

**Fraser Region Youth Futures Pilot Feasibility Report
and
Funding Extension Request
October 1, 2007 - September 30, 2008**

The Pilot Project Description (the Program)

The redesigned Youth Futures program is a group-based therapeutic community day program for male and female youth, aged 13-18. All youth are involved with MCFD and have chronic, broadly interlocking, complex needs and co-occurring challenges and they continue to struggle despite multiple prior community interventions. The program emphasizes a strength-based, developmental approach that promotes lasting growth and change in participants' lives, better enabling them to reintegrate successfully into community and educational programs.

The redesigned remodelled service is longer than the previous 4-6 month program (up to 9-12 months) and therefore more intensive. The youth attend day programming, including intermittent evening and weekend recreation/enrichment activities. Central to the approach is the therapeutic alliance built with each youth around issues of commitment, attachment, and trust. Of equal importance is the Program's ability to emotionally engage youth who have emotional challenges and who are behaviourally challenging (whose amygdala transmits emotional signals twice as fast as their neocortical route).

The Program offers two tiers of service, providing different levels of involvement. Tier 1 provides a full array of therapeutic services including family work and day activities. Tier 2 is designed as a follow-through program and is focused on educational programming for "graduates" of Tier 1 whose needs continue to be best met at Whytecliff Education Center (Whytecliff). Unique to the program is the use of proctors, youth previously involved with the program who have made substantial progress and are able to serve as living mentors providing examples of change and growth.

Youth Futures provides a low youth-to-staff ratio. Each youth is part of a team made up of eight youth, a half time Team Leader, one Youth Worker and one Family Worker. Staff on the Program also provide intensive group work as well as one on one work addressing issues of socio-emotional development, peer relationships, family relationships, and educational and vocational support. Family Workers provide intensive support to families where appropriate, to bridge what is occurring for the youth at home to what is happening to the youth in the Program. All youth in the Program receive accredited educational programming with the same low youth-to-staff ratio.

A central goal of the Program is to maximize the continuity for the youth between their home lives, socio-emotional development community activities, and education. Other professionals involved in a youth's life included in the process, ICM is utilized to ensure complementary programming in the youth's home community and to successfully transition the youth out of the Program.

Capacity

The program has an overall capacity of thirty-two (32) youth. There are twenty-four (24) Tier 1 Intensive Program “seats” provided by the Program; sixteen (16) seats in Langley and eight (8) seats in Burnaby. Eight (8) Tier 2 Follow-Through Program “seats” are provided at either site.

Desired Outcomes

The Program seeks to:

- improve individual, family, school/work, community and peer domains of the enrolled youth’s life;
- increase longer-term stability and functioning;
- successfully transition youth to their community services should ongoing services be needed.

Outcomes Measures

The Program measures the following goals as indicators of progress toward the above-stated desired outcomes:

- 1) % of youth accepted into the Program and who complete it, defined as attending at least 75% of the time for at least six months and achieving 75% of their individual service goals;
- 2) % of youth, families and referees who report satisfaction with the Program;
- 3) % of youth whose overall trajectory improves by one or more points at service end and at three months post-service;
- 4) % of youth who successfully transition into another educational, vocational or work environment upon completion of the Program;
- 5) # of community programming events.

Progress Report

Demand and Program Use

Focus Foundation’s original pilot project agreement with MCFD began on October 1, 2006 and as of June 1, 2007 the new Youth Futures Program has served 39 youth in the Tier 1 program and 16 in the Tier 2 continuing program. Overall need for the Program has been shown by the fact that approval for program involvement must occur through each community services manager who confirms that other appropriate resources are not available in the youth’s community. Current demand for the Program already exceeds program capacity and currently eleven (11) youth are on a waiting list. Referral sources encompass all MCFD referring agents, although at the Langley site, the largest number of referrals are received from mental health staff while in Burnaby site, the largest number of referrals are received from probation staff.. A program screening committee assures MCFD that referrals are appropriate for the program but does little in the way of secondary screening. When new programs start it is typical for the program to receive the most difficult referrals as youth considered for the program have exhausted most other options. It is therefore significant that no referrals were turned down in the last nine months. This suggests the potency of the model.

Referrals – Program to Date

Referrals	Langley	Burnaby	Combined Total
Youth initially transitioned into program October 1, 2006	11	5	16
New Referrals	27	11	38
Referred but did not start program	1	3	4
Referred but on waitlist	8	3	11
Total	47	22	69

Referral Source – Involved in Program to Date

Referral Community	Abbotsford	Burnaby	Delta	Langley	Mission	New West	Surrey
Total Referrals	11	9	1	5	1	1	11
Mental Health	6	0	0	2	0	0	2
Youth Probation	2	9	1	0	0	1	4
Guardianship	3	0	0	3	1	0	5

Profiles of Youth Served

Youths referred to the Program range in age from 13-18 with a median age of 14.8 at admission. Seventy-six percent (76%) of the population are boys, and 24% of the referrals are girls. Participants present a broad range of complex and interacting diagnosed mental health, medical, neurological, cognitive dysfunctional and social needs. While particular needs are individualized, most case histories include one or several of the following: ADHD, ODD, FASD, anxiety, attachment disorder and depression. All youth are designated as severe behaviour by the BC Ministry of Education. Particular needs identified include: impulsive behaviour patterns 89%; educational needs 89%; problem solving 89%; anger issues 81%; substance abuse 76%; and mental health 72%. A high percentage of the youth are on psychiatric medications creating further complexity for the Program. The following three case snapshots provide a better context for these numbers:

J currently resides in a Community Visions Home. He attended the Maples program and was diagnosed with PTSD and receptive language disorder. J has an explosive temper, he has difficulty following staff redirection and he needs one on one assistance in school and the community.

D is currently involved with mental health, and he has been diagnosed with separation anxiety, chronic, severe and early onset ambivalent/child attachment. He also has severe written output difficulties and low working memory. D has a great amount of difficulty with academic success and social relationships and has attended several educational programs in his community but was unable to succeed in these programs and eventually stopped attending.

A is involved with youth probation and mental health and resides in a group home. A is on probation for arson and assault with a weapon. A has been diagnosed with conduct

disorder, ADHD, learning disabilities, FASD, depression and an anxiety disorder. He has also had suicidal ideation since the age of 13.

In common, each youth in the Program has been unable to attend, or has not succeeded, in resources in their home communities due to the complexity of their needs and behaviours. The Youth Futures Program has served as an essential service for youth who have no community options available or who have been deemed inappropriate for local resources. Virtually all the youth have experienced no prior school success and future career prospects are limited. All prior research indicates that educational success is the best indicator of longer term health, economic and personal success, and avoidance of criminal lifestyles. The program offers a critical lifeline intervention for the youth who are referred.

The nature of the support and activities provided by the Program has allowed for the successful assimilation and support of these young people as demonstrated by the outcomes shown below. Further funding for Youth Futures will ensure that this successful program continues to be available for a population of youth who are in need of a long term comprehensive day attendance program which combines educational, family, recreational and behaviour support in a therapeutic environment.

Program Content

The vast majority of youth referred have difficulty working in groups and have poor skills in interdependent relationships. Social/interaction and communication skills form a critical foundation for learning and future success. Youth Futures is designed to target social development and support improved communication skills. The program offers an array of core activities and therapeutic group programming that for many youth are the first “normalizing” activities they have experienced. The core program components are designed to address these needs and also impact and improve functioning within the five domains of the youth’s life: individual, family, school/work, community and peers.

Education

Youth attend a daily educational program where the student to teacher ratio is 8:1. Each youth receives an individualised educational plan that addresses his/her unique learning needs. Courses are BC certified grades 8 through 12, and the youth have the opportunity to write provincial exams as well as to complete the courses necessary for high school graduation. The school principal offers educational advocacy when youth complete the program, assisting students in enrolling in a suitable educational setting within their community. For youth who are not able to return to the public school system we offer our extension education program from which youth can graduate with full high school credits. Our extension program (Tier 2) has a higher student to staff ratio but also includes continued family, employment, emotional and practical support. Teachers, as well as the Vice Principal and the Principal, are responsible for the planning, implementation and development of curriculum within the school.

Community Programming

The second component of the day attendance program is group-based community and recreational programming. Youth attend a programming activity five times per week, including one evening per week, and one Saturday per month. In order to link youth and families to their own communities, youth take part in group and individual activities within their home communities. Activities may include group sports, cultural awareness, artistic

creativity, employment exploration, and the development of independent living skills. “Natural Counselling” is interwoven throughout activities; as personal and family issues and challenges arise staff work with the youth in addressing them. Opportunities also exist for issues and challenges in common to be addressed in the larger group. Youth also participate in a more formal weekly group session called “Viewpoint “ which addresses emotional support, drug and alcohol information, employment readiness, health and personal wellness, independent living skills, and group behaviours. Youth Process workers are responsible for the overall planning and implementation of these programming activities.

Family Connections & Community Transitions

As a third component, youth take part in regular family meetings in their home and in community locations. Families are given practical and crisis support as well as the opportunity to build new skills, increase the health of their families, and decrease stress. In accordance with best practices, families and youth have input into the participation plan that is created to guide their service while attending the program. Family Process Workers, under the supervision of the program director, are responsible for the case planning, family visits, intake and transition plans. Family workers begin to plan for transition two months prior to the youth’s end date; all attempts are made to transition youth into public school settings or available community agencies.

Success of the Program Delivery Model

The success of the Program and the Program’s ability to engage youth that have not been successfully engaged before is reflected in the high attendance achieved. Over 75% of the youth have attendance rates that exceed 80% in the Tier 1 program and over 86% achieve an attendance rate of over 70%. While Tier 2 attendance is somewhat lower, with 56% achieving attendance of over 70%, this is somewhat explained by the fact that many of these youth have activities such as work in their lives.

Youth Attendance Rates: October 1, 2006 – April 15, 2007

Attendance Rates	Langley	Burnaby	Tier 2
80% + up	22	6	10
70 - 80%	3	1	9
60 - 70%	1		7
50 - 60%	2	2	4
50% + lower			4

Connection to Community & Personal Growth

of community activities attended by youth

of therapeutic group activities provided for youth

Personal Growth and Community Connection	Langley	Burnaby	Tier 2
Community-based Program Activities	78	81	72
Therapeutic Group Activities	24	24	28

Out of 94 community group programming activities, 53 took place in community recreation centers with activities ranging from group sports such as basketball, soccer and ice skating to individual sports such as swimming, weight lifting, and indoor wall climbing. As part of the Youth Futures program youth participated in 30 life skills programming activities such as: first aid certification, food safe certification, grocery shopping, budgeting, meal planning, and cooking as well as job readiness training. Community programming activities also included art activities such as painting, pottery, and crafts. Youth also take part in cultural activities in their home communities such as tours of temples, cultural centers, and art exhibits. Community programming is naturally therapeutic as activities are used not only for healthy communication and socio-emotional and personal skill building but activities are also safe places for youth to express their hearts and their pain. Our staff are trained to recognize the traits associated with therapeutic relating: empathy, genuineness, respect, appropriate self-disclosure, warmth, immediacy, concreteness, potency, confrontation, and self-actualization. One potent earlier example stands out.

Youth were coming back in one of the vans. One of them commented that today was his birthday. He also mentioned that he was not having a birthday party and had never experienced one. Several other youth in the van volunteered that, that they had never had a birthday party in their lives. The driver pulled into a Safeway Store purchased a cake with candles and plates and they had a birthday party in the van for everyone—with powerful therapeutic effects.

Formal therapeutic group activities take place once a week and focus on social, personal and relationship development. Topics for therapeutic groups include, but are not limited to: self-esteem building, emotional management, setting boundaries, drug and alcohol awareness, developing healthy relationships, personal hygiene, sexual health, grief and loss, and communication skills.

One example demonstrates, in more concrete terms, the therapeutic effects of programming:

As part of the community programming Youth Futures designs unique experiences within the local communities. These experiences are based on youth interest surveys, but also include experiences that youth have never had in which they have the opportunities to develop new skills and talents.

One of the unique activities youth take part in is a tour of the Honey Bee Center in Langley. During the tour the youth have the opportunity to enter a room, dress in safety clothing and move bees from one hive to another. During a recent tour of the center one of the youth, a sixteen year old female with serious drug addiction issues, volunteered to try beekeeping. After participating, the staff at the center stated that she was the calmest volunteer they had ever seen and that if she wanted to volunteer to work at the center they would welcome her with a chance of eventual employment. For this girl the day at the beekeeping center was a transformative experience. She is a youth with extreme low self confidence, who at the time of intake could not think of a single strength she possessed, and after the day at programming she phoned her mother to tell her that she was the best beekeeper of all the youth. Later the same day her mother called the family worker to say that this was the happiest she had ever heard her daughter. Such events are commonly reported by our staff.

Youth Futures also frequently connects youth with programs within their own communities that run after programming hours, such as sports teams, art classes and music lessons. *Recently, youth workers connected a 16 year old male living in the Abbotsford community to guitar lessons at a local music store. This youth was referred by mental health and suffers from a depressive mood disorder with serious suicidal ideations. After entering the program, the youth showed an active interest in the guitars that are kept on site for the youth to practice on. After expressing interest, a youth worker took him to his community and arranged for him to meet a guitar instructor. The student decided to take five lessons to see if he enjoyed the experience. After the five lessons his parents agreed to put him in regular lessons, and by the time he ended Youth Futures several months later he was playing guitar at school, writing songs and teaching other youth the basic chords on a guitar.* For this young man learning how to play an instrument and finding a place for positive community connection gave him a new confidence and outlet for his emotions.

Intensive Case Management Meetings, Family Involvement & Case Management

of ICMs attended and/or facilitated by Youth Futures family process workers
 # of family visits attended by family process worker in youth's home and/or community setting

Family Support	Langley	Burnaby	Tier 2
ICMs Attended	42	14	12
Family Visits	54	22	34

The following is a concrete example of some of the effects of family work:

A was referred to the Youth Futures program by his probation officer, and after consultation with the Surrey School District support services; he attended from June 2006 to May 2007. A was on probation for three counts of sexual assault on family members, he lives in a specialized group home and was referred to the program after being expelled from a special program in Surrey. A had no contact with his parents, other than by phone or at scheduled professional meetings; and he had no contact with his siblings since May 2004. A Youth Futures family worker continuously phones A's parents giving them progress updates and asking if they would like to come and tour the school. After several months of refusal they agreed to come and see the program and have A give them a tour. After coming to the school and seeing the progress that A was making in the program the parents agreed to begin meeting with A and his family worker. After several weeks of meeting and discussing some of the pain and grief that they were experiencing, the family agreed to meet with A on their own and enjoy a fun activity and share new positive experiences as a family. After several months of meeting with his parents A's family agreed to attend family counselling that would include his siblings. At the time of A's exit from the program he had been accepted back into an alternate school program in Surrey and he regularly meets with his parents and grandparents and has supervised visits with his siblings.

Educational Success 06/07 school year

Whytecliff Education Center, is a core and imbedded part of the Youth Futures Program, and critical to the program's success. Of particular relevance during the year was a May 29, 2007 joint report by British Columbia's Representative for Children and Youth, Mary Ellen Turpel-Lafond and the Office for the Provincial Health Officer noted that "a child that is taken into care at any point in his or her life will probably not graduate from high school." Indeed only 21 percent of children in care graduate, compared to 78 percent in the general population." The Representative for Children and Youth will convene a children's forum in 2008 to provide the opportunity for the Ministry of Education and other child-serving ministries to respond to their recommendations. Whytecliff received a formal detailed inspection by the Ministry of Education during the 2006-2007 year. This process happens once every four years. The evaluation committee commented during the final debriefing that they had never made fewer recommendations for change to a school in all of their years doing accreditation. The principal of Whytecliff has been invited to join future inspection teams for other schools. The formal report received by the Ministry commented that:

"The ECC highly commends the school for: a) The substantial organizational framework and accountability of the Focus Foundation of BC and the school administrative team and staff, in obtaining and utilizing public and private resources to support personal growth, including the education of youth who have not succeeded in other programs. b) The vision, commitment, and respect shown by staff to serving students who have few if any other remaining choices to education and personal growth. The school exceeds the prescribed Ministry time requirements. c) Its obvious and significant client centered approach and its commitment to meeting the needs of each student."

% of youth who complete academic courses

% of youth who have improved trajectory within 3 months of program end

Out of 38 youth who attended the program from October 1, 2006 – April 4, 2007, 34 had stable attendance and 26 passed at least one course, for a completion rate of 76%. Out of the 13 youth who completed the program successfully 78% of the youth completed a minimum of one educational course. Particularly impressive is the fact that six Tier 1 youth and 24 Tier 2 youth undertook Provincial exams. Of nine exams written by Tier 1 youth eight were passed and of 30 exams written by Tier 2 youth 30 were passed.

Education Success	Langley	Burnaby	Tier 2
Course Completion	65 courses	22 courses	87 courses
Provincial Exams Written	7 exams written	2 exams	30 exams
Provincial Exams Results	6 exams passed	2 exams passed	30 exams passed

A Case Example:

T is a 14 year male who attended Youth Futures from June 29, 2006 to March 30, 2007; he resides in a foster placement and is a permanent ward of the Ministry. According to T's school records he had not attended school regularly since grade 4, when he was placed in a behavioral modified classroom. During T's grade 5 school year he only attended 7 days. The following year, in 2004, he was placed in a modified grade 6 classroom, however he attended only 20½ days out of the year. When T was referred to Youth Futures by his probation officer he had not attended school since 2004 and had been assessed at a grade 3 level. During his time at Youth Futures, T's attendance was consistently 90-100%; he completed all grade 8 subjects and improved his literacy and mathematical skills from a grade 3 level to a grade 8 level. T completed the program successfully and was transitioned into a public alternate school setting. However his attendance once again dropped below 20%, and he has asked to be re-referred to Youth Futures in the fall of 2007.

Successful Completion

68.4% of youth accepted into the Program have completed the Program, defined as attending at least 75% of the time for at least six months and achieving 75% of their individual service goals. We anticipate this number may rise as these were the initial youth accepted into the Program. Of the youth not completing the Program, four went back into custody, one relocated, and one went AWOL.

Youth Completion and Discharge

Completion/Discharge	Langley	Burnaby	Combined Total
Total Youth Closed from Program	14	5	19
Youth successfully completing program	9	4	13
Failed to attend for significant period of time	1	0	1
Failed to attend, returned to custody	3	1	4
Relocated (out of area)	1	0	1
Youth served from October 1/06 – April 15/07	29	10	39
Total Tier 1 enrolment as of April 15, 2007	16	6	22
Ministry youth served in Tier 2 Program	10	6	16

Community Transitions

of youth successfully transitioned into educational, vocational, or day attendance program or within home community

Placement is dependant on availability of resources and capacity of individual youth. The one youth who was unable to receive support is from the Abbotsford community where he is currently on a waitlist to receive services from the community youth justice program.

Community Transitions	Langley	Burnaby	Combined Total
Youth transitioned into community school	5	3	8
Youth transitioned into employment	1	1	2
Youth transitioned into community program	2	0	2
Youth unable to receive support in home community	1	0	1

Improved Trajectory

% of youth whose overall “trajectory” improves by one or more points at service end and at 3 months post-service

Nineteen youth ended the Program by April 15. Of this number, 13 were successfully transitioned, four went back into custody. One relocated and one went AWOL for an overall success rate of 68%.

Out of the 13 youth who completed the Program successfully, 78% of the youth completed a minimum of one educational course. 100% of the 13 youth completed their unique services goals which include but are not limited to: maintaining an 80% attendance rate, participating in community recreational programming, improving family communication, improving social skills, and developing new life skills.

At the 3 month follow-up point of service nine of the 13 youth (69%) continued to be successful in the program or school that they had transitioned into. Four youth, or 23%, were involved in residential drug treatment programs, and one youth had returned to custody.

A Sample of a Successful Transition and Program Success

J is a 16 year female who joined Youth Futures in June 2006 and ended January 30, 2007; she was referred to the Program by her probation officer. J was on probation for assault with a weapon X2; she is a permanent ward who lived in Fort Nelson until her placement broke down and she was moved to the Abbotsford area. Prior to attending Youth Futures J attended the John Howard Society “Oasis Girls Treatment Program”. As stated in the release report, she was released early as “her mental health issues exceeded the capabilities of this program. It is my opinion that J requires an intensive therapeutic program that provides full supervision in a secure facility”. During her time at Youth Futures she formed positive relationships with staff and students; there are no incident reports for J during her eight months of Program participation. J had a previous history of behavioural and educational difficulties; while at Youth Futures J completed her entire grade 10 year and successfully passed all grade 10 provincial exams. J had hoped to return to a public school one day, but had stated several times that she didn’t think she would be accepted anywhere due to her past school record. With the advocacy and support of J’s family worker, who met with J and the public school principal and spoke on J’s behalf, she was transitioned into an Abbotsford public school at a grade 11 level. J finished her year successfully at the public school and is registered to continue for the 2007/2008 year.

Satisfaction Survey Results

Satisfaction surveys are anonymous mail-in questionnaires recorded on the HOMES data base system. Of 19 youth who were closed from the Program 10 surveys were received back from parents, 13 from youth and 13 from stakeholders.

The small numbers make generalization difficult, but in general:

Parents felt that the program related to them in a respectful way (100%); they were satisfied or very satisfied with the school (66%); they felt the program promoted community resources awareness (66%); the program involved them in planning for the future (66%); the program promoted a safe environment (80%); the program did a good job communicating (100%) and they were satisfied with the quality of service provided (100%).

Youth indicated that 80% were satisfied with their school experience; 80% felt they were treated in a respectful way; 70% developed new skills or talents; 80% felt consulted on their participation plan; 60% felt consulted on their planning for the future once they left the program; 90% felt the program promoted a safe environment; 80% felt cared for while in the program and 80% felt the program did a good job of communicating.

Stakeholders were universally positive about the program, with 100% saying the program did a good job of communicating with them, 100% satisfied with the quality of the service, 100% satisfied with their client's school experience, 100% felt staff related to them in a respectful way, 100% felt that youth developed skills, interests, and talents through involvement in the program, 90% felt consulted on their client's participation plan, 100% felt that the program had promoted youth's involvement or awareness of community resources, 90% felt the program had attempted to transition a youth to appropriate community resources, 100% felt the program had promoted a safe caring environment, 100% felt the program had effectively interfaced on case management issues.

Specific comments received included the following:

Parent Satisfaction surveys

This program provided an environment whereby my daughter took time to reflect upon her choices and realized that life has much more to offer, this is one of the few things my daughter has stuck with"

"I believe that without this program C would not be in a place of wanting to change her behaviours"

"I am very grateful for all the programs, you gave me a lot of support and C. really enjoyed it and all of the staff"

Student Satisfaction surveys

"The program helped me get my life back on track while I was using a lot of drugs"

"I don't want to leave the program but I will never forget the staff and how much fun we had on programming, I got to do surveys"

Stakeholder Satisfaction surveys

"Youth Futures was instrumental in reducing recidivism"

"J did an excellent job of keeping me informed of S's progress and has been very good support for the family, I very much appreciated the feedback, updates and consults"

“YF has made a huge difference in C’s life. She stays home more; she has started counselling, and has made connections to her community”

RELATIONSHIP TO THE MCFD GOOD PRACTICE ACTION PLAN

As a vision and principle-based organization FocusBC has consistently been at the forefront in creating innovative strength-based developmental approaches to meeting children and youth developmental needs. As an organization we are trusted and respected. Our staff are competent, committed, valued, and empowered. We support healthy families and inclusive communities and work to maximize wellness and growth. All of these words are reflected in the MCFD Action Plan. These same words are reflected in the FocusBC CARF accreditation as well as our accreditations through the Ministry of Education as well as the due diligence of our Board. Janice Grout, an Educational Researcher studying the program commented, *“I realized I was inside the story of an exceptional community of practice, designed with a visionary infrastructure that should be studied, articulated and available as a model of practice for anyone working with children and youth.”*

Youth Futures stands as a good local practice that can be built upon to aid MCFD in responding to the basic and developmental needs of youth. The Program uses a powerful approach to addressing some of the most vulnerable youth in the system to build resilience and protect them from further vulnerability.

In particular, the program is consistent with and strengthens MCFD’s identified priority action areas:

“To identify and strength, or develop, effective child, youth and family development services in B.C, within a strength-based, developmental approach.

1.1 To identify and strengthen, or develop, effective child, youth and family development services in BC within a strength-based, developmental approach

(2) Establish Pilot projects to test various approaches, ideas or concepts related to good practice with regard to priorities

and to:

1.2 To improve developmental and therapeutic support to those children and youth in Care

The program also works in concert with many of the measures of success including costing and research elements identified as measures of success for the Ministry.

In addition, the Program and our organization have developed particular expertise in engaging Aboriginal youth that may be relevant to the Ministry.

BRIDGING AND BUILDING THE PROGRAM OUT

FocusBC would like to engage Fraser Region in a discussion of ways we might apply our expertise over the next year in two areas of earlier identified needs:

- a) Providing housing support to youth in the Region who are difficult and costly to place

- b) Providing clinical casework analysis and support to youth in care who are identified with high needs and costs who are likely to face significant challenges post-majority.

FocusBC would like to engage other Regions as appropriate in expanding the Program to other areas.

FocusBC would also like to engage the Ministry in a dialogue of how we can be supportive of its goals and needs as we build a public profile for our own organization and roll out our branding and media strategy.

ONE YOUTH'S VOICE

"Focus changed my life. If it wasn't for Focus I'd probably be in jail, or worse. Now I'm finishing up Grade 12, I want to be a chef (or a pipe fitter or an accountant). I've got to think about the future. I like to be recognised for what I achieve."

