



Performance Management Results Multicultural HIPPY Program Year 2022-2023

Table of Contents

 <h2>Introduction</h2>		<ul style="list-style-type: none"> Performance Management 1 The Mothers Matter Centre 1 HIPPY Program 3 HIPPY Program Locations 4 Other Programs Locations 6 	
<ul style="list-style-type: none"> Home Visitor Employment 9 Demographics 10 Home Visitor Change 11 	 <h2>Home Visitors</h2>		
 <h2>HIPPY Mothers</h2>		<ul style="list-style-type: none"> Program Enrollment 16 Demographics 18 Mother Change 20 	
<ul style="list-style-type: none"> Introduction 27 Program Enrollment 28 Demographics 30 Mother Change 32 Bracken Results 39 	 <h2>HIPPY Plus</h2>		
 <h2>Program Innovations</h2>		<ul style="list-style-type: none"> SELF 41 FLIP 42 Linking the Divided 43 Women's Insight Project 44 VAW 45 	
<ul style="list-style-type: none"> Home Visitor Core Professional Development Program 47 Mental Health First Aid 49 Living Life to the Full 49 Bloom Leadership 49 	 <h2>PD Program</h2>		
51	<h2>Adopt-a-Reader</h2>	<h2>Logic Model</h2>	53

Section 1 – Introduction

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



Performance Management

This document captures a description of efforts exerted and change measured over the 2021-2022 program year. To ensure high-quality data, the Mothers Matter Centre invests considerable time and training to ensure that Coordinators and Home Visitors across the country have sufficient expertise to understand how to enter and use the data derived from the PMP. We are increasingly confident in the quality and completeness of the data collected as each site gains experience year to year; however, we continue to scrutinize all data carefully when interpreting results.

All data represented here are gathered from the 30 multicultural sites – 29 HIPPY sites and one innovations site. *Section 1* comprises background information on the Mothers Matter Centre and the HIPPY program in Canada. *Section 2 and 3* addresses program enrollment, demographic, and efforts and outcomes data for HIPPY Home Visitors and HIPPY mothers. *Section 4* we report on results from the Newcomer Innovation, *HIPPY Plus*. *Section 5* covers result from other program innovations. *Section 6* describes the Home Visitor Professional Development Program and this year's results. *Section 7* shows results from the *Adopt-a-Reader* campaign, and *Section 8* illustrates the HIPPY in Canada logic model.

The Mothers Matter Centre

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

The Mothers Matter Centre 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.



Trained as a chemical engineer in Colombia, Luz Buritica never imagined she would spend over a decade of her life working in early childhood education. When she immigrated to Calgary, with almost no English and even fewer connections, she was introduced to the HIPPY program. Soon, Luz became a Home Visitor and then Coordinator for the program.

From client to Home Visitor to Coordinator, these [13] years have changed the course of [my] life forever.

Luz Buritica
HIPPY Coordinator of the Year
Because Mothers Matter Awards 2023

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.



Osiris Lopez has been with the HIPPY program since its inception in Canada. She was a Home Visitor at the first HIPPY site in 2000 and has continued with the program over the past two decades. Since 2008, Osiris has been the Coordinator for Indigenous HIPPY in East Vancouver.

[I] have worked with HIPPY and other community programs since the year 2000, which has allowed [me] to acquire extensive knowledge in working with Indigenous families and building relationships with other Indigenous agencies and resources.

Osiris Lopez
HIPPY Coordinator of the Year
Because Mothers Matter Awards 2023



Since our inception, the Mothers Matter Centre has transformed over 60,000 lives. We helped more than 22,600 mothers gain new skills and abilities essential to strengthening mother-child relationships. This means their children and families were better prepared to get the most from their early school experiences.

How HIPPY Works



Mothers who were previously mothers in the program are hired and trained as "Home Visitors" to deliver the program in the home.



Home Visitors reach out to at-risk mothers with children aged 3,4 and 5. Many of these mothers are isolated due to poverty, language, or other cultural issues.



Families commit to the program for 30 weeks a year.



Home Visitor teaches the mother in weekly home visits to deliver child-centred curriculum activities to their child, using role-play as a method of teaching.



Mother works 15-20 minutes per day with her child.



Monthly group meetings support the mother's social integration and help establish her support network.



Child graduates from the program and is ready to start school. Mother benefits from community connections and is sometimes employed as a Home Visitor.



Daniela Palau came to Canada from Argentina, looking for a safer and better future for her children. In 2009, Daniela became a HIPPY mom to her three-year-old daughter and a HIPPY Home Visitor. She has been the Coordinator of HIPPY Halton since 2010.

Being a mom and a Home Visitor allowed me to understand how the HIPPY mothers felt about the program, how they were learning to work with their children, their challenges, and their successes. I felt proud of myself as a mom because I was teaching my daughter many new skills in English.

Daniela Palau
HIPPY Coordinator of the Year
Because Mothers Matter Awards 2023

HIPPY Program Locations

2022-2023 Program Year



30 Multicultural HIPPY Sites

- DIVERSEcity, Surrey, BC
- Central Vancouver Island Multicultural Society, Nanaimo, BC
- Central Alberta Immigrant Women's Association (CAIWA), Red Deer, AB (2 sites)
- Calgary Immigrant Women's Association (CIWA), Calgary, AB
- SPEC Association for Families and Children, Brooks, AB
- Alberta Immigrant Women & Children Centre Edmonton, AB
- Portail de L'Immigrant Association (PIA), Calgary, AB
- Lethbridge Family Services, Lethbridge AB
- Saskatoon Open Door Society, Saskatoon, SK
- Regina Immigrant Women Centre, Regina, SK
- Service d'accueil et d'inclusion francophone - SK (SAIF-SK), Regina, SK
- Mosaic, Winnipeg, MB
- Federation des parents de la francophonie manitobaine (FPFM, MB)
- Regional Connections Immigrant Services, Winkler, MB
- Eastman Immigration Services, Steinbach, MB
- Neepawa Settlement Services, Neepawa, MB
- Working Women Community Centre, Toronto, ON (5 sites)
- HIPPY, Halton, ON
- Vanier Community Service Centre, Ottawa, ON (2 sites)
- NWT Literacy Council, Yellowknife, NT
- Immigrant and Refugee Services Association, Charlottetown, PEI
- Immigrant Services Association of Nova Scotia (ISANS), Halifax, NS
- YMCA of Greater Halifax/Dartmouth, Halifax, NS
- Association for New Canadians, Saint John's, NL

4 Indigenous HIPPY Sites

- Vancouver Aboriginal Friendship Centre, Vancouver, BC
- Tsleil-Waututh Nation, North Vancouver, BC
- Squamish Nation, North Vancouver, BC (2 sites)
- NIL TU,O Child and Family Services, Saanichton, BC

Other Programs Locations

2022-2023 Program Year



6 SMART Programs

- DIVERSEcity, Surrey, BC
- Vancouver Aboriginal Friendship Centre, Vancouver, BC
- Tsleil-Waututh Nation, North Vancouver, BC
- Squamish Nation, North Vancouver, BC (2 sites)
- NIL TU,O Child and Family Services, Saanichton, BC
- HIPPY, Halton, ON

4 Bond to Literacy Programs

- DIVERSEcity, Surrey, BC
- Langley Community Services, Langley, BC
- Red Deer Native Friendship Society, Red Deer, AB
- Saskatoon Open Door Society, Saskatoon, SK

2 FLIP Pilot Programs

- Saskatoon Open Door Society, Saskatoon, SK
- Regina Open Door Society, Regina, SK

4 SELF Sites

- YWCA Metro Vancouver, Vancouver, BC
- SOFIA House, Regina, SK
- YWCA Hamilton, Hamilton, ON
- Iris Kirby House, St John's, NL

3 WIP Sites

- Aboriginal Mothers Centre Society, Vancouver, BC
- ISSofBC, Vancouver, BC
- Muslim Food Bank and Community Services, Surrey, BC



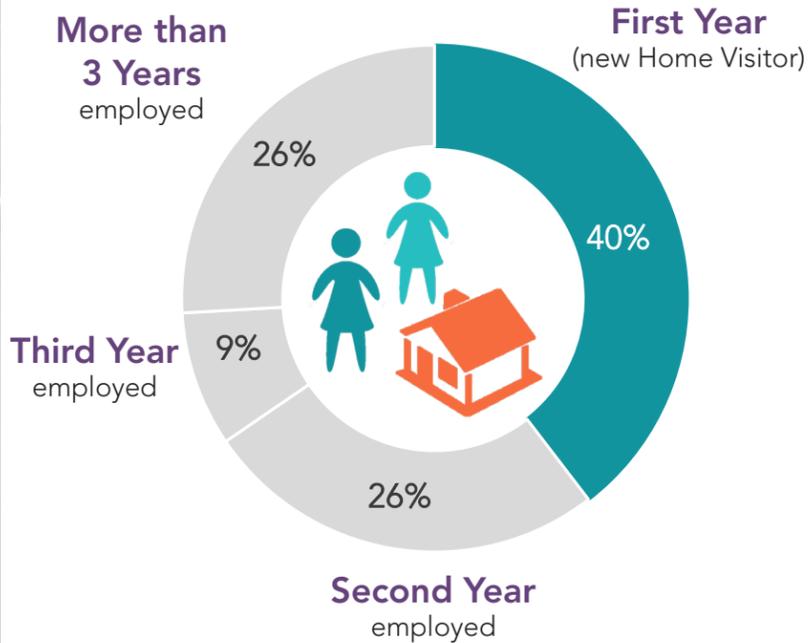
Home Visitors - Employment

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

All data represented here are gathered from the 29 multicultural HIPPY and HIPPY Plus innovations sites.



139 Home Visitors were employed, and worked on average **25 hours per week for 33 weeks.**



53% were HIPPY moms

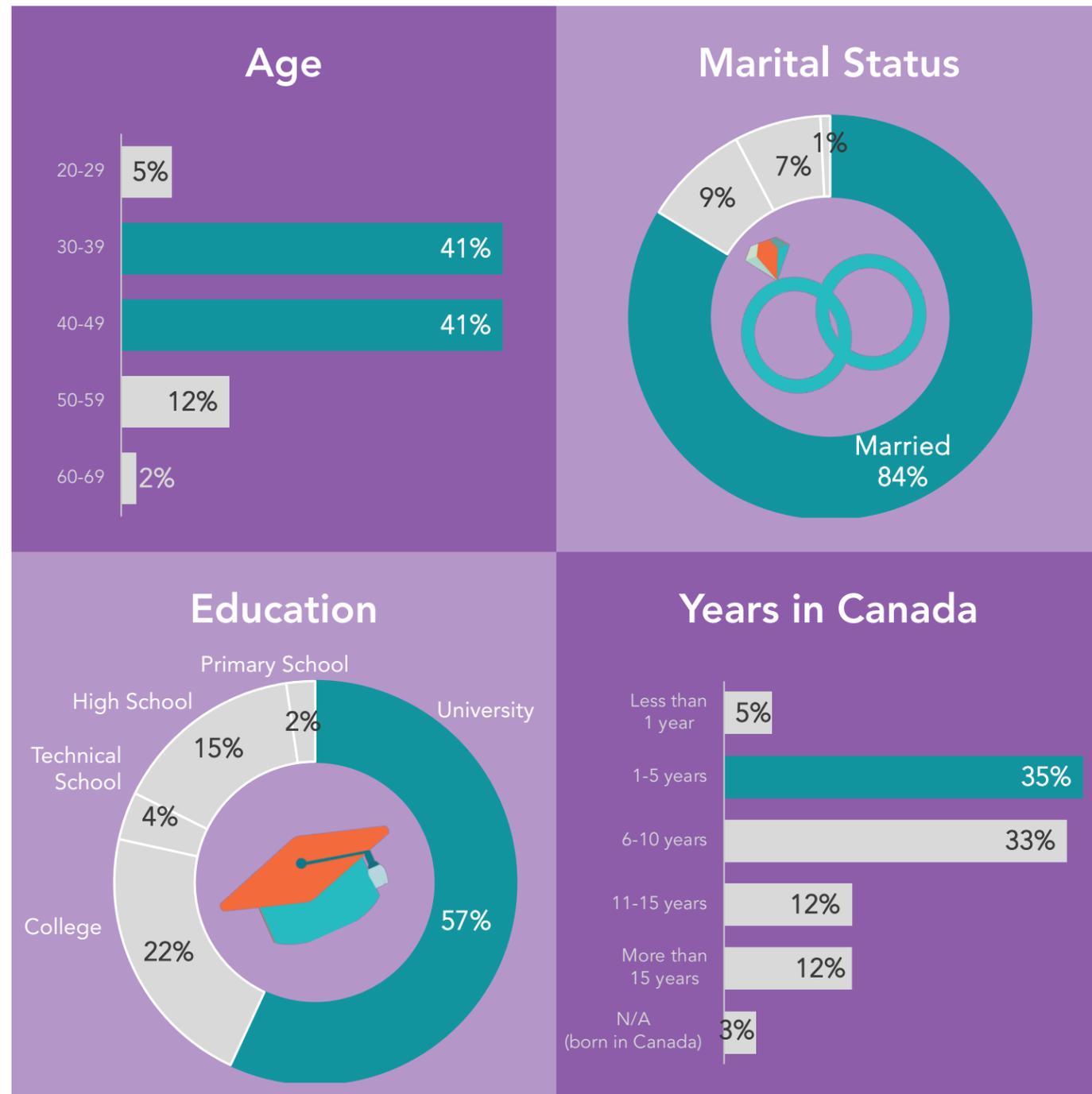


46 Home Visitors left their HIPPY employment during / at the end of the program year.

A number of Home Visitors found work at their HIPPY host agency as LINC ESL Instructor, Settlement Worker, Interpreter, Employment Facilitator, HIPPY Coordinator, HIPPY Program Assistant, and HIPPY Community Navigator. Home Visitors also found work as an Administrative Assistant at a college, Educational Assistant at a local school district, Journalist for a radio station, starting an ECE program at Mothercraft, Child and Family Settlement Worker at a family centre. Educational programs Home Visitors enrolled in include ECE training, Immigration Case Manager, Interpreting, and Dental Assistant.

Section 2 – HIPPY Home Visitors

Home Visitor Demographics



Home Visitors come from **50 countries** and speak **40 languages**.

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 data suggest that the Home Visitor program is transformational.

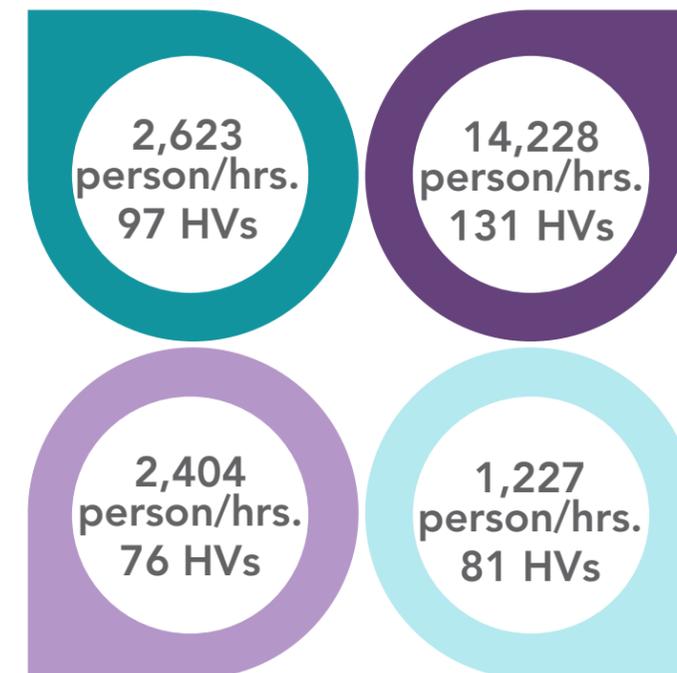
Objectives for Home Visitors

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.



Home Visitors received **20,482 person-hours of training**.



Pre-service training on the HIPPY model and methodology.

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

Professional Development (PD) training, online, with sessions on Home Visiting, Adult Education, Immigrant Settlement & Integration, The Science of Early Childhood Development, Violence Against Women, Building Bridges with First People of Canada, Leadership Development, Mental Health & Wellness, and Transition Planning & Job Search.

Other trainings in a variety of areas, including: Early Child Development, Parenting, Mental Health, First Aid, Working with Newcomer Families, Civic Engagement, Community Resources, Professional Development, Computer and Technology, and Performance Management.

Home Visitor Outcomes

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 & Integration; Essential Skills Development; and Transition Planning.



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 Home Visitors who achieved advanced or master skill levels.

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

Home Visiting

Maintain professional boundaries with HIPPY parents.



Understand the importance of home visiting and effectively manage the home visiting process.



Early Childhood Education & Parenting

Develop HIPPY mothers' understanding their child's healthy development and growth.



Support mothers with school interactions.



Support mothers' skills to interact with their child with the HIPPY curriculum.



Adult Education

Teach adult learners.



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

Home Visiting

Knowledge of community support systems to help families dealing with crisis or other needs.



Identify family needs beyond those of HIPPY.



Immigrant Settlement & Integration

Reduce barriers and motivate mothers to attend HIPPY group events.



Reduce barriers and motivate mothers to attend other community events.



Support parents who are raising children in a new culture.



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

Essential Skills

Oral Communication



Writing



Reading



Computer Use



Team Work

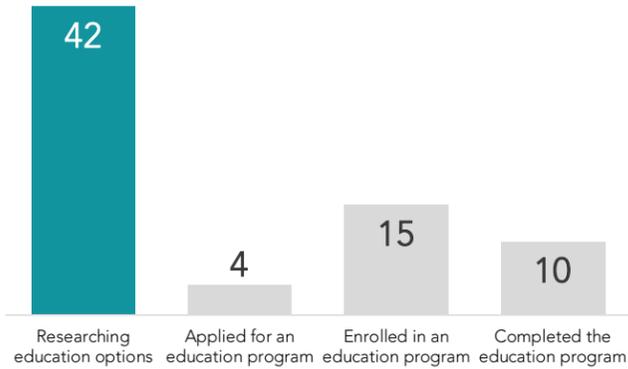


Critical Thinking

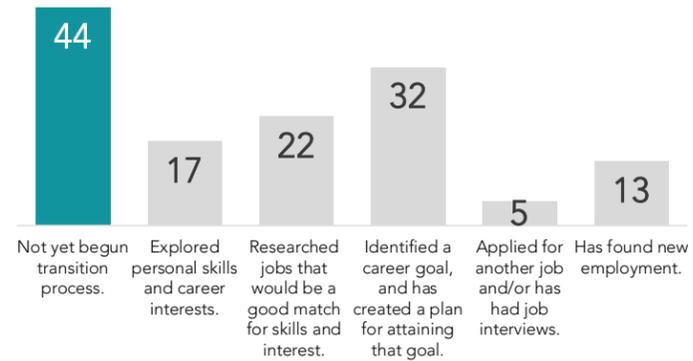


Transition Planning

Stages of transition to education while employed in the HIPPY program:
(# of HVs)

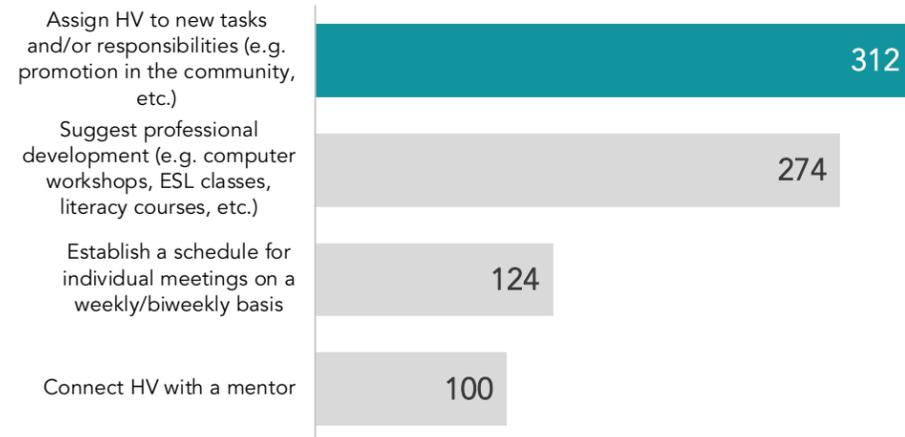


Stages of transition to other employment while employed in the HIPPY program:
(# of HVs)



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:



Limitations

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

1. For a variety of reasons, some participants are hesitant to disclose personal information. Demographic questions with high non-response rates included age (6.47%), education (6.47%), years in Canada (6.47) and marital status (7.19%). All other questions pertaining to demographics had non-response rates between 0% and 5.76%. Demographics reported here reflect data for valid responses only.
2. The change results listed above represent data for Home Visitors for whom Coordinators completed the *Home Visitor Progress Report*. 133 Home Visitors are represented in the baseline (first) and follow-up (last) data. Of those, 53 completed their first year, 32 their second year, and 48 their third year or longer as a HIPPY Home Visitor.



Section 3 – HIPPY Mothers

Program Enrollment

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.

All data represented here are gathered from the 29 multicultural HIPPY sites.



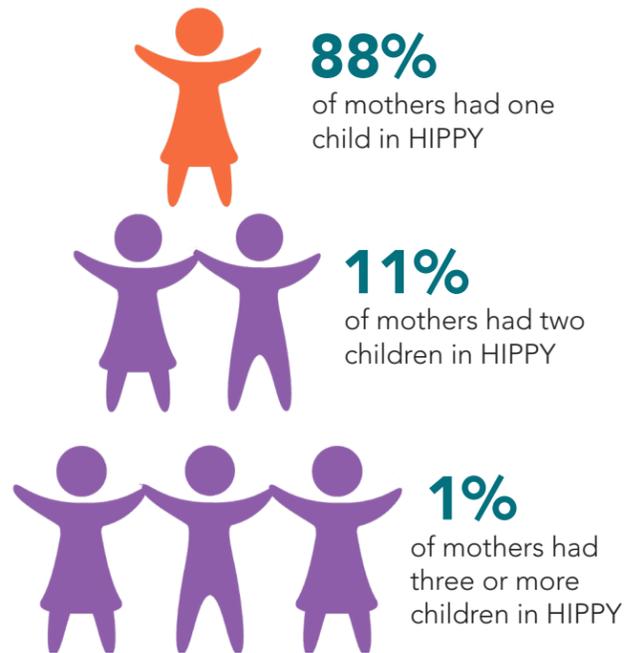
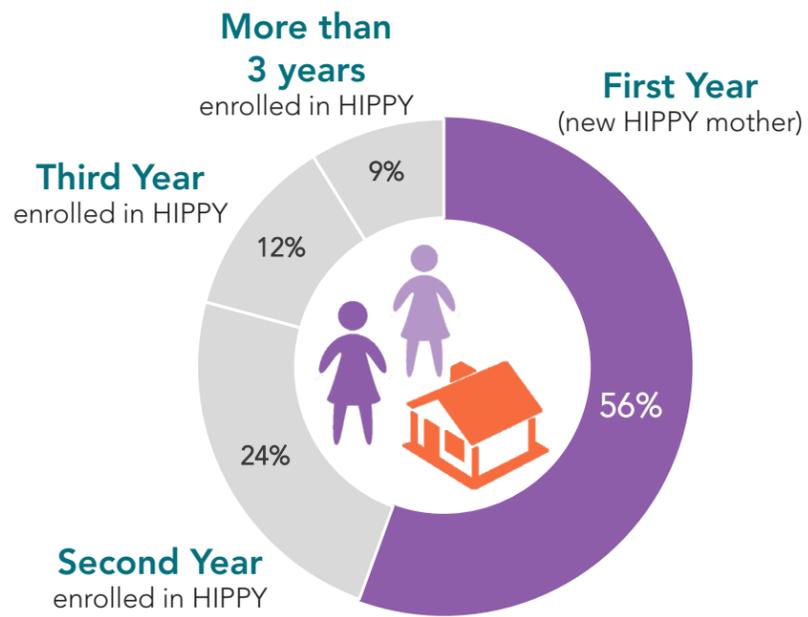
1,543 mothers and **1,741** children were enrolled

Program Completion

74% of mothers successfully completed the program year

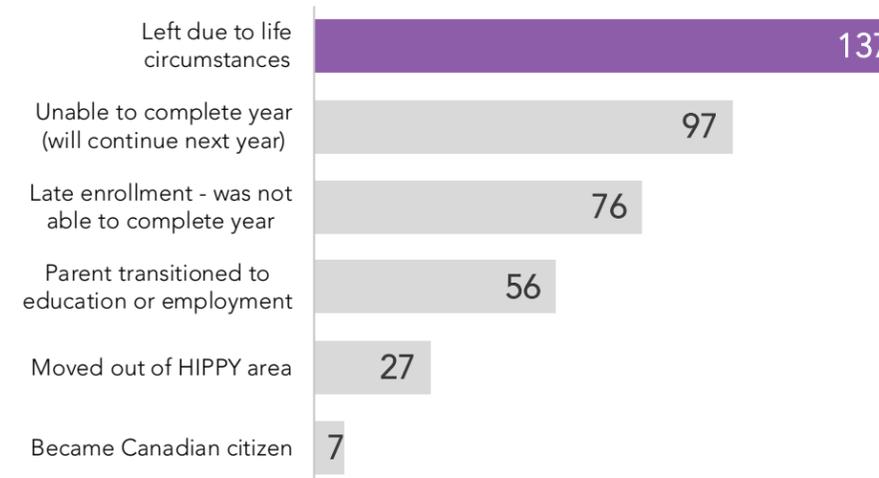


Successful program completion is defined as mothers completing at least 25 weeks of the curriculum for ages 3 or 4, and at least 12 packets of the bi-weekly, age-5 curriculum.

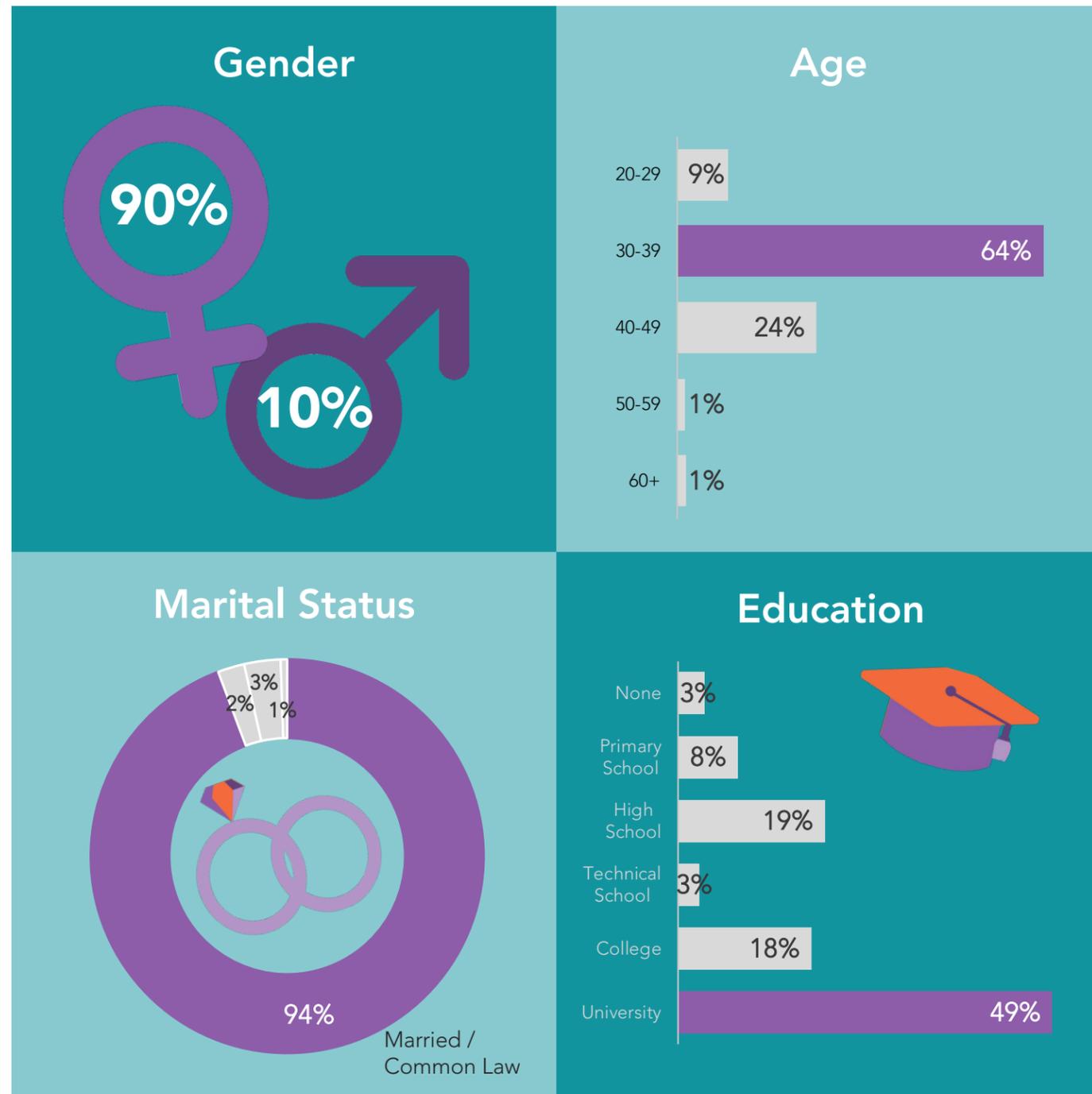


Curriculum Age	Curriculum Language (# of children)		
	English	French	Total
SMART	15	5	20
Year 1 / Age 3	582	69	651
Year 2 / Age 4	606	67	673
Age 5	379	18	397
Total	1,582	159	1,741

Mothers were unable to complete the year due to:



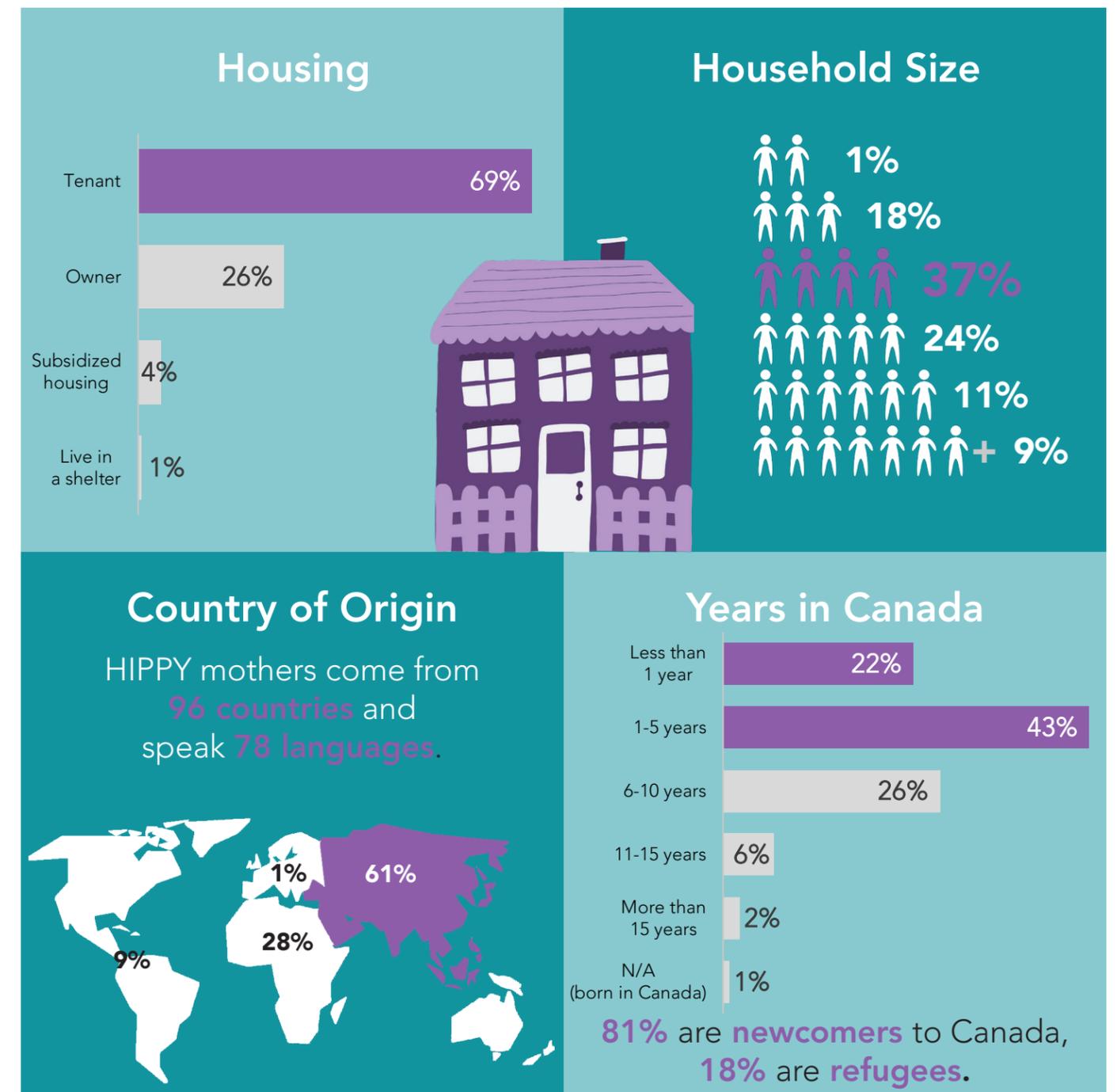
Demographics



51% of mothers do not work outside the home or study

25% work full-time
14% work part-time

10% study



63% of HIPPY families fall into the low-income category. Most low income families live in large urban centres.



HIPPY Mother Change

Mothers in the program receive weekly role-play training in a tried-and-true early child education curriculum from HIPPY Home Visitors. 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.

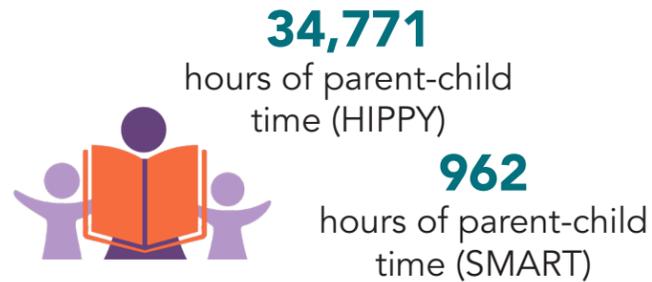
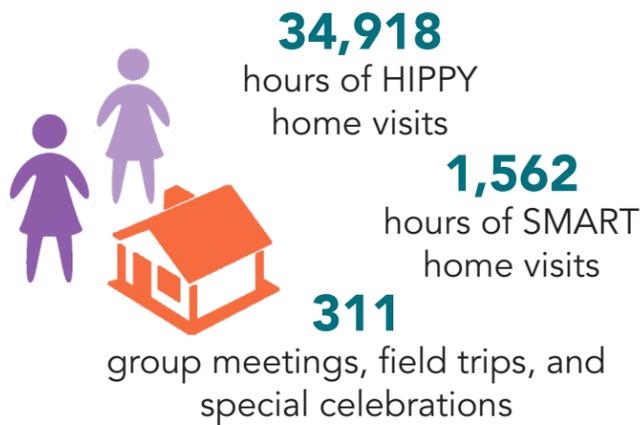
HIPPY participant change is captured using the *Parent Progress Report*, which is completed four times during each program year. During one-on-one meetings, the Coordinator and Home Visitor discuss and agree on how the parent is progressing.

The first *Parent Progress Report* measurement serves as the baseline against which future progress is measured.

Objectives for 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.



Information given 22,851 times

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



Referrals made 2,844 times

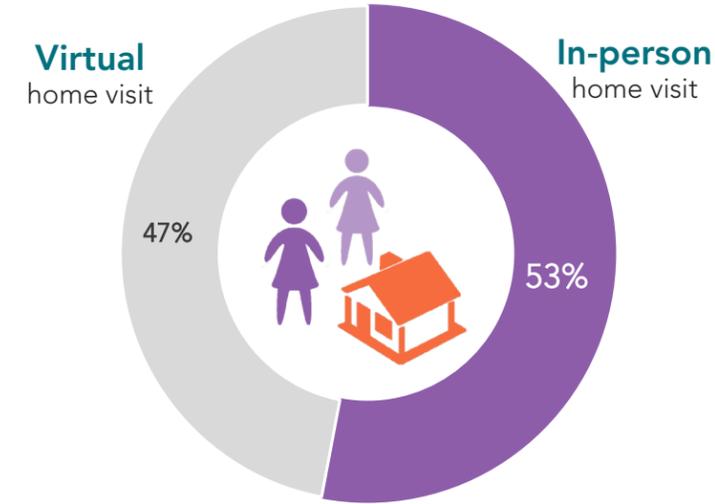
In some instances, Home Visitors suggested that expert advice was required to meet the mother, child, or family's needs. Referrals were made to community services, government support services, or social service professionals.

Actions taken 2,662 times

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

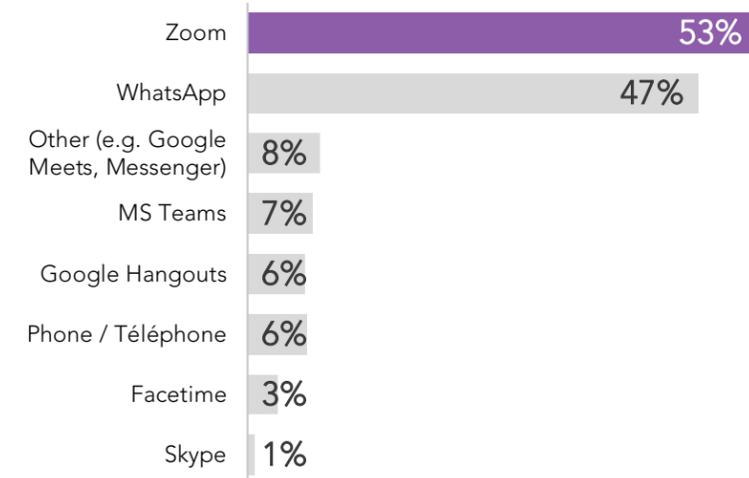
Bridging parent-school interactions 4,993 times
Home Visitors also support parents with older children with school interactions.

Virtual Home Visits



39% of mothers received a HIPPY tablet

Mode of communication used for virtual home visit (% mothers)



Other supports provided to families



16% of HIPPY mothers required emotional support



5% of HIPPY mothers required support home schooling their older children



8% of HIPPY families required food security and nutritional support



4% of HIPPY families required housing support

HIPPY Mother Outcomes

The mother self assessments (retrospective baseline and follow-up at the end of each program year) reveals that HIPPY Plus mothers learned techniques vital to their children's success in school and fostered relationships. Mothers also indicated that their involvement and sense of belonging to their community increased as a result of participating in the HIPPY Plus program. Both mothers and children expressed interest in reconnecting with their native roots. The HIPPY program encourages cultural education.



Data below show comparisons between the retrospective baseline (before the mothers' participation in HIPPY) and the last follow up assessment taken at the end of the program year for all mothers.

Outcome 1:

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

Feel confident teaching their child new things.



Watch educational programs with their child.



Read to their child four days per week or more.



Feel comfortable when communicating with teachers or staff at their child's school, pre-school, or day care.



Outcome 2:

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

Feel they belong in their neighborhood.



Have two or more people they can talk to about different issues regarding their child.



Have three or more friends in their neighbourhood.



Attend or go to events or social gatherings in their neighbourhood.



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.

Spend time with extended family and pass down stories with their child.



Teach their children their culture.



Teach their children their mother tongue.



HIPPY Mother Mid-stream Adjustments

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, and to determine if service adjustments are needed to better support HIPPY mothers.

Actions Taken	# of follow-up actions
Call mother to remind her of home visit day / time	5,386
Change time of home visit (example: weekend)	2,004
Reduce home visit to every other week	121
Increase home visit to 1 ½ hours / more than once a week	259
Change how curriculum is provided	240
Downsize curriculum (fewer activities) to make it more manageable	142
Give mother a break from HIPPY curriculum (still continue home visit but don't role play)	113
Give mother a break from HIPPY (stop home visits for a while)	110
Allow for more 1-on-1 time with HIPPY child	53
Assign volunteer to support mother to work with child	33
Create family time with HIPPY	2,268
Invite father to be involved	1,477
Suggest extended family / sibling support	867
Support mother with finding daycare	247
ESL support for mother	1,237
Give tips on establishing a routine	2,766
Provide professional support to resolve issue (Coordinator intervenes)	247
Support mother to attend group meetings	3,396
Follow up with family on educational / work goals	989

Limitations

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

1. For a variety of reasons, some families are hesitant to disclose personal information. This is especially the case with gross annual income 45.11% of mothers were not comfortable answering this question. Other demographic questions with high non-response rates included job in field of study (16.66%), occupation (6.03%), mother tongue (4.86%), housing (4.67%), country of origin (4.41%) household size (4.30%), and education (4.21%). All other questions pertaining to demographics had non-response rates between 0% and 3.05%. 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. 2021 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	14,915	17,070	19,042	19,283	22,801
2 Persons	18,153	20,776	23,177	23,469	27,750
3 Persons	22,605	25,869	28,859	29,224	34,555
4 Persons	28,200	32,275	36,005	36,459	43,110
5 Persons	32,113	36,752	41,000	41,516	49,090
6 Persons	35,614	40,759	45,470	46,042	54,442
7 or more Persons	39,115	44,766	49,939	50,568	59,794

3. The parent change results represent data for parents who completed the self-assessment. 1,203 mothers are represented in the baseline and 1,146 in the follow-up data. Of those, 1,097 completed their first year, 511 their second year, and 238 their third year follow-up assessment.

'My dream has always been to work with kids and teach in a school or start my own homeschooling program. I want to be a part of their experiences and prepare them for a higher education.'

One of my dreams has always been to be a teacher, providing children with the support they need in their educational and emotional growth. After working at a school in Venezuela for six years and enjoying every day, I earned my Bachelor's Degree in Primary Education in 2010. While I currently miss being a teacher, I can apply some of these same skills with my children thanks to the HIPPY program. It provides mothers with a guide, helping us with the early stages of educating our children. Through HIPPY, I have the opportunity to pursue my passion for teaching, and I've connected with other families, showing them how to adapt the curriculum to best suit their family's needs. This program has had such a positive impact on me because I still feel that I can pursue my dream of teaching. Eventually, I want to work in a school, but I'm so thankful for HIPPY and the positive impact on me because I still feel that my dreams came true. I am a teacher, just in my own home.

My advice for any future moms considering joining the HIPPY program is to do it! I've heard some moms say that they don't know how to teach or don't know if they have the right tools to sit down and learn with their children. You don't have to worry about any of that with HIPPY, though, because they give you all the tools you need. You're able to spend time and enjoy being with your children. Everyone can do it!

HIPPY Mother





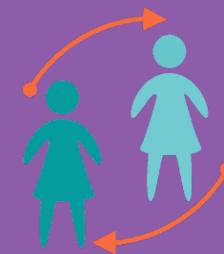
Introduction

HIPPY Plus is an enhanced HIPPY program for low-income, isolated, and vulnerable families in the Greater Vancouver Regional District (GVRD). The Mothers Matter Centre in partnership with DIVERSEcity worked with drastically underserved, high-need refugee claimant population along with refugees and immigrants.

HIPPY Plus includes the following:

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

Essential Program Elements



Mother-to-Mother Approach



Flexible Curriculum



Community Navigators



Key Settlement and Non-settlement Information



Translation Support



Digital Program Delivery

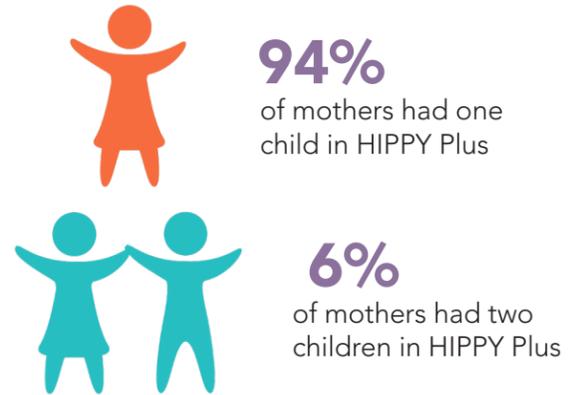
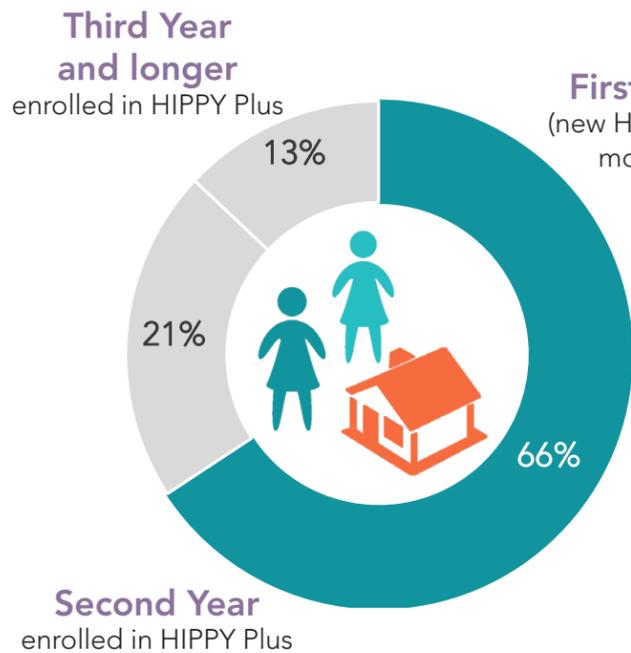
Program Enrollment

HIPPY Plus 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.

All data represented here are gathered from DIVERSEcity.



108 mothers and
114 children were enrolled



Curriculum Age	Curriculum Language (# of children)	
	English	
SMART	29	
Year 1 / Age 3	53	
Year 2 / Age 4	30	
Age 5	2	
Total	114	

Program Completion

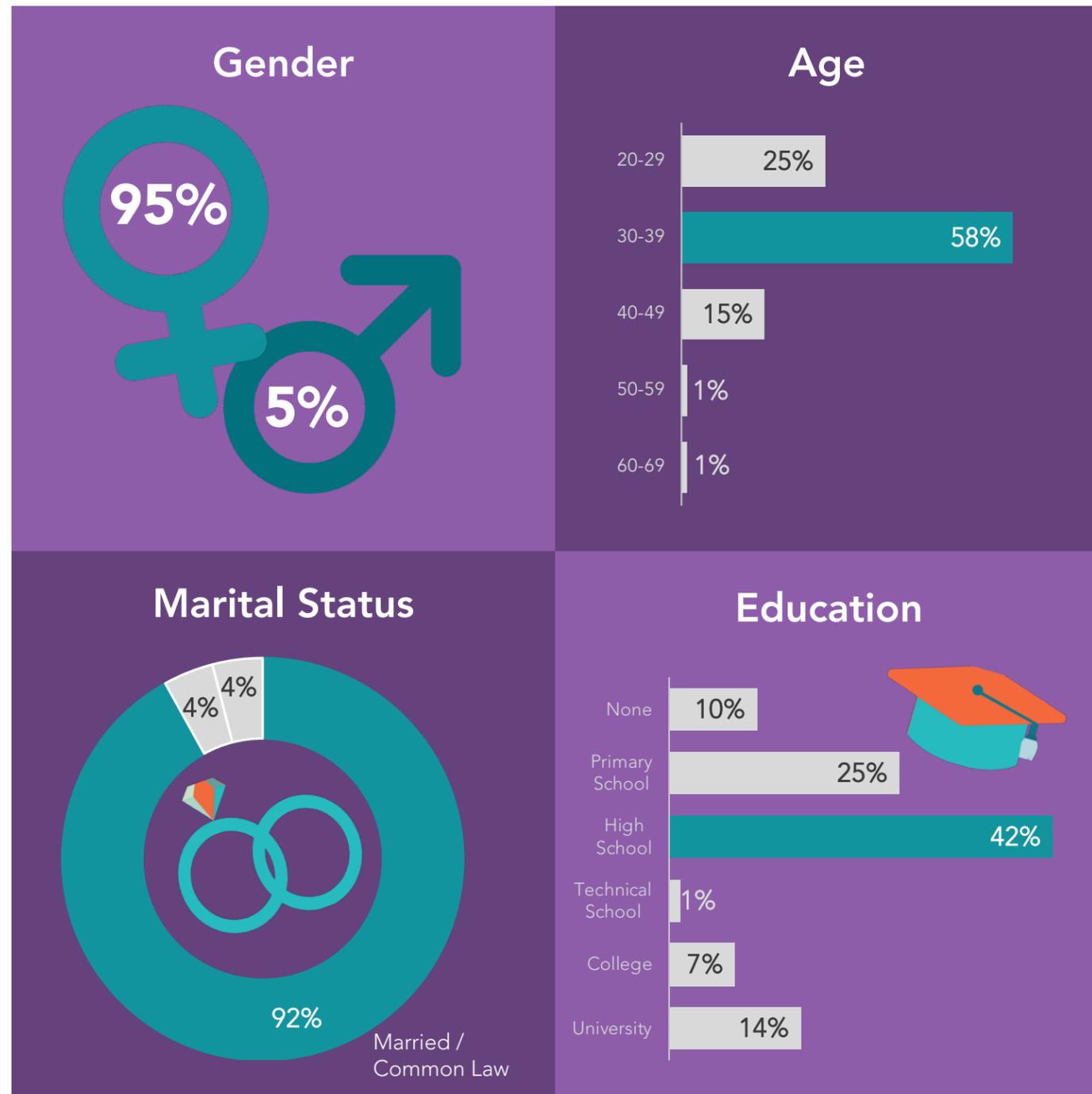


93% of mothers successfully completed the program year

Successful program completion is defined as mothers 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.



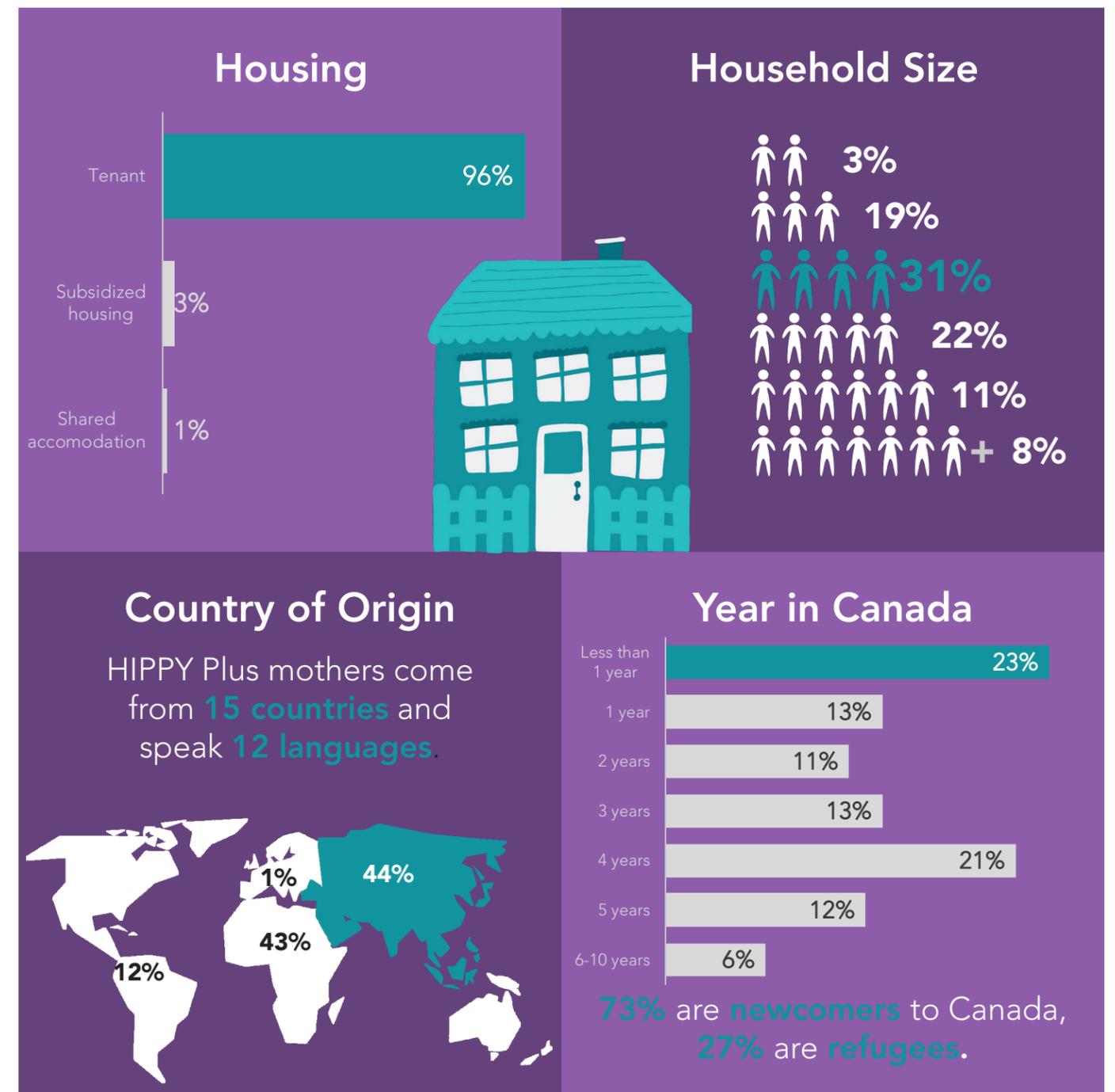
Demographics



85%
of mothers do not work
outside the home or study

5% work full-time
6% work part-time

4% study



HIPPY Plus Mother Change

Mothers in the program receive weekly role-play training in a tried-and-true early child education curriculum from HIPPY Plus Home Visitors. 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.

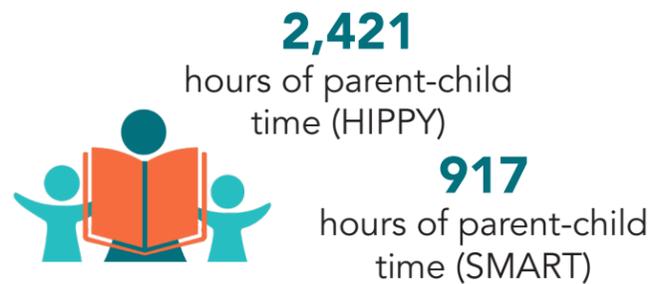
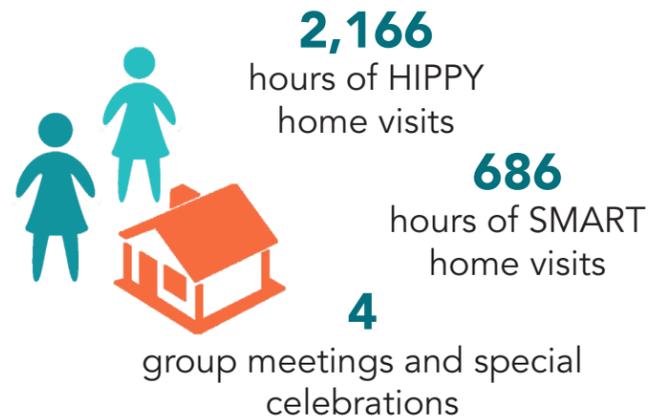
HIPPY Plus participant change is captured using the *Mother Self Assessment*, which is completed at the end of each program year. First year parents complete both the retrospective baseline and year 1 follow up at the end of the first year; second and third year mothers complete the respective follow up assessment at the end of year 2 and 3.

Objectives for 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.



Community Navigation and Mother Efforts

Community Navigation helps families settle in Canada. The HIPPY Plus team work with families to support mothers in navigating the complex network of resources and programs that will ease their settlement in Canada.

Information given 490 times

Mothers received information in the form of flyers, leaflets or other printed materials regarding a wide variety of community services and events.



Actions taken 325 times

In some cases where more than a referral was required families were supported to fill out forms, and making appointments and accessing community resources.

Referrals made 248 times

In some instances where expert advice was required referrals were made to community services, government support services, or social service professionals.

Bridging parent-school interactions 190 times

Parents with older children were supported with school interactions.

Referrals are made to: (# of times)

Child development and/or parenting	56
Crisis intervention and/or emergency information	2
Education	68
Employment	6
Financial assistance	1
Food bank	6
Health / Mental Health Services	14
Housing	3
Immigration	5
LINK	1
Public benefits	86

HIPPY Summer

During the month of July families had the opportunity to join in the 5-week HIPPY Summer program. The HIPPY Summer curriculum includes special summer activities delivered in home visits. Families are provided with materials to carry out the activities daily at home and outdoors. The programming ensures that families have a way to connect, create fun summer memories and learn about community resources available over the summer months while continuing to develop language, math and other skills over the summer. The high quality curriculum and activities utilize holistic play-based opportunities designed to reduce summer learning loss and to give children a chance to gain new skills that will prepare them for the school year ahead.

4 Home Visitors
worked with
50 parents



HIPPY Plus Mother Outcomes

The mother self assessments (retrospective baseline and follow-up at the end of each program year) reveals that HIPPY Plus mothers learned techniques vital to their children's success in school and fostered relationships. Mothers also indicated that their involvement and sense of belonging to their community increased as a result of participating in the HIPPY Plus program. Both mothers and children expressed interest in reconnecting with their native roots.



Outcome 1:

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

Feel confident teaching their child new things.



Watch educational programs with their child.



Read to their child three days per week or more.



Feel comfortable when communicating with teachers or staff at their child's school, pre-school, or day care.



Outcome 2:

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

Feel they belong in their neighborhood.



Have two or more people they can talk to about different issues regarding their child.



Have three or more friends in their neighbourhood.



Attend or go to events or social gatherings in their neighbourhood.



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.

Spend time with extended family and pass down stories with their child.



Teach their children their culture.



Teach their children their mother tongue.



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. Demographic questions with high non-response rates included job in field of study (42.59%), occupation (25%), education (23.19%), country of origin (14.81%), and housing (12.96%). All other questions pertaining to demographics had non-response rates between 0% and 10.19%. Demographics reported here reflect data for valid responses only.
2. The parent change results represent data for mothers who completed the *Mother Assessment*. 103 mothers are represented in the baseline (first) and follow-up (last) data.

I've made so many wonderful memories over the last few years as a Home Visitor, but my proudest moments come from seeing the improvement in the families I've visited. Seeing their improvement in communicating in new language and their bonding with other HIPPY families is very moving. I'm so happy for them. Before becoming a Home Visitor, I was a HIPPY Mom, and I was so proud of myself. I couldn't believe that I got to be my son's first teacher, even though I'm not a teacher, and the bond we formed during our time doing the activities was incredible. From the impact I've seen on the families I visited and my own family, I want to continue supporting new immigrants by providing practical parenting classes, enhancing their creative capacity, and opening communication channels within the immigrant community. Eventually, I'd love to open up my own business.

To those who are beginning their roles as Home Visitors, the most important thing is that you are willing to learn. You are striving to be better and accomplish something as a mom but also professionally. This role allows you to build communities, so do what you can to improve and gain confidence in your capabilities.

HIPPY Home Visitor



Bracken School Readiness Results



The Bracken School Readiness Assessment, ("BSRA-3") is a cognitive test for children in grades pre-K, kindergarten, first grade and second grade. It aims to assess a child's understanding of 85 foundational, academic concepts, including:

1. **Colors.** Identify common colors by name, including primary colors, secondary colors, and color absolutes (i.e., white and black).
2. **Letters.** Knowledge of both upper- and lowercase letters.
3. **Numbers & Counting.** Identify single and double-digit numerals and be able to count from 1 to 99.
4. **Size & other comparisons.** Knowledge of comparative words based on a specific characteristic such as short, long, big, bigger, tall, tallest, large, larger, little, tiny, light, or heavy, and other comparative words like narrow, wide, shallow, deep, equal, identical, different, or opposite.
5. **Shapes.** Identify basic shapes by name, including one-dimensional shapes and 3-dimensional shapes like cylinder, cone and sphere.

Bracken School Readiness Assessment Results

School Readiness Classification	Baseline (% of children)	Follow Up (% of children)
Very Delayed	16%	1%
Delayed	31%	19%
Average	48%	70%
Advanced	5%	10%





SELF **(Safe-Space for an Early Learning Foundation)**

SELF is an innovative pilot that launched in April 2022 and will continue until the end of March 2025. Through SELF, the Mothers Matter Centre has adapted the HIPPIE program to serve mothers and their children living in second-stage transitional housing.

Women typically stay in second-stage transitional housing for one to two years. It is an uncertain and trying time for both mothers and their children. Mothers may lack the time, resources, or confidence to effectively engage their pre-school children in early learning, posing a grave concern when these are the most formative learning years for children.

Due to the gap in structured early learning opportunities for children living with their mothers in transitional housing, some children are slipping through the cracks. SELF seeks to close this gap and pilot a high-quality early learning program to serve mothers and their children living in second stage shelters.

Our partner shelters, located in British Columbia, Saskatchewan, Ontario, and Newfoundland and Labrador, engage mothers using an inclusive and flexible early-learning model. Families enrolled in the program receive:

- Weekly home visits
- Monthly group meetings for mothers (with childcare provided)
- Bi-weekly play-groups
- Quarterly field visits



Fast-Track to Learning and Interaction for Parents (FLIP) Pilot

FLIP is a play-based pilot program for refugee families who have just arrived in Canada and have children between 3 to 5 years of age. The 12-week program supports newcomer families while they quarantine in a hotel or other temporary accommodation.

The program focuses on deepening parent-child bonds, supporting healthy early childhood development, and restoring a sense of parental agency. It engages parents and children with easy-to-follow activities to stimulate children's creativity, reading habits, and encourage physical activity through quality playtime between parents and their children.

Each week, an animator delivers the supplies required for the activities and provides quick instructions to the family on how to engage with the materials.

FLIP includes:

- 51 easy-to-follow activity cards
- 4 books
- 4 toys
- Craft supplies

2 sites



Saskatoon Open Door Society
Regina Open Door Society

5 languages



- English
- Dari
- French
- Pashto
- Ukrainian

100%

surveyed families reported a confidence increase in parental abilities

"[FLIP] was useful in my settlement process, I could find my way to have a better life."



Linking the Divided

Linking the Divided (LTD) is a service delivery improvement project. The SPOs are offering an alternative and equitable HIPPY delivery model to meet the specific needs of highly vulnerable and geographically isolated minority language refugee and newcomer communities in rural Alberta, Saskatchewan and Manitoba.

The Linking the Divided project translated existing HIPPY materials into French and redefined the delivery model to create a more accessible hybrid version.

Project objectives include:

- To offer the HIPPY program in a remote/hybrid model to mothers in rural or otherwise isolated areas of the region, while officially offering the program in French for the first time in the Prairie region.
- To provide, through a hybrid model, more equitable services and better access to these services to newcomer and refugee mothers and their preschool children in rural areas who previously did not have access to these services.
- Compare the effectiveness of this redesigned program with that of the in-person delivery model.

3 sites

Portail De L'Immigrant Association (PIA)

Fédération des parents de francophonie manitobaine (FPFM)

Service d'accueil et d'inclusion francophone – SK (SAIF-SK)



11 Home Visitors supported

108 parents who taught

114 children

2022/23
Program Year



Women's Insight Project

The Women's Insight Project (WIP) works with isolated, vulnerable, and low-income women in indigenous, newcomer, and racialized communities to empower them through building their capacity and confidence to lead changes at community level.

The project enables women to identify SDG gaps in their communities through a participatory action approach and to design and implement community led solutions to address problems identified.

WIP builds on intensive community involvement and bottom-up approaches to ensure no one is left behind – and that isolated women are able to break their isolation and transform into leaders that drive change within their communities.

WIP will:

- Increase public awareness of the Sustainable Development Goals (SDGs)
- Build the capacity of racialized and newcomer vulnerable women to identify existing SDG gaps in their communities
- Bridge the gap through innovative community led projects



Cohort 1

19 women

Successful implementation of innovation projects.

SAGE Nation

The group supported Indigenous youth aging out of care and Indigenous elders in need of urgent support in the Downtown East Side Vancouver. Their support continues beyond project funding.

Muslima Society - Facilitated by Al Mustafa Society
Young Muslim girls access culturally appropriate activities for wellbeing, building confidence and public speaking skills.

Melange - Facilitated by ISSofBC
Supported refugees and newcomers to break isolation and find connection and friends in Canada through various activities (art, book club, movie night, self love circle, etc).

Cohort 2

26 women

Currently developing local projects to advance the SDGs.



Preventing Violence Against Women (VAW)

During COVID-19, Canada witnessed a spike in the rates of Violence Against Women (VAW). Women who were already vulnerable and isolated were at greater risk of experiencing violence for the first time or suffering from increased or more severe violence.

The VAW project seeks to:

- Build the capacity of 120 partner staff (immigrant, refugee and Indigenous women) that deliver home visitation programs to 1200 vulnerable and isolated mothers at almost 30 partner sites across Canada.
- Support low-income isolated mothers to stay "on grid" with digital devices, phone calls, and internet connection in a more digital, socially isolated, post-COVID world.
- Launch a strategic communications campaign that will target immigrant men through ethnic media and broadcast key culturally appropriate messages to destigmatize discussion around violence against women within communities.

Improved capacity will mean that partner staff are better able to provide services for preventing VAW in vulnerable refugee, immigrant and indigenous families, and better identify cases of VAW for robust referrals.

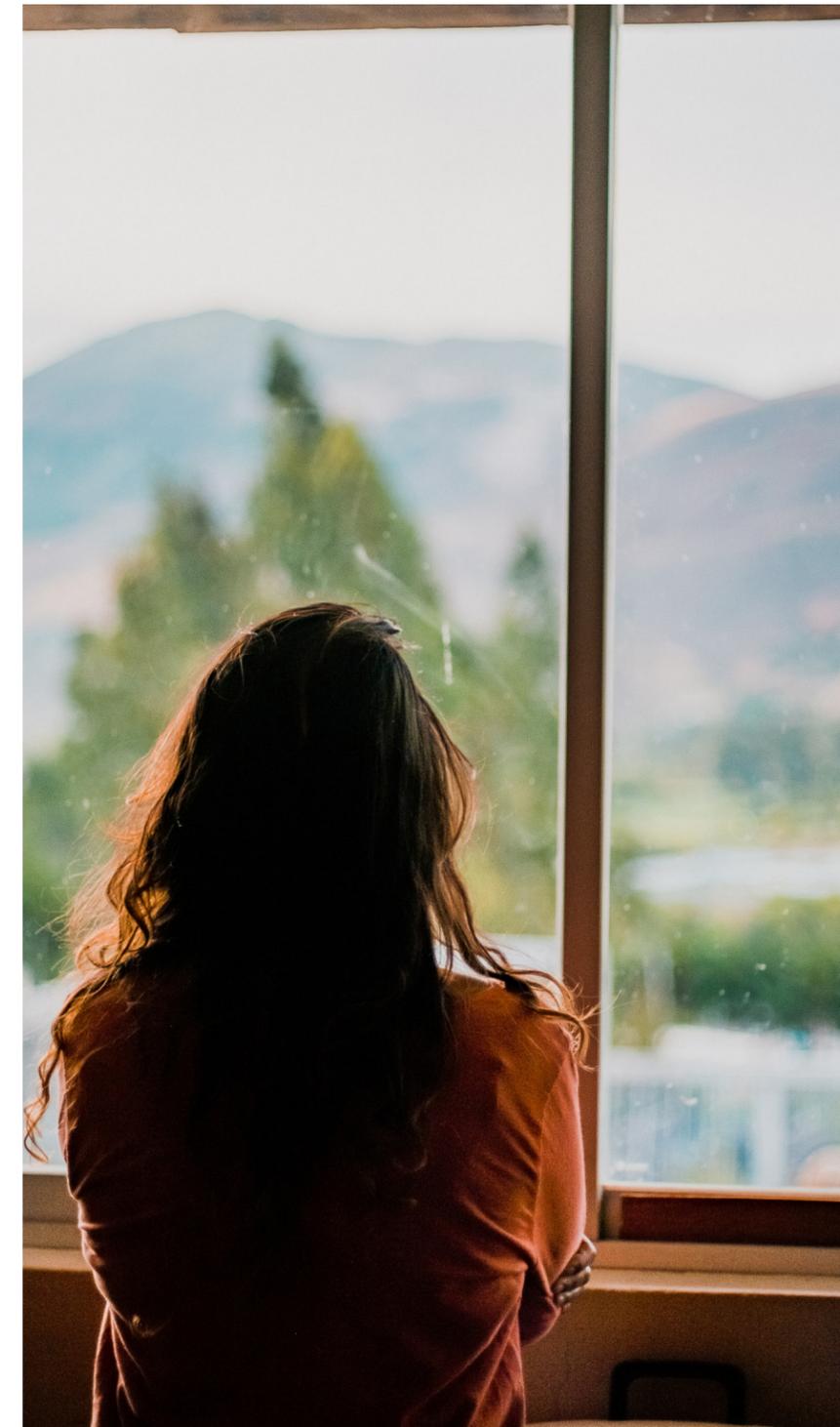
76 women

received a tablet



68 women

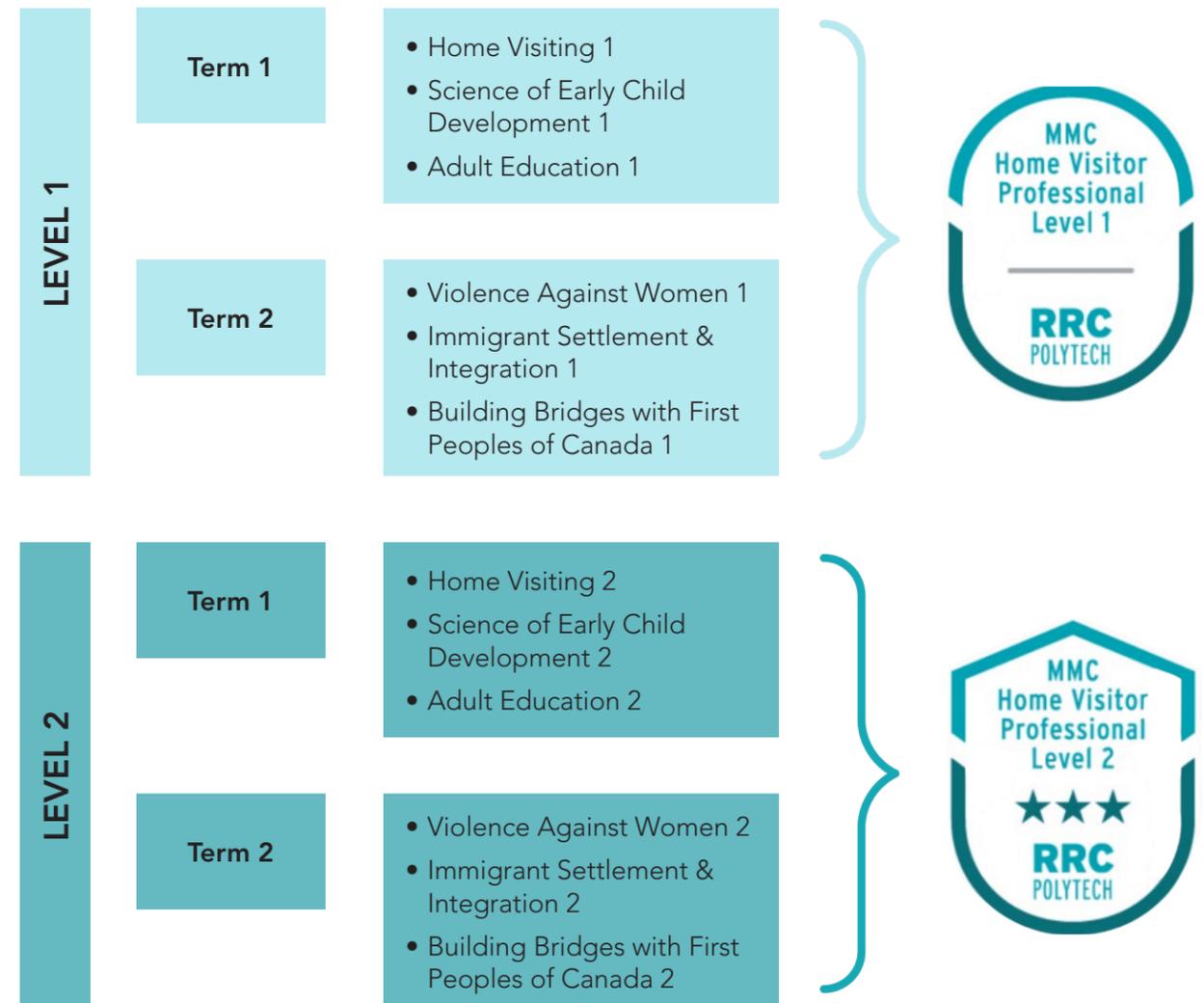
stayed connected through support to pay their phone and internet bills





Home Visitor Core Professional Development Program

Through a strategic partnership with Red River College (RRC) Polytechnic and with funding from Immigration, Refugee, and Citizenship Canada (IRCC), the Mothers Matter Centre has designed a structured, participatory, and accredited Professional Development Program (PD). The PD program is offered, free of charge, to Home Visitors. Upon completion of TWO terms of level 1, Home Visitors receive their first micro-credential in the form of a Digital Badge that can be posted on social media, added to a resume, or provided to post-secondary institutions. Home Visitors will receive a second Digital Badge upon completion of TWO terms of Level 2. Home Visitors who complete only 1 term will receive a certificate from the Mothers Matter Centre, but it is not accredited.



Section 6 – Home Visitor Professional Development Program

Core Professional Development Training

Connecting Across Provinces

Home Visitors are placed in a cohort that stays the same through the duration of the term. They get well acquainted with each other during the course of the term and have the opportunity to discuss in break out rooms, support each other, and share lived experience and best practices during the sessions. As a result of the cohort model and the break out rooms, Home Visitors report feeling more connected to each other and having a sense of community despite the many miles between them.



Expert Instructors

Each topic in the new PD Program was delivered by a different instructor who was an expert in the field. Instructors not only brought their knowledge and experience to the sessions, but they were able to convey the knowledge in a professional and effective format. The diversity of the instructors also exposed learners to different teaching styles and demonstration of learning formats which is essential to their educational growth.



User-friendly Learning Management System (LMS)

All the content for the PD was redeveloped by subject matter experts, and organized and uploaded by a Program Design team consisting of staff from the Mothers Matter Centre and Red River College Polytechnic. Instructors used the LMS to share class content and resources, and collect demonstrations of learning from the students. Each student received a Red River College student account when registering for the PD program and they become RRC students for life.



High Quality Content

Each topics' modules were developed by Subject Matter Experts who brought their extensive knowledge of the field and, with the help of Mothers Matter Centre staff, ensured that the content is in simple language, relevant to Home Visitors needs, and that demonstrations of learning were done within class time and in a format that was accessible to all Home Visitors.



"I have passion now to continue my education"

Mental Health First Aid

HIPPY Home Visitors and Coordinators received Mental Health First Aid (MHFA) training, with the option of English or French. MHFA is the support provided to a person who may be experiencing a decline in their mental well-being or a mental health crisis.

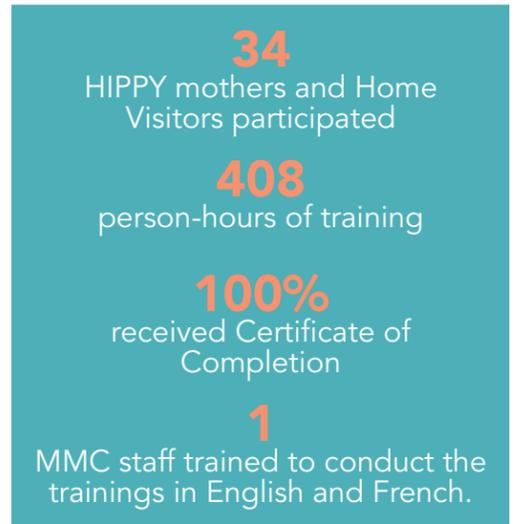
This training is accredited across Canada and is offered by the Mental Health Commission of Canada.



Living Life to the Full

Participants acquire everyday life challenges and learn self-management skills using Cognitive Behavioural Therapy principles, growing self-empowerment skills and confidence.

This training is provided by the Canadian Mental Health Association and is available in English and French.



Bloom Leadership

Participants learn to identify their current leadership strengths and capacity, and have an opportunity to build on them. They develop a strategy to address gaps in their current leadership skills and have increased confidence to apply for leadership positions and manage others, as well as seek higher education in the context of leadership.

Over the span of three months, Bloom participants identified their core values & top strengths setting themselves up for success in leadership.

This training is provided by Minerva BC.



"[This program helped me in] identifying my values and goals, as a woman of colour it is important for me to be a leader and set goals for myself so that I can be successful in my career."



The Campaign

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

15 minutes a day for **15** days

Families

1,774 families

joined the campaign among them were

1,987 children



Books

5,125 free books

were provided by First Book Canada and distributed to

12 HIPPY sites in **5** provinces

Celebration

HIPPY sites celebrated the grand total of

6,694 minutes read aloud with a virtual Celebration of Reading



Section 8 – HIPPY 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.

		Objectives	Methodology	Preliminary Outcomes	Intermediate Outcomes	Long-term Outcomes
	<p>To provide employment opportunities (consisting of three-year Home Visitor positions) to mothers in the program who experience multiple barriers to employment.</p>	<p>The HIPPY program provides three-year jobs as Home Visitors to mothers who typically experience multiple employment barriers.</p>	<p>HIPPY mothers are aware of opportunities and supported to explore employment as Home Visitors.</p>	<p>Isolated mothers (who may have been parents in the program) are recruited, employed and supported as HIPPY Home Visitors for a three-year period.</p>	<p>Home Visitors, once isolated mothers, are now highly employable members of society who contribute to the economic well-being of their families and communities.</p>	
	<p>To provide Home Visitors (HVs) with workplace training in essential skills and in the eight HIPPY content areas.</p>	<p>The HIPPY program provides a comprehensive and ongoing training including: - 2 weeks' pre-service training in the HIPPY methodology; - 4 hours' weekly training in the HIPPY methodology; - Weekly one-on-one training and coaching. Collaboration with institutions of higher education on accreditation.</p> <p>The HIPPY program provides training to HVs in community resource networks systems and the rights and responsibilities of Canadian citizenship.</p> <p>The HIPPY program provides comprehensive and ongoing training in professional development including: essential employment skills as well as content areas such as early childhood and adult education, and community development which are required to successfully execute the program.</p>	<p>HVs, who are or were mothers in the program, have a base knowledge of the HIPPY materials.</p> <p>HVs have the knowledge and skill to seek out information and provide mothers with referrals to public services when required.</p> <p>HVs increase their knowledge and skills in the eight HIPPY content areas.</p>	<p>HVs have an in-depth knowledge of materials and the skills to develop HIPPY mothers' capacity to support their children's learning.</p> <p>HVs have the knowledge and skills to support mothers to increase their social inclusion in activities such as HIPPY group events and other community events.</p> <p>HVs demonstrate proficiency in essential employability skills.</p>	<p>A specialized workforce of women (particularly those who experience multiple barriers to employment) trained in strategies to equip isolated mothers with the skills that ensure their children are productive, healthy, and engaged citizens of Canadian society; to support the development of community connections and civic engagement of isolated mothers; to support the essential skills development of isolated women, which are transferable to a wide variety of contexts and work environments.</p>	
						

	Objectives	Methodology	Preliminary Outcomes	Intermediate Outcomes	Long-term Outcomes
	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 variety of jobs or engaged in advanced education to secure employment.
HIPPY MOTHERS					
	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.
	To provide isolated mothers with linkages to social networks that support their inclusion and integration into Canadian society.	The HIPPy program promotes the formation of parental networks. HIPPy identifies and supports people from the community who have leadership potential. HIPPy improves access to community resources. HIPPy creates a mutual support network through parents' involvement in the program. HIPPy supports the involvement of parents in community leadership roles.	Isolated mothers are offered connections to formal public services required to ensure the healthy development of children and families in the Canadian context. Isolated mothers create informal social support networks with other mothers in similar situations with whom they can share their experiences and knowledge.	Mothers in the program understand and act upon their rights and responsibilities as members of Canadian society. Mothers have life skills, knowledge (e.g., Canadian customs, life skills, local transportation etc.) necessary for healthy and integrated families. Mothers engage in additional education, training and / or employment-search opportunities beyond the HIPPy program.	Mothers have the skills, knowledge and experience to fully participate in social, economic and civil society.

	Objectives	Methodology	Preliminary Outcomes	Intermediate Outcomes	Long-term Outcomes
	To ensure that isolated mothers understand and transfer their cultural practices and values to their children while recognizing the diversity of Canada.	Indigenous cultural training is provided for HVs in pre-service training and as part of the weekly training. Newcomer mothers are invited to share their culture at group events, read stories from and talk about their home country with their children.	Indigenous mothers engage in the HIPPy program regularly. Newcomer mothers engage in the HIPPy program regularly.	Indigenous mothers express cultural knowledge and pride. Newcomer mothers express cultural knowledge and pride.	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 CHILDREN					
	To improve the academic performance and social skills of HIPPy children compared to similarly situated students.	The HIPPy program encourages parents to spend 15 minutes per day reviewing instructional materials with their children. HIPPy provides instructional materials that stress cognitive development through language instruction, sensory discrimination skill development, and problem solving.	Children are competently and regularly completing the HIPPy curriculum with their parents.	Children have skills that enable them to succeed in school. Children demonstrate pro-social behaviour with other children.	HIPPY children realize their academic and social potential required to enjoy productive and rewarding lives.

The Mothers Matter Centre gratefully acknowledges

Our HIPPY Program Delivery Partners



Our Funders & HIPPY Program Delivery Sponsors

Our Patrons

The Right Honourable David Johnston, C.C., C.M.M, C.O.M., C.D.,
Former Governor General of Canada, and Sharon Johnston, C.C.



Suite 512 - 1190 Melville Street
Vancouver, BC V6E 3W1
Phone: 604.676.8250
www.mothersmattercentre.ca