



*Esk Integrated Family Support project*

# Project report

Project processes, findings, outcomes,  
and recommendations

July 2009

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*Good thinking*

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## Summary

During 2008 and early 2009, the Esk Integrated Family Support Project set out to strengthen young people and their families in the Brisbane Valley (that is, the former Esk Shire) through:

- improved collaboration between community, service providers, educational institutions and government
- the establishment of a case management model to achieve integrated delivery of support services.

The project was funded by Department of Communities through *Building Links*, and was managed by Esk/Kilcoy Community Support Association (EKCSA), Ipswich Community Youth Service and the UQ Boilerhouse Community Engagement Centre.

The project arose out of the Esk Shire Service Integration Report completed in 2006, which highlighted the need for improved service delivery to young people. The Esk Integrated Family Support Project aimed to support development of collaborative case management as a way to improve coordination and delivery of services in a constrained resource environment.

The project highlighted a number of significant needs for young people in the Brisbane Valley. It focused on the two local high schools as the centres for current service provision to young people in the absence of community-based youth services. School-based support staff who participated in the Esk Integrated Family Support Project identified critical issues for vulnerable young people as:

- homelessness and family breakdown (with homelessness ranging from occasional couch surfing to longer-term rough sleeping)
- health issues, particularly mental health issues including self harm and sexual health problems.

Activities undertaken through the project included:

- interviews with 31 workers from a range of organisations working in or around the Brisbane Valley
- a workshop with staff from both high schools to identify issues and priorities for action
- two collaboration workshops bringing together workers from specialist services with the school-based support staff
- a Collaboration Action Plan outlining actions to improve relationships, attract more resources and improve client service (see Appendix A).

While the project has made progress towards improving relationships between workers and services in the area, it became clear in the project scoping phase that there was insufficient capacity on the ground to deliver a case management model. The major reasons for this were:

- turnover in key staff and lapse of time between the Service Integration Project and this project, resulting in a loss of momentum
- loss of – or change in – a number of key services in the Brisbane Valley
- reported pressure on school support workers resulting in a focus on the need for additional resources and limited energy for a collaboration project
- the dominance of outpost workers in the service system, with a lack of people with a capacity for a coordinating role.

The collaboration research and case studies carried out for this project found that a number of factors are needed to make collaboration work in a local community including:

- a set of relationships which promote collaboration
- a strong spirit and shared intent towards collaboration
- a good level of local control over working arrangements, with support but not control from outside
- active facilitation and influencing to:

- get participation
- secure commitment
- create an environment conducive to productive joint work
- secretariat capacity
- developmental worker capacity
- time to build and re-build relationships
- skills in both collaboration and in the specific service tasks– high level for complex tasks
- cash and assets to fit the agreed tasks.

In the Brisbane Valley there are some significant strengths in the service system and the local communities, but none of the pre-requisites for collaboration are in place:

1. There are significant gaps in critical services for young people
2. The “outpost” and “outreach” models of service provision used in the Brisbane Valley lead to a lack of engagement in the absence of a robust local community sector
3. The communities in the area currently have limited internal capacity to respond to need or to advocate for change.

As an outcome of the Esk Integrated Family Support Project, two strategies are proposed for further development:

1. A strategy to **strengthen outpost and outreach services** – this work is underway through implementation of an action plan to deliver better relationships, new service responses and ongoing collaborative mechanisms for the Brisbane Valley.
2. A strategy to **strengthen local social infrastructure** – following on from a proposal by the Project Management Team for a place-based social infrastructure plan, a Regional Social Plan is being developed by partners including Ipswich City Council, Somerset Regional Council, Lockyer Valley Regional Council, Department of Communities, and Regional Development Australia Committee SEQ West.

## Introduction to report

This report documents the Esk Integrated Family Support project, which ran from May 2008 to April 2009 (although implementation of the action plan is ongoing). It presents the perspective of the consultants from 99 Consulting employed on the project, complemented by feedback from other stakeholders.

The report has three purposes:

- to provide a foundation for ongoing work on issues for young people in the Brisbane Valley
- to share learnings for other workers looking at this area or at other peri-urban communities with similar issues
- to provide a basis for reporting to the Department of Communities to acquit the project funding.

Section One of the report provides background on the project's history, funding, partners and objectives.

Section Two outlines the project process.

Section Three details findings and learnings from the project.

Section Four evaluates the project against the performance measures specified in the funding agreement with Department of Communities.

Section Five contains some recommendations for future work in the Brisbane Valley.

The report appendices include key documents from throughout the project.

# 1. Project background

## 1.1 History and location

The Esk Integrated Family Support Project was developed as one response to research carried out in 2006 for the West Moreton Regional Managers Coordination Network, a group made up of representatives from a range of government departments servicing Ipswich and surrounding areas.

The network commissioned a Service Integration Project which highlighted the need to improve service delivery to young people in the Brisbane Valley. Service provision issues for young people identified in the Esk Shire Service Integration Report 2006 include:

- isolation
- lack of facilities and services
- reliance on visiting services for more specialised needs
- difficulties in coordination among local and visiting services.

Esk/Kilcoy Community Support Association (EKCSA) undertook this research and has emerged as a lead agent to facilitate responses. In 2007, the Department of Communities invited EKCSA to apply for funding under the *Building Links* program to develop responses to some of the issues identified through the Service Integration Project.

The focal area for the Service Integration Project and the Esk Integrated Family Support Project was the Brisbane Valley, formerly Esk Shire and now part of the Somerset Regional Council. The area includes four main population centres – Esk, Toogoolawah, Fernvale and Lowood, and a number of smaller centres. The Service Integration Report highlighted the following characteristics of the area, which have been updated with 2006 Census data in the right hand column of the table where possible:

<b>Service Integration Report comment</b>	<b>Updated information where available</b>
Decentralisation with no obvious service centre	Confirmed through project consultation
Dispersal with many residents living outside towns	Confirmed through consultation – e.g. 13 primary schools feed to Lowood SHS
A geographic division between the younger, faster growing south (Lowood and Fernvale) and the older populations of the north (Esk and Toogoolawah)	The ABS 2006 Census confirms north of shire is older, with fewer families with children; lower household incomes and higher unemployment. For example in Fernvale, 29.4% of residents are under 15; while in Esk 16.6% are under 15. (The Queensland-wide figure is 20.7%)
Proportionally low levels of formal schooling and qualifications or post-school training and education, particularly in the north	Not addressed in project

Service Integration Report comment	Updated information where available
High proportions of families with dependent children particularly in Fernvale, and high proportion of single parent families particularly in Lowood	Lowood has about the same proportion of family households with dependent children (41.5%) as the whole of Queensland, while in Fernvale 49.2% of families are couples with dependent children. Single parent families are just above the Queensland proportion (15.9% of family households) in Lowood and Fernvale, and lower in the north of the Brisbane Valley
Proportionally low incomes and high levels of disadvantage as indicated by Socio Economic Index for Areas (SEIFA) and Youth Needs Index	Households incomes are significantly lower than the Queensland median (\$1,033/ week) across the Brisbane Valley (\$765/ week). However in Fernvale median household income was much higher at \$1,087.  The Brisbane Valley is in the most disadvantaged quarter of Queensland Statistical Local Areas according to the 2006 SEIFA.
Limited public transport and a reliance on private vehicle ownership	Confirmed by project consultation
High unemployment rates especially for young people	Apart from in Fernvale, unemployment rates were higher across the area than for Queensland as a whole.
Lack of economic diversity, with rural industries dominating	Not addressed through the project
Reliance on the private rental market and increasing rents.	While the area has very low proportions of public housing, it also much lower proportions of households that are renting rather than owning or purchasing their homes (18.9% of households renting) than Queensland overall (30% renting).

## 1.2 Funding

*Building Links* was part of the Queensland Government's Strengthening Non-Government Organisations' Shared and Collaborative Arrangements initiative, which aimed to assist non-government organisations improve client outcomes through the broad adoption of partnering and shared service arrangements.

The aim of *Building Links* was to provide flexible seeding grants to enable activities that lead to an increased sharing of services; such as the development and implementation of inter-agency protocols to share corporate services and resources or integrated service delivery.

The funding granted was \$49,815.

### 1.3 Objectives

The goal of the Esk Integrated Family Support project was to strengthen young people and families by integrating the delivery of support services through collaborative partnerships between community, service providers, educational institutions and government.

The aims of the project were to:

- identify key players
- build collaborative relationships
- develop required mechanisms for collaborative case management
- develop required mechanisms for collaborative projects.

### 1.4 Partners

Three organisations initiated the project and participated in a Project Management Group to oversee implementation. They were:

- Esk/Kilcoy Community Support Association (EKCSA)
- Ipswich Community Youth Service (ICYS)
- University of Queensland Boilerhouse Community Engagement Centre, Ipswich.

After an unsuccessful search to employ a project worker, the Project Management Group sought expressions of interest from consultants to undertake the project. 99 Consulting were the successful tenderers.

## 2. Project process

### 2.1 Project plan

In consultation with the Project Management Group, 99 Consulting developed a project plan outlining stages and key tasks throughout the project. This original project plan was based on the intention to develop and trial a case management model through an action research approach. It is summarised below.

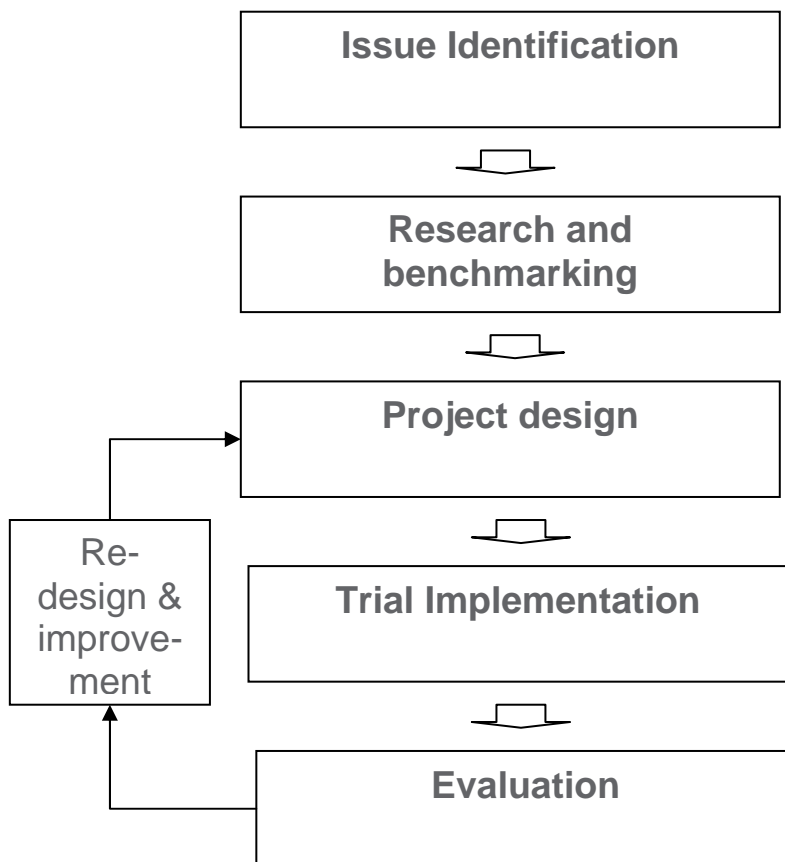
Project Stage	Aims and key tasks
<p>Project design in collaboration with Project Partners.</p> <p>Formalise Project Management Group</p>	<p><i>Aims</i> The aim of this phase is to develop and agree a project plan.</p> <p><i>Key Tasks</i> Finalisation of project plan, sign-off by project management group.</p>
<p>Identification of collaboration models</p>	<p><i>Aims</i> The aim of this phase is to identify possible models for collaboration. This would involve investigation of models currently in operation in Queensland and elsewhere, with a particular focus on rural/regional locations, and to assess their applicability to the former Esk Shire.</p> <p><i>Key Tasks</i></p> <ul style="list-style-type: none"> <li>• Desk/phone research on collaboration models around young peoples' issues</li> <li>• Discussion of findings and collaboration ideas and options with Project Management Group and key participants in the former Esk Shire to develop a model for trial.</li> </ul>
<p>Collaboration process scoping, design and buy-in</p>	<p><i>Aims</i> This would have four main aims:</p> <ul style="list-style-type: none"> <li>• to assess the scope of current youth and family activity in the former Esk Shire and the potential for collaboration</li> <li>• to design a collaboration process which the main proponents feel will work in the former Esk Shire and which uses existing resources more effectively</li> <li>• to set some objectives for collaboration that can be measured during evaluation</li> <li>• to gain buy-in to the trial of this process from key agencies.</li> </ul> <p><i>Key Tasks</i></p> <ul style="list-style-type: none"> <li>• Interviews and discussions with key youth and family support organisations (funded and voluntary) and government agencies around potential collaboration models</li> <li>• Engagement with young people and their families</li> <li>• Collaboration Workshop to decide preferred model</li> <li>• Design of process and protocols for a trial of the model</li> <li>• Design of evaluation model and tools to inform the trial.</li> </ul>

Project Stage	Aims and key tasks
Trial phase	<p><i>Aims</i> To trial the collaboration model by applying it to an agreed number of cases/situations in the former Esk Shire as per the agreed scope for the trial.</p> <p><i>Key Tasks</i></p> <ul style="list-style-type: none"> <li>• Delivery of services/activities by local organisations through the collaboration process</li> <li>• Ongoing monitoring and data gathering about the process.</li> </ul>
Evaluation process	<p><i>Aims</i> It is suggested that evaluation will be ongoing during the trial process, with a “wrap-up” and finalisation in December-February. The aims of this process are:</p> <ul style="list-style-type: none"> <li>• to define the critical success factors for the trial</li> <li>• to measure the achievement of these success factors</li> <li>• to identify improvements to the process both during the trial phase and to be implemented post-trial.</li> </ul> <p><i>Key Tasks</i></p> <ul style="list-style-type: none"> <li>• Data collection through the trial phase</li> <li>• Interviews with young people and families as well as with service providers</li> <li>• An evaluation workshop at the end of the trial</li> </ul>
Finalisation	<p><i>Aims</i> To wrap up the project, with a final report, recommendations for ongoing collaboration, and ideally an ongoing collaborative process in place.</p> <p><i>Key Tasks</i></p> <ul style="list-style-type: none"> <li>• Implementation of a revised process post-trial</li> <li>• Final report</li> </ul>

## 2.2 Action research approach

The project was designed from the start with a participatory action research framework, building in cycles of planning, acting and reflecting so that proposed models and processes were tested at each stage. The original Action Research Framework is summarised in the diagram overleaf:

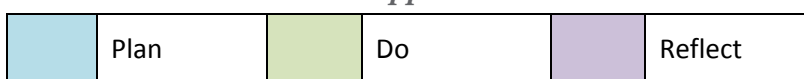
## Action Research Framework



This framework was based on the assumption of a relatively linear project which would result in the trial of a case management model. In practice the project was even more iterative than this diagram would suggest, with reflection and planning following each investigation/ action phase of the project to address issues and barriers that emerged.

Planning and reflection opportunities were provided largely by the meetings between the Project Management Group and the consultants throughout the project as well as less formal discussions and emails with Project Management Group members. Reflection over the course of the project resulted in significant deviation from the original plan based on emerging information, as shown below.

### *Actual Action Research Approach*



	Project design and planning (consultants and Project Management Group)		
Research into collaboration via interviews and desk research		Collaboration scoping via desk research and first stage of interviews	
Collaboration success factors/ pre-requisites identified; concept of collaboration continuum raised		Emergence of understanding of major service system gaps; identification of limited number of potential collaborators	
		Project Management Group agreed to focus on schools as only sites for potential collaboration activity	
		Additional scoping and engagement with school personnel; cross-school collaboration workshop; further service mapping to identify potential collaborators	
Identification of major issues for young people; greater understanding of limited capacity of school and outreach staff to engage in case management trial; recognition that collaboration pre-requisites were not in place and needed strengthening			
	Project Management Group decided to aim for improved collaborative capacity rather than a case management trial, given the lack of capacity, energy and resources on the ground. The decision to focus “where the energy was” led to planning for collaboration workshops focusing on homelessness and health		
	Collaboration workshops with school support workers and major outreach providers to confirm issues, seed collaboration activity and begin action planning		
	Project Management Group decided to focus Collaboration Action Plan on activities where there was most energy from participants and where resources could be best used		
	Development of Collaboration Action Plan		
Project for group sessions in schools		Formation of Brisbane Valley Youth Homelessness Collaborative	Development of proposal to RMCN for a place-based social infrastructure strategy

As shown above, the outcome of the project has been the emergence of three significant collaborative activities, rather than a case management system as was originally envisaged.

As the project progressed, the consultants and Project Management Group reached agreement that a trial of a case management system was not feasible. This decision was based on feedback from consultation participants and observations by the project partners, outlined in the Project Findings section of this report.

As a result, the focus of the project shifted to development of collaborative projects rather than implementation of a case management system. A revised project plan was agreed that replaced the Trial Phase in the original plan with an Action Phase, the aim of which was to pursue actions arising from the collaboration workshop.

## 2.3 Project activities

### *Project design phase*

In the first phase of the project, the Project Management Group was formalised and an agreed project plan developed (Appendix B).

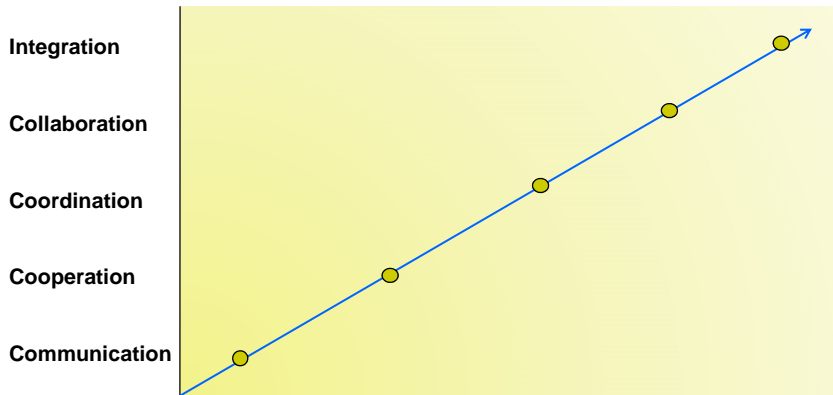
### *Identification of collaboration models*

The consultants prepared a presentation about collaboration models, which they delivered at the Esk Service Providers Network meeting and provided to the Project Management Group. This research identified a collaboration spectrum (below), with case management at the more complex end<sup>1</sup>. The research focused on collaboration broadly, rather than case management specifically, because the consultants were unsure whether the pre-requisites for case management would be in place in the Brisbane Valley youth service system and wanted the research to provide guidance on other options if this was the case. The research aim was to establish what was needed for collaboration to work, and to uncover examples that may be helpful in working towards the aims this project.

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<sup>1</sup> Synthesised from the following sources: Evaluation of the Stronger Families and Communities Strategy 2000-2004; Networks and Partnerships, Issues Paper April 2004, Australian Government and RMIT, Written by: Mr Bob Williams Ms Meenakshi Sankar Associate Professor Patricia Rogers and the Queensland Department of Communities on-line resources for NGOs. <http://www.qld.gov.au/ngo/networks/collaboration/benefits-and-applications.html>

## Collaboration spectrum

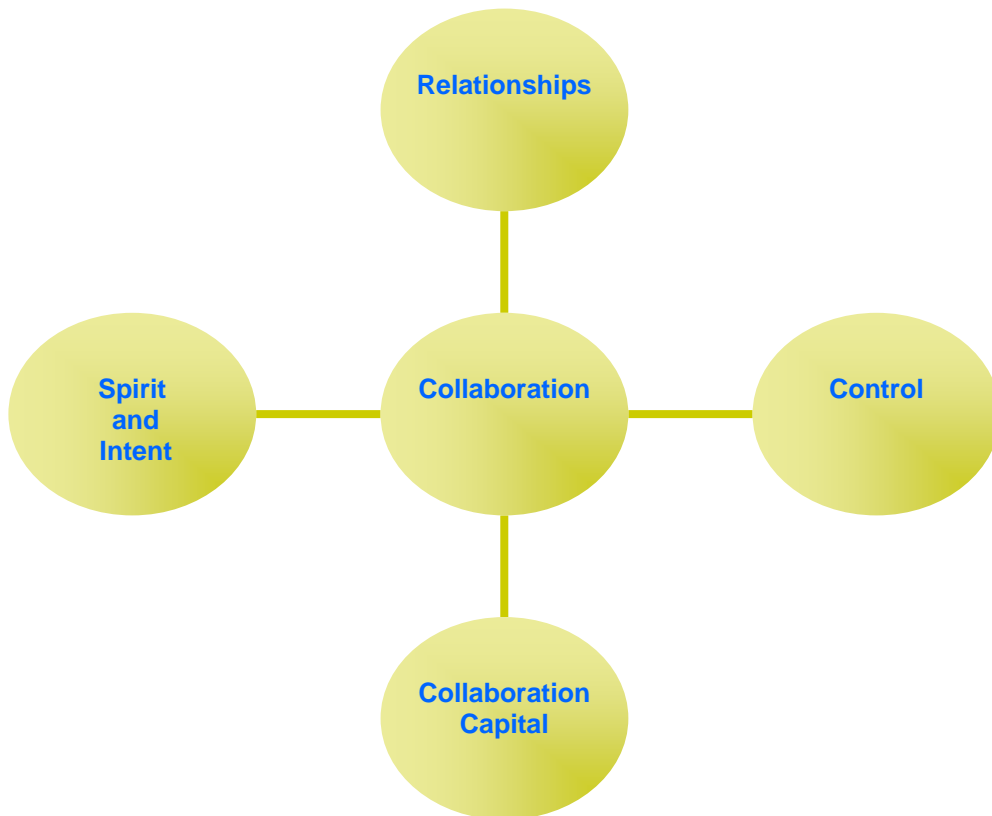


**Complexity:**

Purpose, structure, formalisation of roles, communication, decision making, relationships, extent of resources, time, skill, leadership, potential for conflict

*Good thinking*

The consultants identified pre-requisites or success factors required for collaboration, based on their synthesis of the collaboration research and case studies. These factors are depicted below.



Throughout the project, the consultants continued to investigate models for collaboration as leads emerged, including learnings from:

- Coordinated Responses to Young People at Risk (CRYPAR) (Queensland Police)
- Ipswich public intoxication project

- Logan social inclusion project
- Stanthorpe families and youth services
- Headspace youth mental health service approach to outreach
- Service learning model
- seven Queensland non government organisation collaboration case studies prepared for QCOSS
- ZYON Recreational Buffet (facilitated by BCC)
- FaHCSIA collaboration examples and research
- Disability Employment Assistance Study
- Family Relationships Services Program: Progressing Partnerships in Policy and Practice
- Warwick Youth Accommodation Working Party
- Collaboration and Alliances: a Review for Vichealth.

A short paper summarising this research is provided at Appendix C. Examples relating to rural and regional areas are highlighted with blue shading, but overall the literature review found no evidence of different collaboration success factors in rural and regional communities.

### *Collaboration process scoping, design and buy-in*

This phase of the project had four main aims:

- to assess the scope of current youth and family service activity in the Brisbane Valley and the potential for collaboration
- to design a collaboration process which the main stakeholders working with young people feel will work in the Brisbane Valley and which uses existing resources more effectively
- to set some objectives for collaboration that can be measured during evaluation
- to gain buy-in to the trial of this process from key agencies.

In the first round of interviews from May to June 2008, the consultants assessed the scope of activity and potential for collaboration, informed by a review of existing research. The questions asked are at Appendix H. Interviews were conducted with:

- Lowood Community Centre
- Guidance officer Lowood State High School
- Principal Lowood State High School
- Fernvale Futures manager
- Toogoolawah State High School chaplain/ Our House coordinator
- Principal Toogoolawah State High School
- St Vincent de Paul
- Child Safety Zonal Partnerships Officer
- Ipswich Community Youth Service management
- ICYS Youth support coordinators, Lowood and Toogoolawah
- Connections program
- Red Cross Homelessness Early Intervention Program
- Alcohol Tobacco and Other Drug Services(ATODS)
- Queensland Police liaison officer
- Department of Communities (Kathryn Gossow)
- In this round the consultants were unable to talk to Young People's Health and local child safety office.

The findings from round one were that:

- schools are the key point for support for young people

- key issues identified for young people are homelessness, mental health, alcohol/drug issues, sexual health, family breakdown, school disengagement, transport issues, boredom and unemployment
- locally-based workers experienced the service of specialised outreach agencies as inconsistent and often ineffective.

The consultants presented these findings to the Esk Service Providers Network meeting on 5 June. Meeting participants endorsed the findings of the first round.

After discussion at its June meeting, the Project Management Group decided to pursue an approach based around the teams in the two schools as the core of the collaborative process. This was because there were no other youth specialists operating at any significant level in the Brisbane Valley, and no generalist youth services. There was also some informal collaboration activity happening within the school support teams as they shared some information and often worked with the same students. In some cases they also shared offices. This was seen as a nucleus for collaboration that could be developed if the workers were willing.

The consultants then undertook a second round of discussions with the aim of engaging key players and narrowing the focus. The approach in this phase included:

- meeting with two school principals and EKCSA to engage them in the project (26 June)
- a presentation to the West Moreton Regional Managers Coordination Network (RMCN) (25 July) which led to their endorsement of the project
- follow-up interviews with school support staff (July-August)
- further research into collaboration models
- a school workshop on 13 August.

The school workshop on 13 August was one of the key collaboration events during the project. It brought together support staff from Lowood and Toogoolawah State High Schools to discuss how they currently respond to the major issues faced by young people, and the priorities to improve responses. Notes from the school workshop are at Appendix D.

The findings from Round 2 were that:

- a key issue for school support staff is lack of specialist support from referral agencies
- priority issues for school staff are homelessness (closely linked to family breakdown) and mental health issues
- there were differing agendas for stakeholders – principals want reallocation of in-school resources, support staff want more resources for the area
- further limitations to service system and collaboration potential were identified.

Service mapping undertaken in collaboration with school staff through interviews identified some significant gaps in services, as shown in the basic service map overleaf, and in the “Potential Collaborators” document at Appendix G.

**Service map outline – Brisbane Valley 2008**

Issue	Immediate response	Long-term response	Major gaps
Homelessness	Immediate shelter and support Lowood: Lowood Community Centre (currently unfunded) Toogoolawah: school chaplain	Support for long term solutions – housing, family reconciliation, independent living Homelessness Early Intervention Service (HEIS) Red Cross Informal caravans in Toogoolawah through school chaplain Ipswich-based crisis and supported accommodation services including Ipswich Independent Youth Service, Hannah’s House, Goodna Youth Service, Ozcare Laidley Crisis Care and Accommodation Centrelink for benefits	Supported accommodation for young people who want to remain in the Lowood/ Fernvale and Toogoolawah areas.
Self harm / mental health	Support and medical treatment School health nurses	Specialist counselling, psychiatric treatment Child and Youth Mental Health Service (CYMHS) – very limited appointments GP clinics – full waiting lists Ipswich Hospital – transport issues	Specialist interventions for young people with moderate to acute mental health issues
Family violence/ breakdown	Immediate safety, support Police	Family reconciliation/ counselling, alternative living arrangements Ipswich Women’s Centre Against Domestic Violence (IWCADV) Homelessness Early Intervention Service (HEIS) – limited parameters for referral Lifeline Child Safety	Reconnect-type service

Issue	Immediate response	Long-term response	Major gaps
Sexual health/ pregnancy	Immediate support, information School health nurse (Toogoolawah) GP	Education, support Hospitals Women’s Health and Sexual Assault Service Pregnant and Parenting	Long-term vacancy in Lowood school nurse (now filled)
Rape/ sexual abuse/ incest	Immediate support, medical treatment, police Police, GP, school health nurse, hospitals	Legal support, counseling Women’s Health and Sexual Assault Service	
School engagement	Guidance services, flexible curriculum Youth Support Coordinator (YSC) Vocational Education and Training coordinator Head of Department - Educational Support (Lowood)	Alternative education/ training, employment TAFE Get set for work programs District Youth Achievement Plan (DYAP) committee Youth Employment Training Initiative (YETI) Connections Job Network/ Job Placement Employment and Training Program (JPET) Police Citizens Youth Club (PCYC)	Difficulty in getting numbers for alternative programs in small communities.
Alcohol and drug abuse	Immediate treatment/ support Esk Hospital	Education/ longer term counseling Alcohol Tobacco and Other Drug Services (ATODS)	Lack of youth-focused programs – ATODS provides an effective service but mainly reaches adults.

Based on scoping with the schools, the consultants undertook further discussions through September and October to scope the potential for collaboration among specialist services, focusing on the priority areas of homelessness and mental health, including:

- Reconnect Ipswich
- Reconnect Toowoomba
- Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA) re Reconnect funding
- Ipswich Community Youth Service (ICYS)
- Ipswich Independent Youth Service
- Child and Youth Mental Health Service (CYMHS)
- Young People's Health
- Queensland Health planning section
- Lifeline
- Churches of Christ Care
- Ozcare
- Education Queensland Aboriginal and Torres Strait Islander support
- Centrelink social worker
- Churches of Christ Care
- Ipswich Women's Centre Against Domestic Violence (IWCADV)
- Family Support Service.

A summary of responses is compiled as a list of Potential Collaborators at Appendix G.

Following these discussions, the consultants organised two collaboration workshops focusing on homelessness and health, paving the way through:

- meetings with school support staff to seek feedback and input for this idea
- discussions with principals to gain their support and approval to release school-based staff
- discussions with proposed participants.

The two workshops were held on 2 December 2008, with the homelessness session in the morning, the health session in the afternoon and a networking lunch in the middle. School support staff attended both workshops and there was a certain amount of crossover in the attendance at the two workshops.

12 people attended the homelessness workshop, including school support staff and representatives from service providers including:

- Spiritus (OKC Reconnect)
- Ipswich Community Youth Service supported accommodation assistance program
- Churches of Christ Care Housing program
- Red Cross Homelessness Early Intervention Service.

12 people attended the health session including representatives from:

- Young People's Health
- Community Youth Mental Health Services
- Operation Kinder Communities
- Women's Health
- Ipswich Community Youth Service.

School-based support staff who attended the workshops included:

- Lowood State High School guidance officer
- Lowood SHS Youth Support Coordinator

- Lowood SHS Support Services Coordinator
- Toogoolawah SHS school nurse
- Toogoolawah SHS guidance officer.

A number of organisations expressed interest in the project but were unable to attend including:

- Lifeline
- Department of Communities
- Alcohol Tobacco and Other Drug Services (ATODS)
- Centrelink.

Each session followed a similar format, with discussions about:

- Project introduction and update
- Confirming the issues
- What everyone does now and what they could do
- Action planning.

Notes from the Collaboration Workshops are at Appendix E of this report.

### *Action plan development and implementation*

Based on the action planning component of these workshops, the consultants and Project Management Group developed a Collaboration Action Plan (refer Appendix A).

This action plan focuses on seven actions which aim to

- build relationships between school-based support staff and specialist agencies for improved responses to young people
- develop new service responses to the needs of young people in Brisbane Valley, focusing on homelessness
- work with what is available now to bring in specialist agencies for improved responses to young people
- develop an ongoing collaborative mechanism to improve youth services in the Brisbane Valley
- advocate for an improved response to young people’s needs in similar communities in the area.

The actions proposed in the action plan to achieve these objectives, and their status at the time of writing this report, are:

Action	Current status
1. Extend the Somerset Region Learning Network to include school support staff and referral agencies.	This has been discussed and agreed by the network.

Action	Current status
<p>2. If agreed, use the Learning Network forum to achieve improvements through collaboration including:</p> <ul style="list-style-type: none"> <li>• developing shared information resources</li> <li>• clarifying referral protocols</li> <li>• improving relationships for shared understanding</li> </ul>	As above
<p>3. Work on a funding submission and advocacy campaign to expand Reconnect boundaries to provide face-to-face service in Brisbane Valley to assist young people at risk of homelessness.</p>	<p>A small group, the Brisbane Valley Youth Homelessness Collaborative has formed to seek responses to homelessness. The group is collating data to support a case for increased resources, and is seeking advice on opportunities for State and Federal Government funding.</p>
<p>4. Identify other ways to get resources for a locally-based homelessness response.</p>	
<p>5. Provide advice and education to young people through group programs in schools</p>	<p>Remaining project funds will be used to employ a project worker to do this work over terms 2 and 3 2009</p>
<p>6. Based on the projects above, explore potential to develop a network to plan, advocate for and support future initiatives relating to young people in the Brisbane Valley.</p>	<p>Pending outcomes of other work</p>
<p>7. Develop a proposal for a place-based social infrastructure plan project encompassing the Brisbane and Lockyer Valleys and Scenic Rim.</p>	<p>The Project Management Group presented a proposal to the Regional Managers Coordination Network (Appendix F) and received approval in principle for \$20,000 funding if matching funds could be found. This project has developed into a Regional Social Plan and is being supported by Ipswich City Council, Somerset Regional Council, Lockyer Valley Regional Council, Department of Communities, and Regional Development Australia Committee SEQ West.</p>

## 3. Project findings and learnings

### 3.1 Project findings

Key findings from the project relate to four inter-related elements:

1. Youth issues in the Brisbane Valley
2. Brisbane Valley Youth Service System
3. Collaboration in the Brisbane Valley – possibilities and constraints
4. Case management and other collaboration options.

#### *3.1.1 Youth issues in the Brisbane Valley*

Participants in the Esk Integrated Family Support project identified a range of issues facing young people in the Brisbane Valley area. These included:

- family breakdown and violence
- homelessness
- mental health issues including suicide and self-harm
- rape and sexual abuse
- alcohol and drug misuse
- sexual health issues and teenage pregnancy
- disengagement from school.

There were seen to be strong connections between some of these issues – for instance homelessness amongst young people is generally a result of family breakdown or violence, while mental health issues and drug abuse are often linked, and disengagement from school may be a result of one or a number of the other issues.

These issues broadly match those identified in the Service Integration Project report – other issues identified by SIP such as lack of access to recreation opportunities, and lower levels of post-school education, were acknowledged but seen as “lower priority” issues.

These issues are overlaid by the issue of isolation. While the various communities in the Brisbane Valley area are between 30 and 60 minutes drive from Ipswich, and varying distances from each other, such distances can form an insurmountable barrier to young people who don't drive. Even where families are supportive and willing to drive them to appointments or events the cost of petrol often prevents this for those on low incomes.

At the workshop with school support staff from Lowood and Toogoolawah State High Schools on 13 August, participants were asked to identify their priority issues. Two clusters of issues were identified at the workshop, with the third added at the request of key staff who were unable to participate on the day. These are not necessarily statistically the most common issues facing young people or the most serious, but they are the issues which are causing the most concern to school support staff and hence represent the issues on which they have the strongest incentive to work together.

#### *1. Homelessness and family violence*

School support staff reported this as a constant issue for young people – Lowood High School staff estimated that there were up to 30 homeless young people in their school at any one time while Toogoolawah estimated that there were approximately a dozen in their relatively smaller school

population. One cause of homelessness was conflict with parents, sometimes involving violence and abuse. Homeless young people were mainly “couch surfing” – i.e. staying temporarily with friends.

The only formal service responses available for this group of young people are based in Ipswich and do not generally provide outreach into the Brisbane Valley area – these services have limited usefulness to the Brisbane Valley young people wishing to stay connected with friends and their school environment. In the absence of such services, the school chaplain at Toogoolawah has put considerable effort into developing a set of voluntary responses to homeless young people, including a network of families who are willing to provide accommodation and resources such as caravans to provide temporary shelter. There has not been an equivalent response in the Lowood/Fernvale end of the district but young people use their own networks and resources.

Formal responses to family violence through the child protection system is theoretically available in the district, serviced via an office in Ipswich – however, school support staff reported little success in getting a response to issues for young people.

## *2. Mental health and self-harm*

Self-harming behaviour was also viewed as common particularly amongst young women. Much of the time of key support staff including the guidance officers, chaplains, school nurses and Youth Support Coordinators (YSCs) is taken in supporting young people in these situations.

The main external service response to this issue is provided by Child and Youth Mental Health Service (CYMHS), based in Ipswich. This service outreaches to the district, operating a fortnightly clinic at Esk Hospital. However, school support staff reported concerns about the effectiveness of this service, with referrals often not accepted because of a stringent set of referral criteria, the time lag between the issue arising and an available appointment meaning young people often fail to keep appointments, and transport difficulties for young people given that the service operates from the Esk Hospital on its fortnightly visits. In their turn, the staff of CYMHS report a low uptake of the service, meaning that the fortnightly clinics are often not fully booked and at times are cancelled due to lack of take-up. This disjunction between the perspectives of the two parts of the service system is one of the clearest illustrations of the kind of issues which bedevil the outreach service model across these communities. In the absence of external assistance, school support staff do the best they can but often feel out of their depth with more complex issues.

## *3. Sexual health and pregnancy*

The final issue of concern was that of risky sexual behaviour and unplanned pregnancies. While this is an issue involving both young men and young women, it is young women who most commonly present with issues, most often concerned about a possible pregnancy, the possibility of STDs, trauma resulting from sexual assault and related issues.

School health nurses are in the front line of dealing with this issue but other school support staff may be the “first port of call” for issues. Local private health services (GPs, pharmacists) can provide basic services such as advice and testing but young people are concerned about lack of confidentiality in small communities and the potential stigma of being known to have sought a pregnancy test or similar advice.

The Young People’s Health Service based in Ipswich operates a number of outreach services in this field including a support service for young women who are pregnant and parenting. These services operate in a fairly flexible way and operate a phone-based support service as well as visiting the various communities of the Brisbane Valley area.

### *3.1.2 The Brisbane Valley Youth Service System*

There is little in the way of local community-based youth support services in the Brisbane Valley communities, and the service system for young people is centred around groups of staff based in the two high schools (Lowood and Toogoolawah). These include

- guidance officers employed by Education Queensland
- an Indigenous Liaison Officer employed by Education Queensland to service the Brisbane Valley as well as a wider area
- school nurses employed by Queensland Health
- Youth Support Coordinators employed by Ipswich Community Youth Service (ICYS)
- school chaplains employed by Scripture Union (in Lowood) and a local inter-church committee (Toogoolawah).

Most of these positions are based part-time in the Brisbane Valley schools, with their roles also including duties in other schools outside the area (including in Ipswich and in the Lockyer Valley). These could be described as “outpost services” – they operate as outposts of larger services and organisations based elsewhere.

These services are supplemented by a variety of more specialised services (“outreach” services), mostly based in Ipswich, which either visit the Brisbane Valley or accept referrals from the area. These include various specialised health and community support services.

#### *Strengths of the current service system*

The communities of the Brisbane Valley provide a generally good quality of life and have a range of community networks in place, particularly churches and service clubs, which provides a level of voluntary community service and community cohesion.

The key strength of the local youth service system is the use of teams based in the two high schools. This system means

- there is easy access for young students, and a good basis for collaboration between support staff
- there is a multi-disciplinary support team so that staff are able to support and complement one another
- the staff involved are highly capable and dedicated to providing a good service, often going beyond the call of duty in the interests of young people.

#### *Issues and Limitations*

The service system provides a response to many of the needs of young people. However, there are significant gaps in service provision in these communities which are often overlooked because the communities are small and reasonably close to Ipswich. When it comes to the issues identified as priorities in this project – homelessness and mental health – there are very big holes in the most critical parts of the service system, including:

- **no** formal supported accommodation or crisis accommodation in the Brisbane Valley
- **no** coverage by the Reconnect program since boundaries were redrawn in recent years
- **very limited** availability of youth mental health service provision in the Brisbane Valley – for example the Community Youth Mental Health Service has very limited appointments available locally and stringent criteria for eligibility.

In order to explain the strengths and weaknesses of the service system in the Brisbane Valley, we have created a three tiered description of the way services are provided to these small rural communities, based on their level of local connection.

- “Locally-based services” are those which are based in the local communities, either operated by local organisations or with a substantial level of local input, and with a brief to respond in a broad way to issues in those communities. These are often generalist services such as neighbourhood centres and may be the first port of call for local residents seeking some form of help, providing a conduit to outpost and outreach services which may be less visible or less trusted locally.
- “Outpost services” are those where the organisation which manages the service is based elsewhere, and a staff member of the service has a base within the local community. Typically the person based locally will have a very specific role, and they will often be part-time in the local community, with duties in other communities taking up the rest of their time. The organisation managing the service may have a wider role (including the capacity to respond to emerging issues) but this role will be spread over a larger area and the needs of small rural communities may not be prioritised.
- “Outreach services” are those based in another location where a service is available from this location, either by a staff member travelling to the community on an “as needs” basis or by the service recipient visiting the service base. Often more specialised services are provided to small communities through this model as the level of demand is not sufficient to support a locally based or “outpost” worker. Outreach workers typically cover large geographic areas, and because of the level of demand on their services they may tend to react to requests for service rather than proactively seek referrals.

These are not necessarily “hard and fast” categories and there are somewhat fuzzy boundaries between the three types of service. In the consultants’ experience, a good local service system in a small community will contain all three types of services, and they will work together and complement each other. The following sections summarise how the three types of service are operating for young people in the Brisbane Valley.

#### Locally-based services

In well-served communities, there is a layer of locally managed community services which are integrated with the local community, enjoy supportive relationships with local voluntary organisations such as churches and service clubs, and in turn provide a bridge to the more formal service system.

This layer of the service system currently appears weak in the Brisbane Valley. The cessation of operations of the Lowood Community Centre and delay in funding a replacement has left a large service gap in the southern part of the Brisbane Valley, while the smaller population and scattered nature of the communities in the north and the recent reorganisation of the Brisbane Valley Social Services (based in Esk and resourced by the Catholic Church) means that local organisations are stretched for resources. In addition, the Somerset Regional Council has limited capacity for community development.

This situation means it is difficult for “outreach” or “outpost” services to engage effectively with local communities and there appears to be a divide between “outreach” and “outpost” services and the local communities.

#### Outpost Services

In the Brisbane Valley, outpost services supporting young people are essentially provided through workers from Queensland Health, Education Queensland, Ipswich Community Youth Service and church organisations based in the two local high schools. The outpost model of service delivery can be effective in delivering certain types of service in local communities, and the staff based in the Lowood and

Toogoolawah schools work together to provide a good level of support to students experiencing a range of social, emotional, health and educational issues.

However, this model of service delivery has clear limitations, including the following:

- because staff are based in schools, they mostly provide their service to young people who are engaged with school, and there are gaps in service delivery during school holidays and for young people who have left school
- the services are also limited by the part-time nature of most of the roles – this can be partly overcome if different staff are available on different days but the roles are not interchangeable
- because the various roles are outposts of different organisations, there can be barriers to communication, information sharing and coordination
- the “outpost” nature of the services means that neither the individual staff, nor the organisations employing them, have a strong orientation towards the host communities as a whole – they are responsible for the delivery of particular services within clear role boundaries, so that initiatives like the development of new services are often seen to be outside their scope.

During the project period, there were high levels of turnover in the key school-based outpost positions. Of nine key positions across the two schools, four turned over during the past 12 months. In an “outpost” situation the lag in effectiveness caused by turnover is compounded by the factors above.

#### Outreach Services

A large number of state and community agencies provide outreach services into the Brisbane Valley. Some of these are successful and well regarded in the local communities, while others, including many of direct relevance to young people, are seen by local and outpost workers as being less successful. Service providers are often baffled as to why this is the case, and it is sometimes interpreted as lack of need.

However, in the experience of the consultants, a number of factors can limit the effectiveness of outreach:

- distance is a major factor, particularly for young people who are not able to drive – services provided outside their home town, whether in Ipswich or in a neighbouring Brisbane Valley town, can be physically difficult to access
- inconsistency in service delivery, in particular breaks in service availability caused by staff changes and vacancies, undermine confidence in the service and prevent people from making use of it
- service provision can be hindered by logistical factors such as driving time from the base to the outreach location, or lack of suitable accommodation in the outreach location
- lack of clarity about criteria for acceptance can lead to referring agencies (such as the outpost services in schools) becoming frustrated when referrals are not accepted, and not referring young people who may be appropriate to the service
- weak local relationships can contribute to this set of issues – in small communities, informal relationships are very important to people’s perceptions about services, particularly those provided by “outsiders”, so if there is no strong local support for a service (and even local criticism of it) people will be less inclined to use it
- the dominance of the needs of the much larger metropolitan area where services are based can lead to outlying areas receiving lower priority, as their needs do not seem so pressing and the effort of providing services is so much greater as a result of the distances involved.

### *3.1.3 Collaboration in the Brisbane Valley*

Building Links funding focuses on collaboration. This project set out to investigate and trial opportunities to improve the effectiveness of services to young people in the Esk region through better coordination of services. In the consultants’ experience of similar projects in other communities, such projects can be problematic for workers in local communities where there is no commitment to ongoing funding of

collaborative processes. In this situation, workers can feel that they are simply being asked to “do more with less”.

The collaboration research and case studies carried out for this project (included as Attachment B) found that a number of factors are needed to make collaboration work in a local community. These are summarised here and include:

- a set of relationships which promote collaboration
- a strong spirit and shared intent towards collaboration
- a good level of local control over working arrangements, with support but not control from outside
- active facilitation and influencing to:
  - get participation
  - secure commitment
  - create an environment conducive to productive joint work
- secretariat capacity
- developmental worker capacity
- time to build and re-build relationships
- skills in both collaboration and in the specific service tasks– high level for complex tasks
- cash and assets to fit the agreed tasks.

The level of these resources needed varies depending on the type of collaboration being proposed. Essentially, the more intensive the form of collaboration, the more resources are needed to support it. In the case of this project, the objective of implementing a case management model could be seen as a “high end” collaborative option while collaboration on projects around shared interests can be more of a “low end” option.

In the Brisbane Valley there are some significant strengths in the service system and the local communities, including:

- some established relationships within the system, particularly within the school-based support teams
- some facilitation/secretariat capacity provided by the Esk/Kilcoy Community Support Association
- some time-limited development capacity provided by the Building Links funding
- a good level of skill amongst the school-based support teams.

At the same time there were some crucial gaps which hampered collaboration

1. There are significant gaps in critical services for young people (refer section 3.1.2 above).
2. Staff turnover in both outpost and outreach services has meant that relationships need to be constantly re-formed.
3. The part-time nature of the majority of the key staff (in the sense that they only spend part of their time in these communities) limits both the opportunities for relationship development and the capacity of staff to take on extra work.
4. The “outpost” and “outreach” models of service provision appears to have led to a lack of local engagement in the absence of a robust local community sector, while outpost and outreach workers have only limited control over their own work processes and priorities.
5. The communities in the area appear to have limited internal capacity to respond to need or to advocate for change.
6. There is no commitment of funding for ongoing implementation, meaning that ongoing collaboration needs to be conducted within highly constrained existing resources.

These issues are further discussed in the analysis of the service system presented below. The lack of readiness for collaborative action meant that the project had to be reframed as it proceeded. The original intention of establishing a case management model was deemed to be unfeasible without considerable work to improve the pre-requisites for collaboration.

### *3.1.4 Case management and other collaboration options*

One of the four original project aims was to “develop required mechanisms for collaborative case management”. In the initial phase of the project there was a strong desire by the project partners to see a case management mechanism implemented. However, we were not successful in achieving this aim, for a number of reasons.

1. Because of deadlines for submitting for Building Links funding, EKCSA was unable to test the level of service sector support for a case management model prior to submitting, and was forced to rely on earlier discussions carried out as part of the SIP report, which covered a wide range of options. The additional time delay caused by the unsuccessful attempts to hire a project worker and reframing the project as a consultancy meant that by the time the project actually started there had been a lot of turnover in key staff, and momentum created by the SIP process had been lost.
2. Over this time, some key local services “dropped out” temporarily or permanently from activity in the Brisbane Valley, leaving resources even thinner on the ground than usual.
3. In discussions with the key support workers for young people – those working for various organisations based in the two high schools – it became clear that they felt very pressured by their workloads and the demands on them, and hence very focused on the need for more resources to meet the needs they encountered in their work.
4. This pressure of day to day work meant that there was a generally low level of energy for the project, with virtually all contacts around the project initiated by the consultants even past the initial start-up phases, rather than by participants.
5. The nature of the service system, with most workers spending only part of their working time in the Brisbane Valley and carrying out fairly clearly delineated roles within this limited availability, meant that it was difficult to identify anyone who could play a coordinating role in any case management process.

A combination of these factors led to the project team reviewing the objectives of the project in October 2008 and deciding to shift the focus from case management to other, less intensive collaborative processes, focused on addressing gaps in services to respond to the key issues summarised in 3.1.3 above.

This change of direction did bear dividends for the project, with a number of agencies committing first of all to take part in the collaboration workshops in December 2008, and then committing to some key actions including working together to address homelessness issues, to build stronger relationships between school-based and outreach staff, to develop a series of activities in schools in which key outreach agencies run one-off events around the key issues, and to focus more broadly on meeting the needs of the Brisbane Valley communities. This process has resulted in the Collaboration Action Plan. While relatively modest in scope, the plan matches the level of resources available, and if early elements of the plan are successful this has a chance of building momentum over the next 12-24 months.

## 3.2 Project learnings

Through the course of this project, the consultants and the Project Management Group have made a number of observations which may be useful for future work in the Brisbane Valley and like communities, relating to:

- service delivery in peri-urban communities
- action research and the pain of changing direction
- use of consultants
- limitations of short-term funding programs.

### *3.2.1 Service delivery in peri-urban communities*

A theme raised in the Service Integration Project report and supported by observations in this report is the “hidden” disadvantage in communities that are on the fringe of major centres. In theory, Lowood and Fernvale are very close to Ipswich. In reality for many young people and other vulnerable people, that distance appears insurmountable when it comes to seeking support and specialist help. Funding bodies assume that outlying towns will be serviced by providers in major centres. The assumption does not appear supported by the lived experience of workers in the communities of the Brisbane Valley who participated in this project. The project has identified a number of barriers to effective service delivery to these communities which involve a complex interplay of physical distance with perceptions, relationships and resource constraints.

### *3.2.2 Action research and the pain of changing direction*

While the project timeframe was extended to allow for working within the school calendar, and the inevitable delays caused by school holidays, there was also a “down” period in the project from mid August to November 2008. In hindsight, this was a period of intense reflection, which felt to the project team like despair but in fact was part of the process of changing direction from the original project plan. At this time the consultants were still formulating their finding that it was not possible to proceed with the original plan, but struggled to articulate this clearly.

The project funding submission, funding agreement and consultant brief focused on the case management model as the task to be pursued. This task focus guided the first few months of the project despite early warning signs from the collaboration research and the project scoping activities that there was limited potential on the ground and many other opportunities for building collaboration capacity that could have been pursued more successfully.

It took several months before the consultants and Project Management Group came together to openly discuss the direction of the project. A frank discussion in October 2008 initiated by the Project Manager resulted in a shift in the relationship between the Project Management Group and the consultants. A shared problem solving approach emerged as the consultants talked through their sense of “failure” to progress the plan. This increased trust was essential to refocus the project on the best opportunities and strengths that had emerged. It is worth noting that an action research approach can have emotional elements associated with the reflection and evaluation activities inherent in it.

Had the project not focused so heavily on case management from the start as the desired outcome, it may have been easier to engage with the school support workers, who were clearly expressing overload, frustration and reluctance to take on anything “extra”. There was a mismatch between what the workers on the ground wanted (more resources; better responses) and what the project was setting out to – and

had scope to – achieve. In addition, many referral agencies were overloaded or in transition for various reasons, echoing a reluctance or inability to “take on more”.

### *3.2.3 Use of consultants*

The Project Management Group made two concerted attempts to recruit a project worker to undertake the Esk Integrated Family Support Project on the ground. No suitable applicants were found through this process. The group then called for expressions of interest and appointed a consulting firm, 99 Consulting, which has a small team of workers with considerable experience in community development work.

Using consultants to undertake this project has brought some advantages including experience and contacts outside the area. However the consultants and the Project Management Team would agree it has also presented limitations to the ability of the project to support development of community capacity on the ground.

### *3.2.4 Limitations of short-term funding programs*

The consultants have worked on a number of projects in the past two years where government funding is provided so that organisations and communities can try to work out how to “do more with what they have”, whether it’s through collaboration or innovation or restructuring or something else. While these projects can be extremely useful, they are no antidote for a fundamental shortage of resources. As a Project Management Group member said in November 2008, at times this project felt like “trying to coordinate a lack of resources”. There was no worker with a coordination role within the youth service system, and workers complained universally of a lack of specialists to refer clients to, so the concept of case management seemed unworkable. The prescriptive nature of the funding submission, agreement and consultancy brief, with their emphasis on case management as one of the outcomes for the project was unhelpful in this environment.

## 4. Project evaluation

### 4.1 Evaluation against project objectives

The project plan outlined two objectives:

1. To strengthen young people by integrating the delivery of support services through collaborative partnerships between community, service providers, educational institutions and government.
2. To establish a case management model that strengthens young people (and their families) through integrated delivery of support services.

The second objective, establishment of a case management model, was removed from the amended project plan in November 2008 with the agreement of the Project Management Group, as outlined through this report.

Achievement against the first objective can be assessed as follows:

- Ongoing collaborative partnerships have been established as a result of this project –one to investigate improved responses to homelessness in the Brisbane Valley and one to follow through on a proposal for further work on capacity building/ social infrastructure.
- The planned group sessions to be implemented by Ipswich Community Youth Service in the two high schools will further build on the communication established during this project between outreach services and outpost workers in the schools.

## 4.2 Evaluation against funding agreement measures

As required by the Building Links funding agreement, the following section of the report contains a brief outline of the results of the implementation of their collaborative activity. As noted in the agreement, this includes both qualitative and quantitative information. The structure is based on the measures in the agreement:

Measure	Evaluation
<u>Consortium Partners:</u>	
<p>➤ Consortium partners and the role and responsibilities of each partner</p>	<p>There were three main collaboration forums developed for this project: The partners in the <b>Project Management Group</b> were:</p> <ul style="list-style-type: none"> <li>• Esk/Kilcoy Community Support Association (EKCSA) – contract management and project coordination</li> <li>• Ipswich Community Youth Service (ICYS) - advice</li> <li>• University of Queensland Boilerhouse Centre for Community Engagement – advice.</li> </ul> <p>Kathryn Gossow from the Department of Communities joined the Project Management Group as an advisor, reflecting her former role in the Service Integration Project during her time as a worker at EKCSA.</p> <p><b>Partners in the broader project</b> were the Lowood State High School and the Toogoolawah State High School, although there was no formalisation of a partnership.</p> <p>As part of the implementation of the Collaboration Action Plan, a group called the <b>Brisbane Valley Youth Homelessness Collaborative</b> has formed, comprising:</p> <ul style="list-style-type: none"> <li>• EKCSA - facilitation</li> <li>• ICYS – assistance with facilitation</li> <li>• OKC (Spiritus) – research and investigation</li> <li>• School-based support staff – contribution of ideas and data.</li> </ul>

Measure	Evaluation
<p>➤ An overview of the relationships within the consortium including:</p> <ul style="list-style-type: none"> <li>○ How they were managed</li> <li>○ Details and evidence of enhanced cross organisational relationships (quantitative data on the numbers and identities of organisations involved and those impacted by the project)</li> <li>○ Any challenges faced and how they were overcome</li> <li>○ Any changes to the consortium and rationale for the change</li> </ul>	<p>The <b>Project Management Group</b> was convened and facilitated by EKCSA and the project consultants. EKCSA and ICYS contributed significant resources in terms of staff time dedicated to the project. The UQ Boilerhouse took an advisory role, providing valuable insights and supporting development of a proposal for further work.</p> <p>Within the broader project, there is some evidence of increased cooperation across the support teams in the two schools. The collaboration workshops also created a formal opportunity for connection and relationship building between school staff and outreach services.</p> <p>The Brisbane Valley Youth Homelessness Collaborative represents an opportunity for improved collaboration between school support staff and a number of homelessness agencies. Its focus on attracting increased resources to fill gaps in the service system fits with a priority need for school-based support staff and has attracted buy-in from a number of these workers.</p> <p>The major challenges faced regarding relationship development for all three forums were:</p> <ul style="list-style-type: none"> <li>• Fragmentation and restrictive job descriptions – as outlined elsewhere in this report, there are very few players in the current service system who are required to collaborate as part of their job. In fact for many school-support staff, their guidelines actively work against this as do their part-time structures and busy workloads. Collaboration happens informally through relationships. Staff turnover is a big barrier for this.</li> <li>• Research fatigue –school-based support staff and administrators expressed a strong desire for action and resources rather than research and collaboration.</li> </ul>
<u>Collaborative Activity:</u>	
<p>➤ Brief description of the collaborative activity</p>	<p>Collaborative activities undertaken through this project, as outlined in this report, were:</p> <ul style="list-style-type: none"> <li>• monthly Project Management Group meetings from May 2008</li> <li>• a workshop for school-based support staff in August 2008</li> <li>• two workshops for school-based support staff and specialist agencies in December 2008</li> <li>• monthly meetings of the Brisbane Valley Youth Homelessness Collaborative from March 2009.</li> </ul>

Measure	Evaluation
<p>➤ Challenges faced when implementing the activity</p>	<p>As noted in this report the fragmented nature of the service system prevented development or trial of a case management model which was one of the original intentions of the project. School-based support workers made it clear that they were unable to take on a case management function because a) it was not their job; b) they did not have capacity; c) the limited options for referral meant that workers felt they had to do the work themselves rather than refer students to others and d) where referrals to specialist agencies such as Child Safety or CYMHS were undertaken there were significant barriers to sharing of information with school-based staff. Staff turnover within the schools also presented a challenge.</p> <p>The major challenge for implementing collaboration in the Brisbane Valley remains the serious gaps in the service system. The lack of a generalist youth service is a significant gap, and the closure of the Lowood Community Centre meant that the only agency in the area with community development capacity was EKCSA which covers a large area and has very stretched resources. The lack of specialist services to which school-based support staff could confidently refer students was a very contentious and significant barrier to gaining buy-in from these workers to the project.</p>
<u>Project Methodology:</u>	
<p>➤ Detail any changes to the project plan and rationale for change</p>	<p>The original project plan included development and trial of a case management model. As discussed above, the capacity for case management did not exist in the service system.</p> <p>At its January 2009 meeting, the Project Management Group agreed on a revised project plan that focused on development of a number of initiatives within the Collaboration Action Plan.</p>
<p>➤ Overview of timeframes - and how they were met and managed</p>	<p>The timeframes were reviewed by the Project Management Group several times throughout the course of the project. A major issue, once the schools were identified as the focal point for the project, was the constraints of the school calendar. School holidays forced long delays in the project, and there were limited opportunities for participation by school-based support staff other than on pupil free days once a term.</p> <p>The Project Management Group received an extension of the project timeframe from the Department of Communities to allow implementation of the action plan to carry over into 2009.</p>

Measure	Evaluation
➤ Use of budget and rationale for variations	The project budget has been used in accordance with the funding agreement. Some of the funds originally intended to employ a project worker have been used to employ consultants instead of a direct employee.
<u>Service/Administrative Efficiencies:</u>	
➤ Detail and evidence of improved service delivery/client benefits (eg. quantitative client data and feedback if applicable)	<p>This project has resulted in some early steps towards improvement of the service system. If this work is sustained there will be significant improvements to service delivery, particularly in the homelessness arena. Implementation of group sessions in the schools over the rest of 2009 will improve students' awareness and education around priority issues.</p> <p>An example of an outcome for clients from this project has been the identification of the availability of mental health nursing support within Lowood GP practice as part of this project enabled school-based support staff to refer some students to this service in the absence of youth-specific appointments being available through CYMHS.</p>
➤ Detail levels of enhanced access to services for a range of clients including Aboriginal and/or Torres Strait Islanders, if applicable (eg. quantitative data demonstrating an increased level of service access)	<p>During the course of the project several improvements were made, however it is not clear whether the project influenced these changes. They include:</p> <ul style="list-style-type: none"> <li>• improvements to staffing of the Community Youth Mental Health Service as vacant positions were filled</li> <li>• appointment of a school-based health nurse at Lowood State High School after a long-running dispute between the school and the Department of Health</li> <li>• improved awareness among school-based support staff of the services available to them, including mental health professionals based in GP practices.</li> </ul>
➤ Detail any issues or unexpected impact/s on service delivery as a result of the collaborative activity	No issues or unexpected impacts were noted resulting from this project.

Measure	Evaluation
<p>➤ Where expected service delivery improvements did not eventuate, provide reasoning as to why this was the outcome</p>	<p>As outlined in this report, the project submission and project plan were based on some assumptions about capacity within the service system in the Brisbane Valley. Early scoping investigations revealed that these assumptions were not accurate. Some key gaps such as the closure of the Lowood Community Centre, the withdrawal of the Reconnect service, the lack of crisis and supported accommodation and the absence of a school health nurse at Lowood State High School increased pressure on the service system.</p> <p>The real needs in the Brisbane Valley are for increased resources in the service system including strengthening of outreach and outpost services, and strengthening of local community capacity. The Collaboration Action Plan currently being implemented addresses these needs, with considerable work to be done.</p>
<p>➤ Details and evidence of changes/increases in organisational capacity and efficiency (eg. quantitative data demonstrating financial savings, time savings, and/or an increased capacity to service clients)</p>	<p>Increases in collaborative capacity are demonstrated by the formation of the Brisbane Valley Youth Homelessness Collaborative, bringing together youth and homelessness agencies to develop solutions for the needs of young people in the Brisbane Valley who are homeless or at risk of homelessness.</p>
<p>➤ Where expected organisational capacity gains did not occur provide reasoning as to why this was the outcome</p>	<p>Not applicable</p>
<p>➤ Provide information regarding predicted sustainability of any service/administrative efficiencies</p>	<p>Not applicable</p>
<u>Other:</u>	
<p>➤ Comments concerning other outcomes or aspects not captured in the above categories which may be of interest to the sector and Department of Communities</p>	<p>See Findings and Learnings section of this report</p>
<p>➤ Feedback regarding the value of the Building Links Funding Scheme including possible enhancements</p>	<p>The Building Links funding program focuses on collaboration processes to improve the effectiveness of existing service systems. In some settings this has proven effective.</p> <p>Given the gaps in the Brisbane Valley service system that occurred after the submission for funding was submitted as well as those that pre-existed the submission, the consultants' opinion is that the funding program had limited fit with the needs of the Brisbane Valley.</p>

## 5. Recommendations

In order to address this complex of issues, there needs to be a systematic process of strengthening the three parts of the service system – local, outpost and outreach.

### *5.1 A Strategy to Strengthen Outpost and Outreach Services*

The first part of this process is to strengthen working relationships and fill some of the gaps in the existing service system. To this end, the Building Links Esk Integrated Family Support (EIFS) project has devised an action plan to deliver on the following objectives:

- build relationships between school-based support staff and specialist agencies for improved responses to young people
- develop new service responses to the needs of young people in Brisbane Valley, focusing on homelessness
- work with what is available now to bring in specialist agencies for improved responses to young people
- develop an ongoing collaborative mechanism to improve youth services in the Brisbane Valley.

An action plan has been developed around these objectives, and a number of agencies have committed to coordinating and supporting the various actions. It is recommended that implementation of this action plan continue, with facilitation and direction from EKCSA and ICYS. The full Action Plan is included as Attachment E to this report.

### *5.2 A place-based social plan*

While a strategy to develop better coordination amongst existing services will deliver some benefits to young people, the current resource situation means that improvements will be small and incremental. More significant change will only take place when the local capacity to respond to community issues is further developed, and is complemented by appropriate levels of service delivery and community facilities.

It is recommended that the Esk IFS project group and RMCN support the current work on a Regional Social Plan. Ideally this project will have the following key elements:

- It would be locally managed and focus on building place-based responses to community need.
- It would focus on strengthening families and individuals and putting in place the community supports needed.
- It would represent a substantial, time-limited injection of resources into these communities.

Details of the proposal put to RMCN in the course of the Esk Integrated Family Support Project are included in Attachment F.

## Appendix A Collaboration Action Plan

Objective	Action	Starting point	Who will do it (lead agency in bold)	Timing
Build relationships between school-based support staff and specialist agencies for improved responses to young people	Extend the Somerset Region Learning Network to include school support staff and referral agencies.	Discussion at the February meeting about <ul style="list-style-type: none"> <li>• making meetings once a term</li> <li>• rotating around the three local high schools</li> <li>• reformatting meetings to have a clearer action focus</li> </ul>	<b>EKCSA will initiate</b> Other school-based staff	Consider the idea in February  First meeting in the new format (if agreed) in the term after Easter
	If agreed, use the Learning Network forum to achieve improvements through collaboration including: <ul style="list-style-type: none"> <li>• developing shared information resources</li> <li>• clarifying referral protocols</li> <li>• improving relationships for shared understanding</li> </ul>	At the post-Easter meeting, identify a number of key issues and assign responsibility for who will deal with them.	<b>EKCSA will facilitate</b> Action will depend on other participants' capacity to take on tasks	From April onwards
Develop new service responses to the needs of young people in Brisbane Valley, focusing on homelessness	Work on funding submission and advocacy campaign to expand Reconnect boundaries to provide face-to-face service in Brisbane Valley to assist young people at risk of homelessness.	Operation Kinder Communities to coordinate gathering of information to make a case for this, with support from school support teams.	<b>ICYS</b> Operation Kinder Communities EKCSA Support teams in Lowood and Toogoolawah schools	Data collection in February  Submission development if appropriate in March

Objective	Action	Starting point	Who will do it (lead agency in bold)	Timing
	Identify other ways to get resources for a locally-based homelessness response.	Explore partnership models to establish a supported accommodation service in the Lowood area. Use the data collected as part of the Reconnect process to advocate more widely for homelessness services. Discuss possibilities with Red Cross and Churches of Christ Care (99 Consulting to do this)	<b>ICYS</b> OKC Red Cross Churches of Christ Care Commission for Children	Post-March
Work with what is available now to bring in specialist agencies for improved responses to young people	Provide advice and education to young people through group programs in schools	The December workshops identified the following opportunities for this type of activity: <ul style="list-style-type: none"> <li>• Safe sex (FPQ)</li> <li>• Independent living skills for young people at risk of homelessness (ICYS)</li> <li>• Mental health topics (CYMHS)</li> <li>• Domestic violence awareness/ counselling (IWCADV)</li> <li>• Avoiding homelessness (ICYS/HEI)</li> <li>• Drug and alcohol issues (ATODS)</li> <li>• Pregnancy and parenting (Pregnant and Parenting)</li> </ul>	<b>ICYS (YSCs) as coordinating point</b>  Guidance officers and other school support staff  Agencies as mentioned	Discuss with YSCs in March

Objective	Action	Starting point	Who will do it (lead agency in bold)	Timing
Develop an ongoing collaborative mechanism to improve youth services in the Brisbane Valley	Based on the projects above, explore potential to develop a network to plan, advocate for and support future initiatives relating to young people in the Brisbane Valley.	Follow up from homelessness related projects to look at wider needs	Potential participants include: ICYS ECKSA Lowood Community Centre (following re-opening) Our House Operation Kinder Communities UQ Boilerhouse Red Cross Churches of Christ Care	From April onwards
Advocate for an improved response to young people's needs in similar communities in the area	Develop a proposal for a place-based social infrastructure project encompassing the Brisbane and Lockyer Valleys and Scenic Rim.	Use the information and experience of this project as the basis of advocating for this project to RMCN and others as appropriate.	<b>UQ Boilerhouse Centre</b> EKCSA Collaborative mechanism members	March onwards

# Appendix B Original Project Plan

## **Project Objectives**

The overall intent of this project is to improve the effectiveness of services to young people in the Brisbane Valley through better coordination of services.

The following are the key objectives of the project, as expressed in the original project brief.

1. To strengthen young people by integrating the delivery of support services through collaborative partnerships between community, service providers, educational institutions and government.
2. To establish a case management model that strengthens young people (and their families) through integrated delivery of support services.

These two objectives do overlap to some extent, however they are not identical. Objective 1 focuses on the development of partnerships between organisations. These partnerships could be around a range of issues – for instance information sharing, research into youth issues, joint development of activities for young people, community education.

Objective 2 focuses on one specific type of partnership – an integrated case management model.

Ideally, the achievement of these two objectives will be complementary, with a broader set of relationships in the youth field underpinning a shared approach to case management. However, it is possible that organisations may choose to participate in collaborative partnerships other than integrated case management, without participating in the case management process.

## **Project Scope**

Within the overall objectives of the project, the following are some key aspects of project scope.

### *Geography*

The project will cover the area bounded by the former Esk Shire. This includes the four main towns of Esk, Toogoolawah, Lowood and Fernvale and surrounding rural areas.

Services participating in the project may be located outside this area (in particular, many are likely to be located in Ipswich) if they provide outreach services into the project area, or draw clientele from the project area.

It may be that in the course of the project, the geographic scope for the trial narrows to a smaller part of the shire where there is higher need or more partners willing to collaborate. This change would be made in conjunction with the Project Management Group.

### *Age Group*

The project is expected to be primarily targeted to young people of high school age (i.e. 12-17). This age group is indicative rather than providing a rigid definition. The project could include support services that focus on the families of young people as well as the young people themselves.

### *Types of services*

The services that may be included in the project include a broad range of support services for young people. These might include:

- Crisis and support services aimed at supporting “youth at risk”
- Statutory youth services
- Queensland Police
- Schools and other educational institutions
- Local voluntary youth organisations
- Generalist community services who may provide support to families or young people
- Recreation organisations

These may include services that work at the crisis/individual end of the spectrum, through to those who deal with groups of young people and may have a role in “prevention” or general youth affairs.

### *Resources*

A key aspect of the scope of the project is the need to plan as if there will not be any extra resources for youth support at the end of this project. Thus, the project is focused around making more effective use of existing resources, as opposed to developing plans and processes that require resources not currently available to the project area.

While it may be possible that the project results in evidence and energy to submit for funding, availability of further funding will not be assumed.

## **Action Research Approach**

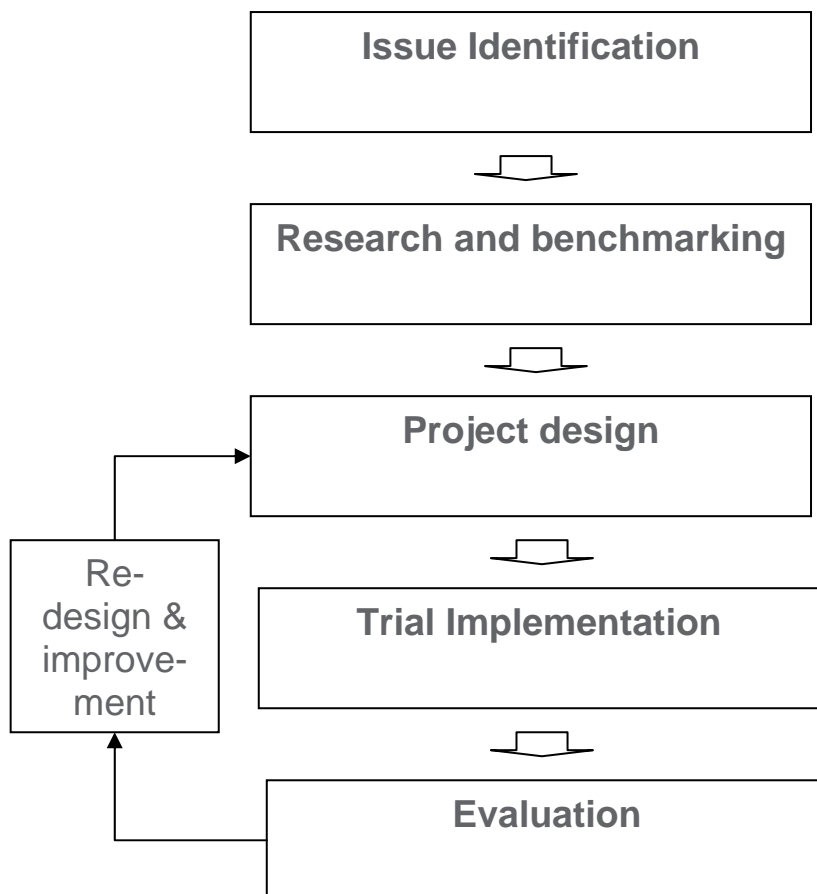
The project will be carried out using an action research approach, as shown in the diagram on Page 3. In this project, the “issue identification” stage was conducted by a previous project overseen by the Regional Managers Coordination Network. This project focuses on the other four stages of the process, and will take the project through one cycle of project design-implementation-evaluation-redesign.

### *Evaluation Criteria*

While the evaluation criteria for the project will be developed in more detail during the project design phase, it is expected to be based on the following “headline” criteria:

- Outcomes for young people – the project should provide tangible benefits for young people and their families
- Improved collaboration – the project should lead to improved coordination of services and activities for young people in the project area
- Sustainability – the project should be able to continue over the short to medium term without additional resources
- Resource access – the project should improve the ability of youth and community organisations in the project area to access additional resources in the long-term as these become available.

**Figure 1  
Action Research Framework**



## Project Schedule

The following table summarises the main activities to be undertaken during the course of the project.

Project Stage	Aims and key tasks	Who and resource allocation	Products/ outcomes	Comments
Project design in collaboration with Project Partners.	<p><i>Aims</i></p> <p>The aim of this phase is to develop and agree a project plan.</p> <p><i>Key Tasks</i></p> <p>Finalisation of project plan, sign-off by project management group.</p>	<p>99 Consulting in collaboration with Project Management Group</p> <p>2 days</p> <p>April 08</p>	<p>An agreed project plan.</p>	<p>The Project Management Group will consist of representatives of EKCSA, Ipswich Youth Service and Boilerhouse Centre. EKCSA is the formal project sponsor with responsibility for project liaison and ultimate management of the consultancy.</p> <p>Judith Hunter will be the project manager from 99 Consulting.</p>

Project Stage	Aims and key tasks	Who and resource allocation	Products/ outcomes	Comments
Identification of collaboration models	<p><i>Aims</i> The aim of this phase is to identify possible models for collaboration. This would involve investigation of models currently in operation in Queensland and elsewhere, with a particular focus on rural/regional locations, and to assess their applicability to the former Esk Shire.</p> <p><i>Key Tasks</i></p> <ul style="list-style-type: none"> <li>• Desk/phone research on collaboration models around young peoples' issues</li> <li>• Discussion of findings and collaboration ideas and options with Project Management Group and key participants in the former Esk Shire to develop a model for trial.</li> </ul>	<p>99 Consulting</p> <p>5 days</p> <p>April to May 08</p>	<p>A brief summary report outlining different options for collaboration, for input to the Collaboration Workshop.</p>	<p>Some models the Management Group thought were worth investigating were:</p> <ul style="list-style-type: none"> <li>• The Goodna Services Integration Project – details on the Boilerhouse website</li> <li>• Gold Coast Integrated Response to Youth at Risk – info through Gold Coast City Council</li> <li>• State Government case management approaches with young people at risk.</li> </ul> <p>Other sources of info would be Kerry or her replacement from Ipswich Youth Service, and the FaHCSIA reference library on collaborative service delivery.</p>

Project Stage	Aims and key tasks	Who and resource allocation	Products/ outcomes	Comments
Collaboration process scoping, design and buy-in	<p><i>Aims</i></p> <p>This would have four main aims:</p> <ul style="list-style-type: none"> <li>• To assess the scope of current youth and family activity in former Esk Shire and the potential for collaboration</li> <li>• To design a collaboration process which the main proponents feel will work in the former Esk Shire and which uses existing resources more effectively</li> <li>• To set some objectives for collaboration that can be measured during evaluation</li> <li>• To gain buy-in to the trial of this process from key agencies.</li> </ul> <p><i>Key Tasks</i></p> <ul style="list-style-type: none"> <li>• Interviews and discussions with key youth and family support organisations (funded and voluntary) and government agencies around potential collaboration models</li> <li>• Engagement with young people and their families</li> <li>• Collaboration Workshop to decide preferred model</li> <li>• Design of process and protocols for a trial of the model</li> <li>• Design of evaluation model and tools to inform the trial.</li> </ul>	<p>99 Consulting along with Project Management Group.</p> <p>16 days, April to July 08</p>	<p>An agreed collaboration process documented to a level of detail which allows for trial implementation.</p> <p>Evaluation model and tools</p> <p>Individual interviews will be documented to a minimal level in order to provide background information for analysis.</p>	

Project Stage	Aims and key tasks	Who and resource allocation	Products/ outcomes	Comments
Trial phase	<p><i>Aims</i> To trial the collaboration model by applying it to an agreed number of cases/situations in the former Esk Shire as per the agreed scope for the trial.</p> <p><i>Key Tasks</i></p> <ul style="list-style-type: none"> <li>• Delivery of services/activities by local organisations through the collaboration process</li> <li>• Ongoing monitoring and data gathering about the process.</li> </ul>	<p>Agencies who have agreed to participate.</p> <p>99 Consulting in a monitoring/review/ advisory role.</p> <p>9 days of consultants' time during this phase.</p> <p>Intended to run for the second half of 2008 (July to December).</p>	<p>The collaboration process will have been used in a number of different situations and feedback gathered as to successes and issues.</p>	<p>The issues over which collaboration will take place will be identified during the "scoping, design and buy-in" stage.</p>
Evaluation process	<p><i>Aims</i> It is suggested that evaluation will be ongoing during the trial process, with a "wrap-up" and finalisation in December-February. The aims of this process are</p> <ul style="list-style-type: none"> <li>• To define the critical success factors for the trial</li> <li>• To measure the achievement of these success factors</li> <li>• To identify improvements to the process both during the trial phase and to be implemented post-trial</li> </ul> <p><i>Key Tasks</i></p> <ul style="list-style-type: none"> <li>• Data collection through the trial phase</li> <li>• Interviews with young people and families as well as with service providers</li> <li>• An evaluation workshop at the end of the trial</li> </ul>	<p>99 Consulting</p> <p>Advice and input from the Boilerhouse Centre</p> <p>10 days consultant time allocated to this phase.</p> <p>May 2008 to February 2009</p>	<p>A formal evaluation report including recommendations for adjusting collaborative processes.</p>	

Project Stage	Aims and key tasks	Who and resource allocation	Products/ outcomes	Comments
Finalisation	<p><i>Aims</i> To wrap up the project, with a final report, recommendations for ongoing collaboration, and ideally an ongoing collaborative process in place.</p> <p><i>Key Tasks</i></p> <ul style="list-style-type: none"> <li>• Implementation of a revised process post-trial</li> <li>• Final report</li> </ul>	<p>99 Consulting and project team.</p> <p>5 days consultant time.</p> <p>Completion by end February 09</p>	<p>A sustainable ongoing collaboration process.</p> <p>A brief final report, including reference to items in the reporting framework for the Building Links grant.</p>	<p>1. Note that while we will supply a final report on our aspects of the project, EKCSA remains responsible for overall reporting on the grant to Department of Communities.</p> <p>2. The idea of the final report is to summarise the project and recommend future directions. Earlier documentation will cover other issues in more detail, such as the design of the collaboration process and the evaluation of its effectiveness, and these will not need to be repeated in the final report.</p>

# Appendix C Collaboration Research Summary

## Summary - What Makes Collaboration Work?

Part of this project involved a review of a number of examples of collaboration in other communities (summarised in Attachment A), as well as a brief review of background literature on collaboration. This research identified a number of key success factors for collaboration, as well as a number of collaboration models.

The word “collaboration” covers a wide variety of arrangements between organisations and workers aimed at delivering quality community services. These can include:

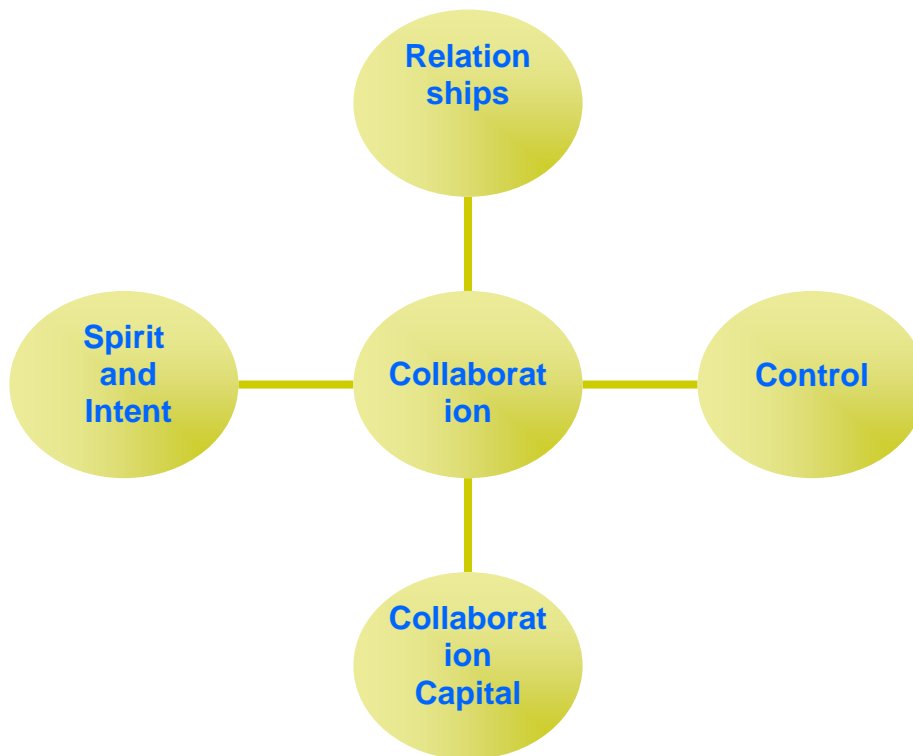
- networks for communication, problem solving, planning and/or decision making
- core and peripheral networks
- jointly delivered/integrated activities and services
- collaborating on support for individuals
- building links with community leaders
- subcontracting
- secondments
- a single worker employed by two groups for complementary work
- amalgamations.

Generally, the complexity of collaborative arrangements increases with the sophistication of the collaboration goals.

The choice of types of collaboration will depend on the types of community issues facing organisations, the pre-existing relationships between organisations, and the political and funding context. Some of these contextual factors include:

- the history of relationships
- the relative power of members and non-members – control versus consensus
- the impact of political or cultural context – open versus restriction
- the type of issue being addressed
- the different organisational cultures of members and the need to commit to collaboration without loss of their discrete identities.

Based on their review of research and case studies, the consultants have identified a number of factors which contribute to the success of collaborative efforts. These are summarised in the diagram below.



Each of these factors can be expanded on as follows.

Key elements of relationships which make for success in collaboration are:

- cooperative relationships
- a history of joint intervention
- cross agency forums/networks
- the KEY stakeholders with a contribution to solutions are involved
- consistent core of people
- diverse members for greater creativity.

Key elements of spirit and intent which make for success in collaboration are:

- a clearly defined, local and realistic task or problem to solve
- mutual benefit to be gained
- shared optimism about change
- compatible values, frameworks
- openness about sourcing funds
- willingness to evaluate and learn.

Key elements of control which make for success in collaboration are:

- local ownership and control
- local workers with community connections
- external support, not control.

Key elements of collaboration capital which make for success in collaboration are:

- relationships (as above)
- organisational (& senior management) commitment
- a lead organisation with a vision for collaboration
- a skilled 'collaboration tactician'
- parties with clear roles
- a flexible funder to support multi-agency applications
- availability of resources.

In addition to these key elements and the contextual factors, there are some key resources needed to make collaboration work. These include:

- relationships
- active facilitation and influencing to:
  - get participation
  - secure commitment
  - create an environment conducive to productive joint work
- secretariat capacity
- developmental worker capacity
- time to build and re-build relationships
- skills – high level for complex tasks
- cash and assets to fit the agreed tasks.

The table which follows overleaf summarises sources used for this investigation of collaboration. Shaded areas highlight projects or reports that focus on regional or rural areas.

**Analysis of the QCOSS collaborative practice examples.** This is based on a collection of case studies on the QCOSS website.  
<http://www.qcoss.org.au/Article.aspx?type=news&id=1788> Viewed 29 April 2008. Examples highlighted in blue have specific relevance to rural and regional areas.

Example	Collaborative Characteristics	Collaboration Tools
<p><b>Ipswich-Boonah</b></p> <p><b>Opportunity for disability services training for 27 people extended to local agencies</b>            by Focal Extended Inc with</p> <ul style="list-style-type: none"> <li>• Fassifern Community Centre</li> <li>• Gitana Consulting and Training Services (RTO)</li> </ul> <p>and funded by the Queensland Department of Employment and Training</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Affordable training</li> <li>• Positive cross agency relationships</li> <li>• Increased trust in the sector and sector-government relationships</li> </ul> <p>Contact:            Tanya Miller, Executive Officer, Focal Extended Inc,            phone (07) 3812 2014 or email  <a href="mailto:tanyamiller@focal.org.au">tanyamiller@focal.org.au</a></p>	<ul style="list-style-type: none"> <li>• Invitation to jointly apply for funding</li> <li>• A pre-existing service managers forum</li> <li>• Pre-existing cooperative relationships</li> <li>• Lead organisation with a vision for collaboration and a local community service sector where all services are doing well</li> <li>• Flexible approach by funder to support multi-agency application</li> </ul>	<ul style="list-style-type: none"> <li>• Partnership agreement with the training organisation</li> <li>• A simple MOU spelling out commitments, project management, dispute resolution, media protocols,</li> </ul>

Example	Collaborative Characteristics	Collaboration Tools
<p><b>Brisbane</b></p> <p><b>Integrated homelessness services</b> HART 4000 consortium of welfare and community development agencies that collaborate to provide multiple access points for homeless people. A coordination team provides case coordination and homeless people can receive help from a variety of agencies without having to travel from service to service repeating their story and request. Funded by DoC.</p> <p>Outcomes</p> <ul style="list-style-type: none"> <li>• Improved cross-agency communication and coordination</li> <li>• Simplified service pathways for clients</li> <li>• Expanded service capacities</li> </ul> <p>Contact Coordinator, New Farm Neighbourhood Centre, phone (07) 3358 5600</p>	<ul style="list-style-type: none"> <li>• Shared optimism/vision that change and better outcomes for homeless people was possible</li> <li>• Joint approach to funding application</li> <li>• Compatibility of approaches to assessment, crisis intervention and case planning</li> <li>• optimal use of existing resources</li> <li>• Pre-existing agency network</li> <li>• History of joint intervention efforts</li> <li>• Relevance to homeless people of the service types offered by consortium members</li> <li>• Early identification of potential conflict points</li> </ul>	<ul style="list-style-type: none"> <li>• Shared understanding of homelessness and shared mission statement</li> <li>• Clear governance and service delivery models</li> <li>• Policies and procedures in place before services commenced</li> <li>• MOU between agencies</li> </ul>

Example	Collaborative Characteristics	Collaboration Tools
<p><b>Moranbah, Dysart and Nebo</b></p> <p><b>A mentoring model to respond to community management committee needs</b></p> <p>Provided by the Mackay Regional Council for Social Development funded by local mine owners, BHP Billiton Mitsubishi Alliance</p> <p>Outcomes</p> <ul style="list-style-type: none"> <li>• A mentoring model</li> <li>• A trial of the model</li> </ul> <p>Contact</p> <p>Regional Community Development Worker, Mackay Regional Council for Social Development, phone (07) 4957 3088 or <a href="mailto:admin@mrcsd.com">admin@mrcsd.com</a></p>	<ul style="list-style-type: none"> <li>• A working group of stakeholders to drive the project</li> <li>• Local information and relationships</li> <li>• Local ownership and control</li> <li>• A persistent core group</li> <li>• Strong links between highly committed and collaborative people</li> <li>• Project reviews to maintain a clear focus</li> <li>• Maintaining</li> <li>• Difficulty ensuring committee succession and encouraging younger members.</li> </ul>	<ul style="list-style-type: none"> <li>• Terms of reference</li> <li>• A mentoring manual expressing shared understanding and intent</li> <li>• Mentoring model</li> </ul>

Example	Collaborative Characteristics	Collaboration Tools
<p><b>Hervey Bay</b></p> <p><b>A collaborative approach to bring funding for youth unemployment into the area</b></p> <p>Hervey Bay Commitment to Youth and the Hervey Bay Youth Sector Network</p> <p>Outcomes</p> <ul style="list-style-type: none"> <li>• An agreement to make collaborative decisions about funding opportunities including who applies</li> <li>• A link on the Hervey Bay City Council website for youth issues and services</li> <li>• A Fraser Coast Youth Survival Card</li> <li>• More active citizenship of young through a long-term junior council and a youth council</li> <li>• Youth projects and programs</li> </ul> <p>Contact</p> <p>Youth Development Officer, Hervey Bay City Council, phone (07) 4197-4330</p>	<ul style="list-style-type: none"> <li>• An actively facilitated agency network</li> <li>• Good communication</li> <li>• Trust between agencies</li> <li>• Reduced duplication of effort</li> </ul>	<ul style="list-style-type: none"> <li>• Services Forum</li> <li>• Youth development officer based with local government</li> <li>• MOU between parties</li> <li>• Shared vision and plan</li> </ul>

Example	Collaborative Characteristics	Collaboration Tools
<p><b>Warwick</b></p> <p><b>A community placement program to provide early intervention for young people and their families who are experiencing conflict</b></p> <p>Outcomes</p> <ul style="list-style-type: none"> <li>• Increased community awareness of youth homelessness</li> <li>• Engagement of young people to develop and publicly present a drama production</li> <li>• A CD-format publication about responses to youth homelessness and detailing project findings to help other rural communities respond to youth homelessness</li> <li>• Development of a service model to be implemented from 2007</li> <li>• Funding for a coordinator for two years.</li> </ul> <p>Contact</p> <p>Community Youth Worker, Warwick Shire Council, (07) 4661 7166 or Senior Guidance Officer, Education Queensland, Warwick, (07) 4660 5346.</p>	<ul style="list-style-type: none"> <li>• Commitment of working party members to not give up when the going got tough</li> <li>• Involvement of talented young people</li> <li>• Joint problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitated workshops to develop shared objectives</li> <li>• A dedicated project driver</li> </ul>

Example	Collaborative Characteristics	Collaboration Tools
<p><b>Ipswich</b>  <b>Collaborative approach to client service provision</b>  supported by Ozcare</p> <p>Outcomes</p> <ul style="list-style-type: none"> <li>• Offer of transitional housing for people discharged from hospital</li> <li>• Recurrent funding for an independent advocacy service for the West Moreton region</li> <li>• A forum for hostel owners and operators to share information and work with others in the community</li> <li>• A combined activity program for clients of ICADS and the Park Centre for Mental Health, with shared resources and responsibilities for program delivery</li> <li>• A network of hostel owners and operators</li> <li>• Breaking down the barriers created by individual agencies claiming 'ownership' of clients has increased the effectiveness and potential for client outcomes.</li> <li>• Some clients have had fewer admissions to the Ipswich Mental Health Unit because services were working together to provide timely and appropriate support to mutual clients.</li> </ul> <p>Contact  Michael Willett, Ozcare, phone (07) 3432 6003 or email <a href="mailto:michaelwi@ozcare.org.au">michaelwi@ozcare.org.au</a></p>	<ul style="list-style-type: none"> <li>• Informal relationships and partnerships between relevant agencies</li> <li>• Purposeful cross agency/business meetings</li> <li>• Regular attendance at existing networks</li> <li>• Commitment from skilled staff</li> <li>• Local staff with established links in the community.</li> <li>• Deliberate targeting of staff within organisations who are open to working in a partnership model</li> <li>• Clear and frequent communication</li> <li>• Time for partners to get to know each other, the philosophies of each service and limitations such as size and resources available</li> <li>• Senior management commitment</li> <li>• Constant building of relationships to deal with staff turnover</li> </ul>	<ul style="list-style-type: none"> <li>• A formal partnership with Queensland Health agency, the Park Centre for Mental Health, defining responsibilities for joint activities</li> <li>• A formal joint venture agreement with Churches of Christ Care Housing and West Moreton Integrated Mental Health Services to provide transitional housing</li> </ul>

## Collaboration examples from other sources

Project/report	Collaborative Characteristics	Collaboration tools/strategies/skills
<p><b>Warwick</b></p> <p><b>Warwick Shire Council, Warwick Youth Accommodation Working Party</b> “Youth Homelessness – practical strategies for rural communities” 2005</p> <p>Project - a manual reflecting on the experiences of a working party, including young people established to develop youth accommodation and resources in Warwick.</p> <p>Outcomes</p> <ul style="list-style-type: none"> <li>• a chronicle of the process and strategies for taking action on homelessness</li> <li>• broader collaboration and at the time the report was written, some indications of further support and resources.</li> </ul>	<p><b>Shared work load</b></p> <p>Operating as a Working Party, rather than as individuals, provides the opportunity to share knowledge, resources, wisdom and energy.</p>	<ul style="list-style-type: none"> <li>• <b>Go with the energy</b> - if community energy is with a community placement model but the Working Party is trying to find a building, energy is wasted. Go with the community energy rather than trying to battle on alone. You need to find where the 'real' energy is and harness it.</li> <li>• <b>Match the skill to the need</b> - target people who have the skills you do not have. Do a skills audit. Find people with passion! (Having people with passion in your team will ensure the sustainability of the Working Party).</li> <li>• <b>Realistic expectations</b> - dream the dream but do reality checks on what can be achieved NOW. Start small and build.</li> <li>• <b>Engage incorporated bodies</b> - instead of trying to work as a group of individuals, find organisations that have ‘community capacity building’ in their mission statement or who recognise the value of young people.</li> <li>• <b>Introduce new members at appropriate stages</b> - be careful about the timing of introducing new members to your working party. Introduction at the wrong time can cause disruption, or a sense of ‘sabotage’.</li> </ul>
<p><b>Rural and Remote Disability Employment Assistance Study</b></p> <p>A study to identify necessary funding principles to enable innovation in disability employment assistance service provision in rural and remote locations February 2001 Thomson Goodall Associates Pty Ltd Email: thomgood@ozemail.com.au</p>	<p>Proposes development of a model incorporating:</p> <p><b>aims of the model</b> – including fundamental reasons for proposing the model</p> <p><b>description of the model</b> – how it works at functional organisational and regional levels</p> <p><b>benefits</b> – to job seekers with disabilities and to organisations providing services</p> <p><b>geographical focus</b> – where the model is most appropriate</p> <p><b>directions for existing disability employment services</b> -</p>	<ul style="list-style-type: none"> <li>• <b>joint ventures</b> with local government (State funded and HACC, e.g. Kyeema, Portland). This provides opportunities for day options clients to access employment services</li> <li>• <b>auspice by local government</b> (e.g. Roma District Employment Service is one of several services operated by the Roma Town Council) - provides infrastructure support, economies of scale, peer support, greater community support, etc.)</li> <li>• <b>local government representation on Board</b> or</li> </ul>

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<p>Outcomes</p> <p>Recommendations that:</p> <ul style="list-style-type: none"> <li>• Commonwealth, State/Territory Disability and Education Departments explore collaborative approaches to assisting young people with disabilities in transition from school and workplace, particularly in rural and remote locations, including indigenous communities. This was in part based on successes demonstrated by local government collaborations/initiatives.</li> <li>• FACS considers joint projects with local government.</li> </ul> <p>Findings that benefits of collaboration may include:</p> <ul style="list-style-type: none"> <li>• economies of scale with administrative support, management and quality assurance systems, staff training and support</li> <li>• improved viability that is unlikely with a stand alone service model</li> <li>• enhanced capacity for service development</li> <li>• improved funding and/or cash flow stability</li> <li>• improved access to services for job seekers with disabilities</li> </ul>	<p>Implied directions for existing disability employment services if the model is implemented</p> <p><b>Roles and responsibilities</b> – for key organisations and individuals involved in providing assistance/services</p> <p><b>Quality Assurance</b> – describes QA issues, how Disability Services Standards will be met, and which organisation is responsible for ensuring that Standards are met</p> <p><b>Funding options</b></p> <p><b>Next steps</b></p>	<p>Committee of management (e.g. Workability, Bega with Bega Shire which provides a range of home based services to people with disabilities</p> <ul style="list-style-type: none"> <li>• <b>local government supporting businesses</b> which employ people with disabilities (e.g. contracts for cleaning, maintenance, car cleaning, recycling. E.g. North West Employment in Burnie)</li> <li>• <b>business partnerships</b> to establish new enterprises (e.g. MacKillop Rural Community Services, Balranald Shire, Department of Natural Resources and Environment and Employability established a native seed collection and propagation business)</li> <li>• <b>community development initiatives</b></li> <li>• <b>enterprise development</b></li> <li>• <b>direct employment</b> for job seekers with disabilities in local government</li> <li>• <b>co-location of agencies</b>, or single worker or workers (disability employment service employees) in community based facilities, for example a Shire operated community centre, or neighbourhood house - improves access for consumers, peer support for a single worker, lower cost/ shared infrastructure</li> <li>• <b>establishing a regional group</b> of disability employment services, e.g. the South Eastern Vocational Employment Group.</li> <li>• <b>staff working on secondment or single worker employed part time by 2 organisations</b>, working in complementary areas.</li> </ul>

Project/report	Collaborative Characteristics	Collaboration tools/strategies/skills
<ul style="list-style-type: none"> <li>• a more cost effective service delivery system</li> <li>• peer support.</li> </ul> <p>A theoretical case management and brokerage model and implementation plan for delivery of employment services to people with disabilities where it is not cost effective to establish a separate disability employment service.</p>		
<p><b>National forum on family relationships program</b></p> <p>Family Relationships Services Program: Progressing Partnerships in Policy and Practice <i>Outcomes from the Family Relationships Service Program Regional Workshops and National Forum May-June 2004</i> Report prepared for the Australian Government Departments of Family and Community Services and Attorney-General by Morgan Disney and Associates Pty Ltd November 2004</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Recognition of requirements for collaboration</li> <li>• Proposals for how to develop collaboration in the sector</li> <li>• Analysis of data investigating helpfulness/</li> </ul>	<p>Workshop view of <b>requirements for collaboration:</b></p> <ul style="list-style-type: none"> <li>• attention to the values of respect and trust</li> <li>• relationship building and the time to do this</li> <li>• Letting go of and sharing power</li> <li>• bridging across professional boundaries</li> <li>• recognition of the rights of clients to have a choice of service providers</li> </ul> <p>For rural and remote areas with few services and opportunities:</p> <ul style="list-style-type: none"> <li>• new approaches such as use of technology</li> <li>• partnerships between established providers and Indigenous organisations.</li> </ul> <p>Quantitative analysis of involvement in and helpfulness of interagency involvement: <b>The interagency activities with which agencies were most commonly involved were:</b></p> <ul style="list-style-type: none"> <li>• referring clients between agencies (82%)</li> <li>• exchanging information (about projects, funding sources, etcetera) (80%)</li> <li>• interagency meetings (79%)</li> <li>• joint planning (66%)</li> <li>• joint service delivery (60%).</li> </ul>	<p><b>Proposed actions for developing collaboration:</b></p> <ol style="list-style-type: none"> <li>1. Acknowledging collaboration by including it in the data collected by FaCSLink</li> <li>2. Seeking collaboration and linkages through tendering</li> <li>3. Rewarding collaboration</li> <li>4. Linking future resource allocations to collaborative planning</li> <li>5. Funding specific collaborative activities, including jointly managed research projects (engaging universities)</li> <li>6. Providing logistic support for collaboration that needs to happen at the State/Territory and regional level</li> <li>7. Allowing program administrators to facilitate linkages regionally</li> <li>8. Celebrating the successes of collaboration</li> <li>9. Exchanging information, for example establishing an interactive FRSP Website</li> <li>10. Conducting State/regional workshops on an ongoing basis.</li> </ol>

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effectiveness/hindrance of collaborative activity	<p>Interagency <b>activities rated as most helpful</b> on a scale of 1 (low) to 5 (high):</p> <ul style="list-style-type: none"> <li>• referring clients between agencies (4.1)</li> <li>• interagency staff training (4.1)</li> <li>• joint service delivery (4.0)</li> <li>• exchanging information (about projects, funding sources etcetera.) (4.0)</li> <li>• co-location (where services may share the same premises) (4.0).</li> </ul> <p>Three interagency activities - <b>referral of clients between agencies, the exchange of information, and joint service delivery - were among the most common interagency activities and were, at the same time, seen to be among the most helpful.</b></p> <p>Factors most likely to <b>hinder effective partnerships</b> (ranked statements across a scale of 1 (not at all accurate) to 5 (highly accurate):</p> <ul style="list-style-type: none"> <li>• differences in funding sources across agencies (3.5)</li> <li>• different levels of government (local, state, federal) working separately (3.5);</li> <li>• staff problems (e.g. shortages, high turnover) (3.4); and</li> <li>• competition for funding among agencies (3.3).</li> </ul> <p>Factors were most likely to <b>promote effective partnerships</b> (ranked statements across a scale of 1 (not at all accurate) to 5 (highly accurate):</p> <ul style="list-style-type: none"> <li>• respect for and understanding of the needs of families (4.3)</li> <li>• willingness among stakeholders to work together (4.1)</li> <li>• common philosophy that includes the goal to cooperate (4.0)</li> <li>• leadership from the Facilitating Partner (3.9)</li> <li>• leadership among agency administrators (3.8).</li> </ul>	

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<p><b>National Evaluation</b></p> <p>Evaluation of the Stronger Families and Communities Strategy 2000-2004            Networks and Partnerships, Issues Paper, April 2004, Australian Government and RMIT, Written by: Mr Bob Williams Ms Meenakshi Sankar Associate Professor Patricia Rogers</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Distinguished 4 types of relationships and collaborative type activities</li> <li>• Identified requirements for managing networks</li> <li>• Identified contextual factors that help or hinder networks and partnerships</li> <li>• Characteristics for optimal network functioning</li> <li>• Identification of factors inhibiting the Strategy</li> </ul>	<p>Four different types of activity based relationships seen as:</p> <ul style="list-style-type: none"> <li>• Communication – shared information</li> <li>• Cooperation - shared information and mutual support</li> <li>• Coordination - common tasks and compatible goals</li> <li>• Collaboration - integrated strategies and collective purpose.</li> </ul> <p>Networks can be helped or hindered by:</p> <ul style="list-style-type: none"> <li>• history of relationships among members (if poor, then imperative to blend cultures and shared views)</li> <li>• relative power of members and non-members of the group (intense feelings and conflicts can arise from power issues, so build a working consensus rather than traditional command and control)</li> <li>• extent of political and cultural control (if highly restrictive, then simple goals and structures may be the only option)</li> <li>• complexity of issues being addressed (risk is - simple issue=low stakes=minimal shift by individuals towards new consensus=status quo)</li> <li>• culture of members</li> <li>• stage of the network (ebbs and flows based on optimism about the idea of a coalition, availability of resources, failure of existing efforts, legislative or external mandates, an effective catalyst organisation, previous history of collaboration between members)</li> <li>• Capacity to maintain linkages - the technical ability of members to stay in touch and create a sense of direction.</li> </ul> <p>Factors that effect how well networks function:</p> <ul style="list-style-type: none"> <li>• <b>‘alignment’ – the correct alignment of purpose, structure, processes and resources (including time)</b></li> </ul>	<p>Managing networks and partnerships need time, skills and other resources for:</p> <ul style="list-style-type: none"> <li>• influencing members to participate (<b>champions</b> who provide energy, <b>sponsors</b> who can legitimise the network, and influencing rules/values/norms to reach congruence of purpose and process)</li> <li>• securing commitment from members (develop obligations for joint action, promoting the gathering of resources, building coalitions, forging agreements)</li> <li>• creating a favourable environment for productive work (minimising the costs to participants, blending many different cultures but allowing participants to contribute based on their own reasons, fostering effective communication, using the role of facilitator/broker rather than being someone ‘in charge’).</li> </ul> <p>Dos and don’ts</p> <ul style="list-style-type: none"> <li>• Don’t underestimate the time needed to build networks</li> <li>• Clarity of purpose is vital</li> <li>• Don’t expect networks to do what institutions do</li> <li>• More diverse membership usually means more creative outcomes</li> <li>• Make sure tasks reflect the network’s constituency</li> <li>• Make sure the agenda has high local relevance</li> <li>• Build up trust, but don’t assume communication and working together ships build up trust if people have different world views as the reverse may occur.</li> </ul> <p>Key to success - maintaining balance between purpose, structures, processes and resources E.g. A network attempting to solve complex problems needs much higher levels of structure and leadership than an</p>

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	<ul style="list-style-type: none"> <li>• way in which the network is managed</li> <li>• 'fit' between the network and the context.</li> </ul> <p>Support for networks of 'central' / 'external' agencies can be important but central agency needs can inhibit local networks if support is too inflexible. (Bernard, 1996; Creech &amp; Willard, 2001)</p> <p>Participants need the active support of their own agencies.</p> <p>The role of network coordinators is complex and demanding. They should be appointed based on skill rather than general availability.</p> <p>Networks tend to have core and peripheral members, who participate at different levels. Ideally, a few core members who have extensive links to different networks.</p> <p>Tasks needed for early stage of coalition building are different from 'late' stage tasks – mistimed activity can inhibit development.</p>	<p>occasional information-sharing network.</p> <p>Factors holding back the Stronger Families and Communities Strategy 2000-2004 were:</p> <ul style="list-style-type: none"> <li>• large number and diversity of community and government organisations actively involved in community work in the region</li> <li>• divergent philosophies</li> <li>• silo mentality</li> <li>• persistence of old habits</li> <li>• desire to maintain secrecy about funding sources</li> <li>• need for continual crisis management.</li> </ul>
<p><b>Collaboration resource material</b> – Queensland Department of Communities web site</p> <p><a href="http://www.qld.gov.au/ngo/networks/collaboration/benefits-and-applications.html">http://www.qld.gov.au/ngo/networks/collaboration/benefits-and-applications.html</a></p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• forms that different levels of collaboration take (see table at attachment 1)</li> <li>• success factors</li> </ul>	<p>Evidence-based assessment of successful collaboration (from recognise and accept the need for partnership</p> <ol style="list-style-type: none"> <li>2. develop clarity and realism of purpose</li> <li>3. ensure commitment and ownership</li> <li>4. develop and maintain trust</li> <li>5. create clear and robust partnership arrangements</li> <li>6. monitor, measure and learn.</li> </ol>	<p>Systematic planning for collaborative ventures:</p> <ul style="list-style-type: none"> <li>• assess likely benefits to the organisation</li> <li>• assess the venture's impact on services or activities</li> <li>• assess the attributes and suitability of potential partner/s</li> <li>• assess the venture's potential risks</li> <li>• get basic agreement about purpose of the collaboration, what the organisations will try to achieve together, mutual expectations and principles/values for operating</li> <li>• negotiate details about roles and responsibilities, time frames, finances, other terms and conditions such as confidentiality and intellectual property.</li> </ul>

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<ul style="list-style-type: none"> <li>planning required for collaboration</li> </ul>		<ul style="list-style-type: none"> <li>document the agreement either in a Memorandum of Understanding (MOU) or, where there are resource or legal implications, in a formal agreement or contract</li> <li>It may be helpful to create a map your collaborative relationships to create a visual representation of who you link are with and the nature of the relationships (i.e. cooperative, collaborative etc).</li> </ul>
<p><b>Review of collaboration</b></p> <p>Collaboration and Alliances: A Review for Vichealth, Dr Rae Walker, September 2000</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>describes the types of goals of collaboration</li> <li>phases/stages of collaborative development (see table in attachment 2)</li> <li>types of trust most relevant to inter-agency collaboration</li> <li>characteristics of trusted partner organisations</li> <li>critical success factors for collaboration and alliances</li> <li>variables impacting on joint planning (see attachment 2)</li> <li>Indicators of successful collaboration</li> </ul>	<p>Typically collaborative goals are:</p> <ul style="list-style-type: none"> <li>create or modify service delivery</li> <li>resource maximisation</li> <li>policy development at organisational or community levels</li> <li>systems development and change</li> <li>social and community development</li> </ul> <p>Two kinds of trust important in inter-organisational relationships:</p> <ul style="list-style-type: none"> <li>'Fragile trust' is trust in the predictability of <i>transaction outcomes</i> and can be interpreted as trust that people will do what they say they will do – a foundation for developing stability in social and economic relationships</li> <li>'Resilient trust' is trust in the predictability of the <i>goodwill</i> of others, that they will not willingly do harm to their partner(s) -typical of flexible long-term relationships.</li> </ul> <p>Characteristics of trusted partners:</p> <ul style="list-style-type: none"> <li>able to undertake the work which forms their part of the collaboration</li> <li>able to relate well across organisational boundaries</li> <li>have values and motivations supporting joint activity.</li> </ul>	<p>Learnings/strategies:</p> <ul style="list-style-type: none"> <li>collaboration between organisations is hard to achieve</li> <li>tensions between agencies do not go away simply because there is money to facilitate collaboration</li> <li>creating a 'truly shared purpose' is essential</li> <li>success depends on local initiative and autonomy a process of mutual priority setting between central agencies and localities</li> <li>local struggles for control of steering groups and boards of management can become painful;</li> <li>it is easy to begin a collaborative venture but much harder to sustain it over time</li> <li>despite the difficulties, collaboration provides benefits that people and organisations value.</li> </ul>

Project/report	Collaborative Characteristics	Collaboration tools/strategies/skills
	<p data-bbox="546 204 1144 268"><b>Critical success factors (based on analysis of USA community health alliances)</b></p> <ul data-bbox="546 316 1234 1426" style="list-style-type: none"> <li data-bbox="546 316 1234 451">• identification of a collaboration tactician or boundary spanner (a skilled person(s) to bring organisations together and to facilitate a shared vision and objectives)</li> <li data-bbox="546 459 1234 635">• securing buy-in from key stakeholders and opinion leaders (key stakeholders in a collaboration are and need to be those who have a significant contribution to make to the solution of the problem that is being addressed)</li> <li data-bbox="546 643 1234 850">• recognising and responding to participation constraints (vary a great deal and may be explicit or implicit; financial, legal, administrative or cultural. Skilled collaboration tacticians can identify the constraints, and the benefits that might attract a particular key stakeholder into the collaboration)</li> <li data-bbox="546 858 1234 994">• keeping the structure simple and suited to the purpose (many structures used are informal with contracts being used more often if resource commitments are significant)</li> <li data-bbox="546 1002 1234 1177">• ensuring incentive compatibility among participants (the package of agreements negotiated, and tasks undertaken, by the collaboration needs to help participating organisations meet some goals that are important to them)</li> <li data-bbox="546 1185 1234 1393">• ensure effective communication and information flows among participants (Needs protocols for inter-organisational communication, explicit policies for information sharing, and reliable systems for data exchange. Confidentiality and intellectual property issues may need to be addressed)</li> <li data-bbox="546 1401 1234 1426">• develop an explicit evaluation strategy (for both</li> </ul>	

Project/report	Collaborative Characteristics	Collaboration tools/strategies/skills
	<p>organisation level issues and community level outcomes)</p> <ul style="list-style-type: none"> <li>• Maintain momentum through successes (projects intended to achieve early successes need to be small scale and short term to help accrue status, and attract resources - complex projects can build upon these)</li> </ul> <p><b>Indicators of successful collaboration</b></p> <p>Publication of a partnership strategic plan that identifies shared priorities, principle, roles and plans.  Publication of agency level strategic plans that reflect the community level plans  <i>Implementation of a Partnership evaluation strategy that includes reviews of service plans,</i>  establishment/maintenance of structures for joint communication and negotiation, processes for implementing agreements within their own organisations and progress towards achieving service goals  <i>Coincidence of planning cycles between agencies</i>  <i>Reciprocal referral between service agencies within a Partnership</i> - establishes patterns of interaction likely to develop knowledge and understanding of each other and, ultimately lead to a degree of trust. Continuity of case management arrangements between agencies  Reciprocal membership of organisational structures – boards, advisory committees, working parties where individuals from outside the organisation are invited to participate and create avenues through which inter-organisational learning and support can be achieved.  <i>Publication of agency policies and procedures that encourage staff in collaborating agencies to participate in training programs</i> - attendance of staff at training needs to be recorded.</p>	

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<p><b>National program guidelines</b></p> <p>Department of Families, Housing, Community Services and Indigenous Affairs (FAHCSIA) Reconnect Program Guidelines <a href="http://www.facsia.gov.au/internet/facsinternet.nsf/housing/reconnect.htm">http://www.facsia.gov.au/internet/facsinternet.nsf/housing/reconnect.htm</a></p> <p>The Reconnect Program offers early intervention services to young people at risk of homeless and their families. Is based on extensive research in diverse locations in Australia.</p> <p>Outcomes from research:</p> <ul style="list-style-type: none"> <li>• features of good practice for collaboration</li> <li>• strategies for community collaboration</li> <li>• advantages of collaboration</li> </ul>	<p>Guidelines excerpts</p> <p><i>Four key features of good practice in engaging other agencies in collaborative early intervention work have been identified:</i></p> <ul style="list-style-type: none"> <li>• <i>a clearly defined task or issue that needs to be addressed;</i></li> <li>• <i>mutual benefit to be gained;</i></li> <li>• <i>organisational commitment to working together; and</i></li> <li>• <i>good relationships with individuals in other agencies.</i></li> </ul>	<p>Guidelines excerpts</p> <p><b>Community Collaboration</b></p> <p><i>Service providers can contribute to strengthening the capacity of the community to assist young people, by networking, developing collaborative partnerships and providing leadership in early intervention issues. This can be done through:</i></p> <ul style="list-style-type: none"> <li>• <i>collaborating on support for individuals;</i></li> <li>• <i>integrating service delivery;</i></li> <li>• <i>building links with community leaders; and</i></li> <li>• <i>networking with existing agencies (or building new networks) to identify issues and address gaps and barriers in local service delivery.</i></li> </ul> <p><i>Some of the <u>advantages</u> of community collaboration include the opportunity to:</i></p> <ul style="list-style-type: none"> <li>• <i>participate in the planning and policy processes of other community and government agencies;</i></li> <li>• <i>participate in inter-agency groups, committees and forums to work on issues of common concern;</i></li> <li>• <i>collaborate in joint ventures with agencies working with the same target group or issue of concern;</i></li> <li>• <i>develop positive working relationships with government agencies; and</i></li> <li>• <i>exchange ideas and knowledge.</i></li> </ul>
<p><b>Australian research</b></p> <p>Beyond the Classroom: Building new school networks, by Rosalyn Black, Senior Research Manager at the Foundation for Young</p>	<ul style="list-style-type: none"> <li>• Ability of school leadership to share leadership equally with partners</li> </ul> <p><b>Old school ties</b> – it’s not what you know but who you know. Conjures concepts of private schools, power and privilege</p>	<p>For high poverty schools to have high achievers - become well networked with their communities and agencies who work for the good of the community.</p> <p>Challenges:</p> <ul style="list-style-type: none"> <li>• school-community partnerships are often not sustained</li> </ul>

Project/report	Collaborative Characteristics	Collaboration tools/strategies/skills
<p>Australians, is published by The Australian Council for Educational Research. A copy of the book can be purchased from <a href="http://shop.acer.edu.au/">http://shop.acer.edu.au/</a></p> <p>Outcome: A finding that successful schools form alliances with their neighbourhood schools and agencies across their local regions in order put equity for all students on the agenda.</p>	<p><b>New school ties</b> – new conversations about social capital and success at school. The concept can be challenging because:</p> <ul style="list-style-type: none"> <li>• schools are often social, physically and culturally isolated from the community</li> <li>• their way of developing curriculum doesn't embed the notion of community</li> <li>• teachers can't add it to their role – has to be a dedicated role.</li> </ul>	<p>over time</p> <ul style="list-style-type: none"> <li>• schools seen as the key to tackling disadvantage but out side help often comes in unhelpful floods of uncoordinated offers</li> <li>• schools have to work out to make the relationships productive</li> <li>• Schools need support to participate in networks – it can be a stress/burden if networks are thrust upon staff.</li> </ul> <p>Tasmania trialling school-community partnership officers.</p> <p>Schools could band together for a shared effort of partnership building rather than going solo.</p> <p>Examples of school as hub:</p> <ul style="list-style-type: none"> <li>• By sharing infrastructure</li> <li>• Co-location of schools with child health/child care centres etc – one-shop community resource – all schools in UK by 2010. Emerging here – Victoria Yuille Park Community college</li> </ul>
<p><b>Education research</b></p> <p>The Service Learning Model</p> <p><i>Turning Points - The Young adolescent learner</i> <a href="http://education.qld.gov.au/curriculum/middle/docs/turning-young.pdf">http://education.qld.gov.au/curriculum/middle/docs/turning-young.pdf</a></p>	<p>This is based on understanding of young adolescents in middle school becoming aware of the world and having a desire to impact on it. Intellectually, students need opportunities to reason through complex problems. Morally, students need to contribute to building a just society. Emotionally and socially, they need opportunities to make decisions and to be held accountable in real ways.</p> <p>Important adult-like experiences help build the bridge to adulthood by laying a foundation of skills, knowledge, identity and self-worth.</p>	<p>Strategies/features built into the model:</p> <ul style="list-style-type: none"> <li>• meets actual community needs</li> <li>• collaboration with school and community</li> <li>• integrated into each person's curriculum vitae</li> <li>• includes structured time for the youth to reflect on the service learning experience through talking, thinking and writing about it</li> <li>• provides young people with the opportunities to use new academic skills and knowledge in relation to life and community situations</li> <li>• enhances and extends learning beyond the classroom.</li> </ul>

Project/report	Collaborative Characteristics	Collaboration tools/strategies/skills
	Service learning projects foster empathy, personal values and beliefs, awareness, self-esteem, self-confidence, social responsibility and sense of caring for others.	Examples: Creek rehab, brumby horse capture and care, caring for children with disabilities project

## Agency contacts

Project/service	Description	Strategies and outcomes
<p><b>Brisbane</b></p> <p><b>ZYON's (now NEYON) Recreational Buffet - A collaborative community program of recreational, sporting and cultural opportunities for young people</b></p>	<p>Developed in response to observations made by the Zillmere Youth Organisations Network (ZYON) now named North East Youth Organisations Network (NEYON):</p> <ul style="list-style-type: none"> <li>• lack of sporting, recreational and cultural activities in Zillmere and surrounding suburbs for young people</li> <li>• lack of opportunities for young people to connect with other young people and workers</li> <li>• increased tension between groups of young people and reports of high numbers engaging in risk taking behaviours.</li> </ul> <p>Piloted April – June 06 then continued by eight sport and recreation providers</p>	<p>Strategies include:</p> <ul style="list-style-type: none"> <li>• joint planning and goal development</li> <li>• Terms of Reference for partners</li> <li>• collaborative programming</li> <li>• shared events/activities calendar</li> <li>• evaluation.</li> </ul> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• Increased recreational, sporting and cultural opportunities for young people in Zillmere.</li> <li>• Increased number of young people accessing local youth and community spaces / facilities including Visible Ink Zillmere, Zillmere Community Centre, PCYC and O'Callaghan Park Zillmere.</li> <li>• Young people developing a greater awareness of healthy eating and lifestyle choices.</li> <li>• Greater working relationships between local community members and workers from government and non-government organisations</li> <li>• Young people have gained a better understanding and acceptance of different community cultures including Indigenous and Sudanese community groups.</li> <li>• Young people have built better working relationships with other young people, youth workers and community facilitators.</li> <li>• More Indigenous young people are linking in with non-indigenous workers/ organisations in school holiday activities, social and developmental support groups and seeking individual support.</li> <li>• Young people have increased self- esteem and confidence in trying new activities and meeting new people.</li> </ul>

Project/service	Description	Strategies and outcomes
<p><b>Pine Rivers, North Brisbane</b></p> <p><b>Coordinated Response to Young People At Risk (CRYPAR)</b></p> <p>A whole of government (award winning) initiative which aims to assist young people in addressing issues which are often identified as contributing factors in the development of criminal and self-harming tendencies and anti-social behaviour.</p> <p>Expansion plans to Ipswich area.</p>	<p>CRYPAR is a simple referral process that allows police officers in the field to refer young people to an agency that can assist them with their identified issue. All that is required is the young persons consent and the referral form is later faxed to the appropriate agency which has agreed to respond within 48 hours.</p> <p>Established 31 partners across the initial two police Districts (North Brisbane and Pine Rivers)</p> <p>Benefits seen by Police as:</p> <ul style="list-style-type: none"> <li>• Young person diverted from crime, risk taking behavior, self harming, anti-social behavior</li> <li>• Reduces crime / youth violence / homelessness / family conflict / mental health / youth suicide / unemployment</li> <li>• Forges strong sustainable partnerships with public and private sector</li> <li>• Addresses 'gap' in traditional policing methods (traditionally police only dealt with victims or offenders)</li> <li>• Provides valuable resource to police offices (civilian coordinator)</li> <li>• Helps organisations meet target goals and secure funding</li> <li>• Aligns activities with Government Priorities</li> <li>• Protects children</li> <li>• Enhances community safety</li> </ul>	<p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Policing response is more strongly supplemented with youth and families services' responses</li> <li>• Reduced offending behaviour</li> <li>• Reduced police call outs</li> </ul> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• MOU between referral agencies</li> <li>• Shared referral sheet</li> <li>• Shared agency contacts sheet</li> <li>• Understanding between agencies of their respective roles and services.</li> </ul>
<p><b>Logan</b></p> <p>Logan-Beenleigh Young Persons Project</p> <p>(information based on pre-launch planning and development)</p>	<p>Five-year project targeting:</p> <ul style="list-style-type: none"> <li>• Young people (15-25) experiencing or showing early signs of mental illness with multiple and complex needs and their families</li> <li>• Young parents (up to 21) and pregnant teenagers with multiple and complex needs and their families</li> <li>• Young people identified as being at risk of early</li> </ul>	<p>Tools for integrated working:</p> <ul style="list-style-type: none"> <li>• common assessment framework</li> <li>• information sharing protocol</li> <li>• protocol for priority access to services</li> <li>• flexible funds for client support</li> <li>• sector development and community capacity building strategies</li> </ul>

Project/service	Description	Strategies and outcomes
<p>A response to persistent social exclusion indicated by levels of mental illness and teenage pregnancy. Significant new funding has allowed this model to be developed.</p>	<p>pregnancy or developing a mental illness.</p> <p>Funding for the following combined government and non-government structure:</p> <ul style="list-style-type: none"> <li>• Coordination service</li> <li>• Lead support coordinators and client service coordination panel</li> <li>• Local governance committee</li> <li>• Local solutions forums.</li> </ul>	<p>Anticipated outcomes for clients:</p> <ul style="list-style-type: none"> <li>• Better life chances for young people and their children</li> <li>• Higher school retention</li> <li>• increased employability</li> <li>• reduced involvement in the criminal justice system</li> <li>• skills to obtain and maintain appropriate and stable accommodation</li> <li>• parenting skills and increased safety and health of their children</li> <li>• increased ability to manage own mental health needs</li> <li>• improved their health, safety and well being by dealing with homelessness, substance misuse, family violence</li> </ul> <p>Anticipated outcomes for target group:</p> <ul style="list-style-type: none"> <li>• Greater understanding about:</li> <li>• the need to seek help early</li> <li>• healthy relationships</li> <li>• reproductive health</li> </ul> <p>Anticipated outcomes for the service system</p> <ul style="list-style-type: none"> <li>• evidence based practice and service delivery</li> <li>• improved workforce capacity – skills, knowledge and capability of workers to provide services seamlessly, holistically</li> <li>• greater capacity of local service providers to identify issues and provide early and effective responses</li> <li>• overcoming barriers to collaborative working and maximising effectiveness of government’s investment in human services</li> </ul>
<p><b>Toowoomba</b></p> <p>Parenting Support Interagency Meeting</p>	<p>Proposal for an interagency case conference to process referrals from Dept Child Safety.</p>	<ul style="list-style-type: none"> <li>• Proposed terms of Reference</li> <li>• Shared agency profile template</li> </ul>

Project/service	Description	Strategies and outcomes
Early stage of investigation/establishment		
<b>Stanthorpe</b>  <b>Youth Development Officer Rebecca Shroder based at Stanthorpe Neighbourhood Centre (funded by Department of Communities)</b>	<p>The Youth Development Officer is based at the Trying to respond to young people who are disengaging from home and school but Stanthorpe grapples with few youth services and inadequate transport. The smaller towns around like Ballandean seem to have a high level of local volunteering when needs arise.</p>	<p>Three or four workers from different services are collaborating to create a more comprehensive response, within the constraints. The worker networks are an important basis for activity – Families and domestic violence meetings at the N’hood Centre, youth justice meeting. The youth focused workers piggy back on these meetings to talk about how to respond better to specific young people and how to join their activity budgets together for a better result. Have a joint youth events calendar for example and help each other out with events.</p>
<b>Warwick – Stanthorpe</b>  <b>headspace</b> <b>Karen Angels 4661 1999</b>  Has a very slick web site at <a href="http://www.headspace.org.au/home/">http://www.headspace.org.au/home/</a>	<p>A relatively new youth health service for anyone aged between 12 and 25 years offering support for general health, mental health, drug and alcohol issues, and employment and education support. The focus is on early intervention and having a one-stop-shop approach to health issues.</p> <p>It is establishing in selected locations across Australia including South Downs (Warwick base), Fraser Coast, Gold Coast and Townsville.</p> <p>The Southern Downs headspace is outreaching into Stanthorpe with the intention of co-locating one day per week with another well-known service where confidential counselling rooms could be booked.</p>	<p>Strategies for their own service delivery:          Have a multidisciplinary team including a GP, counsellors, social workers, a music therapist, youth workers and communications officer.</p> <p>In addition to direct service delivery they do research to inform practice, run national awareness campaigns and try to resource local workers/citizens e.g. offering free seminars presented by Australian Psychological Society trainers in March 2009 on:</p> <ul style="list-style-type: none"> <li>• Managing Challenging Behaviours, Aggression, Self-Harm and Suicide</li> <li>• Motivational Interviewing and Behavioural Change Techniques</li> <li>• Problems Solving Skills Training</li> <li>• Early Intervention of Psychosis in Young People.</li> </ul> <p>The headspace spokesperson gave the impression that the service’s energies were focused on the establishment stage and that collaboration was not a high priority.</p>

Project/service	Description	Strategies and outcomes
		<p>However, as part of the entry process into the community they attend network meetings and intend to liaise as necessary with other agencies if client work requires it. In Goondiwindi they have depended on the local community centre's networks to help them become established.</p>
<p><b>Local Government Association of Queensland</b></p> <p>Rachel Uhr, Youth Policy Project Officer 30002238</p>	<p>The role is being evaluated by LGAQ but has focused mainly on supporting Queensland local governments with youth engagement strategies.</p>	<p>Rachel had not had involvement in the Brisbane Valley area to date.</p> <p>Has observed that councils are currently moving more towards generic development roles rather than youth specific development.</p> <p>Models around Queensland for delivering youth development include:</p> <ul style="list-style-type: none"> <li>• mining companies, state government and councils sharing costs for a worker</li> <li>• councils endorsing a local agency</li> <li>• councils auspicing a youth development worker</li> <li>• Department of Communities and councils sharing costs.</li> </ul> <p>Suggested the Youth Development Worker in Stanthorpe as a possible contact given some similar challenges in that area.</p>
<p><b>Coolangatta</b></p> <p><b>Coolangatta Primary School community services building on campus</b></p> <p>07 55366397</p>	<p>The space was about to be leased by the Smith Family to run the Learning for Life program.</p> <p>Learning for Life provides families in financial need with funds for school costs, academic support, personal support to improve children's socialisation, literacy support to improve comprehension, financial and techno literacy. Support can continue until child completes tertiary education or families become financially ineligible. Referrals come from schools and community agencies.</p>	<p>Community service space co-located on school campus and offering services relevant to the school community and beyond.</p>

Project/service	Description	Strategies and outcomes
	<p>The Smith Family also does community capacity building to help communities have opportunities to offer young people.</p> <p>The people who had the original vision for the use of this arrangement had moved on.</p>	
<p><b>Ipswich</b></p> <p><b>Ipswich Management of Public Intoxication Project (IMPIP) and Steps to Success</b></p> <p><b>Ipswich City Council</b> <b>Annette Schoone 3810 6656</b></p>	<p>Reviewed their IMPIP service model because of difficulties finding active/available referral pathways for young people contacted by council’s outreach staff. For example, local services didn’t necessarily have capacity to respond or eligibility under their funding programs was too narrow. Also, young people didn’t always want help/a referral or to be engaged with IMPIP.</p> <p>Moved to the Steps to Success model which supports clients of other services (16+ years) to be supported into employment. A new pilot in partnership with DETIR. Has a coordinator and two case workers. People meet weekly with a case worker to review their individual plan for setting goals and tackling problems – there is practical help to deal with employment barriers – from help with mental illness to buying interview clothes.</p>	<p>IMPIP looked at an MOU with key agencies based on goodwill (somewhat modelled on CRYPAR) – but parental permission for under 18 years olds was a barrier. Partnership with PCYC for diversion activity program delivery.</p> <p>Other key links are the Safe City Program (includes CCT, Crime Prevention Through Environmental Design), community policing and initially a first response team doing street patrols.</p> <p>Steps to Success supports workers from other groups to stay involved with the person – is not trying to meet all needs. Like the model for its flexibility with encouraging outcomes to date. No formal agreements with other agencies.</p>

**Excerpts from the Queensland Department of Communities on-line resources for NGOs.**

<http://www.qld.gov.au/ngo/networks/collaboration/benefits-and-applications.html>

	Cooperating	Coordinating	Collaborating	Integrating
Description	A form of friendly coexistence.	Some formal relations but each agency maintains its own set of goals, structures and accountability.	Partnership formation that is characterised by mutual benefit, interdependence and a formal commitment to working together for specific purposes.	The coming together of structure, goals and responsibility of being accountable to each other.
Form	<ul style="list-style-type: none"> <li>• Information sharing</li> <li>• Interagency networks</li> <li>• Ad hoc meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinated planning</li> <li>• Coordinated service provision</li> <li>• Referral network</li> <li>• Advisory committees</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative alliances</li> <li>• Co-location</li> <li>• Joint ventures</li> <li>• Community-business partnerships</li> <li>• Consortia</li> <li>• Joint tenders</li> </ul>	<ul style="list-style-type: none"> <li>• Amalgamations</li> <li>• Mergers</li> </ul>

**Collaboration and Alliances: A Review for Vichealth, Dr Rae Walker, September 2000**

Excerpt outlining the tasks involved in three stages of collaborative work

Phase	<b>Tasks to be achieved (1-2 years)</b>
Phase 1 Problem setting	<ul style="list-style-type: none"> <li>• shared definition of the problem</li> <li>• shared commitment to collaborate</li> <li>• identification of stakeholders</li> <li>• establish legitimacy of the stakeholders</li> <li>• identify and establish the legitimacy of an appropriate convener</li> <li>• identification of resources required to support the collaboration</li> </ul>
Phase 2 Reaching agreement	<ul style="list-style-type: none"> <li>• establish the ground rules for the collaboration</li> <li>• agree on an agenda for the collaboration</li> <li>• organise sub-groups if required</li> <li>• jointly search for information that will inform understanding of the problem and potential solutions</li> <li>• explore options for solving problems</li> <li>• reach agreement on how the problems will be solved</li> </ul>
Phase 3 Implementation	<ul style="list-style-type: none"> <li>• dealing with the negotiators' constituencies</li> <li>• building external support for the problem solutions agreed</li> <li>• institutionalising of the agreements reached</li> <li>• monitoring the agreement and ensuring compliance</li> </ul>

Table 4.1 Variables impacting on joint planning processes

Category of variable	Barriers	Opportunities
People in structures	<ul style="list-style-type: none"> <li>• Poor interpersonal relations, particularly between senior people, or an autocratic management style of those people</li> <li>• Individuals who prefer to 'go it alone'</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals who act as tacticians, who see themselves in relation to others</li> <li>• Tacticians able to search for mutual benefit and plan initiatives in the context of barriers and opportunities</li> <li>• Tacticians located in their own organisations at a level between service providers and top level planners</li> <li>• Tacticians able to combine intra-agency management and inter-agency liaison</li> <li>• Tacticians focused on solving problems jointly</li> </ul>
Turf	<ul style="list-style-type: none"> <li>• Autonomous administrative domains needing to be defended</li> <li>• Efforts to extend a domain</li> <li>• Professional defensiveness</li> <li>• Status differences</li> </ul>	
Service stocks and flows	<ul style="list-style-type: none"> <li>• High service stocks encourage a focus on maintaining existing services within organisations</li> </ul>	<ul style="list-style-type: none"> <li>• Low service stocks encourage exploration of alternatives in other organisations</li> <li>• System pressures illuminate organisational interdependencies</li> </ul>
Structural complexity	<ul style="list-style-type: none"> <li>• Low levels of structural complexity can lead to opportunities not taken</li> <li>• Asymmetries of scale create problems for small organisations</li> </ul>	<ul style="list-style-type: none"> <li>• Structural complexity can create opportunities for tactical activity</li> </ul>
Politicians and politics	<ul style="list-style-type: none"> <li>• Lack of serious commitment from politicians (in local government)</li> </ul>	<ul style="list-style-type: none"> <li>• Political commitment</li> </ul>
Resource environments	<ul style="list-style-type: none"> <li>• Disparities between agencies in resource availability</li> <li>• High level resourcing of agencies</li> <li>• Low level resourcing of agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Contraction of the resource base creates a search for resources that may include collaboration</li> </ul>
Planning capacity and philosophy	<ul style="list-style-type: none"> <li>• Shortage of planning skills</li> <li>• Different planning philosophies and planning practices</li> <li>• Different planning cycles and timetables</li> </ul>	<ul style="list-style-type: none"> <li>• Availability of planning skills</li> <li>• Similar planning philosophies and capacities</li> <li>• Planning cycles and timetables that coincide</li> </ul>

Category of variable	Barriers	Opportunities
Policy congruence	<ul style="list-style-type: none"> <li>• Disagreement over basic elements of policy</li> </ul>	<ul style="list-style-type: none"> <li>• Consensus on the nature of problems and their solutions</li> <li>• Gradual convergence of policy stances</li> </ul>

From Challis et al (1988)

# Collaboration summary presentation

**39 CONSULTING**

## Collaboration spectrum

**Complexity:**  
Purpose, structure, formalisation of roles, communication, decision making, relationships, extent of resources, time, skill, leadership, potential for conflict

*Good thinking*

**39 CONSULTING**

## What collaboration looks like

Some examples are

- Networks for communication, problem solving, planning and/or decision making
- Core and peripheral networks
- Jointly delivered/integrated activities and services
- Collaborating on support for individuals
- Building links with community leaders
- Subcontracting
- Secondments
- A single worker employed by 2 groups for complementary work
- Amalgamations

*Good thinking*

**39 CONSULTING**

## Collaboration success factors

*Good thinking*

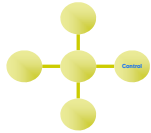
**39 CONSULTING**

## Success factors - relationships

- Cooperative relationships
- A history of joint intervention
- Cross agency forums/networks
- The KEY stakeholders with a contribution to solutions are involved
- Consistent core of people
- Diverse members for greater creativity

*Good thinking*

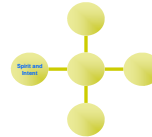
### Success factors - control



- Local ownership and control
- Local workers with community connections
- External support not control

*Good thinking*

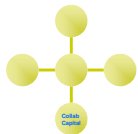
### Success factors – spirit and intent



- A clearly defined, local and realistic task or problem to solve
- Mutual benefit to be gained
- Shared optimism about change
- Compatible values, frameworks
- Openness about sourcing funds
- Willingness to evaluate and learn

*Good thinking*

### Success factors – collaboration capital



- Relationships (as above)
- Organisational (& senior management) commitment
- A lead organisation with a vision for collaboration
- A skilled 'collaboration tactician'
- Parties with clear roles
- Flexible funder to support multi-agency applications
- Availability of resources

*Good thinking*

### Benefits – resources, workers



- Cost efficient way to meet common needs of clients or agencies
- Shared infrastructure
- Optimal use of resources
- Reduced duplication



- Increased level of trust between agencies
- Learning and exchange of ideas
- Peer support for isolated/outreach workers

*Good thinking*

## Benefits – service system



- Improved communication and referral
- Simplified service pathways for clients
- Enhanced client outcomes
- Expanded service capacities
- Chance to participate in planning of other agencies

*Good thinking*

## Risks

- High turnover of key players
- Poor succession planning
- Sponsors lose patience and back out before collaboration delivers
- Failure to move beyond information sharing
- Painful conflict – more likely with increased complexity

*Good thinking*

## Resources for collaboration

- Relationships
- Active facilitation and influencing to:
  - Get participation
  - Secure commitment
  - Create an environment conducive to productive joint work
- Secretariat capacity
- Developmental worker capacity
- Time to build and re-build relationships
- Skills – high level for complex tasks
- Cash and assets to fit the agreed tasks

*Good thinking*

## Context for collaboration

- History of relationships
- Relative power of members and non-members – control vs consensus
- Impact of political or cultural context – open vs restriction
- Type of issue
- Culture of members – commit without loss of identity.

*Good thinking*

## Tools and processes

- Partnership or joint venture agreements
- MOU (commitments, project management, dispute resolution, media)
- Terms of reference
- Clear policies and procedures
- Clear governance and model
- Use of technology to support joint efforts Shared analysis of issue
- Staged development
- Purposeful, effective communication
- Early identification of potential conflict points
- Regular reviews to keep focus, correct, improve
- Letting go of and sharing power
- Joint applications for funding
- Celebration of collaborative successes
- Evaluation with indicators of success

*Good thinking*

## When to collaborate

- When service fragmentation disadvantages clients - systems development and change through changed relationships between organisations
- When clients seem 'owned' by a service
- When there is an identified need to bring more services or more funding into an area
- When it is not cost effective to set up a stand alone service and an outreach would be less productive
- For policy development at organisational or community levels
- When social and community development is aimed at strengthening communities
- When clients are at transition points

*Good thinking*

## Appendix D Notes from school workshop 13 August

### Present:

Lowood SHS	Toogoolawah SHS
Pauline Allen, Head of Special Education Support	Les Penrose, Chaplain
Angela Bohan, Guidance Officer	Eion McAlister, Principal
Bree Kulick, Youth Support Coordinator	
Wayne Webster, Principal	

Project team: Amy Stockwell, EKCSA; Judith Hunter and Jon Eastgate, 99 Consulting.

### Absent:

Lowood SHS	Toogoolawah SHS
Rhys, Chaplain	Larry, Youth Support Coordinator
Gloria, Indigenous Support	Ellie, Guidance Officer
	Lynda, School Health Nurse

### Barriers and opportunities

(asterisks mark "votes" from participants for their priorities for this project)

**Flexibility and responsiveness of outreach services \*\*\***

**Coordination amongst local team \*\***

**Consolidate existing services \*\*\***

**Overloaded services generally \*\*\***

**Bottlenecks eg GP as gatekeeper overworked \***

**Information strategies \***

No school nurse at Lowood

Part-time nature of services

Confidentiality issues

Inefficiencies in application of resources

Where's the vacancy money?

Accommodation for support services

Distance and time logistics

Transport

Local workers

Local workers understanding of how to work the system

Legalities – information, transport

Discussion of responses to major issues for young people highlighted current and potential responses. Again, asterisks indicate priorities for workshop participants.

<b>Issues</b>	<b>Immediate response</b>	<b>Long-term response</b>
Homelessness	Network of families to help Caravans in back yards Kids find their own	<b>Permanent supported accommodation facility (halfway house) *****</b> <b>Family reconciliation (Reconnect) *</b>
Self harm (mental health)	Deal with in school Send kids home Formal reporting process	<b>CYMHS (or alternate)***</b> Resolve peer issues Counselling services – Lifeline and Kids Helpline
Family violence/ breakdown	Get kid out of situation	Lifestyle Support – Lifeline Community Care Transition to independent boarding Caravan park
Rape/ sexual abuse	Immediate notification police and Child Safety	
Alcohol and drug use	Deal with these all the time	
School engagement		Transition to VET programs Flexibility Get Set for Work but barriers for provision
Sexual health/ pregnancy	Pregnant and Parenting ETRF program	

#### **General discussion of issues and cases:**

- Barriers to effective use of resources include travel time, especially when staff have to get car from pool after it opens before they leave for Lowood or Toogoolawah from Ipswich
- Other barriers include school-based staff taking holidays or doing training and meetings during school terms
- It would be great to set up teams across the support services so they travel and work together
- Organisations don't talk to each other – sharing information happens "illicitly" through relationships – takes time to build trust
- Ipswich services are overloaded – the psych ward at Ipswich Hospital has sent people home despite them being taken in with serious issues
- Toogoolawah GP referrals create a bottleneck to getting appointments with a psychiatrist or psychologist
- CYMHS don't respond to referrals
- Young people organise their own immediate solutions for problems such as homelessness in the absence of formal alternatives
- Sending young people to Ipswich based services is unrealistic – need a local health service – transport is difficult, and often the young people don't make it to an appointment

- However if you can get the student to an appointment in Ipswich they are more likely to get seen than if you wait for the service to come to Lowood or Toogoolawah
- Child Safety is very unresponsive – long delays in responding to referrals, and no feedback to the person who makes the referral
- At any one time there are 20-25 young people from the schools homeless in Lowood and 4-5 in Toogoolawah
- Lifeline comes to Lowood Community Centre once a fortnight for counselling
- Other referrals are to Kids Helpline
- At Toogoolawah the year coordinators are excellent at sorting out the peer relationship problems that underlie issues such as self harm
- Need more accommodation options for homeless young people, including more caravans in Toogoolawah or options to transition into independent care
- The ETRF pregnant and parenting program is good
- Get Set for Work doesn't come to Lowood at the moment. It really helped young people get jobs
- Bremer TAFE has ETRF dollars for the shire but need a minimum of 10 young people to run a program
- Where are the dollars: nurse, ETRF, YSC during period where there wasn't one??
- Population growth will compound the problems, particularly Lowood's accommodation issues as the school population grows, putting the squeeze on available space in the school
- Increasing numbers of wards of the state with inappropriate carers – "Life Without Barriers" or Lifestyle Support is service provider
- Services from other places need an induction into the community – they don't understand it (NB outreach kit on EKCSA website is designed for this purpose)

## Appendix E Notes from Collaboration Workshops, 2 December 2008

### Attendees

<b>Name</b>	<b>Organisation</b>
Amanda Margerison	ICYS
Melissa Ke	Spiritus – OKC Reconnect
Pauline Allen	Lowood State High
Bree Kulick	ICYS – Lowood YSC
Charlie Yarrow	Guidance Officer – Toogoolawah, Laidley
Linda McInnes	School Based Nurse
Karen Bozier	Churches of Christ Care Housing Services
Brian Hull	Red Cross HEI program
Jody Willox	ICYS – SAAP
Angela Bohlen	Lowood SHS
Eleanor Dunbar	Ipswich Community Youth Service Inc
Amy Stockwell	Esk Kilcoy Community Support Association
Carolyn Perry	OKC – Ipswich
Pat Shirley	WH Women’s Health
Kylie Papa	CYMHS (Student RN)
Caron Cahill	CYMHS

## Health

Issues	What Organisations Do Now	What could be improved with current resources?	What could be done with more resources? (The wish list!)	What are the next steps: Who will do what by when?
Confidentiality	<p><i>Linda - SBYM</i></p> <ul style="list-style-type: none"> <li>• Short term support</li> <li>• Consultations</li> <li>• Curriculum based health education</li> <li>• Health promotion</li> <li>• Referral to NGO/GO's</li> <li>• Liaison with other support organizations and teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>• Good email communication through a central point – notify of services annually and change of services</li> <li>• Negotiating on loan of resources</li> <li>• Knowledge of community venues</li> <li>• More partnerships for specific events/groups</li> <li>• Community billboards</li> <li>• Multiagency outreach hub – eg same day one stop shop</li> <li>• Better case counselling</li> </ul>	<ul style="list-style-type: none"> <li>• Young parents support / Ed groups</li> <li>• Better access to MH care initiative – same as Boonah</li> <li>• Expand reconnect</li> <li>• More counselling services and group work for all issues</li> <li>• Transport</li> </ul>	<ul style="list-style-type: none"> <li>• Using opportunities for group work               <ul style="list-style-type: none"> <li>- School support staff as needed</li> </ul> </li> </ul>
Young people face mental health issues including depression, suicide attempts or self harm.	<p><i>W.H.</i></p> <ul style="list-style-type: none"> <li>• Free counselling and referral</li> <li>• Group work</li> <li>• 24hr SA service 15yr and older</li> <li>• Presentations for organizations</li> <li>• New project services for SA to 12 to 14yrs old</li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory health ed from primary (before they become a necessity)</li> </ul>	<ul style="list-style-type: none"> <li>• Sex ed -&gt; contraception access</li> <li>• Health studies,</li> <li>• Drug awareness from primary -&gt; Health organizations notifying SBYHN's of "epidemics" in an area.</li> </ul>	<ul style="list-style-type: none"> <li>• Design share referral process – explicit about getting info back</li> </ul>

Issues	What Organisations Do Now	What could be improved with current resources?	What could be done with more resources? (The wish list!)	What are the next steps: Who will do what by when?
Young people engage in risky sexual activity.	<p><i>Bree- Lowood</i></p> <ul style="list-style-type: none"> <li>• Monitor and secretly stress</li> <li>• Group work addressing certain issue arising in numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Access/ direction of information programs to be accessed by parents</li> <li>• Parenting programs for awareness of damage of drugs/ alcohol</li> </ul>	<ul style="list-style-type: none"> <li>• Engage family planning in curriculum based programs</li> <li>• Engage in pro-action BEFORE it is a reaction to a situation</li> </ul>	<ul style="list-style-type: none"> <li>• Info and networking <ul style="list-style-type: none"> <li>- Quarterly workshop / networking</li> <li>- Link to Somerset learning network – Amy work with school staff</li> </ul> </li> </ul>
Young women particularly face the risk of sexual assault and unwanted pregnancy.	<p><i>Bree - Lowood</i></p> <ul style="list-style-type: none"> <li>• Provide information and websites</li> <li>• Referrals/ groups come to school</li> <li>• Transport (limited to confidentiality)</li> <li>• Emotional Support</li> <li>• Min. parental contact</li> <li>• Share client load in certain cases with other school support services</li> </ul>	<ul style="list-style-type: none"> <li>• Working collaboratively across disciplines, share the load</li> </ul>	<ul style="list-style-type: none"> <li>• Manage a collaborative approach</li> <li>• More staff in service delivery run groups, health education</li> <li>• Personal safety</li> </ul>	
Young people engage in risky use of drugs, especially alcohol but also prescription and illicit drugs.	<p><i>Pauline H - LSHS</i></p> <ul style="list-style-type: none"> <li>• Focal point for staff to refer clientele to welfare committee (Angela, Bree)</li> <li>• Support students in “positive choices” for themselves</li> <li>• Engage/ identify student in awareness programs</li> </ul>	<ul style="list-style-type: none"> <li>• Setting up of a process to “get things” in place eg. Ipswich Services that provide into community</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for fulltime local services that are confidential and accessible</li> </ul>	

Issues	What Organisations Do Now	What could be improved with current resources?	What could be done with more resources? (The wish list!)	What are the next steps: Who will do what by when?
<p>Support workers report a number of difficulties in access to health services (e.g. GP, mental health services, and sexual health services) owing to distance and waiting lists.</p>	<p><i>YPHT</i></p> <ul style="list-style-type: none"> <li>• S/W referrals for troubled youth</li> <li>• Young parents program</li> <li>• SBYHN program</li> <li>• Family support service</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative working</li> <li>• Too fragmented at present</li> <li>• Centralized information sharing</li> <li>• Liaison education and mental health shared case notes</li> <li>• Improved lines of communication</li> <li>• Recognition of qualifications in health by Queensland Health</li> <li>• Consumer participation in planning</li> </ul>	<ul style="list-style-type: none"> <li>• More groups in schools</li> <li>• More individual appointments for assessment and case management</li> <li>• Improve network links and relationships</li> <li>• Improve working in partnership with consumers to provide appropriate and timely services</li> </ul>	
	<p><i>Angela –Lowood SHS</i></p> <ul style="list-style-type: none"> <li>• Counselling</li> <li>• Referral service</li> <li>• Run in-school programs</li> <li>• Organize external school programs (FPQ &amp; P&amp;P)</li> <li>• Liaise with police/Docs</li> <li>• Provide school with information to promote education and training</li> </ul>	<ul style="list-style-type: none"> <li>• Mental health: self-harm, depression, suicidality</li> <li>• Increase knowledge of how to get clients accepted by services in a timely way. Eg. Young Peoples Health, CYMS</li> <li>• Relationships help with information flow and knowing when to not bother</li> <li>• Hard to know service criteria</li> <li>• School-based and outreach services to meet once a term to share info re. services</li> <li>• Could have referral guidelines as 1<sup>st</sup> task</li> </ul>		

Issues	What Organisations Do Now	What could be improved with current resources?	What could be done with more resources? (The wish list!)	What are the next steps: Who will do what by when?
	<p><i>Amy</i></p> <ul style="list-style-type: none"> <li>• SUPPORT the development of COMMUNITY CAPACITY to respond to local meds/issues</li> <li>• SUPPORT the Esk service providers network and other local networks</li> </ul>			
	<p><i>?CYMHS</i></p> <ul style="list-style-type: none"> <li>• Referrals for CYMHS 5 to 18 years</li> <li>• Rural assessed In Laidley at Laidley hospital and in Esk at Esk hospital</li> <li>• Or, Ipswich at Health plaza, Goodna community health</li> <li>• We are a short to medium term service engaging clients for approx 6 months</li> <li>• We can offer up to 3 schools per term a therapeutic group run in partnership with Education on a variety of issues ranging from social skills groups for young people to managing challenging behaviour for parents</li> </ul>			
	<p><i>Guidance Officer Charlie Yarrow</i></p> <ul style="list-style-type: none"> <li>• Make an assessment</li> <li>• Counselling</li> <li>• Link with school nurse</li> <li>• Information sharing</li> <li>• Referral</li> <li>• Negotiated medication</li> <li>• Facilitate support</li> </ul>			

Issues	What Organisations Do Now	What could be improved with current resources?	What could be done with more resources? (The wish list!)	What are the next steps: Who will do what by when?
	<p><u>ICYS – Eleanor</u></p> <ul style="list-style-type: none"> <li>• Family support coord. – who could and has provided some group facilitation re: mental health etc.</li> <li>• Youth activities coord. – who could connect with school support staff to co-facilitate activities re: Health focus (?)</li> </ul>			
	<p><u>OKC</u></p> <ol style="list-style-type: none"> <li>1. – free counselling Ipswich 5-18 yr old. Region - Some fee for service</li> <li>2. Counselling Docs (Children in care) this area (Esk/Lowood_</li> <li>3. Medicare rebate-service counselling (Boonah only)</li> </ol>			
	<p><u>Pregnant and Parenting</u></p> <ul style="list-style-type: none"> <li>• Support young women to stay at school while pregnant or parenting</li> </ul>			
	<p><u>YSC Program Coordinator – Amanda</u></p> <ul style="list-style-type: none"> <li>• Support my YSC’s to make decisions and choices towards supporting their clients and students</li> </ul>			
	<p><u>ATODS</u></p> <ul style="list-style-type: none"> <li>• Limited services for YP has done awareness sessions in schools</li> </ul>			

## Homelessness and Family Breakdown

Issues	What Organisations Do Now	What could be improved with current resources?	What could be done with more resources? (The wish list!)	What are the next steps: Who will do what by when?
Young people are placed at risk as a result of family conflict/breakdown/violence	<p><u>Centrelink</u></p> <ul style="list-style-type: none"> <li>• Assessment for independent living allowance</li> <li>• Referral to relevant agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Referral guidelines – knowing who/ what/ how... a referral can be directed to. <i>Angela LSHS</i></li> </ul>	<ul style="list-style-type: none"> <li>• Homelessness co-ordinator</li> </ul>	<p>Service Establishment</p> <ul style="list-style-type: none"> <li>• ICYS?</li> <li>• Reconnect?</li> <li>• ECKSA</li> <li>• Advocacy</li> <li>• Research</li> <li>• Proposal development</li> <li>• Funding sources</li> <li>• Reconnect, brokerage co-ordination</li> </ul>
Young people leave home or are forced out and end up “couch surfing” with friends and family	<p><u>IWCADV</u></p> <ul style="list-style-type: none"> <li>• Counselling for Y.P in family violence situations</li> </ul>	<ul style="list-style-type: none"> <li>• Find time-effective ways of networking between school-based staff and outreach agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Early intervention and independent living programs in schools (ICYS funding sub)</li> </ul>	<p>Term 1 '09</p> <ul style="list-style-type: none"> <li>• Group work/ outreach</li> <li>• Bree, YSCT</li> <li>• Bring in other services</li> </ul>

Issues	What Organisations Do Now	What could be improved with current resources?	What could be done with more resources? (The wish list!)	What are the next steps: Who will do what by when?
Couch surfing situations break down because of further conflict or financial stress.	<u>Reconnect – Melissa Ke</u> <ul style="list-style-type: none"> <li>• Family Mediation</li> <li>• Practical assistance : <ul style="list-style-type: none"> <li>- Centrelink</li> <li>- search for accommodation</li> </ul> </li> <li>• Counselling <ul style="list-style-type: none"> <li>- individual</li> <li>- parents</li> </ul> </li> <li>• Outreach <ul style="list-style-type: none"> <li>- schools</li> </ul> </li> <li>• Activities/ Groups/ Camps</li> <li>• Referral <ul style="list-style-type: none"> <li>- CYMHS</li> <li>- women’s health</li> <li>- etc.</li> </ul> </li> <li>• Brokerage</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying needs (stats, short term, respite, refuge etc.)</li> <li>• Working collaboratively to create a model to meet the need</li> </ul>	<ul style="list-style-type: none"> <li>• Increase available accommodation</li> <li>• Extend reconnect services <i>Reconnect</i></li> </ul>	Boundaries - RMCN Pres
Young people are forced to leave town when local support options run out – to access crisis housing in Ipswich or elsewhere, or get support from family members or friends.	<u>Lifeline</u> <ul style="list-style-type: none"> <li>• Family/ individual counselling (1 day/ fortnight Esk and Lowood)</li> </ul>	<ul style="list-style-type: none"> <li>• Linking in with Ipswich services in regards to group work <i>Bree – Lowood YSC</i></li> </ul>	<i>Guidance Officer</i> <ul style="list-style-type: none"> <li>• Survey community for ‘private’ housing options</li> </ul>	Information and Networking <ul style="list-style-type: none"> <li>• Referral guide-lines</li> <li>• Quarterly Esk learning network</li> <li>• Amy Co-ord</li> <li>• Use Esk service Co-ord network.</li> </ul>

Issues	What Organisations Do Now	What could be improved with current resources?	What could be done with more resources? (The wish list!)	What are the next steps: Who will do what by when?
<p>During these crises young people often keep attending school as they see it as a safe and stable place for them.</p>	<p><u>Amy EKCSA</u></p> <ul style="list-style-type: none"> <li>Support building community capacity to respond to local issues/ needs</li> <li>Support networks – eg. Somerset region learning network, Esk service providers network</li> </ul>	<ul style="list-style-type: none"> <li>Extension of service providers so that boundaries meet!! Even overlap <i>Pauline – LSHS</i></li> </ul>	<ul style="list-style-type: none"> <li>Transport – more regular access to city -&gt; big smoke Ipswich <i>Bree – Lowood YSC</i></li> </ul>	
	<p><u>HEIS: Red Cross</u></p> <ul style="list-style-type: none"> <li>Accept referrals from clients who are supported by agencies</li> <li>Unfortunately we are homelessness early intervention so once homeless we refer on</li> <li>Problem solving</li> <li>Referral</li> <li>Help access or maintain accommodation</li> <li>Advocate</li> </ul>	<ul style="list-style-type: none"> <li>Extending boundaries</li> </ul>	<ul style="list-style-type: none"> <li>Fund reconnect services</li> </ul>	
	<p><u>Connections</u></p> <ul style="list-style-type: none"> <li>Work with YP aged 12-19 who have already disengaged</li> <li>Refer onto other services</li> <li>And pick up other issues eg homelessness that is not a primary role of connections as no other services available!</li> </ul>	<ul style="list-style-type: none"> <li>Network</li> <li>Service list</li> <li>Education / awareness info sessions on homelessness and how to resolve family conflict <i>Reconnect</i></li> </ul>	<ul style="list-style-type: none"> <li>A central referring agency / system</li> </ul>	
	<p><u>YSC Program coordinator</u></p> <ul style="list-style-type: none"> <li>Support my YSC's to make decisions and choices for their clients/ services</li> </ul>	<ul style="list-style-type: none"> <li>Community based safe spaces eg Church building with volunteer support</li> </ul>	<ul style="list-style-type: none"> <li>Full time nurse youth co-ordinator based at school site <i>Pauline – LSHS</i></li> </ul>	

Issues	What Organisations Do Now	What could be improved with current resources?	What could be done with more resources? (The wish list!)	What are the next steps: Who will do what by when?
	<p><u>School – Pauline H LSHS</u></p> <ul style="list-style-type: none"> <li>• Immediate daily needs <ul style="list-style-type: none"> <li>- Lunches</li> <li>- clean clothes</li> </ul> </li> <li>• Emotional wellbeing</li> <li>• Refer to either Youth Support Coordinator or Guidance officer</li> <li>• Attempt to provide support in restoring positive choices from individuals</li> <li>• Mediate between students / family</li> <li>• Refer internally</li> </ul>	<ul style="list-style-type: none"> <li>• Moving past the magic boundaries <i>Linda</i></li> </ul>	<ul style="list-style-type: none"> <li>• Increased funding for more hours to increase services and days for service</li> </ul>	
	<ul style="list-style-type: none"> <li>• Financial support (limited)</li> <li>• Storage of personal items in office</li> <li>• Support emotionally though effects of instability and changing environment</li> <li>• Call/ refer Ipswich services</li> </ul>	<p><i>Guidance officer CY</i></p> <ul style="list-style-type: none"> <li>• Improve communication with current ‘school’ networks</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot rural programs</li> <li>• 12hr crisis centre at Esk and Fernvale</li> </ul>	
	<p><u>Care Housing</u></p> <ul style="list-style-type: none"> <li>• Accept referrals from youth support agencies for housing</li> <li>• Can house young people if support agency provide ongoing support</li> <li>• Refer young people to relevant youth agencies</li> <li>• WAITLISTS</li> </ul>	<ul style="list-style-type: none"> <li>• Access to services</li> <li>• Service providers offering more outreach</li> </ul>	<ul style="list-style-type: none"> <li>• More housing support <ul style="list-style-type: none"> <li>- shelter</li> <li>- short and long term crisis accommodation</li> <li>- more DPT housing</li> </ul> </li> <li>• Funding for transport to access services</li> </ul>	

Issues	What Organisations Do Now	What could be improved with current resources?	What could be done with more resources? (The wish list!)	What are the next steps: Who will do what by when?
	<ul style="list-style-type: none"> <li>• Family mediation</li> <li>• Driving YP to and from school</li> <li>• Mediating with friends and parent/s of home YP moving into</li> <li>• Mediating on behalf of YP with school personnel in regards to behaviour/ uniform/ lack of schoolbooks etc</li> </ul>	<ul style="list-style-type: none"> <li>• Local services directory</li> </ul>	<ul style="list-style-type: none"> <li>• Services to come to town</li> <li>• “our house” to provide emergency accommodation – manned with trained volunteers <i>Linda</i></li> </ul>	
	<p><u>IIYS etc</u></p> <ul style="list-style-type: none"> <li>• 16+ housing for YP in Ipswich</li> </ul> <p><u>ICYS</u></p> <ul style="list-style-type: none"> <li>• Youth at risk activities program</li> <li>• In school education – prevention</li> <li>• Student house in collaboration with Goodna Youth Accommodation Service. YSC’s provide direct support, GYAS provide property management</li> </ul>	<ul style="list-style-type: none"> <li>• Extended catchment area</li> <li>• Pilot of rural services</li> <li>• Data collection in relation to homelessness, youth, etc.</li> </ul>		

Issues	What Organisations Do Now	What could be improved with current resources?	What could be done with more resources? (The wish list!)	What are the next steps: Who will do what by when?
	<p><u>SAAP ICYS</u></p> <ul style="list-style-type: none"> <li>• Offer support in terms of information</li> <li>• If young person doesn't meet our target group</li> <li>• 12-25 support</li> <li>• 16-25 + children Housing support</li> <li>• Food assistance</li> <li>• Clothing</li> <li>• Other services that may provide accommodation</li> <li>• Research – access information that Young Person requires e.g. Citizenship – Centrelink, ICYS other program links, info –</li> <li>• Transport to meeting</li> <li>• Court Support ??</li> </ul>			
	<p><u>Charlie – Guidance officer EQ</u></p> <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Information provision</li> <li>• Counselling</li> <li>• Youth outcome 'task'</li> <li>• Follow up – referral</li> </ul>			

Issues	What Organisations Do Now	What could be improved with current resources?	What could be done with more resources? (The wish list!)	What are the next steps: Who will do what by when?
	<p><i>Linda – SBYHN Toogoolawah SHS</i></p> <ul style="list-style-type: none"> <li>• Support at school</li> <li>• Explore options</li> <li>• Couch surf or move to Ipswich</li> <li>• Docs involvement if necessary</li> <li>• Contact Centrelink if long term</li> <li>• Contact Les Penrose Re: Availably Couches</li> <li>• If student willing S/W referral for family / student</li> <li>• Work P/T</li> </ul>			

# Appendix F Proposal to Regional Managers Coordination Network

## Opportunities to improve community services in the Brisbane Valley and beyond March 2009

### Summary of key points

During 2008, the Esk Integrated Family Support Project set out to strengthen young people and their families in the Brisbane Valley (that is, the former Esk Shire) through:

- improved collaboration between community, service providers, educational institutions and government
- the establishment of a case management model to achieve integrated delivery of support services.

The project was funded by Department of Communities through Building Links, and was managed by Esk/Kilcoy Community Support Association, Ipswich Community Youth Service and the UQ Boilerhouse. The project arose out of the Esk Shire Service Integration Report completed in 2006, which highlighted the need for improved service delivery to young people, and the project focused on collaborative case management as a way to improve coordination and reduce duplication of services in a constrained resource environment.

While the project has made progress towards improving collaborative relationships in the area, it became clear that there was insufficient capacity on the ground to deliver a case management model.

The ability of collaboration to improve and integrate service delivery relies on a number of pre-requisites:

1. a comprehensive service system (including both government and community services) in place to meet priority needs
2. engagement between service providers and the communities in which they work
3. capacity within communities to effect change.

In the Brisbane Valley there are some significant strengths in the service system and the local communities, but none of these pre-requisites is in place.

4. There are significant gaps in critical services for young people
5. The “outpost” and “outreach” models of service provision lead to a lack of engagement in the absence of a robust local community sector
6. The communities in the area have limited internal capacity to respond to need or to advocate for change.

As an outcome of the Esk Integrated Family Support Project, two strategies are proposed for further development:

3. A strategy to **strengthen outpost and outreach services** – this work is underway through implementation of an action plan to deliver better relationships, new service responses and ongoing collaborative mechanisms for the Brisbane Valley.
4. A strategy to **strengthen local community capacity** – this proposal is for development of a comprehensive place based social infrastructure strategy which encompasses key aspects of facilities, services and capacity focusing on the Brisbane and Lockyer Valleys – communities with significant similarities in terms of need, capacity and service delivery.

This brief report outlines more detail on the current situation and the strategies for further development.

## Introduction

The West Moreton Regional Managers Coordination Network began to focus on service provision issues in the Brisbane Valley (the area formerly administered by Esk Shire Council) in 2005, initiating the Esk Service Integration Project. This project carried out detailed research and consultation in the district and identified a number of key community issues. Amongst these was a set of issues around improving service delivery for young people, and these form the impetus and background for the current project.

### *Esk Integrated Family Support Project*

In 2007 the Department of Communities through its Building Links program funded a project in the Brisbane Valley (known as the Esk Integrated Family Support Project) aimed at supporting local agencies to collaborate more closely on issues facing young people. The Brisbane Valley is the area formerly administered by Esk Shire, including the towns of Fernvale, Lowood, Esk and Toogoolawah. The key objectives of this project were:

3. to strengthen young people and families by integrating the delivery of support services through collaborative partnerships between community, service providers, educational institutions and government
4. to establish a case management model that strengthens young people and their families through integrated delivery of support services.

Through 2008 the project consultants worked at bringing locally-based and Ipswich-based service providers together to discuss their priorities and to identify how they wanted to work together around these priorities. We also examined a range of models of collaboration from around Queensland and Australia and reviewed some of the research into collaborative service delivery to identify potential models and processes for collaboration.

While some progress has been made on the first priority, the project has run hard up against the barrier of a general shortage of resources in these communities. This has meant that a trial of case management is not practical at this point, and the project has focused on other strategies to improve service delivery.

These resource shortages are highlighted below, and can be summarised as:

- service system weaknesses
- community engagement weaknesses
- outpost service limitations
- outreach service limitations.

### The Brisbane Valley Youth Service System

There is little in the way of local community-based youth support services in the Brisbane Valley communities, and the service system for young people is centred around groups of staff based in the two high schools (Lowood and Toogoolawah). These include

- guidance officers employed by Education Queensland
- an Indigenous Liaison Officer employed by Education Queensland to service the Brisbane Valley as well as a wider area
- school nurses employed by Queensland Health
- Youth Support Coordinators employed by Ipswich Community Youth Service (ICYS)
- school chaplains employed by Scripture Union (in Lowood) and a local inter-church committee (Toogoolawah).

Most of these positions are based part-time in the Brisbane Valley schools, with their roles also including duties in other schools outside the area (including in Ipswich and in the Lockyer Valley). These could be

described as “outpost services” – they operate as outposts of larger services and organisations based elsewhere.

These services are supplemented by a variety of more specialised services (“outreach services”), mostly based in Ipswich, which either visit the Brisbane Valley or accept referrals from the area. These include various specialised health and community support services.

#### *Strengths of the current service system*

The communities of the Brisbane Valley provide a generally good quality of life and have a range of community networks in place, particularly churches and service clubs, which provides a level of voluntary community service and community cohesion.

The key strength of the local youth service system is the use of teams based in the two high schools. This system means

- there is easy access for young students, and a good basis for collaboration between support staff
- there is a multi-disciplinary support team so that staff are able to support and complement one another
- the staff involved are highly capable and dedicated to providing a good service, often going beyond the call of duty in the interests of young people.

#### *Issues and Limitations*

The service system provides a response to many of the needs of young people. However, there are significant gaps in service provision in these communities which are often overlooked because the communities are small and reasonably close to Ipswich.

#### Community Engagement

In most communities, there is a layer of locally managed community services which are integrated with the local community, enjoy supportive relationships with local voluntary organisations such as churches and service clubs, and in turn provide a bridge to the more formal service system.

This layer of the service system currently appears weak in the Brisbane Valley. The cessation of operations of the Lowood Community Centre and delay in funding a replacement has left a large service gap in the southern part of the Brisbane Valley, while the smaller population and scattered nature of the communities in the north and the recent reorganisation of the Brisbane Valley Social Services (based in Esk and resourced by the Catholic Church) means that local organisations are stretched for resources. In addition, the Somerset Regional Council has limited capacity for community development.

This situation means it is difficult for “outreach” or “outpost” services to engage effectively with local communities and there appears to be a divide between “outreach”, “outpost” services and the local communities.

#### Outpost Services

The outpost model of service delivery can be effective in delivering certain types of service in local communities, and the staff based in the Lowood and Toogoolawah schools work together to provide a good level of support to students experiencing a range of social, emotional, health and educational issues. However, this model of service delivery has clear limitations, including the following:

- because staff are based in schools, they mostly provide their service to young people who are engaged with school, and there are gaps in service delivery during school holidays and for young people who have left school
- the services are also limited by the part-time nature of most of the roles – this can be partly overcome if different staff are available on different days but the roles are not interchangeable
- because the various roles are outposts of different organisations, there can be barriers to communication, information sharing and coordination

- the “outpost” nature of the services mean that neither the individual staff, nor the organisations employing them, have a strong orientation towards the host communities as a whole – they are responsible for the delivery of particular services within clear role boundaries, so that initiatives like the development of new services are often seen to be outside their scope.

### Outreach Services

A large number of state and community agencies provide outreach services into the Brisbane Valley. Many of these are successful and well regarded in the local communities, while others, including many of direct relevance to young people, are seen by local and outpost workers as being less successful. Service providers are often baffled as to why this is the case, and it is sometimes interpreted as lack of demand. However, a number of factors can limit the effectiveness of outreach:

- distance is a major factor, particularly for young people who are not able to drive – services provided outside their home town, whether in Ipswich or in a neighbouring Brisbane Valley town, can be physically difficult to access
- inconsistency in service delivery, in particular breaks in service availability caused by staff changes and vacancies, undermine confidence in the service and prevent people from making use of it
- lack of clarity about criteria for acceptance can lead to referring agencies (such as the outpost services in schools) becoming frustrated when referrals are not accepted, and not referring young people who may be appropriate to the service
- weak local relationships can contribute to this set of issues – in small communities, informal relationships are very important to people’s perceptions about services, particularly those provided by “outsiders”, so if there is no strong local support for a service (and even local criticism of it) people will be less inclined to use it
- the dominance of the needs of the much larger metropolitan area where services are based can lead to outlying areas receiving lower priority, as their needs do not seem so pressing and the effort of providing services is so much greater as a result of the distances involved.

### **The way forward**

In order to address this complex of issues, there needs to be a systematic process of strengthening the three parts of the service system.

#### *1. A Strategy to Strengthen Outpost and Outreach Services*

The first part of this process is to strengthen working relationships and fill some of the gaps in the existing service system. To this end, the Building Links Esk Integrated Family Support (EIFS) project has devised an action plan to deliver on the following objectives

- build relationships between school-based support staff and specialist agencies for improved responses to young people
- develop new service responses to the needs of young people in Brisbane Valley, focusing on homelessness
- work with what is available now to bring in specialist agencies for improved responses to young people
- develop an ongoing collaborative mechanism to improve youth services in the Brisbane Valley.

An action plan has been developed around these objectives, and agencies have committed to coordinating and supporting the various actions.

#### *2. A place-based social infrastructure strategy*

While a strategy to develop better coordination amongst existing services will deliver some benefits to young people, the current resource situation means that improvements will be small and incremental. More significant change will only take place when the local capacity to respond to community issues is further developed, and is complemented by appropriate levels of service delivery and community facilities.

We would suggest that the Esk IFS project group and RMCN develop and advocate for a proposal for a concerted local capacity building project focused on both the Brisbane and Lockyer Valleys. Key elements of this project would be as follows:

- It would be locally managed and focus on building place-based responses to community need.
- It would focus on strengthening families and individuals and putting in place the community supports needed.
- It would represent a substantial, time-limited injection of resources into these communities.

#### Why Lockyer and Somerset Regions?

While the work of this project has focused exclusively on the Brisbane Valley (the larger part of Somerset Region), feedback throughout the project has indicated that the issues there are similar to those in other hinterland communities. We are proposing a project that covers both Brisbane and Lockyer Valleys because:

- the combined population of the two regions (currently 50,000) is sufficient to justify a substantial injection of resources
- the population of both regions is increasing rapidly, at over 2% per annum - combined population in 2031 is expected to be over 90,000
- both regions are primarily serviced by organisations and government area offices based in Ipswich, and many outpost and outreach workers work in both regions
- both regions experience the same issues around transport and access – they are neither far enough away from metropolitan areas to be considered “remote”, nor close enough to benefit from easy access to metropolitan services
- both regions experience high levels of disadvantage, with low median incomes, high levels of unemployment and low scores on the SEIFA index.

#### What is the proposed model of service?

We are proposing a service development model based in part on the Northern Gold Coast Communities for Children initiative funded by the Commonwealth Government. The following would be the key elements of the model of service:

- It would be the subject of dedicated resources over an extended period (4-5 years).
- It would be resourced to a substantial level - for comparison the North Gold Coast initiative, covering a population of 50,000 in 2006 and growing rapidly, was funded to the tune of \$3.2m over four years.
- It would be based either in the local area, or adjoining it, preferably managed by a local stakeholder management group.
- While it would be based in a particular location it would build strong local connections in each of the major communities in the two regions, recognising that each community has its own issues and that services provided in one community don't necessarily meet the needs of another.
- In its early phase it would focus on development tasks, building local connections, establishing the best local responses to the key issues identified in the SIP and Building Links projects.
- In later phases (years 2-5) it would use its resources to establish key community services in the local communities, while continuing to build the capacity of local organisations and

networks to support these services (either by managing them at a local level or by providing support, input and referrals).

- It would be strongly focused on sustainability, establishing ongoing funding and management models for services and community initiatives which would continue beyond the life of the project itself.
- While it may focus particularly on issues around families and young people, it would take a “whole of community” focus.

#### How would we make this happen?

A major project like this requires considerable development. We have only developed an outline of the concept, and this needs to be developed in detail through a participatory process involving local stakeholders. We would therefore suggest the following stages.

1. Project Design and Buy-in – during this phase, the project would be discussed with key local organisations and other stakeholders, details firmed up, and support from major funders sought – this would take about 6 months FTE of a senior planner/researcher.
2. Project Initiation – at this stage, the project would be “kicked off” in the local community, local networks established and service models developed and initiated – this would occupy either one or two people for the first year of the project.
3. Delivery – during this stage, services would be delivered as local networks and organisations bedded down and supported to establish themselves. This would take place across years two and three.
4. Exit – during this phase, responsibility for ongoing funding and service delivery would be handed over to the appropriate agencies, the project would be evaluated, and the project as such would be wound up.

#### Project Ownership

One of the key challenges for the project is that it is not immediately obvious who might take responsibility for driving and championing it. The following are some possible key stakeholders.

- The project management group for the EIFS project includes the Esk/Kilcoy Community Support Association, the Ipswich Community Youth Service, the Boilerhouse Centre for Community Engagement, and the Department of Communities in an *ex officio* capacity. This group has initiated the project and members are willing to follow through but do not have a lot of resources or organisation behind them, and do not include any organisations from the Lockyer Valley.
- The Somerset and Lockyer Regional Councils would be possible lead organisations, but we would need to approach them to test whether they saw this work as a priority for them.
- One of the State departments who are active in the two areas (for instance, Queensland Health or Department of Communities) could take a lead role in initiating the project along with other stakeholders.

**What we would like from the RMCN**

In order to support the ongoing work of this project we request two things from the members of the RMCN.

1. Support your outreach staff to participate in the various items in the action plan, and to make this a priority.
2. Assist in identifying resources (approximately \$40,000) for Stage 1 of the Place-based Social Infrastructure Strategy, and in identifying a project champion.

## Appendix G Potential collaborators

Agency	Contact	Findings	Potential for collaboration	Workshop status
<b>Homelessness/ family breakdown focus</b>				
Centrelink	Kathryn Payne	Centrelink Social Workers based in Ipswich see young people who want to claim a benefit because they can't live at home. Senior social worker Katherine says they see very few young people from the former Esk Shire. Centrelink's interventions are short-term, consisting of an assessment then referral (often to Reconnect in Ipswich – Katherine was not aware of the boundary issue – or an emergency accommodation provider).	Some potential for collaboration or at least better information about benefits and entitlements	Invited can't come because of disaster recovery but would otherwise be interested
IWCADV	Gabrielle Borggard/ Bec	Domestic violence counselling – has worker specialising in children and young people	Some potential for collaboration	No response Agenda sent
Lifeline	Margaret Kloostra	Does one half day a fortnight of counselling in Lowood and half a day at Esk	Some limited potential for collaboration	Can't attend due to clash with leave Agenda sent
ICYS Homelessness service	Kerri Byenhoff and Eleanor Dunbar	Have outreach workers whose time is not fully tied to ICYS accommodation and could provide some limited outreach support to homeless young people in the Esk region.	Some potential for collaboration	Amanda attending, apologies from Eleanor and Kerri
Red Cross Homelessness Early Intervention Service	Rod Kelly/ Brian Hull	Describe themselves as an early intervention / referral service who do case management. However hampered by lack of opportunities for referral for young people	Some potential for collaboration	Brian Hull to attend Agenda sent
Churches of Christ Care (Ipswich)	Tony Parsons	Do not hold much single accommodation so can't deal with young people. They refer them to Ipswich Independent Youth Service or Ipswich Community Youth Service. May be interested in expanding local service provision but dependent on resources.	Some potential for collaboration	Karen Bozier will attend

Agency	Contact	Findings	Potential for collaboration	Workshop status
Ipswich Reconnect operated by Operation Kinder Communities (part of Spiritus)	Carolyn Perry	Used to cover Lowood and Fernvale but funding body advised the service to restrict services to just Ipswich local government area as funding wasn't adequate to service the broader area properly	NO POTENTIAL FOR COLLABORATION on service provision (although potential to collaborate on advocacy for increased resources Coordinator Carolyn Perry is aware of the need in the project area and keen to talk more about it.)	Invited – interested in afternoon session
Department of Communities	Kathryn Gossow			Can't come – staffing disaster recovery centre
Toowoomba Reconnect		Toowoomba Reconnect is operated by Mission Australia. They cover Gatton, Dalby and Warwick but not Esk or Toogoolawah	NO POTENTIAL FOR COLLABORATION	Not invited
Reconnect generally	Fred Cox	There is a possibility that Reconnect (or something like it) might be expanded next year following the Homelessness White Paper and then the Budget. Fred Cox from FaCHSIA said that decisions about allocation of extra funding will be made centrally on the basis of indicators of need. Likely priorities are areas with no current service and high numbers of potential clients (incl Cairns, Mackay and parts of metro Brisbane). However he advised that lobbying direct to the department and through the local member could be effective if it was backed by data to demonstrate need (e.g. number of cases seen in the schools where no referral was possible, plus population stats).	Potential for advocacy	Not invited

<b>Agency</b>	<b>Contact</b>	<b>Findings</b>	<b>Potential for collaboration</b>	<b>Workshop status</b>
Operation Kinder Communities at Riverview	Carolyn Perry	offers counselling and support for families, children and young people at risk of abuse through its Family Support Service. Limitations are: support must be provided at Riverview, the service is tiny (not even one full time worker) and has at least a three month waiting list	LIMITED POTENTIAL FOR COLLABORATION – advocacy rather than service provision due to boundary issues	Invited
Family Support Service	Peter Sabel :	They coordinate a program in the region where volunteers are matched up to families with children 13 years and under to provide family support. Based at Community Health in Ipswich. Can not take referrals for high school aged children except where the primary reason for the referral is a younger child.	No potential for collaboration	Not invited
Referral for Active Intervention service (Mission Australia)		Recently extended its boundaries to Lowood and Fernvale. Target is 0-10 year olds – high school students out of scope. Referrals can be made direct from a guidance officer where the family is considered at risk but no evidence of harm, but must be via Child Safety if there is likely harm of a child	No potential for collaboration	Not invited
Connections	Dave Burck	targets school leavers and focused on employment	limited potential for collaboration on these issues	Not invited
Ozcare	Janette Steadman	offer supported accommodation and emergency housing, mostly in Ipswich, plus counselling, rehabilitation, men’s groups, drug and alcohol services, etc. Don’t provide services for young people Janette Sweedman is leading a coalition trying to get more emergency housing for Ipswich	No potential for collaboration	Not invited
Ipswich Independent Youth Service		(SAAP funded) has a house at North Ipswich for 6 young people – three months maximum stay. Not usually a waiting list. Can’t help with transport to school. They try to link young people with more permanent accommodation through services such as Goodna Youth.	Limited potential for collaboration	Not invited

Agency	Contact	Findings	Potential for collaboration	Workshop status
Laidley Crisis Care and Accommodation		Yet to speak to them		
Lowood Community Centre	c/- Amy	Currently not operating – may reopen under new auspice	Currently none, may increase if it reopens	

	<b>Mental health/ health focus</b>			
Pregnant and Parenting	Corinne Harper	ETRF funded. 1 part time worker does large area. Limited success due to lack of backup.	Potential for collaboration	Unavailable for workshop but keen to be involved
CYMHS	Myfanwy Pitcher and Caron Cahill	Service has recently recruited additional staff and hopes to recruit a child psychiatrist next year. District Director Mental Health acknowledges pass under-staffing and dysfunction, but believes responses will be better now. Liaison program up and running. Edlink position will be funded next year to link with schools. May also be possible for child psychiatrist to do outreach clinics in project area – need to maintain contact with Monica O'Neill.	Good potential for collaboration	Caron Cahill to attend with student nurse Agenda sent
Women's Health and Sexual Assault Support Service	Cathy North and Pat Shirley	Service provides health information via the Lowood and Toogoolawah Women's Groups. Offer free counselling and group work to the community through counsellors based in Ipswich who do out reach when necessary). Two counsellors are providing services to Toogoolawah High for their end of year schoolies program. Service is currently setting up a program to work with young women 12 and 13 who have been sexually assaulted	Potential for collaboration	Pat to attend (arriving a bit late after Lowood Women's Group finishes at 1pm) Agenda sent
ATODS	Craig Walker and Katharine Shepherd	They provide an outreach service in the communities of former Esk Shire. It mainly deals with adults rather than young people and the service is of limited relevance to young people – however in the past have run awareness sessions etc in schools.	Potential for collaboration	Craig Walters will attend Agenda sent
Young People's Health	Helen Walker	Includes the young parenting program, the sexual assault support service and the school nurses. Social workers on staff. Based at Ipswich Health Plaza	Potential for collaboration	Invited and hoping to attend with social worker Agenda sent
Community Health Nurses	Bev Giebel 3817 2414		To be determined	
GP based health workers	Monica O'Neill	Pilot of GP clinic-based psychiatrists and mental health nurses has been very successful and will continue, however staff are not trained to provide services for young people. Qld Health advises not suitable for involvement in the project.	No potential for collaboration	Not invited

Esk Hospital		Social worker position vacant? check		
Ipswich Reconnect operated by Operation Kinder Communities (part of Spiritus)	Carolyn Perry	Used to cover Lowood and Fernvale but funding body advised the service to restrict services to just Ipswich local government area as funding wasn't adequate to service the broader area properly	NO POTENTIAL FOR COLLABORATION on service provision (although potential to collaborate on advocacy for increased resources Coordinator Carolyn Perry is aware of the need in the project area and keen to talk more about it.)	Invited – interested in afternoon session
Ipswich Hospital		Investigating		

<b>School-based staff</b>				
Lowood guidance officer	Angela Bohan	Based at Lowood 4 days a week and provides a diverse range of supports for young people.	Strong potential for collaboration	Accepted
Lowood YSC	Bree Kulick	Based a Lowood 2 days a week and provides a general support role but focused on students at risk of disengagement from school.	Strong potential for collaboration	Accepted
Lowood Support Services Coordinator	Pauline Allen	Coordinator of support services and a long-term staff member at Lowood school.	Strong potential for collaboration	Accepted
Lowood school health nurse	Sandy Clancy	Provide in-school nursing support. New nurse appointed for Lowood, not on-site until accommodation provided – should be in place by end of school year	Strong potential for collaboration	Accepted
Lowood chaplain	Rhys Wilson	Chaplain has resigned. Appointment process in train – unlikely to start till 2009	Strong potential for collaboration	Invited no response

Indigenous support officer (both schools)	Gloria Semple	Provides support to Aboriginal and Torres Strait Islander students in Lowood, Toogoolawah, Rosewood and Laidley high schools.	Strong potential for collaboration	Invited and interested
Lowood principal	Wayne Webster	Supportive, but would like to see resources reallocated to create new model for in-school support	Strong potential for collaboration	Unavailable but supportive
Toogoolawah principal	Eoin McAllister	Supportive, but would like to see resources reallocated to create new model for in-school support	Strong potential for collaboration	Unavailable but supportive
Toogoolawah chaplain	Les Penrose	Works part-time as school chaplain employed by a local committee and the other part of his time as coordinator of Our House which operates as a neighbourhood centre/respice care centre. Has a strong focus on "at risk" young people.	Strong potential for collaboration	Invited no response
Toogoolawah nurse	Linda McInnes	Works 2 days a week at Toogoolawah school.	Strong potential for collaboration	Accepted
Toogoolawah guidance officer	Charlie Yarrow	Works 3 days a fortnight at Toogoolawah and the rest of his time at Laidley.	Strong potential for collaboration	Accepted
Toogoolawah YSC	Larry McCulloch	Works 1 day a week at Toogoolawah.	Strong potential for collaboration	Has resigned and isn't coming

# Appendix H Questions for scoping interviews

## Esk Integrated Family Support Project

### Background

A small consortium of agencies has received Building Links funding from the Department of Communities to investigate and trial opportunities to improve the effectiveness of services to young people in the Esk region through better coordination of services.

99 Consulting is undertaking this project on behalf of Esk Kilcoy Community Support Association, Ipswich Community Youth Service and UQ Boilerhouse.

We hope to bring a number of agencies together to trial a collaborative model designed to meet the specific needs of young people in the former Esk Shire. The project will use an action research approach, with the aim being to develop sustainable approaches to collaboration that create long-term improvements for young people and the agencies that work with them.

The first stage of the project is to interview a number of key agencies to clarify the project scope, map what is happening in the area now, and identify potential for collaborative approaches.

### Questions for Initial Scoping interviews

We hope to record your responses to these questions and present them as part of the mapping and scoping report for the project. We will send a draft summary of points from the interview back to you to check that we have interpreted you correctly and to provide opportunities for you to add extra thoughts afterwards.

1. About your agency
  - What work does your organisation do with young people in the communities of Esk, Toogoolawah, Lowood and Fernvale?
  - Where are you based? What is your catchment area? How do you do outreach into the project area?
  - Are you able to meet current demand for your services?
2. About issues for young people in the former Esk Shire
  - What are the key issues facing young people in these areas?
  - What do you see as the community strengths and assets with relevance to young people in your catchment area?
3. About services for young people
  - What other organisations are active in working with young people in these communities?
  - What do you see as key gaps in services and activities for young people? Are these concentrated in particular geographic areas or for particular young people (specific age groups, gender, cultural background, disability or interest group)?
4. About collaboration in the area
  - What agencies do you currently collaborate with? How do you manage this collaboration (eg formal agreements or informal relationships)?
  - What scope (if any) can you see for collaboration between youth agencies to improve services for young people?

- Have you heard of any models for collaboration to deliver youth services that you think might be applicable in this area?

5. About consultation and information sources

- Is there a good or obvious way of making contact with young people themselves?
- Do you have any reports or information that captures the results of consultation with young people in the former Esk Shire? We want to make use of the work already done with young people to hear their views.