

# **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](http://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**<sup>1</sup>; **How Young People are Faring 1999** and 2000<sup>2</sup>; **Transition from Education to Work**<sup>3</sup>; **Longitudinal Surveys of Australian Youth** updates and reports<sup>4</sup>; **Footprints to the Future** (the Eldridge report)<sup>5</sup>; **Australian Apprenticeships: Facts, Fiction and the Future**<sup>6</sup>; and **Australian Social Trends 2000** and 2001<sup>7</sup>.

## 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

---

<sup>1</sup> Dusseldorp Skills Forum, Sydney, 1998 and 1999; [www.dsf.org.au](http://www.dsf.org.au)

<sup>2</sup> Dusseldorp Skills Forum, Sydney, 1999 and 2000; [www.dsf.org.au](http://www.dsf.org.au)

<sup>3</sup> Australian Bureau of Statistics, Canberra, annually, Cat. No. 6277.0; [www.abs.gov.au](http://www.abs.gov.au)

<sup>4</sup> 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](http://www.acer.edu.au)

<sup>5</sup> Prime Minister's Youth Pathways Action Plan Taskforce, DETYA and DFACS, Canberra, 2001; [www.youthpathways.gov.au/report.htm](http://www.youthpathways.gov.au/report.htm)

<sup>6</sup> National Centre for Vocational Education Research, Adelaide, 2001, & N. Smart (ed) **Australian Apprenticeships, Selected Readings**, NCVER, Adelaide, 2001; [www.ncver.edu.au](http://www.ncver.edu.au)

<sup>7</sup> Australian Bureau of Statistics, Canberra, annually, Cat. No. 4102.0; [www.abs.gov.au](http://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**

<b>TIME</b>	<b>ITEM</b>	<b>WHO</b>
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.