

STEPPING STONES PROGRAM

OUTCOMES MANAGEMENT REPORT 2017-2018



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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:

- Provided a Resource and Information booth at the Vancouver School Board community education event for parents, Ready, Set, Learn event this year, providing social emotional learning information and resources for parents with children under 5 years
- Conducted direct 1-1 anxiety work with children with a neurodevelopmental condition and a mental health diagnosis.
- Provided staff and volunteer training and consultation at the Writers Exchange (WE), who work with vulnerable children and youth in Downtown Eastside to promote the children's inclusion and participation in the WE's afterschool and summer programs.
- Provided a workshop for Mandarin speaking parents and caregivers with children under 6 years with neurological conditions. Topic: "Promoting Your Child's Social Emotional Development. Workshop and Mandarin translation services were coordinated by the Avenue of Change Program and in partnership with Brighthouse Library.

- Provided a series of training events from Nov 2017 – April 2018, for 7-9 years old French speaking boys on social emotional development. Translation was coordinated through Anne Hebert School in the Vancouver School District.
- Child and Youth Mental Health Awareness Day – provided an educational Open House for staff/participants to learn about pediatric mental health for children with neurodevelopmental conditions and their parents & caregivers.
- Poster and video presentation on social-emotional development of children under 12 years with neurodevelopmental conditions, for all staff at the BCCFA
- 13 children were assessed using the Devereux Student Strengths Assessment (DESSA) then supported to receive wraparound services to ensure their continuation in school or their return to school after being suspended or expelled, was successful.
- United Way Day of Caring participation by TD Bank with 3 volunteers at Winter Celebration for Family Night. Volunteers helped with crafts and activities, and United Way Representative made a presentation to the group.

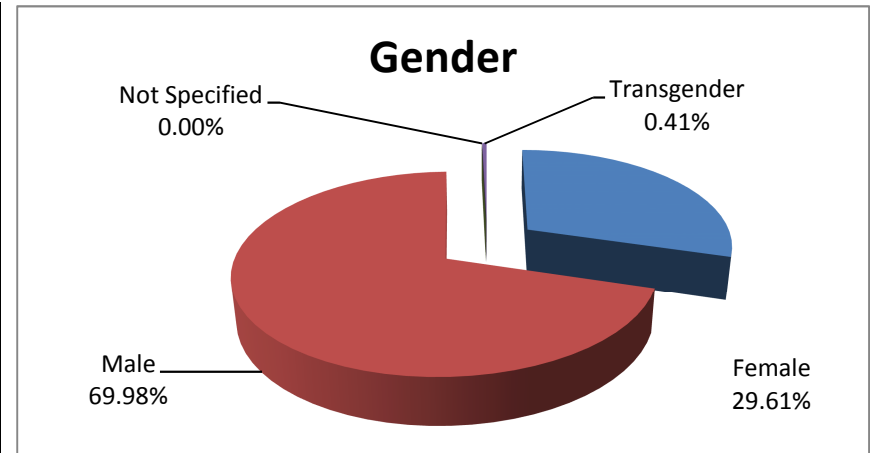
Status Report
2017/18 Performance Improvement Plan

Area for Improvement	Action Plan	Status Update
<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. 	<p>Complete: Packages were created and made available at the transition information events. Newsletters with current information was also available for families. Resources for families on transferring information to schools was provided during Kindergarten Information Nights.</p>
<ul style="list-style-type: none"> Enhance accessibility and awareness of resources and information provided by the program 	<ul style="list-style-type: none"> Increase visibility of the United Way funding support of this program. Update Psychosocial website to add program tabs to include newsletters & flyers, etc. Create updated referral and eligibility brochures targeted at schools. 	<p>Complete: Banner and information visible at Day of Caring, Ready, Set, Learn event, Avenues of Change, and at the Writers Exchange</p> <p>Incomplete: Capacity to complete this project wasn’t available in this fiscal year.</p>

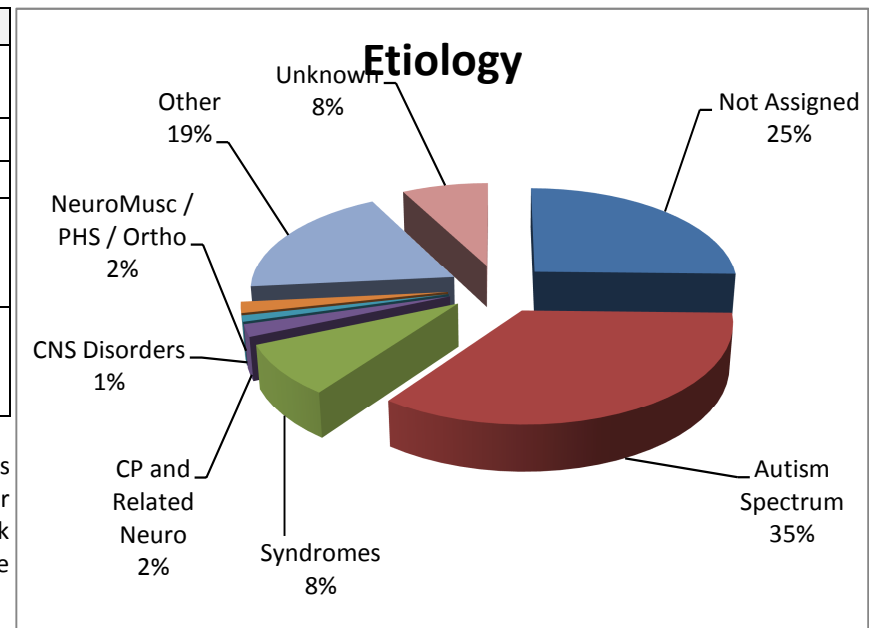
Area for Improvement	Action Plan	Status Update
<ul style="list-style-type: none"> Support families to acquire information about implementation of the new BC Ministry of Education Curriculum, and how this will affect their child. 	<p>Provide consultation, education and groups to parents regarding:</p> <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 <p>Provide consultation and education to schools regarding:</p> <ul style="list-style-type: none"> Age Respectful Learning Strategies 	<p>Complete: New curriculum details were included as part of the transition workshops along with substantial individual consultations with community team members and other transition meetings that that include families</p>

Demographics & Outputs

Contacts	2017-2018	2016-2017	2015-2016
Total # distinct family units served	927	762	692
Total # 0-6 years olds	374	346	308
Total #7-12 years olds	479	416	384
Total # parents/caregivers	1,493	972	1,185
Total # direct contacts provided (children, parents/caregivers, community partners)	4,203	4,736	3,701
total website hits	39,260	27,129	N/A
unique website hits	32,244	20,332	N/A



Outputs	2017-2018	2016-2017	2015-2016
# participants in skills group training on Social Emotional Development	1,483	2,765	2,560
# counselling sessions	527	408	358
# hrs community wraparound sessions	231**	349	63
# community workshops or educational sessions for community partner staff	61	54	60
# information packages/newsletters/brochures sent out	14,469	10,083	9,473



** 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.

2017 / 2018 Program Outcomes

Access to Services:

Outcomes	Indicators	Source of Measurement	Target	Achieved Outcome	
				2017/18	2016/17
Families and children can readily access services	Program services are delivered in community locations that are convenient for child and family	Agency wide survey Program evaluations	80%	95% (80/84)	89% (84/94)

Analysis – Access to Services:

Parents indicate that the services were almost always delivered in community locations that were convenient for their child and family. Favourable results do not indicate any necessary remedial actions. The program will continue to focus on providing services in a variety of locations to meet the needs of children and families.

Efficiency:

Outcomes	Indicators	Source of Measurement	Target Level	Achieved Outcome	
				2017/18	2016/17
Program staff spend the majority of their daily work in client related and community capacity building activities	The program delivers 100% of contracted hours for the delivery of client related services and community capacity building	ECR daily stats	1556 hours	100% (1571 hours)	84% (1307 hours)

Analysis – Efficiency:

The program exceeded the number of contracted hours for the delivery of client related services and community capacity building. Favourable results do not indicate any necessary remedial action; program staff will continue to focus on spending the majority of their time on client related and community building activities.

Effectiveness:

Outcomes	Indicators	Source of Measurement	Target	Achieved Outcome	
				2017/18	2016/17
1. Parent/caregivers have opportunity to network and to gain knowledge and skills to address their child’s complex needs	Parents had opportunities to network with other parents	Parent/ caregiver group and workshop evaluations*	75%	86% (124/145)	90% (235/260)
	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%	98.6% (70/71)	98% (335/343)
2. Children and Youth have gained knowledge and skills in social emotional learning	Children report increased skill in identifying and managing their feelings and emotions.*	Agency Online survey; group and Sessional Evaluations	75%	89% (85/95)	86% 76/88
	Child’s behaviour indicates they have learned adaptive skills and strategies improving family and peer relationships*	Agency Online survey; Parent and caregiver evaluations;	75%	80% (55/69)	83% 50/60
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	Evaluations from Workshops	75%	98% (51/52)	100% (40/40)
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	Evaluations from Workshops	75%	100% (52/52)	100% (40/40)

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

Analysis - Effectiveness:

Favourable results were achieved for all indicators, and no remedial action is required. The program will continue to focus on providing services that allow parents, caregivers, youth, and community partners to increase their knowledge and skills.

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 so that they 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	Achieved Outcome	
				2017/18	2016/17 Results
Families are satisfied with the services received from the Program	Percentage of families who indicated* they were involved in developing the goals for their child.	Online agency survey	75%	89% 25/28	97.5% (39/40)
	The quality of services received met Families expectations.*	Online Agency survey; Parent/ caregiver group and workshop evaluation	85%	96% (79/82)	97% (202/209)
	Families indicate that they are treated with courtesy and respect.		85%	98% (105/107)	98% (85/87)

* 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.

The number of responses for two indicators decreased this year due to inconsistent use of evaluation forms. Not all evaluation forms included questions related to the above indicators. This issue is addressed in the 2018/19 Performance Improvement Plan on page 9.

2018 / 2019 Performance Improvement Plan

Areas for Improvement	Action Plan	Time line
<ul style="list-style-type: none"> Use website more efficiently & effectively 	<ul style="list-style-type: none"> Utilize SEED website as a resource tool. Continue to create fact sheets for families and update booklist. Create resources that can be provided to families for future reference as their youth reach key transitions. 	<p>Dec 2018</p>
<ul style="list-style-type: none"> Effectiveness & systems change 	<ul style="list-style-type: none"> Create information packages on Social Emotional Development and Learning for various community partners in the Lower Mainland to use for training and capacity building to increase understanding of Social Emotional Learning of children and youth with neurodiversity 	<p>Sept 2018</p>
<ul style="list-style-type: none"> Convey the goals and interventions of Family Night to parent/caregivers 	<ul style="list-style-type: none"> Increase opportunities for children and families to connect. Write up the framework for Family Night in plain language to share and discuss with parents. Ensure evaluation forms are consistently asking questions relevant to the indicators and outcome measures. 	<p>August 2018</p>
<ul style="list-style-type: none"> Ensure sustainability of the Stepping Stones program 	<ul style="list-style-type: none"> Vigorously seek sustainable funding for the program 	<ul style="list-style-type: none"> Immediate and ongoing

A status report on completion of the 2018 / 2019 Performance Improvement Plan will be included in the 2018/2019 Outcomes Management Report.