

**Action Plan 2025-2030:
Equitable Standards for Transitions to
Adulthood for Youth in Care.**

Dr. Melanie Doucet collaborated with the National Council of Youth in Care Advocates and the Child Welfare League of Canada: they asked about what youth need to grow up with same opportunities as others .

Dr. Melanie Doucet invited Child Home Services (CHS) to participate in pilot experience: the Equitable Standard Evaluation. CHS said yes!

There are 8 pillars (areas) of supports and services for children and youth to develop skills, have supports, and access opportunities to grow into adulthood.

CHS Coordinators brainstormed goals for action plan based on observations and also input from youth advisory committee.

Action Plan has goals for 1, 2 and 5 years. They include development of resources, programs, and opportunities for children and youth across all streams in CHS and to continue improving over the years.

*Some key supports, activities, goals, and conversations will be included in each child's and youth's **Person Centered Plans (PCPs)** & **Development and Transition Plans (DTPs)**, then reviewed regularly with children and youth.*

Some actions already underway include:

- ◆ Meaningful conversations & consultation with youth.
- ◆ Began partnerships that enhance future opportunities.
- ◆ Technology drives.
- ◆ A **Development and Transition tool and tracker** that starts at intake and continues throughout.

Child Home Services— 5 Program Streams

Community Homes for Children (CHC)
Family Stepping Stones (FSS)
Family Connections
Independent Living
Landlord Mentor

Scan to learn about CHS and the 5 program streams participating:



Scan to learn more about Equitable Standards for Transitions to Adulthood for Youth in Care:



1

Financial: *create programs to improve **money management** and successfully **get jobs**. Teach real **life skills** to ensure youth have resources to meet their needs, and pursue careers, interests & dreams.*

2

Educational & Professional Development: *Increase support for **high school graduation** with more opportunities to learn in ways that are meaningful to youth and at their own pace.*

3

Housing: *Teach skills to **be a neighbor**. Help youth to find a place to call home without barriers. Increasing access to **housing & moving supports**.*

4

Relationships: *Advocate for **lifelong connections**. Support **interdependent relationships** through problem solving & repair. Connect with **self-worth & sense of valuable membership in communities**.*

5

Culture & Spirituality: *support and strengthen connections to culture and spirituality in safe **meaningful** ways specific to the culture of each child.*

6

Health & Wellbeing: *use a **trauma informed, nonjudgemental harm reduction** approach to timely and ongoing services supporting **lifelong health & wellness**—Without wait times.*

7

Advocacy & Rights: *Educate about the **rights of children** and youth. Support children and youth to **use their voices** to be heard, their rights respected, and their silence addressed holistically.*

8

Emerging Adulthood Development: *Cultivate **personal growth & development** as youth transition to adulthood.*

FINANCIAL

Year 1

- Learn and practice skills to **manage money**:
 - budgeting,
 - paying bills,
 - Buying groceries,
 - Understanding and managing debt, etc.
- Support to continue **school**, create own **business**, and/or get a **job**.
- Paying **taxes** and using **community resources** to help with budgets.

Year 1 - 2

- **Drivers education**.
 - Partner with MPI.
- **IDs, Treaty Card**.
- **Financial supports for education**.
 - Band funding, futures forward, & tuition waivers.

Year 2

- **Accessible technology**:
 - used cell phone drive, small office with computer, access Telus promos.
- Process for **bank accounts** with **savings** & make **contributions**.

Year 2-5

- **Work opportunities**
 - engage business initiatives with partnerships.

EDUCATIONAL & PROFESSIONAL DEVELOPMENT

Year 1

- Practical strategies, regular workshops and help to:
- Engage and keep up with **school**.
 - **Volunteering**.
 - Pursue **trade** or **university**.

Year 2

- **Tutoring** for all & from University students for grades 10-12.
 - Explore opportunities for funding individual tutors.
 - Create access to post-secondary student services and resources through partnerships & regular site visits.
- **Prioritize school**
 - Advocate with other agencies, CFS, schools, family, & advocates to remove barriers.
- **Support employment**.
 - Enhanced employment supports starting at age 13 with access to programs that build skills & explore work interests and opportunities.
- Give **information** and support attendance to workshops, online resources & community programs.

Year 2-5

- Skills & access to community resources for **self-employment** & **business initiatives** in a monthly youth group.

HOUSING

Year 1

- Practice skills to **live in community**.
 - Tidying, shoveling, greeting others, & acts of kindness in community.
- **Moving resources**.
 - FSS peer moving business.
 - Plan for moving expenses.

Year 1-2

- **Paying bills**.
 - Online banking, bill payment, & safety savings.
- **Paying Rent**.
 - Rent assist & other financial supports.

Year 2

- Access to **Renting**.
 - Support access to rentals without cosigner through landlord mentor references, transferring existing leases & EIA friendly landlords.
 - Monthly open-group to educate leadership team, staff, and youth on housing/tenancy rights, resources, EIA applications, MB Housing, & other options.
 - Strategize & support options for living with partners or friends.

Year 2-5

- **Furniture and items**
 - Access resources for furniture, accessibility essentials, luggage, & electronics.

Year 5

- **Companion animals or pets**.
 - Info sheet on animal care, community resources, choosing a companion animal, & funding options.

RELATIONSHIPS

Year 1

- **Engage** and use their **voice** for their plans and sense of self.
 - Create guidelines and budget for celebrating milestones, achievements, & important dates.
 - Honor how child/youth want to celebrate.
- **Healthy and safe relationships**.
 - Invite relatives & friends to events, birthdays, etc.
 - Introduce non-paid mentors.
 - Workshops on healthy safe relationships, dating, and having loved ones with mental health & addictions struggles.

Year 1-2

- **Staff training and engagement**.
 - Clear expectations, regular supervision & follow up with staff.
 - Staff training on attachment.

Year 5

- **Connection with family**.
 - Help youth make Genograms to identify possible reconnection with birth family & community.
 - Explore trainings and partnerships for family mediation or counseling for reunification, repair, & reconnection.

CULTURE & SPIRITUALITY

Year 1

- **Community Connection**.
 - Attend events, learn history, identify relatives, & consults with Elders.
 - Calendars of cultural/spiritual community events & activities.
- **Connection to culture and spirituality**
 - ND Opikihiwawin programming.
 - Identify spiritual and religious backgrounds of family and community of origin.
- **Staff training & awareness**.
 - On diversity, culture, spirituality, and respect.

Year 2

- **Consult Elders** and support access to **land-based** healing & connections.

Year 5

- **Staff Education** on Indigenous culture & spirituality.
- **Remove barriers & support family & community visits**.
 - funding, travel, documents, lodging.

HEALTH & WELLBEING

Year 1

- Access to **health services**.
 - Health provider connections.
 - ID clinics with clear process/steps.
 - Workshops on: sexual health, nutrition, mental health, wellness, etc.
 - Information about resources and supports.
 - NIHB access treaty.
 - Assist with gym passes & finding accessible gyms for adulthood.
- Opportunities for **peers** to **connect, socialize, and support each other**.
 - Monthly **recreation**, summer programs, & an annual social night.

Year 1-2

- Info about **Jordan's Principle** resources and protections post AOM.

Year 2

- **Wellness spaces**.
 - Partner with schools & community centres.
 - Digital resources.

Year 2-5

- **Harm reduction, health/wellness & gender diversity**—staff training.

Year 5

- **Nurse Practitioner**.
- **Service or emotional support animals**.

ADVOCACY & RIGHTS

Year 1

- **Rights of children in care**.
 - Staff training.
 - Partner with MB Advocate for Children & Youth for regular meetings with reps.
 - Ask advocacy networks like VOICES for presentations.
 - Monthly workshops for youth on their rights, self-advocacy, & social media safety.
- **Support Youth advocacy**.
 - Skill development manual on youth chosen topics.
 - Self-advocacy binder.
 - Support YAC sharing info on their group, encourage attendance, & gather other youth views.

Year 2

- **Support YAC**.
 - Follow-up on current issues identified by YAC & assist in bringing speakers to quarterly events.

Year 5

- **Partner with government** to support **child and youth rights**.
 - Youth/child Ombudsman confidential email to answer questions & receive feedback.
 - MB Chiefs & Family Services.
- **Youth input**
 - Plan an annual retreat for children/youth in care.

EMERGING ADULTHOOD DEVELOPMENT

Year 1

- **Training**.
 - Standard training on the 8 pillars (regular reviews).
- **Monitor and mark progress**.
 - Track, review, & monitor outcomes connected to the 8 pillars.
 - Binders with up-to-date community resources/info.
 - Budget for celebrations of transitional **milestones** with guidelines for all streams to acknowledge & celebrate.

Year 2

- **Review and update training**.
 - How to support 8 pillars for staff.
- **Monitor and mark progress**.
 - Track 8 pillars outcomes and review twice a year.

- **Digital list of supports & community resources** for transition to adulthood.

Year 5

- **Advocate for funds** for youth over 18.
- Support youth **self-employment**.