



# Performance Management Results

## Multicultural HIPPY & SMART

### 2023-2024 Program Year



# Table of Contents

<b>Introduction</b>	<b>1</b>
Performance Management	1
Mothers Matter Canada	1
Home Instruction for Parents of Preschool Youngsters (HIPPY) Program	2
Supporting Mothers and Raising Toddlers (SMART) Program	3
<b>Home Visitors</b>	<b>9</b>
Home Visitor Employment	9
Home Visitor Demographics	10
Home Visitor Change	11
Limitations	15
<b>HIPPY/SMART Mothers</b>	<b>17</b>
Mother Program Enrollment	17
Mother Program Completion	18
Mother Demographics	19
Mother Change	21
Limitations	26
<b>Professional Development Program</b>	<b>29</b>
Home Visitor Core Professional Development Program	29
Mental Health First Aid	31
Bloom Leadership	31
Autism Canada - Caregiver Literacy Program	32
French Leadership Training	32
MMC Scholarship Program	33
<b>Program Innovations</b>	<b>35</b>
Safe-Space for an Early Learning Foundation (SELF)	35
Women's Insight Project (WIP)	38
<b>HIPPY/SMART Logic Model</b>	<b>41</b>



# Introduction

## Performance Management

Mothers Matter Canada (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.



This document captures a description of efforts exerted and change measured over the 2023-2024 program year. To ensure high-quality data, Mothers Matter Canada 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 35 multicultural HIPPY/SMART sites and 2 innovation programs. *Section 1* describes Mothers Matter Canada and the HIPPY and SMART programs. *Sections 2 and 3* address program enrollment, demographic, and efforts and outcomes data for Home Visitors and HIPPY/SMART mothers. *Sections 4 and 5* reports on results from other program innovations and the Home Visitor Professional Development Program. *Section 6* describes the HIPPY/SMART logic model.

## Mothers Matter Canada

Mothers Matter Canada 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.

Mothers Matter Canada 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. All our program and innovations are all based on our mother-to-mother approach.

Mothers Matter Canada’s central offices are located on the ancestral and unceded traditional territories of the Coast Salish peoples, including the xʷməθkʷəy̓əm (Musqueam), Skwx̱ wú7mesh (Squamish), and səliłwətaʔ (Tsleil-Waututh) Nations. MMC also recognizes that through our valued program delivery partners, its programs reach communities across Turtle Island.



## Home Instruction for Parents of Preschool Youngsters (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.

Since our inception, HIPPY programs in Canada have transformed over 62,000 lives. We helped more than 24,000 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.



### Professional Development

- The program creates employment and provides professional development opportunities for racialized women, often mothers, who need flexible working arrangements to build skills and networks while tending to their care responsibilities. It also offers peer-based support to other isolated mothers in their communities.



### Program Outcomes

- Reduced vulnerability and isolation of HIPPY families through increased awareness, access and uptake of essential services.
- Stronger families through deepened parent-child and family bonds.
- Catalyzed integration and settlement of HIPPY mothers and families through increased confidence, capacity, sense of belonging, and community connections.
- Job creation and enhanced employment skills and professional networks for racialized and isolated women through a flexible peer-based work-learn training model.
- Enhanced school readiness skills for HIPPY children through stronger parent-child bonds and meaningful engagement in high-quality early learning activities.



### Participants Receive

- Up to 3 years of free holistic programming for integration and settlement and early childhood education programming;
- Weekly home visits;
- Group meetings with other mothers at least every 2 months;
- 30 weekly activity packets each year (literacy, math, science, motor, language);
- 7-9 books each year;
- A set of HIPPY shapes.

## Supporting Mothers and Raising Toddlers (SMART) Program

SMART is a play-based home visitation program that works with vulnerable and isolated mothers of children between 18 to 36 months of age. It leverages the mother's motivation to give their child the best possible chance at life, and builds the capacity, confidence, and community connections for the parents, as they take on the lead role in engaging their child in high-quality early learning activities. SMART families can seamlessly move into the Home Instruction for Parents of Pre-school Youngsters (HIPPY) program.



### Professional Development

- The program creates employment and provides professional development opportunities for racialized women, often mothers, who need flexible working arrangements to build skills and networks while tending to their care responsibilities. It also offers peer-based support to other isolated mothers in their communities.



### Program Outcomes

- Reduced vulnerability and isolation of SMART families through increased awareness, access and uptake of essential services.
- Stronger families through deepened parent-child and family bonds.
- Catalyzed integration and settlement of SMART mothers and families through increased confidence, capacity, sense of belonging, and community connections.
- Job creation and enhanced employment skills and professional networks for racialized and isolated women through a flexible peer-based work-learn training model.
- Enhanced early learning in SMART children through stronger parent-child bonds and improved vocabulary, communication, social, and motor skills.

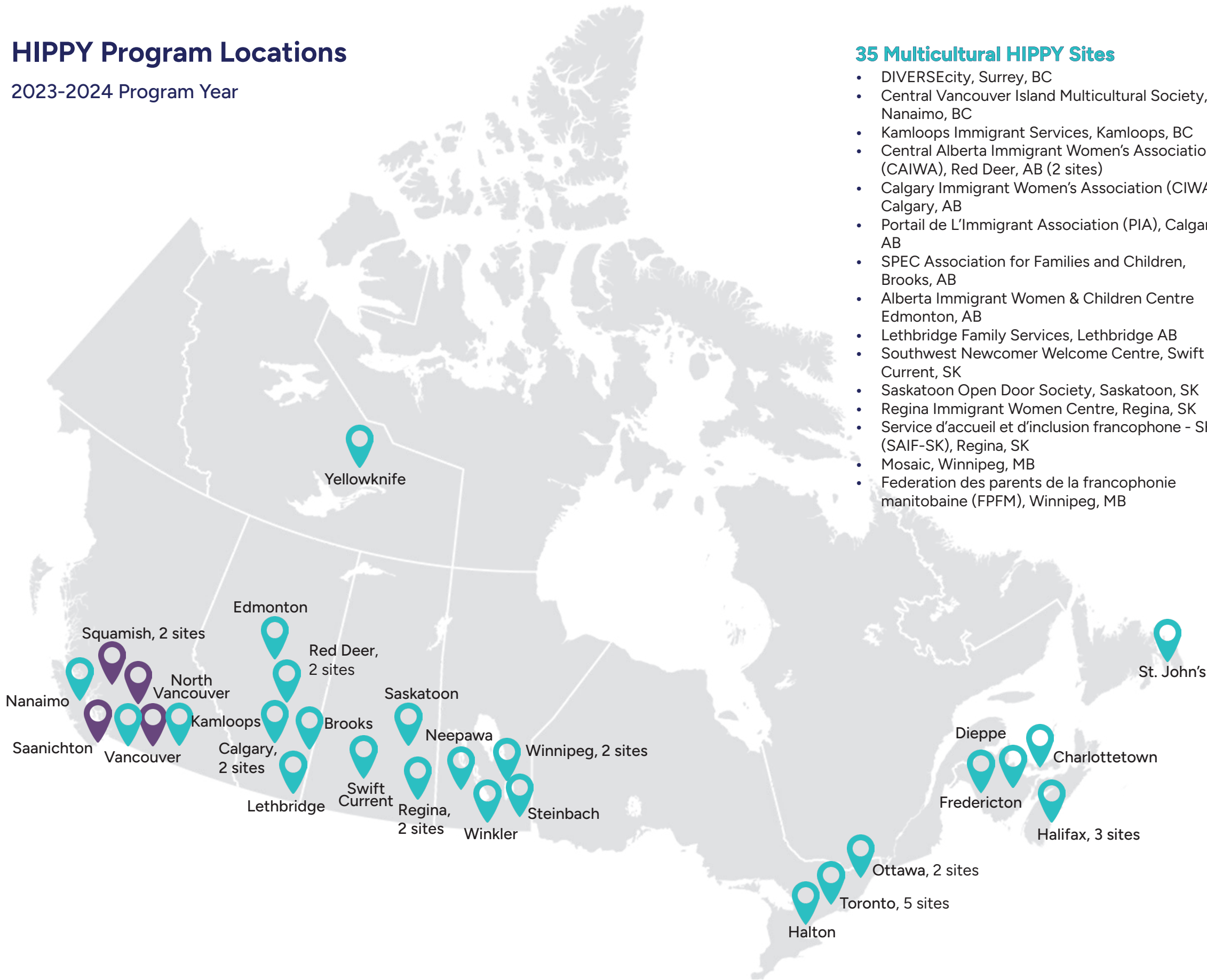


### Participants Receive

- 1 year of FREE targeted and holistic programming for integration and settlement, and early childhood education;
- Weekly home visits;
- Group meetings with other mothers at least every 2 months;
- 78 play-based activity card;
- 6 books and 20 toys.

# HIPPY Program Locations

2023-2024 Program Year



## 35 Multicultural HIPPY Sites

- DIVERSEcity, Surrey, BC
- Central Vancouver Island Multicultural Society, Nanaimo, BC
- Kamloops Immigrant Services, Kamloops, BC
- Central Alberta Immigrant Women's Association (CAIWA), Red Deer, AB (2 sites)
- Calgary Immigrant Women's Association (CIWA), Calgary, AB
- Portail de L'Immigrant Association (PIA), Calgary, AB
- SPEC Association for Families and Children, Brooks, AB
- Alberta Immigrant Women & Children Centre Edmonton, AB
- Lethbridge Family Services, Lethbridge AB
- Southwest Newcomer Welcome Centre, Swift Current, SK
- 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), Winnipeg, 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, Halton, ON
- Centre des services communautaires Vanier (CSC Vanier), Ottawa, ON (2 sites)
- NWT Literacy Council, Yellowknife, NT
- Multicultural Association of Fredericton, Fredericton NB
- CAFi, Dieppe, NB
- Immigrant and Refugee Services Association, Charlottetown, PEI
- Immigrant Services Association of Nova Scotia (ISANS), Halifax, NS
- YMCA of Greater Halifax/Dartmouth, Halifax, NS
- Immigration Francophone Nouvelle-Écosse, Halifax, NS
- Association for New Canadians, Saint John's, NL

## 5 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



# Social Innovations Locations

2023-2024 Program Year



## 11 SMART Sites

- 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
- Portail de L'Immigrant Association (PIA), Calgary, AB
- Service d'accueil et d'inclusion francophone - SK (SAIF-SK), Regina, SK
- Federation des parents de la francophonie manitobaine (FPFM), Winnipeg, MB
- HIPPY, Halton, ON
- Vanier Community Service Centre, Ottawa, ON

## 4 Bond to Literacy Sites

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

## 4 SELF Sites

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

## 7 Men Like Me Sites

- NWT Literacy Council, Yellowknife, NT
- Alberta Immigrant Women & Children Centre, Edmonton, AB
- Portail De L'Immigrant Association (PIA), Calgary, AB
- Saskatoon Open Door Society, Saskatoon, SK
- Service d'accueil et d'inclusion francophone – SK (SAIF-SK), Regina, SK
- Regina Immigrant Women Centre, Regina, SK
- Settlement Assistances and Family Support Services, Toronto, ON





# Home Visitors

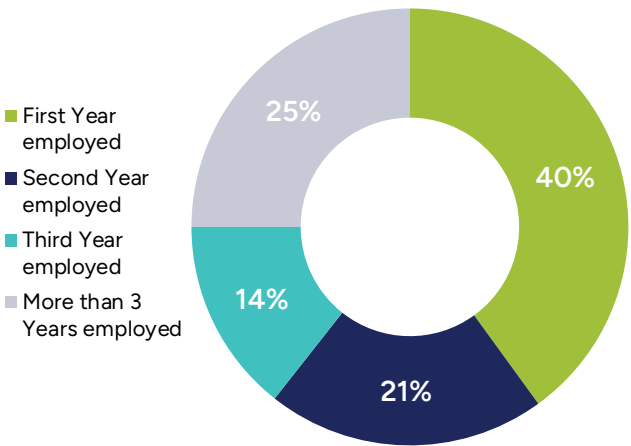
## Home Visitor Employment

Home Visitors share the language, culture and life experiences of the families they serve and are often mothers who participated in the HIPPY/SMART program with their own children. Working as 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 Canadian work force.

All data represented here are gathered from the 35 multicultural HIPPY/SMART sites.



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



**55%** were HIPPY moms.



**75** Home Visitors left their employment during or at the end of the program year. Of those:

**4%** went back to school.

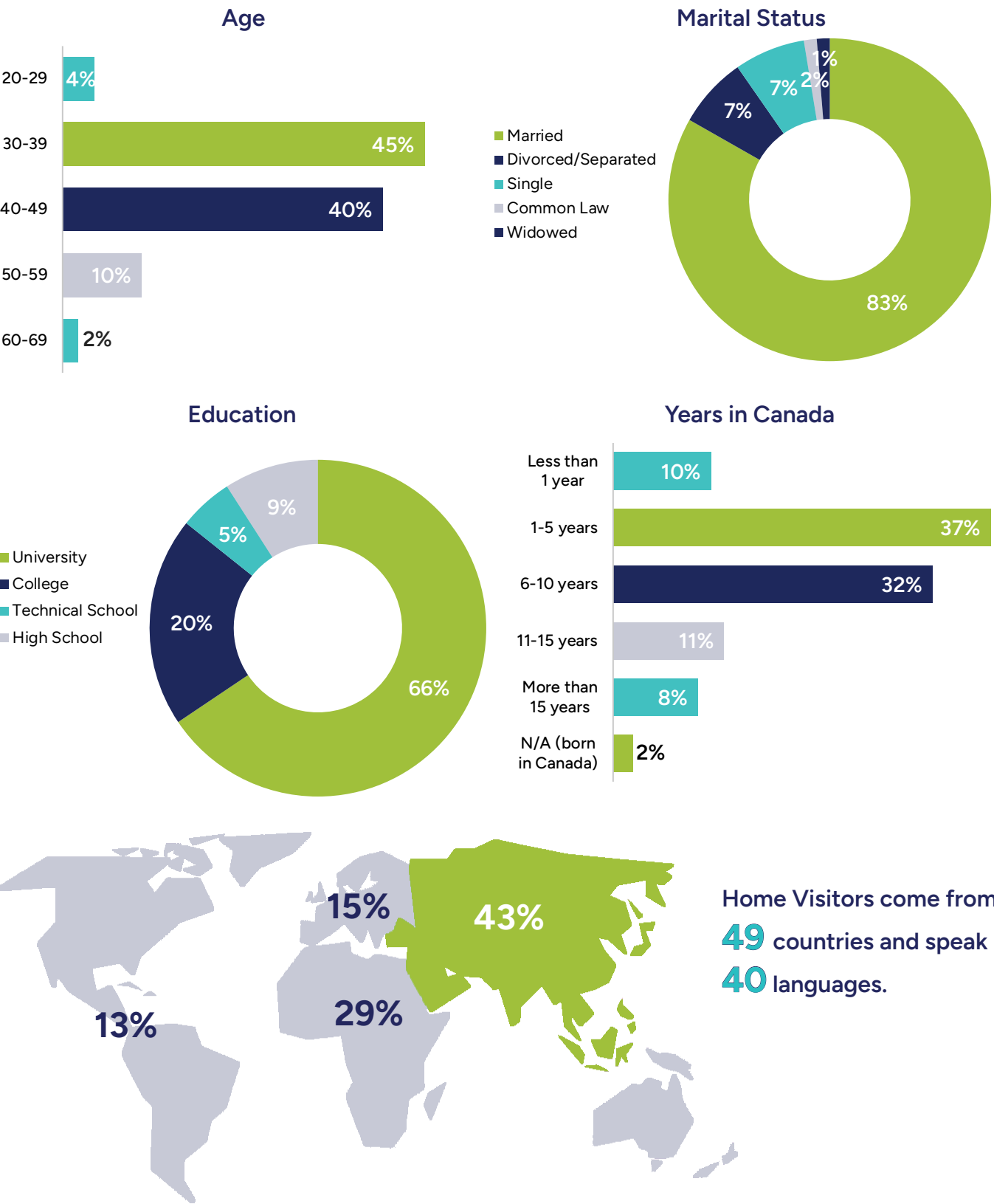


**59%** found other employment.

18 Home Visitors found work at their HIPPY/SMART host agency as HIPPY Coordinator, HIPPY Program Assistant, SWIS Worker, Youth Case Worker, Interpreter, ECE Program Coordinator, and Needs Assessment, Referral and Inclusion Manager. Home Visitors also found employment as Support Workers, Housing and Intake Counsellor, Teacher's Assistant, Behavior Therapist, and Healthcare Aid.



# Home Visitor Demographics



# Home Visitor Change

The HIPPY/SMART 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/SMART program’s success.

## Objectives for Home Visitors

- To receive:
- ➔ Employment opportunities (three-year Home Visitor positions at HIPPY/SMART 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 Visitor Training

This section describes the progress of Home Visitors in expanding their ability to support mothers in the program while developing their own employability skills.

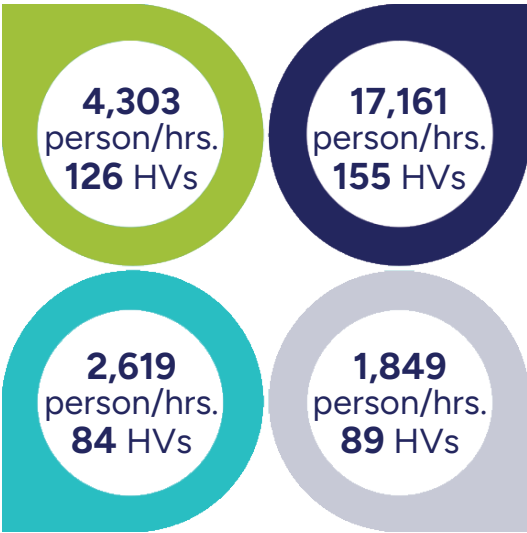
Home Visitors received **25,932** person-hours of training.

**Pre-service training** on the HIPPY /SMART model and methodology.

**Standardized HIPPY weekly training** with Coordinators that teaches Home Visitors to deliver the HIPPY/SMART program 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.

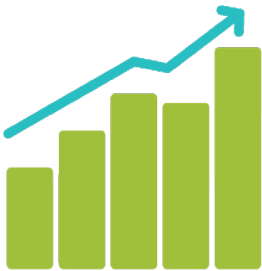
**Professional Development (PD) training**, online, with sessions on Home Visiting, Adult Education, Immigrant Settlement & Integration, The Science of Early Childhood Development, Violence Against Women, Building Bridges with First People of Canada, Leadership Development, Mental Health & Wellness,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

**Other training** in a variety of areas, including: early child development, mental health, first aid, domestic violence, working with newcomer families, community resources, professional development, Indigenous history & culture, computer & cyber security, Freedom of Information and Protection of Privacy (FOIP), and the HIPPY/SMART performance management program & ETO.



Home Visitor Outcomes

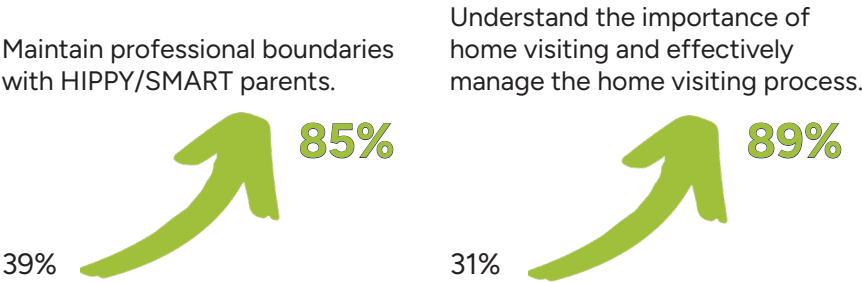
This section discusses data measuring the level of change in Home Visitors' ability to support isolated mothers that results from their weekly training, prior work experience, and working with families. There are three outcomes, categorized into the six HIPPY/SMART content areas of Home Visiting; Adult Education & Learning; Early Childhood Development & Parenting Skills; Immigrant Settlement & Integration; Essential Skills Development; and Transition Planning.



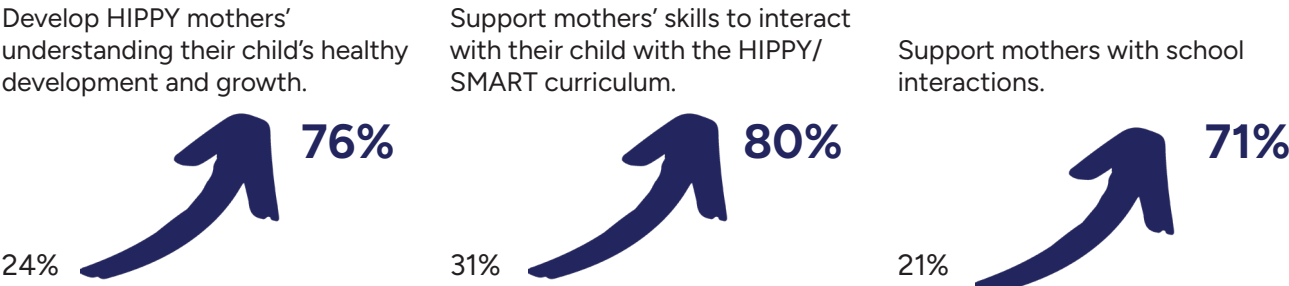
The information below is derived from the Home Visitor Progress Report, an ongoing monitoring tool used four times during the program year to measure change. Data below show the percentage of Home Visitors who demonstrate an "advanced" or "master" level for skills at the beginning of the Home Visitors' employment and then at the final progress report of this program year. The data suggest that the Home Visitor program is transformational.

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



Early Childhood Education & Parenting

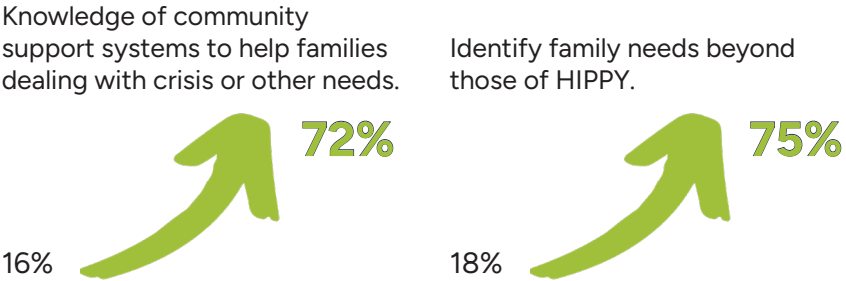


Adult Education



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

Home Visiting

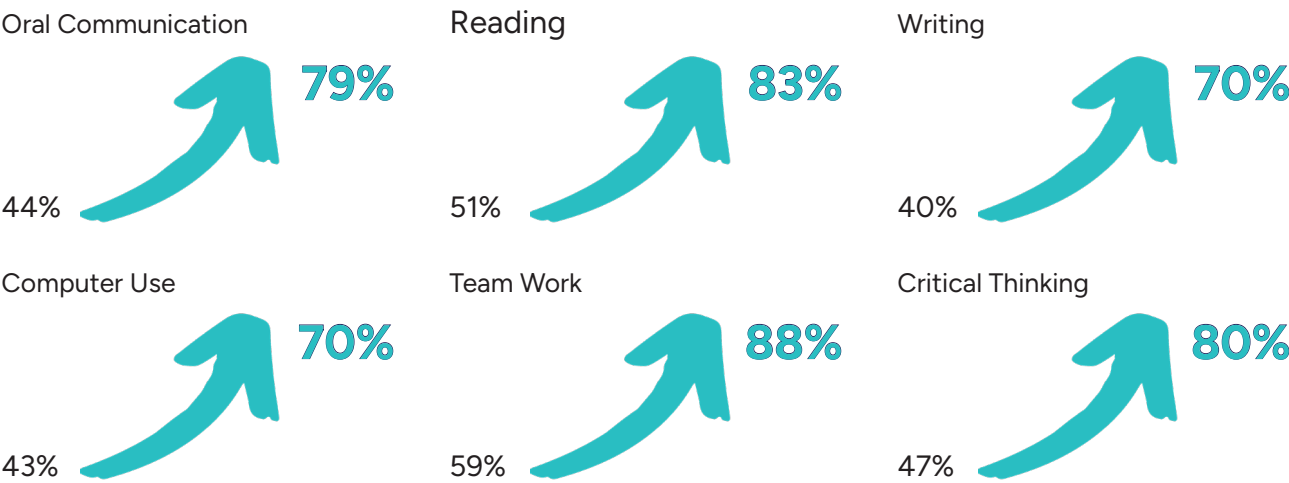


Immigrant Settlement & Integration



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

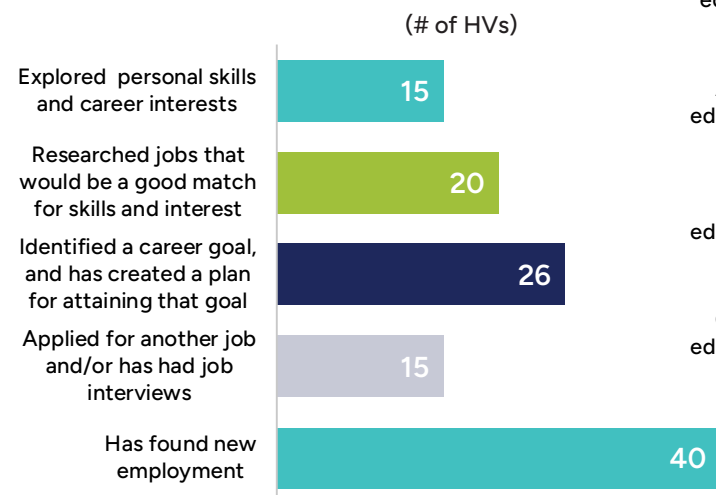




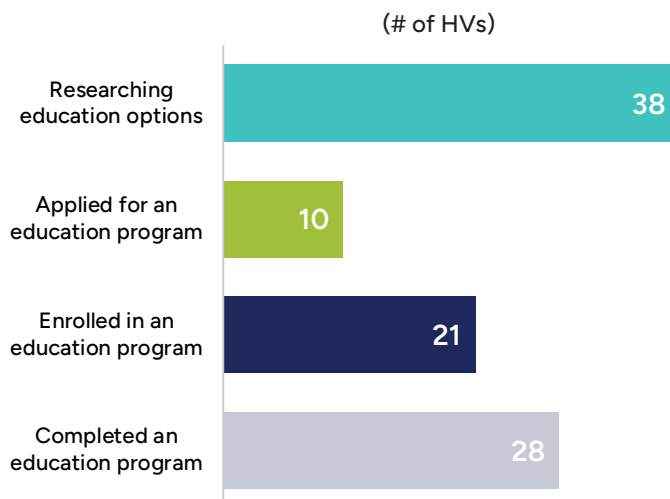


## Home Visitor Transition Planning

Stages of transition to other employment while employed in the HIPPY/SMART program.

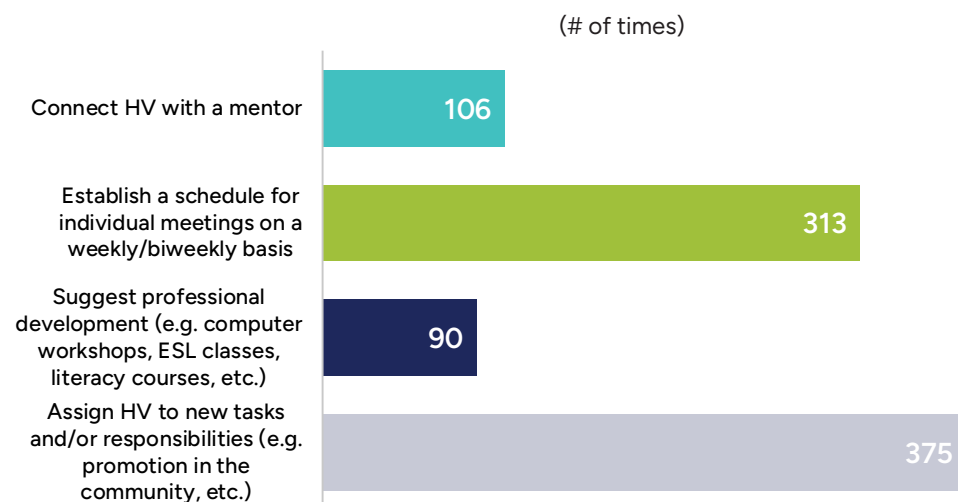


Stages of transition to education while employed in the HIPPY/SMART program.



## Home Visitor Service Adjustments

As a result of the performance management program, Coordinators 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/SMART employment. Some of the service adjustments include:



## 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 (3.75%), education (3.75%), mother tongue (3.75%), years in Canada (3.13%) and marital status (3.13%). All other questions pertaining to demographics had non-response rates between 0% and 2.5%. 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. 152 Home Visitors are represented in the baseline (first) and follow-up (last) data. Of those, 60 completed their first year, 33 their second year, and 59 their third year or longer as a Home Visitor.







# HIPPY/SMART Mothers

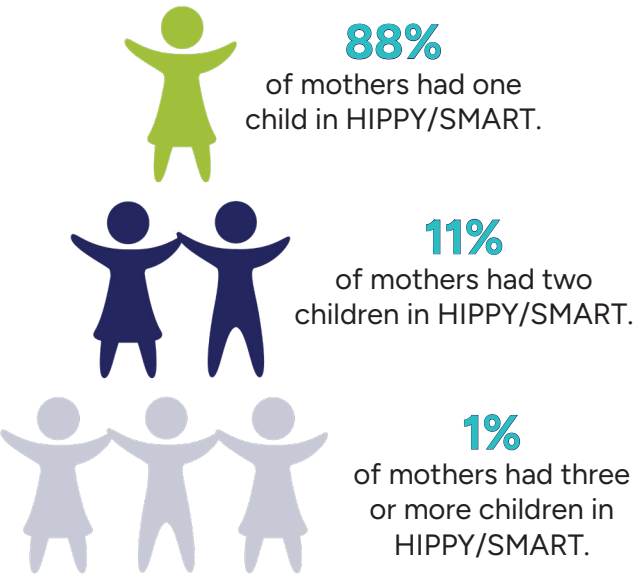
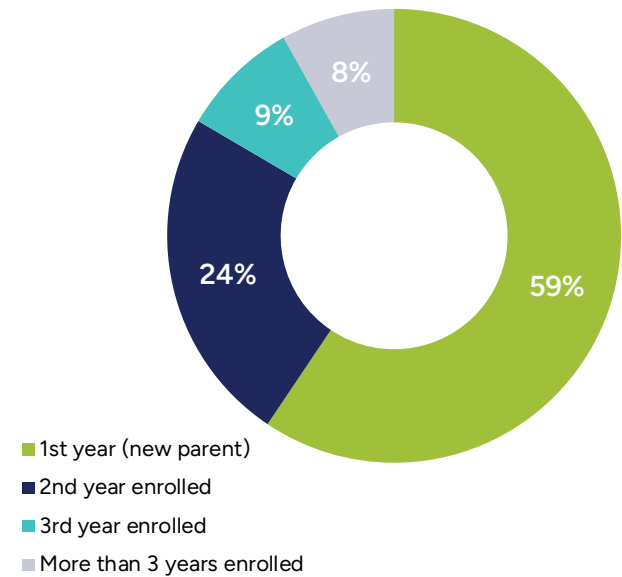
## Mother Program Enrollment

HIPPY/SMART 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 35 multicultural HIPPY/SMART sites.



1,712 mothers and 1,930 children were enrolled.

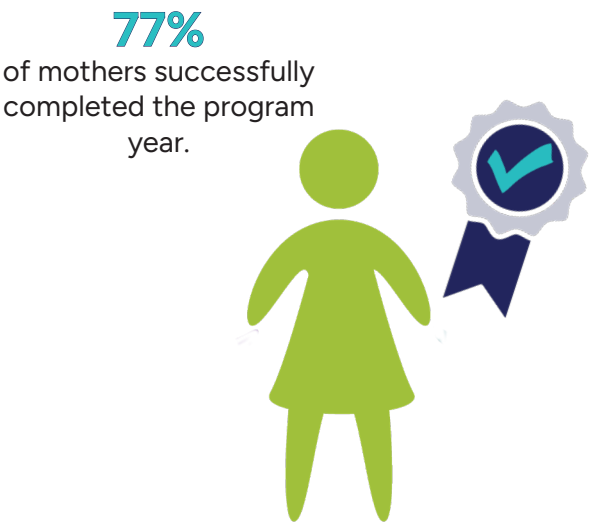


Curriculum Language	HIPPY			HIPPY & SMART	SMART	Total Children
	Year 1	Year 2	Year 3			
English	672	623	345	14	43	1,697
French	61	87	45	9	31	233
Total Children	733	710	390	23	74	1,930

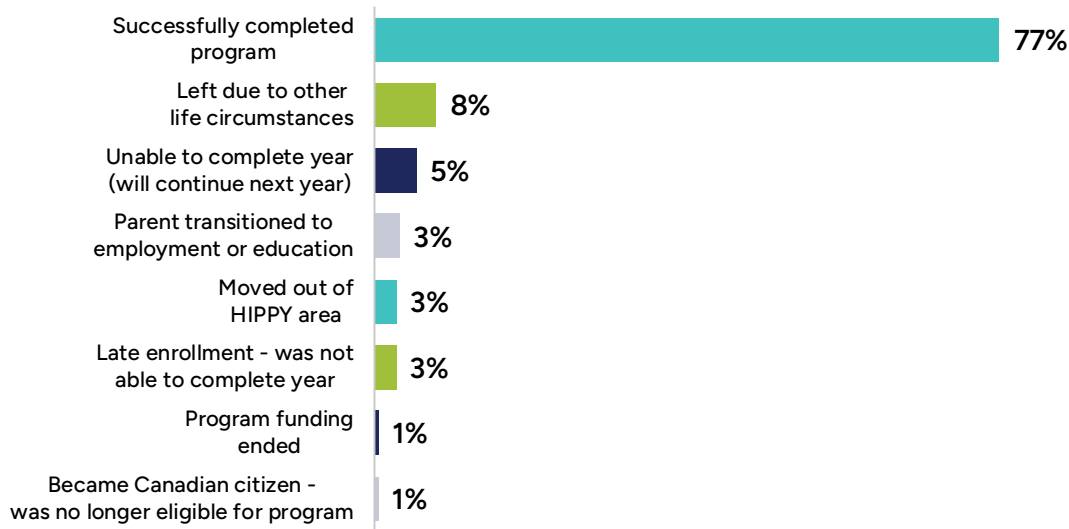


# Mother Program Completion

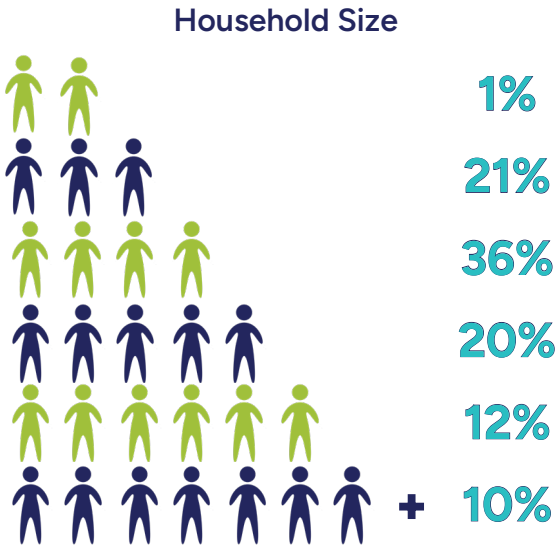
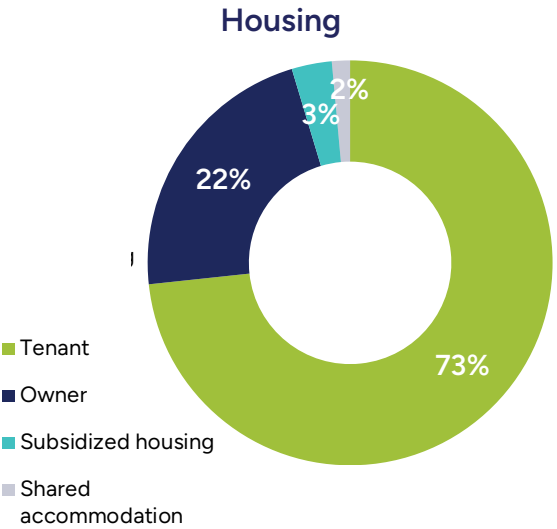
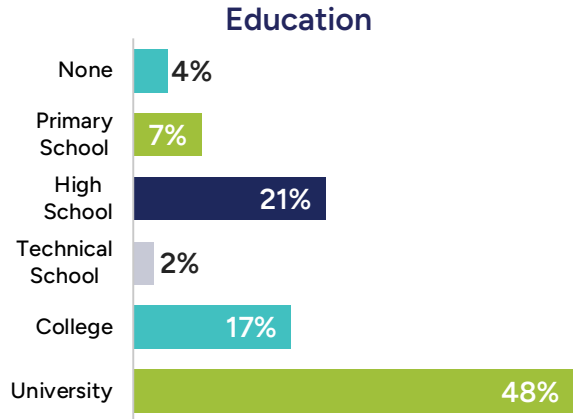
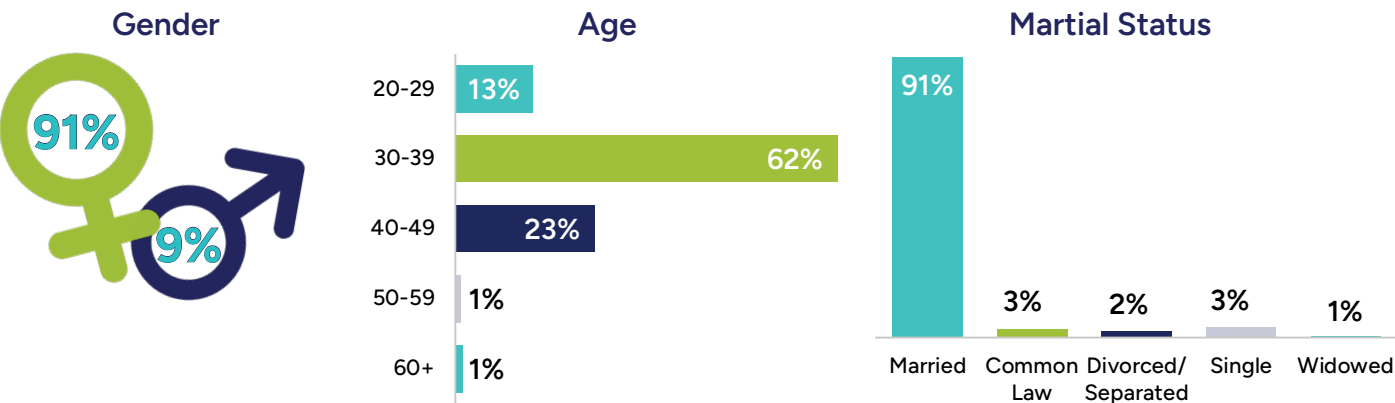
Successful program completion is defined as mothers completing at least 25 weeks of the HIPPY Year 1 and 2 curriculum, at least 12 packets of the bi-weekly HIPPY Year 3 curriculum, and up to module 6, week 5 for SMART.



## Reason for Leaving the HIPPY/SMART Program



# Mother Demographics



## Occupation



**50%**  
of mothers do not  
work outside the  
home or study.



**25%** work full-time,  
**14%** work part-time,  
**12%** study.

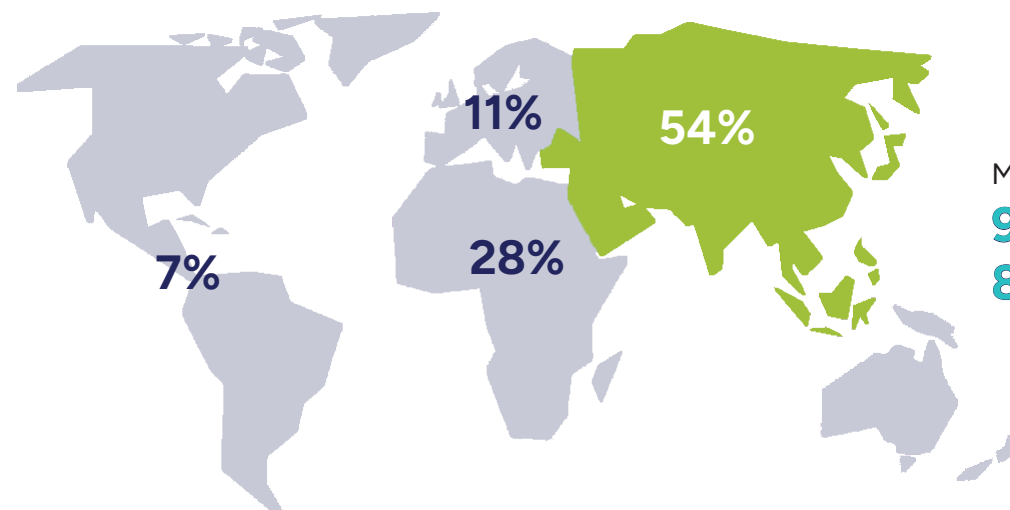
## Household Income

**62%**  
of HIPPY/SMART  
families fall into the  
low-income category.

Most low income  
families live in large  
urban centres.

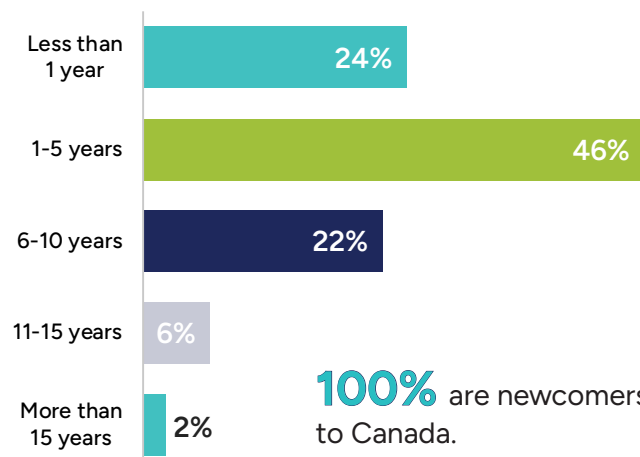


## Country of Origin



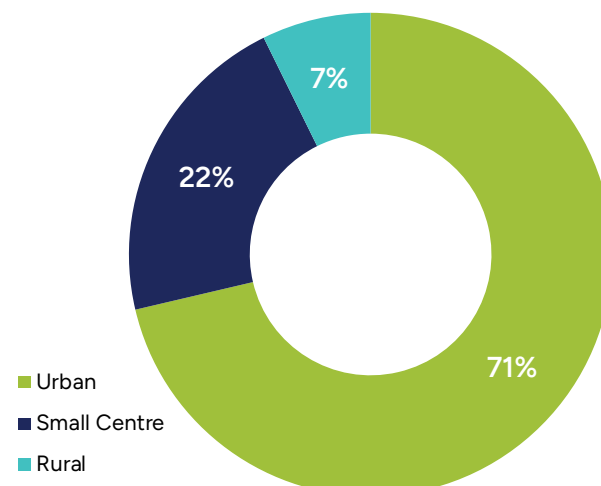
Mothers come from  
**95** countries and speak  
**88** languages.

## Years in Canada



**100%** are newcomers  
to Canada.  
**21%** arrived in Canada  
as refugees.

## Place of Residence in Canada



## Mother Change

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

### 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.



### Program Delivery



**40,228** hours of HIPPY  
home visits.  
**4,281** hours of SMART  
home visits.

**45,461** hours of parent-  
child time (HIPPY).  
**3,465** hours of parent-  
child time (SMART).



**414** group meetings, field trips, and special celebrations

Information given **28,009** 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 given **2,637** 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 **2,610** 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 **3,237** times.

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



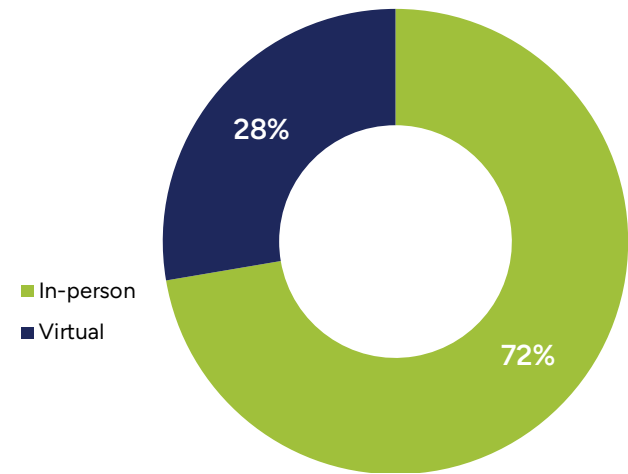
Official Language Program Delivery

(% of mothers/home visits/supports)

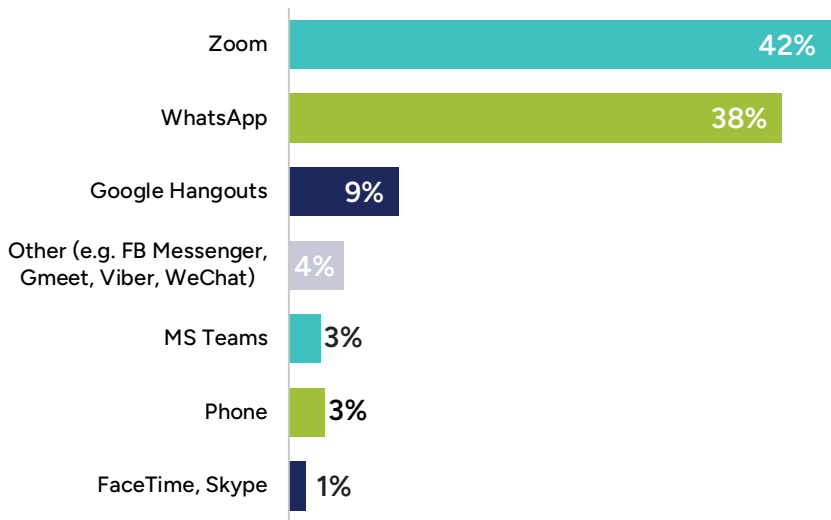
Service Delivery	English	French	Bilingual
Mothers HIPPY	89%	11%	
Mothers SMART	54%	46%	
Home Visits HIPPY	91%	9%	
Home Visits SMART	63%	37%	
Information Given	81%	13%	6%
Referrals Made	73%	27%	



In-person & Virtual Home Visits

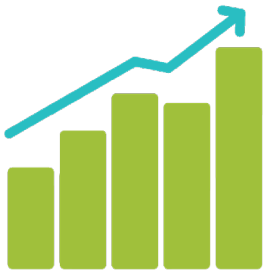


Mode of Communication Used for Virtual Home Visit



Mother Outcomes

HIPPY/SMART mother 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. Data reveals that mothers learned techniques vital to their children’s success in school and fostered relationships. Mothers also indicated that their involvement and sense of belonging to their community increased as a result of participating in the HIPPY program. Both mothers and children expressed interest in reconnecting with their native roots.



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.



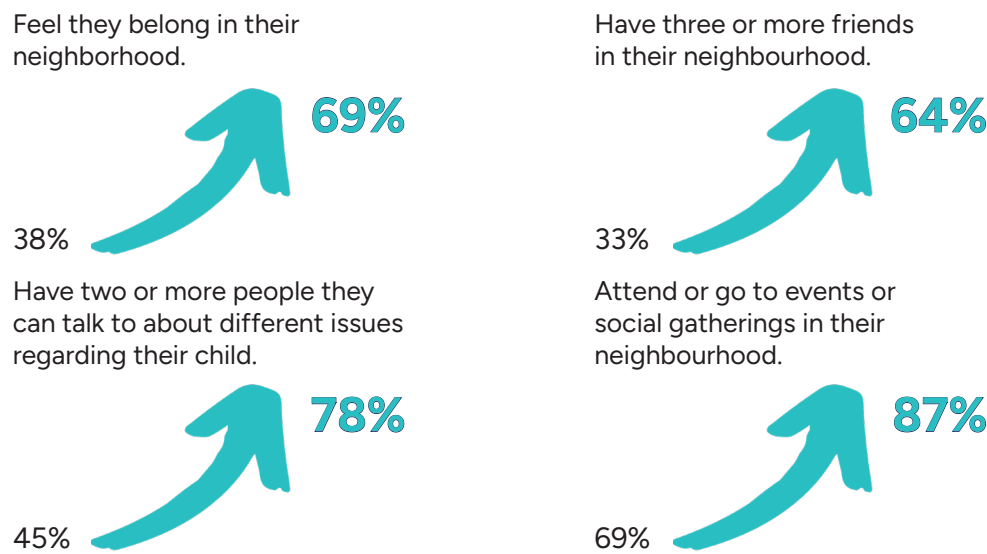
Read to their child three days per week or more.



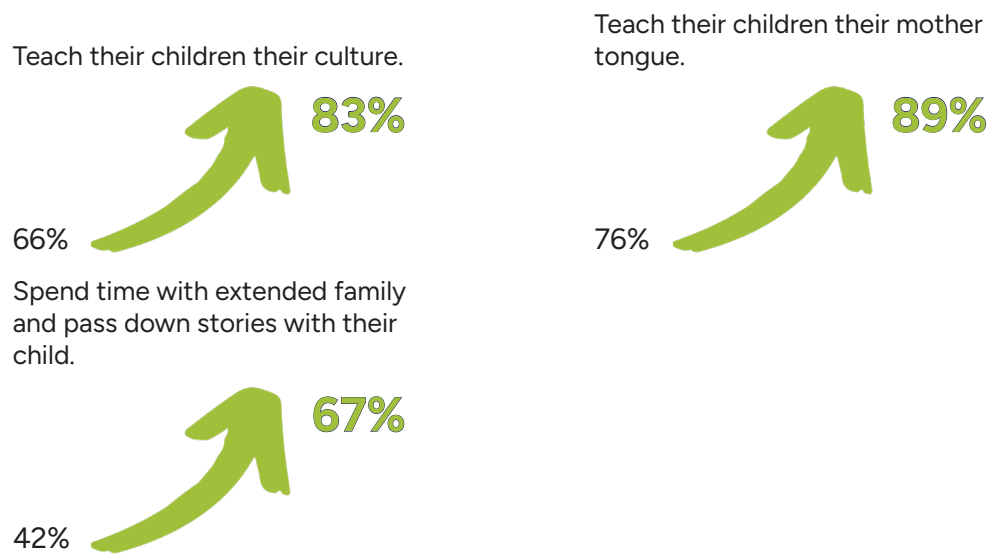
Feel comfortable when communicating with teachers or staff at their child’s school, pre-school, or day care.



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



**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.**



**Mother Service Adjustments**

HIPPY/SMART mother successes and challenges are 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/SMART mothers.



Service Adjustments	# of follow-up actions
Call mother to remind her of home visit day / time	5,662
Change time of home visit (for example: weekend)	1,939
Reduce home visit to every other week	197
Increase home visit to 1 ½ hours / more than once a week	314
Change how curriculum is provided	143
Downsize curriculum (fewer activities) to make it more manageable	165
Give mother a break from HIPPY curriculum (still continue home visit but don't role play)	101
Give mother a break from HIPPY (stop home visits for a while)	92
Allow for more 1-on-1 time with HIPPY child	38
Assign volunteer to support mother to work with child	20
Create family time with HIPPY	2,331
Invite father to be involved	1,573
Suggest extended family / sibling support	937
Support mother with finding daycare	301
ESL support for mother	1,166
Give tips on establishing a routine	2,988
Provide professional support to resolve issue (Coordinator intervenes)	202
Support mother to attend group meetings	3,982
Follow up with family on educational / work goals	1,205

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 annual family income (44.51%), place of residence (42.21%), occupation (4.73%), mother tongue (3.62%), housing (3.04%), and education (3.04%). All other questions pertaining to demographics had non-response rates between 0% and 2.86%. Demographics reported here reflect data for valid responses only.
  - 2. The actual number of low-income HIPPY/SMART families may be higher than reported since annual household incomes is collected using income ranges of \$0 - \$20,000, \$20,001 - \$40,000, \$40,001 - \$60,000 and \$60,001 and more. 2022 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	20,225	23,009	25,146	25,303	29,380
2 Persons	25,178	28,643	31,304	31,498	36,576
3 Persons	30,953	35,213	38,484	38,723	44,966
4 Persons	37,582	42,755	46,726	47,016	54,594
5 Persons	42,624	48,492	52,996	53,323	61,920
6 Persons	48,074	54,691	59,771	60,142	69,835
7 or more Persons	53,523	60,890	66,546	66,958	77,751

- 3. The parent change results represent data for parents who completed the self-assessment. 1,391 mothers are represented in the baseline and 1,382 in the follow-up data. Of those, 769 completed their first year, 356 their second year, and 257 their third year or longer at HIPPY/SMART.

Tsega’s Story

Tsega is a mother of 4 kids aged 11, 10, 8 and 5. She left Eritrea in 2007 and was displaced for 16 years until she arrived in Canada in 2023. She journeyed through four countries (Ethiopia, Sudan, Egypt, and Israel), a very daunting and unsafe trail, on which she lost friends to rivers, deserts, and conflict. And while she thinks of the friends she lost every day, she is grateful that she is here in Canada with her family and can rebuild her life.

“Starting again is very challenging but I have done it so many times. I have been in Canada for one year. When I arrived, I was really lonely. When I opened my door, nobody said hi...some people just said hi and then disappeared. My kids were so isolated and they asked me why did we come to Canada. We have no friends here. I started taking them to the park. It was very difficult for my kids. Even the church was hard to adjust to. I told my children what I told myself, keep an open heart, keep an open mind, try to learn the language, and try to make friends and enjoy life.

Finding work for my husband was very hard. The rent is very high. But we manage. Many organizations really helped me. I had so many questions, how to live, where to start, who to connect with, how to get a library card, how to get help for kids. I found my home visitor, Yodit, through Mothers Matter Canada’s programs at New West Family Place, and that changed things for me. She helped me with so many things, I learned to take the bus and the Skytrain, which were scary for me.

My husband has university education but he is working in construction. I don’t feel good about this and I hope he gets a job that matches his skills. I want to continue my education and work to support my family, my community, and this country. I was an elementary teacher in Eritrea, and I taught early years in Israel. I want to work in a daycare or preschool. I love working with children.

Now that I have found community, I think about what refugees need when they arrive. People come here after seeing so much hardship, and the biggest change here is isolation. They just need kindness, a smile, a wave of hand, help with directions sometimes, someone to show the way. My experience motivates me to give back to others who are new here. I want to make a difference, and I want to count for some change, no matter how small.”







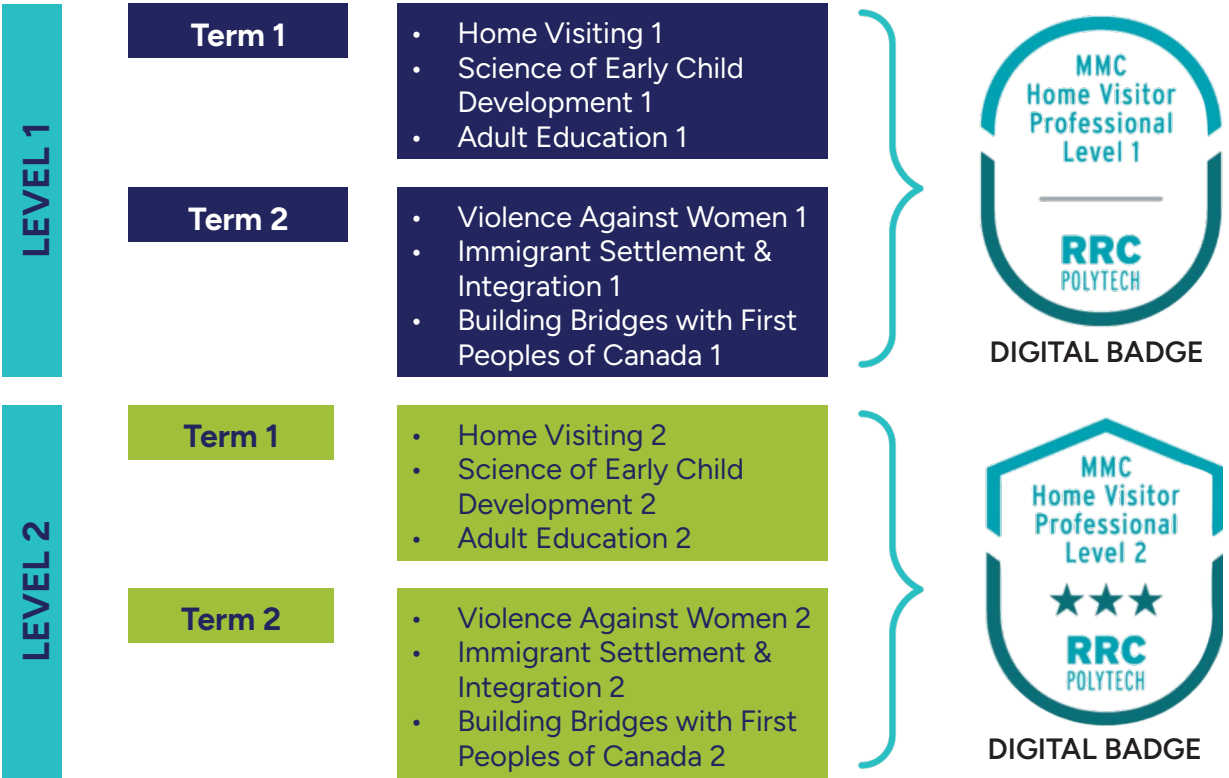
# Professional Development Program

## Home Visitor Core Professional Development Program

Mothers Matter Canada offers Home Visitors across Canada an opportunity to work and learn over the term(s) of their employment to help them grow in areas that will make them more effective in their roles. This approach is also structured to support Home Visitors to transition successfully out of the HIPPY/SMART program and find other employment that is satisfying and sustaining.

Through a strategic partnership with Red River College (RRC) Polytechnic and the University of Montreal, and with funding from Immigration, Refugee, and Citizenship Canada (IRCC), Mothers Matter Canada has designed a structured, participatory, and accredited Professional Development (PD) program. The PD program is offered virtually, in English and French, free of charge, to Home Visitors.

Home Visitors gain important knowledge and insight into topics important to their work as well as reflect on their life journey and share their own best practices. This ‘work, learn, apply’ model equips Home Visitors to succeed in their role and better meet the needs of HIPPY/SMART mothers and their children.





Connecting Across Provinces

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



English PD  
8 cohorts  
53 Home Visitors  
French PD  
3 cohorts  
11 Home Visitors

Expert Instructors

Each topic is delivered by a different instructor who is an expert in the field. The diversity of the instructors exposed learners to different teaching styles and demonstration of learning formats which is essential to their educational growth.

English PD  
7 instructors  
1,466 person-hours of learning



French PD  
6 instructors  
588 person-hours of learning



English LMS  
French LMS

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 Mothers Matter Canada and Red River College Polytechnic. Instructors used the LMS to share class content and resources, and collect demonstrations of learning from the students.

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 Canada 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.

PD Topics  
7 English  
6 French



Digital Badges & Micro Credentials

Home Visitors who complete each the two terms of each level will receive recognition for the knowledge and skills they gain in the form of a digital badge that can be applied to their resumes, social media, and application forms to other educational institutions. The digital badge is a micro-credential that is awarded by Red River College Polytechnic.

26 Home Visitors received their level 1 digital badge

9 Home Visitors received their level 2 digital badge



Mental Health First Aid

HIPPY Home Visitors and Coordinators received Mental Health First Aid (MHFA) training. 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.



3 Coordinators  
6 Home Visitors  
90 person-hours of learning  
100% received Mental Health First Aid Standard Certificate

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 and top strengths setting themselves up for success in leadership.

This training is provided by Minerva BC.



5 Coordinators  
14 Home Visitors  
360 person-hours of learning



*I learned a lot from the guest speaker, it's great to have diversity in people who provide the training. It makes it more real and applicable. Thanks.*

*Shobna [Bloom Leadership instructor] is amazing! A pure natural, and she makes this course feel like a break rather than an obligation.*

*I really enjoyed going through and doing the Clifton Strengths Questionnaire then being able to dive into it and discuss it.*

*I am grateful, I am part of this program. I am loving it.*

# Autism Canada - Caregiver Literacy Program

The Literacy Program trains Home Visitors and Coordinators on understanding autistic characteristics, an autistic child's needs, effective strategies, and the essential skills required to deliver optimal care. Each module delves into critical facets of autism, providing a comprehensive training experience for those committed to supporting autistic children. This program will help participants to effectively support autistic children.

This training is offered by Autism Canada.



- 2 Cohorts
- 13 Coordinators
- 16 Home Visitors
- 296 person-hours of learning

# French Leadership Training

This training was offered by Technologia, a Montréal-based organization that offers training in areas of project management, IT, relationship management, personal development, leadership and more.

Online courses offered to HIPPY/SMART Coordinators and Home Visitors included: Time Management, Professional Relations: Communicating Effectively in All Circumstances, and Stress Management.



- 5 Coordinators
- 8 Home Visitors
- 268 person-hours of learning



*Incredibly valuable opportunity.*

*I really appreciate this and look forward for future training sessions.*

*Everything in this topic was valuable, understanding the culture shock and the stages that our clients may face, challenges, settlement organizations, and their services.*

*We can be a bridge between the mother and social services.*

*Very useful, very important.*

# MMC Scholarship Program

MMC is proud to administer the following scholarship funds for Home Visitors as part of our goal to support Home Visitors succeed in their career paths. The scholarship funds are: **The Carol & Ron Slater Scholarship, The Kay Bell Education Scholarship, The Shirley and Sol Kort Scholarship, The Marion Macleod Mothers Matter Scholarship, and the The Sheryl Kennedy Scholarship.**

**DOROTHÉE BAZIRETE**  
Regina, SK



**Justice Studies**  
**University of Regina**

"My dream is to obtain my bachelor's degree in family law to better serve newly arrived families in Canada."

**SHELBY BROWN**  
Vancouver, BC



**Bachelor of Child and Youth Care**  
**University of Victoria**

"My ultimate ambition is to establish my own non-profit organization dedicated to assisting vulnerable children and families."

**MÉLAINE NJATOU**  
Regina, SK



**Bachelor of Secondary Education**  
**University of Alberta**

"Working for HIPPY has awakened my desire to teach and my love for others [...] I dream of staying close and attentive to children and their families."

Scholarships are awarded to Home Visitors who enroll in a program that provides a certificate, diploma or degree from an accredited institution. Scholarship funds can also be awarded to Home Visitors who take one or a prerequisite course, as long as that course prepares them to enroll in a certificate, degree or diploma program at an accredited public or private academic institution. The funds can be used towards tuition, school fees and books.

This year's scholarship recipients each received \$2,500 toward their studies.







# Program Innovations

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

SELF is an innovative pilot that launched in April 2022 and will continue until the end of March 2025. Through SELF, Mothers Matter Canada has adapted the HIPPY/SMART 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.

### Expected Outcomes

- Improved capacity at four second-stage transitional shelters to deliver high-quality early-learning services.
- Mothers gain confidence and the capacity to engage their children through high-quality early learning activities in the safety of their space.
- Children experience a stronger attachment to their mothers and are well prepared for school and life.
- A model to provide accessible and flexible high-quality early learning opportunities to children living in transitional shelters with their mothers is documented and disseminated for scale-up.





Program Enrollment



10 Home Visitors worked with 75 mothers who worked with 94 children.

Curriculum	# of children
SMART	34
HIPPY Year 1	44
HIPPY Year 2	15
HIPPY Year 3	1
Total Children	94

Program Delivery



362 hours of HIPPY home visits.

267 hours of SMART home visits.

33 play groups and 59 group meetings, field trips, and special celebrations.

242 hours of parent-child time (HIPPY).

146 hours of parent-child time (SMART).



Information given 411 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 given 93 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 98 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 70 times.

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

Mother Outcomes

The parent outcomes represent data for parents who completed the self-assessment. 41 mothers are represented in the baseline and 34 in the follow-up data.

Mother-Child engagement

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.



Community connections

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.





# Women’s Insight Project (WIP)

The Women’s Insight Project (WIP) operated from 2021 to 2023, facilitated by Mothers Matter Canada and its program partners: the Immigrant Services Society of BC (ISS of BC), the Vancouver Aboriginal Friendship Centre Society (VAFCS), the Aboriginal Mothers Centre Society (AMCS), the Muslim Food Bank, and the Al Mustafa Academy.

WIP worked 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 the community level. The project enabled women to identify Sustainable Development Goal (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 goals included:

- Increase public awareness of the 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.



## Training Guides

With a diverse audience in mind, the guides were developed with adult learning principles and written in plain English. The guides deviated from the conventional ‘formal classroom’ model and were modelled to increase learners’ engagement to facilitate higher retention rates. The guides enable women to reflect on their experiences, journeys and community life to understand the SDGs and Participatory Action Research (PAR) concepts. The hands on curriculum supported them in feeling confident and well-prepared to take on their projects to identify SDG gaps at the community level. In addition, the participants found the modules helpful in identifying allies and collaborators in their projects.

## Cohort 1

**19** women successfully implemented 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.

### Muslima Society

Young Muslim girls access culturally appropriate activities for wellbeing, building confidence and public speaking skills.

### Mélange

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

**25** women successful implemented innovation projects.

### Eagles in Spirit

Supported over 30 urban Indigenous men, particularly single fathers, who were under served by existing community services.

### Fellowship Advocacy and Culture Equality and Self-Care (FACES)

Supported 72 newcomers in combating social isolation and building a community of connection.

### Muslim Food Bank Group

Established a safe and supportive space where women could acquire self-defence skills. Over 36 women participated in the sessions and other health initiatives, all delivered with cultural sensitivity.



## Outcomes Dissemination

- **WIP video:** All 44 women were awarded certificates upon completing the training. A WIP video was recorded to document the knowledge acquired and the projects implemented and scaled up over the years.
- The “**Community-led Solutions: Building Capacity and Bridging Sustainable Development Goal Gaps**” event, co-hosted by Mothers Matter Canada and the Future of Good, on November 14, 2023, served as a crucial platform to assess Canada’s progress toward achieving the United Nations’ SDGs by the midpoint of Agenda 2030.
- The **SDG Workshop** for HIPPY/SMART Coordinators was a two-day training program that equipped Coordinators with knowledge and resources related to the United Nations’ SDGs. The workshops enhanced 33 Coordinators’ grasp of the SDGs and their alignment with the HIPPY and SMART programs, emphasizing their global significance.







Vision

A Canada where all mothers and children achieve their highest potential and are actively engaged in their communities.

Mission

To advocate for and empower isolated, at-risk mothers through innovative social interventions that change how society views them and provide them with the knowledge and capacity they need to be leaders, confident parents, and engaged citizens.

	Objectives	Methodology	Preliminary Outcomes	Intermediate Outcomes	Long-term Outcomes
HOME VISITORS					
Job Creation	To provide employment opportunities (consisting of three-year Home Visitor positions) to mothers in the program who experience multiple barriers to employment.	The HIPPY/SMART program provides three-year jobs as Home Visitors to mothers who typically experience multiple employment barriers.	HIPPY/SMART mothers are aware of opportunities and supported to explore employment as Home Visitors.	Isolated mothers (who may have been parents in the program) are recruited, employed and supported as Home Visitors for a three-year period.	Home Visitors, once isolated mothers, are now highly employable members of society who contribute to the economic well-being of their families and communities.
Workplace Training	To provide Home Visitors with workplace training in essential skills and in the HIPPY/SMART content areas.	The HIPPY/SMART program provides a comprehensive and ongoing training including: - 2 weeks' pre-service training in the program methodology; - 4 hours' weekly training in the program methodology; - Weekly one-on-one training and coaching. Collaboration with institutions of higher education on accreditation.	Home Visitors, who are or were mothers in the program, have a base knowledge of the HIPPY/SMART materials.	Home Visitors have an in-depth knowledge of materials and the skills to develop mothers' capacity to support their children's learning.	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.
		The HIPPY/SMART program provides training to Home Visitors in community resource networks systems and the rights and responsibilities of Canadian citizenship.	Home Visitors have the knowledge and skill to seek out information and provide mothers with referrals to public services when required.	Home Visitors have the knowledge and skills to support mothers to increase their social inclusion in activities such as group events and other community events.	
		The HIPPY/SMART 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.	Home Visitors increase their knowledge and skills in the eight HIPPY/SMART content areas.	Home Visitors demonstrate proficiency in essential employability skills.	



	Objectives	Methodology	Preliminary Outcomes	Intermediate Outcomes	Long-term Outcomes
<b>Transition to Work after HIPPY/SMART</b>	To provide Home Visitors 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/SMART program systematically supports Home Visitors in: - Identification of career and educational aspirations; - Job-search strategies (resume-writing, search skills and interviewing practice); - Identification of training and education opportunities.	Home Visitors articulate career and higher education aspirations.	After three years, 50% of Home Visitors 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.
<b>MOTHERS</b>					
<b>Early Childhood Education Skills</b>	To provide mothers with the skills and literacy tools to support their children's success in school and beyond.	Home Visitors 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/SMART 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/SMART) activities. Mothers have the skills and capacity to use the HIPPY/SMART materials to teach their children.	Mothers engage their children with additional learning materials (beyond those from HIPPY/SMART). 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.
<b>Community &amp; Civic Engagement</b>	To provide isolated mothers with linkages to social networks that support their inclusion and integration into Canadian society.	The HIPPY/SMART program promotes the formation of parental networks. HIPPY/SMART identifies and supports people from the community who have leadership potential. HIPPY/SMART improves access to community resources. HIPPY/SMART creates a mutual support network through parents' involvement in the program. HIPPY/SMART 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/SMART 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
<b>Cultural Knowledge, Pride &amp; Transference</b>	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 Home Visitors 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/SMART program regularly.  Newcomer mothers engage in the HIPPY/SMART 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.
<b>CHILDREN</b>					
<b>Academic &amp; Social Skills</b>	To improve the academic performance and social skills of children compared to similarly situated students.	The HIPPY/SMART program encourages parents to spend 15 minutes per day reviewing instructional materials with their children. HIPPY/SMART 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/SMART curriculum with their parents.	Children have skills that enable them to succeed in school. Children demonstrate pro-social behaviour with other children.	Children realize their academic and social potential required to enjoy productive and rewarding lives.





# Mothers Matter Canada gratefully acknowledges

## Our Program Delivery Partners



## Our Funders & 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  
mothersmatter.ca





When **Mothers** Thrive, **Children** Flourish and **Communities** Prosper.

[mothersmatter.ca](https://mothersmatter.ca)