

# STEPPING STONES PROGRAM

## OUTCOMES MANAGEMENT REPORT 2019-2020



2805 Kingsway  
Vancouver BC V5R 5H9  
Tel: (604) 451-5511 / Fax: (604) 451-5651  
[www.bc-cfa.org](http://www.bc-cfa.org)



This Program receives funding from the United Way Lower Mainland

# CONTENTS

<b>PROGRAM DESCRIPTION</b> .....	1
Eligibility:.....	1
Stepping Stones Program: .....	1
Stepping Stones services offered:.....	1
Sentinel Event: .....	1
Program Highlights: .....	2
<b>2019-2020 STATUS REPORT</b> .....	3
<b>DEMOGRAPHICS AND OUTPUTS</b> .....	4
<b>2019-2020 PROGRAM OUTCOMES</b> .....	5
Access to Service:.....	5
Efficiency:.....	5
Effectiveness: .....	6
Satisfaction:.....	7
<b>2020-2021 PERFORMANCE IMPROVEMENT PLAN</b> .....	8

## PROGRAM DESCRIPTION

### Eligibility:

Children and youth with neurodevelopmental conditions, 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 and mental wellness of children, youth, and their families. Social and emotional development and mental wellness 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. Kindergarten transition)
- Social emotional learning groups for children and youth
- Family Together Nights to strengthen family relationships

### Sentinel Event:

We are thankful to the United Way of Lower Mainland for its many years of funding for the Stepping Stones program. However, due to recent changes in their focus and mandate the funding for Stepping Stones was reduced by fifty percent this year and terminated on March 31, 2020. The BC Centre for Ability has provided the balance of funding this year through fundraising efforts and is supporting the ongoing excellence of this program, staffing and infrastructure, until March 31, 2021.

**Program Highlights:**

- Partnered with a local program, 'Soccer 4 Everyone' through the North Shore Girls Soccer Club for a Family-together Night. This allowed children and youth of diverse abilities and their families, to play soccer in an inclusive environment at no cost.
- Coordinated and hosted an evening workshop for parents of children with extra needs to learn about the new Competency Based IEPs (Individual Education Plans) that are being rolled out across the province by the Ministry of Education. Guest speakers included the Vancouver School Board District Learning Support Teachers.
- Raised awareness about Child and Youth Mental Health Day on May 7<sup>th</sup>, 2019 by organizing and hosting a booth with information and resources for staff at the BC Centre for Ability.
- Updated social emotional development and learning materials training PowerPoint to include current information about mental wellness.
- Presented half-day workshop using new social emotional development and mental wellness training materials.
- March 23, 2020 this program went online to respond to the Covid-19 pandemic. Virtual and telephone support was utilized to continue delivering services to clients and families.

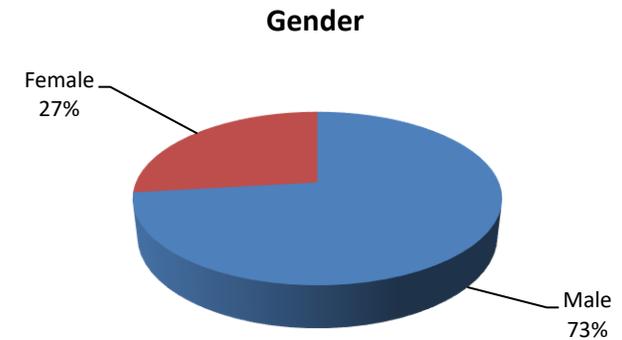
## 2019-2020 STATUS REPORT

Areas for Improvement	Action Plan	Status Update
Convey the goals and interventions of Family Night to parent/caregivers	Write the framework and theoretical foundations of Family Night in plain language and share with parents	<b>Complete.</b> Information on Framework of Family-together night discussed with all new families and information also included in the Fall 2019 newsletter.
Ensure sustainability of the Stepping Stones program	<p>Vigorously seek sustainable funding for the program and continuation of the Stepping Stones program:</p> <p>Present program at the 2018/19 Dining for Dreams Fund-a-need Gala event April 25, 2019</p> <p>Team to meet with new Executive Director to discuss further options</p> <p>Create a brochure/document for potential funders and the development of a donor base</p>	<b>Ongoing.</b> Program video clip was presented at the 2019 Dining For Dreams Gala with contributions enabling the program to extend another year. Team met with Executive Director to discuss future planning and included the agency Fundraising department and marketing the services of the program. A draft of the brochure is completed.
Substantial number of parents inquired about Stepping Stones events (parent networking, family nights, children’s groups) expanding to locate on the North Shore	Identify locations with sufficient space to provide groups and workshops in new community	<p><b>Discontinued.</b> Partnered with a local program, ‘Soccer 4 Everyone’ through the North Shore Girls Soccer Club for a Family-Together Night.</p> <p>Overall, unable to find affordable space on the North Shore.</p>

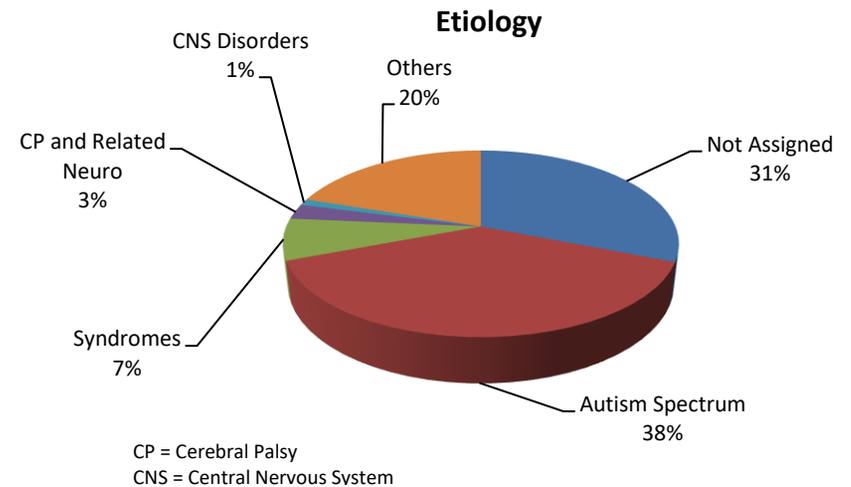
## DEMOGRAPHICS AND OUTPUTS

Contacts	2019-2020	2018-2019
Total # distinct family units served	583	785
Total # 0-6 years old	208	299
Total #7-12 years old	375	467
Total website hits	13,710	11,107
Unique website hits	10,854	6,995

Note: Total # distinct family units served is calculated using survey data and ECR data.



Outputs	2019-2020	2018-2019
# participants in skills group training on Social Emotional Development	800	1,101
# counselling and consultation sessions	262	444
# hrs community wraparound services	120	148
# community workshops or educational sessions for community partner staff	31	54
# information packages/ newsletters/ brochures sent out	11,482	13,704



**Analysis:** 206 families were discharged this year as their children aged out or were inactive. Service outputs were directly impacted by reduction in funding that effected staffing levels. Information emails, newsletters and brochures are tracked when being sent out to families and external community partners.

## 2019-2020 PROGRAM OUTCOMES

### Access to Service:

Outcomes	Indicators	Source of Measurement	Target Level	Achieved Outcome	
				2019-20	2018-19
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%	92% (158/172)	95% (152/160)

**Analysis – Access to Services:** Parents indicate that the services were almost always delivered in community locations that were convenient for their child and family. Due to Covid19 the program will provide virtual services and later resume at a variety of locations to meet the needs of children and families.

*“Beautiful engagement on the part of [staff] – Welcoming – our first family Stepping Stones event. Really appreciate the ease of it all and building of the community!”*

*“My daughter met new “friends” & we talked with other parents. Thank you for all your hard work ♥.”*

### Efficiency:

Outcomes	Indicators	Source of Measurement	Target Level	Achieved Outcome	
				2019-20	2018-19
Program group activities are cost-shared with other community programs to minimize overhead expenses	Whenever possible groups and workshops are provided in partnership with other agencies or programs	ECR group stats	75%	100% 37/37	N/A

**Effectiveness:**

Outcomes	Indicators	Source of Measurement	Target Level	Achieved Outcome	
				2019-2020	2018-19
Parent/caregivers have opportunity to network and to gain knowledge and skill to address their child’s complex needs	Parents had opportunities to network with other parents.	Parent/ caregiver group and workshop evaluations	75%	95% (152/160)	90% (163/182)
	Parents report they have learned new skills and strategies to apply in their family, and build stronger family relationships	Parent and caregiver evaluations; Agency Online survey	75%	98.6% (287/291)	86% (119/139)
Children and Youth have gained knowledge and skills in social emotional learning	Children report increased skill in identifying and managing their feelings and emotions	Group and Sessional Evaluations	75%	95% (131/138)	97.5% (119/122)
	Child’s behaviour indicates they have learned adaptive skills and strategies improving family and peer relationships	Agency Online survey; Parent and caregiver evaluations; Group and sessional Evaluations	75%	86% (166/192)	93% (107/115)
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%	100% (13/13)	96% (225/235)
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% (13/13)	97.8% (230/235)

**Analysis – Effectiveness:** Evaluations had questions such as: *“I had the opportunity to network with other parents, or this event facilitated peer to peer engagement for myself and for my children to network with other families.”* However, the number of community training and workshops were minimized due to a funding and staffing reduction in order to maintain a desired amount of parent & child sessional and group activities. Surveyed parents commented:

*“We get a great deal of value out of the parent networking and education sessions. There is always a lot of valuable information that we actively use in our family.”*

*“We have received fantastic information about classes and family function[ing] which help my child be more social and adapt to social settings.”*

*“The social group allows our son to interact and enjoy social interactions in a safe environment.”*

*“My child loves the group sessions and learns a lot. I wish there were more opportunities for kids’ groups (social skills or just get-togethers) that would run more regularly so the kids would be able to stay connected and have some ongoing learning.”*

**Satisfaction:**

Outcomes	Indicators	Source of Measurement	Target Level	Achieved Outcome	
				2019-20	2018-19
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%	97% (32/33)	91.4% (43/47)
	The quality of services received met Families expectations.  Community expectations: 100% (13/13)	Online Agency survey; continuous Parent/ caregiver group and workshop evaluation	100%	98.2% (172/175)	94% (109/116)
	Families are treated with respect and courtesy		100%	99.4% (166/167)	99.3% (138/139)

**Analysis – Satisfaction:** The program continues to work with families to ensure they are satisfied with the services delivered. Parents are keen to learn more to support their children at home, school, and in the community, and provide suggestions on what will improve sessions:

*“Very timely info for parents with special need children! More tips on specific cases would really make the talk more useful.”*

*“Very informative & helpful for me to understand the new IEP format; wish tables were available to write/take notes.”*

*“Have a question period at the end of presentation.”*

*“An outline provided in advance or a sample IEP would be helpful to understand the structure on a deeper level”*

Parent Satisfaction comments:

*“THANK YOU for all that you do!! You are a great support for families.”*

*“The people who work at BCCFA are caring, knowledgeable people, who work hard to support our daughter. We are so grateful for the services they provide.”*

*“These family events are helping us feel more at ease with our situation. Helps parents and kids”*

*“Great presentation. Lots of information to take home. Looking forward to my son’s IEP next week. Great to have such sessions that parents can attend.”*

*“Thanks to Stepping Stones for organizing this. Awesome teamwork 😊 -Thanks”*

## 2020-2021 PERFORMANCE IMPROVEMENT PLAN

Targeted Goals / Areas for Improvement	Action Plan	Timeline	Area of Agency Strategic Priority
Clients and families will be able to continue accessing services virtually	<p>Identify secure virtual options for families to access program services during Covid-19 such as Livecare</p> <p>Support families to use new technology to participate in parent groups and workshops when they are unable to attend in-person</p> <p>Make accessible to parents/caregivers that cannot attend workshops or groups at the Centre or in the community due to distance (ex. Families on the North Shore), lack of childcare, or scheduling concerns</p>	April 2020	Innovative strategies using technology that can improve service delivery and expand service options for children and families
Highschool transitioning resources will be up to date and reflect current research and Ministry of Education practices	Update 'Transitioning to High School' guide that was created in 2016 to reflect new research and resources and new Competency-based Individualized Education Plans (IEPs)	October 31, 2020 and December 31, 2020 for printing	Internal processes employing Excellence whereby best practice information is utilized to revise and improve this document
Siblings will have access to group support that will address their specific needs	<p>Create a group for sibling/parent only, with activities that focus on strengthening sibling/ parent relationships; with direct attention to and validation of sibling needs</p> <p>Create a parent evaluation and a sibling evaluation for the group to gather feedback</p>	March 31, 2021	Client Priority has been noted that there is a desire to connect their other children to other siblings, share experiences, and learn from each other