

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 ideas. 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.