

**NATIONAL
YOUTH
COMMITMENT
RESOURCE
KIT**

TABLE OF CONTENTS

INTRODUCTION

PART A BACKGROUND RESEARCH

PART B TESTING THE WATERS – IDENTIFYING AND INVOLVING
KEY STAKEHOLDERS

PART C FIRST WORKSHOP PREPARATION AND MATERIALS

PART D FIRST WORKSHOP KEY ACTION – THE ENVIRONMENTAL
SCAN

PART E SECOND WORKSHOP – PLANNING, MATERIALS AND KEY
ACTIONS

PART F THE STRATEGIC PLAN

PART G TOOLS AND RESOURCES FOR IMPLEMENTATION

INTRODUCTION

Welcome to the National Youth Commitment Resource Kit!

This kit is intended to be a flexible resource for those communities wishing to establish a Youth Commitment Project. You may wish to use all or part of the kit – depending on your local requirements – there is no obligation to complete all parts. To enable us to assess the usefulness of this kit and to stay in contact with those using it, please register your intent. We would like to follow your progress at three to six month intervals and have access to any data you may have available as a result of your Environmental Scan.

REGISTRATION

The Dusseldorp Skills Forum asks that those organisations intending to use the resources contained in this kit take the time to register their interest in the concept of a Youth Commitment – access to the full resource kit is conditional upon such registration. Organisations/persons may register by following the link below.

CONTENTS OF THIS INTRODUCTION PART:

Core Information About Youth Commitment

Youth Commitment Flow Chart

Youth Commitment Power Point Presentation

This presentation is downloadable as a separate document from:
<http://www.dsf.org.au/nyc/howto.html>

A NATIONAL YOUTH COMMITMENT RATIONALE

Australia is one of the few countries in the OECD where school retention declined during the 1990s. Currently there are more than 190,000 teenagers who are neither in full-time work or full-time education. This is occurring at a time when education and training is becoming a lifelong, on-going process and when, in terms of employment, value is being placed on the development of personal and intellectual skills – the so-called ‘soft skills’ like clear thinking, problem solving and relationship building.

The foundation skills required to enhance the capacity of individuals to learn and to participate successfully in work over a lifetime are best acquired through formal education and/or through structured workplace learning to Year 12. Young people leaving school before completing Year 12 face long-term disadvantages, either in terms of unemployment, lower incomes, or face other risks to their well being. The overall cost to individuals, governments and the rest of society due to the disadvantages of higher unemployment, lower incomes and other costs arising from early school leaving in Australia is estimated at \$2.6 billion every year.

In the ‘new economy’ labour market and social environment of this decade the transition to adulthood and economic independence is becoming increasingly complex. New forms of integrated social assistance are required to enable young people, especially early school leavers, to navigate their way through labour markets and education and training systems. This effort needs to focus on encouraging early school leavers to stay on at school, and to support them in the world outside school if they choose to leave.

The Youth Commitment builds on the benefits of combined effort and the values of collaboration to guarantee that all young people have the opportunity to develop the basic skills and capacities to cope with the demands of the modern labour marketplace. The Youth Commitment process is a preventative strategy centred on the learning and work circumstances of young people. It provides a clear initial focus

of energy, a common framework for action and a collective means of developing the life skills and active citizenship over time of each young person in local communities.

KEY GOALS

A National Youth Commitment will provide guaranteed access for all young people with particular support for early school leavers or those facing other disadvantages, to:

- Complete Year 12 either at school or another recognised provider; or
- Obtain an education or training qualification that is at an equivalent level such as a TAFE certificate or apprenticeship; or
- Obtain a full-time job that is linked to education or training

This is the equivalent of the existing minimum level of at least two years full-time education in the post-compulsory years.

A National Youth Commitment, through ensuring access to these education, training and employment opportunities, will provide the basis for all young people to become positively engaged in society as active citizens.

The goals of the National Youth Commitment will be delivered locally through umbrella regional Community Partnerships, drawing on existing resources, and presenting a powerful case for additional Commonwealth and State Government investment in the future of young people.

A REGIONAL YOUTH COMMITMENT

KEY FEATURES

What are the key features of a regional initiative required to achieve these national goals?

Critical to the success of the youth commitment concept is the establishment of a community partnership that brings together key stakeholders including schools, training providers, employers, labour market agencies, youth services and local government. This partnership needs to have identified the clear regional boundaries within which it will operate.

As a guide to collaboration between community stakeholders, the following principles are recommended:

1. A shared commitment by all key stakeholders to improving education and training arrangements through a Regional Youth Commitment.
2. Integration of existing local services for young people adding greater value to what already exists, especially in the employment, education and training sectors.
3. Active involvement of young people in the design, delivery and evaluation of the Regional Youth Commitment.
4. A willingness to share the resources of the Community Partnership and to advocate for additional government (Commonwealth and State) funding to enable the key goals of the Youth Commitment to be achieved.

The first tasks for the community partnership would be:

1. Development of an environmental scan or map of young people's circumstances and youth-related services in the region, documenting their participation in employment, education and training.
2. Development of clearly identified benchmarks and indicators with periodic evaluation against these both for the Community Partnership and individual key stakeholders.

As the Community Partnership develops the following activities should be adopted to implement the Youth Commitment:

3. Tracking and monitoring arrangements in place for all school-leavers.
4. Personal action plans for all secondary students.
5. Skilled transition brokers co-ordinated by the Community Partnership with responsibility for case managing the transition for those young people leaving school before completing Year 12. Community mentors could also play an important role in assisting individual student's transition.
6. Careers advice and guidance that draws on community links and meets the needs of all students especially those leaving school before completing year 12.
7. Creating new labour market opportunities through the Community Partnership.
8. Employers taking an active role in ensuring young people have positive employment opportunities by providing:
 - Managed Casual Employment
 - Mentoring
 - Structured Work Placements, Traineeships and Apprenticeships

KEY PERFORMANCE INDICATORS

Effective Youth Commitment collaboration will be evidenced by the following key indicators:

- The known destinations at consistent time points of all school leavers in the participating community partnership region.
- The proportion of school leavers from schools in the participating community partnership region at an annual time point who are not in full-time or part-time employment and not in full-time education.
- The proportion of teenagers resident in the participating community partnership region at an annual time point who are not in full-time or part-time employment and not in full-time education.
- The proportion of all school leavers from schools in the participating community partnership region completing Year 12 or equivalent (AQF Certificate III level).
- The proportion of 15, 16, and 17 year olds staying in education (secondary or TAFE or other education) and their status.
- The labour market status and proportion of school leavers from schools in the local area who are employed, by their hours and form of employment.
- The labour market status and proportion of school leavers from schools in the local area at an annual time point who are employed, by their hours and form of employment.

- The proportion of school leavers commencing a New Apprenticeship (including a traineeship commencement.)

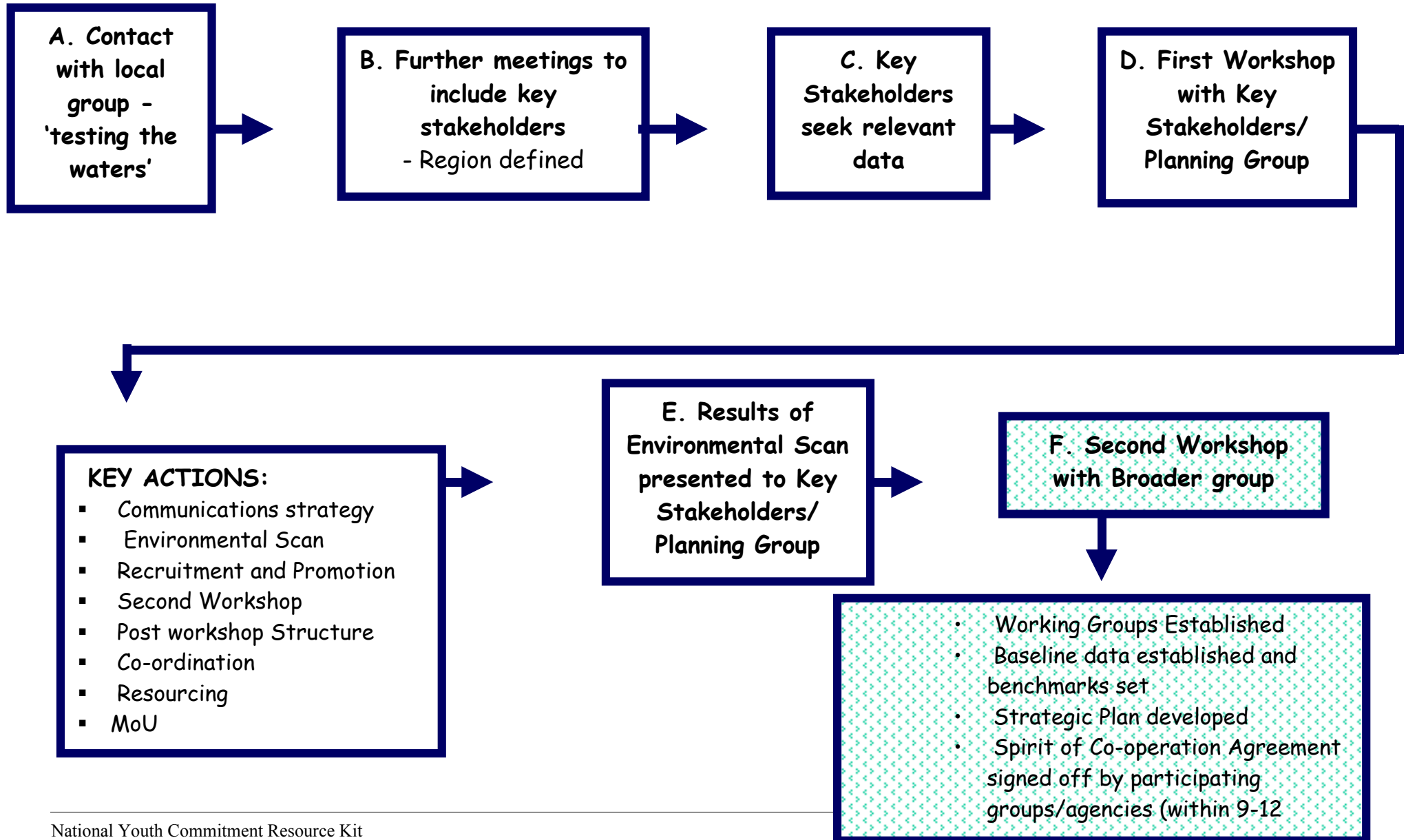
- The number and percentage of local employers providing structured work placements for secondary school students.

- The number and percentage of local employers and schools providing school-based part-time New Apprenticeships.

- The proportion of school leavers who are aware and make use of appropriate programs and services.

- An annual gauge of school leavers from schools in the participating community partnership region, in terms of their social competence, (physically and emotionally), self-reliance and engagement.

YOUTH COMMITMENT FLOW CHART



PART A

BACKGROUND RESEARCH

This part of the resource kit provides a helpful checklist of matters to be considered by the initial interested organisation, and suggested areas of preliminary research.

FIRST STEPS

The following notes assume that a local organisation has identified itself as being interested in developing a Youth Commitment.

ROLE OF INITIATING ORGANISATION

A critical aspect of developing a Youth Commitment strategy at the local level is to ensure the process is collaborative. Whilst one organisation can play a leading role it must very quickly move to engage other organisations in the planning and development of the concept.

Preliminary research on local organisations working with young people should be undertaken prior to the initial coming together of interested stakeholders.

CONTENTS OF PART A:

1. Background Research Guide

NATIONAL YOUTH COMMITMENT

BACKGROUND RESEARCH GUIDE

The following is a guide to researching the local community in terms of activities that may already be in place. This information will be useful when the initiating group brings the key stakeholders together to discuss the Youth Commitment concept.

1. JOBS PATHWAY PROGRAM?

Does the region have a Job Pathways Program in operation?

How successful has it been?

Is the program working with local schools?

Is the program active in the JPP on-line network?

2. WORKPLACE LEARNING

Does the region have a good workplace learning program working across the region (not just in one school)?

How active is the local business community in education/school issues?

Is there a good VET program?

How have the ASTF rated their program?

3. TAFE

What sort of relationship does the local TAFE College have with the schools and community? (None/Distant/Good)

4. MENTORING

Is there any mentoring programs operating in your local area (in Schools/Community/Business)?

5. COMMUNITY LABOUR HIRE

Are any agencies/providers offering services similar to that in the Career WorkKeys model (which include skills assessment /recording/ aggregation for casual workers)?

6. JOB NETWORK

Are any of the local Job Network Providers doing anything exciting/different with their local school/youth organisations?

7. DO THE JOB NETWORK PROVIDERS HAVE AN ACTIVE AREA CONSULTATIVE COMMITTEE?

Are they working collaboratively with other community groups?

Do they have a youth focus?

8. LOCAL GOVERNMENT PARTICIPATION

Does local government/council have youth issues in their strategic plan?

Is local government active in any of the above-mentioned areas?

9. BUSINESS INVOLVEMENT

Rate the quality and quantity of business involvement in the above programs.

10. GROUP TRAINING

How many apprenticeships /traineeships is the local group training company managing?

Are they working with local school to promote apprenticeships /traineeships?

Do they offer part-time apprenticeships /traineeships to students?

11. COLLABORATIONS AND BROKERAGE

Are there any operating community partnerships or other collaborative “umbrellas”?

Are there other “brokerage” bodies active in the region (e.g. Work for the Dole “employment brokers”)?

12. LOCAL POLICY AND INFORMATION

Is there an existing youth strategy?

What tracking/youth mapping is already available etc?

PART B

TESTING THE WATERS - IDENTIFYING AND INVOLVING KEY STAKEHOLDERS

After some initial background research (as suggested in Part A) the key organisations working with young people in the local area will have been identified. The next stage in building a Regional Youth Commitment is to bring a small group of these key stakeholders together to discuss the possibility of taking the concept of a Regional Youth Commitment further. A telephone call to explain the project to potential participants would be a good starting point, followed up by a written invitation to attend a preliminary meeting. There may be a number of meetings held to clarify purpose and discuss strategies - the aim of these initial meetings is to explore, as well as garner the interest of enough key stakeholders to initiate a Youth Commitment strategy.

The information in this part of the kit should help the initiating organisation to do this, and includes a list of suggested stakeholders, prompts for communicating the strategies of a Youth Commitment and other materials including a pro forma invitation letter and sample agenda for the first stakeholder meeting.

CONTENTS OF THIS PART:

1. Suggested Stakeholders
2. Pro forma List of Your Stakeholders
3. Pro forma Invitation to the First Meeting
4. Suggested Agenda for the First Meeting
5. Promoting your Youth Commitment

SUGGESTED STAKEHOLDERS FOR THE YOUTH COMMITMENT PROJECT

Schools will play an important part in the Youth Commitment project and whilst it is important to engage a broad range of stakeholders in this project, the involvement of schools is critical. Principals (of both public and private schools), Deputy Principals, Student Welfare Personnel and Careers Advisors all have a role to play in the project and should be encouraged to participate at various levels (Management Group, Working Groups etc).

SOME OTHER SUGGESTED KEY STAKEHOLDERS TO INVITE TO MEETINGS / WORKSHOPS MAY INCLUDE:-

- Representative from the Area Consultative Committee
- Senior member of the Department of Education at a regional level
- Jobs Pathways Program providers (representative/s)
- TAFE Director or alternative senior TAFE representative
- Group Training Company
- Local Government – Youth Services Officer PLUS another council representative, perhaps someone with a broader perspective who may be involved in for example, Community Development or Strategic Planning etc
- Job Network Providers (representative/s)
- Centrelink representative
- Key Employers / representative from the Chamber of Commerce
- Representative from the Premier’s Department
- Representatives from any of the Youth Organisations that are active within the community, (for example, YMCA / Church groups etc.)
- Representative from the Department of Education, Training and Youth Affairs particularly from the Training & Youth Office or Youth & Programs Office
- Representatives from any task forces related to youth
- Department of Employment, Workplace Relations and Small Business
- Representative from the Department of Family & Community Services (state/territory department).

Information to provide when meeting with potential local champions:-

- ‘Why Australia Needs a National Youth Commitment’ – discussion paper written by John Spierings (Available from Dusseldorp Skills Forum website – www.dsf.org.au)
- ‘A National Youth Commitment’ – Core Elements

YOUTH COMMITMENT PROJECT

WHO ARE YOUR LOCAL CHAMPIONS?

ORGANISATION	NAME	TELEPHONE
ACC		
PRINCIPAL		
PRINCIPAL		
PRINCIPAL		
PRINCIPAL		
REGIONAL DET		
JPP		
FSS		
TAFE		
LOCAL GOVT		
LOCAL GOVT		
JOB NETWORK		
JOB NETWORK		
JOB NETWORK		
CENTRELINK		
EMPLOYER		
EMPLOYER		
CHAMBER OF COMMERCE		
YOUTH GROUP		
YOUTH GROUP		
DETYA		
DEWRSB		
YOUTH TASK FORCE		
YOUTH TASK FORCE		
PREMIER'S DEPT		
FACS		

FIRST MEETING MATERIALS

SAMPLE INVITATION

<< Insert Date >>

Dear << >> ,

<< Insert Organisation Name >> is hosting a meeting to consider practical ways in which we might better work together to significantly improve the learning and work opportunities available to all young people on the << Insert date >>>, and more particularly, ways to better support those leaving school early or facing other disadvantages. This offers us all an exciting opportunity to break new ground and potentially benefit the youth in our community.

As many of us well know, a significant number of young people in this region continue to “fall through the cracks” often leaving school without completing Year 12 and finding no foothold in either secure employment or further education or training. Too often we don’t even know where these young people are or what has happened to them. The Youth Commitment project aims to change that.

Knowing of your own commitment to this community, I am writing in the hope that you might join us for the inaugural meeting. We are inviting key people such as yourself, from business, from education, training, employment and youth services, and from government.

While << Insert Organisation Name >>> has taken the initiative to host this meeting, we are fully aware that we will only be able to make significant advances on these issues if we are able to join with others to put practical measures in place with a clear sense of common purpose.

I do hope that it will be possible for you to join us on << Insert Meeting Date >> and I would be grateful if you could let us know by << Insert RSVP Date >> whether

you will be able to attend. Please reply by phoning <<INSERT CONTACT NAME AND TELEPHONE NUMBER>>.

Details of the meeting are as follows:

Date:

Time:

Venue:

I am attaching for your perusal a copy of Why Australia Needs a Youth Commitment by Dr John Spierings of the Dusseldorp Skills Forum as well as a copy of the project outline.

Yours sincerely,

<< Insert Sender's Name >>

BOOMERANG FAX

TO: <<INSERT HOST ORGANISATION>>

FROM:.....
.....

ORGANISATION:
.....

FAX NUMBER: <<INSERT HOST ORGANISATION FAX NO>>

YES, I WILL BE ATTENDING THE FORUM ON [INSERT DATE]

NO, THANK YOU I WILL NOT BE ATTENDING

YOUTH COMMITMENT

FIRST MEETING AGENDA

TIMING	ITEM	WHO
5mins	Welcome and Introductions	
5mins	Purpose and structure of the meeting	
10mins	The National Youth Commitment <ul style="list-style-type: none"> ▪ National Data and Key Goals ▪ Powerpoint Presentation Part One 	
10mins	Discussion of Key Goals	
10mins	The National Youth Commitment <ul style="list-style-type: none"> ▪ Key Activities ▪ Powerpoint Presentation Part Two 	
30mins	Discussion <ul style="list-style-type: none"> • Clarify activities • What's the value of this approach (for the region and for our organisations) • What else is happening locally (and possible links between these activities) 	
20mins	How do we make it happen? <ul style="list-style-type: none"> • NYC process (flow chart) • Planning group – who? • Local Data • Community workshop/s 	
5mins	<u>Next Steps</u>	
5mins	<u>Wrap up</u>	
100mins		

PROMOTING YOUR YOUTH COMMITMENT

SOME PROMPTS

1. The Statistics – have a few key statistics that you can use to promote the need for a Youth Commitment – both local and national.
2. The project is seen as a “practical response” to the learning and work situation of young people.
3. The project focuses on the 15-19 year olds as a **preventative** measure but this could just be the starting point and will have flow-on benefits for other age groups (both older and younger).
4. The project is an opportunity for those working on the ground to directly influence Government policies leading to improved national practices.
5. The Youth Commitment is not about imposing a defined “model”. It does, however, offer a practical, organising framework for collaborative action.
6. A youth commitment is an opportunity for the local community to respond to the needs of local youth.
7. The net effect should be:
 - a greater range of real opportunities for a greater number of young people underpinned by strong support arrangements for every young person who needs; and
 - the knowledge both to identify who those young people are and develop the best strategy to support them.

CAUTION:

- Be careful not to identify this with one particular organisation/sector as it may be seen as that organisation’s project
- Be careful not to allow blame to any particular sector.
- This is a community problem – should be a community solution.

PART C

FIRST WORKSHOP - PREPARATION AND MATERIALS

This stage of the process involves the key stakeholders bringing together the data that is readily available from their own sources, and presenting this information at a first workshop to a broader group of stakeholders. Such a workshop would not only inform and provide clarification to all stakeholders, but should also provide an impetus for the setting of goals for group action in the future.

Presentation of data that is readily available to key stakeholders may help to demonstrate a need for a Youth Commitment and will likely identify that there is a lack of reliable data available locally, thus demonstrating the need for an Environmental Scan.

Other key actions that may be initiated at the first workshop and in preparation for the second workshop include:

- ❑ Exploring funding options that may be available for a Youth Commitment project;
- ❑ The possible appointment of a Co-ordinator for the Youth Commitment project;
- ❑ Planning how the working groups and Planning Committee will operate in the future.

This part of the resource kit provides those preparing for such a workshop with the relevant materials needed, as well as suggesting the data needed to be collected by the key stakeholders in preparation for such a workshop. Actions that may be initiated at the first workshop are indicated, with support materials for such actions also provided.

FIRST WORKSHOP PREPARATION

1. Suggested Data Requirements
2. Sources of Data

FIRST WORKSHOP MATERIALS

3. First Workshop Pro forma Invitation
4. First Workshop Presenters Agenda
5. First Workshop Presenters Notes
6. First Workshop Public Agenda
7. Pro forma Attendance Sheet
8. Pro forma Organisational Survey
9. Key Goals Activity
10. Key Goals Activity Prompts
11. Action Planning Pro forma
12. Optional Activity: The Stakeholder from Hell
13. Evaluation Sheet

PLANNING GROUP MATERIALS

14. Planning Group Actions Diagram
15. Planning Group Actions Checklist
16. Planning Group Pro Forma
17. Planning Group Pro Forma Action Record

OPPORTUNITIES FOR FUNDING

18. General Funding Options

19. RAP Funding Guidelines

CO-ORDINATION OF THE YOUTH COMMITMENT PROJECT

20. Funding Proposal for Youth Commitment Co-ordinator

21. Sample Advertisement for Youth Commitment Co-ordinator

YOUTH COMMITMENT DATA REQUIREMENTS

FIRST WORKSHOP

Pre Environmental Scan data requirements include:

- Age structure of the defined region: key cohorts across the life span; teenagers (15-19 year olds); young adults (20-24 year olds) and single years 15-14. Discrete data on teenagers and young adults.
- Educational status of teenagers and young adults – participation in School; TAFE; University and other educational provider (eg, RTO)
- Level of school retention in defined region (apparent rate from Year 7 to Year 12, and apparent rate from Year 10 to year 12)
- Level of participation in school-based traineeships
- Destinations (after 6 months) of those young people leaving school before completing Year 12
- Destinations (after 6 months) of young people leaving school having completed Year 12
- Status of teenagers and young adults not in education – Employed (FT/PT); Unemployed (looking for FT/PT); Not in the Labour Force
- Proportion of teenagers and young adults not engaged in full-time education and those not engaged in full-time work
- Occupation, industry and income of employed teenagers and young adults (including those engaged in New Apprenticeships)
- Proportion of teenagers studying and working part-time

SOURCES OF DATA REQUIREMENTS

FIRST WORKSHOP

Some of the material required will be available from Census data, and will most likely have already been dissected by the local government. Local government may also have received annual supplements to the Census to help them with their planning.

Local JPP brokerage may also be a good starting point in the search for the requisite information as brokers are required to submit data to the Department of Education, Training and Youth Affairs on:

- The level of youth unemployment in the nominated region;
- The rate of school retention in the nominated region;
- The characteristics of the potential pool of eligible participants - this must include:
 - The overall size of the potential pool of eligible participants; and
 - Indicative numbers in each of the target groups;
 - The obstacles that eligible participants may face in making the transition from school to the world of work;
 - School-based vocational options available within the region;
 - Employment opportunities for young people, including New Apprenticeships, within the region; and
 - Other support mechanisms within the region.

The first two points should also be obtainable from the State Department of Education and Training, if destination surveys and regional analyses have been done.

YOUTH COMMITMENT PROJECT

SAMPLE FIRST WORKSHOP INVITATION

<< Insert Date >>

Dear << >>,

<< Insert Organisation Name >> is hosting a workshop to consider practical ways in which we might better work together to significantly improve the learning and work opportunities available to all young people on the << Insert Region >>>, and more particularly, ways to better support those leaving school early or facing other disadvantages. This offers us all an exciting opportunity to break new ground and potentially benefit the youth in our community.

As many of us well know, a significant number of young people in this region continue to “fall through the cracks” often leaving school without completing Year 12 and finding no foothold in either secure employment or further education or training. Too often we don’t even know where these young people are or what has happened to them. The Youth Commitment project aims to change that.

Knowing of your own commitment to this community, I am writing in the hope that you might join us for the inaugural meeting. We are inviting key people such as yourself, from business, from education, training, employment and youth services, and from government.

While << Insert Organisation Name >>> has taken the initiative to host this meeting, we are fully aware that we will only be able to make significant advances on these issues if we are able to join with others to put practical measures in place with a clear sense of common purpose.

I do hope that it will be possible for you to join us on << Insert Workshop Date >> and I would be grateful if you could let us know by << Insert RSVP Date >> whether you will be able to attend. Please reply by phoning <<INSERT CONTACT NAME AND TELEPHONE NUMBER>>.

Details of the workshop are as follows:

Date:

Time:

Venue:

I am attaching for your perusal a copy of Why Australia Needs a Youth Commitment by Dr John Spierings of the Dusseldorp Skills Forum as well as a copy of the project outline.

Yours sincerely,

<< Insert Sender's Name >>

BOOMERANG FAX

TO: <<INSERT HOST ORGANISATION>>

FROM:.....

ORGANISATION:

FAX NUMBER: <<INSERT HOST ORGANISATION FAX NO>>

YES, I WILL BE ATTENDING THE FORUM ON [INSERT DATE]

NO, THANK YOU I WILL NOT BE ATTENDING

YOUTH COMMITMENT PROJECT

FIRST WORKSHOP PRESENTERS AGENDA

Time (approx)	ITEM	WHO
5mins	Welcome & Setting the Scene (Circulate attendance sheet, including email contacts)	<i>Senior rep from the lead organisation</i>
5mins	Purpose and objectives <ul style="list-style-type: none"> ▪ First hour will focus on project overview - some CEO's may have to leave but need commitment ▪ Build the inner group ▪ Get to a common point ▪ No agency grandstanding ▪ Collaborative work ▪ Two step process ▪ Origins of the project - DSF 	<i>Facilitator</i>
5mins	Who's Here? <ul style="list-style-type: none"> ▪ Round the room people state their name and their organization ▪ Fill in org survey 	<i>Facilitator</i>
10mins	What is the National Youth Commitment? <ul style="list-style-type: none"> ▪ Data, Key Goals ▪ This is what we know, this is what we think is valuable ▪ Collaboration ▪ Prevention ▪ Flexible but it's core ▪ Prevention 	<i>Local coordinator</i> <i>(Use overheads)</i>
10mins	Local Data A summary of what's been brought together Acknowledge sources Interpretation - 2/3 points Identify gaps in data Where do these young people go?	<i>Local presenter/s</i>
15mins	Principles & Core Elements of a Youth Commitment	<i>Local coordinator</i>
5mins	How would we know this is working in? Key Indicators	<i>Local coordinator</i>

5mins	Where to from here? Process	<i>Facilitator</i>
30mins	MORNING TEA - some leave (eg, CEOs invited just to the formal presentation)	
30mins	<p>Key Goals Activity</p> <p>1. Activity to discuss the key goals/issues surrounding the key goals:</p> <ol style="list-style-type: none"> 1. What is your initial 'gut feeling' and 2. What could be the value of this to our community? 3. What's in it for our organisation? (optional) <ul style="list-style-type: none"> • Facilitators to seek a spokesperson and timekeeper from each table. • Each person has 30secs - uninterrupted - to say what they're feeling about the idea of a Youth Commitment in <INSERT REGION> • Facilitators then to get some discussion going about the value of this to the <INSERT REGION> Community - recording key responses. <p>Some possible responses (for prompting)</p> <ul style="list-style-type: none"> • The opportunity to work with a small number of the participating regions to develop alternate funding arrangements involving pooled Commonwealth and/or State funds; • The opportunity to learn from other regions in Australia regarding their responses to similar situations • The opportunity to share local expertise with other regions facing similar problems • The opportunity to work collaboratively with other people in the region to provide a more cohesive, integrated response to the needs of young people 	<i>Facilitator</i> <i>Hand out scribe sheet</i>
10mins	Feedback from Groups - if time is short, just ask for a couple of the most important responses	<i>Facilitator</i>

<p>1 hour or more</p>	<p><i>Action Planning</i></p> <p>Plenary group</p> <p>Review outline of the overall action planning process (refer to OH)</p> <p>How can we put this into action in <INSERT REGION>? What Needs to be done before we can take this the broader community (ie, through the next Big workshop)?</p> <p>First - identify tasks/actions to be undertaken. Start with key activities (from OH)</p> <ul style="list-style-type: none"> ▪ Environmental scan (include report back to planning group) ▪ Workshop Planning/ Recruitment and Promotions ▪ Post Workshop Structure ▪ Co-ordination <p>Agree, or get guidance on, likely date for the second workshop.</p> <p>Small groups</p> <p>Then ask people to nominate an area (1,2 or 3) you think you have an interest /expertise in BUT at the end of the day you may find yourself better placed in another group</p> <p>Complete Action Pro forma (who, what, when)</p>	<p><i>Facilitator</i></p> <p><i>Start with plenary group to resolve major schedule issues (eg, data of big workshop)</i></p> <p><i>small groups to fine tune action plans</i></p>
	<p>Option (if time permits - for fun and frolics)</p> <p>What do you/don't you understand about the Youth Commitment? Imagine you have to go out and talk this up to your colleagues and other organisations.... What would you be able to say? What might some of the questions/concerns be? Stakeholder From Hell Activity</p> <p>Role-play in pairs</p>	<p><i>Use OH prompt sheets if necessary</i></p>

15mins	<p>Next steps</p> <p>Future Meetings - planning group and workgroups (note 1-2 people from each working group, do the overall coordination)</p> <p>Communication - set up a structure eg, an email discussion list</p> <p>Key dates</p>	<p><i>Facilitator</i></p> <p><i>Hand out evaluation sheet</i></p> <p><i>Collect attendance</i></p>
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Resource list

Overheads

Attendance sheet

Organisational Survey

Prompt sheets if required

Activity sheets

Action pro formas

Evaluation sheet

Environmental Scan template

Coordination funding information

Extra Notes

Be clear about the role of the group - it's the planning team for the next workshop if participants decide to proceed

Data should be collated and interpreted by a local

Check whether CEO group can stay 1.5 hours (in planning stage before this meeting)

YOUTH COMMITMENT FIRST WORKSHOP

SAMPLE RUNNING SHEET

NATIONAL YOUTH COMMITMENT FIRST WORKSHOP SAMPLE RUNNING SHEET

WELCOME AND INTRODUCTIONS

Facilitator

Good morning and welcome everyone. We appreciate your lively and enthusiastic presence this morning, and the time you are contributing to the Youth Commitment workshop.

My name is I am from a company called and I will be facilitating the workshop and discussion today.

My role, as an independent facilitator is to make sure today's workshop proves of value to all of us and fulfils the expectations outlined in the invitation to you.

But as our first priority could I ask that you take a brief minute to introduce yourselves to those who are at your table (allow time for this).

Now today we are going to closely explore the concept of a Youth Commitment.

What does this mean? The workshop is designed to allow all of us to consider practical ways in which we might better work together to significantly improve the learning and work opportunities available to young people, and in particular, ways to better support those leaving school early or facing other disadvantages.

The workshop will to clarify how we might do this, working in collaboration across a wide range of agencies and sectors. In particular by tightening the links between practical folks already doing things on the ground, and bringing their work more closely to the attention of government.

Everyone here has been invited on the basis of their current achievements and potential interest in stronger collaboration for the benefit of local young people.

Today we have an unusual opportunity to consider a <INSERT REGION> response, building on your current activities and commitments.

My role is to ensure that all the organizations represented here today have an opportunity to understand, review, comment and build on the Youth Commitment concept.

Most importantly, you will have an opportunity to consider joining together to further develop your own collaborative arrangements for supporting young people in this region.

But this is up to you, it is a purely voluntary decision for each of the organisations here today.

FORMAT

(Present the Agenda and emphasise the later section on action planning if the group decides to proceed to this stage)

A break for morning tea will be at <INSERT SCHEDULED TIME BREAK>

We aim to finish at <INSERT FINISH TIME>

- Please switch off your mobile phones.
- Toilets

The first thing I would like to do is invite <INSERT HOST> from the host organization – <INSERT NAME OF HOST ORGANISATION> to officially welcome you today.

SETTING THE SCENE - WELCOME FROM THE HOST/INITIATING ORGANISATION

Good morning everyone. In bringing you all together today we have accessed a number of networks. We wanted to gather individuals who had a common interest and concern for our young people and I think we've achieved that with representatives from schools, Centrelink, job network, industry, youth agencies, the area consultative committee and government. And I'm assuming you are all a committed bunch or else you wouldn't be here.

Many of you are familiar with <INSERT NAME OF HOST ORGANISATION> and what we do, but for those who are not, I'd like to offer a brief overview.

.....

Through our <INSERT NAME OF HOST ORGANISATION's PROGRAM>., we have become increasingly are aware of the challenges facing students and school-leavers in the region.

Aboutmonths ago, we became aware of a concept to look at the learning and work situations of young Australians at a local level. This concept is what we know as the National Youth Commitment.

So what is a Youth Commitment? If I were to sum it up in one sentence I'd say that the Youth Commitment could help us to work collaboratively as a community in an attempt to strengthen the safety net for young people. One sentence is never enough is it? Addressing the issue of early school-leavers is a major part of the equation, and one that will be explained more fully later on.

So why is <INSERT NAME OF HOST ORGANISATION> interested in this initiative?

We are aware of a substantial number of early school leavers who don't link up with employment or training. We're conscious of the value of working collaboratively and strengthening the link with other agencies. We see a need for all of us to be better informed about the true state of affairs of our 15 to 19 year olds. The lack of reliable data available locally is a concern to us and to our schools.

For all these reasons we strongly support a commitment to our youth and we are really to initiate a <INSERT REGION> Youth Commitment Forum.

Q & A

PURPOSE AND OBJECTIVES

My job, as facilitator, is to assist you to achieve these things:

- Create an understanding of the opportunity to do more for our young people here in <INSERT REGION>;
- Become better informed about our community – who we are /what we all do;
- Explore the possibilities for change;
- Determine if there is sufficient grounds upon which to agree to move forward on these possibilities;
- Determine commitment to specific action;
- Examine the implications of the Youth Commitment for each of our organisations and how it could benefit us;
- **The big question:** Does this National Youth Commitment project provide <INSERT REGION> with the opportunity to further expand on its work with young people?????

We know there'll be other issues that will be raised that don't necessarily fall under the YC. We won't be ignoring these – we won't be focusing on them – we'll be recording them and will look at them later in the program. ISSUE BIN (coloured post-it notes).

Today's meeting will decide whether they proceed with this commitment – what we're looking for is a rep group from organisations here today who will put their hands up to follow up this meeting as a <INSERT REGION> YC. If the group here today decides to proceed, there will be a follow up group who will take up these issues.

WHO'S HERE/ORGANISATIONAL SURVEY

WHO'S HERE?

Explain rationale for an Organisational Survey.

Now we would like to introduce an activity that will hopefully give all of us a sense of the organisational resources and interests which are present in this room. This is a tool for identifying gaps and understanding what others in the region do.

Explain that <INSERT CONTACT NAME> has agreed to collate this information and distribute it to the participants within the next two-three weeks. If you have an objection to this, please mark it on your form, or tell <INSERT CONTACT NAME> All of you are being given a form. Fill it in yourself. Take a couple of minutes. Note the last question may be difficult, deal with it as you can.

MEETING EXERCISE

Now we will provide an opportunity for all of us to meet others in the room. Get up, walk around and introduce yourself to someone you don't know. Tell them about your organization, ask them about theirs. For those of you who brought your business cards, as we suggested, this is a chance to exchange them. Every couple of minutes I will ask you to move on. By the end of this exercise you should aim to meet up to 10 people

Did you learn something new/meet someone new??

WHAT IS YOUTH COMMITMENT?

- Outline YC – Rationale & Key Goals
 - The YC addresses the needs of all young people but the strategy is really aimed at providing a support mechanism for those young people who are at risk of not completing year 12 or it's equivalence.
- Most young people will gain Yr 12 equivalence through traditional mechanisms – eg, at school
 - What it is/ What it isn't – not intended to pick up those already in a marginalised position – not remedial – it's preventative – a systematic and rigorous prevention strategy for 15-19 year olds at risk
- The specific outcomes will inevitably vary from one community to the next. It is for you to determine what the opportunities are in the <INSERT REGION> and just what might be possible here.
- The Youth Commitment is not about imposing a defined “model”. It does, however, offer a practical, organising framework for collaborative action. The net effect should be a greater range of real opportunities for a greater number of young people underpinned by strong support arrangements for every young person who needs it and the knowledge both to identify who those young people are and to determine whether in fact this Youth Commitment has worked for them.

- We feel it is important to be up front about the resources.
 - The implementation of a Youth Commitment in its early stages depends primarily on those within the community itself. However, it is clear that as the work progresses additional resources will be required.
 - The National Youth Commitment Partnership project *does not* bring with it guaranteed access to significant funds over the longer-term.
 - Resourcing over the longer-term is primarily dependent upon:
 - the capacity of stakeholders in the respective communities to seriously work together,
 - the resourcefulness of individual communities in accessing existing funding sources (an indication of some of the options is available)
 - increased Commonwealth and State government support for such local initiatives
 - A likely first need might be, for example, an (external) person who could provide the back up and support for the stakeholders to develop their "partnership" or cooperative agreement and assist them to think through/initiate the first actions

Q&A

THE FACTS/DATA

- National Statistics (10mins max)
- Local Statistics (5 mins)
- Q & A
- Comment in wrap up - synthesize the tone of the discussions

YOUTH COMMITMENT - CORE ELEMENTS

If we accept the key goals of the YC, then what are the elements – the bare minimum that a region would need to be working towards to achieve these goals?

Outline core elements (OHTs and notes) highlighting the up-front need for a Community Partnership and the first tasks for that group.

Today, we'd like to test out these elements – get some collective feedback from you - and see if there is anything else you think that would need to be added to achieve these goals.

At this stage we're not asking '**how**' we could or would achieve these elements.... Just asking if you think these elements would achieve the key goals. We'll be getting your feedback later on how where you think the <INSERT REGION> is placed against these elements but at this point we're just interested in whether you think these elements would achieve the goals..... and have we missed anything? – remembering that these are to be 'bare minimum' – is there something you would add??

Q&A

YOUTH COMMITMENT – KEY INDICATORS

Outline the key indicators

Time for Q&A

STOP – CHECK COMMITMENT TO PROCEED / WHERE TO FROM HERE?

Seek commitment to the key goals of the YC and to move forward in discussing this in detail today – is there a commitment to proceed? Where to from here?

MORNING TEA

KEY GOALS GROUP ACTIVITY

This is an activity to discuss the key goals/issues surrounding the key goals:

1. What is your initial ‘gut feeling’ and
 2. What could be the value of this to our community?
- Facilitators to seek a spokesperson and timekeeper from each table.
 - Each person has 30secs – uninterrupted - to say what they’re feeling about the idea of a Youth Commitment in <INSERT REGION>
 - Facilitators then to get some discussion going about the value of this to the <INSERT REGION> Community – recording key responses.

Report Back

Spokesperson from each table to report back on general feeling of the group and a benefit in being involved (max 2 items from each group)

STOP – CHECK COMMITMENT TO PROCEED

Is there a commitment to proceed – an expression of interest to move forward, with this idea? Are we prepared to work with these principles as a way of our community addressing the needs of at-risk youth?

ACTION PLANS FOR PRIORITY ELEMENTS

- Work from the declared priority areas
- Introduce the action planning process
- Establish groups to look at priority elements (participants to nominate areas of interest). Facilitator to ensure all priority areas covered
- No more than 2 groups on each element
- Each group to prepare plans to address short, and long term phases (6, months, 2 years) of the core elements of the Youth Commitment
- May be more than one 'Action Plan' per group
- Plans to address:
 1. What's possible
 2. Who should be involved
 3. Resources required
 4. Timing
 5. Benchmarks/milestones for achievements
- Reassure people that the plans are simply to kick start thinking about possible activities. They do not commit people to proceeding. They will fulfil the workshop obligation to take people through to point where they have seriously considered possible follow-through practical activities from the workshop.
- Need to make very clear what will happen to the elements that are not addressed in this action plan process. This will be picked up in Next Steps.

SPOKESPEOPLE TO REPORT BACK TO WHOLE GROUP ON Q1 & 2

OPTIONAL ACTIVITY – STAKEHOLDER FROM HELL!

NEXT STEPS – 1

F

- To this point, we have engaged in the workshop as a ‘hypothesis’. Now is the time to consider whether we take up the commitment in reality.
- Do we want to proceed with the kind of work which you have all scoped out today?
- Seek endorsement for a representative group (sub group) to meet in 2-4 weeks time to review/finalise commitments.
- Who should be involved? Identify/Nominate a representative group.
- After this meeting, the specific proposals could be formally approved by participating agencies.

NEXT STEPS – 2

- In meantime we ask all of you to take back the Youth Commitment concept and discuss it with your respective organizations – to seek ‘in principle’ commitment to proceeding towards achieving a Commitment.
- <INSERT LOCAL CONTACT> agrees to send copies of all action plans to reach organisations within two weeks

CLOSE AND THANKS

YOUTH COMMITMENT FIRST WORKSHOP

PUBLIC VERSION OF THE AGENDA

ITEM	WHO
Welcome & Setting the Scene	Senior Local Representative
Purpose and objectives	Facilitator
Who's Here?	Facilitator
What is the National Youth Commitment? <ul style="list-style-type: none"> • <i>Local Data</i> • Principles & Core Elements of a Youth Commitment • How would we know this is working in <insert region> • <i>Where to from here</i> 	Local Co-ordinator / Presenter
MORNING TEA	
Key Goals activity	Facilitator
Action Planning	Facilitator
Next steps	Facilitator
Wrap up	Senior Local Representative

YOUTH COMMITMENT ORGANISATIONAL SURVEY

ORGANISATIONAL SURVEY

1. Name:.....
2. Organisation:.....
3. Position:.....
4. Address:.....
..... P/Code.....
5. Telephone: Fax:
6. Mobile:
7. Email: 8. www.....
5. Do you work with 13 – 14 year olds? In School Out of School
6. Do you work with 15 – 19 year olds? In School Out of School
7. A brief statement on your organisation's role in working with young people?
.....
.....
.....
8. What is the number of young people in this age group (15-19 y.o.) that your organisation would deal with in the course of a year?
.....
9. What resources (physical/\$/people/time) could your organisation devote to a Youth Commitment?
.....
.....
.....
.....

YOUTH COMMITMENT FIRST WORKSHOP

KEY GOALS GROUP ACTIVITY

Scribe/Spokesperson's Notes

1. What is your initial 'gut feeling' and

2. What could be the value of this to our community?

YOUTH COMMITMENT FIRST WORKSHOP

KEY GOALS GROUP ACTIVITY PROMPTS

Activity to discuss the issues surrounding the key goals of a Youth Commitment:

1. What is your initial 'gut feeling' and
 2. What could be the value of this to our community?
- Facilitators to seek a spokesperson and timekeeper from each table.
 - Each person has 30secs - uninterrupted - to say what they're feeling about the idea of a Youth Commitment in <INSERT REGION>
 - Facilitators then to get some discussion going about the value of this to the <INSERT REGION> Community - recording key responses.

Some possible responses (for prompting):

- The opportunity to work with a small number of the participating regions to develop alternate funding arrangements involving pooled Commonwealth and/or State funds;
- The opportunity to learn from other regions in Australia regarding their responses to similar situations
- The opportunity to share local expertise with other regions facing similar problems
- The opportunity to work collaboratively with other people in the region to provide a more cohesive, integrated response to the needs of young people

YOUTH COMMITMENT FIRST WORKSHOP
ACTION PLANNING PRO FORMA

ACTION PLANS

Core Element:.....
.....
.....

Recorder's Name.....

Group Members:
.....
.....
.....
.....
.....

What is the overall aim / goal?:.....
.....
.....
.....
.....

What actions / activities need to take place to achieve these goals?:.....
.....
.....
.....
.....

Who should be involved?.....
.....
.....
.....

What resources would be required?.....
.....
.....
.....

Where could these resources come from?.....
.....
.....
.....

What would we expect to achieve in the first 6 months?.....
.....
.....
.....

What would we expect to achieve within 2 years?.....
.....
.....
.....

YOUTH COMMITMENT FIRST WORKSHOP

STAKEHOLDER FROM HELL ACTIVITY

The Stakeholder From Hell!!

ACTIVITY INSTRUCTIONS

Split into pairs (identify who is A and who is B)

A outlines why B should join the Youth Commitment project

B challenges A (be provocative, use the questions below or make up your own)

PERSON B – PROMPT QUESTIONS

"What's the point of it, why should I bother?"

"What's in it for me?"

"Don't we do all these things already?"

"Who's going to pay for it?"

"Young people these days don't care anyway"

YOUTH COMMITMENT FIRST WORKSHOP PRO FORMA EVALUATION SHEET

Name: (optional)
 Organisation: (optional)
 Forum/Workshop Name:

The feedback you provide about this forum/workshop will assist in planning future workshops across Australia.

Q1. Please circle:

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
▪ The reading material provided prior to the workshop was useful	1	2	3	4	5
▪ I understand the concept of a regional youth commitment	1	2	3	4	5
▪ The workshop objectives were achieved	1	2	3	4	5
▪ The workshop was well presented and the information was clear	1	2	3	4	5
▪ Having an independent facilitator was valuable	1	2	3	4	5
▪ I will assist in supporting the workshop outcomes	1	2	3	4	5

Comments:

.....

Q2. Please tick the box that best describes your overall rating of the workshop.

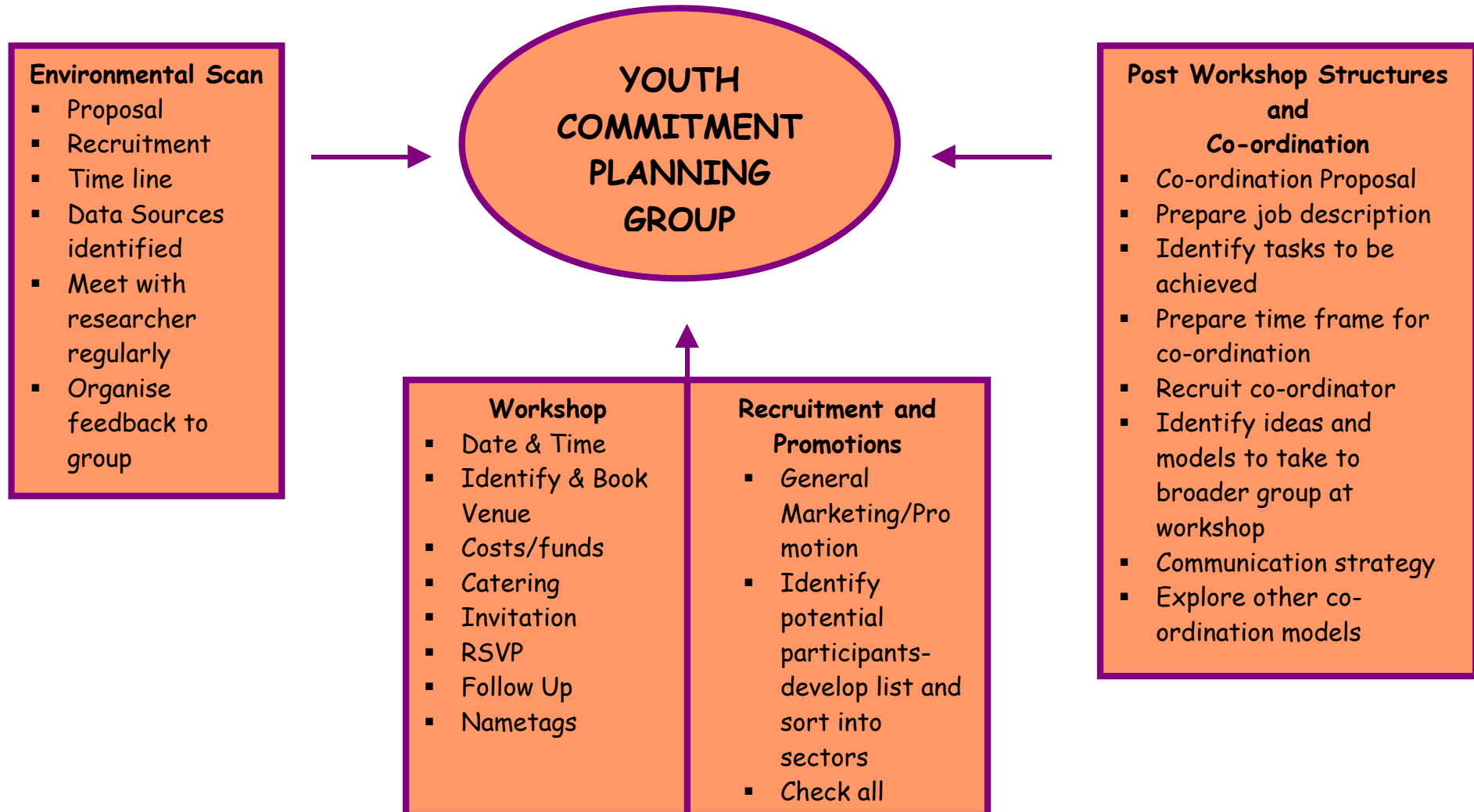
Inappropriate Excellent Fair Good Very Good

Q3. To improve this workshop, what changes would you recommend?

.....

Many thanks!

KEY ACTIONS DIAGRAM



PLANNING GROUP

KEY ACTIONS CHECKLIST

PLANNING GROUP – KEY ACTIONS CHECKLIST

<i>Environmental Scan</i>	<p>Sub Group Identified</p> <p>Identifying possible people for the job</p> <p>Preparation of funding submission</p> <p>Data Sources identified</p> <p>Template/Outline</p> <p>Position Description</p> <p>Time line developed</p> <p>Time Requirements: Initially up to 4 hours then 1 hour per week</p>
<i>Recruitment and Promotions</i>	<p>Sub Group Identified</p> <p>Check resources</p> <p>General marketing of the concept</p> <p>Identify potential key stakeholders for next workshop – develop list and sort into categories</p> <p>Check all sectors are represented</p> <p>Time line developed</p> <p>Time Requirements: approx 1 hour per week</p>
<i>Workshop Planning</i>	<p>Sub Group Identified</p> <p>Venue Bookings /Catering / Mailout /</p> <p>Invitations / Letterhead /</p> <p>RSVP monitoring and follow up</p> <p>Nametags</p> <p>Funding for workshop</p> <p>Time line developed</p> <p>Time Requirements: Initially up to 2-3 hours then 1-2 hours per week</p>

<p><i>Post Workshop Structures</i></p>	<p>Sub Group Identified</p> <p>Ideas and models to take to the broader group, ie, establishment of working groups</p> <p>Communication</p> <p>Time line developed</p> <p>Time Requirements: approx 1 hour per week</p>
<p><i>Co-ordination</i></p>	<p>Sub Group Identified</p> <p>Tasks for Co-ordinator</p> <p>When co-ordination will start</p> <p>Recruitment of appropriate co-ordinator</p> <p>Length of initial posting</p> <p>Funding and resourcing for the position in both the short and long term</p> <p>Time line developed</p> <p>Time Requirements: approx 1 hour per week</p>

<p>PLANNING GROUP</p> <p>MEMBERS LIST PRO FORMA</p>

PLANNING GROUP

<< INSERT REGION >> YOUTH COMMITMENT

Position	Name	Position and Organisation
Chair		
Vice Chair		
Vice Chair		
Members		
		Senior School Student
		Youth Representative School Leaver
Advisory (non serving)		Project Co-ordinator << Insert Region >> Youth Commitment

PLANNING GROUP

PRO FORMA ACTION RECORD

YOUTH COMMITMENT – PLANNING GROUP ACTION RECORD

GROUP MEMBERS & CONTACT DETAILS:

Name	Organisation	Telephone	Email
1.			
2.			
3.			
4.			
5.			
6.			

CONVENER:

TASK:

- ACTIONS:**
1.
 2.
 3.
 4.
 5.

NEXT MEETING DATE & TIME:
.....

MEETING VENUE:
.....

MEANS OF COMMUNICATION:

RELEVANT DOCUMENTS:

.....

.....

.....

.....

ACTIONS TO BE COMPLETED BY NEXT MEETING:

Action	Responsibility

YOUTH COMMITMENT FUNDING

GENERAL OPPORTUNITIES FOR FUNDING

NATIONAL YOUTH COMMITMENT RELEVANT PROGRAM AND FUNDING OPTIONS

There are a range of existing Government programs – both Commonwealth and State – which are directly relevant to the implementation of a National Youth Commitment at a regional level. However, it can be notoriously difficult to track down the relevant information.

This document simply attempts to make that task a little easier by providing references to published and on-line information listing Government programs and grants. While these sources cater to a broader range of issues, the indexing arrangements generally make them reasonably easy to navigate. Much of this information relates to programs and other forms of grants; at times funding is also sourced through “tendering” under particular government programs or for pilots. The easiest point of reference is www.ads.gov.au. This site lists all Commonwealth Government ads with tenders usually appearing under the “business opportunities” section.

As a starting point two Commonwealth websites will be worth a look:

- GrantsLINK: www.grantslink.gov.au

This site claims to be the portal to the full range of Commonwealth grants. It is a great idea but experience suggests that as yet it is neither comprehensive nor always up-to-date. So don't take it as the final word but do use it as a general source of information.

- Commonwealth Regional Information Service (CRIS): www.regionalaustralia.gov.au

For non-metropolitan regions this is a very useful portal to both general information on regional services and more specifically regional programs. The site is being re-constructed but should be operational as of the end of February 2002.

Community Partnerships in the non-metropolitan areas should also be aware of two relevant initiatives:

- **The Regional Solutions Program**

The Regional Solutions Program is to assist regional and rural communities build their capacity to identify and implement development opportunities. Some \$90 million will be provided over four years to allow communities to undertake projects that will lead to economic diversification and strengthen their social structures by improving access to and filling gaps in services.

Targets for the Regional Solutions Program will include regional and rural areas that are experiencing economic stagnation and/or population decline due to industry restructuring or a lack of development opportunities; or communities experiencing high levels of unemployment and social disadvantage.

Non-profit groups with strong community or regional support will be able to apply for funds. Funded groups will be encouraged to demonstrate a financial contribution to the project, either cash or in-kind, and to seek support from other sources, such as State and local governments as well as the private sector.

The information available thus far would suggest that Youth Commitment initiatives are very consistent with the objectives and examples given.

Detailed program guidelines and application forms will be available at that time.

Information is available on-line at: www.dotrs.gov.au/regional/solutions

- **The Foundation for Rural and Regional Renewal.**

The Foundation for Rural and Regional Renewal has been established as a partnership between philanthropy, governments and business to stimulate rural and regional renewal in Australia. The Foundation's objective set out in the Constitution is "to promote for the public benefit rural and regional renewal, regeneration and development in Australia in social, economic, environmental, and cultural areas".

The Foundation's stated interests include:

- Support for youth to remain in secondary and tertiary education, and/or reduce unemployment and enhance youth leadership skills.
- Support for people to access education and training which will lead to improved job prospects, especially in new or expanded businesses.
- Health or community services projects, which address key issues in a rural area such as suicide, depression, preventive health, or seek to improve access to services through the development of new networks or links which extend current services.
- Projects which enhance the community well-being of a region through the improved use of community resources, for example in areas such as business planning, project management, community planning skills.
- Establishment of regional community foundations, preferably linked with a key project in another area of interest.
- Rural capacity building projects focused on leadership training, mentoring, networking, partnership building.

Grant applicants should contact the Foundation to obtain these. Potential applicants who have a project outline but require assistance with planning and documenting their proposal may be eligible for a project development grant.

Grant applicants who work in partnership with at least one other organisation, such as an educational institution and/or business organisation, will be regarded favourably.

Further information is available on-line at: www.frrr.netconnect.com.au

Alternatively information is available by contacting the Foundation care of:

The Sidney Myer Fund

Tel: 03 9207 3040

Level 44, 55 Collins Street

Fax: 03 9207 3070

Melbourne 3000

Email: smf@mira.net.au

GENERAL FUNDING INFORMATION

1. THE FUNDING CALENDAR

The Funding Calendar is published by WESTIR Ltd, a not-for-profit community organisation.

Description:

The Funding Calendar is an annual publication (published early in each year and available throughout the entire year) assisting community organisations, local Government and individuals to locate funding for local community services. Though written for a NSW audience the comprehensive compilation of Commonwealth programs makes it a valuable source of information.

The Calendar is designed in an easy-to-read format and has grant information on:

- Arts
- Children
- Community Development & Welfare
- Crime Prevention
- Economic Development
- Education
- Employment
- Environment/Heritage
- Ethnic Affairs & Multiculturalism
- Financial
- Health
- Housing/Urban Development
- Indigenous Communities
- International
- Legal
- Local Government
- Older People
- People with Disability
- Recreation & Sport
- Women
- Youth

It contains information on Commonwealth and NSW Governments and non-Government grants, including closing date, program description and eligibility criteria.

Cost: The Funding Calendar is in hard copy and costs AU\$38.50 (as of Feb 2002) including postage and handling. Orders should be lodged using the Purchasing

Order: this is available online or by contacting WESTIR. Updates are provided throughout the year on-line

Availability: Available now. **Contact:** WESTIR Limited
PO Box 457, Blacktown NSW 2148
Phone: (02) 9622 3011
Fax: (02) 9622 3500
Email: westir@pnc.com.au
Web address: <http://www.westir.org.au>

2. COMMONWEALTH ASSISTANCE FOR LOCAL PROGRAMS

This directory is published by the National Office of Local Government (Department of Transport and Regional Services).

Description: This directory is a useful source of information about Federal Government assistance programs that are available to support local or community projects at a local or regional level across Australia.

Cost: Free

Availability: The directory is being printed (February 2002) and is scheduled for release. . It will be available both in print and on-line.

Contact: National Office of Local Government
Phone: 1800 065 113
Fax: (02) 6274 8155
Email: nolg@dotrs.gov.au
Web address: <http://www.nolg.gov.au>

3. THE RURAL BOOK

The Rural Book is published by Commonwealth Regional Information Service (Department of Transport and Regional Services).

Description: *The Rural Book* was first published in 1987 to provide a comprehensive summary of Federal Government services and programs. Over 50 Federal Government agencies now provide information for inclusion in *The Rural Book*. Topics covered include health, education, immigration, business and industry assistance, Aboriginal and Torres Strait Islander issues and community assistance. A detailed contacts section is also included which provides contact information for the major departments and agencies together with individual contacts for specific programs.

Cost: Free of charge to residents of regional and remote communities

Availability: The 2002 Edition will be available early in 2002 and can be ordered. The 2002 Edition should be available online at that time. .

Contact: The Manager
Countrylink Australia
Department of Transport and Regional Services
GPO Box 594
Canberra ACT 2601
Phone: the Information Line 1800 026 222
Email: countrylink@dotrs.gov.au
Web address: <http://www.regionalaustralia.gov.au>

4. Easy Grants Newsletter

Easy Grants is a product of <http://www.ourcommunity.com.au> and is published on a national basis (separate newsletter for each State) throughout Australia covering grants made available by Federal, State and Local Government as well as philanthropic and key corporate grant providers. This detailed newsletter covers grant information and sources for building improvements, environmental projects, community services, sports equipment to performing arts and festivals. It is published monthly with special bulletins for important grant releases, where necessary. An online search facility for individual grant inquiries is available free of charge for subscribers to the newsletter.

Grants have been grouped in the following sections:

- Animals Arts & Culture

- Children & Family
- Community Services & Development
- Disability
- Economic Development & Community Business
- Education, Employment & Training
- Emergency & Safety
- Environment Conservation & Heritage
- Faith & Spirituality
- General Community
- Health & Well Being
- Indigenous
- Infrastructure
- International
- Multicultural
- Older People
- Rural & Regional Development
- Science & Technology
- Sport & Recreation
- Women
- Youth

A 12 month newsletter subscription is available.

For members of <http://www.ourcommunity.com.au>, there is a special member rate of \$35. This is available to all community and non profit groups only (Government and Local Government agencies or businesses are not eligible for this price).

For Private businesses and private individuals subscribers, the subscription is \$320 (includes GST) each year.

A special phone advisory service is also available as an exclusive GOLD Easy Grants package. Refer to <http://www.ourcommunity.com.au> for more information.

Published by: Our Community Pty Ltd
 51 Stanley St, West Melbourne VIC 3003,
 PO Box 354, North Melbourne VIC 3051
 Telephone (03) 9320 6800 Fax (03) 9326 6859
 Email info@ourcommunity.com.au
 Website www.ourcommunity.com.au

YOUTH COMMITMENT FUNDING

RAP FUNDING GUIDELINES

POINTS TO NOTE UNDER THE RAP GUIDELINES

As of early 2002, responsibility for Area Consultative Committees -and by extension RAP funding- moves to the Transport and Regional Services portfolio. At the time of writing (January 2002), it is business as usual with the current Guidelines for RAP funding remaining in force. Programs interested in applying for RAP funding should establish early contact with their local ACC regarding Guidelines, their current Regional Plan and the timetable for RAP submissions. Those interested in RAP funding should keep an eye on the ACC website: www.acc.gov.au

In general, the Guidelines allow for support of a Youth Commitment proposal.

There are a number of relevant provisions, but the most directly relevant are:

- ACCs are encouraged to initiate community-based project proposals for funding in four areas. On the face of it, a Youth Commitment is directly applicable to two:
 - Tackling disadvantage and encouraging growth in a region; and
 - Improving the skills base of a region;

- The Guidelines give several examples of appropriate proposals. The following clearly allow for a Youth Commitment:
 - projects that identify skill gaps and ways to improve links between schools, training providers and industry. (These projects must not duplicate programs funded through the Commonwealth Department of Education, Science and Training or State education bodies); and

- projects specifically addressing the employment needs of and opportunities for disadvantaged groups.

A Youth Commitment is *not* precluded by any of the specific exclusion clauses.

The General Principles essentially support the key elements of a Youth Commitment (including demonstrated partnership approach, consistency with Government policy and an emphasis on evaluation.) It should be noted that the General Principles do specify that project proposals must support the relevant ACC Strategic Regional Plan:

- This is the initial requirement under the General Principles. The individual Regional Plans go through a process of agreement with the Commonwealth
- While it would clearly be an advantage for the relevant ACC regional Plan to explicitly provide for development of something like better youth transitions or other relevant arrangements, it would be surprising if any regional Plan did not include strategies involving young people. In short, in the absence of a specific link it is highly likely an acceptable link can be established.
- To this end, it would help Regional YC groups to get a hold of the local ACC Regional Plan.

The Assessment Criteria can comfortably be met by a well-prepared Youth Commitment proposal (particularly with supporting data such as an environmental scan and the increasing external evidence such as the outcomes in Whittlesea Youth Commitment.)

The approvals process does require DEWR State office to assess and recommend proposals for funding. [Note: This is likely to change with ACCs' move to the Department of Transport and Regional Services.]

There has been some concern that interpretation of the Guidelines may differ between State offices in terms of their approach to a Youth Commitment proposal or that

individual ACCs may *assume* such a narrow interpretation on the part of their State Office.

There are few points to be made in this regard:

- Assume a Youth Commitment proposal is eligible rather than the reverse.

There are clearly strong grounds for such an assumption under the Guidelines.

If in doubt, pre-empt a possible narrow interpretation by seeking to clear eligibility of such a proposal with the State Office prior to submission. In this respect there are a couple of important supportive arguments to be made:

- A precedent does exist for RAP funding of a regional Youth Commitment (Whittlesea Youth Commitment)
 - In a meeting (Feb. 2001) with Industry and Community representatives Minister Abbott has indicated his support for an approach to preventing long-term unemployment which includes a regional youth commitment type of strategy as one key plank. Refer to *Pathways to Work: preventing and reducing long-term unemployment* [www.ceda.com.au]
- If a State Office still insists that such a proposal would be ineligible, ascertain the grounds for their interpretation. This would provide a basis for seeking direct clarification in Canberra in accordance with an undertaking from the Minister to bring barriers to local initiative to his attention.

A final point, though an ACC might forward a Youth Commitment proposal and the State Office accept its eligibility, there are other grounds on which they might legitimately decide not to recommend it (e.g. higher priorities, spread and mix of projects).

Still, it is always worth politely seeking reasons for their decision.

YOUTH COMMITMENT CO-ORDINATION FUNDING PROPOSAL OUTLINE

FUNDING PROPOSAL FOR CO-ORDINATION / FACILITATION

NB: This is a suggested outline of matters, intended only as a guide, which should be included in any proposal for funding for co-ordination / facilitation of a Regional Youth Commitment project.

1. PROJECT BACKGROUND
2. ROLE / SPECIFIC TASKS / JOB DESCRIPTION
3. LOCATION OF CO-ORDINATOR / USE OF FACILITIES
4. DETAILS OF HOW THE POSITION WILL BE FILLED (INCLUDE PROPOSED ADVERTISEMENT)
5. DETAILS OF WHO WILL BE INVOLVED IN SELECTING THE CO-ORDINATOR
6. AMOUNT OF TIME REQUESTED, COMMENCEMENT DATE AND CONFIGURATION OF TIME - (eg, 2 days per week for 6 weeks, then 5 days per week for 16 weeks)
7. TIME FRAME FOR PAYMENT - (eg, monthly invoices etc)
8. EVIDENCE OF SUPPORT FROM REPRESENTATIVE STAKEHOLDERS IDENTIFIED AS BEING LINKED WITH THE PROJECT
9. DETAILS OF PROPOSED CO-ORDINATOR INDEPENDENCE FROM ANY PARTICULAR SECTOR
10. NAMES AND POSITIONS OF PEOPLE FROM WITHIN THE YOUTH COMMITMENT STAKEHOLDER GROUP WHO WILL OVERSEE AND SUPPORT THE POSITION
11. INDICATION OF PLANNED SESSIONS WITH BOTH THE PLANNING GROUP AND STAKEHOLDER (BROADER) GROUP (eg, planned meetings/community forums etc)

YOUTH COMMITMENT CO-ORDINATION SAMPLE ADVERTISEMENT

NORTHERN SUNSHINE COAST YOUTH COMMITMENT PROJECT COORDINATOR

Expressions of interest are being sought for a suitably qualified person to coordinate actions arising from the Northern Sunshine Coast Youth Commitment Project.

It is anticipated that this part-time position will commence in early October. The initial term of appointment will be for 6 months.

The Northern Sunshine Youth Commitment project aims to guarantee access for all young people to education, training and employment through the cooperative efforts of community partnerships linking schools, labour market agencies, youth services and local government.

Essential Criteria:

- Experience in project coordination and management;
- Experience in working with a range of government and non-government service delivery agencies;
- Knowledge and understanding of issues related to employment and training of young people, particularly on the northern end of the Sunshine Coast.

A copy of the project description can be obtained by emailing < insert email address >

Expressions of interest should include a covering letter and a copy of your resume. Shortlisted candidates will be invited to submit a full application within the next month. Please forward to < insert relevant details > by the 7th September 2001

PART D FIRST WORKSHOP

KEY ACTION -

THE ENVIRONMENTAL SCAN

A series of “key actions” should result from the planning undertaken at the first workshop. The environmental scan is one of those key actions and once completed will provide a clearer picture of the learning and work situation of young people in the local area and will also provide the necessary information upon which to base future collaborative action.

This part of the resource kit provides the essential material required for the Planning Group to commission an environmental scan, including a scan outline/brief and position advertisement (if required), as well as possible ways of utilising the scan, and a sample press release for its promotion upon completion. There is also an example of a Scan completed for the Frankston-Mornington Peninsula Youth Commitment.

CONTENTS OF THIS PART:

1. Environmental Scan Outline
2. Environmental Scan Consultant Advertisement
3. Environmental Scan Position Brief
4. Environment Scan – Possible Uses
5. Environmental Scan Feedback to Planning Group
6. Environmental Scan Pro Forma Press Release
7. Example – Frankston-Mornington Peninsula Environmental Scan

This is a separate document - access it at www.dsf.org.au/nyc

ENVIRONMENTAL SCAN: AN OUTLINE

YOUTH COMMITMENT COMMUNITY PARTNERSHIPS ENVIRONMENTAL SCAN: AN OUTLINE

KEY OBJECTIVE

The preparation of an ‘environmental scan’ is an opportunity to:

- Map the learning and work situation of young people, especially teenagers, in a local community;
- Survey the service systems attending to the needs of young people;
- As far as possible, establish baseline data and local knowledge of the participation of local young people in education, training and employment, highlight gaps in data sources and suggest methodologies to overcome these deficiencies;
- Evaluate the strengths and weaknesses of existing alliances and partnerships for young people; and
- Describe ways of strengthening existing services and points of cohesion and identify an agenda for further planning and action.

KEY AUDIENCES

The audience for the scan will primarily be stakeholders in the emerging community partnership or ‘Youth Commitment’, but it will also be relevant for others such as regional officers of state and Commonwealth governments, economic development agencies, elected members of local government, potential funding bodies, and so on.

SOURCES

The scan should draw primarily on existing and readily accessible data sources. Without being exhaustive, these sources could include:

- Census summaries (note: 1996 Census is the most accessible however this will be dated for some areas especially fast-growing regions; data from the 2001 Census will be available in late 2002);
- Profiles and reports conducted by relevant local governments. For example a number of local governments undertake their own annual household surveys, healthy community and primary health care reviews, community safety assessments, and service user satisfaction surveys that will include relevant material relating to young people;
- Recent submissions and studies by local stakeholders including services such as the Job Pathway Programme, ECEF cluster programs, JPET, etc;
- Analysis completed by bodies such as the Regional Area Consultative Committee.

Researchers should also seek to access local Centrelink and the Australian Bureau of Statistics data. Youth Allowance and jobseeker status data will assist in determining participation patterns of young people in a region.

There are also regional comparative data sources on employment, education and incomes that are useful and readily available. One source is the **Your Place** CDROM produced by National Economics. This is an annually updated data bank for each local government area in Australia that identifies the potential drivers of socio-economic performance (eg, age structure; household dimensions; liveability etc) and economic development (eg, industry patterns; employment profiles and skills base etc). It includes comparative indexes (eg, progression to full employment indicator and a skills sustainability index) and models likely future trends based on ABS data for households and workplaces as well as Centrelink and other official sources.

The National Youth Commitment Partnership team is negotiating with National Economics to provide participating local community partnerships with access to customised **Your Place** modelling, including:

- Estimates of the current educational/labour force status of LGA residents aged 15-24, by age (individual years) derived from Census, Centrelink, monthly Labour Force Surveys and the Household Expenditure Survey, updated to 2001 on a most probable basis. This will assist researchers to better identify those young people in a community partnership region who are not in full-time employment or full-time education.
- Measures of employment opportunity for young people on a regional basis.
- Indicators specifically related to the demand for new labour market entrants at different skill levels. Estimates will be prepared on an industry basis, providing a context of employment opportunities that is both related to the local area, as well as being youth focused.
- Customised commentaries pointing to the distinctive features of the indicators as they affect their specified area.

In Victoria a statewide database reporting on levels of full-time employment, unemployment, qualification impacts, migration flows and trends over time of ‘youth at risk’ has been developed. Particular data on the population, workforce, learning and skills, and economic base of each Local Learning and Employment Network is also provided. LLEN statistics can be accessed at:

<http://www.llen.vic.gov.au/lLen/lLenstat/default.htm>

Again in Victoria the 1999 **Survey of Risk and Protective Factors** of 9,000 young Victorians in Years 7, 9 and 11 conducted by the Centre for Adolescent Health provides profiles for each local government area in the state. The study identifies a number of prevention strategies for each region, and is statistically sound at the LGA metropolitan level. Further information is available at <http://www.copas.net.au/cah>

Statewide surveys, robust at the local level, of early school leaver destinations in Victoria have been conducted over the past few years by the Educational Outcomes Research Unit at the University of Melbourne. The National Youth Commitment Partnership team is negotiating with the Unit to provide researchers with access to this data source.

It is not anticipated that major new research will be commissioned as part of the scan process. However small-scale surveys of key local employers should be undertaken to gauge their views of employment pathways, skill requirements and recruitment patterns; similarly, focus groups could be conducted with a range of young people to better measure their aspirations and experiences of local systems and service providers.

National sources to assist in providing comparative measures include **Australia's Youth: Reality and Risk** and **Australia's Young Adults: The Deepening Divide**¹; **How Young People are Faring 1999** and 2000²; **Transition from Education to Work**³; **Longitudinal Surveys of Australian Youth** updates and reports⁴; **Footprints to the Future** (the Eldridge report)⁵; **Australian Apprenticeships: Facts, Fiction and the Future**⁶; and **Australian Social Trends 2000** and 2001⁷.

SCOPE

The scan should be as definitive as possible given the data and time constraints under which the research is taking place.

The scan is a key tool to establish baseline data and local knowledge for future reference and comparison. It must identify what data is available to assist the work of the partnership, data gaps that exist and recommend ways to improve data about post-compulsory learning and work participation and pathways in the area.

Key measures, offering a basis of comparison between the local and national levels, to judge performance over time are provided below to assist partnerships. The scan must

¹ Dusseldorp Skills Forum, Sydney, 1998 and 1999; www.dsf.org.au

² Dusseldorp Skills Forum, Sydney, 1999 and 2000; www.dsf.org.au

³ Australian Bureau of Statistics, Canberra, annually, Cat. No. 6277.0; www.abs.gov.au

⁴ see especially S.Lamb, P. Dwyer and J. Wyn, **Non-completion of School in Australia: The Changing Patterns of Participation and Outcomes**, Australian Council for Educational Research, Longitudinal Surveys of Australian Youth Research Report No. 16, Melbourne, 2000; www.acer.edu.au

⁵ Prime Minister's Youth Pathways Action Plan Taskforce, DETYA and DFACS, Canberra, 2001; www.youthpathways.gov.au/report.htm

⁶ National Centre for Vocational Education Research, Adelaide, 2001, & N. Smart (ed) **Australian Apprenticeships, Selected Readings**, NCVER, Adelaide, 2001; www.ncver.edu.au

⁷ Australian Bureau of Statistics, Canberra, annually, Cat. No. 4102.0; www.abs.gov.au

report the available known data related to each of these, or alternatively discuss methodologies to ensure this data can be gathered into the future. The scan must help the community partnership to determine further research tasks and systems improvement for the development of locally appropriate benchmarks and indicators. It must assess the relative strengths and weaknesses of existing learning and employment assistance services in the identified area, especially for the vulnerable groups of young people including Aboriginal and Torres Strait Islanders, young people with a disability and early school leavers.

The scan must include:

1. A demographic analysis of the local community partnership area's population including size and make-up by age range, ethnicity, income range and type, employment status, and educational qualifications. The youth cohort must be the area of primary attention;
2. A map and listing of all public, private and community based organisations providing education, training and employment programs and services for the post-compulsory age group in the region, especially programs and services in the area of school-to-work transition;
3. Data relating to education, training and employment outcomes, especially levels of retention to Year 12; post-school destinations, for early school leavers and Year 12 completers; and employment participation, including employment types (full-time, part-time, casual, etc), principal occupations and industries, by students and by non-students;
4. An assessment of the participation in post compulsory education, training and employment of youth from particular 'at risk' groups and a chart of the local services and programs attempting to meet their needs;
5. Indicators of employment opportunities for young people, including local employment patterns and trends and the effectiveness of assistance available to young people to enter and hold a place in the labour market;
10. A synthesis of young peoples' aspirations and experiences of post-compulsory education, training and employment assistance in the region;
11. A summary of key findings from each section;

12. Recommendations to improve data sources, benchmarking and performance measures for the community partnership over time.

In terms of population targets, the whole youth cohort (15-24 years) is of interest, with the teenage group (15-19 years) the primary focus. The ambit of the partnership over time is geographic, that is to encompass the learning and work outcomes and experiences of all young people resident in the area defined by the partnership; however in the first instance school leavers from schools located within the partnership's geographic boundaries are a key priority.

ORGANISATION & LAYOUT

The scan should present an overall picture of the intended local Youth Commitment partnership area.

Population composition, including:

information regarding the size and make-up by age range, ethnicity, income range and type, employment status, and educational qualifications of the population.

The aim of this section is to attempt to convey something of the economic and social well-being of the area, its relative advantages and disadvantages assessed against national indicators established by ABS and other indexes. This introduction should capture some of the key trends emerging in the area over time (for example, rising educational qualifications, declining population growth, ageing population, patterns of gentrification, etc).

Key sources: 1996 Census; socio-economic indexes (SEIFA indexes of advantage and disadvantage, education and occupation, etc); local government population analyses; Your Place.

Youth participation, including details regarding the:

- youth population by age (15-19, 20-24, 15-24 and by individual year, especially for teenagers);
- education participation, including schooling, training and further education retention to Year 12;
- post-school destinations, for early school leavers and Year 12 completers;
- employment participation, including employment types (full-time, part-time, casual, etc), principal occupations and industries, by students and by non-students;
- training participation, including New Apprenticeships;
- estimated and registered unemployment;
- income sources and levels; and
- volunteering and community service activities

The aim of this section is to provide a well-grounded snapshot of the participation patterns of young people, during the different stages of transition, in the local community. It should attempt to identify the level of early school leaving, and the extent to which teenagers and young adults in the local community are ‘at risk’ in terms making a transition to sustainable employment. In particular it should attempt to quantify the numbers of young people not engaged in full-time education or employment, and begin to describe the activities of young people disengaged from these systems. In this way the scan commences the process of assisting the local partnership to identify possible key points of action, intervention and further research.

Key sources: 1996 Census; Centrelink data; Your Place; data retained by regional offices of state Education Departments; state TAFE and training regulatory authorities; state qualifications and examinations authorities; local government and service provider surveys, tenders, reports and submissions.

Key measures:

1. The known destinations at consistent time points of all school leavers from schools in the participating community partnership region.

2. The proportion of school leavers from schools in the participating community partnership region at an annual time point who are not in full-time or part-time employment and not in full-time education.
3. The proportion of teenagers resident in the participating community partnership region at an annual time point who are not in full-time or part-time employment and not in full-time education.

Youth aspirations, including:

knowledge of and satisfaction with existing education, employment and training assistance pathways.

Key sources: existing and relevant surveys or projects undertaken by educators, researchers, community agencies or local government to better understand and plan for youth needs in the local community. Specially commissioned small-scale focus groups with young people, inclusive of those engaged in disengaged from formal employment, education and training systems.

Key measure:

4. an annual gauge of school leavers from schools in the participating community partnership region in terms of their socially competence, health (physically and emotionally), self-reliance and engagement.

School-to-work programs, including:

- specific purpose transition programs, services and outcomes such as JPP, Reconnect and JPET;
- dedicated career and vocational counselling and advice;
- joint ventures and innovations (eg. facilities, programs, sectors);
- community sector related responses to the employment, education, and training needs of young people in transition.

Key sources: local government and JPP, JPET etc service provider surveys, tenders, reports and submissions.

Key measure:

5. The proportion of school leavers who are aware and make use of appropriate programs and services.

Education patterns and networks, including:

information regarding schooling, training and further education providers, both public and private, servicing the area. This could detail:

- the level and trend of enrolments;
- the range of curriculum choices and settings, especially alternative programs;
- VET in school and enterprise activities, opportunities and participation;
- school based New Apprenticeships;
- student workplace learning options and participation; and
- joint ventures and innovations (eg. curricula, facilities, programs, sectors).

The aim is to succinctly convey the breadth and depth of the options available to students in the middle and senior years of schooling, especially initiatives intended to improve the attractiveness of school participation and links to post-school learning opportunities.

Key sources: data retained by regional offices of state Education Departments; state TAFE and training regulatory authorities; state qualifications and examinations authorities; surveys of schools; Centrelink data; ECEF cluster data.

Key measures:

6. The proportion of all school leavers from schools in the participating community partnership region completing Year 12 or equivalent (AQF Certificate III level).

7. The proportion of 15, 16 year and 17 year olds staying in education (secondary or TAFE or other education) and their status.
8. The number & percentage of local employers providing structured work placements for secondary school students.
9. The number & percentage of local employers and schools providing school-based part-time New Apprenticeships.

Employment patterns and assistance pathways, including:

- key industries, employers and occupations, trends and opportunities;
- economic and skill development strategies at regional and local levels;
- key economic development agencies and functions and programs;
- key training bodies and organisations, functions and programs;
- labour market assistance programs, including scope and capacity, both state and Commonwealth;
- Job Network agencies and programs, including the Community Support Program;
- Centrelink services for young people; and
- joint ventures and innovations (eg. facilities, programs, sectors).

The aim is to clearly understand local employment patterns and trends and to identify the principal sources of assistance available to young people to enter and hold a place in the labour market. More ambitious studies may also attempt to scrutinise the effectiveness of existing provision, blockages and barriers in order to assist the next stage of the local Youth Commitment process.

Key sources: Your Place; Centrelink data; DEWRSB quarterly small area labour market reports; Area Consultative Committee data; local government economic strategy research.

Key measures:

10. The labour market status and proportion of school leavers from schools in the local area at an annual time point who are employed by their hours and form of employment.
11. The labour market status and proportion of teenagers in the local area who are employed by their hours and form of employment.
12. The proportion of school leavers commencing a New Apprenticeship (including a traineeship commencement).

A brief community services profile, outlining:

the scope of housing, drug and alcohol, counselling, recreation and health services addressing young people, provided by non-government and government sectors including local government. One of concern that should receive attention is the availability, frequency and cost of public transport for young people in terms of accessing learning and work options and leisure and recreation opportunities. The scan should identify existing innovations, collaborations and partnerships that can be built upon, and the key points of intersection with early school leavers and other potentially disengaged young people.

Key sources: existing and relevant surveys or projects undertaken by educators, researchers, community agencies or local government to better understand and plan for youth needs in the local community

Key measures:

13. The proportion of school leavers who are aware and make use of appropriate programs and services.
14. An annual gauge of school leavers from schools in the participating community partnership region in terms of their socially competence, health (physically and emotionally), self-reliance and engagement.

REVIEW

In conjunction with National Economics, advice from a data and service mapping perspective will be provided at the preliminary draft stage of the scan. This will focus on interpreting the data regarding the difficulties of transition in the particular area and by offering some comparisons to the all-Australian experience. The review will also gently point to any known data sources left unexamined. A commentary will be provided as to the comparability of the data from the particular scan to that from other scans. The style of review will be supportive rather than critical.

ENVIRONMENTAL SCAN

SAMPLE CONSULTANT ADVERTISEMENT

CONSULTANT REQUIRED

A consultant is required for the Central Coast Youth Commitment Project, to collect and analyse already existing data and societal structures on the Central Coast that offer services to youth. The resulting document will be an Environmental Scan.

All intending applicants must obtain a copy of the Environmental Scan Outline by emailing their request to << email address >> or phoning << telephone number >>

The Environmental Scan must be completed by 7 September 2001.

Position Criteria:

1. Degree or equivalent with studies in research methods;
2. Evidence of previous project work of this type;
3. Well developed verbal and written communication skills;
4. Ability to work to tight deadlines;
5. Demonstrated ability to work productively with local agencies and organisations.

Applicants in no more than two pages must address the Position Criteria, and should be emailed to << email address >> or faxed to << fax number >> by 5pm on 20 July 2001.

A suggested contract price must be included in the application.

Further information is available from << planning group representative >> on << telephone number >>.

ENVIRONMENTAL SCAN

POSITION BRIEF

The goals of an ‘environmental scan’ are to:

- map the learning and work situation of young people in a local community
- survey the service systems attending to the needs of young people
- evaluate the strengths and weaknesses of existing alliances and partnerships for young people
- describe ways of strengthening existing services and points of cohesion and identify an agenda for further planning and action
- help the local partnership to determine further research tasks and systems improvement for the development of locally appropriate benchmarks and indicators
- establish baseline data and local knowledge for future reference and comparison.

The audience is primarily stakeholders in the emerging community partnership or ‘Youth Commitment’, and others such as regional officers of state and Commonwealth governments, economic development agencies, elected members of local government, potential funding bodies, and so on.

The scan will draw on existing and readily accessible data sources, and some new sources such as focus groups may also be commissioned.

A tertiary qualification in a relevant social science is required. A good understanding of the needs and aspirations of young people, and the landscape and dynamics of employment, education and training services is crucial. The successful candidate will be able to demonstrate proven experience in successfully managing similar research projects from design to data collection through to final report and publication stage. Sound evaluation, data collection, analysis, interpretation, interviewing, recording, listening and writing skills are essential. Researchers must also be capable of handling sensitive and sometimes confidential data and information in an ethical and appropriate manner.

ENVIRONMENTAL SCAN

POSSIBLE USES

OPTIONS FOR UTILISING YOUR ENVIRONMENTAL SCAN

1. INTRODUCTION

As indicated elsewhere the preparation of an ‘environmental scan’ is an opportunity to:

- Map the learning and work situation of young people in a local community;
- Survey the service systems attending to the needs of young people;
- Evaluate the strengths and weaknesses of existing alliances and partnerships for young people; and,
- Describe ways of strengthening existing services and points of cohesion and identify an agenda for further planning and action.

The audience for the scan will primarily be stakeholders in the emerging community partnership or ‘Youth Commitment’ and it is understood that the Environmental Scan will be presented directly to them. However, it the Environmental Scan will potentially contain valuable information, likely to be of interest and/or use to a wider audience.

These notes are offered simply as a prompt to thinking on how the Environmental Scan might be brought to the attention of that wider audience.

2. ENABLING ACCESS

If the Environmental Scan is brought to public attention then people quite reasonably will want to be able to access a copy. There are various ways to ensure ready access:

- Deposit at least one copy at each Branch of the Municipal Library
- Have a copy available for public perusal at the Council offices.

- Ensure that it is available (and promoted) online – possibly on the Council or ACC website.
- Once the full report is housed online, arrangements should be made for notices and hyperlinks to be placed on the websites of the respective local stakeholders (e.g. schools, councils, youth agencies, industry groups).

3. DIRECT DISTRIBUTION

- Given the likely length of the **full report**, it is assumed that there will be a limited distribution of the complete document. Beyond direct participants in the Youth Commitment, the full report might usefully be sent to:
 - Social Planners in local government;
 - Research organisations with a mandate to focus specifically on your region (for example, universities based in your region will often have such a centre or unit); and
 - Regional development or planning organisations.

- Where an **Executive Summary** is available this would be the preferred version for general distribution. The Executive Summary might usefully be sent to:
 - Local Members of State and Federal Parliaments;
 - Local Councillors;
 - Area Managers of State and Commonwealth Departments/agencies (if not directly involved in the Youth Commitment);
 - Parents & Friends Associations;
 - Local church leaders;
 - TAFE principals;
 - Neighbourhood Centres;
 - Local community service agencies (for example, welfare, family services, housing and employment); and
 - Local Police Commander/s.

The Executive Summary should normally be distributed with information on where the full report can be accessed and/or purchased (e.g. at cost of photocopying) plus a request for comment/feedback.

4. GENERAL PROMOTION

General promotion of the Environmental Scan would likely carry three related messages:

- i. This is what is happening to young people in our area;
- ii. Now we have a clearer picture we really can do something about it;
- iii. Local groups, uniting together under a Youth Commitment, are determined to make things better.

General promotion could be understood to range from the wide-reaching/passive to the focused/active initiatives (all reasonably straightforward):

- **Informing** for example:
 - Notices/articles in stakeholder newsletters (including school newsletters);
 - Simple communication (for example, group emails; announcement at staff meetings; noticeboards) to each stakeholder's own constituents (e.g. principals to teachers; Chamber of Commerce to individual members).
- **Promoting** for example:
 - Media release to local media (newspaper/s, radio);
 - Ask Council to include mention in the Council Notices that appear in local papers;
 - Mentioning the Environmental Scan at P&F meetings.
- **Briefing** for example:
 - Brief local "information officers" (for example, relevant Council officers, project officers at regional and economic development organizations);
 - Simple presentations (10min key points) to school staff; youth worker gatherings.

ENVIRONMENTAL SCAN FEEDBACK TO PLANNING GROUP MEETING AGENDA

AGENDA FOR FEEDBACK MEETING

TIME	ITEM	WHO
5 mins	Welcome	Facilitator / Coordinator
30 mins	Presentation of the key findings of the Environmental Scan	Researcher
	Questions directed to the researcher of the Environmental Scan	Researcher / ALL
	General discussion regarding the content / scope of the Environmental Scan	Facilitator / ALL See prompts
	Discussion regarding the presentation of the Environmental Scan to the broader community	Facilitator / ALL See prompts
	Discussion regarding the organisation of the second workshop	Facilitator / ALL

PROMPTS FOR DISCUSSION REGARDING THE CONTENT / SCOPE OF THE ENVIRONMENTAL SCAN

Is the information accurate?

Is the information relevant?

Have all of the components of the scan been addressed?

Summary of the key findings?

PROMPTS FOR DISCUSSION REGARDING THE DISSEMINATION OF THE ENVIRONMENTAL SCAN

How should this information be presented to the broader community?

Who should receive full copies of the scan?

Where should copies of the scan be placed? (eg, libraries etc)

What part/s of the scan should be pre-reading for the second workshop?

Where will the scan be housed online? (ie, on which website should the scan be placed, advertised?)

ENVIRONMENTAL SCAN

SAMPLE PRESS RELEASE

_____ YOUTH SURVEY REVEALS NEED FOR STRONGER COMMUNITY SUPPORT

Young people in the _____ area need better co-ordinated services and support in making the critical transition from school to work. This is the key finding of an in-depth survey conducted in the _____ area to discover whether the community is adequately and appropriately attending to the needs of young people entering adulthood.

The study, instigated by the _____ Youth Commitment and conducted by _____ has taken place over a _____ month period. The aim of the study has been to map the learning and work situation of young people in the local community and examine the service systems attending to their needs. The strengths and weaknesses of existing alliances and partnerships have been evaluated and recommendations made, based on the needs of the local community.

Groups taking part in the study included _____

Their research has showed a need for stronger community partnerships to help alleviate the significant problem of youth marginalisation. Community partnerships involve schools, local government, community welfare organizations and industry working in concert to achieve common goals. They are intended to cross boundaries to integrate and link existing services, share resources, and overcome fragmentation.

Fundamental to the concept of community partnerships is an intention to shift power and responsibility away from central agencies to local communities.

The _____ Youth Commitment looked at participation patterns of young people in the local community during different stages of transition. Areas considered in the survey included _____ (eg school to work programs, employment training and assistance pathways, education and employment patterns, scope of community services provided and students' post-school destinations).

Recommendations from the _____ study include:

(Choose any or all of the following or add your own)

- Introduction of transition brokers to assist young people in their transition from school to independence;
- Mentoring arrangements to assist school leavers make contacts in the community
- Development of personal action plans for all students;
- More comprehensive careers advice and guidance for potential early school leavers;
- Monitoring and tracking arrangements for all school leavers;
- Common exit procedures across schools;
- Stronger involvement of employers in providing opportunities for young people.

Similar studies have taken place in several other communities across Australia including Noosa and the Gold Coast in Qld, Tumut and the Central Coast in NSW and Swan Valley, Kwinana-Rockingham and Mandurah in Western Australia.

The long-term aim of the project is to provide information to stakeholders in emerging community partnerships, as well as regional officers of State and Commonwealth governments, economic development agencies, members of local government, and potential funding bodies. Given the national statistics that between 14% and 15% of Australia's young people are marginalized, etc. (Need something here about the national statistics – probably not too much – just a flavour of the size of the problem.)

If desired, a contact number for those wanting more information could be provided.

PART E SECOND WORKSHOP - PLANNING, MATERIALS AND KEY ACTIONS

In holding the second workshop the Planning Group aims to secure interest in the Youth Commitment concept from a broader range of community organisations. The findings of the now completed Environmental Scan will likely demonstrate the need for such a community partnership in the local area. This second workshop allows the Planning Group to identify other organisations keen to participate in a Youth Commitment. Of most importance, future action strategies should be identified, including the establishment of a Steering Committee and individual Working Groups.

Suggested Working Groups could include:

- ❑ A Community Team Working Group;
- ❑ Employers Working Group;
- ❑ School Transition Working Group; and a
- ❑ Data Management Working Group.

However, it must be noted that this structure is only a suggestion, and the second workshop is an appropriate time to determine a structure that is tailored to the needs of the local community.

The second workshop is also an appropriate time to arrange key dates for future meetings and to establish a communication strategy for the whole group. This part of the resource kit provides appropriate materials for the preparation of the second workshop as well as pro forma action records for the newly constituted working groups.

CONTENTS OF THIS PART:

Second Workshop Pro Forma Invitation






Second Workshop Presenters' Agenda

Second Workshop Public Agenda

Key Goals Activity

Key Goals Activity Prompts

WORKING GROUPS PRO FORMA ACTION RECORDS:

-  Careers Advice Pro forma
-  Community Team Pro forma
-  Employer Group Pro forma
-  Data Management Pro forma
-  Tracking & Monitoring Pro forma

Child Protection Legislation

YOUTH COMMITMENT SECOND WORKSHOP

SAMPLE INVITATION

The Macarthur Youth Commitment Interim Committee
comprising key regional agencies
invites you to attend a forum to introduce the

MACARTHUR YOUTH COMMITMENT

A Macarthur pilot of the National Youth Commitment strategy, an initiative of the Dusseldorp Skills Forum and the Enterprise and Career Education Foundation, is in the process of development. The interim committee now seeks wider collaboration and participation from Macarthur organisations including businesses willing to become involved in enhancing opportunities for youth in the region.

- Participants will be presented with an outline of the Youth Commitment strategy and implications for Macarthur
- Recommendations and options for future action will be presented based on the Environmental Scan
- Panel discussion will provide opportunities for participant input
- Future directions will be established

When: Wednesday 8 August 2001
8.30 am - 12.30 pm - light refreshments will be served
(registration from 8 am)

Where: Campbelltown Civic Centre
Cnr Queen & Broughton Streets, Campbelltown
(parking available in Broughton Street)

RSVP: 24 July 2001
Boomerang fax 4620 1865 or 4620 1925
Email: hillie.higson@tafensw.edu.au

For further information contact:

BOOMERANG FAX: (02) 4620 1865 or (02) 4620 1925

To: Macarthur Youth Commitment Interim Committee

From:

Organisation/Position:

Phone: Fax:

Email address:

Yes I will be attending the Forum on 8 August 2001

No, thank you I will not be attending

If numbers permit, I would like the person named below to attend

Name:

Organisation/Position:

Contact details: Phone: Fax:

Email address:

YOUTH COMMITMENT SECOND WORKSHOP

PRESENTERS' AGENDA

<Insert region> YOUTH COMMITMENT
COMMUNITY FORUM

8.45	Welcome	Senior regional spokesperson
8.50	Introductions <ul style="list-style-type: none"> • Facilitator introduce his/her role • Introduction at tables (planning committee and other folk who know about the YC, to introduce themselves and lead discussion - red dot for them?) • Brief outline of purpose of the day - emphasis on action • Who has been invited and why • National context • Mention lunch 	Facilitator
9.00	Setting the Scene <ul style="list-style-type: none"> • Background to host network (members of planning committee), activities to date • Note that this group has committed to the YC, and now inviting broader rep of community organisations to come on board • Why your organisations were invited • Link to national group • Why we are interested in the Youth Commitment? • We have accomplished a lot already, but a lot of room for collaborative approach on prevention • Introduce other relevant organisations, eg, DSF 	Regional Coordinator / Presenter

9:10	<p>Workshop - Purpose, objectives, format</p> <ul style="list-style-type: none"> • Outline background and history to YC • Explore opportunity for <insert region> YC • Examine the implications of the Youth Commitment for each of our organisations and how it could benefit us • Identify organisations willing to participate • Determine commitment to specific action • Outline format for the workshop 	Facilitator
9:15	<p>The Youth Commitment (Goals, rationale, elements) And its local context - <insert region> environmental scan</p> <p>(ie, combine these two presentations, to blend local and national data and diagnosis, or keep them separate if this is more appropriate)</p> <p>The first component (national YC) should be based on the presentation done at the first workshop. Issues to highlight:</p> <ul style="list-style-type: none"> • Target all youth, but especially those at risk of not completing year 12 • Preventative • Not a "model", but practical framework for collaborative action, building on existing networks, services, capabilities • Introduce Regional Environmental Scan, and link it to the core elements • Scenarios 	<p>Regional coordinator/ Presenter</p> <p>ES consultant</p>
10:15	<p>YC - Group activity</p> <p>Activity to discuss the key goals/elements/issues</p> <ol style="list-style-type: none"> 1. What is your initial 'gut feeling' and 2. What could be the value of this to our community? 3. What is the value to our organisations (Does the YC, and its core elements address our needs in <insert region>) 	<p>Facilitator</p> <p>Prompt sheet to record outcomes (hand this in at the end)</p>

10:30	MORNING TEA	
10:50	Group Activity Report back (Just a couple of comments from each group)	
11.00	<p>Action Strategies</p> <p>Present OH on options for action - four major working parties, and Steering group</p> <p>1. Steering Group Link YC core elements to <insert region> networks Put up a preferred model</p> <ul style="list-style-type: none"> a. Working party representatives plus a few very committed others from a range of stakeholders b. Senior people, with capacity to drive the work, CEO endorsement for their involvement <p>Regional coordinator to present a model and get endorsement to the basic structure. Planning group to set this up.</p> <p>Ask plenary group to approve general approach, add names, suggest, express interest. But planning group to resolve this issue. Don't get caught up in this, especially in issues of equal representation. These should be resolved over time.</p>	Facilitator

	<p>Action Strategies continued...</p> <p>2. Working Groups</p> <p>Present options for four key groups. Brief outline of roles/activities. Seek general endorsement of this model (or amend as required).</p> <p>IF when endorsed, ask participants to declare interest in one group (if they want) - sort themselves into tables, or groups of tables.</p> <p>Planning group members to facilitate at these tables (maybe have a colour dot on their name tags so they are easy to identify)</p> <p>Seek expressions of interest from each attendee in a particular working party (or even a sub group)</p> <p>Then ask the prospective groups to convene and discuss (use an action pro forma)</p> <ul style="list-style-type: none"> • What's involved, key activities • Who else need to be part of this (suggestions about people not at this meeting) <p>If the group is too big, who would like to be the formal working group? When/where do they meet to start?</p>	
--	--	--

12:00	<p>Next Steps</p> <ul style="list-style-type: none"> ▪ Participants indicate interest in proceeding ▪ Confirm members for sub groups ▪ Arrange key dates for next meetings / or a process for this ▪ Request people to take Youth Commitment concept and discuss it with your respective organizations - to seek in principle commitment to proceeding towards achieving a Commitment. ▪ Anticipate/discuss what the National Group will do ▪ Establish or outline a communication structure for the whole group 	Facilitator
	Close and Thanks	Senior region rep

Resource list

Overheads

Attendance sheet

Copies (summaries of Environmental Scan - though everyone should have already received a summary)

Action pro formas

Evaluation sheet

YOUTH COMMITMENT SECOND WORKSHOP PUBLIC AGENDA

(insert region) YOUTH COMMITMENT COMMUNITY FORUM (Date, venue)

- 8.45 Welcome from**
(identify person and role)
- 8.50 Introductions**
Facilitator (name)
- 9.0 Setting the Scene**
Regional coordinator/presenter
- 9.10 Workshop - Purpose, objectives, format**
Facilitator
- 9.15 The Youth Commitment (Goals, rationale, elements)
And its local context - <insert region> Environment Scan**
Local presenter
ES consultant
- 9.40 Youth Commitment - Group activity**
Facilitator
- 10.30 Morning Tea**
- 11.0 Action Strategies**
Facilitator
- 12.0 Next Steps**
Facilitator
- 12:05 Closing remarks**
Senior local rep

YOUTH COMMITMENT SECOND WORKSHOP

KEY GOALS ACTIVITY

Scribe/Spokesperson's Notes

1. What is your initial 'gut feeling' and

2. What could be the value of this to our community?

YOUTH COMMITMENT SECOND WORKSHOP

KEY GOALS ACTIVITY PROMPTS

Activity to discuss the issues surrounding the key goals of a Youth Commitment:

1. What is your initial 'gut feeling' and
 2. What could be the value of this to our community?
- Facilitators to seek a spokesperson and timekeeper from each table.
 - Each person has 30secs - uninterrupted - to say what they're feeling about the idea of a Youth Commitment in <INSERT REGION>
 - Facilitators then to get some discussion going about the value of this to the <INSERT REGION> Community - recording key responses.

Some possible responses (for prompting):

- The opportunity to work with a small number of the participating regions to develop alternate funding arrangements involving pooled Commonwealth and/or State funds;
- The opportunity to learn from other regions in Australia regarding their responses to similar situations
- The opportunity to share local expertise with other regions facing similar problems
- The opportunity to work collaboratively with other people in the region to provide a more cohesive, integrated response to the needs of young people

WORKING GROUPS ACTION RECORDS

CAREERS ADVICE SAMPLE PRO FORMA

PART A:

Group Members & Contact Details

<u>Name</u>	<u>Organisation</u>	<u>Telephone</u>	<u>Email</u>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

KEY CONTACT PERSON:

Goal: Careers advice and guidance that draws on community links and meets the needs of all students especially those leaving school before completing year 12.

Actions:

1. Career Mentoring (Plan-It Youth)

Other Actions:

2.
3.
4.
5.

Others Who Could / Should be Involved in this Group:

.....

PART B:

Meeting Frequency:

Meeting Venue:

Means of Communication:

Next Meeting Date & Time:

PART C:

Relevant Baseline Data (insert actual data):

Indicators of Improvement:

Milestones & Time Lines:

Review Dates:

Actions to be completed by next meeting:

Action	Responsibility

WORKING GROUPS ACTION RECORDS

COMMUNITY TEAM SAMPLE PRO FORMA

PART A:

Group Members & Contact Details

<u>Name</u>	<u>Organisation</u>	<u>Telephone</u>	<u>Email</u>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

KEY CONTACT PERSON:

Goal: A Community Team to manage Student Information & Student Support

Actions:

1. Development of an individual ‘passport’ for each student that would record both school and non-school activities. The passport would be used by each of the community agencies coming into contact with young people: schools and teachers; TAFE; Centrelink; Job Network; non-government agencies; local government etc. It would record academic achievements; part-time work responsibilities, skills and achievements; voluntary activities, skills and achievements; it would record the goals and objectives of the young person and the interventions and plan of assistance being provided by each agency. It would be a means through which

young people could take more active control of the transition and would assist in the co-ordination of service delivery for individual young people.

2. The development of Personal Action Plans for all secondary students.
3. Access for those young people leaving school before completing Year 12 to skilled transition brokers co-ordinated by the Community Partnership with responsibility for case managing the transition.

Other Actions:

4.
5.
6.
7.

Others Who Could/Should be Involved in this Group:

.....
.....
.....
.....
.....

PART B:

Meeting Frequency:

Meeting Venue:

Means of Communication:

Next Meeting Date & Time:

PART C:

Relevant Baseline Data (insert actual data):

Indicators of Improvement:

Milestones & Time Lines:

Review Dates:

Actions to be completed by next meeting;

Action	Responsibility

<h1 style="margin: 0;">WORKING GROUPS ACTION RECORDS</h1> <h2 style="margin: 0;">EMPLOYER GROUP SAMPLE PRO FORMA</h2>

PART A:

Group Members & Contact Details

<u>Name</u>	<u>Organisation</u>	<u>Telephone</u>	<u>Email</u>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

KEY CONTACT PERSON:

Goal: Employers taking an active role in ensuring young people have positive employment opportunities and creating new labour market opportunities through the Community Partnership.

Actions:

1. Provision of more Structured Work Placements
2. Providing Mentoring support
3. Increasing the number of Traineeships and Apprenticeships
4. Developing a system of managed casual employment

Other Actions:

5.
6.
7.
8.

Others Who Could/Should be Involved in this Group:

.....

.....

.....

.....

.....

PART B:

Meeting Frequency:

Meeting Venue:

Means of Communication:

Next Meeting Date & Time:

PART C:

Relevant Baseline Data (insert actual data):

Indicators of Improvement:

Milestones & Time Lines:

Review Dates:

Actions to be completed by next meeting:

Action	Responsibility

<h2 style="margin: 0;">WORKING GROUPS ACTION RECORDS</h2> <h3 style="margin: 0;">DATA MANAGEMENT SAMPLE PRO FORMA</h3>
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PART A:

Group Members & Contact Details

<u>Name</u>	<u>Organisation</u>	<u>Telephone</u>	<u>Email</u>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

KEY CONTACT PERSON:

Goal: Development of clearly identified benchmarks and indicators with periodic evaluation against these both for the Youth Commitment Committee and individual key stakeholders.

Actions:

1. Survey all current year 9, 10 & 11 students to determine scope of current school leaver problem
2. Develop systems of annual reporting (in May each year) on the status of the following indicators
3. Increasing the proportion of 16 year and 17 year olds staying in education (secondary or TAFE or other education)

4. Increasing the number of & percentage of employers providing structured work placements for secondary school students
5. Increasing the proportion of school leavers completing Year 12 or equivalent
6. Increasing the proportion of school leavers who are aware and make use of appropriate programs and services
7. Increasing the proportion of school leavers achieving an employment and structured training outcome (apprenticeship & traineeship commencement)
8. Increasing the proportion of school leavers in the local area who are employed.
9. Increase the proportion of school leavers who see themselves as socially competent, healthy (physically and emotionally) self reliant and engaged.
10. Decrease the proportion of school leavers who are not in full-time or part-time employment and not in full-time education

Other Actions:

11.
12.
13.
14.

Others Who Could/Should be Involved in this Group:

.....

.....

Youth Participation/Consultation:

Outline how, when and where you would involve young people in these activities.

.....
.....
.....
.....

PART B:

Meeting Frequency:

Meeting Venue:

Means of Communication:

Next Meeting Date & Time:

PART C:

Relevant Baseline Data (insert actual data):

Indicators of Improvement:

Milestones & Time Lines:

Review Dates:

Actions to be completed by next meeting:

Action	Responsibility

WORKING GROUPS ACTION RECORDS TRACKING & MONITORING PRO FORMA
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PART A:

Group Members & Contact Details

<u>Name</u>	<u>Organisation</u>	<u>Telephone</u>	<u>Email</u>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

KEY CONTACT PERSON:

Goal: Tracking and Monitoring Arrangements in Place for All School Leavers

Actions:

1. Common Exit Procedures for all Schools
2. School Leavers Guide
3. Student Destination Surveys Conducted Annually

Other Actions:

4.
5.
6.
7.

Others Who Could/Should be Involved in this Group:

.....

.....

.....

.....

.....

PART B:

Meeting Frequency:

Meeting Venue:

Means of Communication:

Next Meeting Date & Time:

PART C:

Relevant Baseline Data (insert actual data):

- Student Destinations

- School Retention Rates

Indicators of Improvement:

Milestones & Time Lines:

Review Dates:

Actions to be completed by next meeting:

Action	Responsibility

CHILD PROTECTION LEGISLATION

Child Protection Legislation

As the Youth Commitment project involves young people there are certain procedures that need to be put in place to ensure the protection of the young people involved. For Youth Commitment projects in NSW the guidelines set out below must be addressed at the second workshop - for other states/territories please check with your relevant government department (ie, DET) regarding child protection legislation, policy and procedures in your state/territory.

In NSW:-

- Anyone who is over 18 and working with young people in the community (in particular the group looking at 'involvement of young people') must complete a probity declaration through the NSW Dept of Education and once cleared, be issued with a number.
- Until this process has been completed the group is not to arrange to meet unless it is in school time on school premises, under the direct supervision of a teacher.

This is following standard NSW Dept of Education guidelines.

PART F

THE STRATEGIC PLAN

After the second workshop the Management Committee, driven particularly by the Planning and Working Groups should be in a good position to begin detailed planning for the future. Based on the work done by the working groups, the Strategic Plan should address the issues facing young people in terms of learning and work. It should include:

- The Vision Statement
- A Statement of Purpose
- Key Areas for Action
- Management and Sustainability Strategy
- Baseline Data
- Proposed Goals
- Proposed Actions for each goal
- Proposed Outcomes/ Measures
- Resource Implications

Once the Strategic Plan has been agreed upon by the Management Committee it should be circulated to the stakeholders for discussion, comment and subsequent alteration. Once agreed upon, a Spirit of Cooperation Agreement should be circulated and signed off by the Stakeholders. This agreement commits the stakeholders to implementing the strategies within the plan and secures agreement and participation for future collaborative actions. Whilst this part of the resource kit provides examples of Strategic plans and Spirit of Co-operation Agreements, it must be stressed that any Spirit of Cooperation Agreement or strategic plan needs to be formulated at a local level in response to local needs and conditions, in order to be effective.

CONTENTS OF THIS PART:

1. Sample Spirit of Cooperation Agreement Incorporating a Five Year Plan

The following document is coming soon:

2. Sample Strategic Plan from Gold Coast Youth Commitment

STRATEGIC PLANNING

SAMPLE SPIRIT OF COOPERATION AGREEMENT/ FIVE YEAR PLAN

SPIRIT OF COOPERATION AGREEMENT

_____ YOUTH COMMITMENT

The purpose of this agreement is to formalise arrangements between agencies, organisations and businesses supporting the _____ Youth Commitment.

The specific purpose of the Statement of Agreement is to

1. Confirm the objectives of the _____ Youth Commitment (YC).
2. Establish comprehensive communication strategies to involve members of the YC in achieving those goals and objectives.
3. Commit to management and funding arrangements for the YC for the year _____.
4. Commit to collectively using best endeavours to undertake the proposed work identified in the key elements of the YC.
5. Commit to identifying organisational accountability within each YC organisation for achievement of YC objectives.
6. Commit to the privacy principles outlined in Appendix C of this document.

GENERAL CONDITION - AUTONOMY OF MEMBERS

Nothing in the agreement affects the right of any agency, organisations or businesses to participate in any activity including with limitation the carrying out of other projects and the formation of alliances that are unrelated to the YC.

DURATION OF AGREEMENT

This Statement of Agreement will operate for the year _____ with a review in _____.

STATEMENT OF AGREEMENT

All parties to the Spirit of Cooperation Agreement agree to the following objectives, key elements, membership and management structure, and financial arrangements.

OBJECTIVES OF THE _____ YOUTH COMMITMENT

The broad vision of the YC is to enhance the capacity of young people in the _____ region to be active, independent citizens. The Commitment will increase the level of community engagement in expanding work and learning opportunities in _____, in partnership with young people.

In the long term this will be realised by:

- ❖ providing all young people with the opportunity and support to complete Year 12 or its equivalent;
- ❖ being flexible about the nature of this equivalence, which will be defined by the needs and aspirations of young people themselves;
- ❖ developing new learning, training, employment and further education options for young people to achieve these goals;
- ❖ exploring new work placement, work opportunities, skill development, and community support structures for young people to achieve these goals;
- ❖ establishing a school and community based mediating structure that will assist young people, as teenagers and as young adults, to meet their needs in terms of knowledge, learning, the labour market and the transition to adulthood;
- ❖ develop and customise the curriculum provision of schools, TAFE and other training providers to better support the aspirations of young people;
- ❖ developing innovative and collaborative arrangements between key providers of employment, education, training and personal support services.

OPERATING PRINCIPLES

Goals and measures of progress towards these goals will guide the YC. These will be incorporated into this Spirit of Cooperation Agreement and will be reflected in the annual plans of each organisation. This is an attempt to provide complete service coverage for young people through collaboration on an ongoing basis

***Local Government will promote the development of an overarching Youth Commitment in the municipality and will monitor its progress. The YC reinforces Council's existing development of integrated opportunities in education, learning and work in _____.

Schools will gradually evolve into broader learning centres, committed to laying the foundations for lifelong learning for all, enabling teenagers to cross between formal learning, informal learning, work placement, and employment. Other education and training providers will seek to expand pathways for young people in co-operation with schools.

Employers will be encouraged to develop stronger relationships with schools and other youth agencies, and take responsibility for further skill development and enhanced training of their labour force, developing career paths in conjunction with young people, and contributing to the structures that will deliver this Commitment to young people.

Community support and employment placement agencies will continue to work in co-operation with education and training providers towards developing employment, education, training and support services which improve access for those most disadvantaged in the labour market.

YC members will gradually integrate their expertise, knowledge, networks and other resources with others and broker the relationships and services with young people that will enable them to realise the Commitment.

OUTCOMES

As a direct result of the _____ Youth Commitment there will be, over time:

- ❖ improved mobility by young people between school, further education, training and work;
- ❖ learning and training environments actively re-engaging disaffected young people;
- ❖ improved curriculum, organisational arrangements and support options in schools and TAFE;
- ❖ an informed community supporting the objectives of the YC;
- ❖ increased employment opportunities for young people;
- ❖ better accessed and distributed part-time employment opportunities for young people while at school and in entry level employment;
- ❖ pathways and options that enable casual and temporary work to be transformed into more stable employment where appropriate;
- ❖ more comprehensive preparation for stable employment through schools and TAFE and forms of work placement;
- ❖ deeper and sustained employer commitment to structured training and workplace learning for younger people;
- ❖ strengthened integration of community service, education and employment sectors ensuring clear, seamless and signposted provision of programs and services that meet the needs of young people;
- ❖ individual case management, mentoring or other forms of direct support for each young person to enable them to realise their goals in terms of learning, work and citizenship.

KEY ELEMENTS OF THE YC IN THE YEAR _____

In _____, YC members will commit to the following

1. Baseline measurement

As a baseline, the YC will identify the number of 19-year-olds in the _____ region who, at the end of 1998, were not in full-time education or employment, or were in part-time employment with no training or were not in the labour market. Young people will usually have left school for at least one year when this measure is taken so it offers a universal and comparable guide to achievement.

2. Goals and measures towards goals

Proposed goals and measure outlined in Appendix A are stage one of an extended process that will develop further measures relating to all stakeholders in the YC. YC members commit to supporting this collaborative process and to measuring their organisation's performance in relation to the goals set.

3. Transition Brokers ****

- ◆ Schools that commit to the YC endorse in principle support for introduction of Transition Brokers or a Transition Team to track and provide individual support to early school leavers. In _____, this would be reflected in a review of current resources to identify ways to enhance the School Leavers Destination Project in each school.
- ◆ YC members, particularly schools, will identify extra resources for School Transition Brokers and will collaborate to attract those resources to local schools.

4. Developing a Community Team

- ◆ Relevant YC members will support development of a Community Team by including participation in the Community Team in the work plan of appropriate operational staff. (see Appendix B)
- ◆ YC members commit to incorporating recommendations from the Community Team (where appropriate and relevant) into the annual planning process of their organisations.
- ◆ Members will commit to continuing collaboration with other YC organisations to advocate for new resources and to model processes that address issues raised.

5. Expanding education, training and employment options to meet the needs of all young people. Currently a range of initiatives exist, including school/industry links, TAFE taster programs, New Apprenticeships, VET in schools programs, prevocational programs mentoring young people and _____.

- ◆ YC members will commit to actively expanding these initiatives and creating links between sectors in order to expand opportunities for young people.
- ◆ YC members will support activities that develop an effective youth voice in the _____ region, particularly on education and employment issues. This would translate into membership of the Management Committee of the YC and into initiatives that provide an ongoing forum for feedback on relevant issues.

6. Expand employment options

Employment options will grow as the region grows. The YC will actively support initiatives to increase the take-up of young staff by local employers. YC Organisations will investigate new opportunities so that links between education, training, employment brokers and employers continue to expand for young people.

7. Ongoing sign-up of organisations to the YC, particularly employers

Employers are a particular focus for activity as this constituency has a crucial role in securing the Youth Commitment into the future. Events which improve links between employers, schools, community agencies and young people will be a focus. The Employer Reference Group will guide the development of these events and will encourage other employers to become YC members.

PRINCIPLES FOR ONGOING FUNDING OF THE YC

Stage One

That each YC organisation should continue to attract funds for projects appropriate to their sector, with accountabilities remaining within the organisation which is successful.

That projects funded in this way should reflect the objectives and goals of the YC. Member organisations should inform the management committee when applications for funding have been made, and whether they are successful.

Stage Two

That the YC work towards developing a fund to support both infrastructure and projects for the YC.

For this stage to proceed YC should be positioned to demonstrate:

- ◆ commitment from key stakeholders;
- ◆ outcomes from development projects, particularly school to work/further education transition projects
- ◆ involvement of young people
- ◆ links with employment and training outcomes for young people
- ◆ working relationships with established programs and agencies (eg Jobs Pathway Programme; Job Network; Centrelink; Council)
- ◆ community recognition

MEMBERSHIP AND MANAGEMENT OF THE YC

The following is proposed for membership and management of the YC.

1. All who sign the Spirit of Cooperation Agreement are members of the YC.
Membership is open to agencies, organisations, government departments and businesses located or operational in the _____ region.
2. The following organisations/sectors/constituencies are stakeholders for the purpose of nominating members of the Management Group for the YC, provided they are located or are operational in the _____ region and are members of the YC.

Young people

Schools

TAFE Institutes

Employers

Adult, Community and Further Education

Community Youth Services

Local Councillors

Centrelink
Universities
Employment Placement Providers
Group Training

3. That 'young people' is a constituency but individual membership of the YC is not necessary in order to nominate for membership of the Management Group.
4. 'Community Youth Services' constituency comprises YC community agencies offering youth services
5. Each stakeholder/constituency will have one position on the Management Group except for those nominated below.
 - ◆ _____ will nominate one employer and the Area Consultative Committee will nominate one employer.
 - ◆ Schools may have two nominees, at least one of whom is a member of the YC Community Team and one is a principal of a YC member school.
 - ◆ Two position(s) for young people will be available but will be vacant until there is more involvement of young people in the YC. However, this should be finalised by _____.

All positions for _____ will be nominated and voted on by stakeholders by _____.

ROLE OF THE MANAGEMENT GROUP

The Management Group will:

- ◆ manage the directions set by the YC members on an annual basis.

- ◆ negotiate on behalf of members of the YC for funding available under Stage Two financial arrangements.
- ◆ authorise expenditure of funds available under Stage Two funding arrangements so as to reflect the key elements of the YC.
- ◆ circulate a newsletter by fax / e-mail / post every two months to keep members up to date.

The Management Group will meet monthly.

The Management Group will be in place from _____ to _____, when a review of the structure and management of the YC will take place at a member report back meeting.

YC MEMBER MEETINGS

YC members will meet three times a year for a report back on progress and to set new directions as necessary. Extra meetings of the members will be called as necessary to discuss issues for which the Management Group needs further endorsement such as the need to apply within a certain timeframe for a grant or put in a submission that needs to be discussed quickly.

LOCATION OF OPERATIONAL STAFF

It is proposed that YC members agree on the future location of operational staff should funds be available to continue this work. The Management Group should consider this prior to funds becoming available and make a recommendation to members.

YC FINANCIAL ARRANGEMENTS FOR THE PURPOSES OF RECEIVING FUNDS UNDER STAGE TWO

Should funding be available to the YC under Stage Two of Principles for Ongoing Funding of the YC (see previously in this document) the Management Committee will recommend to members an appropriate funds arrangement.

TERMINATION OF AND WITHDRAWAL FROM AGREEMENT

Without limitation, members may by written notice to the Management Group, immediately withdraw from this agreement.

VARIATION AND REVIEW OF AGREEMENT

Proposals for variations to this Agreement must be put in writing to the Management Group for consideration by all members.

PRINCIPAL CONTACTS

All YC members will nominate a person as the principal contact to facilitate communication between all members.

AGREEMENT

Signature _____

Name (Block Letters) _____

Authorised Signatory of _____

(Insert name of agency/organisation/business)

Date _____

Witnessed by
(signature) _____

Name (block letters) _____

PRINCIPAL CONTACT PERSON FOR THE YC

Name _____

Position _____

Postal Address (inc postcode)

Street Address (if different to postal address)

Phone _____ Fax _____

Email _____

APPENDIX A

YOUTH COMMITMENT FIVE YEAR PLAN

Measuring progress

Schools and Youth Commitment

Indicators will be developed for other YC sectors and organisations.

<u>Goal</u>	<u>Indicator</u>	<u>Data source and timing</u>	<u>Responsibility for data collection</u>
<u>Schools</u>			
Learning and training environments actively re-engaging disaffected young people	1. Proportion of 16 year and 17 year olds staying in education (secondary or TAFE or other education) five and twelve months after leaving secondary school compared with State and National profiles	School admin records and survey of school leavers five and twelve months after leaving secondary school and relevant ABS Labour Force Survey data	Secondary schools for information on current students and YC for information on school leavers
An informed community supporting the objectives of the YC	2. Proportion of parents of school students in Years 10, 11 & 12 who are aware, accept, promote and are involved in delivering the objectives of the YC	School based survey of parents	Secondary schools

Deeper and sustained employer commitment to structured training and workplace learning for younger people	3. Number of & percentage increase since previous year in employers providing structured work placements for secondary school students & average duration of the work placements compared with State and National profiles	School records and national survey of school industry programs (Enterprise and Career Education Foundation)	Secondary schools
Improved mobility by young people between education, training and work	4. Proportion of school leavers completing Year 12 or equivalent in the _____ area compared with State and National profiles;	School records and State Education and DETYA data	Secondary schools

Goal**Indicator****Data source and timing****Responsibility for data collection****Youth Commitment**

Strengthened integration of community service, education and employment sectors ensuring clear, seamless and signposted provision of programs and services that meet the needs of young people	5. Proportion of school leavers five months after leaving school who are aware and make use of appropriate programs and services	Survey of school leavers five months and twelve months after leaving school	YC
	6. Proportion of school leavers five months after leaving school achieving an employment and structured training outcome (apprenticeship & traineeship commencement) compared with State-wide data	Survey of school leavers and data from relevant State Federal governments.	YC
	7. Proportion of school leavers employed in local area compared to proportion employed outside local area five and twelve months after leaving school	Survey of school leavers five months and twelve months after leaving school	YC

	8. Proportion of school leavers who see themselves as socially competent, healthy (physically and emotionally) self reliant and engaged five and twelve months after leaving school	Survey of school leavers five months and twelve months after leaving school	YC
Increased employment opportunities for young people	9. Young people at risk in the _____ area compared with State and national profiles: Proportion of school leavers who are in full-time or part-time employment and not in full-time education in May of year after leaving school	Survey of school leavers five months after leaving school and ABS Labour force data	YC

APPENDIX B

YOUTH COMMITMENT EMPLOYMENT AND EDUCATION BROKERAGE

Over the last _____ months, YC organisations have discussed the idea of providing a comprehensive support system for every young person making the transition from school to further education and to work.

The key agency working with young people is the school, at least until the compulsory school leaving age. The curriculum and organisational structure of schools are key factors in preparing young people for their transition. But once a student leaves, the school's role ends. Who is there to assist in a successful transition?

TRANSITION BROKER / MANAGER AT SCHOOL

On the basis that schools are the key organisation working with young people, extra support is required at the point of exit in every school. One suggestion is that each school should have a Transition Manager. Having a dedicated person ensures accountability for each student making a managed transition and ensures that each young person has the ongoing support needed beyond the time they exit school.

The profile of an ideal Transition Manager is a person who

- ◆ wants to work one to one with students
- ◆ is committed to providing intensive support when necessary
- ◆ advocates for students
- ◆ understands school organisation and processes in order to clarify various roles
- ◆ is experienced in liaison between school and community
- ◆ has good knowledge of local support services
- ◆ knows the personnel and programs available at TAFE and in the community

SCHOOL SUPPORT FOR THE TRANSITION BROKER / MANAGER

Careers teachers already have a wide range of responsibilities other than careers program development. Many combine VET coordination, classroom teaching, work experience coordination with delivery of careers information and individual career planning. In this situation it is unrealistic to expect careers teachers to add on the intense support to exiting students and the tracking of exiting students, which underpins the transition role.

*****It would be useful to review school staffing roles in relation to the suggested qualities of a Transition Manager as outlined above. It is likely that a combination of the work undertaken by Student Welfare Coordinators, Career teachers and Year Level Coordinators would be the basis of the Transition Manager role as a teaching or discipline role in itself can interfere with an advocacy role.

YC COMMUNITY TEAM

In reviewing the elements of a good system to support each young person, it is clear that much is already there. We have schools, TAFE, University, Adult Community Education, employers, employment placement providers, the Jobs Pathway Programme, Centrelink, community support agencies and Council youth support staff. Our collective efforts to develop the Youth Commitment have forged new relationships between providers, which can now be expressed as commitment to a Community Team. This Team comprises one staff member in each YC agency meeting regularly.

It is suggested that the Community Team be accommodated as follows.

- ◆ The YC Community team meets at least twice a term
- ◆ Schools provide a minimum of two hours of school time for careers teachers or an appropriate person to attend the meeting
- ◆ That this be included in the position description for the nominated person

- ◆ That the meetings be held either at the start of the day or late afternoon, say 2.30 pm to 5 pm
- ◆ That if careers teachers need to meet without other providers that this meeting occur first (eg 2.30 to 3.30pm).

This has the potential to open up discussion between teachers and other providers which could assist individual students and program planning in schools and other YC organisations in an ongoing way.

ROLE OF THE COMMUNITY TEAM

The YC Community Team will comprise all the agencies working with young people on employment and education issues. The Team will discuss issues and initiatives in each sector and will provide an ongoing sounding board for new idea. Through using common processes and agreed referrals, gaps in services will begin to emerge. The YC Community Team should meet regularly to ensure processes are working and to discuss these gaps. While there may be a demand and supply problem, there is the possibility that TAFE, school and Adult Community Providers can plan new services if they know the size of the population which may want to access them.

Working with young people with multiple barriers to successful transition

As the YC Community Team develops its professional relationships, there is scope to work collectively to address the needs of individual young people.

Using the model of a case conference amongst the team, the monthly meetings could have time to review a certain number of young people in detail in order to identify the best 'agency' or a package of services to assist at that time. Those who need this intensive support will usually have a range of issues to address. They are likely to be clients of community agencies or those jobseekers who need a range of supports to sustain an employment or training place. The sharing of information about a client and his/her family will only occur with written consent by them, or within their presence. This will occur within the policies of confidentiality that the community

agency adheres to. The young person will have the process explained to them and choose to be part of the process, knowing who else will have access to their information.

In this way there is potential to ensure a universal service that has the capacity to focus more intense effort on the needs of people who are now marginalised.

A COMMON CLIENT INFORMATION FORM

The Community Team would use a common registration form and a common format for development of an Education and Employment Action Plan to use with each young person. This Plan would identify the steps required to meet goals, and the agencies/people who can assist at each stage.

School Transition Managers and Jobs Pathway staff will undertake much of the assessment work. Community agencies would use the form with their clients if employment and education goals were necessary. Employment placement agencies would use it with a young person where appropriate.

The information form may identify issues which the young person needs to address before an education/employment placement is secured, or which require ongoing support. Any referral for these purposes would be confidential and would meet the privacy principles outlined in the Spirit of Agreement.

EDUCATION TO EMPLOYMENT PASSPORT

The Action Plan developed is effectively the passport the young person takes to other agencies, along with school and work documents as necessary. The passport facilitates referral by identifying the goals and the agreed plan as the young person presents at a referral agency. As noted above, it need not identify any confidential information.

This would reduce the need for the young person having to repeat his/her story and avoid duplication of data collection tasks.

A subset of the passport would be documents an employer would need eg school and work details. A resume would be an additional document.

DATA COLLECTION

One advantage of working as a Community Team is the possibility to capture reliable data on numbers of young people with multiple barriers and the transparency or otherwise of the pathways available to all young people.

This positions the community well for any ongoing service development opportunities. It provides an ongoing method to measure progress towards service improvement and is a platform for change.

YC AMBASSADOR WITHIN YOUR ORGANISATION

It is crucial that an ongoing process of developing indicators of progress is established to provide feedback on how each school/organisation is faring in relation to agreed goals for employment and further education for young people. The process of developing these indicators for YC organisations requires all staff to consider the issues and is thus a vehicle for this ownership to develop. In the first instance, the YC Community Team person in conjunction with senior staff have key roles in developing staff understanding of the goals of the YC. Senior staff have a particular role to ensure up-to-date data input, analysis and feedback within their organisation in relation to YC performance indicators in order to monitor progress over time. The Community Team member and the senior staff in the organisation between them are the 'drivers' for the YC within their organisation.

WHY EMBRACE THIS IDEA?

The YC Community Team has the potential to provide a real safety net for young people leaving school or those who have left and are seeking employment or education. The team approach would offer a dynamic environment for change - as a community we can respond quickly to emerging needs, we can address the needs of

those young people with a range of barriers to successful transition through case conferencing and we can develop our knowledge of the size of any problems emerging. We will be well positioned to respond to broader policy initiatives which address issues of youth unemployment and transition from school to work because we will know our community and we will have systems in place to address needs.

APPENDIX C

INFORMATION PRIVACY PRINCIPLES

The following principles and their explanation are the basis of information transfer between members of the YC Community Team.

Principle 1

Purpose of Collection of Personal Information

Limits the information which can be collected by YC members to that which is relevant to a function or activity of the member in relation to the YC. The onus is placed on the collector to justify why certain information is being collected.

Principle 2

Source of Personal Information

Ensures that the individual maintains control over who their personal details are given to by stating that information should only be collected from the individual concerned (except in certain circumstances).

Principle 3

Providing Notification when Personal Information is Collected

Ensures that individuals are aware of what their information will be used for, who will have access to it and their own rights of access. This assists in achieving an appropriate level of openness about how an individual's information is handled.

Principle 4

Manner of Collection of Personal Information

Prevents undue pressure or coercion being placed on the individual when information is being collected, and ensures that staff are sensitive to the particular circumstances when information is collected.

Principle 5

Storage, Security and Transmission of Personal Information

Prevents other individuals and organisations from obtaining access to personal information when they are not authorised to. Without adequate security safeguards, there is the risk that personal information could be misused or inappropriately disclosed.

Principle 6

Maintaining a Policy of Openness

Makes explicit the requirement for personal information to be handled in an open and accountable manner.

Principle 7

Right of Access to Personal Information

Ensures that the individual is able to find out what information the YC member holds about them.

Principle 8

Correction and Accuracy of Personal Information

Permits individuals to seek correction of information held about them where they believe it is incorrect. There is an onus on the YC member to keep any information they hold up-to-date, accurate, complete and not misleading. This ensures that all decisions are based on information which is both current and correct.

Principle 9

Retention and Disposal of Personal Information

Places an obligation on the YC member to retain information where this is required, and to make sure information is disposed in a secure manner when it is no longer required. This prevents any possible future misuse of information.

Principle 10

Limits on Use and Disclosure of Personal Information

Places limits on the extent to which information can be used within the YC organisation, and also on the circumstances in which information can be released to other organisations.

Principle 11

Unique Identifiers

Provides guidance on assigning and using unique identifiers to ensure they are used in an appropriate manner.

Principle 12

Compliance Audits

Assesses the extent to which the YC member is complying with the Information Privacy Principles.

APPENDIX D

DEFINITIONS

_____ Youth Commitment

Stakeholders in the _____ region agree to collaborate to improve the social safety net for school leavers and young jobseekers in order to enhance the capacity of young people in the region to be active, independent citizens.

Privacy Principles

These are the basis of information transfer about particular young people between YC organisations.

Case Management

This term is used to describe individual support over time for young people to assist with meeting the employment, education and training goals established at the point of exit from school or in discussion with a YC organisation.

Year 12 or its equivalent

It is the goal of the YC to encourage development of a range of employment, education and training options for young people beyond the compulsory years of schooling in order to meet diverse needs and interests.

Transition Manager

This role is assigned within schools to a person or a team to ensure that all school leavers, particularly those not completing Year 12, are aware of the employment, education and training options available to them once they leave school, and the support available through community, local Council and government agencies should they need it. Ideally a transition manager or team will follow up early school leavers over the course of a year to assist should there be a problem gaining access to employment and education some time after leaving school.

YC Community Team

This comprises a staff member from each local YC school and YC agencies who are working directly with young people (operational staff). It will include staff in the Jobs Pathway Programme, Centrelink, Housing, Council youth staff, Job Network, Group Training and any other project staff whose focus is on transition from school to work. The Community Team will, over time, provide opportunities for the full range of agencies to work together to address the needs of particular young people with multiple barriers to employment, education and training. It will identify gaps in services and will propose to YC agencies and the Management Group ways to improve collaboration and service delivery to provide seamless service to young people.

Education to Employment passport

This is held by each school leaver and comprises personal contact details, school history, information which forms the basis of a Resume, and an Action Plan which identifies the employment and education goals of the young person and the people who can assist. As the young person moves between agencies eg Centrelink to Job Network, the Passport assists the agency to move quickly to identify the assistance already given and that further required.

PART G

TOOLS & RESOURCES FOR IMPLEMENTATION

This part of the resource kit provides a variety of samples, tools and resources which your Youth Commitment may find useful in implementing strategies undertaken in your local area.

CONTENTS OF THIS PART:

1. Whittlesea Community Team Manual
This is a separate document, access it at www.dsf.org.au/nyc/howto.html
2. Whittlesea Youth Commitment Passport
This is a separate document, access it at www.dsf.org.au/nyc/howto.html
3. Whittlesea Youth Commitment Personal Action Plan
4. Transition Broker Proposal
5. Transition Broker Job Description
6. Potential Early School Leavers Survey
7. Tracking Survey
8. How to Get Ahead in 2000 – A Guide to Career, Education & Training Options at School & in Wagga Wagga

For more information and a copy contact:-

Wagga Wagga Compact

Debbie Castle

Suite 10, 66-70 Coleman Street

WAGGA WAGGA

NSW 2650


Phone: (02) 6925 7300

Fax: (02) 6925 0148

Email: compact@wagga.net.au

Relevant Documents

9. Plan-It Youth Manual (Mentoring)  See <http://www.dsf.org/planityouth/>

10. School Leavers' Guide prepared by the Gold Coast Youth Commitment 

For more information contact:-

Gold Coast Youth Commitment

Andrea Meredith

SCISCO


PO Box 1730

Broadbeach QLD 4218

Phone: 07 5538 6600

Fax: 07 5538 6645

Email: mereditha@ozemail.com.au

11. School Leavers' Guide prepared by the Whittlesea Youth Commitment 

For more information contact:-

Ian Harrison - Whittlesea Youth Commitment

RMIT Bundoora West Campus

NIECAP, RMIT

Plenty Road

Bundoora VIC 3083

Phone: 03 9925 7202

Fax: 03 9467 8583

Email: ian.harrison@rmit.edu.au

**WHITTLESEA YOUTH COMMITMENT
PERSONAL ACTION PLANNER**

**PERSONAL ACTION
PLANNER**

**YOUR GUIDE
TO
GOAL SETTING
AND
CAREER
PLANNING**

CONTENTS

TOPIC	PAGE
Introduction	3
Your Personal Goals	4
Your Career Goals	5
Developing Your Career Path	6
Creating Your Career Path Diagram	8
Next Steps	9

INTRODUCTION

What is a Personal Action Plan?

Developing a Personal Action Plan is a process of working out and planning what you want to achieve in both your personal and working life. It enables you to set small achievable milestones and plan each stage of your development.

The activities which follow need to be regularly reviewed and changed to suit your circumstances. You should seek advice from a mentor, co-worker or family friend when you are developing this plan to ensure that the goals and targets you have set yourself are achievable.

Remember the golden rule of Personal Action Planning is to be SMART.

S ensible

M anageable

A chievable

R ealistic

T argets

YOUR PERSONAL GOALS

Goal setting is an important part of planning. Fill in the chart below, listing your goals in order of preference (number 1 being the most important). Review this chart monthly and make any necessary changes.

PERSONAL PLANNING CHART			
	GOALS: What do I want to achieve?	PLANS: Tasks I need to complete to reach these goals	OUTCOMES: When will my tasks be complete?
PERSONAL eg. Get fit	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
EDUCATION/ TRAINING eg. Year 10 Certificate, Driver's Licence, First Aid Certificate	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
OTHER eg. Religion, athletics, volunteer work	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

YOUR CAREER GOALS

The first step towards reaching your career goal is to identify and plan how you will do it. Use the following chart to assist you.

CAREER GOALS CHART			
	People and resources I can go to for more information	Courses required/ recommended	Skills and qualities I need
Career Option 1 _____ 	<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • •
Career Option 2 _____ 	<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • •
Career Option 3 _____ 	<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • •

DEVELOPING YOUR CAREER PATH

A “career path” can be mapped by answering the following four questions in order (1 - 4), from the past to the present and future:



4

Where do I see myself in the long term (two years time)?

3

Where do I see myself in the short term (12 months time)?

2

Where am I now?

1

Where have I been?

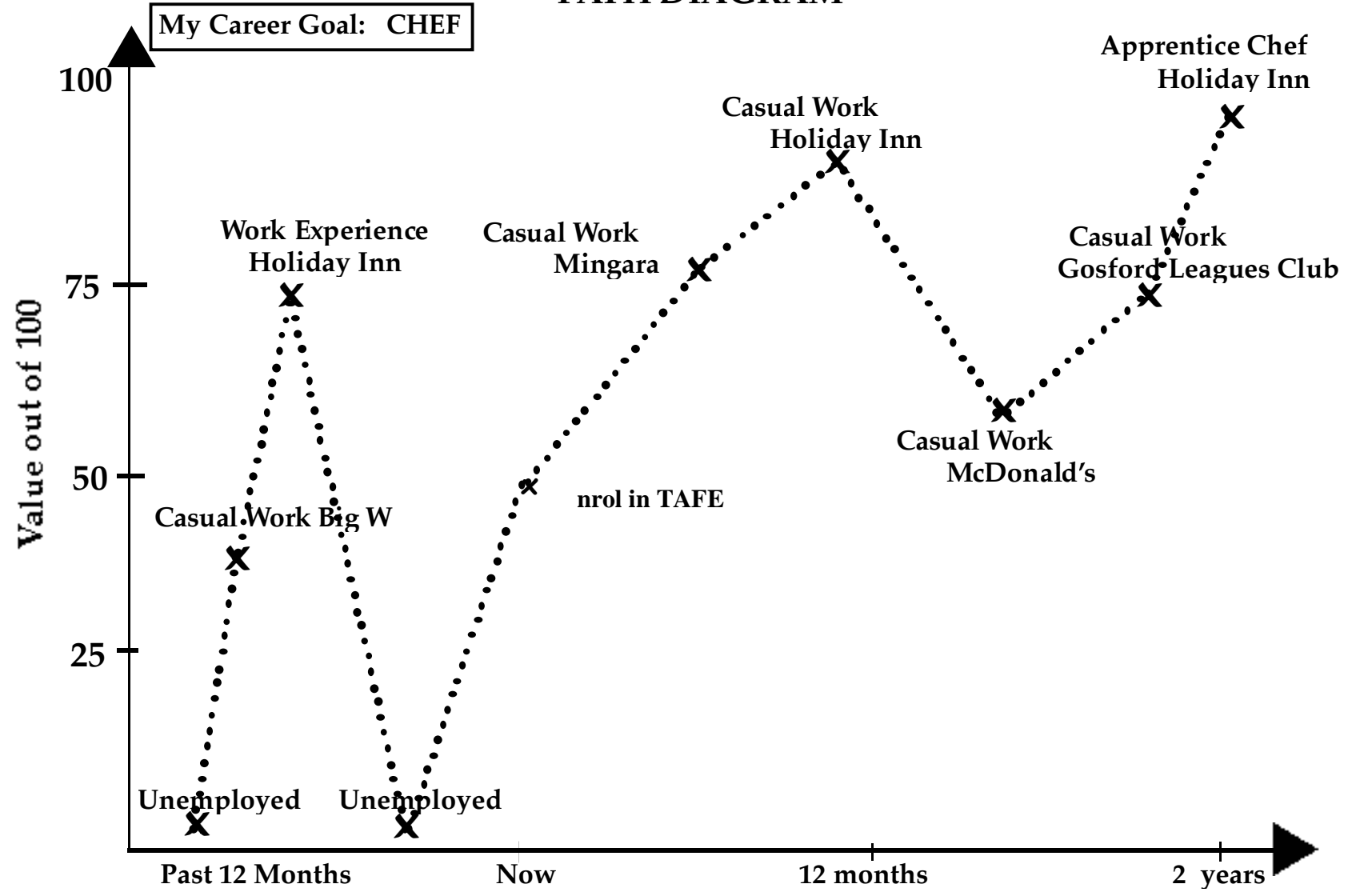
HOW AM I GOING TO GET THERE?

Use this information to help draw a Career Path Diagram.

On the following page is an example of a Career Path Diagram.

Each landmark or activity is rated out of 100 as to its value towards the career objectives.

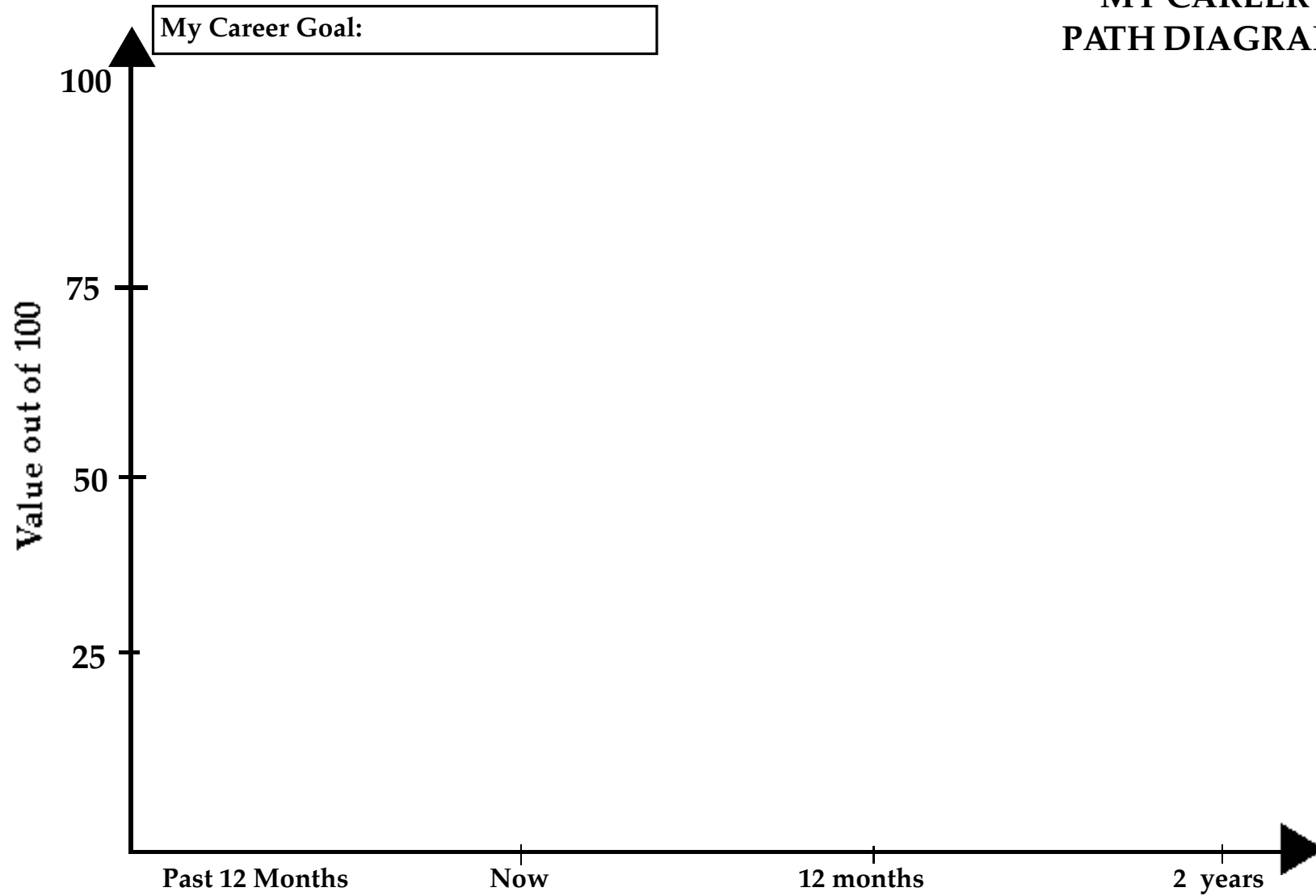
MY CAREER PATH DIAGRAM



CREATING YOUR CAREER PATH DIAGRAM

Draw your own Career Path Diagram noting significant 'Landmarks' along the way.

MY CAREER PATH DIAGRAM



NEXT STEPS

Your Personal Action Plan should identify steps to be taken between now and your next review. This may be with your school's Careers Advisor, your workplace supervisor, your mentor, your parents or your transition broker

My next review session will be with.....

Date.....Venue.....

Between now and my next review, my major goal is:

Other goals I aim to achieve before my next meeting are:

To reach these goals I need to:

The resources I will use are:

I will know my plan is working if:

TRANSITION BROKER PROPOSAL

..... Youth Commitment Transition Manager Proposal

AIM:

To provide support to all potential early school leavers in the Youth Commitment area to ensure that every student leaving school before completing year 12 has secured a place in employment, training or education or is actively engaged in job search activities.

METHOD:

- Survey all year 9, 10 and 11 students in the Youth Commitment schools to identify those students considering leaving school in 2000.
- Employ 3 additional transition managers to supplement the existing full-time position.
- Allocate a broker to each school based on the needs identified by the survey.
- Ensure each student identified in the survey is matched with a broker and that the broker meets the needs of that student in terms of:
 1. Clarifying the student's reasons for wanting to leave school;
 2. Assisting in the decision-making process including re-engaging those potential early school leavers into schooling;
 3. Providing support to the leavers to ensure a successful transition from school;
 4. Follow up each leaver until the desired outcome is reached; and,
 5. Continue to follow up as required in order to secure and sustain the placement until.....

FUNDING:

Funding for this project will be provided by

The brokers will be employed directly by with day-to-day management of the project delegated to a nominated representative. A planning and support group for the brokers will meet monthly and will comprise the following:

1. Principals' Representative
2. The Brokers (new and existing)
3.
4.

This group will review progress towards agreed targets, deal with issues as they arise and confirm plans for the following month.

As the employer will negotiate appropriate employment contracts and conditions.

ADDITIONAL SUPPORT:

For this project to be successful..... is seeking support from schools and/or other organisations to provide appropriate space in schools for counselling, dedicated computer access for the broker, access to students and support from teachers and principals to promote the concept to students.

TRANSITION BROKER

SAMPLE POSITION DESCRIPTION



WHITTLESEA YOUTH COMMITMENT

SCHOOL-TO-WORK

TRANSITION BROKERAGE/CASE MANAGEMENT

These new positions will be working with young people, schools and services participating in the Whittlesea Youth Commitment (WYC). In particular brokers will be relating to students, staff and the communities of eight colleges located within the City of Whittlesea. Epping Secondary College, Lalor SC, Lalor North SC, Mill Park SC, Peter Lalor SC, Thomastown SC, Whittlesea SC and St Monica's College are the participating schools. The eight schools have been working collaboratively as part of the WYC since June 1999.

The objective is to provide support to all potential early school leavers in the Whittlesea Youth Commitment area to ensure that every student leaving school before completing year 12 has secured a place in employment, training or education or is actively engaged in job search activities.

The positions involve working with students who are deemed 'at risk' of leaving school early providing case management using a brokerage approach

among local service providers. The brokers will provide individual support to maintain these young people in further education, training or employment. The brokers will directly follow up individuals, particularly those in Years 9, 10 and 11, and act as a 'bridge' between the colleges and existing agencies such as Jobs Pathway Program and Job Network organisations.

CONTRACT: 38 HOUR WEEK

SALARY: \$35,000 pro rata

General Work Description

The key tasks involve providing vocational counselling, sharing accurate and up to date information about local industry and introducing the client group to: Job Network agencies, Centrelink, Jobs Pathway Program in the North, Training institutions, other Secondary Colleges and community based organisations. A central activity is assisting young people to examine and act on their education, employment and training options, and to assist them to develop job search skills and general life skills.

The transition brokers will be responsible for ensuring each student identified through a survey of potential early school leavers (which is currently being administered by Whittlesea schools) is counselled and assessed and that the broker meets the needs of that student in terms of:

- Clarifying the student's reasons for wanting to leave school
- Assisting in the decision-making process including re-engaging potential early school leavers into schooling
- Providing support to the leavers to ensure a successful transition from school
- Follow up each leaver until the desired outcome is reached

- Continue to follow up as required in order to secure and sustain the placement until end February 2001

For administrative purposes the brokers will be based at Mill Park Secondary College senior campus and at Peter Lalor Secondary College. However brokers will be allocated to schools based substantially on the needs identified by the survey of potential early school leavers that is currently being undertaken.

Features of the position

The brokers will be employed directly by the with day-to-day management and co-ordination being delegated to a nominated representative..

A planning and support group for the brokers will meet monthly and will comprise the following:

1.
2.
3.
4.

This group will review progress towards agreed targets, deal with issues as they arise and confirm plans for the following month.

Brokers will be required to evaluate and establish trends and patterns and make recommendations to the participating schools for program development. Attending and contributing information and updated reports at Whittlesea Youth Commitment meetings are part of the general activity.

The targets for service delivery will be determined by the survey of potential early school leavers, and by tracking students who have already left in school year 2000.

Key Selection Criteria

1. Substantial relevant experience working in the education, employment & training fields
2. A working knowledge of secondary schools, further education and training institutions and employment and job network related agencies
3. Very good organisational and administration skills
4. Well developed written and oral communication skills including the ability to provide concise reports and prepare correspondence and deal with a wide range of individuals including teachers, students, parents and staff from various community organisations
5. Computer and keyboard skills and knowledge of Access and Windows '98
6. Ability to operate as part of a team
7. Demonstrated ability in an understanding of 'client confidentiality'

For further information contact:

POTENTIAL EARLY SCHOOL LEAVERS SURVEY

Name..... Year.....

At this stage I think I will be continuing at school next year

or

I intend to leave school during or at the end of this year

or

I intend to leave school when I get a job

If you think you'll be leaving before completing Year 12 Please tick below where you think you will go when you leave school – you can tick more than one eg TAFE and part-time work

TAFE

Full-time work

Part-time or casual work

Apprenticeship.....What industry?.....

Traineeship What industry?.....

Don't know

Other

EARLY SCHOOL LEAVERS TRACKING SURVEY

DATE.....

SURNAME.....

FIRST NAME..... SEX MALE FEMALE

CONTACT DETAILS:

STREET ADDRESS.....

SUBURB / TOWN.....

STATE.....POSTCODE.....

PHONE NUMBER ().....EMAIL.....

LEFT SCHOOL IN YEAR 9 10 11 12

CURRENT ACTIVITY

▪ EMPLOYED? YES NO

▪ IF YES APPRENTICE? YES NO

TRAINEE? YES NO

- EMPLOYED FULL TIME PART TIME CASUAL (F/T OR P/T)
- JOB TITLE.....
- INDUSTRY.....
- NAME OF EMPLOYER.....
- LENGTH OF EMPLOYMENT.....
- SATISFACTION WITH EMPLOYMENT.....
-
-
-
-

IF NOT EMPLOYED

- LOOKING FOR WORK? YES NO
- LOOKING FOR TRAINING? YES NO
- REGISTERED WITH CENTRELINK? YES NO
- ARE YOU REGISTERED WITH OTHER AGENCIES EG. JOB NETWORK,
JOBS PATHWAYS PROGRAM, JPET?.....
-
-
- LENGTH OF UNEMPLOYMENT.....
- TYPE OF WORK/TRAINING BEING SOUGHT.....
-
-
-

IN EDUCATION OR TRAINING?

YES

NO

▪ INSTITUTION.....

▪ COURSE.....

▪ STATUS

F/T

P/T_

ALL PARTICIPANTS

▪ FUTURE GOALS.....

.....

.....

.....

.....

NEEDS FURTHER FOLLOW-UP / REFERRAL

YES

NO

NAME OF INTERVIEWER:.....

HOW TO GET AHEAD – CAREER, EDUCATION & TRAINING OPTIONS GUIDE

HOW TO GET AHEAD IN 2000...

A GUIDE TO CAREER, EDUCATION & TRAINING OPTIONS AT SCHOOL & IN WAGGA WAGGA

This project took place in Wagga Wagga and involved local school students in the research, design and writing of a guide to career, education and training options within their own schools and the local area. The following steps outlined below, led to the production of the booklet, which was then distributed to all Year 9 and 10 school students in the Wagga Wagga area.

1. Firstly, one team of students per school was recruited for the project – the organisers tried to get all 10 schools in the area to each put in a team but ultimately only 5 schools participated.
2. A full workshop day was arranged for all the teams to get to know one another. This day was held outside of the school environment. The day involved ice-breakers and team building exercises. Then the students brainstormed what they thought should be included in the booklet. Many different topics were written up on the whiteboard and each team nominated which topic they wanted to research and report on.
3. The students then had around 6 weeks to research and prepare the information. Each participating school gave the students around 2 periods per week to work on this (some did it instead of sport - others did it instead of science - some had to do it in their lunch breaks).

4. All students then met up again for another full day workshop and reported to the whole group on their findings. When the content was agreed on, the students then sat down with butchers paper and worked out how they wanted the information to be presented in the booklet. Then they put all their butchers paper up on the wall, decided on what order the topics went in and debated on what needed to be changed.

5. Then came the biggest challenge of what to call the booklet. The students wanted it to be a double meaning and something catchy and thought that “Get Ahead in 2000” was quite good - although originally they did want to call it “How To Get A Head Job” !!!

6. An external person then designed the booklet exactly how the students had planned. (However, now that there are so many capable IT students in Year 11 & 12 this would be a great project for them - next time).

7. An official launch of the booklet was held which we luckily coincided with a visit to Wagga from Dr Kemp who attended and officially launched the booklet. This was very exciting for the students and they were really proud of their achievements. The booklet was also advertised in the paper for Youth Week.

8. The booklets went out to every student in Year 9 & 10 in the Wagga Wagga area.

For more information regarding the production of this booklet contact:-

Wagga Wagga Compact

Phone: (02) 6925 7300

Debbie Castle

Fax: (02) 6925 0148

Suite 10, 66-70 Coleman Street

Email: compact@wagga.net.au

Wagga Wagga

NSW 2650