

STEPPING STONES PROGRAM

OUTCOMES MANAGEMENT REPORT 2016 - 2017



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This Program receives funding from the United Way Lower Mainland

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Program Description

Eligibility:

Children with neurodevelopmental conditions aged birth to twelve years (and their families /caregivers) who currently or previously received services from the BC Centre for Ability.

The Stepping Stones Program:

The aim of the Stepping Stones Program is to provide opportunities to enhance the social and emotional development of children and their families. Social and emotional development is a child's ability to form close and secure relationships with adults and peers, and experience, regulate and express feelings in socially and culturally appropriate ways.

Children who develop strong social and emotional skills can:

- Identify emotions in themselves and others and express and manage these feelings;
- enjoy positive and supportive relationships with their peers, parents/caregivers, family members, and others; and
- build an important foundation for success and overall better quality of life at home, in school, and in the community.

Stepping Stones services offered:

- Community education and workshops
- Parent training, education and networking opportunities
- Short term consultation
- Program newsletter featuring relevant resources and materials
- Support with life or school transitions (e.g. K to Grade 1)
- Social thinking and skill building groups for children ages 5 – 12 years

Program Highlights:

- 8- week Youth Leadership Initiative which included training, coaching, and mentoring grade 5-7 students, focussing on how to understand and facilitate inclusive play on the school playground at a neighbourhood elementary school.
- Facilitated 3 sessions for elementary students & their teachers to learn about Anxiety and how it affects their learning "*Chill out, Relax and Unwind*" for Norquay Elementary School Health & Wellness program.
- Pink Shirt Kindness Awareness Day – Staff & Families recorded a gesture of kindness they intended to do on Pink Shirt Day
- Child and Youth Mental Health Day – educational Open House for staff/participants to learn about Pediatric Mental Health for children with Neurodevelopmental conditions and their parents & caregivers.
- 18 children were assessed by program staff then received wraparound support to ensure their continuation in school or their return to school after being suspended or expelled.
- Day of Caring Participation by 2 UW donor volunteers at Winter Celebration for families

Status Report

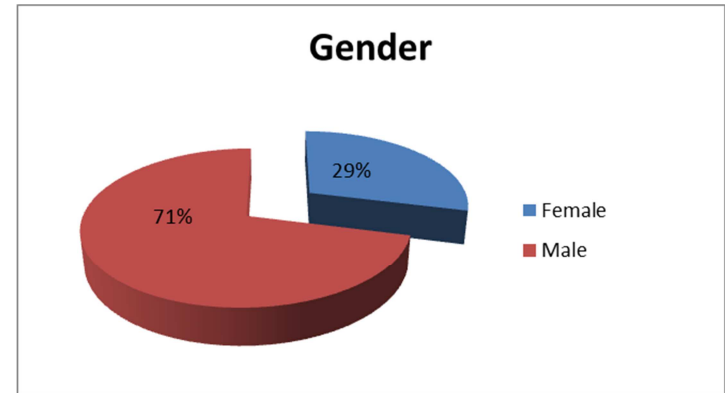
2016 / 2017 Performance Improvement Plan

Areas for Improvement	Action Plan	Time line
Identify if catchment area served by Stepping Stones has any under-represented subgroups/populations to be engaged	<ul style="list-style-type: none"> • Analyse participation by region • Use data provided through the Human Early Learning project to identify districts in our catchment area that may need a targeted effort to engage with the program • Vary scheduled time (during day) for parent/caregiver training opportunities. • Expand community capacity development opportunities: with independent schools e.g.) French Immersion school District, and Aboriginal communities in lower mainland. 	<ul style="list-style-type: none"> • Completed 2016 • Discontinued due to parent feedback indicating that they preferred evening options due to easier child minding options. • Discontinued. Although partially completed the 2016-2017 United Way proposal required advance notice of locations and frequency of service delivery and new opportunities were not explored further due to this requirement.
Increase parent/caregivers awareness of program's mandate to contribute to their child's success in school, and community settings	<ul style="list-style-type: none"> • Provide education in newsletter, website, parent education and support groups about the benefits of social emotional learning (SEL) for children with special needs • Support parents to advocate at school for SEL goals in their child's Individualized Education Plan. • Implement use of standardized tools when children attend social emotional learning groups, e.g.) Dessa or Spence and provide value added information for school wraparound meetings. 	<ul style="list-style-type: none"> • Complete. Ongoing support was provided to increase parent knowledgebase regarding SEL and parents stated they're better equipped to advocate for their kids.

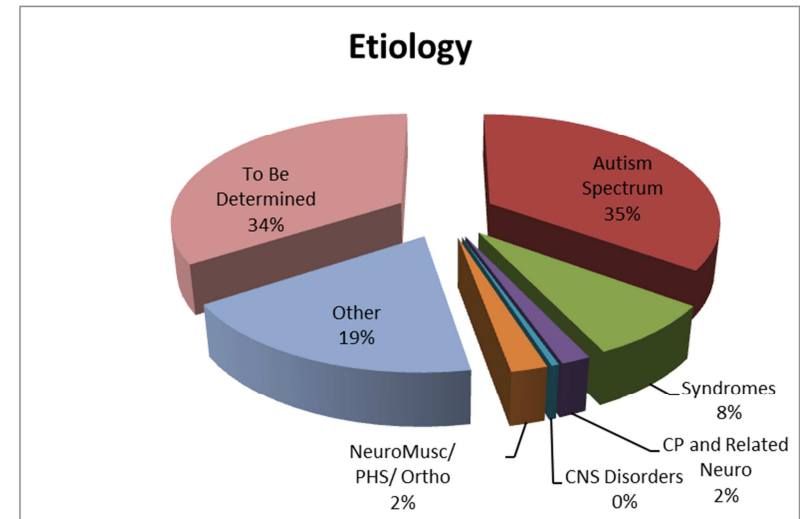
Areas for Improvement	Action Plan	Time line
Work in partnership with community service providers to support children with disabilities and their families to participate fully in community settings.	<ul style="list-style-type: none"> Target key community service providers working with children with special needs to increase their confidence and competence in promoting the success of the children in their programs. 	<ul style="list-style-type: none"> Complete. Training was provided to Burnaby Neighborhood house staff, Supported Child Development, numerous schools & community partners.
Increase opportunities for peer to peer child and parent networks to build natural supports and become a resource to each other	<ul style="list-style-type: none"> Provide a range of supportive opportunities for families to participate in with their children, in which they can engage with other families and establish friendships and supportive networks. 	<ul style="list-style-type: none"> Completed. The success of these activities is supporting children to thrive and is a positive encouragement for their parents/ caregivers.

Demographics & Outputs

Contacts	2016-2017	2015-2016
Total # distinct family units served	762	692
Total # 0-6 years olds	346	308
Total #7-12 years olds	416	384
Total # parents/caregivers	972	1185
Total # contacts provided (children, parents/caregivers, community partners)	4804	3701
total website hits	27,129	N/A
unique website hits	20,332	N/A



Outputs	2016-2017	2015-2016
# participants in skills group training on Social Emotional Development	2765	2560
# counselling sessions	408	358
# hrs community wraparound sessions	349**	63
# community workshops or educational sessions for community partner staff	54	60
# information packages/newsletters/brochures sent out	10,083	9473



** Considerable hours were spent this past year in supporting children in Transition. This included those with neurodevelopmental conditions who were entering kindergarten or high school for the first time, along with others who are suspended, expelled or at risk of this, and the school has requested our service to aid them in supporting these children to successfully re-enter school.

2016 / 2017 Program Outcomes

Access to Services:

Outcomes	Indicators	Source of Measurement	Target	2016/17 Results	2015/16 Results
Families and children can readily access services	Program services are delivered in community locations that are convenient for child and family	Agency wide survey	80%	89% (84/94); 61/68 program evaluations +23/26 agency survey responses	84% (37/44)

Analysis – Access to Services:

Parents indicate that the services were almost always delivered in community locations that were convenient for their child and family. Many events and groups were locations at the BCCFA site however, other activity locations varied.

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 and community capacity building activities	% of funded FTE hours that are related to the delivery of client related services and community capacity building	ECR daily stats	80%	84% (58% client related, and 26% Community Capacity building)	Not Measured

Analysis - Efficiency: In 2016/17, the program changed the targeted efficiency measure, so there is not data from previous years to compare to. The program exceeded the target this year and will continue to focus on providing client related and community capacity building activities next year.

Effectiveness:

Outcomes	Indicators	Source of Measurement	Target	2016/17 Results	2015/16 Results
1. Parent/caregivers have gained knowledge and skills to address their child's complex needs	a) Families report gaining skills and confidence in managing and advocating for their child*	Parent/ caregiver group and workshop evaluations	75%	95% (158/166)	93% (157/169)
	b) Parents had opportunities to network with other parents	Parent/ caregiver group and workshop evaluations*	75%	90% (235/260)	95% (279/293)
	c) Parents report they have learned new skills and strategies to apply in their family, and build stronger family relationships.*	Agency Online survey; Parent and caregiver evaluations;	75%	98% (335/343)	92% (284/308)
2. Children and Youth have gained knowledge and skills in social emotional learning	d) Children report increased skill in identifying and managing their feelings and emotions.*	Agency Online survey; group and Sessional Evaluations	75%	86% 76/88	85% (78/92)
	e) Child's behaviour indicates they have learned adaptive skills and strategies improving family and peer relationships*	Agency Online survey; Parent and caregiver evaluations;	75%	83% 50/60	87% (91/105)
3. Community service providers increase their knowledge of supporting children with atypical neurological conditions	Community service providers report they have gained relevant new information regarding supporting children with complex behaviours	Random sampling from Workshops	75%	100% (40/40)	98% (171/175)
4. Community service providers have an increased capacity to support children with complex behaviours	Community service providers report they have gained at least one new idea/skill that they could apply in their work/volunteer setting	Random sampling from Workshops	75%	100% (40/40)	99% (128/129)

* Positive responses of 3 or 4 on a 4 point Likert scale

Analysis - Effectiveness:

Based on feedback and observation, children with neurodevelopmental conditions benefit most from numerous opportunities to regularly practice the skills they have learned. To reinforce this learning we provided education and information to parents who can prompt and remind their children to use their skills at home and in various settings on an ongoing basis. Intentional effort was put toward building community capacity and supporting their efforts at including children in programs and activities they would otherwise be unable to manage.

Satisfaction:

Outcomes	Indicators	Source of Measurement	Target	2016/17 Results	2015/16 Results
Families are satisfied with the services received from the Program	a) Percentage of families who indicated they were involved in developing the goals for their child.	*Online agency survey; chart audit tracking document	75%	97.5% (39/40)	71% (24/34)
	b) The quality of services received met Families expectations.*	*Online Agency survey; Parent/ caregiver group and workshop evaluation	85%	97% (202/209)	92% (271/293)
	c) Families are treated with respect and courtesy		85%	98% (85/87)	96% (152/158)

* Positive responses of 3 or 4 on a 4 point Likert scale.

Analysis - Satisfaction:

Positive results indicate there are no remedial actions required. The program will continue to work with families to ensure they are satisfied with the services delivered.

2017 / 2018 Performance Improvement Plan

Areas for Improvement	Action Plan	Time line
<ul style="list-style-type: none"> Identify and facilitate key transitions for children. 	<ul style="list-style-type: none"> Compile resource information and contacts for children preparing for a transition this year, both for Kindergarten entry or for those going into high school. Assist parents in the transfer of information about the child's social emotional profile, needs, and approaches to the receiving school. 	<ul style="list-style-type: none"> August 31, 2017
<ul style="list-style-type: none"> Enhance accessibility and awareness of resources and information provided by the program 	Update Psychosocial website to: <ul style="list-style-type: none"> Add new Fact Sheets. Increase visibility of the United Way funding support of this program. Add program tabs to include newsletters & flyers, etc. Create updated referral and eligibility brochures targeted at schools.	<ul style="list-style-type: none"> December 2017
<ul style="list-style-type: none"> Support families to acquire information about implementation of the new BC Ministry of Education Curriculum, and how this will affect their child. 	Provide consultation, education and groups to parents regarding: <ul style="list-style-type: none"> Social emotional learning and development goals for students and how to have these included in school IEPs. Age Respectful Learning strategies Advocating for your Child in the Elementary School System Provide consultation and education to schools regarding: <ul style="list-style-type: none"> Age Respectful Learning Strategies 	<ul style="list-style-type: none"> September 30, 2017

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