

STEPPING STONES PROGRAM

OUTCOMES MANAGEMENT REPORT 2018-2019



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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
- 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., Kindergarten to Grade 1)
- Social thinking and skill-building groups for children ages 5 – 12 years

Program Highlights

- Translated social emotional learning group facilitated in French from November 2018 – March 2019 for 8 to 10-year-old boys at a French Immersion school. Translation was coordinated through École Anne-Hebert in Vancouver.
- Kindness and gratitude themed Family-Together Night – Discussed the importance of kindness and gratitude through books, games, crafts, and activities with families. Created a mural for staff and families to record what kindness and gratitude means to them for Pink Shirt Day.
- Facilitated an all-day training on social-emotional learning and development for Richmond School District (RSD) where over 200 Education Assistants attended for a professional development day. The RSD specifically requested the Stepping Stones Program to provide this training, as they are moving towards a focus on social-emotional development and learning in their school district.
- Provided wraparound services for children with extra needs transitioning to Kindergarten. This continuum of service includes introducing the Stepping Stones Program at EIT (Early Intervention Therapy) Kindergarten Transition Meetings, collaborating with EIT team members to coordinate transfer meetings when necessary, attending school kindergarten transition meetings, facilitating spring and fall parent workshops to prepare for their child's Kindergarten transition including an introduction to social-emotional development and learning specifically for kindergarteners, followed-up with check-ins during the fall to see how the transition is going and attending IEP meetings when needed.
- Child and Youth Mental Health Awareness Day – Organized an educational open house for staff/participants to learn about Paediatric Mental Health for children with neurodevelopmental conditions and their parents/caregivers.

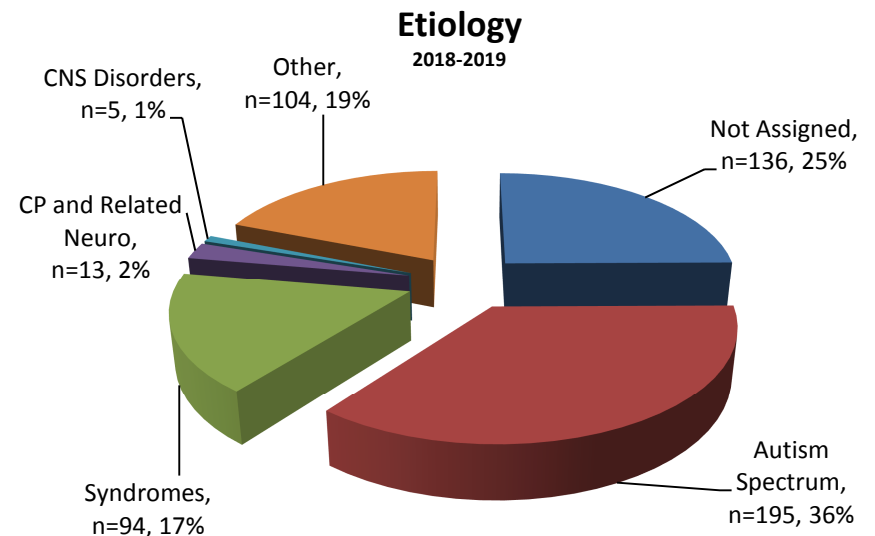
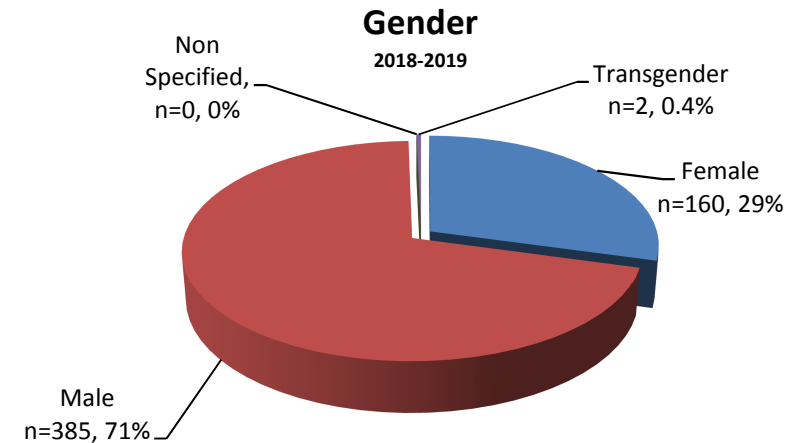
2018/2019 Status Update

Areas for Improvement	Action Plan	Time line/status
Use website more efficiently & effectively	Utilize SEED website as a resource tool. Continue to create fact sheets for families and update booklist.	Discontinued due to change in program priorities.
	Create resources that can be provided to families for future reference as their youth reach key transitions.	Completed. Packages are provided for families of children at key transitions.
Effectiveness & systems change	Create information packages on Social Emotional Development and Learning for various community partners in the lower mainland when purpose is for training and capacity building to assist in understanding social-emotional learning of children and youth with neurodiversity.	Complete. Customized information was provided in addition to a basic information package for community partners.
Convey the goals and interventions of Family Night to parent/caregivers	Increase opportunities for children and families to connect.	Maintained but not increased.
	Write up the framework for Family Night in plain language to provide & discuss with parents.	Postponed due to staffing changeover.
	Ensure Evaluation forms are consistently asking questions relevant to the indicators and outcome measures.	Complete. Evaluation forms were provided at all family nights, where total of 205 participants attended.
Ensure sustainability of the Stepping Stones program	Vigorously seek sustainable funding for the program and continuation of the Stepping Stones Program.	Complete and ongoing. Will be presented at the 2018/19 Dining for Dreams Fund-a-Need and team has met with new Executive Director to discuss further options.

Demographics & Outputs

Contacts	2018-2019	2017-2018	2016-2017
Total # distinct family units served	785	927	762
Total # 0-6 years olds	299	374	346
Total #7-12 years olds	467	479	416
Total # parents/caregivers	1635	1,493	972
Total # direct contacts provided (children, parents/caregivers, community partners)	3,102	4,203	4,736
Total website hits	11,107	39,260	27,129
Unique website hits	6,995	32,244	20,332

Outputs	2018-2019	2017-2018	2016-2017
# participants in skills group training on Social Emotional Development	1,101	1,483	2,765
# counselling sessions	444	527	408
# hrs community wraparound services	148	231	349
# community workshops or educational sessions for community partner staff	54	61	54
# information packages/newsletters/brochures sent out	13,704	14,469	10,083



Analysis - 146 families were discharged this year as their children become adolescents. Service outputs were directly impacted by staffing changes and the retirement of primary staff resulting in gaps and time spent in onboarding new personnel.

2018/2019 Program Outcomes

Access to Services

Outcomes	Indicators	Source of Measurement	Target Level	Achieved Outcome	
				2018/19	2017/18
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% (152/160)	95% (80/84)

Analysis - Parents indicate services were almost always delivered in community locations that were convenient for their child and family. The program will continue to provide services in a variety of locations to meet the needs of children and families.

Efficiency

Outcomes	Indicators	Source of Measurement	Target Level	Achieved Outcome	
				2018/19	2017/18
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	1,297 Hours 1.0 FTE	100% (1,356 hours)	100% (1,571 hours)

Satisfaction

Outcomes	Indicators	Source of Measurement	Target Level	Achieved Outcome	
				2018/19	2017/18
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%	91.4% (43/47)	89% (25/28)
	The quality of services received met Families expectations.* Community expectations: 94% (220/235)	*Online Agency survey; Parent/caregiver group and workshop evaluation	85%	94% (109/116)	96% (79/82)
	Families are treated with respect and courtesy		85%	99.3% (138/139)	98% (105/107)

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

Analysis - 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.

Effectiveness

Outcomes	Indicators	Source of Measurement	Target Level	Achieved Outcome	
				2018/19	2017/18
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%	90% (163/182)	86% (124/145)
	Parents report they have learned new skills and strategies to apply in their family, and build stronger family relationships.*	Parent/Caregiver evaluations	75%	86% (119/139)	98.6% (70/71)
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%	97.5% (119/122)	89% (85/95)
	Child's behaviour indicates they have learned adaptive skills and strategies improving family and peer relationships*	Agency online survey, Parent/Caregiver evaluations	75%	93% (107/115)	80% (55/69)
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%	96% (225/235)	98% (51/52)
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%	97.8% (230/235)	100% (52/52)

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

Analysis - Research shows the simultaneous learning of the child and parents produces best results. We also endeavour to include the community service providers and school personnel who support the child, thereby maximizing the child's learning and development.

2019/2020 Performance Improvement Plan

Areas for Improvement	Action Plan	Time line
Access: Substantial numbers of parents have inquired about Stepping Stones Program events (parent networking, family nights, children's groups) on the North Shore.	Identify locations with sufficient space to provide groups and workshops in new community.	September 2019
Convey the goals and interventions of Family Night to parent/caregivers	Write the framework and theoretical foundations of Family Night in plain language to provide & discuss with parents.	September 2019
Ensure sustainability of the Stepping Stones Program	<p>Vigorously seek sustainable funding for the Program and continuation of the Stepping Stones Program:</p> <ul style="list-style-type: none"> • Present Program at the 2018/19 Dining for Dreams Fund-a-Need Gala event on April 25, 2019 • Team to meet with new Executive Director to discuss further options. • Create a brochure/document for potential funders and the development of a donor base. 	Immediate and ongoing

A status report on completion of the 2019/2020 Performance Improvement Plan will be included in the 2019/2020 Outcomes Management Report.