

YOUTH TRANSITION SUPPORT INITIATIVE
PROVIDER REPORT AS AT 30 JUNE 2008



Organisation: Connect Central, St Lukes Anglicare

Local Learning and Employment Network Area: Goldfields

Participant and Outcome Data

Participants

Number of Referrals (including self referrals)	80
Number of ineligible referrals	42

Time spent on 'not signed' young people was approximately 67 hours
:

Outline main reasons for ineligibility: <ul style="list-style-type: none">• Still in education/training• Already in JPET, Intensive support or YP• Completed year 12 or equivalent• Age• Declined service /will not engage• Required information only• Referred to another service due to lack of capacity
--

Target Number of Participants: 100

Number of Participants carried over from 2007	106
Number of Additional Participants from 1 Jan 2008	38

Were all participants within the LLEN area?

Yes **No** (please circle)

If No, indicate percentage of caseload from adjoining areas.

Approximately 0.72% (no service in that area)

Do you expect to reach the target participant number by 31 December 2008?

Yes No (please circle)

If No, outline the strategies you will put in place to reach the target:

Is there currently a waiting list for assistance? **Not at this stage**

If Yes, outline strategy for managing the waiting list; **Young people referred to other services for support**

Current caseload per Transition Support Worker:	30
---	----

If current caseloads are higher than 30, please outline strategies for managing caseloads to reduce caseload size.

Summarise the major barriers faced by participants

- **Lack of stable housing**
- **Mental Health**
- **Emotional issues**
- **Problematic family relationships/conflict**
- **Drug and Alcohol abuse**
- **Low level literacy/numeracy**
- **Financial**
- **Lack of positive support**
- **Community reputation**

Assistance Provided

Main forms of assistance required:

- **Training**
- **Pathway development**
- **Advocacy**
- **Personal Support**
- **Job search assistance**
- **Centrelink support / advocacy**
- **Professional counselling**
- **Financial**
- **Motivational**
- **Self advocacy**
- **Ongoing career advice**
- **Referral / links to other services**

**YOUTH TRANSITION SUPPORT INITIATIVE
PROVIDER REPORT AS AT 30 JUNE 2008**

3

Key agencies providing support:

Name of Organisation	Support Provided
St Lukes Anglicare	Housing, family services, youth resource team, ICMS
YSAS	Drug and Alcohol
Community Health	D & A, personal counselling, health
BAE, DHS, Golden City Support	Disability support
Youth Justice, Various	Legal support
Various	Private psychologists
CAMHS	Mental health
Loddon Mallee Women's Health	Women's health, pregnancy
Centrelink, Community Health	Indigenous

Early Exits since 1 January 2008

Type of Exit	Number of Participants
Sustainable option	27
Alternative program	12
Relocation	18
Not participating	25
Sustainable option unlikely	3
Transition worker at risk	-

'Not participating' includes 'unable to contact'

Engagement with Education, Training and Employment

Participants are connected with education, training and employment during assistance. These placements last for a range of time periods and may be concurrent. The following table is provided to assist providers to report on placements of varying lengths.

Period of placement	Number of placements
Less than 1 month	13
1 to less than 2 months	7
2 to less than 3 months	9
3 to less than 4 months	3
4 to less than 5 months	2
5 to less than 6 months	1

These figures include 3 completed Cert I and 4 completed Cert II.

**YOUTH TRANSITION SUPPORT INITIATIVE
PROVIDER REPORT AS AT 30 JUNE 2008**

Outcomes

An outcome is defined as an education, training or employment outcome that has been sustained for a continuous six month period.

The following tables summarises outcomes achieved since 1 Jan 2008:
Education and Training Outcomes

Provider	Course	Number of Participants
School	Year 10 or below	5
	VCE	1
	VCAL Foundation	4
	VCAL Intermediate	1
	VCAL Senior	
TAFE provider	Certificate I	
	Certificate II	
	Certificate III	
	Certificate IV	
	Other	
ACE provider	Certificate I	2
	Certificate II	2
	Certificate III	
	Certificate IV	
	Other	
Private registered training organisation	Certificate I	1
	Certificate II	3
	Certificate III	1
	Certificate IV	1
	Other	3

Employment Outcomes

Employment	Number of Participants
Part Time	
Full Time	3
Apprenticeship	
Traineeship	

NB- 8 young people completed multiple transitions as part of their 6 month outcome. In addition to the above figures there were also 2 completed year 10, 1 engaged in VCE, 1 Cert I, 2 engaged in Cert II, 2 part time and 3 full time employment.

Other Outcomes

Assistance provided is likely to also result in a range of outcomes not defined above. Please provide a short summary of the key outcomes achieved through the assistance provided. This information will be used to assist in developing a reporting framework for these outcomes.

- Stabilised housing
- Reconnection to family / improved family relationships
- Reduced D & A use
- Engaging in mental health services /improved mental health
- Improved self esteem- self confidence
- Stabilised income
- Increased social connectedness
- Support networks developed
- Improved health

Case Studies

Case studies provide a useful means of illustrating the work undertaken with the program and the outcomes achieved. Please provide two case studies as an attachment to this report. The case studies should illustrate:

- Barriers faced by the participant
- Strategies used to support the participant
- Other agencies engaged to provide support
- Outcomes achieved (both education, training and employment and other outcomes)

Refer appendix A and B

Evaluation by Provider

Provide a summary of evaluation findings to date. This summary should include the following information:

- summary of evaluation process conducted
- source of findings
- critical success factors identified
- barriers to success
- suggested changes to guidelines or program operation

Evaluation Process

- Analysis of data sheet information
- Trends of pathway / transition plan preferences.
- identification and feedback relating to demand of available spaces in or the need for new training
- Feedback form to be completed by young person generally at end of service. There have been a minimal number of these done at random for current clients.

- Journaling of anecdotal information / individual success stories from young people and parents.
- Interviews to be conducted by team leader and program manager (not for all clients)
- Group discussion/ forums (not for all clients) to be completed by December 2008
- Young people sustaining outcomes obviously supports the effectiveness of our work
- General feedback from other services relating to the assessment, assistance and support phases.
- Leadership group. Up to 15 workers from other services to discuss a range of issues and adopt a collaborative approach to positive changes in service delivery for young people in our community at a ground level. These have not been held in 2008 due to staff shortages, however will be re-established in July 2008.
- Committee of Management meeting to discuss issues and strategies at an organisational leadership level.
- School exit data

Our findings indicate

- There is clearly a significant demand for YTSI or similar support services within the region. YTSI and JPET combined targets continue to be met. We rolled over 106 clients to start the 2008 year and have had limited capacity to pick up all young people who are in need of YTSI support.
- A case management approach adopted by programs such as the Youth Transition Support Initiative and Youth Pathways Programme (YPP) is clearly assisting our young people to get back on track.
- Youth support workers on the ground desire an integrated and coordinated approach to youth support in the LGA's covered by Connect Central. This approach identifies lead workers who can coordinate a team approach to service delivery. This also can assist with balancing client case loads between services to identify which service currently has capacity to take on new clients.
- Vocational and training support of young people can only be truly effective if local education, training and employment programs provide opportunities that meet the needs of these young people.
- There needs to be sufficient time within our program to provide a quality case management and support service. Unfortunately due to illness there have been 2 YTSI staff members absent for extended periods. This has resulted in a number of young people not being contacted for some time, which has been reflected in active participation rates.
- Gaps in training available to young people at certain times of the year have been identified, with limited options available mid term/semester. This has been addressed to some extent through consultation and collaboration with training providers to offer courses at staggered start times or on a flexible basis. Barriers (other than personal) to participation in programs can still include lack of flexible entry/enrolment, cost of service delivery and lack of transport.
- Young people engaged in the program are generally feeling supported and listened to. They can become aware of pathway options that they had previously not known about, or how to access. Once again this level of support has been affected by staff levels.

- An integrated and collaborative approach allows us to “value add” to service providers. The response relating to referrals from other services/organisations has been largely attributed to the strength of relationships with those services. The collaborative and consultative commitment given by the members of the consortium and partners has continued to see constant referrals and consultations from a range of sources.
- The collaborative approach of Connect Central has resulted in new initiatives in the delivery of training options.
- We continue to see a small number of under 15s requesting service and also have had requests from 7-10 colleges for a service to be available for young people within the school system.
- We have had several referrals from within the mainstream education system young people who have been exited by the school. We have advocated on behalf of these young people resulting in re entry into mainstream education.

Critical Success Factors

- Establishment of a well skilled YTSI team
- The ability to provide an outreach service
- Effective communication strategies within our team including daily debriefing, regular weekly bumps so all staff are aware of progress/issues for individual clients, workload tasks and strategies.
- Fortnightly supervision sessions to talk about case work, practice reflection, highlights and achievements, wellbeing issues, job satisfaction and professional development.
- We have adopted a lead management philosophy using strength based practice and choice theory frameworks.
- Creation of a bridging program to met the needs of highly disengaged clients. This has been negotiated with TAFE and will commence in semester 2, 2008.
- Continued positive relationship with local Centrelink youth office. There is a level of mutual trust and respect between Centrelink and YTSI workers and this relationship is considered invaluable for client support and navigation of the system.
- Continued variety and accessibility of course options,
- Flexible training options,
- Identification and advocacy to fill service gaps,
- Community support and collaboration
- Liaison and relationships with training providers to communicate identified needs
- Establishing trust and rapport with clients, with the time to be able to support this relationship within caseload demands.
- Voluntary participation in the program promotes engagement and ownership
- Developing links with employers to provide work experience and employment opportunities.
- Young pregnant and young women’s self esteem and personal development program to provide support and information to the young people.
- Strength of the Consortium and the availability of a partnership officer through the GLEEN

Barriers

- The ability to communicate with young people by phone is essential for effective job search. Many do not have this resource available to them.
- A lack of stable accommodation or environment significantly effects sustained participation in employment, education or training.
- Inability or confidence to access public transport. Public transport times are very limited, especially in outlying areas, and do not often arrive at the desired destination in time to meet employment or training requirements.
- Insufficient time to build and maintain relationships with clients due to case demands, and the lack of staff due to illness.
- Managing and coping with Centrelink process and requirements
- Lack of family or significant other support
- Low levels of literacy and or numeracy,
- Lack of options for 15 year olds who have left mainstream education. Other 'suitable' providers are not willing to take 15 year olds. This includes TAFE, ACE and RTO's.
- Secondary schools have exited young people in the under 16 age group with no alternative pathways or support for enrolment at a new school. They have not always been prepared to negotiate an alternative learning plan for currently enrolled 'at risk' students to remain at their existing school.

Suggested Changes to Guidelines

- The 6 months sustainable participation as an outcome be reduced to 4 months.
This would allow for reflection of a Certificate II course (year 12 equivalency) to be recognised.
- A review be undertaken to determine if across the education and training sector that
Cert. II courses are actually being recognised as year 12 equivalent, and are providing similar transition opportunities to those students that have completed year 12.
- There needs to be an allowance for personal development or overcoming barriers to be recognised as outcomes. We acknowledge that this is currently in the YTSI planning stage.
- An extra column be added to the current data sheet to allow recording of an exit date from training, education in addition to the 'completion date' column.

**Prepared by:
Coral Hogan
Team Leader
Connect Central YTSI**

Endorsed by (signature):

**John Bonnice, General Manager, St Lukes Anglicare
July 7th 2008**

**APPENDIX A
Danielle Cain**

A 17yr indigenous client came into Connect Central in early 2007.

The young person was a mother of an infant child who was out of her care. The young person had completed grade six and had attempted year 7 but had not been in school for over four years.

In mid 2007, the young person again fell pregnant. The young person sought options for her pregnancy with the support of the case manager. The young person decided to continue with her pregnancy.

Connect Central ran a young pregnant and parenting program in late 2007. This was the first time this young person had been engaged in any program in three years. She also demonstrated leadership qualities within this group setting.

The young person also faced other barriers such as drugs and alcohol, low literacy and numeracy, homelessness, family issues, emotional issues and also community reputation. The young person always relied on her workers for transport, which become a barrier when the workers refused to driver her places.

In early 2008, the young person had her second child as a single mother and her child was placed in DHS care at three months of age. The case manager supported the young person in her court appearances for her child.

The young person begun suffering from mental health issues and refused to see her children. She lacked motivation and engaged in high risk behaviour. The young person stayed connected to Connect Central, although at times demanded her file be ripped up and for her to be closed as a client. The young person would be offered time to think about her decisions and within 24 hours the young person would always call or text message the worker to ask for her file to remain open. She identified a positive, honest relationship with her Connect Central worker.

In May 2008, the young person and the case manager identified an appropriate course for the young person to complete. Certificate II in Hairdressing- 8 weeks full time and then 12 weeks of 2 hours per week job search. The young person failed to attend two enrolment interviews that the case manager had arranged. On the day of the course starting the young person made her own way (used public transport in the first time in a long time) to the course, enrolled and in her first lunch break of the course brought herself a push bike for transport.

The young person is now attending the course every day, has reengaged with services, and also had contact with her two children for the first time in two months. This young person is a clear example of how barriers can be overcome and how important a purposeful course, as well as appropriate support can make a positive change for a young person's world.

Other support services involved were DHS, Intensive Case management (St Lukes) and local health services.

**APPENDIX B
Sophie Rose**

Dean was 17 when he first came to Connect Central. He was facing many barriers including bullying from his previous education provider, conflict from within the family, income insecurity and homelessness.

Dean had been disconnected from mainstream education for 2 years; his last experience of school left him angry as he dealt with a lot of bullying from staff within. The first step that Dean and the Connect Central case manager undertook was the identification of his skills and his goals for the future. Dean was very interested in becoming a P.E. teacher when he was older but didn't know how to accomplish this.

After researching the pathway into teaching it was evident that Dean would have to return to school. Dean was happy to enrol in the local school, Connect Central advocated with Dean at returning to mainstream school which resulted in him being able to undertake year 11 and work experience in his area of interest.

Connect Central case manager organised ongoing work experience through the local YMCA enabling Dean to be credited toward his school work.

There were some problems early on which nearly resulted in expulsion, but with Connect Central involvement a very concise and relevant education plan and program was developed, this allowed all stakeholders to be aware of Dean's progress and plans allowing early identification of any possible problems.

During Dean's involvement with Connect Central assistance has been provided by local agencies including the Indigenous officer at Centrelink and the Supported housing team at St Lukes.

For Dean the past six months have seen many changes. He is successfully undertaking a full time study at a mainstream secondary school, he is preparing to complete his year 12 in 2009 with the support from the school. Dean is undertaking work experience with the YMCA working with primary school aged children. Dean has secured housing and a steady form of income, this has been achieved through Dean's perseverance and added support from Connect Central.