

Performance Management Results

Multicultural HIPPY

Program Year 2018-2019



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.

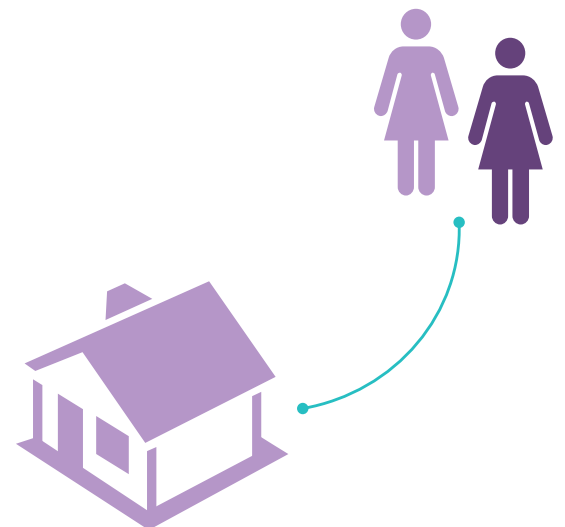
Her Excellency the Right Honourable Julie Payette, C.C., C.M.M., C.O.M., C.Q., C.D. Governor General of Canada, and His Excellency, the Right Honourable David Johnston, C.C., C.M.M., C.O.M., C.D., Former Governor General of Canada, and Her Excellency, Sharon Johnston are patrons of the Mothers Matter Centre.

Mothers Matter Centre

Performance Management Results

Contents

Introduction	1
Mothers Matter Centre Performance Management	1
Section 1 – HIPPY Program	2
Mothers Matter Centre	2
HIPPY Program	2
How HIPPY Works	2
HIPPY History	3
HIPPY Family of Programs	4
Section 2 – HIPPY Home Visitors	5
Highlights	5
Program Enrollment	6
Demographics	7
Home Visitor Change	8
Section 3 – HIPPY Mothers	17
Highlights	17
Program Enrollment	18
Demographics	19
HIPPY Mother Change	23
Section 4 – Newcomer Innovations: HIPPY and ELL	31
Highlights	31
Introduction	32
ELL Mother Efforts	33
Section 5 – Newcomer Innovations: RHH	35
Highlights	35
Introduction	36
Program Enrollment and Demographics	37
RHH Mother Change	39
Section 6 – Bond to Literacy	46
Highlights	46
Introduction	47
Program Enrollment	47
Demographics	48
BTL Mother Change	50
Section 7 – Adopt-a-Reader	54
Appendix 1	55
HIPPY Program Logic Model	55



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.

With support from Immigration, Refugees and Citizenship Canada (IRCC), MMC designed and implemented a performance management pilot project successfully completed in 2013. Working with Coordinators at three HIPPY sites (Calgary, Ottawa and Toronto), Social Solutions, and two performance management consultants, MMC 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 Program Logic Model. (Please see *Appendix 1: HIPPY Program Logic Model*.)

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

This document captures a description of efforts exerted and change measured over the last year. To ensure high-quality data, the Mothers Matter Centre invests considerable time and training to ensure that Coordinators and Home Visitors across the country have sufficient expertise to understand how to enter and use the data derived from the PMP. We are increasingly confident in the quality and completeness of the data collected as each site gains experience year to year; however, we continue to scrutinize all data carefully when interpreting results.

All data represented here are gathered from the 18 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 Indigenous HIPPY families and Home Visitors.

We are continuing to expand using the Bracken School Readiness Assessment, a standardized tool that evaluates a child's acquisition of basic concepts, which is strongly related to cognitive and language development as well as to early childhood academic achievement. During the 2018-2019 program year six HIPPY sites used the Bracken tool; HIPPY Red Deer, for the third year, HIPPY Calgary, for the second year and HIPPY Halifax, Nanaimo, Ottawa, and Oakville for the first year.

Section 1 comprises background information on 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, *HIPPY and Early Language Learning (ELL)*, and *Reviving Hope and Home (RHH)*. And in *Sections 6 and 7* we report on results from the *Bond to Literacy* program and the *Adopt-a-Reader* campaign.

Section 1

Mothers Matter Centre

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

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 19 years, HIPPY Canada has reached out to provide more than 15,000 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.

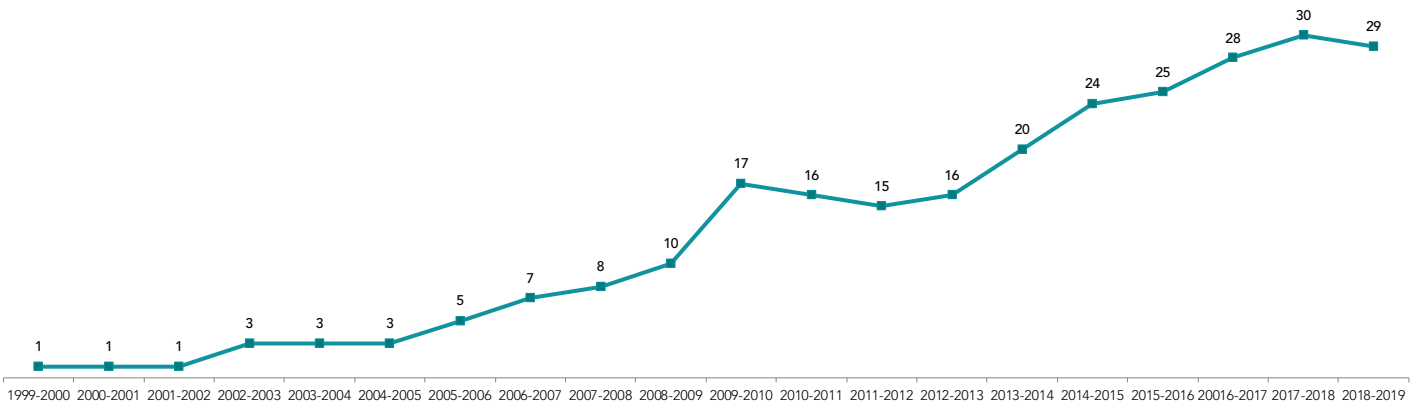
HIPPY empowers mothers as the primary educators of their children in the home and fosters their involvement in school and in the community. This helps to strengthen mother-child relationships and maximize successful early-school experiences.

HIPPY History

HIPPY Sites in Canada (1999-2019)

Since its inception in 1999, the HIPPY program in Canada has experienced an incremental growth. (Please see *Figure 1: Number of HIPPY Sites (1999-2019)*.) Over the past 19 years, eight sites have closed for financial reasons, yet the total number of sites has increased. Currently there are 12 First Nations and nine urban Indigenous communities across Canada who have interest in, or have initiated the process of, starting up sites. In addition, eleven new multicultural communities have expressed a strong interest in starting a HIPPY site.

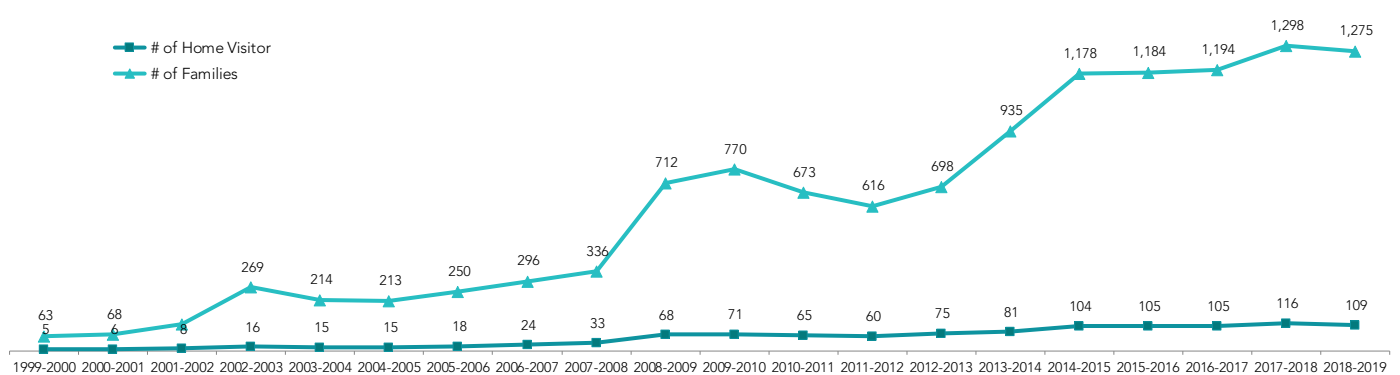
Figure 1: Number of HIPPY Sites (1999-2019)



HIPPY Home Visitor and Families Served (1999-2019)

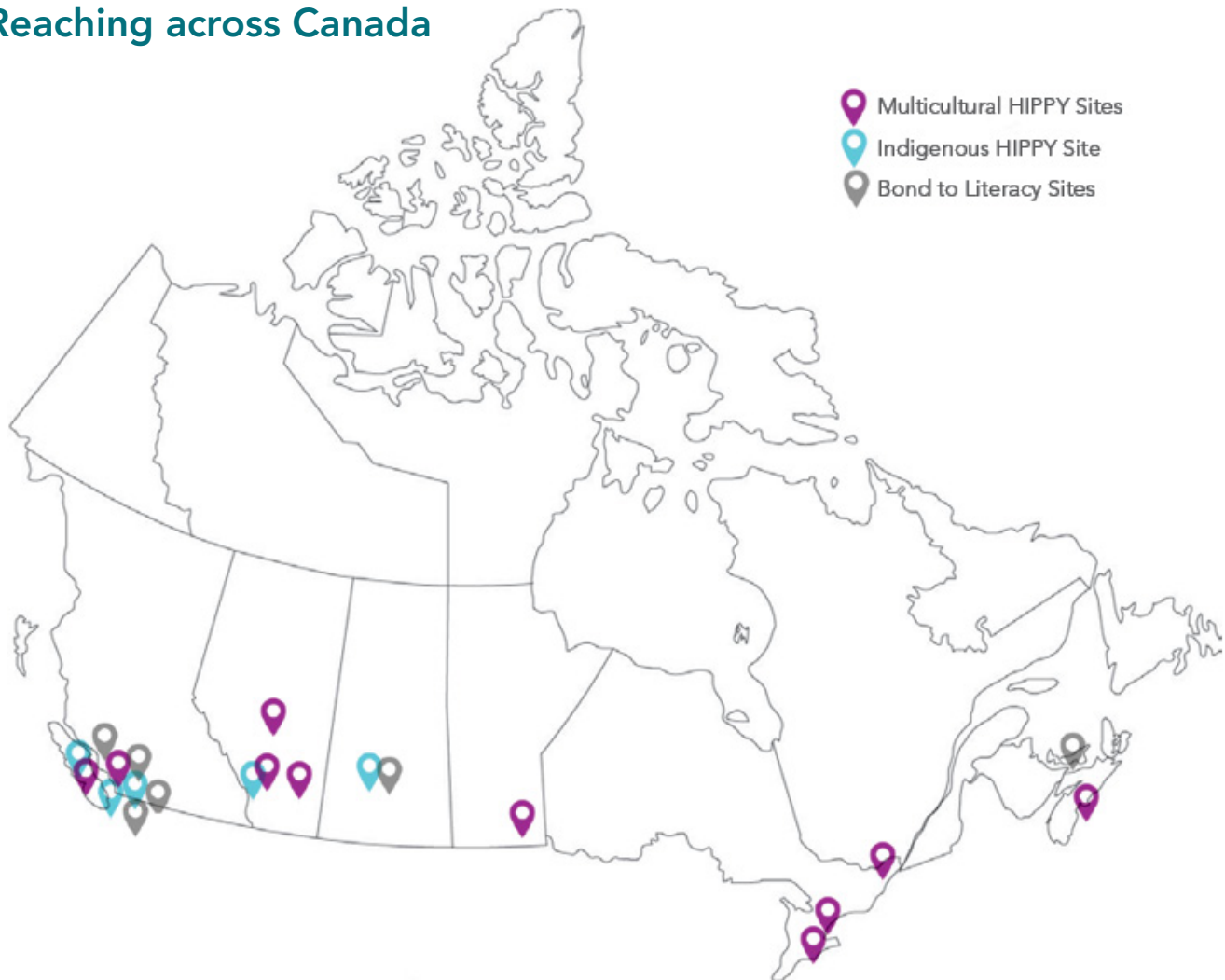
In 2018-2019, HIPPY sites across Canada served 1,275 families. HIPPY sites employed and trained 109 women as Home Visitors, many of whom were mothers in the program. (Please see *Figure 2: Number of Home Visitors and Families Served (1999-2019)*.)

Figure 2: Number of Home Visitors and Families Served (1999-2019)



HIPPY Family of Programs

Reaching across Canada



HIPPY in Canada

18 Multicultural 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 Oakville, ON

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

5 Indigenous Programs:

- Vancouver Native Friendship Centre, Vancouver, BC
- Tsleil-Waututh Nation, North Vancouver, BC
- NiL TU,O Child and Family Services (2 communities), Saanichton, BC
- Kainai Board of Education (4 communities), Calgary, AB
- Saskatoon Tribal Council (6) communities, Saskatoon, SK

Section 2

HIPPY Home Visitor Highlights

96 Home Visitors employed at 18 multicultural HIPPY sites

94% are newcomers to Canada



39 countries of origin


34 languages spoke

56% HVs were / are HIPPY mothers

44% 1st year HV

19% 2nd year HV

38% 3rd year HV



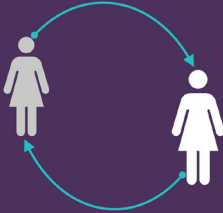
HV work-learn training program

25 hours/week, **33** weeks/year

14,499 person-hours of training



94% HVs have advanced / master skills supporting mothers' engagement with their children with the HIPPY curriculum



94% HVs have advanced / master knowledge of community support systems to help families dealing with crisis or other needs.

Program Enrollment

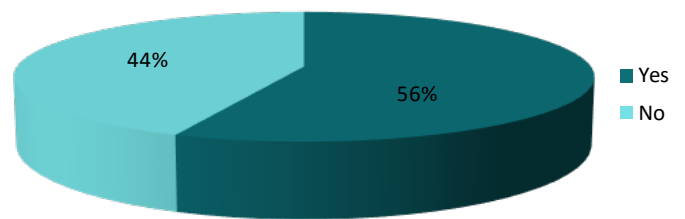
The Mothers Matter Centre's performance management system (PMP) for HIPPY paints an accurate picture of those using our resources. This information helps us to determine how long Home Visitors are enrolled in HIPPY, and who successfully completed the program year, and to analyze how HIPPY can better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

During the 2018-2019 program year, the 18 multicultural HIPPY sites employed a total of 96 Home Visitors. 41 new Home Visitors were hired in the current program year, with the remaining returning from the previous year.

56% of Home Visitors were mothers in the program. (Please see *Figure 3: Home Visitor was a Mother in the Program.*)

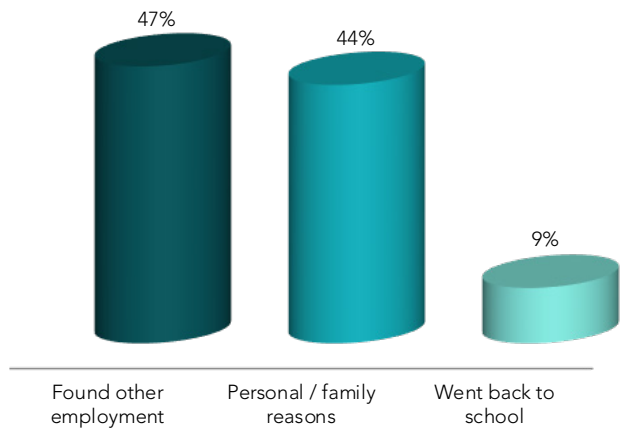
Figure 3: Home Visitor was a Mother in the Program



35 Home Visitors left their HIPPY employment during or at the end of the program year, with more than half (56%) leaving because they found other employment or went to school. (Please see *Figure 4: Home Visitors – Reasons for Leaving HIPPY.*)

Home Visitors found work in the following roles: Settlement Worker, Educational Assistant, Childcare Worker, Respite Worker, Intake Assistant for English Language Program, Fitness & Health Promotion Program, as well as within their HIPPY program as Program Coordinator, Training Coordinator, HIPPY and ELL Innovations Program Assistant.

Figure 4: Home Visitors – Reasons for Leaving HIPPY



Demographics

The demographic summary in this section includes 96 Home Visitors who were enrolled at the 18 multicultural HIPPY sites in the 2018-2019 HIPPY program year. Demographics data for Home Visitors are entered by Site Coordinators and updated annually.

Home Visitors currently employed at HIPPY sites across Canada are women who average 40 years old. Most (88%) are married. (Please see *Figure 5: Home Visitors – Marital Status*.)

Most (94%) of Home Visitors are newcomers to Canada, come from 39 countries, and speak 34 languages. 67% of newcomer Home Visitors have lived in Canada for a period of 10 years or less. (Please see *Figure 6: Home Visitors – Years in Canada*.)

Home Visitors are well-educated. 77% of Home Visitors have, or are in the process of obtaining, a university or college degree. (Please see *Figure 7: Home Visitors – Education*.)

Figure 5: Home Visitors – Marital Status

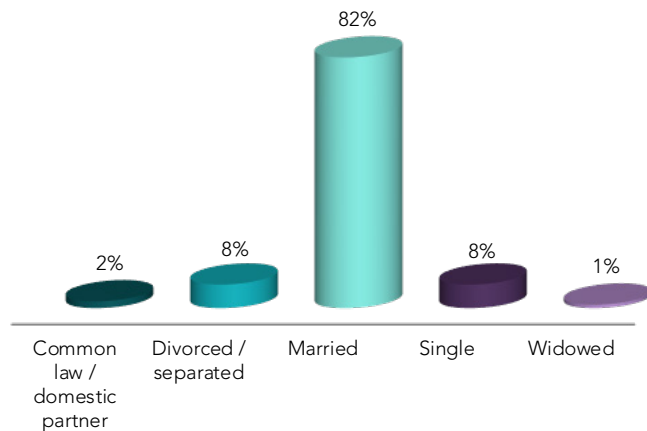


Figure 6: Home Visitors – Years in Canada

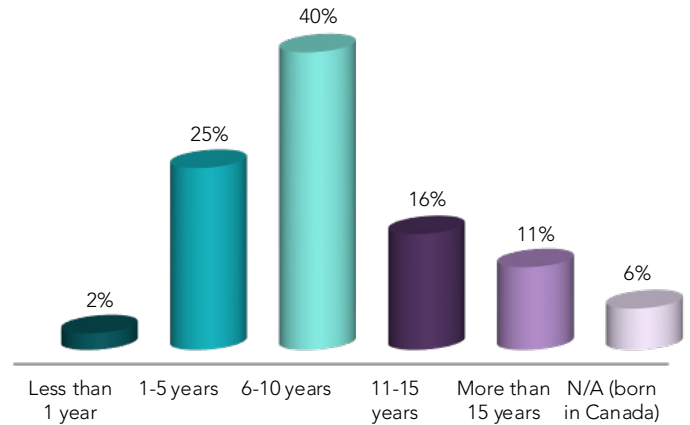
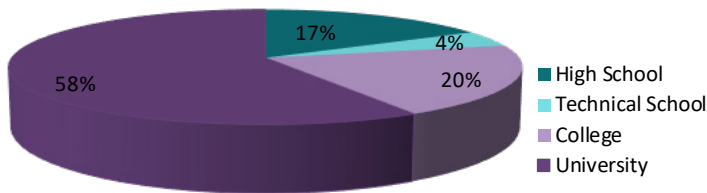


Figure 7: Home Visitors – Education



Limitation

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 (15.63%), housing (9.38%), number of years in Canada (7.29%), education (7.29%), and country of origin (6.25%). All other questions pertaining to demographics had non-response rates between 0% and 5.21%. Demographics reported here reflect data for valid responses only.

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.

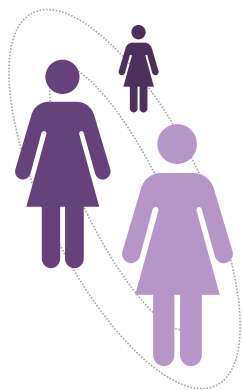
The Home Visitor progress report tool uses a rating scale (indicators of success) for each identified outcome in a progression from low to high and is completed four times during the program year by both the Coordinator (her observations) and the Home Visitor (her self-assessment). During one-on-one 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.



Fernanda came from Ecuador to Canada in 2006. She married in 2012 and, shortly after, her daughter Emilia was born with Congenital Diaphragmatic Hernia. She had to undergo surgery at only two days old, and doctors told Fernanda that Emilia might never learn to walk or play like other children. Fernanda wanted to teach her daughter but felt that she didn't have the tools, so they joined HIPPY when Emilia was three years old. When Emilia graduated from the HIPPY program and started school, she surprised everyone:

I thought my daughter was not gonna do nothing, but the transition from HIPPY to the school was amazing. She didn't have any problems. I feel so amazing. She is amazing.

In 2018, Fernanda began work as a HIPPY Home Visitor. The job experience gave her confidence that she now shares with the mothers in her community. Fernanda can relate to their struggles and fears and wants to encourage them wherever she can:

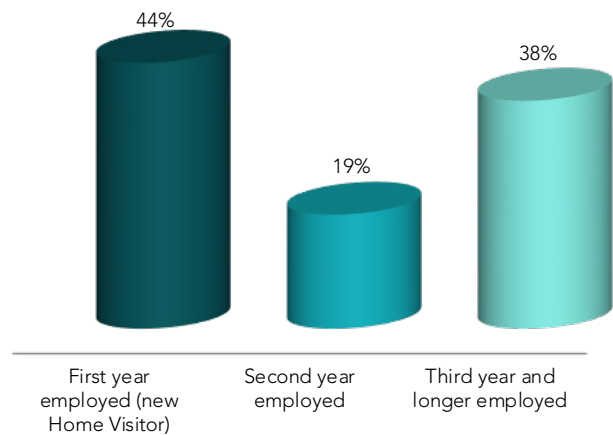
HIPPY made me a new person. At the beginning I was always quiet, I never speak. I was scared. I always tell my moms, 'If you need me, give me a call, I am always going to be there.' Right now, I am not scared of nothing.

Employment and Training Efforts for Home Visitors

The 18 multicultural HIPPY sites across Canada employed 96 Home Visitors who, on average, worked 25 hours per week for 33 weeks during the 2018-2019 program year.

Home Visitors are typically employed at HIPPY sites for three years before they transition to other employment or to schooling. 44% of Home Visitors were new employees, 19% were in their second year of employment and 38% in their third year or longer. (Please see *Figure 8: How Long has Home Visitor Been in HIPPY?*)

Figure 8: How Long has Home Visitor Been in HIPPY?



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

HIPPY Home Visitors received a total of **14,499 person-hours of training**, including:

- **Pre-service training** for new Home Visitors and refresher sessions for returning Home Visitors on the HIPPY model and methodology.
- **Standardized HIPPY weekly training** with Coordinators that teaches Home Visitors to deliver the HIPPY programs to mothers. Both group and one-on-one coaching are provided to support Home Visitors in their work with mothers and to help solve family issues encountered in their day-to-day work.
- **Other trainings** are provided to Home Visitors on a variety of topics, including: Early Child Development, Parenting, Family Health, Working with Refugee and Immigrant Families, Canadian School System, Community Support Systems, Professional Development, and Emergency First Aid.
- **Professional Development (PD) training**, both in person and online, is provided 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.

Site Coordinators also received a total of **286 person-hours of training** offered by the Mothers Matter Centre, including:

- **Train the Trainer (ToT) on the Core Professional Development** topics to support them to train their Home Visitors.
- **Site level in-service training** provided both in-person and via conference call to site Coordinators on topics relevant to their team, including Leadership, Non-violent Intervention, Performance Management and ETO training.
- **Monthly EXCHANGE circles**, monthly gatherings of HIPPY Coordinators to check in, share successes and learn from each other.

In addition to the mandatory pre-service training and annual conference and weekly role-play training, all sites participated in the MMC professional development program. All multicultural HIPPY site Coordinators took part in an average of six PD Train-the-Trainer topics. In turn, the trainings were offered to 76 Home Visitors (79%) who participated in an average of four PD trainings each. We continue to work with site Coordinators to increase participation by making the training more accessible through online training and training provided by the MMC National Director of Training & Education. As a result, Home Visitors' Professional development training hours have doubled compared to the previous year (982 hours in 2017-2018 versus 1,880 hours this year). (Please see Figure 9: HIPPY Program Coordinator and Home Visitor Training.)

Figure 9: HIPPY Program Coordinator and Home Visitor Training

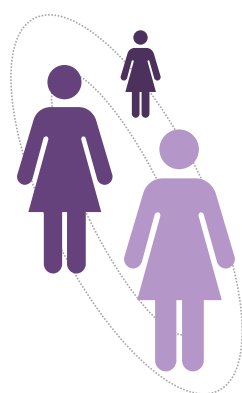
Training Type	Number of Coordinators / Home Visitors	Total Person-hours
Coordinator Training		
Pre-service training	1	4
Train the Trainer (ToT) on Professional Development topics	8	183
Monthly EXCHANGE circles	9	26
In-service training	14	73
Total Coordinator Training Hours		286
Home Visitor Training		
Pre-service training	67	1,271
Weekly training with Coordinator	93	10,121
Additional training in various topics	78	1,227
Professional development training with Coordinator and MMC staff and online	76	1,880
Total Home Visitor Training Hours		14,499

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.

In 2008, Fatuma gave birth to her daughter, Maryam. It was a tumultuous time as she went through a divorce and fought for custody of her child. On top of this, Fatuma had also made the decision to return to school to finally acquire her high school diploma. Balancing full-time school with the responsibilities of a single mom – without relatives to babysit her daughter – was tough but, in 2014, Fatuma graduated, both an honours student and student of the year.

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 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 for each grouping of Home Visitors (i.e. first-, second- or third-year Home Visitors).



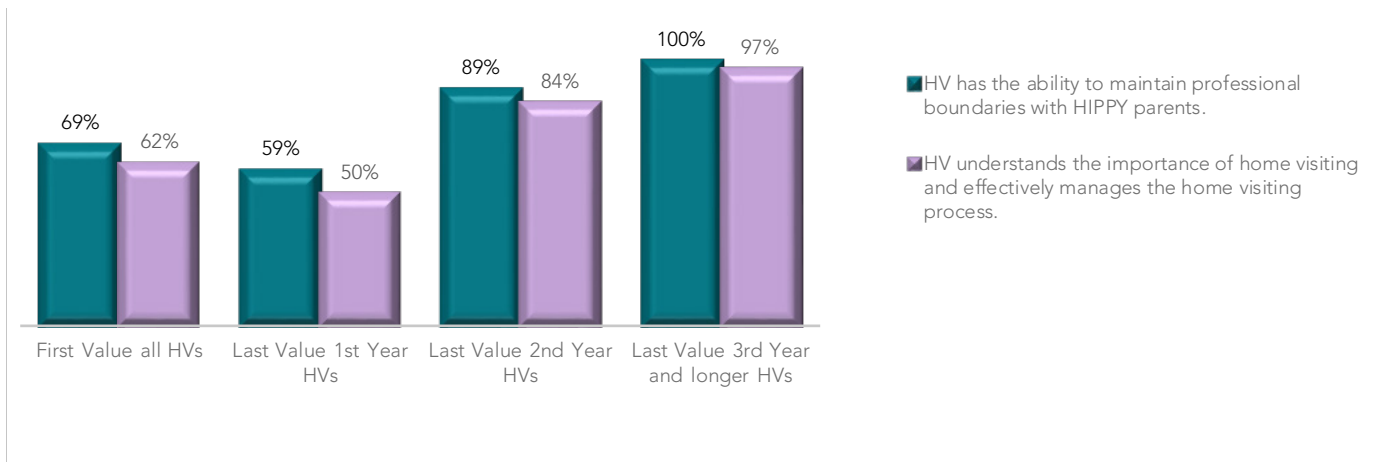
Medium-term Outcome

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 VISITING

Home Visitors increased their knowledge and skills to develop and maintain professional relationships with HIPPY families. At the end of the third program year, **100% of Home Visitors had advanced or mastered their skills** in this area as compared to 69% at baseline. Home Visitors also increased their understanding of the importance of home visiting and effectively managed the home visiting process. **97% of Home Visitors had advanced or mastered their understanding** in this area, as compared to 62% at baseline. (Please see *Figure 10: Home Visiting Skills and Understanding – Advanced and Master Levels.*)

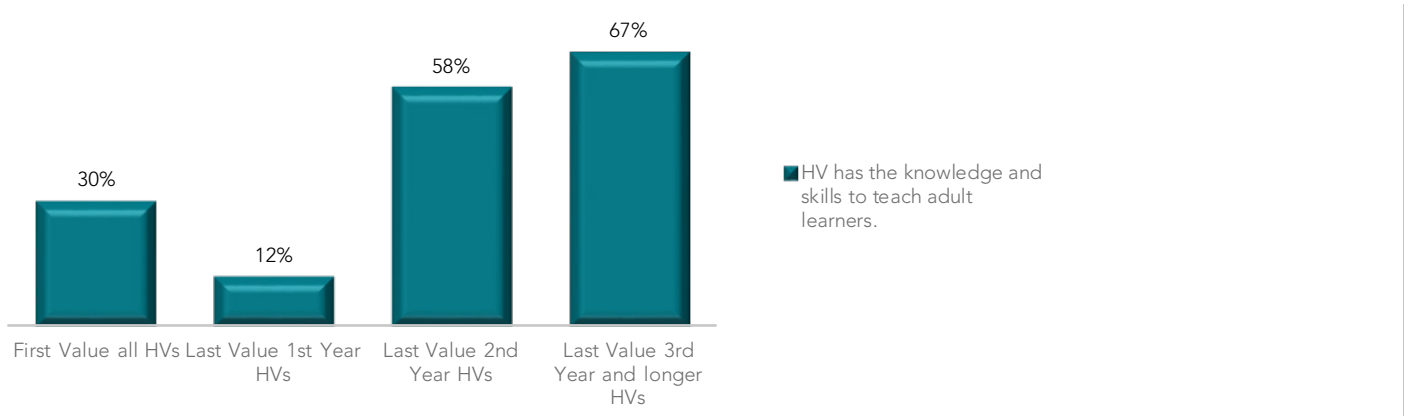
Figure 10: Home Visiting Skills and Understanding – Advanced and Master Levels



ADULT EDUCATION & LEARNING

There was an **increase in Home Visitors' knowledge and skills to teach adult learners**. 67% at the end of the third program year (as compared to 30% at baseline) had advanced or mastered their skills. (Please see *Figure 11: Adult Education and Learning Knowledge and Skills – Advanced and Master Levels*.)

Figure 11: Adult Education and Learning Knowledge and Skills – Advanced and Master Levels



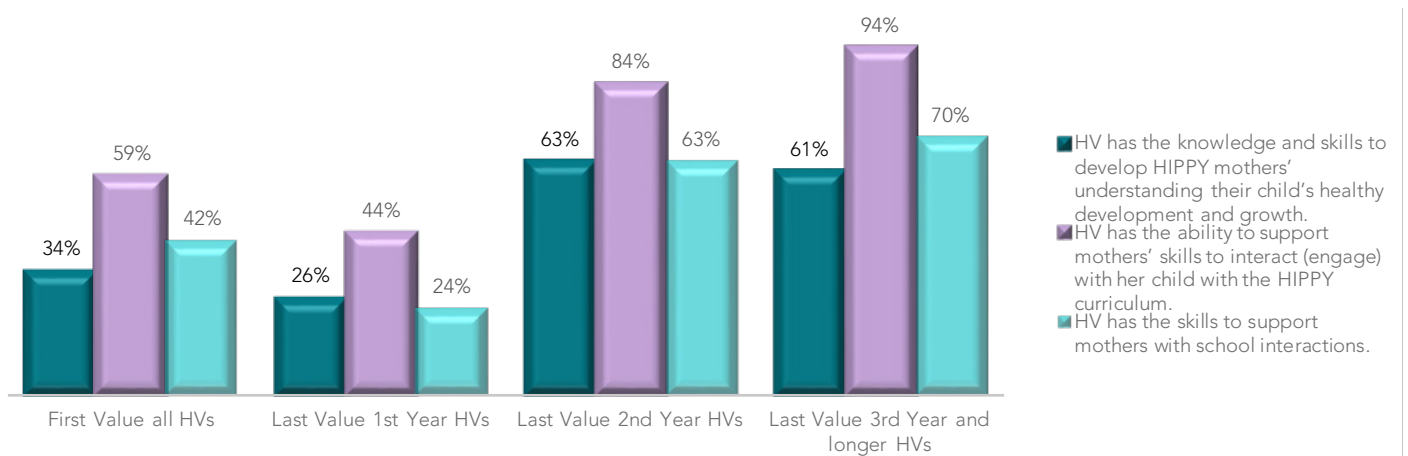
EARLY CHILDHOOD DEVELOPMENT & PARENTING SKILLS

Over the course of three years, Home Visitors improved their early childhood development and parenting skills.

- **Home Visitors improved their knowledge and skills to develop HIPPY mothers' understanding their child's healthy development and growth.** 61% at the end of the third program year (as compared to 34% at baseline) had advanced or mastered their skills.
- **Home Visitors improved their ability to support mothers' skills to interact (engage) with her child with the HIPPY curriculum.** 94% at the end of the third program year (as compared to 59% at baseline) had advanced or mastered their skills.
- **Home Visitors improved their skills to support mothers with school interactions.** 70% at the end of the third program year (as compared to 42% at baseline) had advanced or mastered their skills.

(Please see *Figure 12: Early Childhood Development & Parenting Knowledge and Skills – Advanced and Master levels*.)

Figure 12: Early Childhood Development & Parenting Knowledge and Skills – Advanced and Master Levels





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.

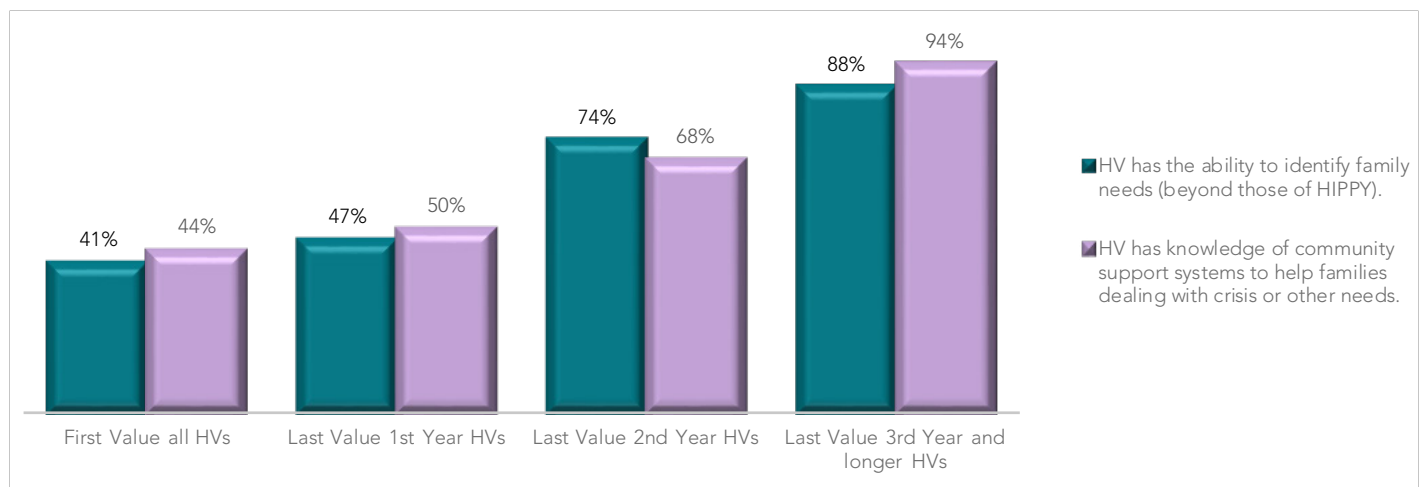
HOME VISITING

Home Visitors improved their ability to identify family needs beyond those of HIPPY. 88% at the end of the third program year (as compared to 41% at baseline) had advanced or mastered their skills. During 70% of their weekly trainings Home Visitors shared tips with each other on community resources and supporting families.

In addition, **Home Visitors improved their knowledge of community support systems to help families dealing with a crisis or other needs.** 94% at the end of the third program year (as compared to 44% at baseline) had advanced or mastered their skills.

Please see *Figure 13: Community Support Knowledge and Skills – Advanced and Master Levels.*)

Figure 13: Community Support Knowledge and Skills – Advanced and Master Levels



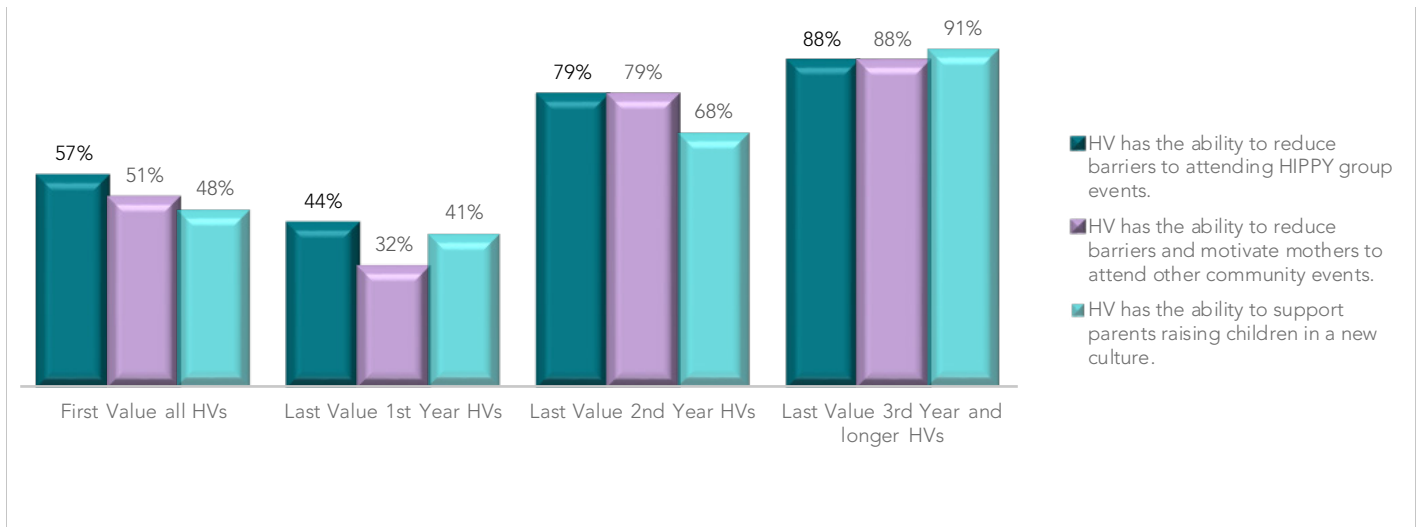
IMMIGRANT SETTLEMENT & INTEGRATION

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.** 88% at the end of the third program year (as compared to 57% at baseline) had advanced or mastered their skills. On average, 13 parents attended each group event offered by HIPPY sites, and more than half (60%) of parents attended at least one group event.
- **Home Visitors encourage mothers to attend community events.** 88% at the end of the third program year (as compared to 51% at baseline) had advanced or mastered their skills.
- **Home Visitors were able to support parents raising children in a new culture.** 91% at the end of the third program year (as compared to 48% at baseline) had advanced or mastered their skills.

(Please see *Figure 14: Immigrant Settlement & Integration Knowledge and Skills – Advanced and Master Levels.*)

Figure 14: Immigrant Settlement & Integration Knowledge and Skills – Advanced and Master Levels



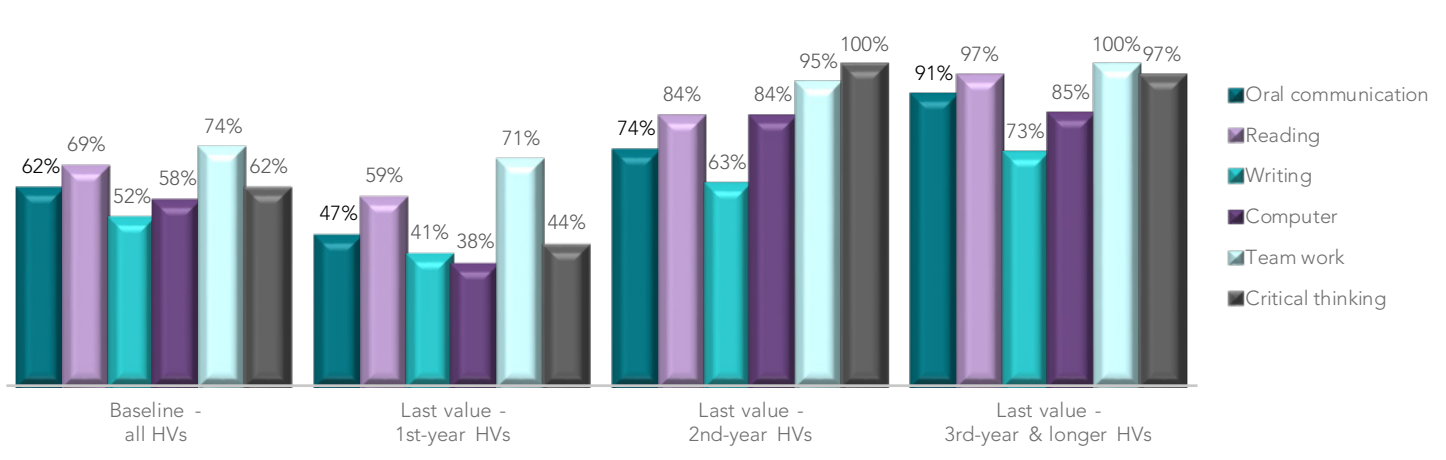
Medium-term Outcome

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 DEVELOPMENT

The Mothers Matter Centre has made a commitment to ensure all HIPPY Home Visitors advance their essential skills to prepare them for employment beyond HIPPY. Essential skills (oral communication, reading, writing, computer use, team work, critical thinking and problem solving, document use, numeracy, and continuous learning) are woven into all Home Visitor training sessions. As part of the day-to-day programming, Home Visitors are encouraged to strengthen and apply these skills in their interactions with HIPPY families and the community. Home Visitors consistently improve their essential skills competency over three years. Figure 32 below shows the **impressive number of Home Visitors who have achieved advanced or mastered essential skills levels.** (Please see *Figure 15: Essential Skills Training – Advanced and Master Levels.*)

Figure 15: Essential Skills Training – Advanced and Master Levels





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.

TRANSITION PLANNING

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

Stages of Transition to Other Employment while Employed in the HIPPY Program

At the end of the program year:

- 15 Home Visitors have begun to explore their own personal skills and career interests, and have ideas of how these could be applied to a potential career.
- 15 Home Visitors have researched specific jobs that would be good matches for their skills and interests.
- 19 Home Visitors have created a plan for attaining their career goals.
- 5 Home Visitors have applied for another job and / or had job interviews in their chosen field.
- 14 Home Visitors found new employment.

Stages of Transition to Education while Employed in the HIPPY Program

At the end of the program year:

- 30 Home Visitors began researching education options.
- 2 Home Visitors applied for an education program.
- 7 Home Visitors enrolled in an education program.
- 5 Home Visitors completed an education program.

Home Visitor Scholarship Funds

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

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

In 2019 Mothers Matter Centre awarded a total of **\$10,000** in scholarships as follows:

- **Carol and Ron Slater Scholarship:** Two Home Visitors received \$1,000 each toward a Business / Education Assistant diploma and an Accounting and Payroll diploma, and one received \$2,500 toward an Early Childhood Education degree.
- **Kort Scholarship Fund:** One Home Visitors received \$5,000 toward a Social Service Worker degree.
- **Mothers Matter Centre Scholarship:** Two Mothers Matter Award recipients received \$250 each.

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:

- Suggesting professional development programs (e.g. computer workshops, ESL classes, literacy courses, etc.) (73)
- Assigning Home Visitor to new tasks and / or responsibilities (e.g. promotion in the community, etc.) (64)
- Connecting Home Visitor with a mentor (35)
- Establishing a schedule for individual weekly or biweekly meetings (33)

Limitations

1. The change results listed above represent data for Home Visitors for whom Coordinators completed the *Home Visitor Progress Report* at the multicultural HIPPY sites. 86 Home Visitors are represented in the baseline (first) and follow-up (last) data. Of those 86 Home Visitors, 34 completed their first year, 19 their second year, and 33 their third year or longer at HIPPY.
2. The MMC rolled out an improved Home Visitor Progress report form this year. Due to the significant changes in the form, baseline values for returning Home Visitors (second year and longer employed) do not reflect true baselines since all baselines were collected at the beginning of this program year, for all Home Visitors, no matter how long they had been employed. As a result baseline values are slightly higher than in previous years.

In 2013, while pregnant, Sylvie made the tough decision to leave her home country of Rwanda and resettle in Canada. Soon after her arrival, her son was born with birth defects and had to remain in the hospital for several weeks. To this day, Sylvie is very thankful for the social workers who visited her at the hospital and, later, at home:

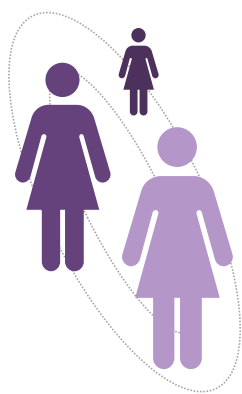
They would come to my house and help out and give me some break time. I could go to sleep when I know somebody is taking care of my son.

Sylvie is proud of herself for raising her son alone. She got involved with HIPPY in Ottawa as a Home Visitor and has since incorporated her learnings into her daily life and interactions with her son, now five years old:

I always ask myself, am I a good enough mother for my son? Through the HIPPY program, I learned how to guide him, how to teach him. For example, I learned to put dots on paper for him and then ask him to connect them by drawing a line. Before, I would do it for him.

Sylvie wants to raise her son to be respectful of others and to contribute to his community. Through her role as a Home Visitor for the HIPPY program, she is determined to lead by example:

I have come to realize the impact. How helpful it is towards the families and education. I would like to teach my children to be respectful towards one another and to be involved in the community, to contribute.



Section 3

HIPPY Mother Highlights

1,133 mothers worked with 1,248 children

28% are refugees

70% are newcomers to Canada



84 countries of origin

64 languages spoke

73% successfully completed the year



34% age 3 curriculum


42% age 4 curriculum

24% age 5 curriculum

24,505 hours spent with Home Visitors in their home

26,841 hours working with their child

4.5 days per week worked with child on HIPPY curriculum



81% mothers feel confident using the HIPPY materials to teach their child

67% mothers use public services (such as health care, education, and employment services etc.) independently

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.

During the 2018-2019 program year, the 18 multicultural HIPPY sites worked with a total of 1,133 families (and 1,248 children). Almost two-thirds (61%) of HIPPY mothers were new to the program, while the rest returned from the previous year. (Please see *Figure 16: How Long has Parent Been in HIPPY?*)

On average HIPPY mothers were enrolled for a total 1.04 years in the program.

Most mothers (92%) had one child enrolled in HIPPY, 8% of mothers had two children. (Please see *Figure 17: Number of Children in HIPPY.*)

Most children participating in the program are either age 3 (423) or age 4 (523). 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 use the English HIPPY curriculum. (Please see *Figure 18: HIPPY Curriculum Language and Age.*)

The majority (73%) 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 19: Program Completion.*)

Figure 16: How Long has Parent Been in HIPPY?

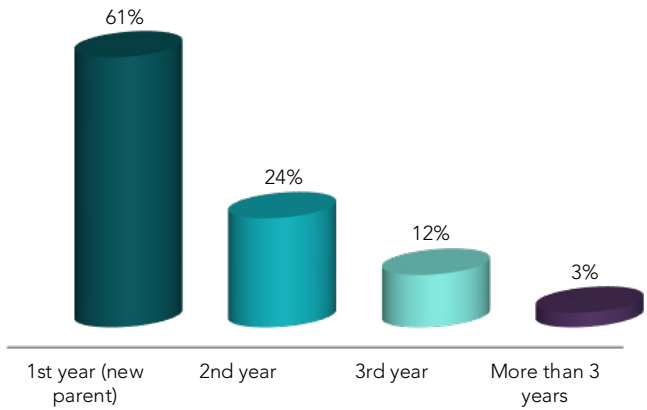


Figure 17: Number of Children in HIPPY

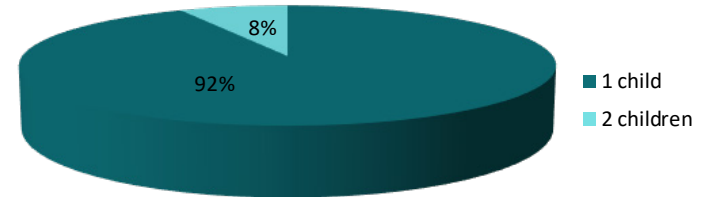
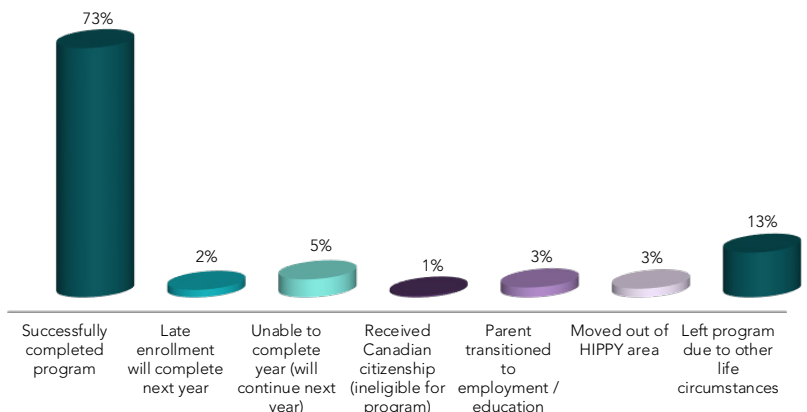


Figure 18: HIPPY Curriculum Language and Age

HIPPY Curriculum Age	HIPPY Curriculum Language (# of Children)		
	English	French	Total
3 (Year 1)	416	7	423
4 (Year 2)	500	23	523
5	294	8	302
Total	1,210	38	1,248

Figure 19: Program Completion



Demographics

The demographic summary in this section includes 1,132 mothers who were enrolled at the 18 multicultural HIPPY sites in the 2018-2019 HIPPY program year. Demographics data for mothers are entered and updated by Home Visitors at the beginning of the program year.

Consistent with our previous findings, in most cases (93%), mothers and other female caregivers, such as grandmothers, deliver the HIPPY program to their children. (Please see *Figure 20: HIPPY Parents – Gender.*)

The majority (63%) of HIPPY mothers are between 30 and 39 years of age with the next-highest group of participants (19%) between 40 and 49 years. 15% are 20 to 29 years of age (Please see *Figure 21: HIPPY Mothers – Age.*)

The majority (91%) of HIPPY participants are married. (Please see *Figure 22: HIPPY Mothers – Marital Status.*)

Most (76%) HIPPY families live in rental units or subsidized housing. (Please see *Figure 23: HIPPY Families – Housing.*)

Figure 20: HIPPY Parents – Gender

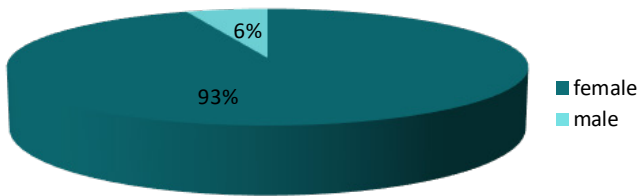


Figure 22: HIPPY Mothers – Marital Status

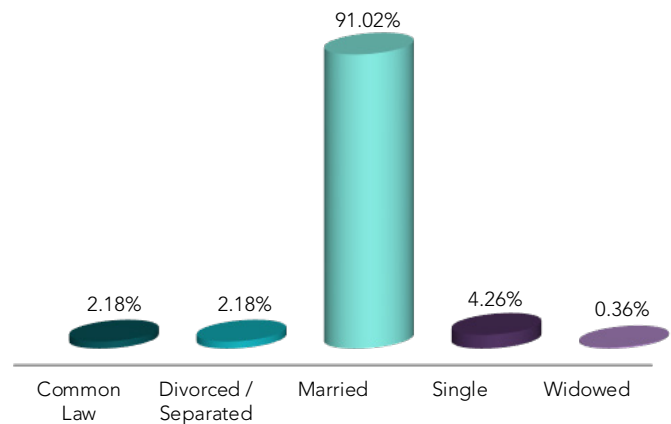


Figure 21: HIPPY Mothers – Age

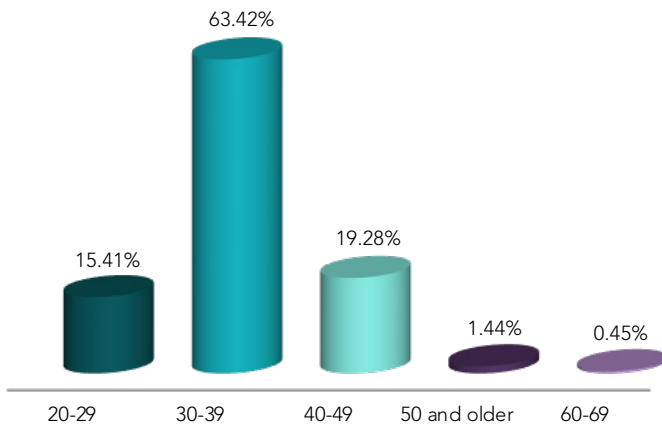
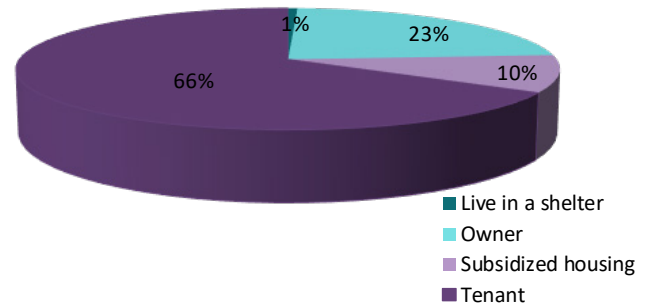


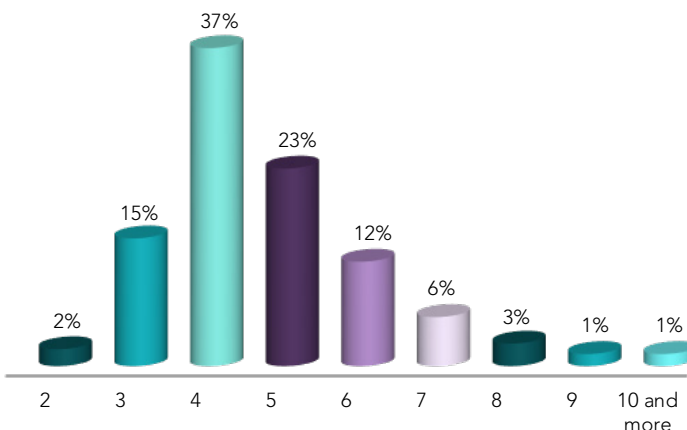
Figure 23: HIPPY Families – Housing



Consistent with the national average, 37% HIPPY families live in households of four people. 22% of households have five, 15% have three, and 23% have six or more people living in the household. (Please see *Figure 24: HIPPY Families – Household Size*.)

Cross-tabulation of average household size and country of origin shows that Syrian families and families from Ivory Coast and Kazakhstan have the highest average household size of 7 people, followed by 6.5 people for families from Jordan, 6.3 people for families from Guatemala and South Sudan, and 6 people for families from Myanmar, Somalia and Sri Lanka.

Figure 24: HIPPY Families – Household Size



Origin of HIPPY Families

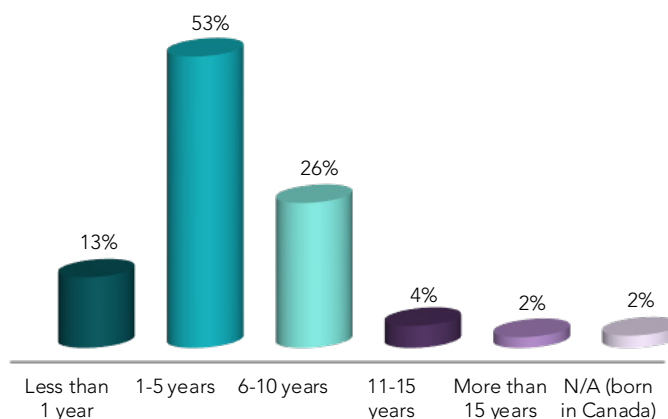
Newcomer HIPPY mothers have arrived from 82 countries and speak 64 languages. Our largest demographic (62%) comes from Asia, followed by Africa (23%), the Americas (12%) and Europe (2%). (Please see *Figure 25: HIPPY Mothers – Region of Origin*.)

Figure 25: HIPPY Mothers – Region of Origin

Newcomer Families	
Africa - 23%	
Eastern Africa	13.00%
Central Africa	2.21%
Northern Africa	3.78%
Western Africa	4.06%
Americas - 12%	
Caribbean	1.94%
Central America	3.87%
North America	2.12%
South America	4.24%
Asia - 62%	
Eastern Asia	11.06%
South-Central Asia	21.11%
South-Eastern Asia	10.41%
Western Asia	19.91%
Europe - 2%	
Eastern Europe	1.57%
Western Europe	0.28%
Southern Europe	0.28%

Most HIPPY parents are recent immigrants to Canada. 66% 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 26: HIPPY Mothers – Years in Canada*.)

Figure 26: HIPPY Mothers – Years in Canada



Income and Employment

The data confirm that most HIPPY families experience financial hardship in Canada. Using the most current (2017) 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, the majority (63%) of HIPPY families fall into the low-income category (Please see *Figure 27: HIPPY Families – Low-income Families by Household and Community Size.*)

Figure 27: HIPPY Families – Low-income Families by Household and Community Size

Household Size	Rural Areas	Between 30,000 and 99,999 Inhabitants	Between 100,000 and 499,999 Inhabitants	500,000 Inhabitants or More	Total Low-income Families (%)	Total of all Families who Reported Household Income & Household Size (%)
Low-income HIPPY Families (%)						
2 Persons			0.12%	1.51%	1.63%	1.98%
3 Persons	0.12%	0.12%	1.05%	4.30%	5.58%	14.88%
4 Persons	0.00%	3.14%	2.79%	16.28%	22.21%	37.09%
5 Persons	0.00%	0.00%	2.67%	9.77%	13.95%	23.37%
6 Persons	0.47%	0.47%	0.93%	7.67%	10.12%	12.21%
7 or more Persons	0.23%	0.23%	1.16%	6.63%	9.53%	10.47%
Totals	0.81%	7.33%	8.72%	46.16%	63.02%	100.00%

56% of HIPPY mothers do not work outside the home or study. A relatively low number (14%) of mothers work full-time. (Please see *Figure 28: HIPPY Mothers – Occupation.*) Notwithstanding relatively low employment and income levels, participating mothers have reasonably high levels of education: 81% have completed high school and 53% have college or university education. (Please see *Figure 29: HIPPY Mothers – Education.*) Most mothers (91%) report having received their post-secondary education from outside Canada. Of those employed 80% of HIPPY mothers are not working in their field of study. (Please see *Figure 30: HIPPY Mothers – Job in Field of Study.*)

Figure 28: HIPPY Mothers – Occupation

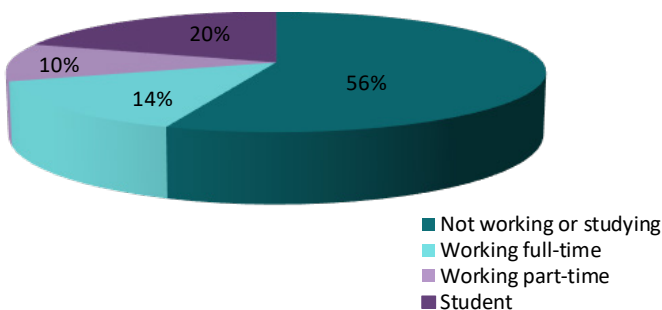


Figure 29: HIPPY Mothers – Education

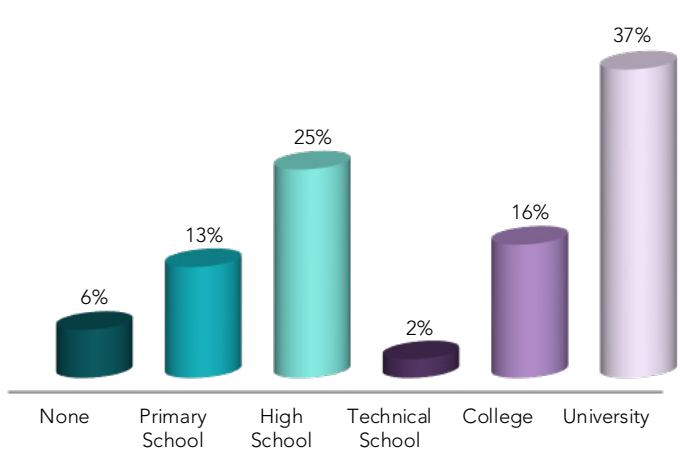
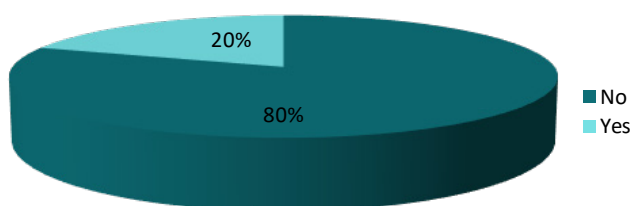


Figure 30: HIPPY Mothers – Job in Field of Study

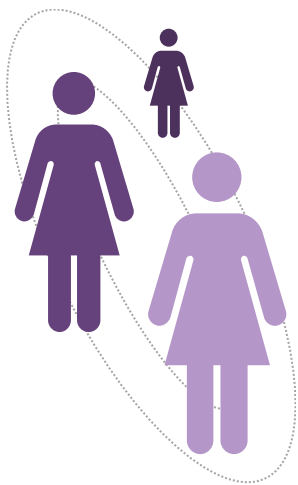


Limitations

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 with gross annual income (28.16% of mothers were not comfortable answering this question). Other demographic questions with high non-response rates included job in field of study (16.24%), occupation (8.91%), housing (5.83%), education (5.74%), and household size (5.47%). All other questions pertaining to demographics had non-response rates between 0% and 4.59%. Demographics reported here reflect data for valid responses only.
2. The actual number of low-income HIPPY families may be higher than reported since HIPPY collects annual household incomes using income ranges of \$0 - \$20,000, \$20,001 - \$40,000, \$40,001 - \$60,000 and \$60,001 and more. 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	\$17,443	\$19,844	\$21,687	\$21,822	\$25,338
2 Persons	\$21,715	\$24,703	\$26,997	\$27,165	\$31,544
3 Persons	\$26,695	\$30,369	\$33,190	\$33,396	\$38,780
4 Persons	\$32,412	\$36,874	\$40,298	\$40,548	\$47,084
5 Persons	\$36,760	\$41,821	\$45,705	\$45,988	\$53,402
6 Persons	\$41,461	\$47,168	\$51,548	\$51,868	\$60,228
7 or more Persons	\$46,160	\$52,514	\$57,392	\$57,747	\$67,055



Faiza had lots of questions and concerns about how to raise and educate her children, but she didn't know many people in Canada after moving there from Pakistan with her husband in 2005. Once Faiza joined HIPPY with her oldest daughter, she received the support she was lacking and gained confidence in her own parenting skills:

HIPPY gave me a direction. I thought there was something wrong with my parenting or with my child. HIPPY was always there, taught me to relax and take everything slowly.

All three of Faiza's children have either completed or are currently enrolled in HIPPY. She attributes her son's excellent results in junior kindergarten to their participation in the program:

He could recognize a lot of letters. And by the time now he's ending it, he knows his lower case, his upper case letters. And he can write a lot of letters too. All of the alphabets he can write. He knows his counting.

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

Last year mothers spent more than **24,500 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 more than **26,800 hours** and an average **4.5 days per week** working with their children on the HIPPY curriculum. (Please see *Figure 31: Mother / Child Time Spent.*)

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

Figure 31: Mother / Child Time Spent

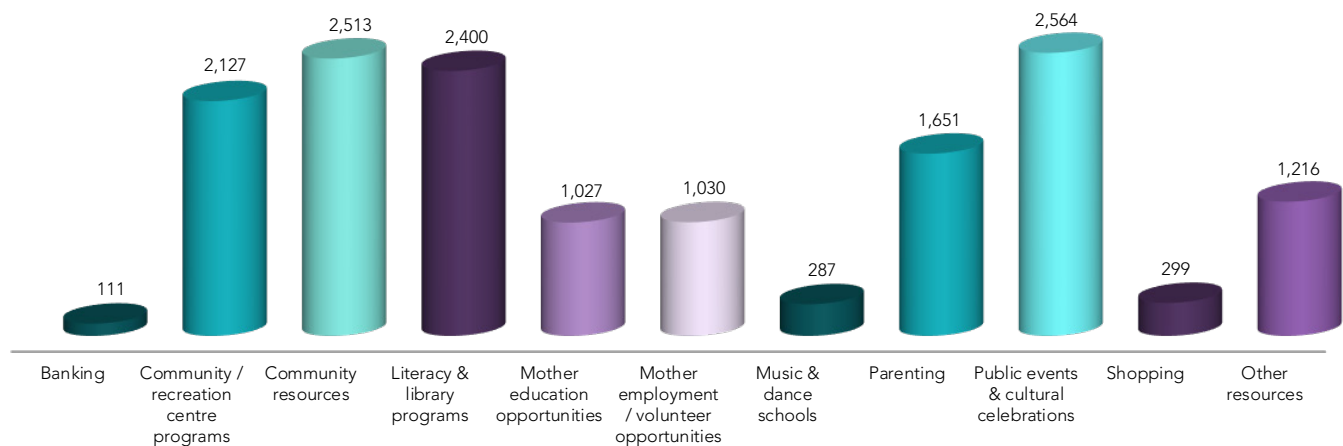
Average Time Mothers Spend with their Child each Week		
Age 3 (Year 1)	Age 4 (Year 2)	Age 5
4.46 days	4.56 days	4.51 days
74 minutes	77 minutes	83 minutes

Community Connections

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

- 1. Information Given:** Home Visitors routinely provide mothers with information in the form of flyers, leaflets or other printed materials regarding a wide variety of community services and events. (Please see *Figure 32: Information Given to Mothers*.)

Figure 32: Information Given to Mothers (Total of 15,225 times)



- 2. Referrals Made:** In some instances, Home Visitors suggested that expert advice was required to meet the mother, child, or family's needs. Last year more than **700 referrals** were made to community services, government support services or social service professionals. Of these referrals, 214 were made for the 288 refugee mothers. (Please see *Figure 33: Referrals Made*.)

Figure 33: Referrals Made (Total of 707)

Referrals Made	# of Supports Given to	
	Non-refugee Parents	Refugee Parents
Child development / parenting	128	21
Crisis intervention / emergency information	4	2
Education	119	58
Employment	43	7
Food bank	14	18
Health	88	27
Housing	30	8
Immigration	19	6
Legal aid	1	2
LINC program	9	5
Public benefits	38	60

3. Actions Taken: In some cases, Home Visitors and Coordinators determined that more than a referral was required. In those cases, Home Visitors accompanied mothers to the school and / or community service, helped fill out forms and /or make appointments. Of these supports, 214 were given to the 272 refugee mothers. (Please see *Figure 34: Actions Taken.*)

Figure 34: Actions Taken (Total of 744)

Actions Taken	# of Supports Given to	
	Non-refugee Parents	Refugee Parents
Accompanied mother to community resources / activities	5	8
Assisted mother with connecting with other HIPPIY families	20	4
Helped mother fill out education application form(s)	7	15
Helped mother fill out employment application form(s)	3	5
Helped mother fill out other form(s)	20	55
Supported mother with appointments (by phone / online)	21	82
Accompanied mother to appointment (education opportunity)	0	1
Accompanied mother to appointment (employment opportunity)	0	2
Accompanied mother to other appointments	0	3
Provided emotional support	364	43
Gave mother transportation	10	3
Other action(s) taken	22	51

4. Bridging parent-school interaction: Home Visitors also support parents with older children with school interactions. Of these supports, 434 were given to the 272 refugee mothers. (Please see *Figure 35: Bridging Mother-School Interaction.*)

Figure 35: Bridging Mother-School Interaction (Total of 1,987)

Support Provided	# of Supports Given to	
	Non-refugee Parents	Refugee Parents
Supported mother with school involvement	840	182
Reviewed child's report card / prepared mother for parent-teacher interview	100	19
Assisted mother with school communication / issues	613	233

HIPPY Mother Outcomes

The Parent Progress Report (completed up to four times during the program year) revealed that HIPPY mothers learned techniques vital to their children’s success in school and fostered relationships. Data below show comparisons between a baseline measure taken at the beginning of the mothers’ participation in HIPPY and the last progress report of this program year for each grouping of mothers (i.e. first, second or third year in the HIPPY program).

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



Medium-term Outcome

Once-isolated mothers have the skills essential to ensure 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 three areas, including:

- **Parental confidence** (Please see *Figure 36: Mother Has the Skills and Capacity to Use the HIPPY Materials to Teach her Child*, and *Figure 37: Mother Engages her Child with Additional Learning Materials (beyond those from HIPPY).*)
- **Reading routine with their child** (Please see *Figure 38: Mother Establishes a Routine of Engaging with her Child on Educational (HIPPY) Activities.*)
- **Communication with the school** (Please see *Figure 39: Mother has Meaningful Interactions with her Child’s School (for children ages 4 and 5) or Daycare, Pre-school, etc. (for younger children).*)

Mothers consistently reported a positive – and, in some instances, significant – increase in behaviours and attitude. Most notably, mothers’ responses as ‘very confident’ relating with the HIPPY material increased from 16% at baseline to 75% at the end of the third year. Mothers who read to their child five days a week or more increased from 18% at baseline to 34% at the end of the third year.

Figure 36: Mother Has the Skills and Capacity to Use the HIPPY Materials to Teach her Child

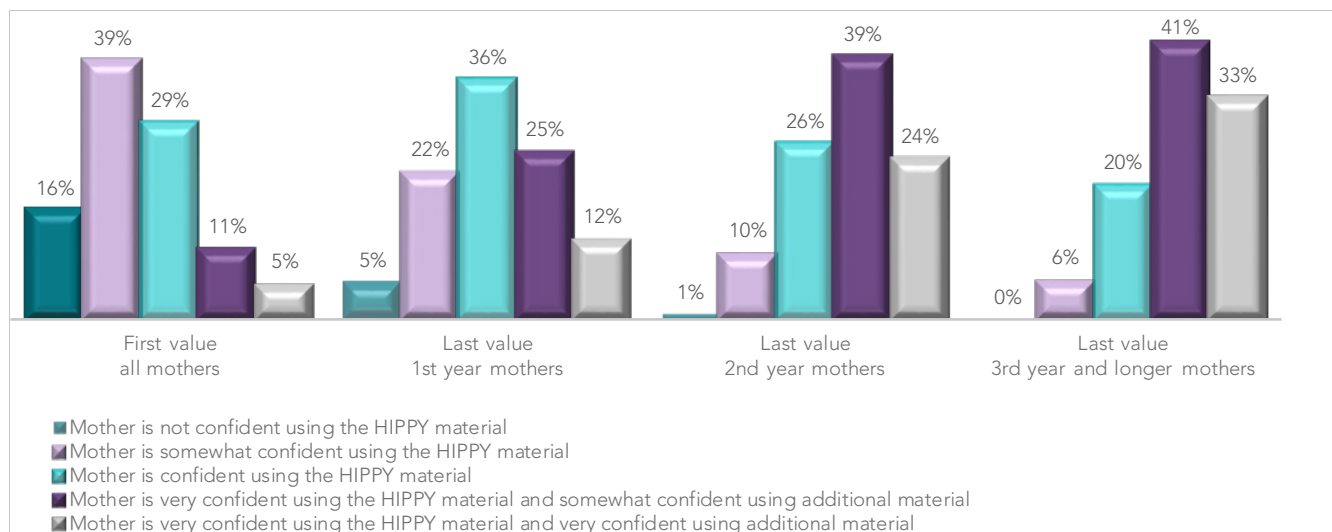


Figure 37: Mother Engages her Child with Additional Learning Materials (beyond those from HIPPY)

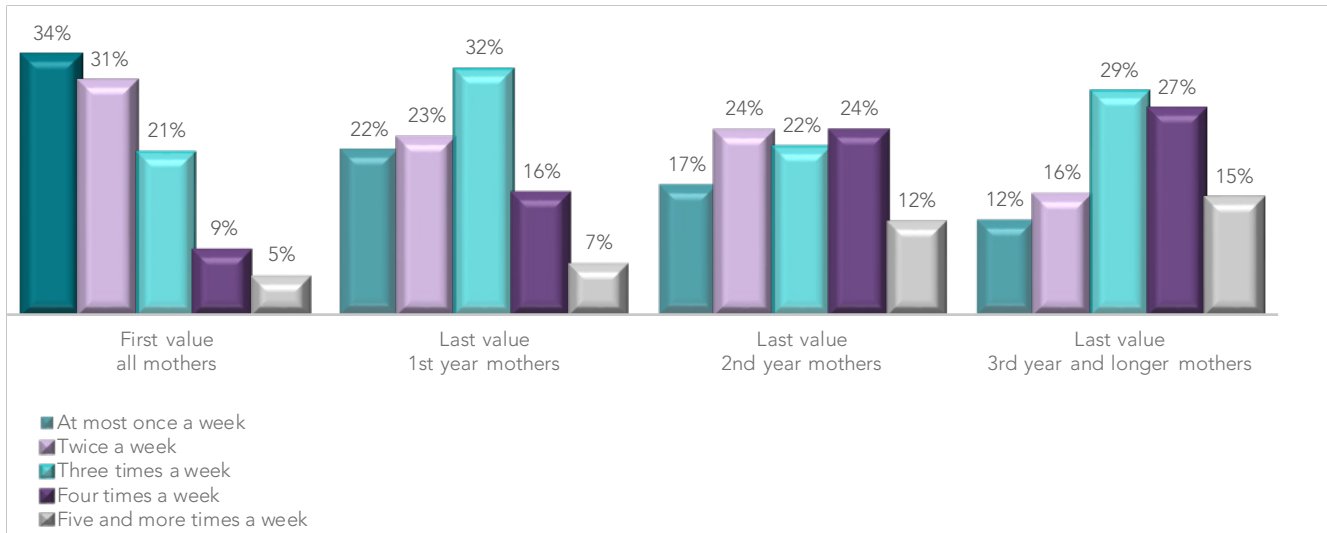


Figure 38: Mother Establishes a Routine of Engaging with her Child on Educational (HIPPY) Activities

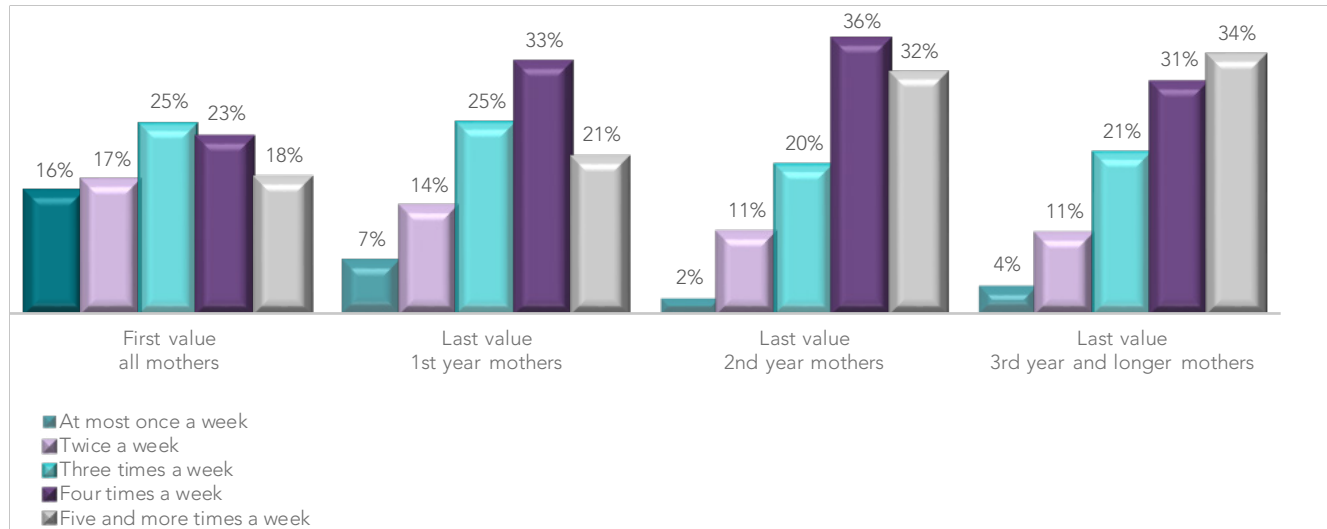
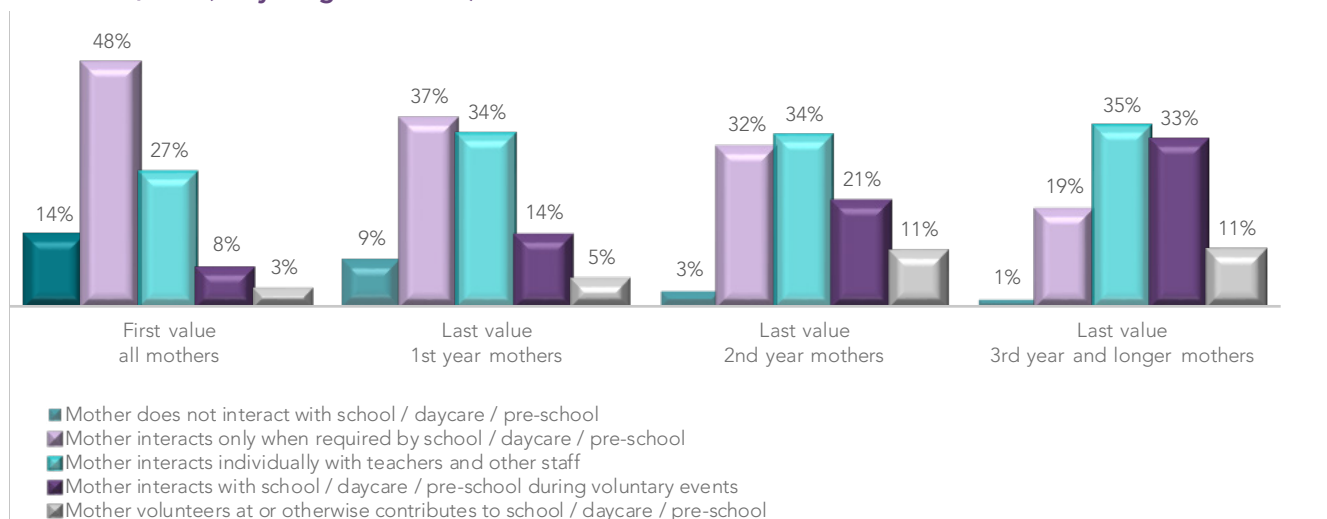


Figure 39: Mother has Meaningful Interactions with her Child's School (for children ages 4 and 5) or Daycare, Pre-school, etc. (for younger children)





Medium-term Outcome

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

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

- At the end of the third year, **60% of mothers (vs. 24% at baseline) were not isolated.** (Please see Figure 40: Mother has Skills and Knowledge to Function in Canadian Society (e.g., Canadian customs, using local transportation, grocery shopping, etc.) to Help Herself and her Family to Adapt to Life in Canada.)
- At the end of the third year, **67% of mothers (versus 25% at baseline) regularly engaged with other mothers or provided other mothers with support.** (Please see Figure 41: Mother Creates Informal Social Support Networks with other Mothers in Similar Situations with whom she can Share her Experiences and Knowledge.)

Figure 40: Mother has Skills and Knowledge to Function in Canadian Society (e.g., Canadian customs, using local transportation, grocery shopping, etc.) to Help Herself and her Family to Adapt to Life in Canada

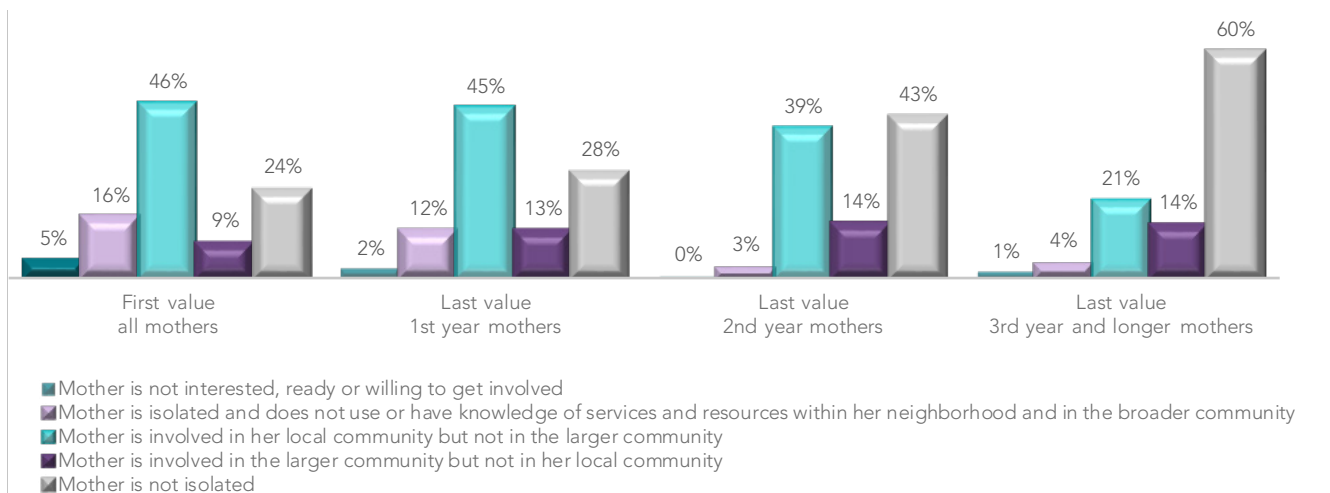
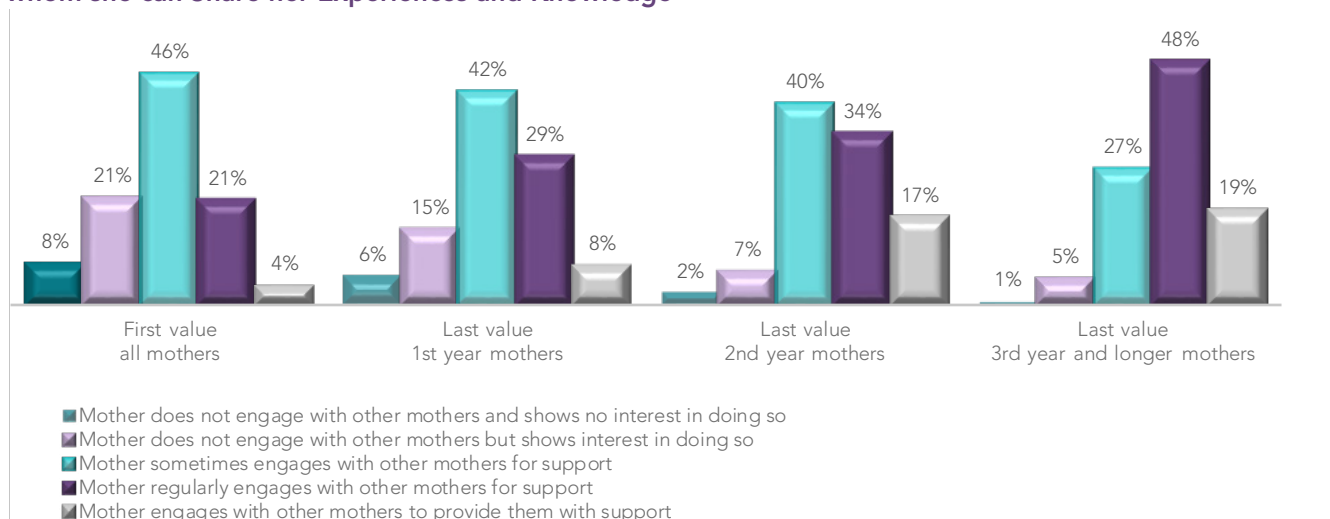


Figure 41: Mother Creates Informal Social Support Networks with other Mothers in Similar Situations with whom she can Share her Experiences and Knowledge





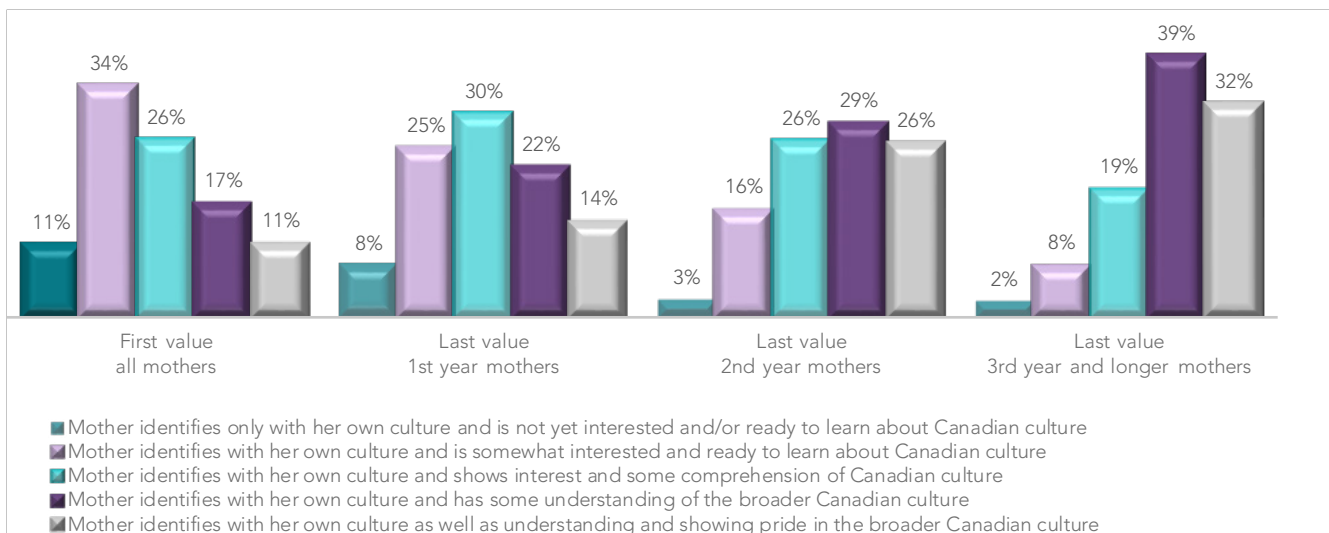
Medium-term Outcome

Indigenous 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.

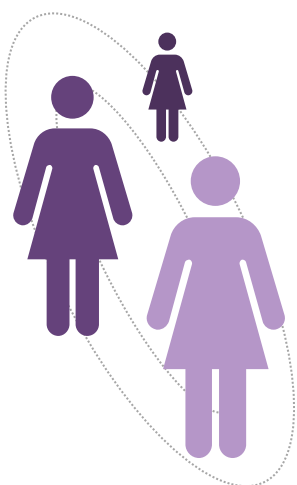
HIPPY families represent a rich mosaic of cultures from around the world. Based on our early work with the University of British Columbia on the *Care, Identity and Inclusion* research project, HIPPY recognizes that an important aspect of children’s healthy development includes a strong connection to 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 42: Mother Expresses Cultural Knowledge and Pride.*)

Figure 42: Mother Expresses Cultural Knowledge and Pride



When Chandrika came to Canada with her family, she struggled to find a good job, navigate the city, and communicate in English. Raising her two young children was a challenge without the support network she would have had in her home country. She really missed neighbours and family who could help with cooking and running errands. However, she was not one to give up:



I pushed myself to overcome the challenges that came my way because I did not want to sit around feeling sad. I am proud of how I managed to figure things out on my own.

A strong advocate for her children, Chandrika seized the opportunity to join the HIPPY program, which she believed could prepare her son for kindergarten despite his having begun to speak quite late. She spotted the flyer on a bulletin board at her local Community Centre and soon got to know other mothers:

At HIPPY, I met some lovely women, happy and joyful. I wanted to be like them. As time passed, I realized this program was created by moms for other moms. I thought they were all so nice and friendly. I really like this program.

Chandrika now hopes to finish grade 12, get her diploma, and become an early childhood assistant to utilize her expertise, resources, as well as arts and crafts projects that she has gathered and used with her own children.

HIPPY Mother 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	3,011
Change time of home visit (example: weekend)	1,047
Reduce home visit to every other week	56
Increase home visit to 1 ½ hours or more than once a week	223
Change how curriculum is provided	288
Downsize curriculum (fewer activities) to make it more manageable	220
Give mother a break from HIPPY (continuing home visit but without role-play)	106
Allow for more one-on-one time with HIPPY child	57
Assign volunteer to support mother to work with child	12
Create family time with HIPPY	830
Invite father to be involved	648
Suggest extended family / sibling support	493
Support mother with finding daycare	148
ESL support for mother	886
Give tips on establishing a routine	1,596
Provide professional support to resolve issue (Coordinator intervenes)	164
Support mother to attend group meetings	2,127
Follow up with family on educational / work goals	891

Limitation

1. The parent change results listed above represent data for parents for whom Coordinators completed the 'Parent Progress Report' forms at the multicultural HIPPY sites. 1,010 mothers are represented in the baseline (first) and follow-up (last) data. Of those 1,010 mothers, 558 completed their first year, 266 their second year, and 167 their third year or longer at HIPPY.

Section 4

Newcomer Innovation: *HIPPY and Early Language Learning (ELL) Highlights*

30
HIPPY mothers received ELL support

258
hours of language support at home

474
hours of practicing language on their own

Hello


881
hours of neighbourhood-based English language classes

6 topic covered:

- Canadian Culture
- Community & Settlement
- Child's Education
- Physical Health
- Mental Health & Self Care
- Transportation



100%
mothers reported that they are learning



68%
mothers felt that they were making progress learning English

HIPPY and 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 ISSofBC 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.

ELL Mother Efforts

Last year mothers received **258 hours** of English language support from Home Visitors in their homes. Mothers in turn reported that they spent **474 hours** using and practicing their English language skills. (Please see *Figure 43: Where Did Mother Use / Practice Speaking English?*)

Figure 43: Where Did Mother Use / Practice Speaking English?

Where Did Mother Use / Practice Speaking English?	# of Times
Shopping	137
Friends / neighbours	111
Child's school	28
Community	41
Other HIPPY moms	85
Other (for example: doctor's office, pharmacist, family members)	102

In addition, 30 mothers received more than **880 hours** of neighbourhood-based English-language group support led by a language instructor.

Topics covered in the language classes included:

Unit 1: Canadian Culture & Social Behaviour:

- Make introductions and small talk
- Understand and respond to small talk
- Other: weather words, days of the week

Unit 2: Community & Settlement / Legal Services

- Listen for information about settlement services in your community
- Ask for assistance at a community centre, library, legal aid office, or settlement services organization
- Read a form
- Apply for a health card, SIN card, or other important government documentation
- Other: numbers (ordinal/cardinal), dates, months, days, different ways to write dates

Unit 3: Child's Education

- Talk to a child's teacher
- Request an appointment with the teacher
- Read school notices from the teacher or school administrator
- Other: help a child with school-work

Unit 4: Physical Health

- Listen to instructions from the doctor
- Give an oral health history
- Other: Listen to a conversation with a pharmacist

Unit 5: Mental Health & Self Care

- Read a brochure about mental health services
- Make a telephone call to a clinic to inquire about counselling services and book an appointment
- Listen to a counsellor provide information
- Ask questions and share information with a counsellor on personal problems
- Other: inquire about mental health resources in the community, relieve stress: a practical Emotional Freedom Technique (EFT) consolidated with easy, short, positive declarations.

Unit 6: Transportation & Knowing Your Community

- Understand directions
- Give directions

Mother Feedback on ELL Support

Home Visitors collect feedback from mothers about the ELL program during the weekly home visits. Mothers' feedback has for the most part been positive. (Please see *Figure 44: Mother Comments about the ELL Program.*)

Figure 44: Mother Comments about the ELL Program

Mother Comments about the ELL Program	# of Times
Mother is happy with program	218
Mother is not happy with program	1
Mother is learning	214
Mother is not learning	1
Mother is making progress	104
Mother is not making progress	2
Mother is feeling more confident	73
Mother is not feeling more confident	1
Mother is connecting more with the community	43
Mother is not connecting more with the community	3

Section 5

Newcomer Innovation: *Reviving Hope and Home* (RHH) Highlights

32 mothers worked with their children

100% are refugees having lived in Canada for 3 year or less



4 countries of origin

6 languages spoke

131 hours of one-on-one settlement support



84% mothers received health support


92% mothers received financial support

92% mothers received benefits support

552 hours spent with Home Visitors in their home

3.8 days per week worked with child on HIPPY curriculum

579 hours working with their child



47% mothers feel confident to teach their child.

82% mothers felt a sense of belonging in their neighbourhood or community.

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 ISSo/BC. 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 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 and Demographics

During the first RHH program year ISSo/BC worked with a total of 32 families (and 32 children). In all cases (100%) mothers, or other female caregivers delivered the RHH curriculum to their children. 82% of RHH mothers are between 20 and 39 years of age, 19% are 40 to 49 years of age. (Please see *Figure 45: RHH Mothers – Age.*)

The majority (83%) of RHH mothers are married. (Please see *Figure 46: RHH Mothers – Marital Status.*)

All (100%) RHH families live in rental units or subsidized housing. (Please see *Figure 47: RHH Families – Housing.*) Half (50%) of RHH families live in households of six and more people. 22% of households have five, 15% have three, and 28% have four or fewer people living in the household. (Please see *Figure 48: RHH Families – Household Size.*)

Figure 45: RHH Mothers – Age

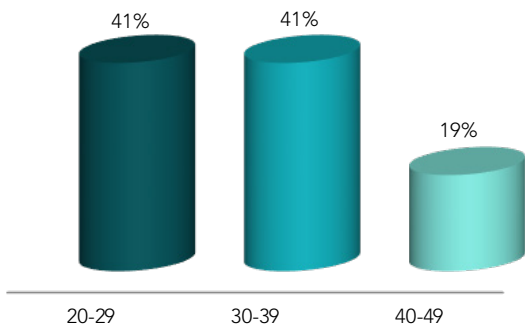


Figure 46: RHH Mothers – Marital Status

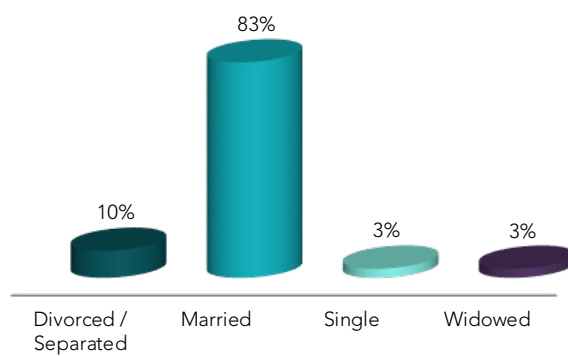


Figure 47: RHH Families – Housing

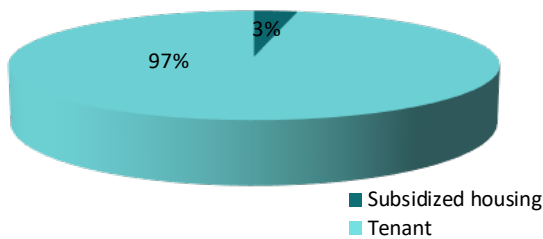
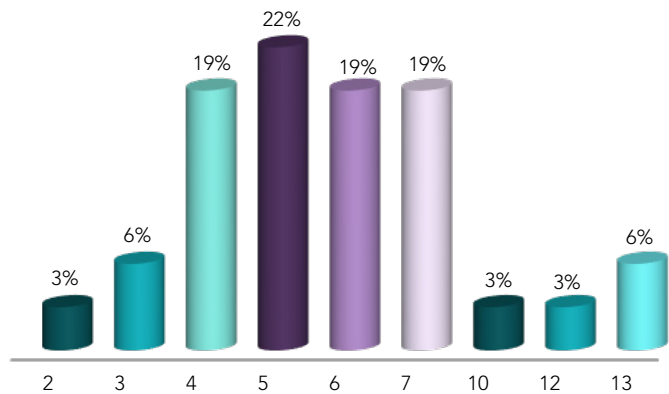


Figure 48: RHH Families – Household Size



All (100%) RHH mothers are recent refugees, who have lived in Canada for three years or less. (Please see *Figure 49 RHH Mothers – Years in Canada.*)

RHH mothers arrived from four countries and speak six languages. The largest number (84%) of mothers come from Syria. (Please see *Figure 50: RHH Mothers – Country of Origin.*)

Figure 49: RHH Mothers – Years in Canada

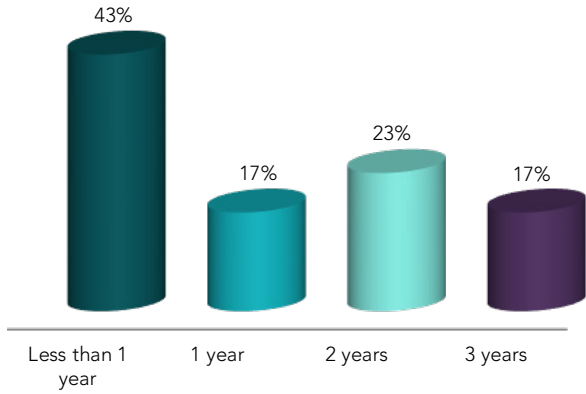
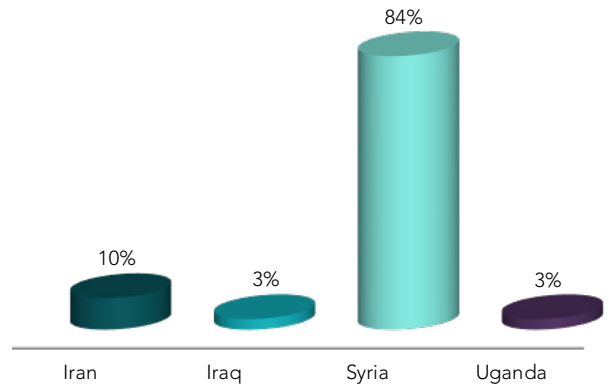


Figure 50: RHH Mothers – Country of Origin



RHH families tend to experience financial hardship in Canada. None of RHH mothers work outside the home. (Please see *Figure 51: RHH Mothers – Occupation.*) Participating mothers have relatively low levels of education: 57% have completed high school and 13% have college or university education. (Please see *Figure 52: RHH Mothers – Education.*)

Figure 51: RHH Mothers – Occupation

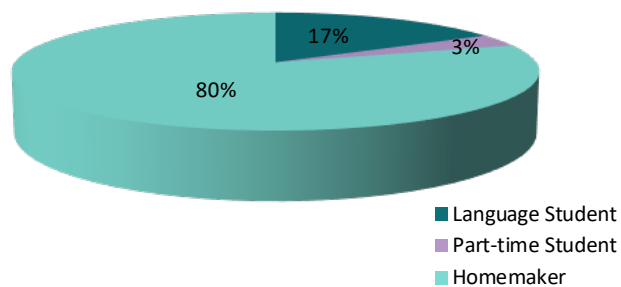
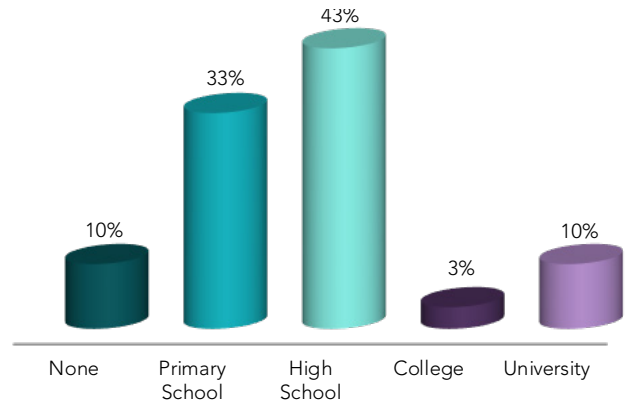


Figure 52: RHH Mothers – Education



Limitation

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 the case for two mothers who did not respond to most questions in the intake form. Demographics reported here reflect data for valid responses only for 30 RHH mothers.

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 wellbeing and dignity. Settlement services are designed to overcome systemic social and economic barriers and promote successful integration of newly arrived refugees.

HIPPY 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 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.

Home Visitor and Mother Efforts

Last year mothers spent **464** hours of home visits role-playing HIPPY activities, and **88** hours of home visits role-playing *HIPPY Summer* activities with Home Visitors.

Data are showing that HIPPY mothers in turn are matching the time they spend with their child. HIPPY mothers spent more than **513** hours and an average **3.8** days per week working with their children on the HIPPY curriculum, and **63** hours and an average of **3** days per week on the *HIPPY Summer* curriculum.

ISSofBC also offered **9 HIPPY Summer parent group meetings** and **9 HIPPY Summer child group meetings** during July and August, as well as **2 HIPPY group meetings** and celebrations.

Community Connections

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

- 1. Referrals Made:** In some instances, Home Visitors suggested that some sort of expert advice was required to meet the mother, child, or family's needs. Last year **67 referrals** were made to community services, government support services or social service professionals. (Please see *Figure 53: RHH Referrals Made*.)

Figure 53: RHH Referrals Made (Total of 67)

Referrals Made	# of Supports Given to	
	HIPPY Program	HIPPY Summer
Child development / parenting	10	4
Crisis intervention / emergency information	1	0
Education	17	4
Immigration	8	2
Public benefits	15	6

2. Actions Taken: In some cases, Home Visitors and Coordinators determined that more than a referral was required. In those cases, Home Visitors accompanied mothers to the school and / or community service, helped fill out forms and /or make appointments. (Please see *Figure 54: RHH Actions Taken*.)

Figure 54: RHH Actions Taken (Total of 32)

Actions Taken	# of Supports Given to	
	HIPPY Program	HIPPY Summer
Accompanied mother to community resources / activities	2	2
Assisted mother with connecting with other HIPPY families	1	1
Helped mother fill out other form(s)	7	
Supported mother with appointments (by phone / online)	3	3
Accompanied mother to appointment (education opportunity)		1
Other action(s) taken	9	3

3. Bridging parent-school interaction: In some cases, Home Visitors also support parents with older children with school interactions. (Please see *Figure 55: RHH Bridging Mother-School Interaction*.)

Figure 55: RHH Bridging Mother-School Interaction (Total of 40)

Support Provided	# of Supports Given to	
	HIPPY Program	HIPPY Summer
Supported mother with school involvement	11	7
Reviewed child's report card / prepare mother for parent-teacher interview	2	1
Assisted mother with school communication / issues	18	1

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 **131** hours with Community Navigators. During these meetings, mothers received support with a number of life domains, including Health (59 supports provided to 84% of mothers), Financial (52 supports, 92% of mothers) and Government Benefits (49 supports, 92% of mothers). (Please see *Figure 56: RHH Life Domain Support*.)

Figure 56: RHH Life Domain Support

Life Domain	# of Support	% of Parents
Family	31	80%
Housing	42	84%
Financial	52	92%
Government Benefits	49	92%
Health	59	84%
Immigration	33	84%
Education	21	72%
Employment	23	68%
Legal Services	22	68%
Social Well-Being	27	84%

72% of RHH mothers also received 37 supports through the resource bank. (Please see *Figure 57: RHH Resource Bank Support*.)

Figure 57: RHH Resource Bank Support

Resource Bank	# of Support	% of Parents
Transportation	37	72%
Childcare	1	4%
Translation service	3	12%

Community Connections

Community Navigators also provided mothers with information to connect them with additional support services in the community. Community connections fall into two categories:

- 1. Referrals Made:** In some instances, Community Navigators suggested that expert advice was required to meet the mother, child, or family's needs. Last year **54 referrals** were made to community services, government support services or social service professionals. (Please see *Figure 58: Community Navigator Referrals Made*.)

Figure 58: RHH Community Navigator Referrals Made (Total of 54)

Referrals Made	# of Supports Given
Child development / parenting	5
Crisis intervention / emergency information	9
Immigration	15
Public benefits	25

2. Actions Taken: In some cases, Home Visitors and Coordinators determined that more than a referral was required. In those cases, Home Visitors accompanied mothers to the school and / or community service, and helped fill out forms and /or make appointments. (Please see *Figure 59: RHH Community Navigator Actions Taken.*)

Figure 59: RHH Actions Taken (Total of 199)

Actions Taken	# of Supports Given
Accompanied mother to community resources / activities	2
Helped mother fill out employment application form(s)	4
Helped mother fill out other form(s)	72
Supported mother with appointments (by phone / online)	101
Accompanied mother to other appointments	11
Other action(s) taken	9

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.



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 are at the core of the RHH program. We developed several indicators to measure the transformation of mothers over the course of the program. In this self-assessment survey, mothers reported their change in three areas, including:

- **Parental confidence** (Please see Figure 60: How Confident do you Feel when you are Trying to Teach your Child new Things?),
- **Reading routine with their child** (Please see Figure 61: During the Past Week (7 days) on how many Days did you Read to your Child?), and
- **Communication with the school** (Please see Figure 62: How Comfortable are you when Communicating with other People (Teachers or Staff) at your Child’s School, Pre-school, or Daycare?).

Mothers consistently reported a positive – and, in some instances, significant – increase in behaviours and attitude. Most notably mothers’ responses as confident as her child’s teacher, increased from 7% at baseline to 47% at follow-up. The number of mothers who felt somewhat or very confident communicating with their child’s school increased from 12% at baseline to 52% at follow-up.

Figure 60: How Confident do you Feel when you are Trying to Teach your Child new Things?

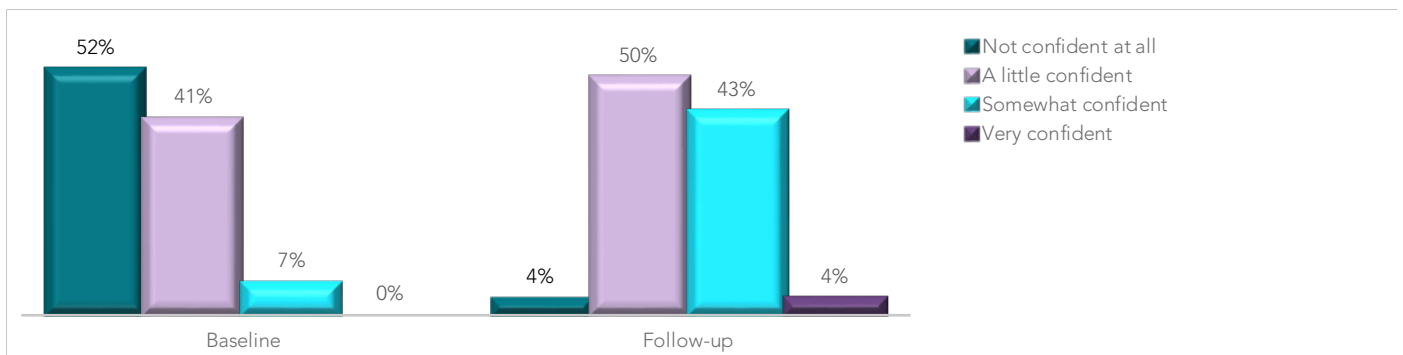


Figure 61: During the Past Week (7 days) on how many Days did you Read to your Child?

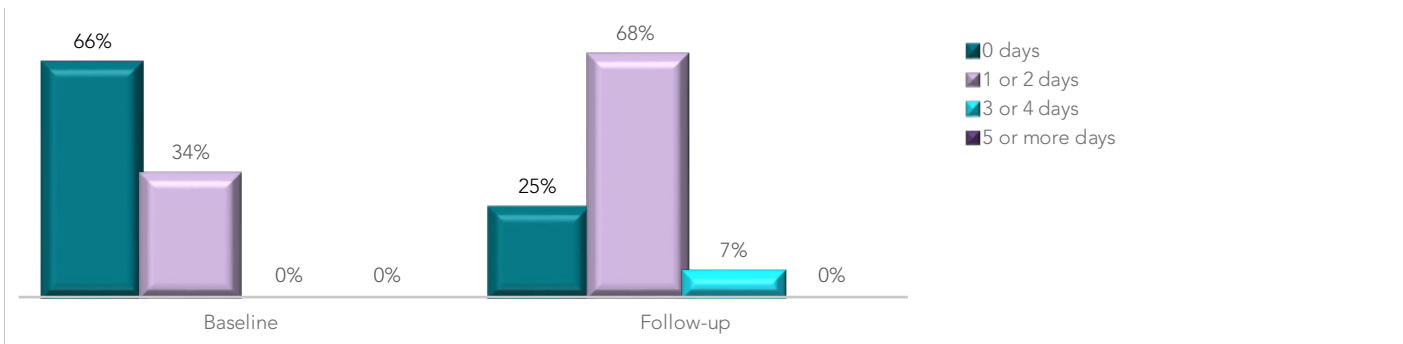
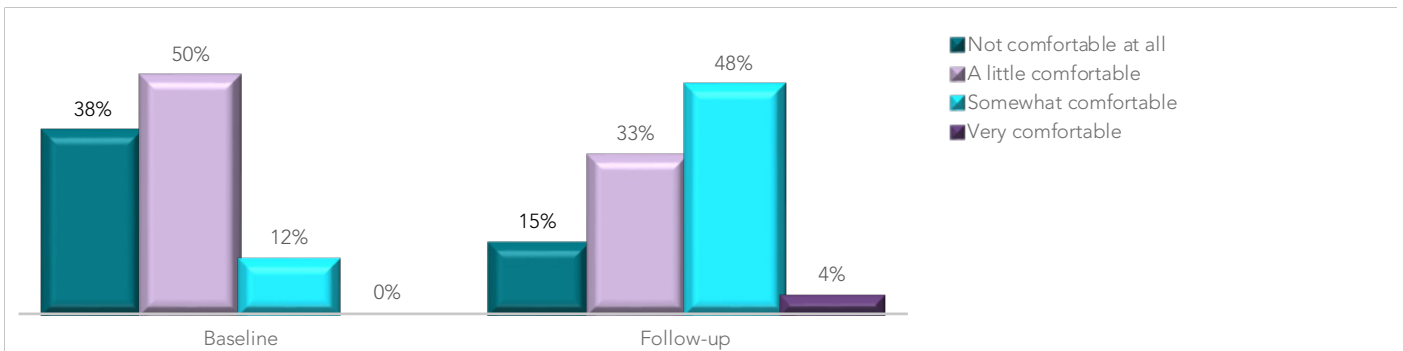


Figure 62: How Comfortable are you when Communicating with other People (Teachers or Staff) at your Child’s School, Preschool, or Daycare?





Medium-term Outcome

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

RHH recognizes that, when mothers are isolated, they and their children are more vulnerable. The RHH program builds in 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 including, at program-end **32% of mothers (vs. 3% at baseline) reporting a sense of belonging**; (Please see Figure 63: Do you Feel like you Belong in your Neighborhood or Community where you Live?) at program-end **36% of mothers (versus 3% baseline) have three or more friends**. (Please see Figure 64: Do you Feel like you have Group of Friends in your Neighbourhood or Community where you Live?)

Figure 63: Do you Feel like you Belong in your Neighborhood or Community where you Live?

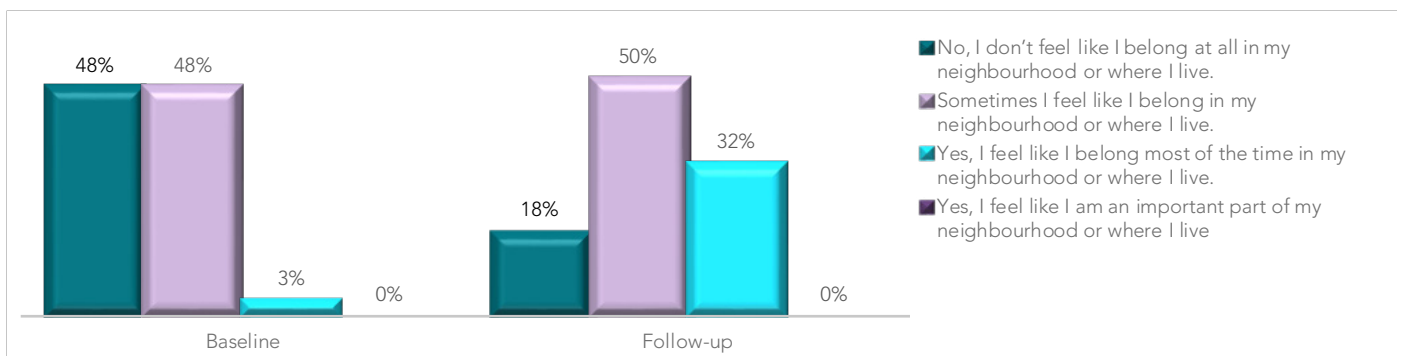
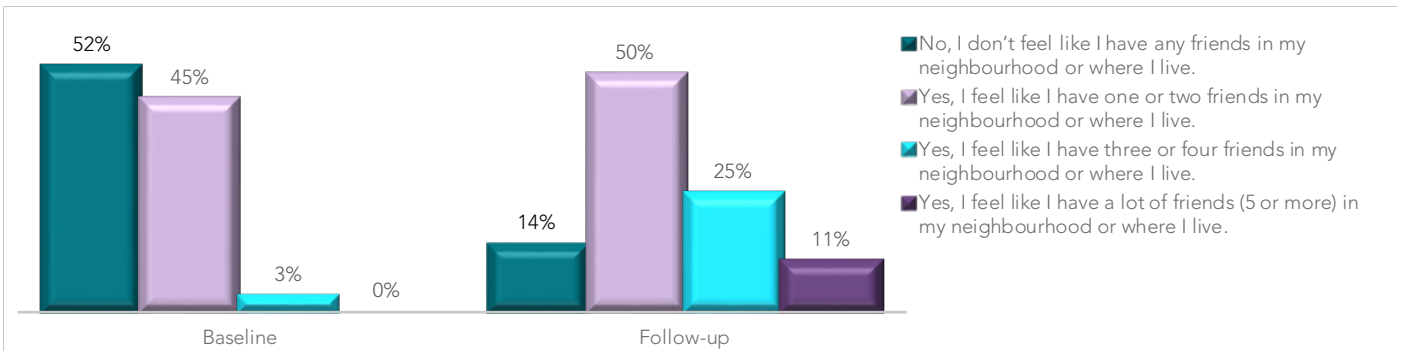


Figure 64: Do you Feel like you have Group of Friends in your Neighbourhood or Community where you Live?

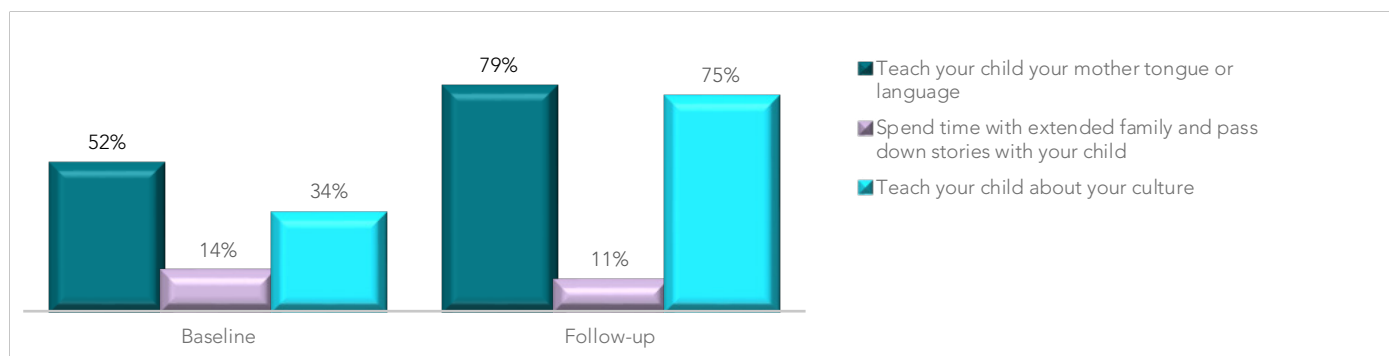


Medium-term Outcome

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.

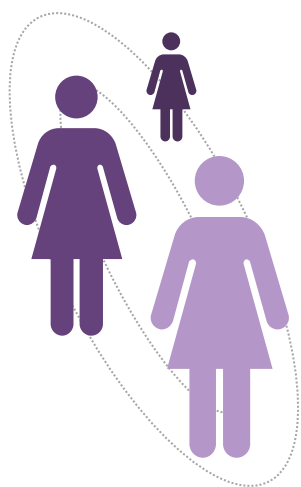
RHH families represent a rich mosaic of cultures. While HIPY is delivered in the language of the school, we encourage newcomer mothers to speak with their children in their mother tongue and share cultural practices and stories. Mothers indicated significant increase in the amount of time they spend sharing their culture. (Please see Figure 65: During the Past Week (7 days), did you do any of the following Things with your Child?)

Figure 65: During the Past Week (7 days), did you do any of the following Things with your Child?



Limitations

1. 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 program year. At the end of the 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.
2. Retroactive baseline and follow-up assessments were completed for 28 of the 32 mothers who were enrolled in the RHH program.



While the work was challenging initially, small milestones reached by mothers in the RHH programme uplifted staff’s morale.

When I got to know that the woman who had never stepped foot outside her house or camp, who said that going out on the street she felt like everyone and everything is coming to get her had independently taken a bus to come to our group meeting, my heart burst with pride. – RHH Home Visitor

Some families required food assistance, some required support for transportation and some required support for translation. RHH gives Home Visitors the flexibility to adapt the program based on specific needs of the families.

If a mother is telling me she does not have food for her children or if she is feeling sick, I cannot deliver HIPPY curriculum nor can I expect her to engage her child in HIPPY activities. Being fed and being healthy are presumptions for HIPPY or any type of settlement to work. – RHH Home Visitor

Section 6

Bond to Literacy (BTL) Highlights

76 mothers worked with 94 children

89% are newcomers to Canada



18 countries of origin

17 languages spoke

50% successfully completed the year




76% mothers worked with 1 child

24% mothers worked with 2 children

248 hours spent with Community Facilitators

564 hours working with their child

4.4 days per week worked with child on HIPPY curriculum



75% mothers feel confident using the BTL materials to teach their child

55% mothers feel confident accessing resources in their community

BTL Introduction

Bond to Literacy is designed to meet the complex needs of families who struggle with deeply entrenched day-to-day challenges that make it difficult to engage in programs requiring long-term commitment and structure. However, we know that, despite sometimes serious obstacles, all families want the best for their children. BTL, sometimes called *HIPPY Lite*, is an adaptation of the HIPPY program intended to accommodate the realities of life by offering a program that is possible for parents even 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 Indigenous children in care, who comprise a disproportionate 60% 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 six BTL sites in three provinces, many serving refugees. The data reported here include cohort six (the final cohort) of the four BC BTL sites who are part of a two-year funding agreement with an anonymous donor. Cohort six began in September 2018 and ended in December 2018.

Program Enrollment

The final BLT cohort employed a total of four Community Facilitators who worked with 76 parents in the four BC communities: Burnaby, Kelowna, Langley, and Vancouver. Most BTL parents (76%) had one child in the program, 24% had two children in BTL. (Please see *Figure 66: Number of Children in BTL*.)

The majority (50%) of BTL families successfully completed the program. Successful program completion was defined as parents completing at least nine weeks of the curriculum. (Please see *Figure 67: Program Completion*.)

Figure 66: Number of Children in BTL

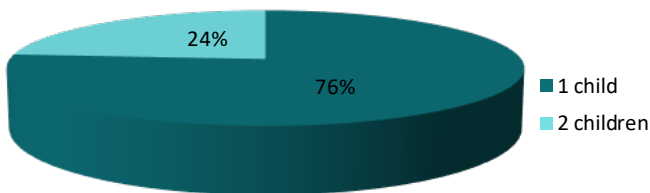
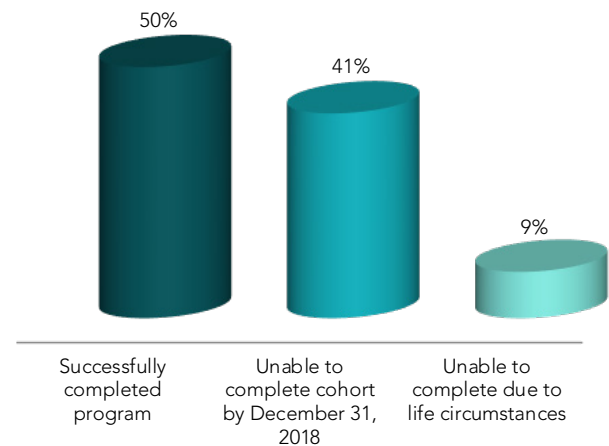


Figure 67: Program Completion



Demographics

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

In most cases (95%), mothers and other female caregivers, such as grandmothers, delivered the BTL program to their children. (Please see *Figure 68: BTL Parents – Gender*.)

48% of BTL mothers are between 30 and 39 years of age with the next-highest group of participants (24%) between 40 and 49 years. 23% are 20 to 29 years of age. (Please see *Figure 69: BTL Mothers – Age*.)

The majority (83%) of BTL participants are married. (Please see *Figure 70: BTL Mothers – Marital Status*.)

Most (76%) BTL families live in rental units or subsidized housing. (Please see *Figure 71: BTL Families – Housing*.)

Figure 68: BTL Parents – Gender

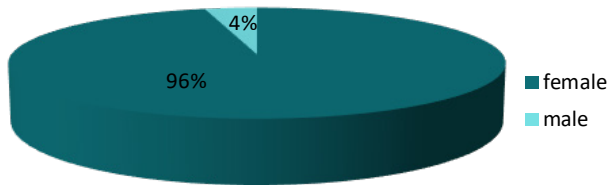


Figure 70: BTL Mothers – Marital Status

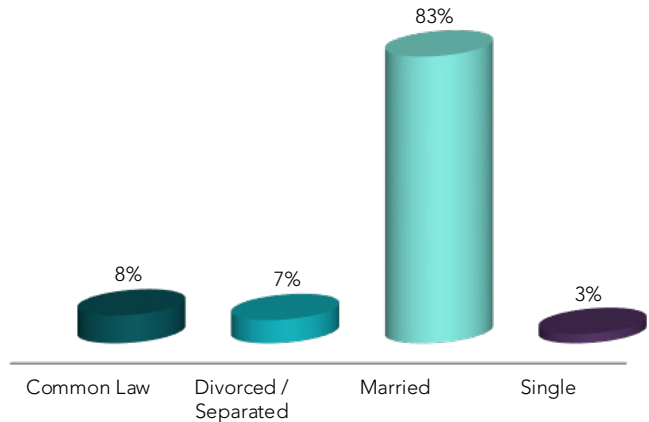


Figure 69: BTL Mothers – Age

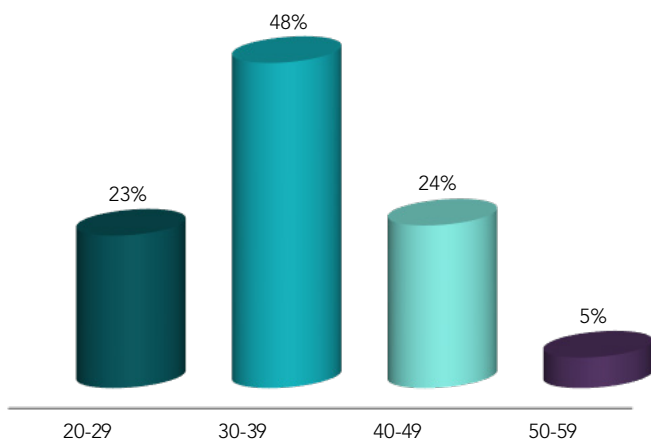
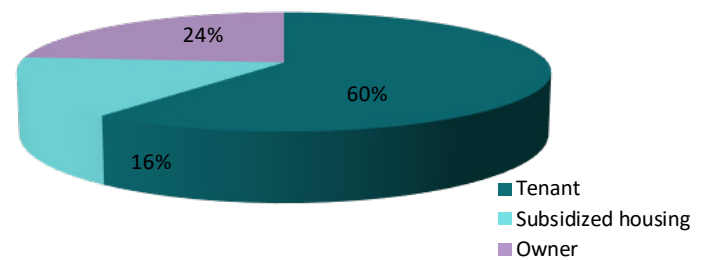


Figure 71: BTL Families – Housing



Consistent with the national average, 38% of the BTL families live in households of four people. 19% of households have three, 15% have five, and 24% have six or more people living in the household. (Please see *Figure 72: BTL Families – Household Size*.)

89% of BTL mothers are newcomers arriving from 18 countries and speaking 17 languages. Many newcomer BTL parents are recent immigrants. 79% of HIPPY parents have lived in Canada for a period of ten years or less. (Please see *Figure 73: BTL Mothers – Years in Canada*.)

BTL families tend to experience financial hardship in Canada. 74% of BTL mothers do not work outside the home. A low number (9%) of mothers work full-time. (Please see *Figure 74: BTL Mothers – Occupation*.)

Notwithstanding relatively low employment and income levels, participating mothers have reasonably high levels of education: 8% have completed high school and 49% have college or university education. (Please see *Figure 75: BTL Mothers – Education*.)

Figure 72: BTL Families – Household Size

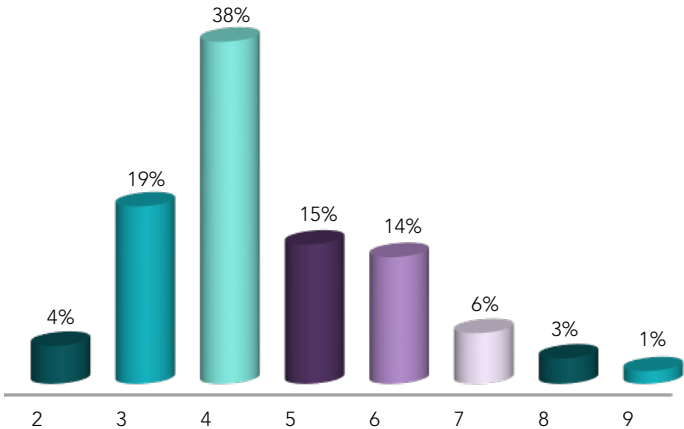


Figure 74: BTL Mothers – Occupation

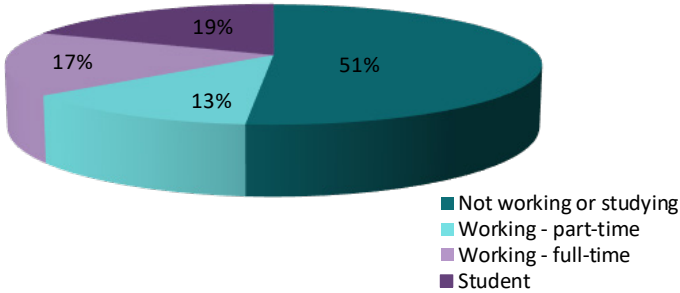


Figure 73: BTL Mothers – Years in Canada

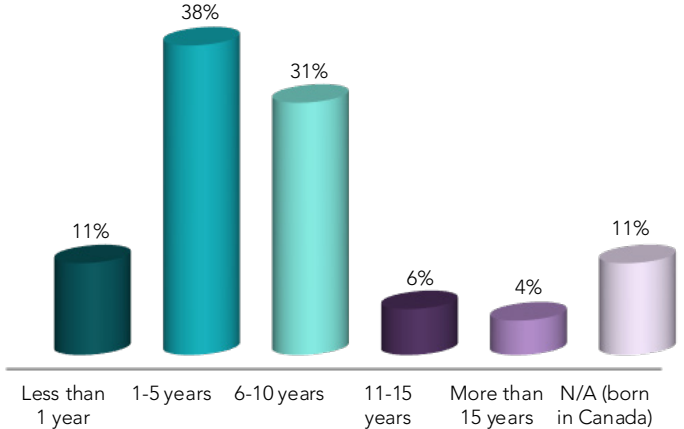
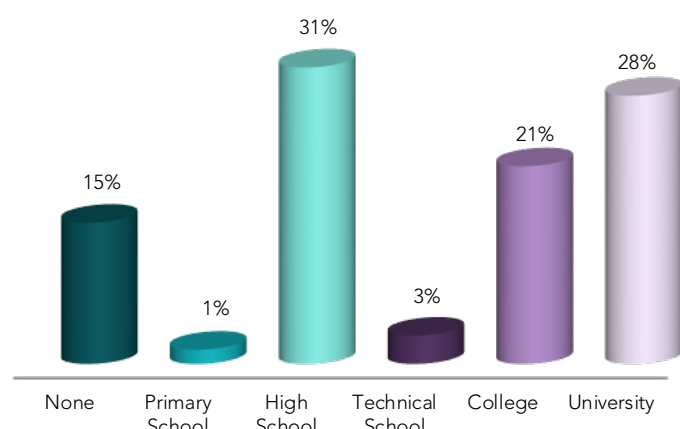


Figure 75: BTL Mothers – Education



Limitation

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, such as gross annual income. 60.53% of mothers were not comfortable answering this question or did not respond. Other demographic questions with high non-response rates included country of origin (13.16%), parental age (13.16%), education (11.84%), and occupation (10.53%). All other questions pertaining to demographics had non-response rates between 0% and 5.26%. 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 at group meetings. BTL mothers work with their child 15 minutes each day for 12 weeks. Community Facilitators not only support mothers to develop their capacity to ensure their preschool children's success in school and beyond but also create linkages to the larger community.

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

Objectives for BTL Mothers

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

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

Community Facilitator and Mother Efforts

During September and December 2018, the four BTL sites offered **104 group meetings**, spending more than **248 hours** with mothers where Community Facilitators role-played the BTL curriculum and offered information on other community programs, children's activities, early child development, nutrition, parenting, public services, and cultural celebrations. Group meetings are an effective means for BTL mothers to connect with others in the program.

BTL mothers spent a total of **564 hours** and worked with their children on the BTL curriculum on average on **4.4 days per week**.

BTL Mother Outcomes

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



Medium-term Outcome

Economically disadvantaged and isolated mothers 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 are at the core of the BTL program. We developed indicators to measure the transformation of BTL mothers over the course of the program. In the mother self-assessment survey mothers reported their change in three areas:

- **Parental confidence** (Please see *Figure 76: How Confident do you Feel when you are using the Bond to Literacy Materials to Teach your Child?* and *Figure 77: 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 78: During the Past Week (7 days) on how many Days did you Read with your Child?*)
- **Communication with the school** (Please see *Figure 79: How Comfortable are you when Communicating with other People (Teachers or Staff) at your Child's School, Pre-school, or Daycare?*)

Mothers consistently reported a positive – and, in some instances, significant – increase in behaviours and attitude. Most notably, mothers' responses as 'very confident' as her child's teacher, increased from 20% at baseline to 76% at follow-up. The percentage of mothers who read to their child five days a week or more increased from 25% at baseline to 65% at follow-up.

Figure 76: How Confident do you Feel when you are using the Bond to Literacy Materials to Teach your Child?

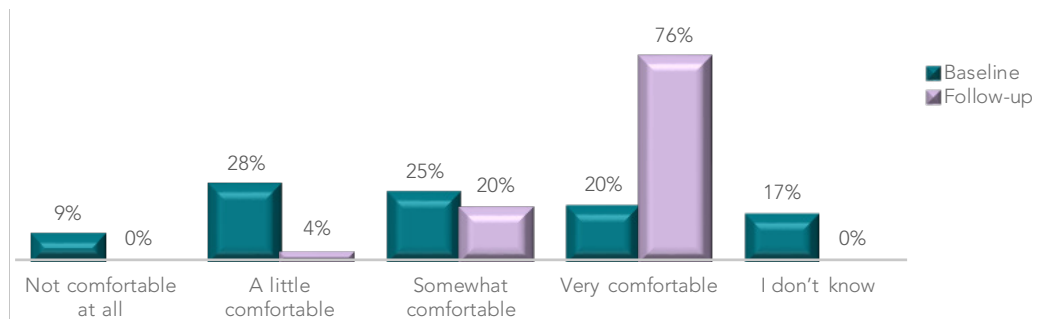


Figure 77: How Confident do you Feel when you are Helping your Child to Understand the Story in a Book?

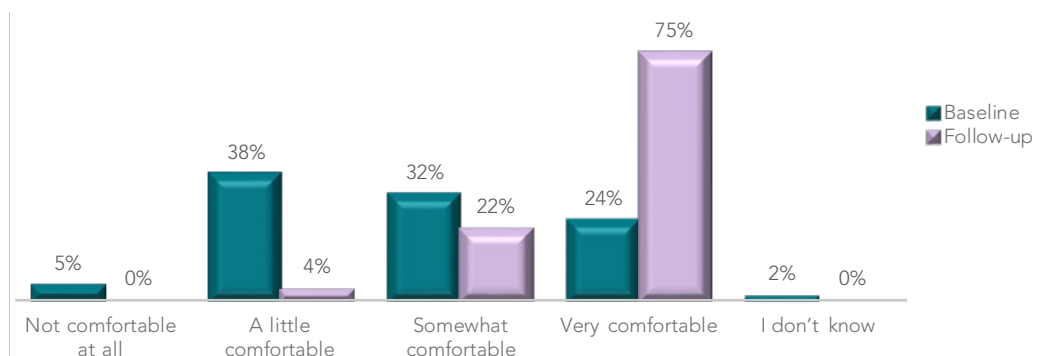


Figure 78: During the Past Week (7 days) on how many Days did you Read with your Child?

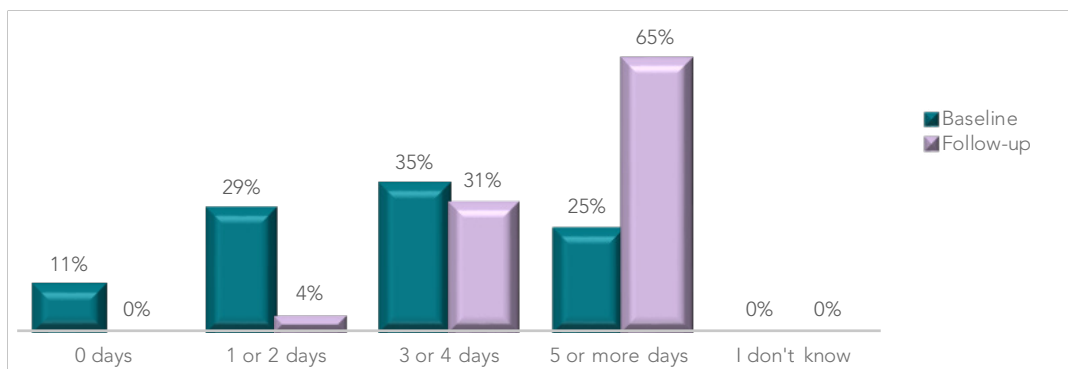
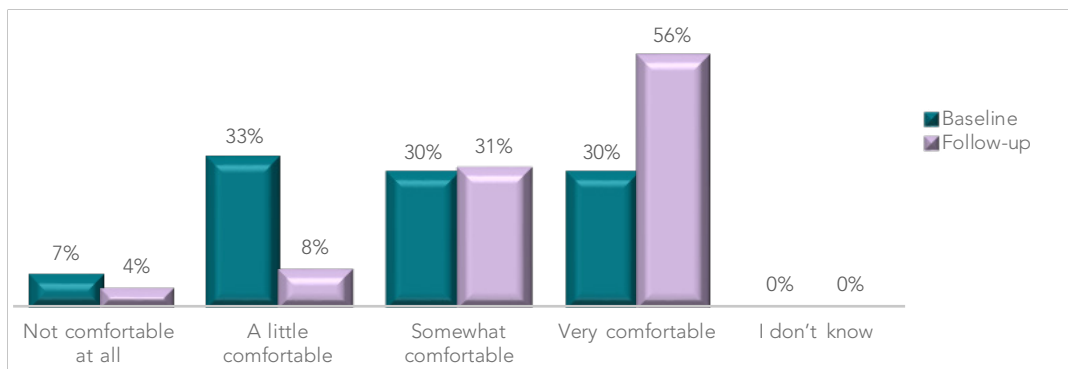


Figure 79: How Comfortable are you when Communicating with other People (Teachers or Staff) at your Child's School, Pre-school, or Daycare?



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

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

- Mothers who felt they belonged to their community increased from 40% at baseline to 70% at follow-up. (Please see *Figure 80: Do you Feel like you Belong in your Neighborhood or Community where you Live?*)
- Mothers who attend events or social gatherings in their neighbourhood most of the time or always increased from 21% at baseline to 36% at follow-up. (Please see *Figure 81: Do you Attend Events or Social Gatherings where you Live?*)

Figure 80: Do you Feel like you Belong in your Neighborhood or Community where you Live?

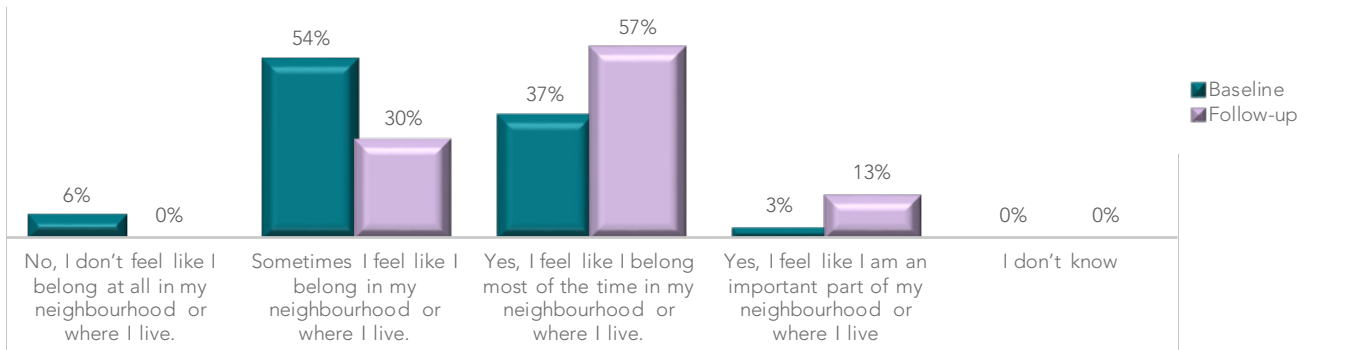
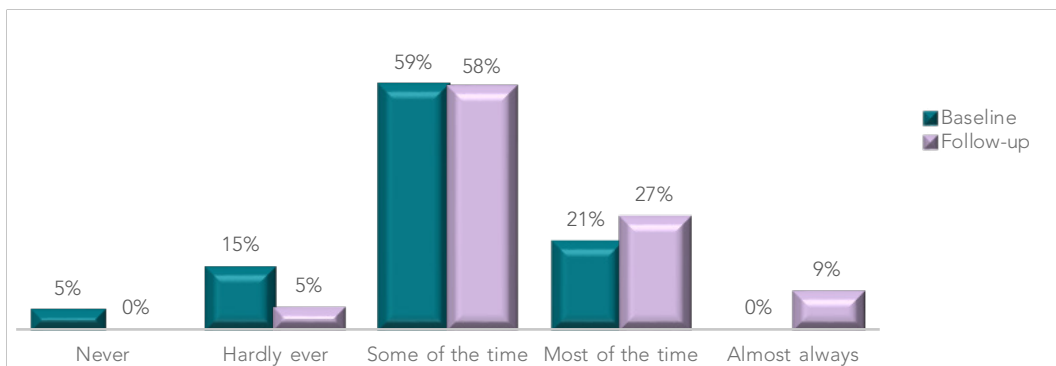


Figure 81: Do you Attend Events or Social Gatherings where you Live?



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, 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 four BTL sites completed retroactive baseline assessments for 66 mothers, and follow-up assessments for 55 mothers.

Section 7

2019 Adopt-a-Reader Campaign


HIPPY families adopted non-HIPPY families to join them in reading to their children for **15 MIN. EVERYDAY FOR 15 DAYS**



17 SITES IN 6 PROVINCES

5 SITES

720 HIPPY FAMILIES **845 NON-HIPPY FAMILIES**



2,377 Children

41% **0-3** years old 38% **4-5** years old 21% **6+** years old

5,392 BOOKS




413,606 minutes read

THE CAMPAIGN EMPOWERED HIPPY families to share the skills they learned from the HIPPY program with their friends.

SPARKED the love of reading between parents and their children.

FEATURED The HIPPY program to new eligible families.

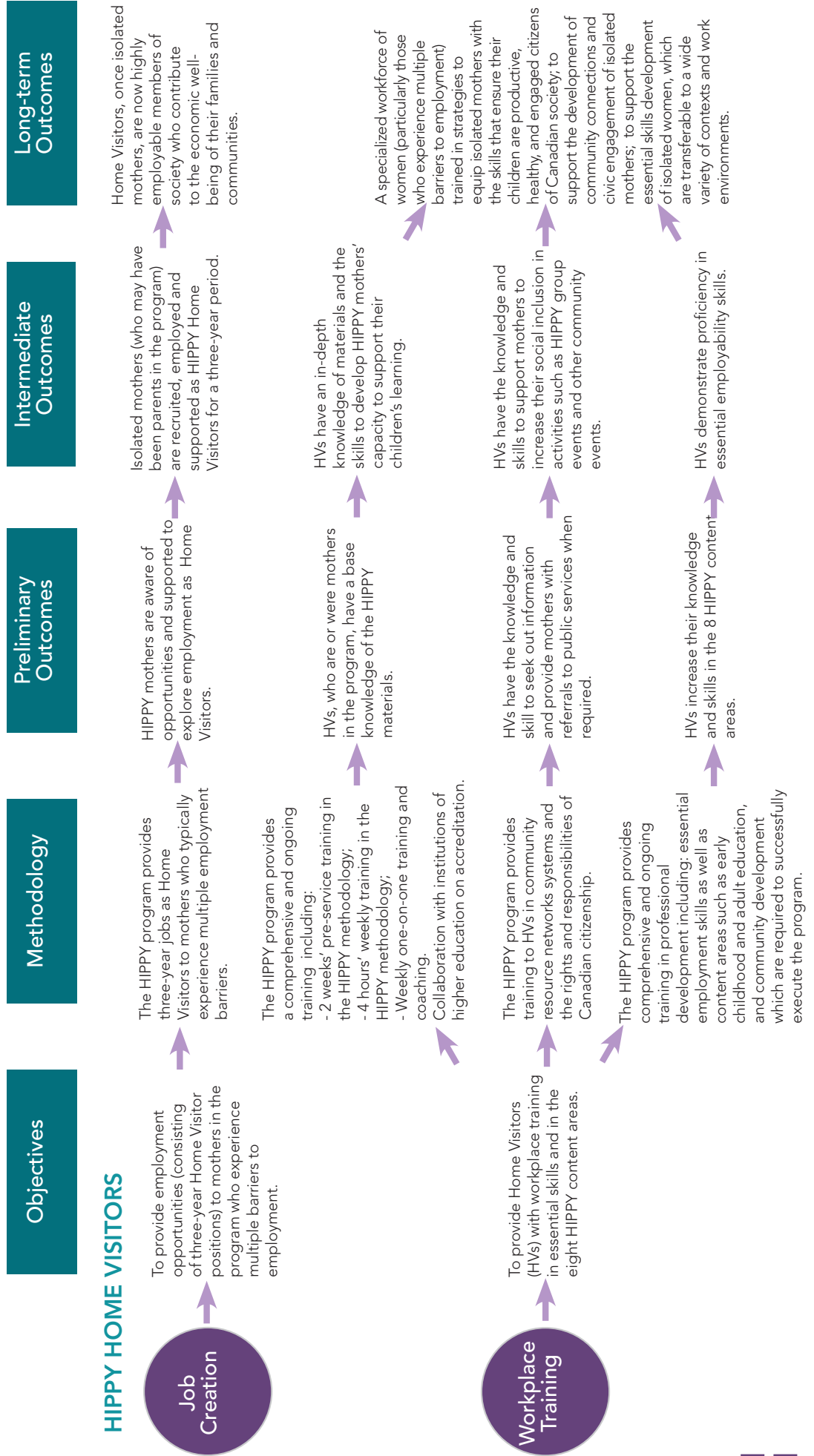


"CHILDREN ARE MADE READERS ON THE LAPS OF THEIR PARENTS"
EMILIE BUCKWALD

Appendix 1 HIPPY Program Logic Model

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, Indigenous and other at-risk) mothers and provide them with three-year work-learn jobs, essential skills training to facilitate their transition to and success in the workforce, develop their capacity to support their children's success in school, and build bridges to social networks and organizations that facilitate full and active inclusion and engagement in Canadian society.





Transition to Work after HIPPY

To provide HVs with career counseling, goal-setting and job-search support required to transition to other jobs and / or higher education after their three-year work / learn job training position is completed.

The HIPPY program systematically supports HVs in:

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

HVs articulate career and higher education aspirations.

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

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

HIPPY PARENTS

Early Childhood Education Skills

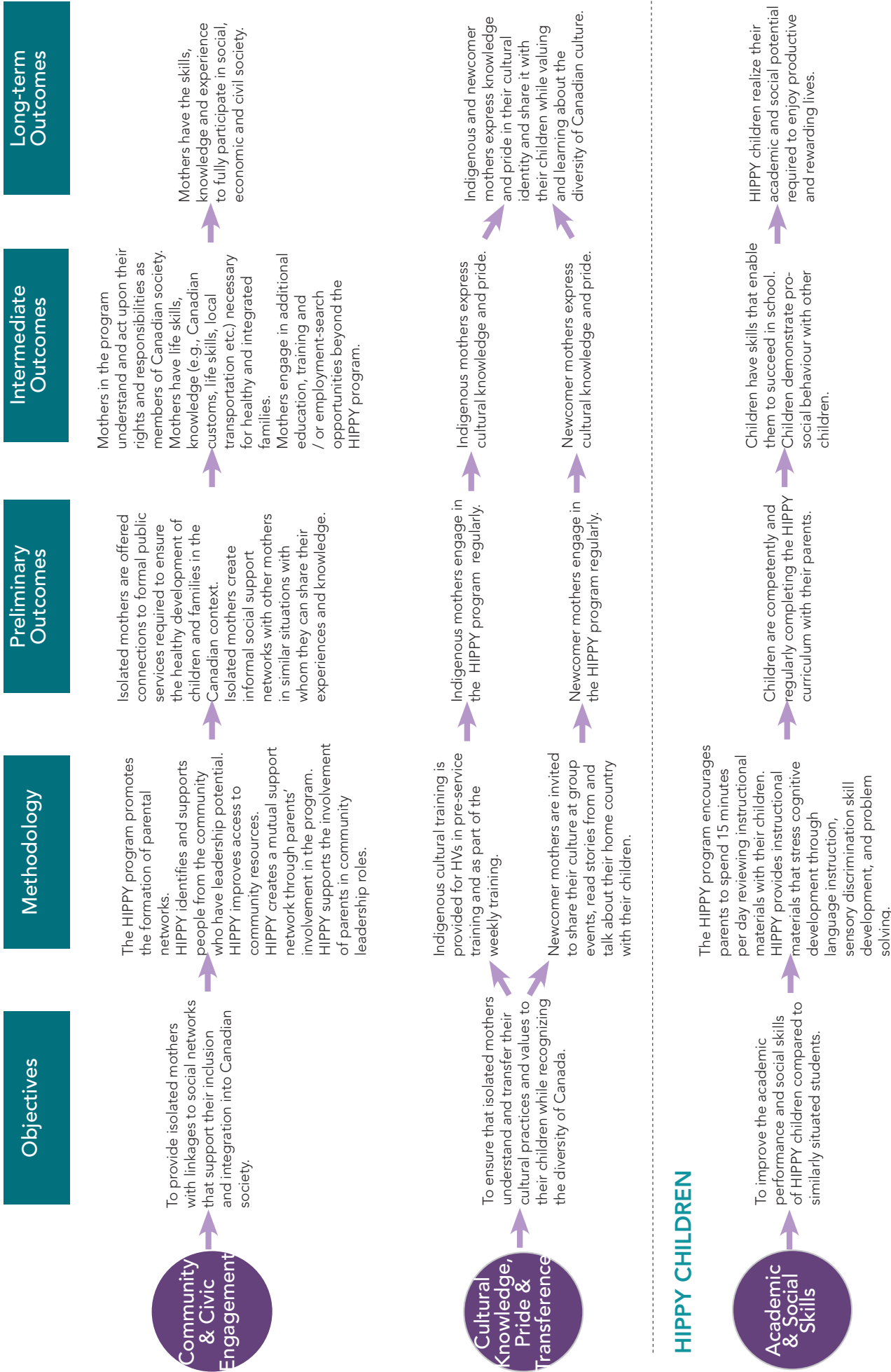
To provide mothers with the skills and literacy tools to support their children's success in school and beyond.

HVs reach out to at-risk mothers in their homes with practical information and structured lessons that enable isolated Indigenous and newcomer mothers to gain confidence in their own capacity to help prepare their children for entering school with the skills required to succeed. Through structured and regular visits and role-play of curriculum, HIPPY changes parents' perceptions of themselves to see their potential as advocates on behalf of their children in the educational and broader communities.

Mothers establish a routine of engaging with their children on educational (HIPPY) activities. Mothers have the skills and capacity to use the HIPPY materials to teach their children.

Mothers engage their children with additional learning materials (beyond those from HIPPY). Mothers have meaningful interactions with their children's schools (for children ages 4 and 5) or daycare, pre-school, etc. (for younger children).

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



Together, we are powerful.



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

Program funding:



Immigration, Refugees and Citizenship Canada

Immigration, Réfugiés et Citoyenneté Canada



Indigenous Services Canada

Services aux Autochtones Canada



Employment and Social Development Canada

Emploi et Développement social Canada



Ministry of Public Safety and Solicitor General

EDITH LANDO CHARITABLE FOUNDATION



First Nations Health Authority
Health through wellness



innovate BC

NORTH GROWTH FOUNDATION



Rotary Club of Vancouver
British Columbia, Canada



vancouver foundation

Bruce and Dale Flexman
Sheryl Kennedy
Carol and Ron Slater



Suite 508 - 1190 Melville Street
Vancouver, BC V6E 3W1
Phone: 604.676.8250
www.mothersmattercentre.ca