



# Performance Management

**A Vision for the Inclusion of Isolated  
Mothers in Canada Conference**

January 19, 2021



# The Mothers Matter Centre Performance Management Program

Presenter:

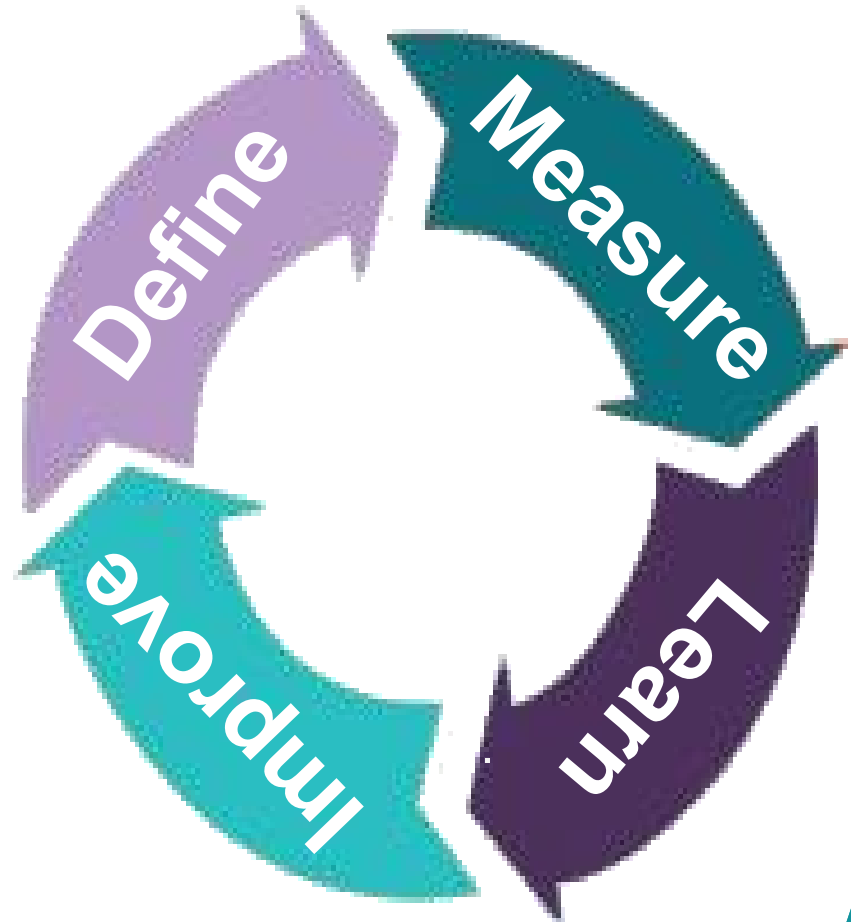
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Mothers Matter Centre

# Performance Management

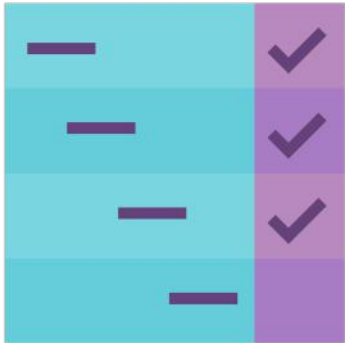
## Model

- Performance management is a **continuous learning process**
- Data collection, reporting and service adjustments are reviewed and if needed revised on an ongoing basis.



# Performance Management

## Process & Tools



- Our Performance Management Process includes all the steps necessary to record, measure, learn from, and improve our service delivery.
- Activities, their timelines and who will undertake them follow the performance management cycle.
- All activities related directly to HIPPY logic model.
- Robust web-based data collection program - **Efforts to Outcomes (ETO)**.
- Client **confidentiality** is protected at the site level.
- Data is entered in **real time** by site Coordinators and Home Visitors.

eto 



# Performance Management

## Process & Tools

### Task 1

Beginning of Program Year – Home Visitor or Coordinator

- Enroll new & re-enroll returning parents and children in the Parents-Children program.
- Update parent demographics:
  - How long has parent been with HIPPY;
  - HIPPY Year;
  - # of years in Canada.

### Task 2

Weekly – Home Visitor and Coordinator (if site uses caseload)

- HV: Enter all home visits for the week. Use Mother POS-Home Visit / PDS mère- Visite à domicile Touchpoint (TP).
- HV or Coordinator: Enter ONE Touchpoint for each group event. Use Mother POS-Group Meeting/Field... TP.

### Task 3

Weeks 4, 12, 20 & 28 – Coordinator

- Complete Parent Progress Report (PPR).
- Prior to meeting: pull and review the Mother Efforts & Change report.
- Meet with each HV to discuss family progress: review HV PPR Worksheets and complete Parent Progress Report...TP.

### Task 4

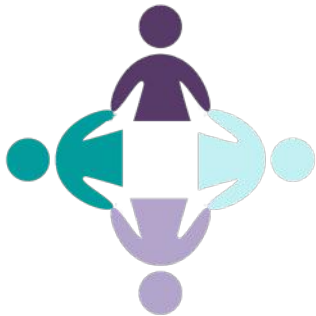
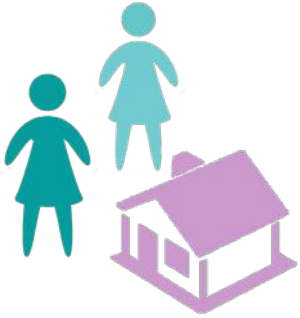
End of Program Year – Home Visitor and Coordinator

- HV: Meet with HIPPY parents and complete Mother Assessment... TP:
  - New parents: retrospective baseline and follow up year 1
  - Returning parents: follow up year 2 or 3
- HV or Coordinator: Dismiss ALL parents and children from Parent-Children at the end of each program year.



# Performance Management

## Efforts



- **Home Visit efforts** are entered weekly - maximum **5 minutes** per home visit.
- Efforts include: weekly curriculum role play and review, time spent with parent, parent feedback on curriculum, number of days and minutes each week during which the parent works with the child on the previous week's curriculum.
- **Referrals** and other parent **supports** with school interaction and community engagement.
- **Group meetings** are entered within a week.
- **Home Visitor training** is entered weekly by Coordinator.



# Performance Management

## Outcomes - Home Visitors and Parent Change



- **Parent Progress Report** - Home Visitors meet with Coordinators **four times** during the program year to discuss and record each parent's progress and if needed service adjustments.
- **Home Visitor Progress Report** - Coordinators meet with Home Visitors **four times** during the program year to discuss their progress and if needed other supports they might need.
- **Parent Self-Assessments** - completed at the end of each program year (retrospective baseline and follow ups).



# Performance Management

## Reports



- **Useful** and **easy to read** reports to enable us to review and analyze the data. We can aggregate data at the level of the Home Visitor, and at the site level and nationally.
- **Types of reports** produced include: demographics, program enrollment and withdrawal, parent home visit details, Home Visitor training details, parent and Home Visitor change, parent self assessments, data integrity





# Performance Management

**HIPPY Canada's Performance Management Process is much more than just a system for collecting data.**

- **HIPPY sites use information to make program management decision specifically geared to individual mothers in the program to ensure they get the service and help they need.**





# Performance Management Results

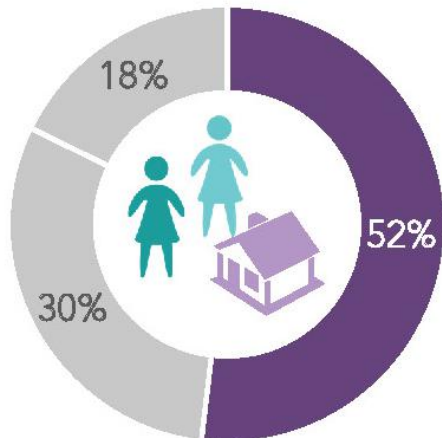
18 Multicultural HIPPY Sites  
2019-2020 Program Year

# Performance Management Results

## Parent Enrollment

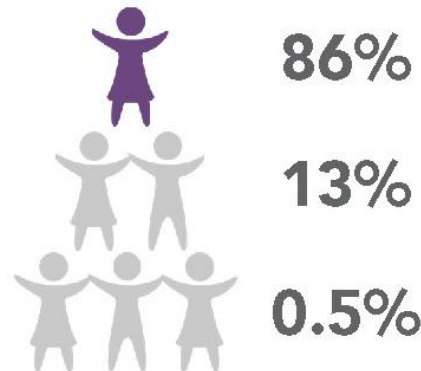


**1,110** mothers and  
**1,266** children were enrolled



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

### Number of HIPPY Children



**86%**  
**13%**  
**0.5%**

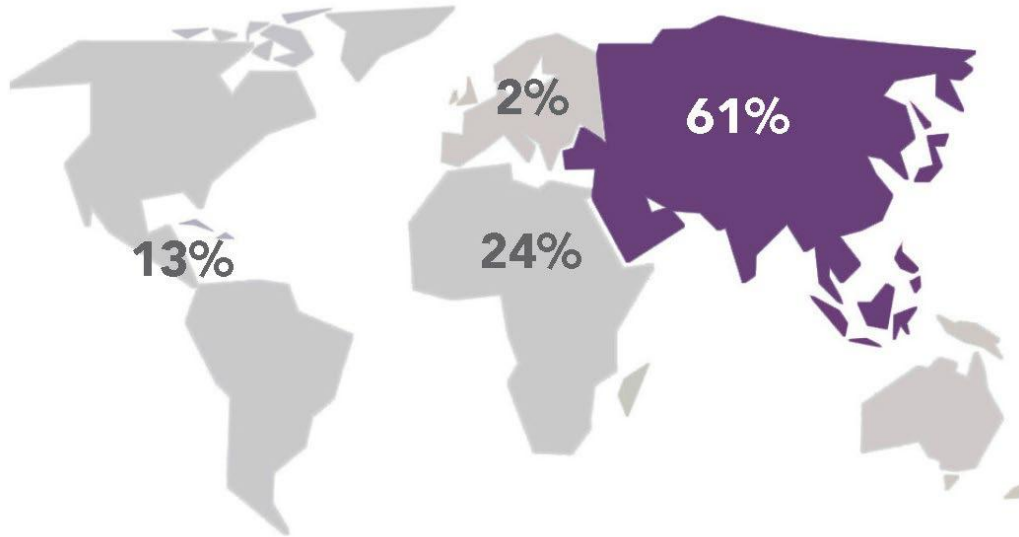
**86%** of mothers had  
**one child in HIPPY.**



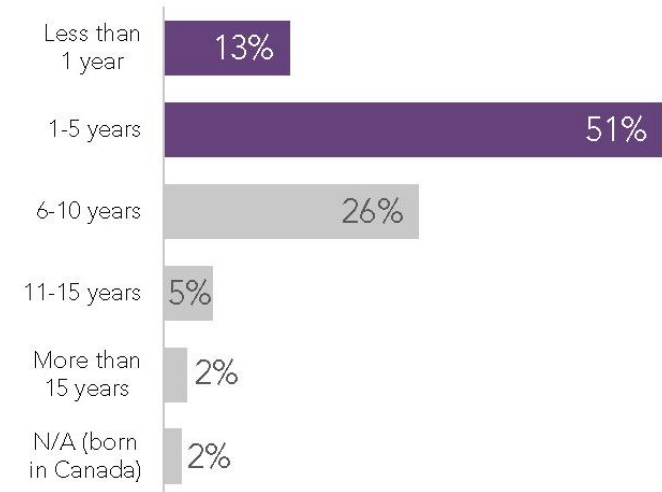
# Performance Management Results

## Parent Demographics

### HIPPY Families – Country of Origin



### HIPPY Mothers – Years in Canada



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

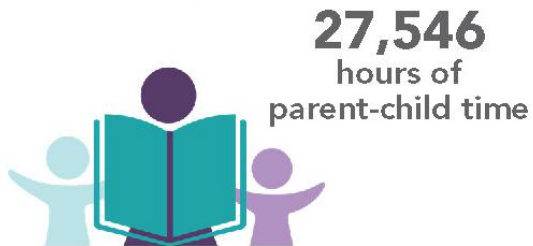
**Newcomer and refugee HIPPY mothers have arrived from 87 countries and speak 66 languages.**



# Performance Management Results

## Parent Efforts

### HIPPY Home Visitor and Mother Efforts



### Community Connections

Information given **13,745** times  
Home Visitors routinely provide mothers with information in the form of flyers, leaflets or other printed materials regarding a wide variety of community services and events.

Referrals made **2,389** times  
In some instances, Home Visitors suggested that expert advice was required to meet the mother, child, or family's needs. Referrals were made to community services, government support services or social service professionals.



# Performance Management Results

## Parent Change

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

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



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



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



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



# Performance Management Results

## Parent Change

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

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



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



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



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

