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Topic: **The Potential for Bright Futures for Former Youth in Care in Saskatchewan-
A Policy Proposal**

ISSUE

Research indicates that education may be a protective factor for at-risk youth, as it can help improve their circumstances and propel them to a brighter future (Goodman et al., 2018: pg. 7). When it comes to vocational training (VT) and post-secondary education (PSE), youth who have been in foster homes (“youth in care”) typically have lower enrollment and completion rates compared to the general population, according to studies from Canada, USA, and the United Kingdom (Kovarikova, 2017: pg. 9). Saskatchewan is no exception to these risks and has added complexity with a large proportion of Indigenous youth in care, which makes the situation more imperative to address.

BACKGROUND

In many parts of Canada, young adults can reside with their families and benefit from parental support in their twenties, which facilitates their entry into PSE or VT (Conference Board of Canada, 2014: pg. 5). In contrast, current and former youth in care typically encounter multiple barriers to pursuing PSE or VT. These include: unresolved trauma, substance misuse, and/or mental illness (Khan, 2017: pg. 9); challenges with completing high school (Massinga & Pecora, 2004: pg. 152); lack of guidance or support from parents/ guardians (Chiose, 2018: para. 8); lack of personal resources (Reid & Dudding, 2006: pg. 11); lack of stable shelter (Conference Board of Canada, 2014: pg. 5); and lack of external funding when they have “aged out” of the system (CBC News, 2017: para. 1). On top of this, the prospect of having to take on high levels of student debt in Canada make the prospect of VT or PSE even more daunting (Statistics Canada, 2004, as cited in Reid & Dudding, 2006: pg. 25).

Saskatchewan Context

Under *The Child and Family Services Act* (CanLII, 2019: Chapter C-7.2, section 2(1)(d)), a child in Saskatchewan is defined as “an unmarried person actually or apparently under 16 years of age”, although government support services may be provided to a 16 or 17 year old youth in need via an agreement if the youth does not have support from family (CanLII, 2019: Chapter C-

7.2, section 10). Additionally, the *Act* allows youth in care to apply for extended support via an agreement up until the age of 21, specifically for education, life skills or training to help them acquire a job (CanLII, 2019: Chapter C-7.2, section 56). Once youth have “aged out”, they are no longer able to access government supports.

In 2015, the Ministry of Social Services considered major reforms to the child welfare system, including adjusting the definition of the age of a child to 18. The ministry also proposed an amendment to provide educational supports for young adults up to the age of 24 (Fraser, 2018: para. 16-18). In its 2017 annual report, the Advocate for Children and Youth (2017: pg. 14) called for these proposals to be enacted. To date, child welfare reforms are pending, as the Province continues with consultations (Fraser, 2018: para. 1).

The number of young people who leave government care on an annual basis is unclear in Saskatchewan; there appears to be no published data showing the number of youths that “age out” (leave government care due to their age) with respect to this province, nor their outcomes. According to a researcher and former youth in care, “In Ontario, approximately 1,000 children age out every year. Approximately 400 actually drop out of high school like I did. Eighty enter university and only eight graduate” (CBC News, 2020: para. 10).

The following elements are major factors for consideration with respect to the introduction of new public policy impacting current and former youth in care in Saskatchewan.

1. Economic Prospects

Risk: Compared to the general population, research has found that former youth in care are more likely to have minimum wage jobs and/or rely on social assistance as adults, therefore contributing less to the economy (Reid & Dudding, 2006: pg. 27). “Youth not in employment, education or training are more likely to experience multiple economic, health and psychosocial challenges” (Davidson & Arim, 2019: pg. 6).

Opportunity: Canada has an aging population and skilled workers are needed to replace those who are retiring. Taking steps to address this issue would align with the Government of Saskatchewan’s Growth Plan with respect to “growing a skilled labour force through education and training” (2019: pg. 29). This would be accomplished through “better coordination and alignment between health, social services and education investments to help students at risk of dropping out of school and to improve transitions between education, training and employment” (2019: pg. 33). “Children in foster care represent a large and underappreciated potential source of growth for the economy. By investing more strategically in these children’s skills and education, not only can Canada do the right thing from a social perspective, but it can also help mitigate some of the long-term economic challenges it faces” (Conference Board of Canada, 2014: pg. 2). This aligns with the Saskatchewan Party’s guiding principles, which include providing citizens with a “constant improvement of Saskatchewan’s economic and social conditions within a strong and united Canada” (SK Party, 2019).

2. Reconciliation

Risk: In Saskatchewan, 85 percent of children in foster care are Indigenous, whereas 48 percent of youth in care are Indigenous across the country (Gonez, 2016: para. 1). Indigenous peoples already face systemic disadvantages due to colonialism and intergenerational trauma from residential schools and the Sixties Scoop in addition to facing ongoing disadvantages and discriminatory practices (Child Welfare League of Canada, 2019: pg. 4).

Opportunity: The Government of Saskatchewan has committed to improving services to Indigenous youth in care, in acknowledgement of their vulnerable status as noted by the Truth and Reconciliation Commission (Growth Plan, 2019: pg. 62). Any policy designed to improve access to post-secondary education and vocational training for current and former wards of the state should be implemented in the spirit of reconciliation. This fits with the Saskatchewan Party’s guiding principles, which include providing citizens with a “strong social safety net which protects those who truly need support while encouraging individuals to become self-sufficient” (SK Party, 2019).

If policy was developed without considering the economy factors of the current issue, the risk is that the resulting policy solution would not likely be effective or worthwhile. Similarly, if reconciliation was ignored during the policy analysis and development phase, the risk is that the final decisions would not be supported by Indigenous communities or their supporters, and the government would be criticized for failing to follow their own publicized priorities by advancing reconciliation (Government of Saskatchewan, n.d.: “Interministry Strategies and the TRC”).

STAKEHOLDER ANALYSIS

Prior to defining the problem and considering policy options, it is valuable to analyse the key stakeholders who have an interest in this issue. These include:

- Current and former youth in care;
- The Saskatchewan Party cabinet, given that it provides political direction to the involved ministries (Social Services and Advanced Education);
- Primary/secondary school administrators;
- Provincial post-secondary institutions;
- Employer associations (e.g. Saskatchewan Chamber of Commerce); and
- Advocacy groups (e.g. Child Welfare Political Action Committee of Canada – which is comprised of former youth in care).

As shown in *Appendix 1*, each stakeholder group has different interests, perspectives and definitions of the issue at hand. Overall, there is alignment regarding the desire for Saskatchewan youth to be well-prepared for their future careers, and a common understanding that former youth in care tend to have less favourable outcomes compared to their peers who were not in care. However, there is discordance about the practicality of using taxpayer dollars to provide additional supports to current and former youth in care.

Several other jurisdictions in North America have taken steps to implement various policy tools to address the issue at hand (see *Appendix 2*), which demonstrates that these differences can be reconciled when stakeholders work together under the leadership of the provincial government.

A Canadian study conducted by Kovarikova (2017: pg. 9) indicates the vast majority of former youth in care want the opportunity to attend school or training, despite the barriers they face.

PROBLEM DEFINITION

Former youth in care in Saskatchewan face numerous obstacles to pursuing post-secondary education or vocational training. The media has chronicled reports from former youth in care who have “aged out” of government care; in one case, a young SK woman said that she was not provided resources on how to apply for schooling or other assistance (CBC News, 2017: para. 20). This is concerning as it reflects poorly on the government and the services it provides.

Some may argue that there is no need for the Province to take action due to existing university bursaries; however, the reality is that these are limited. The University of Saskatchewan offers up to five years of funding for former youth in care studying at their institution (covering tuition, meal plan, books, accommodation and a stipend for two semesters; however, the bursary only covers five students per year (Shewaga, 2015: para. 3). Similarly, the University of Regina has two small, one-time entrance bursaries available for former youth in care, however, this is limited to a maximum of 20 students. These university-specific bursaries only benefit a small number of recipients, and individuals who would prefer to pursue their studies or training elsewhere would not benefit. Additionally, both post-secondary institutions have raised tuition rates in recent years as government funding levels have plateaued (McNally, 2019: para. 2).

OPTIONS

The following section outlines three potential policy instruments for consideration, including the objective, rationale, advantages and disadvantages. See *Appendix 3* for details on estimated costs and timelines.

Option A: Tracking Outcomes

This approach would involve designing and administering a longitudinal study of youth leaving government care. The list below outlines key attributes of this proposed option.

- **Objective:** The purpose is to assess the outcomes of former SK youth in care.
- **Rationale:** It is difficult for government officials and/or academics to determine the impacts of other policy interventions without data on outcomes. Data collection and subsequent analysis would help the government and community organizations make evidence-based decisions.
- **Resources Required:** This option could be carried out by two experienced research analysts, once a study has been designed and approved.
- **Advantages:** This approach has been promoted by vocal advocacy groups such as the Child Welfare Political Action Committee, and it would likely be broadly supported. Jane Kovarikova, PhD student and former foster child, argues that governments should track

outcomes of former youth in care via longitudinal studies, including the proportion that attend college or university (CBC News, 2020: para. 10).

- **Disadvantages:** As per research ethics standards, such a study would be voluntary and require consent, thus it is unlikely to track the outcomes of all former youth in care.

Option B: Bright Futures Bursary for PSE/VT Studies

This option would provide funds for school expenses up to \$8,000 per year for a maximum of four years while enrolled full-time in a post-secondary school or training program. The list below outlines key attributes of this proposed option:

- **Objective:** The purpose of this option is to utilize an economic approach to reduce the financial burden on former youth in care to assist them to attain their educational/vocational training goals.
- **Rationale:** The provision of financial support for school/training costs would serve as an incentive for current/former youth in care to further their studies/training after high school.
- **Resources Required:** As shown in Appendix 3, this option would require resources to develop and operate a web-based platform to facilitate the bursary application process; funds for the bursary on an annual basis; and staffing to administer the bursary.
- **Capacity:** Based on the suggested bursary amount of \$2.5M per year, this would provide up to \$8,000 per year for 312 individuals annually.
- **Advantages:** If implemented, this approach would likely contribute to an increase in the number of current and former youth in care pursuing PSE and VT compared to the status quo. Additionally, it would bring SK in line with other provinces in Canada (BC, AB, MB and NS), all of which currently offer financial assistance to former youth in care for that purpose (see Appendix 2).
- **Disadvantages:** This policy option would not be advantageous to current/former youth in care who do not have the requisite skills to gain entry into a post-secondary institution or training facility. Additionally, this approach would not cover all costs such as living expenses, meaning that students and trainees would have to secure additional funds or take on debt. Compared to the status quo, this would be a net-new program which means new expenditures.

Option C: Enhanced Bright Futures Bursary for PSE/VT Studies

This option would provide funds for school and living expenses up to \$30,000 per year for a maximum of four years while enrolled full-time in a post-secondary school or training program. The list below outlines some of the key attributes of this proposed option.

- **Objective:** The purpose of this option is to utilize an economic approach to reduce the financial burden on former youth in care to assist them to attain their educational/vocational training goals.
- **Rationale:** The provision of financial support for school costs and living expenses would serve as a strong incentive for current/former youth in care to further their studies/training after high school.

- **Capacity:** Based on the suggested bursary amount of \$4.4M per year, this would provide up to \$30,000 per year for 146 individuals annually.
- **Advantages:** This approach could contribute to more positive outcomes for recipients, as the enhanced bursary would reduce financial barriers during their studies/ training programs. If implemented, this approach would likely contribute to an increase of current and former youth in care pursuing PSE and VT compared to the status quo.
- **Disadvantages:** This option would not be advantageous to current/former youth in care who do not have the requisite skills to gain entry into a post-secondary institution or training facility. Additionally, this is the most resource-intensive option in terms of funds and staffing required. Compared to the status quo, this would be a net-new program which means new expenditures.

Comparison Summary Table:

	Option A Tracking Outcomes Study	Option B Bright Futures Bursary	Option C Enhanced Bright Futures Bursary
Objective	-To assess the outcomes of former SK youth in care	-To reduce the financial burden on former youth in care to assist them to attain their school/ training goals.	-To reduce the financial burden on former youth in care to assist them to attain their school/ training goals.
Rationale	-Outcomes data is needed to properly evaluate Options B or C. -Data can be used for evidence-based decision-making.	-Providing a bursary would incentivize current and former youth in care to apply for PSE or VT.	-Providing an enhanced bursary would incentivize current and former youth in care to apply for PSE or VT.
Advantages	-Supported by advocacy coalitions	-Would bring SK in line with other provinces -Could lead to positive economic outcomes in the long-term -More students could benefit.	-Would bring SK in line with other provinces -Could lead to positive economic outcomes in the long-term -Recipients would not incur debt.
Disadvantages	-Unlikely to track outcomes of all former youth in care	-Bursary recipients would still have to pay for living expenses (likely meaning incurring debt)	-Most expensive policy option for government -Fewer students could benefit.

RECOMMENDED OPTIONS & IMPLEMENTATION CONSIDERATIONS

Recommended Options

The recommendation for the Ministry of Social Services is to implement Option A which pertains to gathering data on former clients for the purposes of furthering the understanding of the outcomes of former youth in care while also informing evidence-based decisions. This approach is being considered by the BC Ministry of Children and Family Development via their “Youth and Young Adult Transitions Service Framework and Quality Assurance Framework”, in addition to their performance measure of “the percentage of youth in-care with a high school credential” according to Emily Horton, Acting Assistant Deputy Minister of the Strategic Priorities Division (E. Horton, personal communication, April 2, 2020).

The recommendation for the Ministry of Advanced Education is to implement Option B by implementing a \$8,000 per year Bright Futures bursary for PSE/VT studies. This is the least expensive in terms of up-front costs and it would have a positive impact on a greater number of people when compared to Option C (the enhanced bursary of up to \$30,000 per year). See Appendix 4 for a logic model, milestones and proposed performance indicators which could be used to inform the development of an evaluation framework. By strategically implementing this combination of policy instruments, Option A could provide data on outcomes of former youth in care (including whether or not they attend PSE/VT) which could be utilized to better evaluate the impact of Option B.

A similar approach has been taken by the BC Ministry of Advanced Education, which introduced the Provincial Tuition Waiver Program in 2017 to pay for tuition and mandatory school fees. That program has benefitted 1,149 students since February 2020. “Students who spent at least 24 months (730 days) in care and are between the ages of 19-26 can access the PTWP through any of BC’s 25 public post-secondary institutions, Native Education College and 10 approved Trades Training Institutes” (E. Horton, personal communication, April 2, 2020).

Implementation Considerations and Challenges

To successfully launch the proposed policy options, the initiatives will need to have buy-in from political leadership and senior executive public servants; sufficient resources (including financial, technical and human resources); sufficient time for set-up, training, and preparing for operations; a solid communications plan; public support; favourable economic conditions; and an evaluation framework (Pal, 2010: pg. 188-189). Implementation success is a combination of good design and maintaining government support.

Potential implementation challenges could be unfavourable economic conditions (such as a recession) which impacts financial resources; lack of political support; and insufficient time/resources. If the province is faced with unfavourable economic conditions, this would likely impact political support for introducing a new government program. Conservative-leaning public/taxpayers in the province may resist the proposed options because it would mean instituting a net-new social program which would cost the government (in the short term). In the 2019-20 budget, the Government of Saskatchewan kept expenditures for Advanced Education the same as the previous year and the 'Saskatchewan Advantage Scholarship' for Grade 12 graduates has been made needs-based to reduce spending (CBC News, 2019)/ Political resistance to new social programs could potentially occur given that the Saskatchewan Party has pledged to

return to a balanced budget within three years. With a provincial election due to take place on November 2nd, 2020, there is added political pressure for the government. Additionally, the COVID-19 pandemic has taken a massive toll on government spending as well as university resources, thus there may be extra push-back.

When the economy regains stability, it is possible that political support for this approach may be weak for other reasons. Thus, the proposed policy initiatives would be unlikely to proceed unless there was intense public interest. This potentially could arise if evidence from other jurisdictions (i.e. similar programs in Alberta, British Columbia, Manitoba and Nova Scotia) was deemed to be persuasive enough to warrant reconsideration. In terms of optics, the University of Saskatchewan Students' Union has publicly called on the Province of Saskatchewan to provide a tuition waiver for all students who have aged out of government care.

As mentioned previously, there has been media coverage about former youth in care seeking assistance for PSE and VT, including a case from SK (CBC News, 2017: para. 20). Employers are anticipating a great need for trained workers, with a total of "98,000 job openings expected over the next five years, with most — 76 per cent — coming through attrition" according to the government's Saskatchewan Labour Demand Outlook (Saskatoon StarPhoenix, 2020: para. 4). The recommended policy options provide an opportunity for the Ministry of Social Services and the Ministry of Advanced Education to take action in a way that could contribute to numerous positive impacts including improving the future for current and former youth in care while benefiting the economy over the long term.

ENGAGEMENT & COMMUNICATIONS STRATEGY

With respect to an engagement and communications strategy, it is recommended to first consult with key stakeholders, starting with post-secondary institutions (Government of Saskatchewan, n.d.) to assess anticipated demand for the Bright Futures bursary and to determine bursary eligibility criteria. It is also recommended to engage with other key stakeholders to help inform the development of the policy instruments. (See *Appendix 5* for more details.) After engagement with key stakeholders is completed, formal approval is given and funding is confirmed, the new provincial policy will need be documented and guidelines/training material developed. Following this, the next step will be to commence the communications strategy.

It is critically important to communicate internally, so that staff in impacted ministries are aware of the new policies and programs and have time to learn and adapt as required. This can be done through various approaches, including using the government's internal website to provide a written summary of the new policy instruments; using a newsletter to highlight the new changes; and offering a webinar and/or presentation.

With respect to external communications, it is recommended to use a variety of methods to present the new policy, starting with a media release via the Government of Saskatchewan website featuring the rationale behind the new policy tools and the anticipated benefits for current and former youth in care. Additionally, it will be important to develop public-facing marketing and promotional material on the new Bright Futures bursary which could be provided to front-line government departments, community-based organizations that serve current and

former youth in care, foster parents, high schools and post-secondary institutions. Online advertisements on social media sites such as Facebook and Instagram may also be considered in order to increase awareness. Although advertising campaigns may seem costly, the policy instrument will have little to no impact if youth are not aware of the new bursary.

NEXT STEPS

Given that the COVID-19 pandemic remaining a top concern for all levels of government, it is anticipated that this policy will be reviewed and considered after government operations return to normal. At that time, it is recommended for senior executive from the Ministry of Social Services and the Ministry of Advanced Education to review and discuss the proposed policy instruments, with involvement by government officials as necessary, including those from the respective finance departments. The policy materials may require amendments and refinements, particularly during the consultation phase. If ministerial approval is received, it is anticipated that the roll-out of the proposed instruments will likely be paused until the outcome of the November 2020 provincial election – unless it is deemed politically advantageous to announce the policy changes prior to the election.

APPENDICES:

Appendix 1: Stakeholder Analysis Table & Bubble Chart

Appendix 2: Jurisdictional Scan

Appendix 3: Options Costing

Appendix 4: Logic Model & Evaluation Elements

Appendix 5: Engagement Plan

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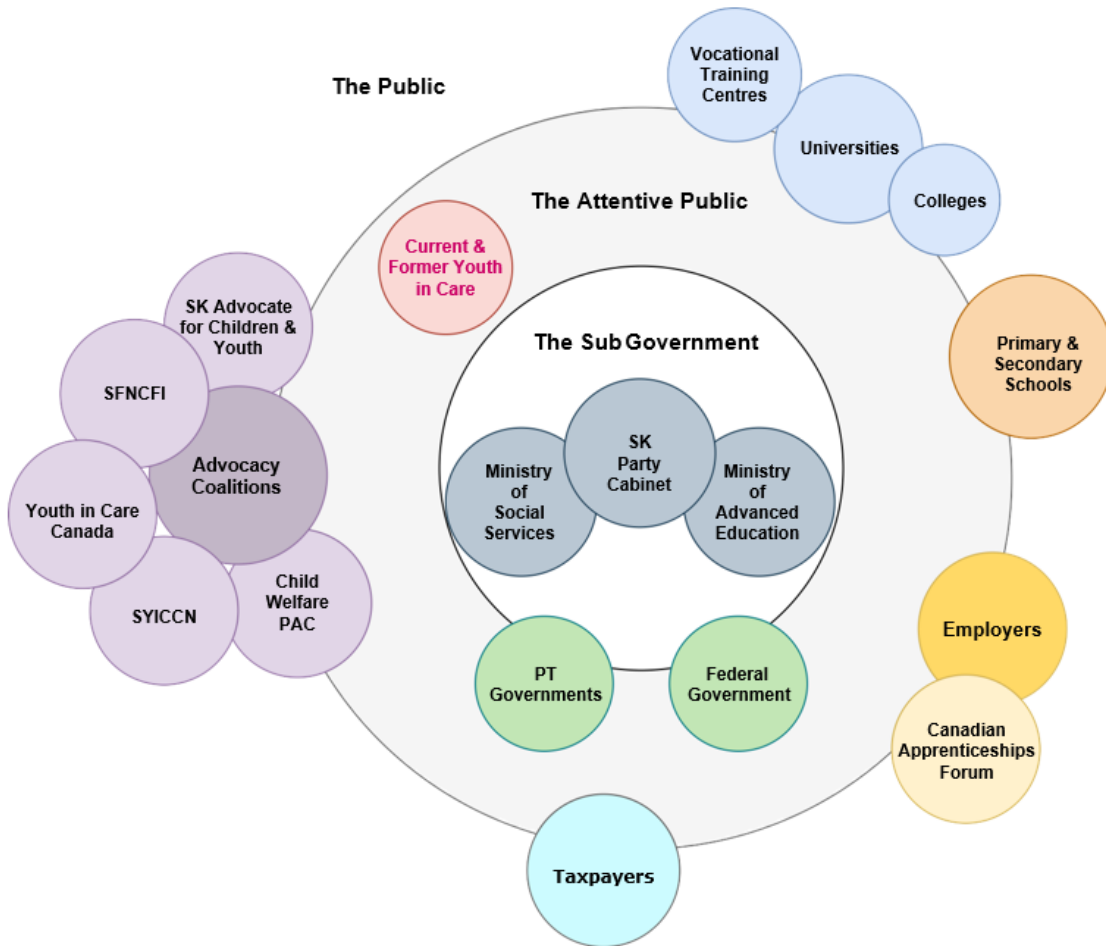
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Appendix 1 – Stakeholder Analysis

Stakeholders	Interests/Values	Lens/Perspective	Problem Definition
1. Current & former youth in care	<ul style="list-style-type: none"> - Want more than a minimum-wage job - Value the opportunity for education or training (Kovarikova, 2017: pg. 9) - Interested in having a better future 	<ul style="list-style-type: none"> - Many face multiple barriers to success - Impact of colonialism & residential schools source 	<ul style="list-style-type: none"> - There is lack of support for current and former youth in care to pursue post-secondary education and training in SK, particularly those who have “aged out” of the system.
2. Saskatchewan Party (current political party in power)	<ul style="list-style-type: none"> - “smaller, less intrusive government” - “steady, gradual reduction in government spending” - “A strong social safety net which protects those who truly need support while encouraging individuals to become self sufficient” (SK Party Guiding Principles) 	<ul style="list-style-type: none"> - SK party has a campaign promise of injecting \$30 million for the education system (SK Party – The Horizon, 2018: pg. 5) - has pledged to institute a Graduate Retention Program of up to \$20K in tuition rebates (SK Party, 2019: para. 2) 	<ul style="list-style-type: none"> - Government already is pouring money into the education and Social Services system. - Former foster youth in SK who have “aged out” are adults, and they can apply for a student loan like anyone else. - Creating a bursary program would be expensive and not an example of smaller government.
5. Primary/ Secondary School Administrators & Educators	<ul style="list-style-type: none"> - want all youth to be set up for success - educators have limited resources to assist youth with difficulties outside of the classroom 	<ul style="list-style-type: none"> - youth in care tend to have more behavioural issues and special needs - youth in care tend to lack support outside of the classroom; lack stability (they often change schools, change homes, and/or change caregivers); and are less likely to get their high school diploma (Walkington, 2020, para. 5) 	<ul style="list-style-type: none"> - Current/former foster youth do not receive sufficient assistance in their younger years to be fully prepared for post-secondary education or training.
3. Post-secondary institution administrators	<ul style="list-style-type: none"> - interested in attracting a diverse range of students 	<ul style="list-style-type: none"> - Foster youth are less likely to attend university compared to non-foster youth (Walkington, 2020, para. 5) - University of Regina offers a bursary program 	<ul style="list-style-type: none"> - There is a need for improved financial assistance for this group, as evidenced by research. - Trends show that there is a recent increase in the number of youth in care in SK in 2019. - Universities and trade schools are not able to subsidize education/training for all current and former youth in care.
4. Employers	<ul style="list-style-type: none"> - want entry-level staff who have ‘employability skills’ Canadian Apprenticeship Forum - interested in filling job vacancies with high-quality candidates - prefer staff who have attended vocational training or education Saskatoon StarPhoenix 	<ul style="list-style-type: none"> - “There are a total of 98,000 job openings expected over the next five years, with most — 76 per cent — coming through attrition” Saskatoon StarPhoenix - opportunities for apprenticeships should be linked to labour market trends Canadian Apprenticeship Forum 	<ul style="list-style-type: none"> - Current/former foster youth have low rate of employment and lower earnings, and need additional support after they have ‘aged out’ of care. Source
6. Advocacy Groups**	<ul style="list-style-type: none"> - believe that providing comprehensive resources to “aged out” young adults will pay dividends - Supporting former foster youth is good for society 	<ul style="list-style-type: none"> - current and former youth in care are typically at a much greater disadvantage compared with the average Canadian young adult Kovarikova 	<ul style="list-style-type: none"> - The outcomes of current/former foster youth are often ignored by governments, and this population continues to struggle once they leave the system.
<p>** Advocacy groups include: Saskatchewan Youth in Care and Custody Network (SYCCN), Canadian Observatory on Homelessness (COH), Youth in Care Canada (YICC), Saskatchewan First Nations Family and Community Institute (SFNCFI); Saskatchewan Advocate for Children and Youth (SaskAdvocate); and Child Welfare Political Action Committee Canada (Child Welfare PAC).</p>			

Bubble Chart of Stakeholders



Appendix 2 – Jurisdictional Scan

P/T	Policy Instrument	Notes
AB	<p>Advancing Futures Bursary (AB)</p> <ul style="list-style-type: none"> ▪ Up to \$40,000 in education costs, living allowance, transportation and damage deposit for an apartment ▪ For current and former youth in care, ages 18-24 in full or part-time studies in Alberta. 	<p>United Conservative Party of Alberta (centre-right)</p>
BC	<ol style="list-style-type: none"> 1) Provincial Tuition Waiver Program <ul style="list-style-type: none"> ▪ Tuition and mandatory fees waived for full-time students at a selection of university, college, and trade schools in BC. ▪ For current youth in care ages 17/18 or former youth in care ages 19-26 in full-time studies. 2) Public Guardian and Trustee Educational Assistance Fund <ul style="list-style-type: none"> ▪ Up to \$4,415.00 per year for an academic, technical or vocational program for former youth in care over age 19. 3) Agreements with a Young Adult <ul style="list-style-type: none"> ▪ Funding up until age 27 to attend school, attend rehabilitation, vocational or an approved life skills program. 4) Youth Educational Assistance Fund for Former Youth in Care <ul style="list-style-type: none"> ▪ Up to four education grants of up to \$5,500 per program year for former youth in care, ages 19-24. 	<p>BC New Democratic Party (centre-left)</p>
MB	<p>Advancing Futures Bursary (MB)</p> <ul style="list-style-type: none"> ▪ Up to \$10,000 for current or former youth in care pursuing post-secondary education; does not cover apprenticeship programs. 	<p>Progressive Conservative Party of Manitoba (centre-right)</p>
ON	<p>Ontario Access Grant for Crown Wards – no longer active</p> <ul style="list-style-type: none"> ▪ Formerly covered 50% of tuition up to \$3000/year in partnership with 30 post-secondary institutions 	<p>Progressive Conservative Party of Ontario (centre-right)</p>
QC	<p>Le Programme de prêts et bourses (Loans and Bursaries Program)</p> <ul style="list-style-type: none"> ▪ Student loans available for those who have a single marital status, for current or former wards of the state. 	<p>Bloc Québécois (centre-left)</p>

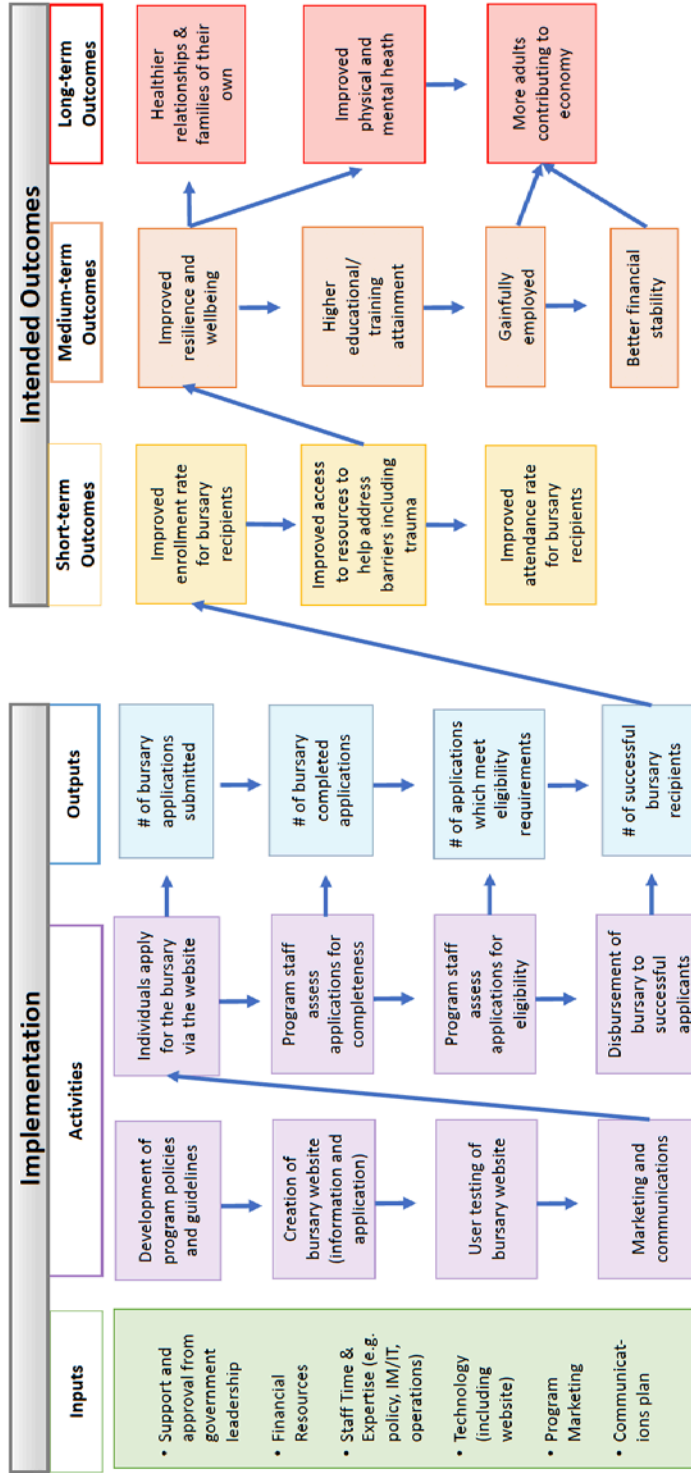
NB	<p>Renewed Tuition Bursary <i>**bursary for all eligible lower-income NB students with financial need</i></p> <p>Apprenticeship Incentive Program <i>**bursary for all eligible lower-income NB students with financial need</i></p> <ul style="list-style-type: none"> ▪ Tuition rebate provided after proof of 1st, 2nd, 3rd, 4th or 5th block of apprenticeship training 	<p>New Brunswick Progressive Conservative Party (centre-right)</p>
NS	<p>1) Educational Bursary Program</p> <ul style="list-style-type: none"> ▪ Youth currently in care can receive funding for up to one PSE program. <p>2) Extension of the Educational Bursary Program</p> <ul style="list-style-type: none"> ▪ Former youth in care can apply for a “Post Care and Custody Agreement to receive the cost of up to one post secondary education program as well as their living expenses for the duration of the agreement, up to including the age of 24” <p><i>Source: Personal communication with Stacey Greenough; Provincial Coordinator, Children in Care; Department of Community Services, Province of Nova Scotia; April 9, 2020.</i></p>	<p>Nova Scotia Liberal Party (centre)</p>
PE	<p>Island Advantage: Low- and Middle-Income Needs-based Bursary <i>**for eligible lower-income PEI students</i></p>	<p>Progressive Conservative Party of PEI (centre-right)</p>
NL	None found (regular student loans)	<p>Liberal Party of Newfoundland and Labrador (centre)</p>
YK	None found (regular student loans)	<p>Yukon Liberal Party (centre)</p>
NT	None found (regular student loans)	N/A (non-partisan consensus government)
NU	None found (regular student loans)	N/A (non-partisan consensus government)

Appendix 3 – Options Costing

Assumptions			
1. The fiscal year is from April 1, 20xx to March 31, 20xx			
2. For materiality, all costs recorded/identified are over \$1,000			
3. Only include capital costs such as building or land acquisitions (or leasing) if these costs if material to implementing your option. <i>(Not applicable)</i>			
4. There will be no need for account for additional rent or utilities for these policy options, as staff would be housed in government buildings that are already in operation.			
Options			
Option A: Tracking of outcomes for current/former foster youth			
Option B: Bursary for PSE/ VT up to age 30 for current/former foster youth in PT or FT classes up to \$8,000 per year			
Option C: Bursary for PSE/ VT up to age 30 for current/former foster youth including tuition waiver plus living expenses up to \$30,000 per year			
Cost Estimates			
Costs	Option A	Option B	Option C
Start-up and one time costs			
Website development	\$5,000.00	\$10,000.00	\$10,000.00
One-time office operations costs	\$25,000.00	\$90,000.00	\$90,000.00
<i>Subtotal</i>	\$30,000.00	\$100,000.00	\$100,000.00
On-going operational costs			
Labour	\$100,000.00	\$400,000.00	\$500,000.00
Bursary	N/A	\$2,500,000.00	\$4,400,000.00
<i>Subtotal</i>	\$100,000.00	\$2,900,000.00	\$4,900,000.00
Total	\$130,000.00	\$3,000,000.00	\$5,000,000.00
Three Year Forecast			
Option A			
Annualised Budget	Year 1	Year 2	Year 3
Startup and one time costs	\$30,000.00	N/A	N/A
Labour	\$50,000.00	\$100,000.00	\$100,000.00
Total	\$80,000.00	\$100,000.00	\$100,000.00
Total after 3 Years			\$280,000.00
<i>Note: This project is estimated to be operational in October 2020</i>			
Option B			
Annualised Budget	Year 1	Year 2	Year 3
Startup and one time costs	\$100,000.00	N/A	N/A
Labour	\$400,000.00	\$400,000.00	\$400,000.00
Bursary	\$2,500,000.00	\$2,500,000.00	\$2,500,000.00
Total	\$3,000,000.00	\$2,900,000.00	\$2,900,000.00
Total after 3 Years			\$8,800,000.00
<i>Note: This project is estimated to be operational in April 2021</i>			
Option C			
Annualised Budget	Year 1	Year 2	Year 3
Startup and one time costs	\$100,000.00	N/A	N/A
Labour	\$500,000.00	\$500,000.00	\$500,000.00
Bursary	\$4,400,000.00	\$4,400,000.00	\$4,400,000.00
Total	\$5,000,000.00	\$4,900,000.00	\$4,900,000.00
Total after 3 Years			\$14,800,000.00
<i>Note: This project is estimated to be operational in April 2021</i>			

Appendix 4 – Logic Model of Option B: Brighter Futures Bursary

SK Bright Futures Bursary Program



Logic Model Assumptions:

- Assumption that those who have applied already have basic life skills, support network, and wellbeing;
- Assumption is that the applicants meet the school requirements (e.g. minimum GPA, pre-requisite training courses);
- Assumption that they have fundamental academic and time management skills;
- Assumption that applicants are self-motivated to attend and complete training program/school.

Policy Intervention Milestones:

- Former foster youth apply
- Recipients who meet eligibility criteria are selected
- Recipients use the bursary
- Recipients attend and complete their educational/training program.

Proposed Performance Assessment Criteria:

	Indicators	2021-2022	2022-2023	2023-2024
1	Number of bursary applications received			
2	Number of completed applications			
3	Number of applications which meet eligibility requirements			
4	Number of successful bursary recipients			

Potential Obstacles to Policy Success:

- Recipients have unsupportive relationships;
- Recipients are juggling parenting or caregiving while attending school;
- Recipients age-out of bursary eligibility (ie. maximum 26 years old).

Appendix 5 – Engagement Plan

Engage with Post-Secondary Institutions:

- **Universities** (University of Regina, University of Saskatchewan, and the First Nations University of Canada);
- **Federated colleges** (such as Luther College);
- **Affiliated colleges** (such as St. Andrew’s College);
- **Saskatchewan Polytechnic**;
- **Indigenous institutions** (Saskatchewan Indian Institute of Technologies and Gabriel Dumont Institute Training and Employment)
- **Regional colleges** (such as Parkland College); and
- **Career colleges** (privately owned and operated).

Engage with Other Key Stakeholders:

- **Current and former youth in care**, via online town-halls, focus groups and online surveys
- **Related ministries**, including Ministry of Education (given that primary and secondary schools are crucial in helping to prepare students for eventual PSE and VT);
- **Employers groups**, including the Saskatchewan Chamber of Commerce and the Canadian Apprenticeships Forum (given that education and training are needed to fill current and upcoming job vacancies); and
- **Advocacy coalitions**, including the Saskatchewan First Nations Family and Community Institute and the Child Welfare Political Action Committee Canada (given that community support and input can increase public buy-in).
- **Other jurisdictions as necessary**, including the provinces that have already implemented similar policy instruments in order to gather best practices and lessons learned.