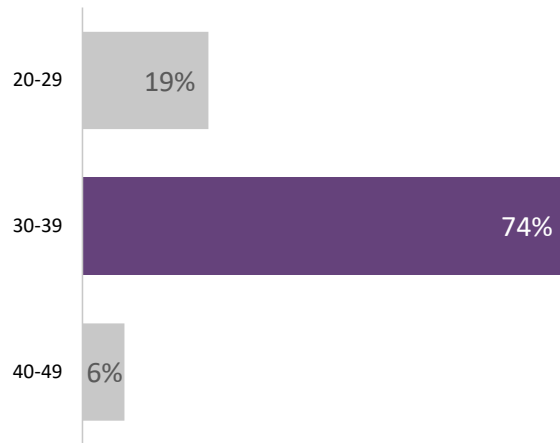
Demographics data for mothers are entered and updated by Home Visitors at the beginning of the program year.

RHH Parent – Gender

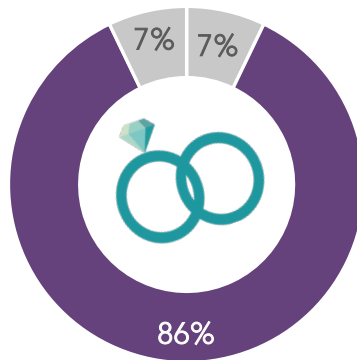


In most cases (97%), **mothers and other female caregivers**, such as grandmothers, deliver the RHH program to their children.

RHH Mothers – Age

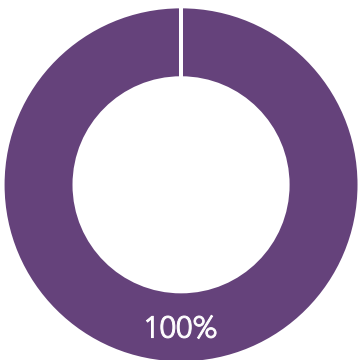


RHH Mothers – Marital Status



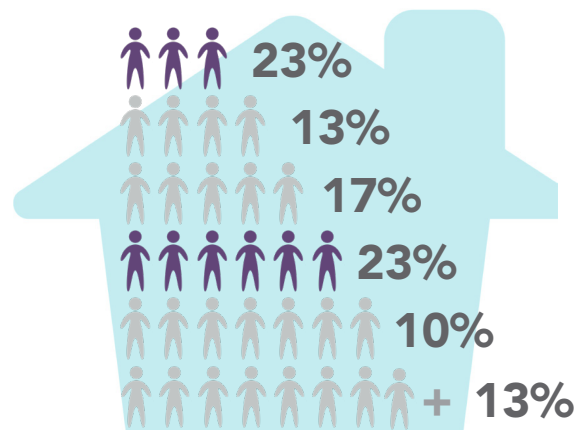
86% of RHH mothers are married, 7% are divorced, 7% are separated.

RHH Families – Housing



100% of RHH families live in rental housing.

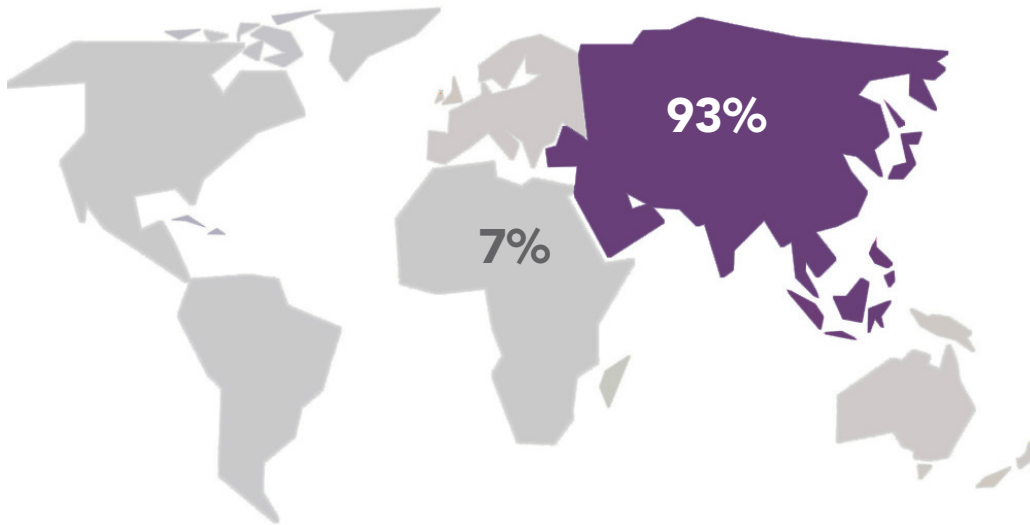
RHH Families – Household Size



Most RHH families (**46%**) live in households of three or 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 6.5 people for families from Syria, and 6 people for families from Sri Lanka and Thailand.

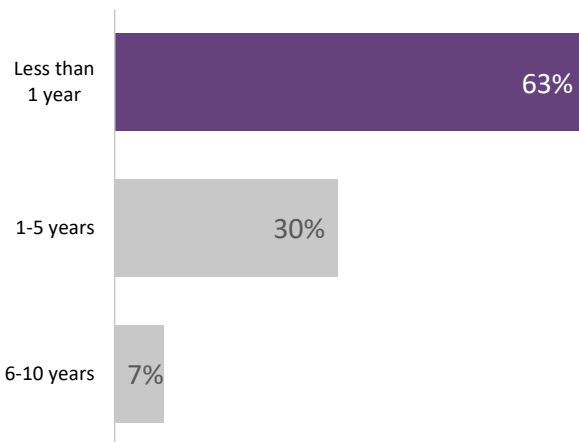
RHH Families – Country of Origin



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

Our largest demographic (**93%**) comes from **Asia**, followed by Africa (7%).

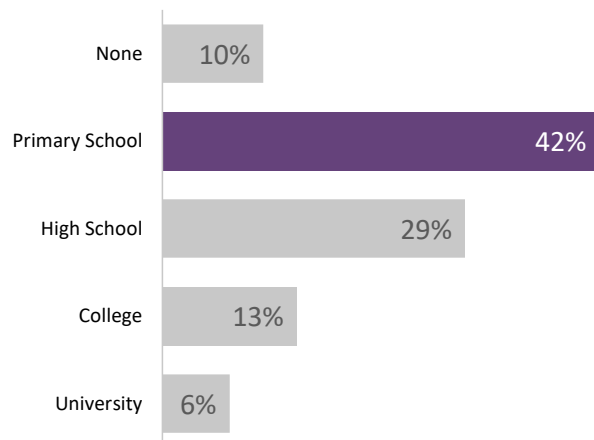
RHH Mothers – Years in Canada



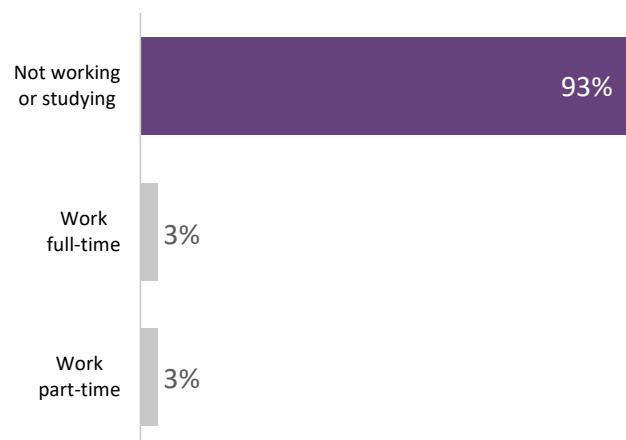
Most RHH parents are recent refugees to Canada.

63% of HIPPIY parents have lived in Canada for less than one year.

RHH Mothers – Education



RHH Mothers – Occupation



93% of HIPPIY mothers do not work outside the home or study. A relatively low number (18%) of mothers work full-time. Participating mothers also have relatively low levels of education: **29% 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.

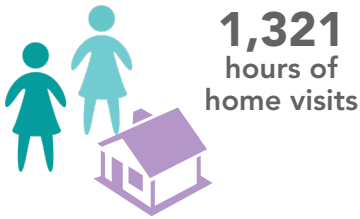
RHH participant change is captured using the mother assessment form, which is completed by the mothers as a self-assessment. Baseline data are collected retroactively at the end of the first year and follow-up data at the end of the program year.

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 2019-2020 program year mothers spent **1,321 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 **891 hours** and an average **2.3 days per week** working with their children on the HIPPY curriculum.

ISSo/BC offered **2 group meetings** and special celebrations where mothers could connect with other mothers in the HIPPY program.

Community Connections

Information given **11 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 **25 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 **14 times**

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

Bridging parent-school interactions

48 times

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

Response to COVID-19 - Virtual Home Visits

As a result of COVID-19, isolation measures were implemented in March 2020 across the country, threatening many family's primary connection to the world outside – their RHH Home Visitor. To mitigate the devastating impact of social isolation measures on the already vulnerable refugee and newcomer populations, RHH Home Visitors were able to continue providing regular and predictable virtual contact using whichever technical medium was most practical for each family.



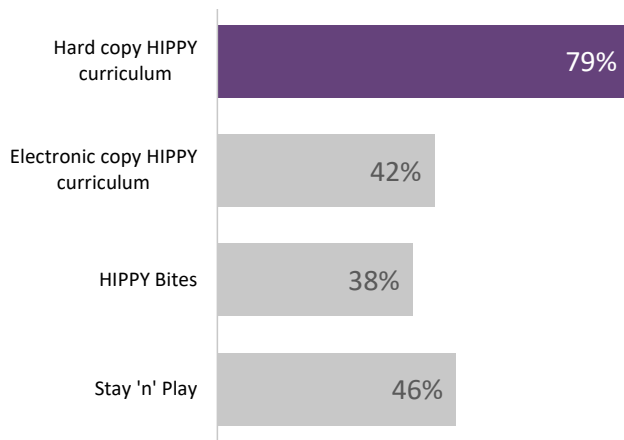
77%
of mothers
completed the RHH
year virtually.

597
hours of virtual
home visits



377
hours of
parent-child time

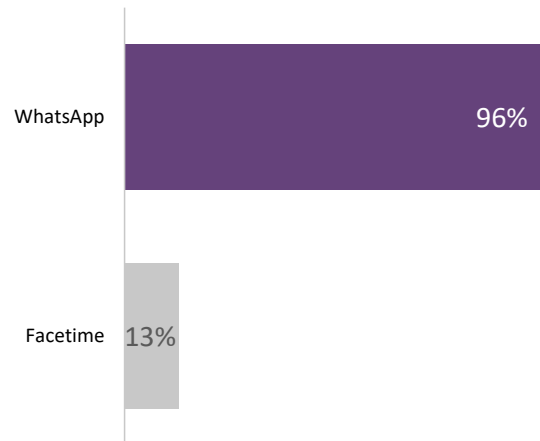
Type of curriculum used during virtual home visits



79% of mothers were able to continue RHH using the hard copy HIPPY curriculum delivered to them by the Home Visitors.

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

Mode of communication used during virtual home visits



WhatsApp was the most popular mode of communication for virtual home visits used by 96% of mothers.

What other supports did families need?



58%
of RHH mothers
required emotional
support



13%
of RHH mothers required
support with home schooling
their older children



92%
of RHH families
required food
security and
nutritional support



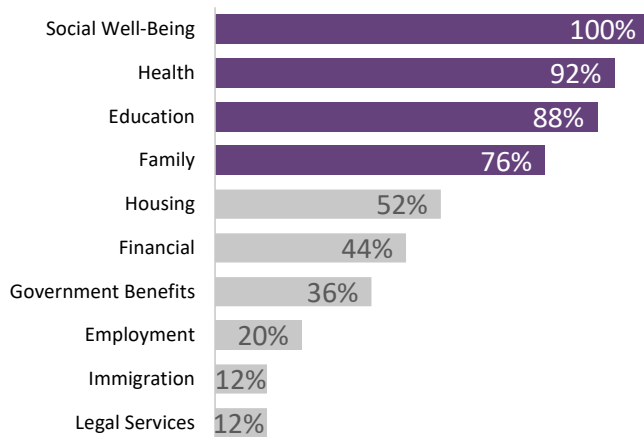
21%
of RHH families
required housing
support

Community Navigator and Mother Efforts



Community Navigators provided one-on-one support to mothers to address their unique settlement needs. Last year **25 mothers spent 293 hours with Community Navigators**. During these meetings, mothers received support with a number of life domains, including **Social Well-being (133 supports provided to 100% of mothers)**, Health (100 supports, 92% of mothers), Education (63 supports, 88% of mothers), and Family (49 supports, 76% of mothers).

Life domains support provided to mothers



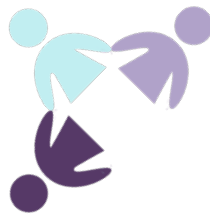
Community Connections

Information give, 25 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 77 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 236 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 /or make appointments.

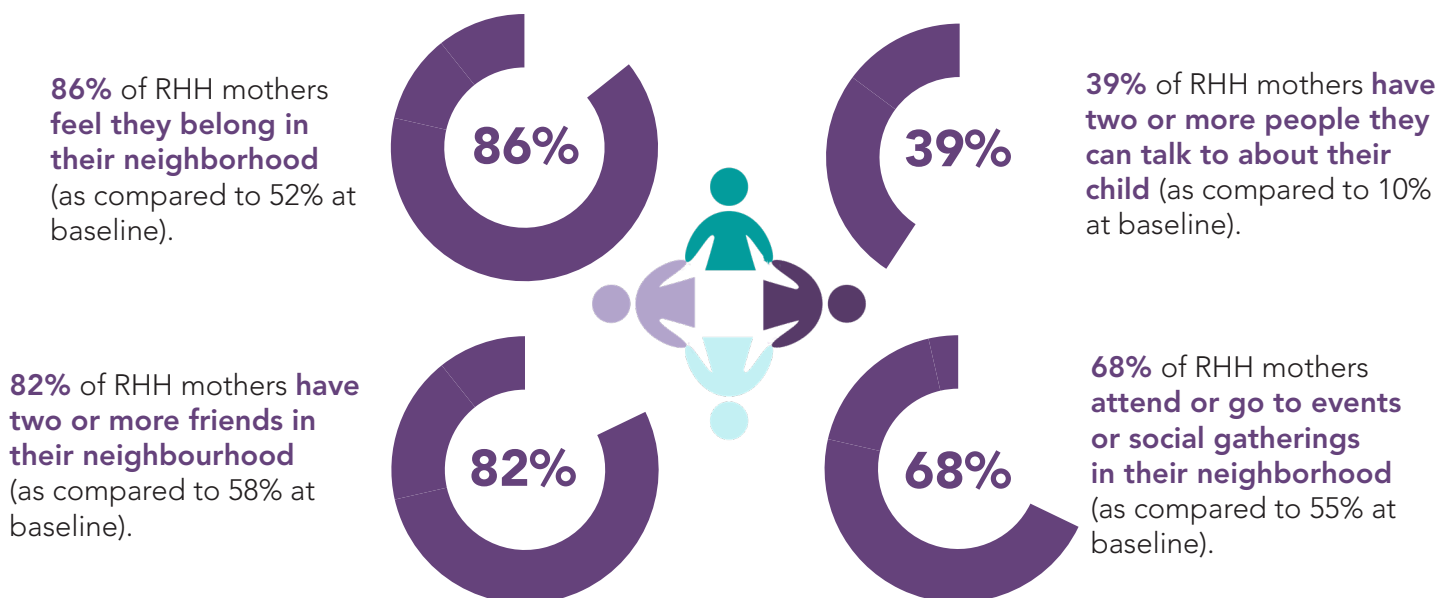
Mother Outcomes

The mother assessments (baseline and follow-up at the end of the program year) revealed that RHH 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 RHH program. Both mothers and children expressed interest in reconnecting with their native roots.

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

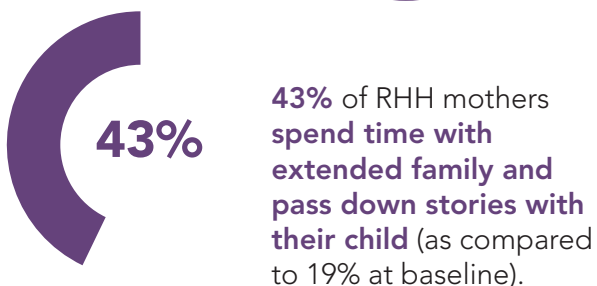
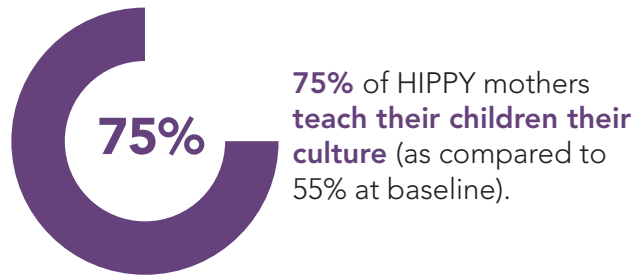


Outcome 2: Mothers have the skills, knowledge and experience to fully participate in social, economic and civil society.



Outcome 3: 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.

79% of RHH mothers **teach their child their mother tongue or language** (as compared to 48% at baseline).



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 marital status (9.68%). Other demographic questions with high non-response rates included employment status (6.45%), number of years in Canada (3.23%), country of origin (3.23%), language (3.23%), housing (3.23%), and household size (3.23%). All other questions pertaining to demographics had a 100% response rate. Demographics reported here reflect data for valid responses only.
2. The mother assessment data may be biased as a result of its self-assessment nature. This is especially true for the baseline assessment because new mothers may not be comfortable answering personal questions, or they may answer questions based on what they think Home Visitors 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 first program year. At the end of the first program year mothers were given two identical assessments. In the first, they were asked to answer questions based on what the answer was before they joined RHH and, in the second, they were asked to base their answers on their situation since joining RHH.
3. Retroactive baseline and follow-up assessments were completed for 28 of the 31 mothers who were enrolled in the RHH program. Of those 28 mother, 21 completed their first year, and seven their second year at RHH.

Section 6 – 2020 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

1,336 families

joined the campaign among them were

1,807 children



Books

5,277 free books

were provided by First Book Canada and distributed to

15 sites in **6** provinces

Celebration

In celebrating the grand total of

527,015 minutes read

communities across Canada held

11 Celebration of Reading events



The Mothers Matter Centre gratefully acknowledges

Our HIPPY Program Partners 2019-2020

Multicultural HIPPY Sites:

- ISSo/BC (3 sites), Vancouver, BC
- Central Vancouver Island Multicultural Society, Nanaimo, BC
- Central Alberta Immigrant Women's Association (CAIWA) (2 sites), Red Deer, AB
- Calgary Immigrant Women's Association (CIWA) Calgary, AB
- SPEC Association for Families and Children, Brooks, AB
- Mosaic, Winnipeg, MB
- Working Women Community Centre (5 sites), Toronto, ON
- HIPPY Halton, ON
- Vanier Community Service Centre (2 sites), Ottawa, ON
- Immigrant Services Association of Nova Scotia (ISANS), Halifax, NS

Indigenous HIPPY Programs:

- Vancouver Native Friendship Centre, Vancouver, BC
- Tsleil-Waututh Nation, North Vancouver, BC
- NiL TU,O Child and Family Services (2 communities), Saanichton, BC

Our Funders & Program Sponsors



Immigration, Refugees and Citizenship Canada

Immigration, Réfugiés et Citoyenneté Canada



Canadian Heritage

Patrimoine canadien



Suite 509 - 1190 Melville Street
Vancouver, BC V6E 3W1
Phone: 604.676.8250
www.mothersmattercentre.ca