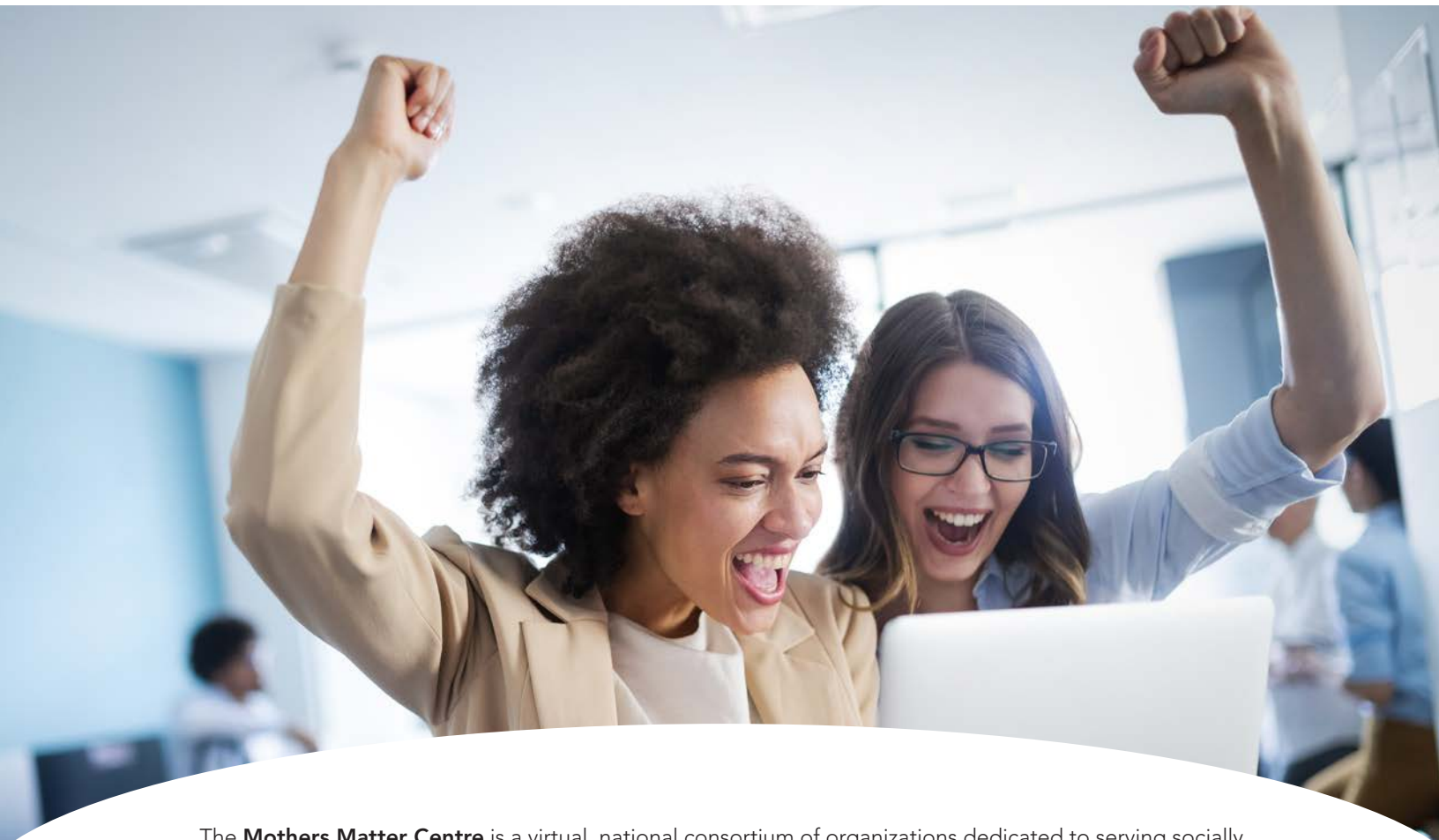


Performance Management Results

Reviving Hope and Home (RHH)

January 2018 – March 2021



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

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

Reviving Hope and Home (RHH)

Performance Management Results

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Section 1 – Introduction

Mothers Matter Centre Performance Management

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

The PMP was rolled out nationally in autumn 2013. Using the ETO (Efforts to Outcomes) data collection software and the PMP, staff at the Mothers Matter Centre and at HIPPY sites 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 three years of the *Reviving Hope and Home* (RHH) project. 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.

Section 1 comprises background information on the MMC and the HIPPY program in Canada. *Section 2* addresses program enrollment, demographic, and efforts and outcomes data for RHH mothers.

The Mothers Matter Centre

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

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

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

HIPPY Program

HIPPY is an evidence-based program that works with families in the home to support parents, primarily mothers, in their critical role as their child's first and most important teacher. HIPPY strengthens families and communities by empowering mothers to actively prepare their children for success in school.

Over the past 21 years, HIPPY Canada has reached out to provide more than 17,000 low-income newcomer, Indigenous and other Canadian mothers with structured lessons and practical information that develop their own and their children's personal skills, ensuring both children and families have a better opportunity to succeed in school and society.

How HIPPY Works

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

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

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

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

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

HIPPY Family of Programs: Reaching across Canada



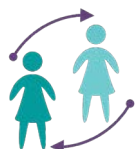
Section 2 – Newcomer Innovation: Reviving Hope and Home (RHH)

Introduction

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

Funded by IRCC and launched in January 2018, RHH is being piloted in Vancouver at ISSoBC. In addition, studies are being conducted in Germany with IMPULS Deutschland to explore and assess the outcomes of program innovations, designed by HIPPY Germany for refugees.

Essential Program Elements



1. Mother-to-Mother Approach

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



2. Flexible Curriculum

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



3. Refugee Resource Bank

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



4. Community Navigators

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



5. Key Settlement and Non-settlement Information

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

6. Translation Support

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

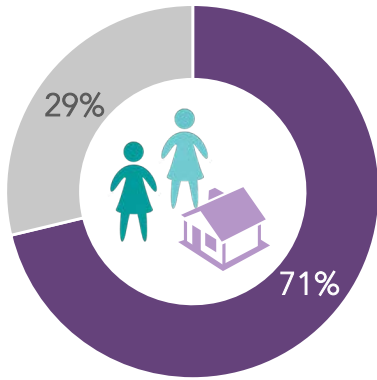


Program Enrollment

The enrollment summary in this section includes 80 mothers who were enrolled at ISSofBC during the three years of the RHH program.

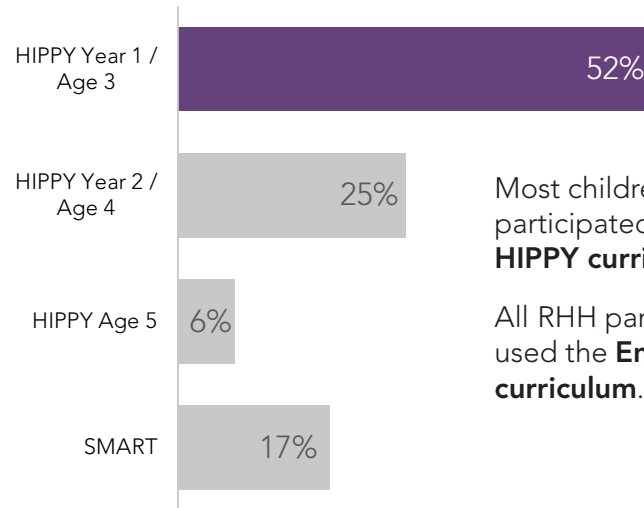


80 mothers and
88 children were enrolled in HIPPY
16 children were enrolled in SMART



71% completed one year, and 29% two or more years.

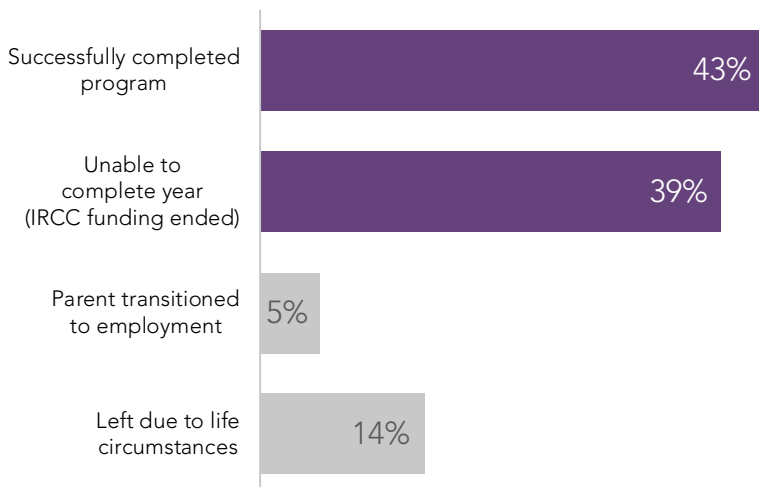
Most Current Curriculum Completed



Most children (**52%**) participated in the **age 3 HIPPY curriculum**.

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

HIPPY Program Completion



43% of RHH families successfully completed either the HIPPY or the HIPPY Summer program. Another 39% were not able to complete the program by the end of March 31, 2021.

Successful program completion of the HIPPY program is defined as parents completing at least 25 weeks of the curriculum for ages 3 or 4, and at least 12 packets of the bi-weekly, age-5 curriculum.

Demographics

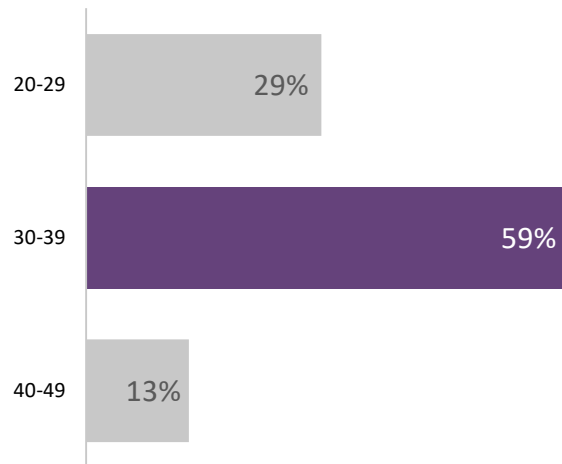
Demographics data for mothers are entered and updated by Home Visitors at the beginning of the program year.

RHH Parent – Gender

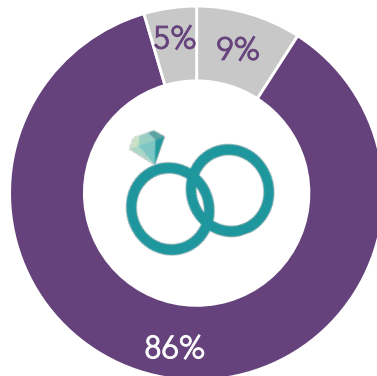


In most cases (97%), **mothers and other female caregivers**, such as grandmothers, deliver the RHH program to their children.

RHH Mothers – Age

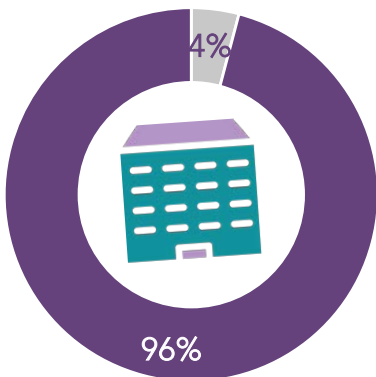


RHH Mothers – Marital Status



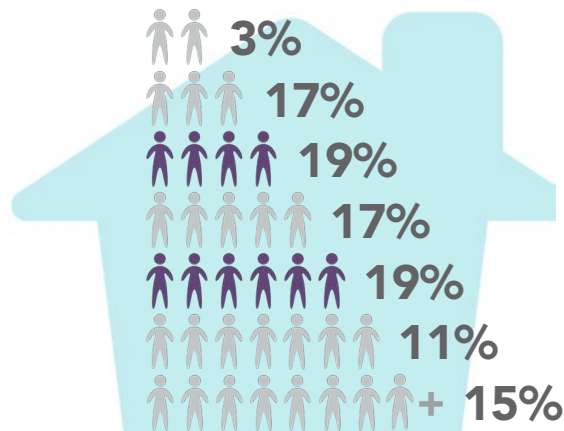
86% of RHH mothers are married, 9% are divorced or separated, and 5% are single or widowed.

RHH Families – Housing



96% of RHH families live in rental housing, and 4% in subsidized housing.

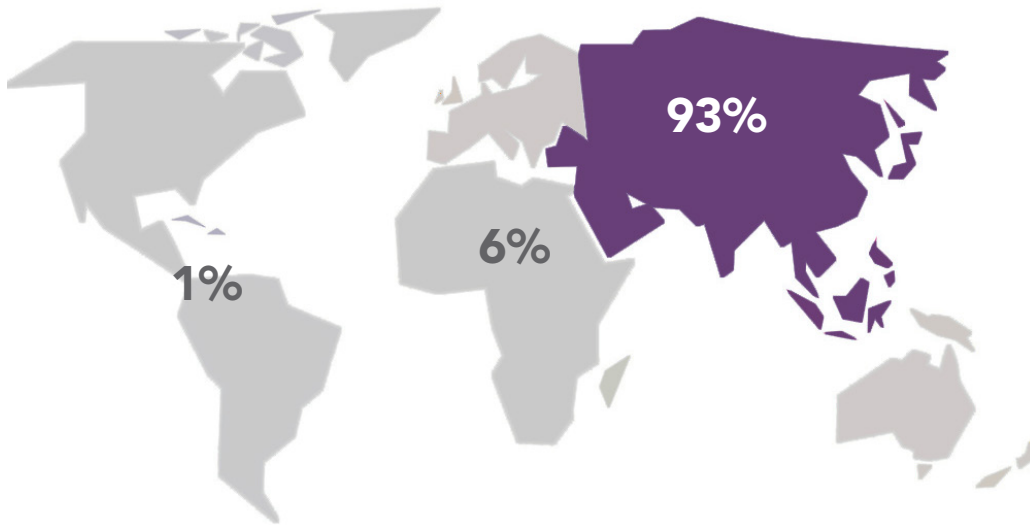
RHH Families – Household Size



Many RHH families (**38%**) live in households of four or six people.

Cross-tabulation of average household size and country of origin shows that families from Syria have the highest household size of 7.7 people, followed by 7 people for the family from Somalia, and 6 people for families from Sri Lanka and Thailand.

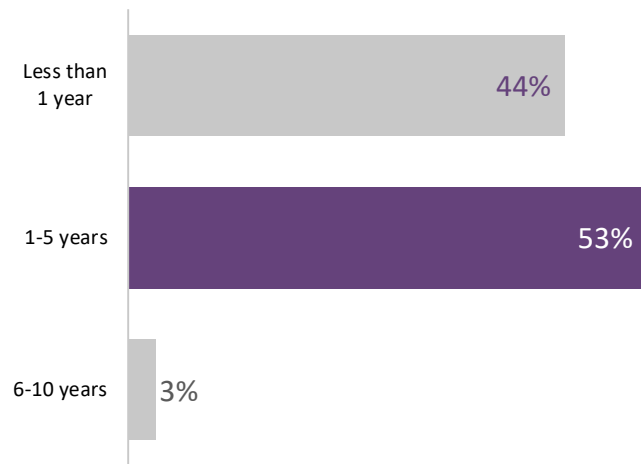
RHH Families – Country of Origin



Refugee RHH mothers have arrived from **sixteen countries** and **speak fifteen languages**.

Our largest demographic (**93%**) comes from **Asia**, followed by Africa (6%) and the Americas (1%).

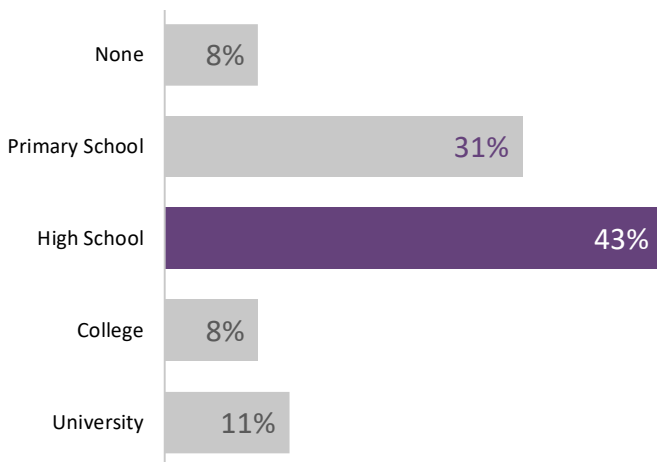
RHH Mothers – Years in Canada



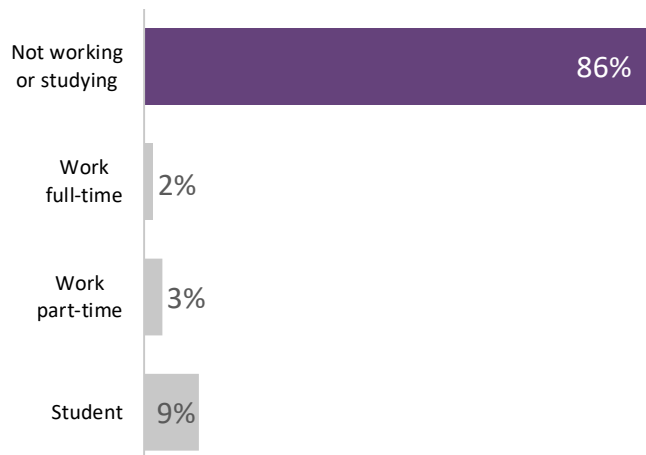
Most RHH parents are recent refugees to Canada.

53% of HIPPY parents have lived in Canada between one and five years.

RHH Mothers – Education



RHH Mothers – Occupation



86% of HIPPY mothers do not work outside the home or study. A low number (2%) of mothers work full-time. Participating mothers also have relatively low levels of education: **43% have completed high school and 19% have college or university education.** All mothers (100%) report having received their post-secondary education from outside Canada.

RHH Mother Change

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

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

Objectives for RHH Mothers

To receive:

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

RHH Home Visitor and Mother Efforts



1,768
hours of
home visits

During the three years mothers spent **1,547 hours** role-playing **HIPPY activities**, **140 hours** role-playing **HIPPY Summer**, and **81 hours** role-playing **SMART** activities with Home Visitors during home visits.



1,637
hours of
parent-child time

Data are showing that HIPPY mothers in turn are matching the time they spend with their child. RHH mothers spent **1,330 hours** and an average **3 days per week** working with their children on the **HIPPY** curriculum, **255 hours** and an average of **2.7 days per week** working on **HIPPY Summer** activities, and **52 hours** and an average of **2.4 days per week** working with their child on **SMART** activities.

ISSoBC offered **12 HIPPY group meetings** and special celebrations, and **9 HIPPY Summer parent** and **9 HIPPY Summer child** group events where mothers could connect with other mothers in the HIPPY program.

Community Connections

Information given **24** times

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

Referrals made **99** times

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



Actions taken **49** times

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

Bridging parent-school interactions

110 times

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

Response to COVID-19 - Virtual Home Visits

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

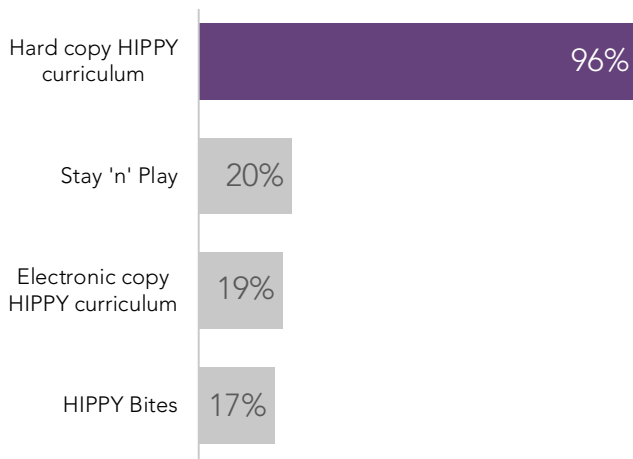


54 mothers
received virtual
home visits



828
hours of virtual
home visits

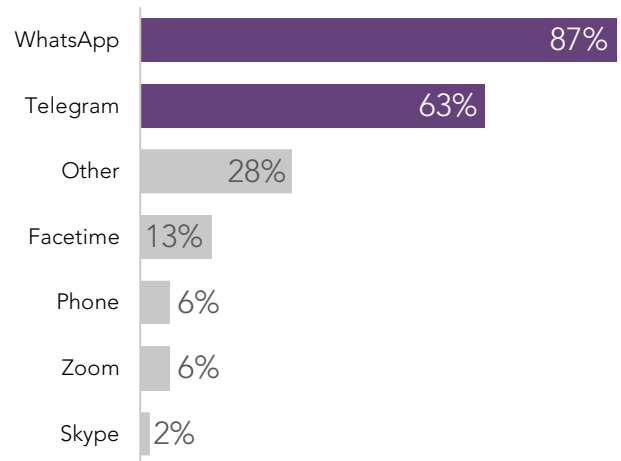
Type of curriculum used during virtual home visits



96% of mothers were able to continue RHH using the hard copy HIPPY curriculum delivered to them by the Home Visitors.

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

Mode of communication used during virtual home visits



WhatsApp and Telegram were the most popular modes of communication for virtual home visits used by 87% and 63% of mothers respectively.

What other supports did families need?



72%
of RHH mothers
required emotional
support



19%
of RHH families
required housing
support



33%
of RHH families
required food
security and
nutritional support



17%
of RHH mothers required
support with home schooling
their older children

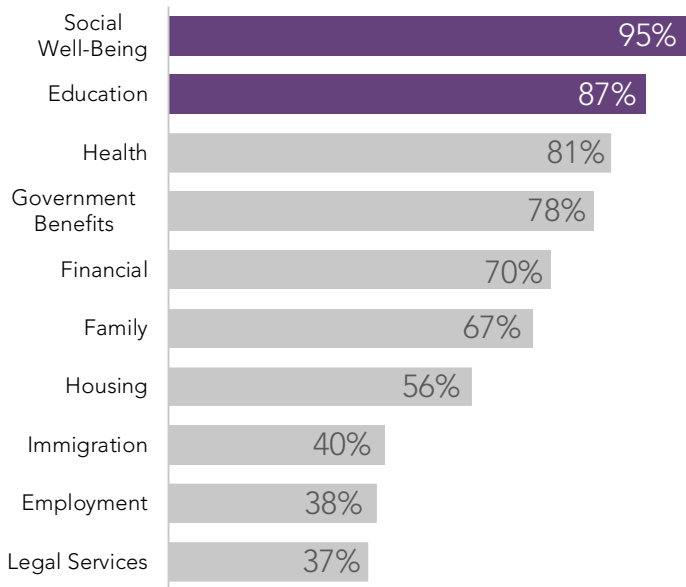
Community Navigator and Mother Efforts



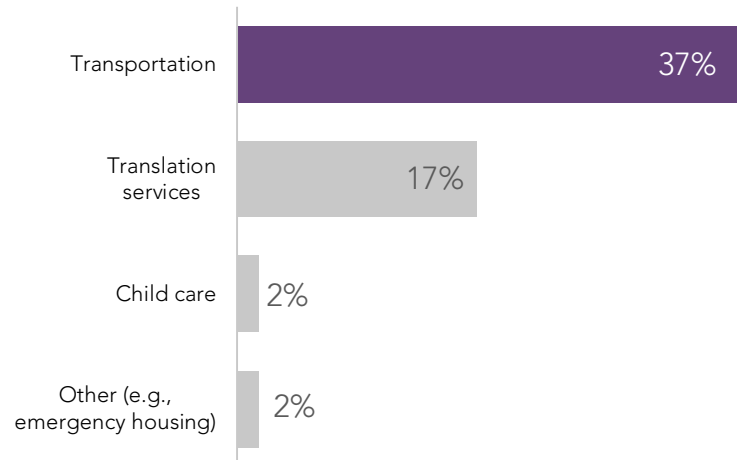
1,213
hours of
support

Community Navigators provided one-on-one support to mothers to address their unique settlement needs. During the three years, **63 mothers spent 1,213 hours with Community Navigators**. During these meetings, mothers received support with a number of life domains, including **social well-being (374 supports provided to 95% of mothers)**, education (193 supports, 87% of mothers), health (259 supports, 81% of mothers), and government benefits (110 supports, 78% of mothers).

Life domains support provided to mothers



Resource bank supports



37% of mothers received transportation support through the RHH resources bank.

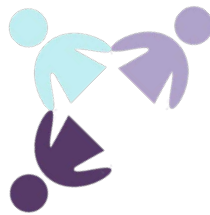
Community Connections

Information give, **77** times

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

Referrals made **197** times

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



Actions taken **791** times

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

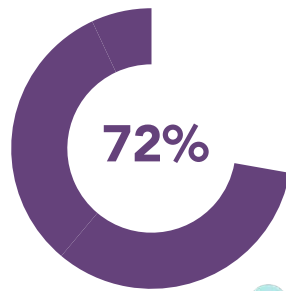
Outcomes

The *Parent Progress Report* (completed up to four times during the program year) revealed that RHH mothers learned techniques vital to their children's success in school and fostered relationships. Data below show comparisons between a baseline measure taken at the beginning of the mothers' participation in RHH and the last progress report for all mothers.

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

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

72% of RHH mothers felt confident using the HIPPY materials to teach her child (as compared to 33% at baseline).



29% of RHH mothers interacted with teachers and other staff at their child's school (as compared to 6% at baseline).

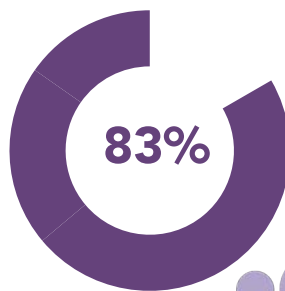
57% of RHH mothers read to their child three days per week or more (as compared to 49% at baseline).



22% of RHH mothers engaged their child with additional learning activities (beyond those from HIPPY) three days per week or more (as compared to 10% at baseline).

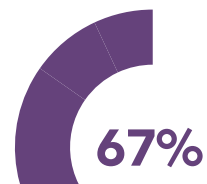
Outcome 2: Mothers have the skills, knowledge and experience to fully participate in social, economic and civil society.

83% of RHH mothers used public services (as compared to 45% at baseline).



46% of RHH mothers are enrolled in schooling or are employed (as compared to 42% at baseline).

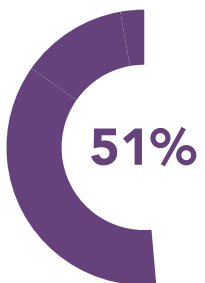
82% of RHH mothers felt connected to their local and larger community and are not isolated (as compared to 53% at baseline).



67% of RHH mothers engaged with other mothers, or provided other mothers with support (as compared to 59% at baseline).

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

51% of RHH mothers expressed cultural pride in both their own as well as Canadian culture (as compared to 16% at baseline).



77% of RHH mothers taught their children their culture (as compared to 44% at baseline).



78% of HIPPY mothers taught their children their mother tongue (as compared to 53% at baseline).

RHH Parents Mid-stream Adjustments

As a result of the Mothers Matter Centre Performance Management Process for the RHH program, we were able to monitor mothers' progress throughout the program year and make appropriate mid-stream adjustments to ensure mothers met desired outcomes. Some of the service adjustments included:

Actions Taken	# of Follow-up Actions
Call mother to remind her of home visit day/time	240
Change time of home visit (example: weekend)	177
Reduce home visit to every other week	13
Increase home visit to 1 ½ hours /more than once a week	67
Change how curriculum is provided	46
Downsize curriculum (fewer activities) to make it more manageable	52
Give mother a break from HIPPY curriculum (still continue home visit but don't role play)	29
Allow for more 1-on-1 time with HIPPY child	6
Create family time with HIPPY	42
Invite father to be involved	19
Suggest extended family / sibling support	29
Support mother with finding daycare	4
ESL support for mother	40
Give tips on establishing a routine	68
Provide professional support to resolve issue (Coordinator intervenes)	26
Support mother to attend group meetings	98
Follow up with family on educational/work goals	73

Limitations

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

1. For a variety of reasons, some families are hesitant to disclose personal information. This is especially the case with employment status (20%). Other demographic questions with high non-response rates included marital status (17.5%), immigration status (11.2%), number of years in Canada (10%), and housing (8.75%). All other questions pertaining to demographics had non-response rates between 0% and 6.25%. Demographics reported here reflect data for valid responses only.
2. The parent change results represent data for parents for whom Coordinators completed the *Parent Progress Report* at ISSofBC. 72 mothers are represented in the baseline (first) and follow-up (last) data. Of those 72 mothers, 54 completed their first year, and 18 their second year or longer at RHH.



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