

## KEY WORKER SUPPORT SERVICES

# OUTCOMES MANAGEMENT REPORT

## 2016 - 2017



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The Program receives funding from the BC Ministry of Children and Family Development  
The Program acknowledges the City of Burnaby for its support

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## Program Description

### Eligibility:

- Children living in Burnaby aged birth – 18.99 years old (and their families/caregivers) who have a confirmed or probable diagnosis of NAS/FASD or other complex developmental and behavioural conditions that greatly affects their day-to-day life.

### The Key Worker services offered:

- Parent/Caregiver training, education, and networking opportunities
- Strategy and Skill building groups for children/youth
- Telephone consultation with Key Worker as required
- Education/Training workshops for school personnel and community partners
- Information and referral to other services and resources
- Family-Together Nights
- Program newsletter featuring relevant resources and materials

### Program Goals:

- To maintain and enhance the stability of families who have a child with NAS/FASD/CDIBC
- To decrease frustration and increase success of children with NAS/FASD/CDIBC
- To ensure families have an ongoing network of support.
- To increase knowledge of parents and professionals about brain-based disorders.

### Program Highlights:

- Conducted two Kids' Camps (Summer/Spring Break) focussed on enhancing social emotional development.
- Provided Leadership Training opportunities for youth interested in this role. 4 youth volunteered as Leaders for the spring and summer Kids' Camps.
- Youth organized and conducted a Bake Sale to raise funds for their youth program activities.
- Youth volunteered at Dining for Dreams 2016.
- Provided an interactive event at the BCCFA on September 22, 2016 to recognize and celebrate the annual international FASD Awareness Day. Included were informational and educational booths and activities to promote awareness of risks of prenatal alcohol exposure.
- Co-presented with a program's youth at a workshop for UBC School of Social Work students titled: "Helping To Understand Children Experiencing Challenging Behaviour Focussing on those with an FASD."
- Established new partnerships with some Burnaby schools that we had not previously worked with where Key Worker provided consultation and education to school-based teams.

## Status Report

### 2016 - 2017 Performance Improvement Plan

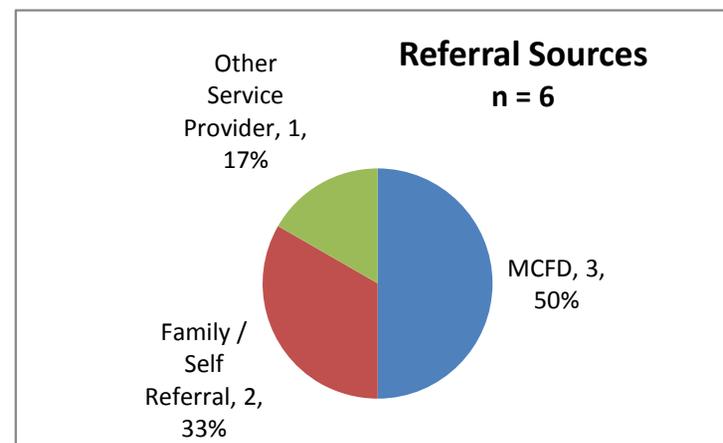
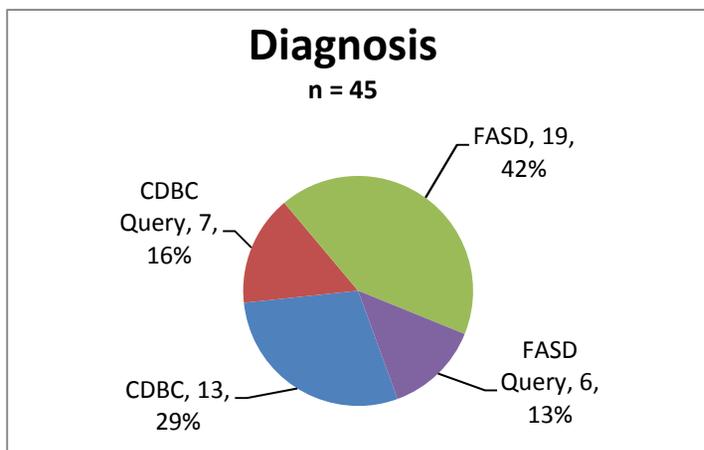
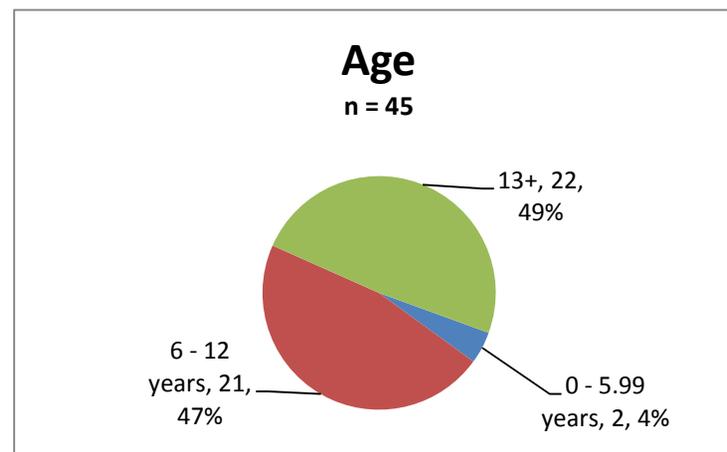
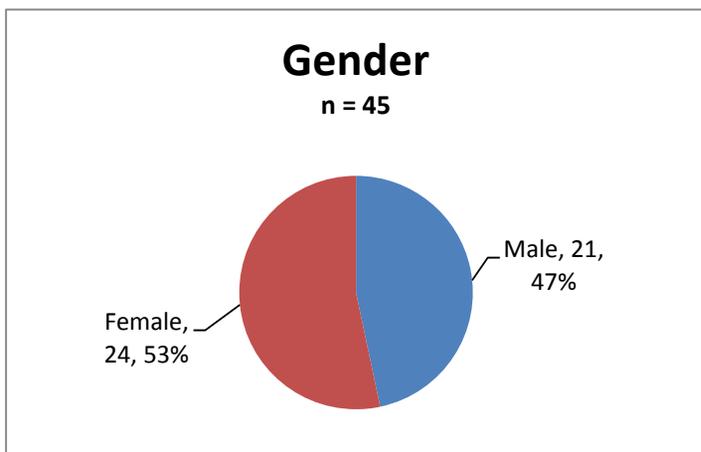
| Targeted goals/Areas for Improvement  | Action Plan   | Time line   |
|---|---|---|
| Identify and facilitate key transitions for youth.  | <ul style="list-style-type: none"> <li>Assess caseload to identify youth transition out of high school and preparing to transition into adulthood.</li> <li>Continue to work with community partners to address core needs of the youth and their family/caregivers.</li> </ul>   | <b>Complete</b><br>December 31, 2016  |
| Increase parent/caregiver confidence and skills to advocate for their child/youth.<br><br>Increase parent/caregiver confidence and skills in managing their child's needs at home and in community. | <ul style="list-style-type: none"> <li>Provide parent and youth opportunities throughout the year to set targeted goals that help to build capacity and confidence, along with opportunities to practise their advocacy and collaborative problem-solving skills.</li> </ul>  | <b>Complete and ongoing</b><br>throughout the year  |
| Acquire ongoing feedback from families  | <ul style="list-style-type: none"> <li>Utilize a scanner/collator and create a sessional survey compatible with this system to collect sessional feedback throughout the year</li> </ul>  | <b>Complete and Ongoing</b>   |
| Expand opportunities to gather continuous feedback from all stakeholders throughout the year  | <ul style="list-style-type: none"> <li>Develop a system to obtain regular feedback during consultations with consumers, stakeholders; service providers and referring agencies.</li> <li>Provide multiple modalities and opportunities for feedback including an online questionnaire for consumers, service providers, referring agencies and other stakeholder feedback throughout the year.</li> </ul> | <b>Incomplete</b><br>In 2016/17, staff focussed on improving ways to collect ongoing feedback from families, and did not have time to expand ways for other stakeholders to provide feedback. This will be a focus in 2017/18. See 2017/18 Performance Improvement Plan |

## Demographics & Outputs

(April 1, 2016 – March 31, 2017)

|                                 | KWSS |
|---------------------------------|------|
| Active clients in 2016 – 2017   | 45   |
| New intakes in 2016 - 2017      | 6    |
| Number discharged from Program  | 10   |
| Program inquiries/consultations | 14   |

| Direct service delivered:  | KWSS        |
|--|-------------|
| Total hours of family/client intervention (excluding groups)                                     | 640.25 hrs. |
| <b>Groups:</b>   |             |
| Total # sessions of groups/workshops   | 59          |
| # Hours  | 358.0       |
| Total # participants in groups/workshops (541 children/youth/parents +35 community partners=576) | 576         |



## Program Outcomes

### Access to Services

| Outcomes   | Indicators  | Source of Measurement                                      | Target Level | Achieved Outcome |              |
|--|---|--|--------------|------------------|--------------|
|  |   |  |              | 2016/17          | 2015/16      |
| Families and children can readily access services. | Parent and child group services were delivered at locations that were convenient for the child and family in Burnaby. | Online Agency survey;<br>Recurring parent/caregiver survey | 75%          | 84%<br>(76/90)   | 90%<br>36/40 |

### Analysis – Access to Services:

Services were offered in a range of settings including community facilities, BC Centre for Ability and school settings with most group sessions in the community. Overall, families did not express concerns about the location of events; rather, participation in programming was high and families expressed appreciation for the opportunities to meet with other families and do activities that they would not have experienced on their own.

### Effectiveness

| Outcomes   | Indicators   | Source of Measurement                                   | Target Level | Achieved Outcome |                |
|--|--|---|--------------|------------------|----------------|
|  |  |   |              | 2016/17          | 2015/16        |
| Families gain knowledge and skill in supporting their child with complex needs.  | Families report an increased understanding of their child's condition, needs and development.  | Self-report on parent/caregiver evaluations *           | 80%          | 85%<br>(35/41)   | 96%<br>(43/45) |
|  | Families report the education and support has taught them new skills & strategies to manage their child's condition and strengthen family relationships. | Self-report on parent/caregiver evaluations *           | 80%          | 89%<br>(41/46)   | 98%<br>57/58   |
| Families had opportunity to develop an ongoing network of support.   | Parents & youth report being able to network and share experiences with others.  | Recurring Self-report on parent/caregiver evaluations * | 80%          | 89%<br>(121/136) | 96%<br>53/55   |
| Community service providers increase their knowledge of supporting children with brain-based disorders/invisible disabilities. | Community participants gained relevant new information regarding supporting children with complex behaviours   | Workshop Evaluations                                    | 80%          | 97%<br>(31/32)   | 93%<br>51/55   |
| Community service providers have an increased capacity to support children with complex behaviours.                            | Workshop participants gained at least one new idea/skill that they could apply in their work setting   | Workshop Evaluations                                    | 80%          | 100%<br>(32/32)  | 100%<br>37/37  |

\* Positive responses of 3 or 4 on a 4-point Likert scale or response of achievement on the Goal Attainment Scale.

**Analysis - Effectiveness:**

The program exceeded all of their targeted outcomes in effectiveness; however, there was a notable decrease in the level of attainment related to families gaining knowledge and skills in supporting their child. This year program staff noticed that parents of youth aged 13+ did not participate in as many groups and workshops as they did when their child was 9 – 12 yrs old. As a result, staff did not have as many opportunities for educating the parents of this age group and instead had a greater focus on working directly with the youth. Work with parents/caregivers of children aged 13+ was predominantly providing coaching and supporting them to focus on maintaining their relationship and open communication and with their youth. In 2017/18, program staff are planning to provide opportunities for concurrent learning on topics relevant for both youth aged 13+ and their parents/caregivers. (See 2017/18 Performance Improvement Plan)

**Efficiency**

| Outcomes   | Indicators  | Source of Measurement | Target Level | Achieved Outcome |              |
|--|---|-----------------------|--------------|------------------|--------------|
|  |   |                       |              | 2016/17          | 2015/16      |
| Program staff spend the majority of their daily work in client related activities. | % of funded FTE hours that are related to the delivery of client related services | ECR daily stats       | 75%          | 81%              | Not Measured |

**Analysis - Efficiency:** The program changed the targeted outcome this year and do not have data from previous years to compare to. The program exceeded the targeted measure this year. Staff will continue to focus their time on client related activities.

**Satisfaction**

| Outcomes   | Indicators   | Source of Measurement   | Target Level | Achieved Outcome |                 |
|--|--|---|--------------|------------------|-----------------|
|  |  |   |              | 2016/17          | 2015/16         |
| Families are satisfied with the services received from the Program.  | Families were involved in developing the goals for their child - through the use of Individual Service Plans (ISP), Goal Attainment Scales (GAS) and Assessment of Lagging Skills and Unsolved Problems (ALSUP). | Online Agency survey; Chart audit   | 75%          | 77%<br>(27/35)   | 82 %<br>(54/66) |
|  | Families are satisfied with the quality of services provided by the Program. *<br>* Positive response of 3 or 4 on a 4 point Likert scale  | Recurring Workshop evaluations and Self-report; online agency family survey | 75%          | 93%<br>(183/197) | 90%<br>73/81    |
| Community Partners are satisfied with the services provided by the Program (school staff, MCFD Social Workers, community centre, Neighbourhood house, referral sources). | Community partners are satisfied with the training workshops and services received.  | Community Partner training surveys  | 75%          | 97%<br>(31/32)   | 71%<br>25/35    |

## FASD 2017 - 2018 Performance Improvement Plan

| Targeted goals/Areas for Improvement   | Action Plan   | Time line  |
|--|---|--|
| Identify and facilitate key transitions for youth.   | <ul style="list-style-type: none"> <li>• Create generic and customized resource packages for transitioning clients aging out into adult services, e.g. YMCA Employment program, Dress for success, OPPS, DB2, mental health resources, Camray's services, PSI funding, Work BC</li> </ul>   | <ul style="list-style-type: none"> <li>• November 2017</li> </ul>                            |
| Increase parent/caregiver confidence and skills in managing and advocating for their child's needs at home, school and in community.           | <ul style="list-style-type: none"> <li>• Provide parent and youth education opportunities throughout the year to increase knowledge about their rights and responsibilities, particularly regarding concerns and barriers their son/daughter might encounter.</li> <li>• Offer concurrent learning opportunities for parent/caregivers and youth aged 13+ to help build their capacity and confidence to manage and problem solve for challenging external situations.</li> </ul> | <ul style="list-style-type: none"> <li>• Ongoing throughout the year</li> </ul>              |
| Expand opportunities for continuous feedback from all stakeholders throughout the year to ensure continued quality improvement of the program. | <ul style="list-style-type: none"> <li>• Develop an efficient system to obtain regular feedback during consultations with consumers, stakeholders; service providers and referring agencies.</li> <li>• Solicit feedback from the schools in Burnaby that are reaching out to the program for support and consultation to manage their new students with FASD for the first time.</li> </ul>  | <ul style="list-style-type: none"> <li>• June 30, 2017</li> <li>• August 31, 2017</li> </ul> |

A status report on completion of the 2017 / 2018 Performance Improvement Plan will be included in the 2017 / 2018 Outcomes Management Report.