

This manual has been developed to inform professionals of agreed processes between agencies to support young people in their transition between compulsory education and their chosen destination.

The contents of this manual were developed in consultation with participating agencies in the Whittlesea Youth Commitment (WYC) project and refer to processes and materials available to each young person who resided or attended secondary college in the City of Whittlesea. Information contained in this manual may be useful to other communities contemplating the implementation of a Youth Commitment.

What is the Whittlesea Youth Commitment?

During 1999 a collaborative partnership involving education, employment, training providers, government, and community agencies evolved in the City of Whittlesea. It was a response to the immediate situation of young people not in full-time education or employment, and to plan a more integrated set of approaches to Whittlesea's young people in the future.

The participating organisations came together "believing that by doing so the sum total of their efforts will be greater than if they had continued to work separately, to provide a common framework, a clear focus and a collective means of developing the life skills and active citizenship of each young person in Whittlesea". To achieve this a strategy that builds and sustains a skilled and stable workforce was required.

As a result the Whittlesea Youth Commitment, an official partnership agreement emerged and was signed in March 2000. Partners in the Commitment include:

- 8 Secondary Colleges
- Northern Melbourne Institute of TAFE
- RMIT
- Whittlesea Business Link, representing more than 80 local employers
- Individual businesses including Bostik Australia, Tieman Industries, Graphics Unlimited and Anderson Multiplex
- Inner Northern Group Training
- City of Whittlesea
- Victorian Department of Education, Employment & Training
- Federal Department of Employment, Workplace Relations & Small Business
- Northern Area Consultative Committee
- Centrelink
- 3 Job Network brokers
- Kildonan Child and Family Services
- Plenty Valley Community Health Centre
- Jobs Pathway Programme in the North

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1. Supporting school leavers in transition

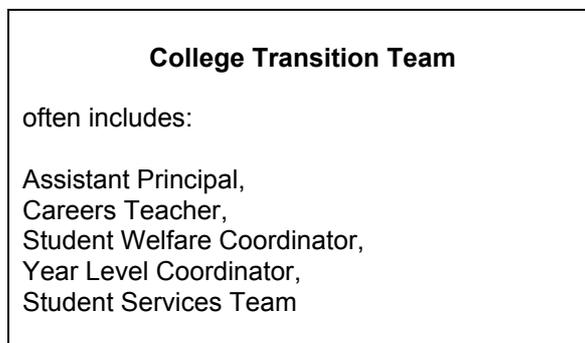
Schools are the key organisation working with young people, at least until the compulsory school leaving age, but once a student leaves the school's role generally ends.

Who is there to assist in a successful transition?

In reviewing the elements of a good system to support each young person, it is clear that much is there already. There are secondary colleges, TAFE, Universities, Adult Community Education, employers, employment providers, the Jobs Pathways Programme, Centrelink, community support agencies, youth workers and local government support staff.

1.1 College Transition Teams

Every young person leaving secondary education is required to exit via the established procedures of each secondary college, which often involves obtaining signatures from several members of staff. This group of people is referred to as the College Transition Team.



1.2 Transition Brokers

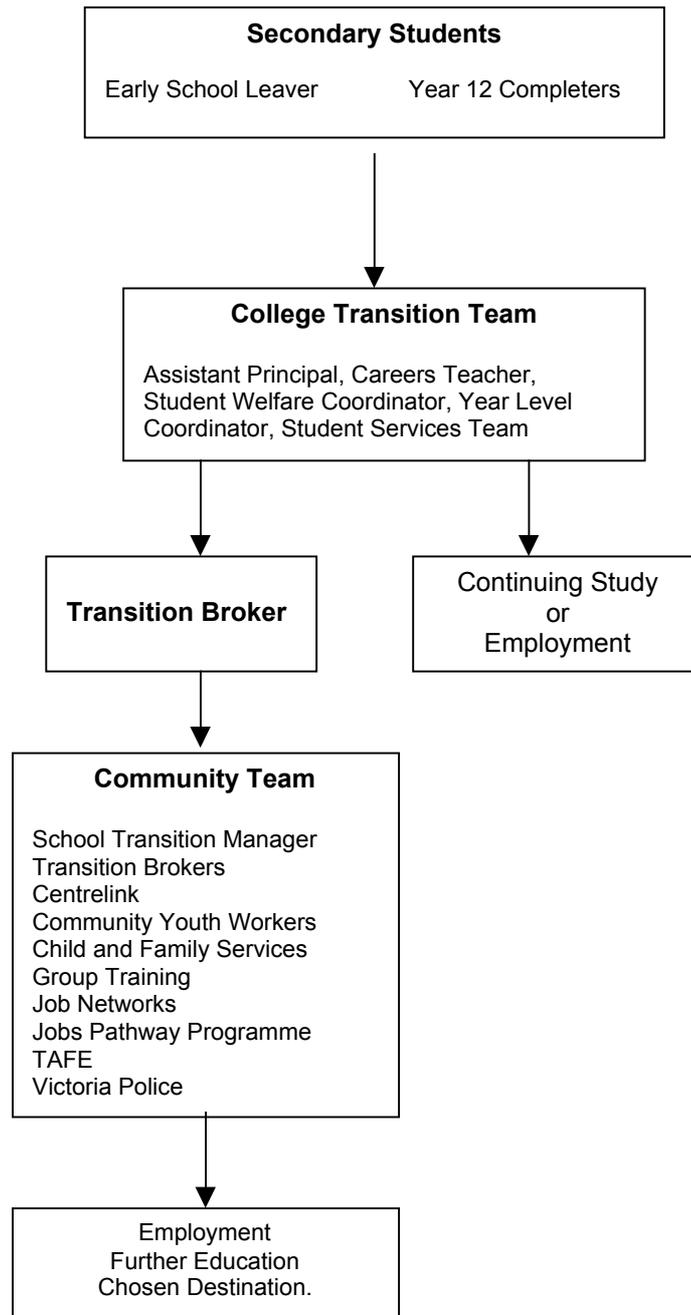
These new positions work with young people, schools and services participating in the Whittlesea Youth Commitment. In particular, brokers relate to students, staff and the communities of eight colleges located within the City of Whittlesea: Epping Secondary College, Lalor SC, Lalor North SC, Mill Park SC (2 campuses), Peter Lalor SC, St Monica's College, Thomastown SC and Whittlesea SC.

The positions involve working with students who are deemed 'at risk' of leaving school early and provide case management, using a brokerage approach among local service providers. The brokers provide individual support to maintain young people in further education, training or employment. The brokers directly follow up individuals, particularly those in Years 9, 10 and 11, and act as a 'bridge' between the colleges and existing agencies such as Jobs Pathway Programme and Job Network organisations.

1.3 Community Team

The Collective efforts to develop a Youth Commitment in the City of Whittlesea forged new relationships between providers which can be expressed as a commitment to a Community Team. This team comprises at least one staff member from each WYC agency and meets regularly.

Community Team operational relationships

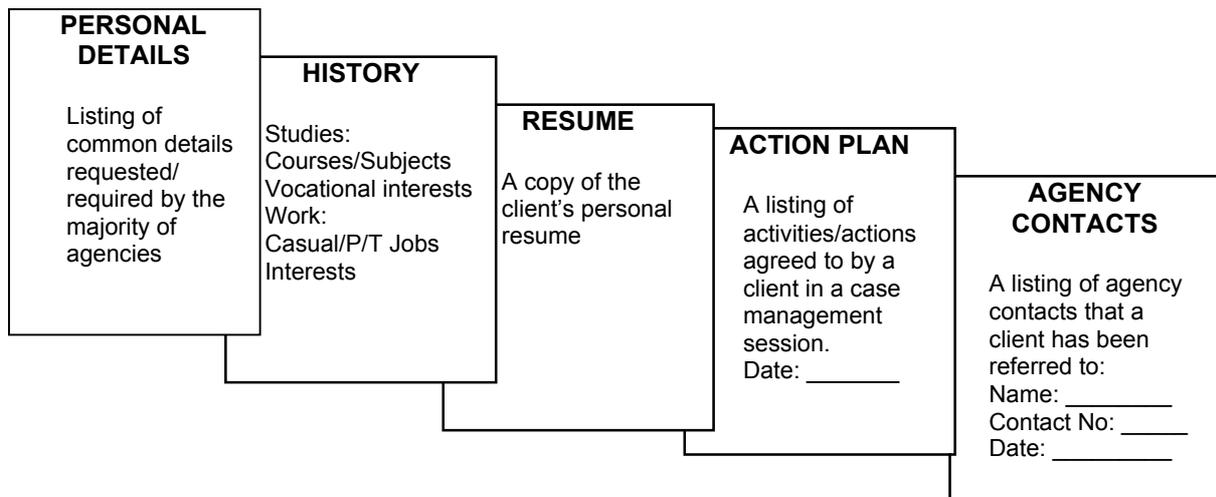


2. Education and Employment Passport

The Education and Employment Passport (Appendix A) is designed to assist young people to access a Community Team of local agencies committed to supporting them in their transition from school to employment.

2.1 Contents of the Education and Employment Passport

Each Passport contains the following information



Secondary Colleges generally provide some form for counselling for students as part of the exit process prior to them leaving the school, and this is considered to be the most appropriate time for a young person to be given their copy of the Passport.

In this counselling phase, the young person is encouraged to commence formulating their Action Plan and the person assisting in mapping out a series of actions to be followed, effectively becomes the Transition Manager of that young person.

Through meetings of the Community Team it is relatively easy to determine whether the young person is following the course of action that was established. If this has not occurred then the Transition Manager at the college is expected to follow-up the student to determine whether assistance/support is required.

When a young person presents at any of the agencies involved in the Community Team the question will be asked with respect to their Passport. If the young person does not have a passport then one is issued and the person who counselled them becomes their Transition Manager.

As a young person progresses through their action plan it is possible for the role of Transition Manager to transfer from one agency to another.

Additional information that might be included in the passport folder includes:

- Certificates
- Reports (School)
- References
- Selected Portfolio materials
- School Leavers Guide to Employment, Training and Support Services in the City of Whittlesea

Young People are to be encouraged to use the Passport and share the information that it contains with agencies and professionals that are able to assist them make the transition between compulsory education and their chosen destination.

2.2 Passport Package

- Passport folder and contents
- How to use the Education and Employment Passport (*Appendix B*)
- Letter to student (*Appendix C*)
- School Leavers Guide to Employment, Training and Support Services in the City of Whittlesea (publication)
- 'Things to do' notepad

2.3 Recommended distribution process

2.3.1 Secondary Colleges

- a) Early School leavers exiting through the formal process (completing exit form)
 - Counsel student regarding reasons for leaving school
 - Issue student with the Passport Package and outline its purpose
 - Issue a letter to parents attached to exit form for parent signature (*Appendix D*)
- b) Early school leavers not exiting through formal process (do not complete exit form)
 - Mail a letter to parents requesting that the ex-student return to the school to complete the formal exit process and collect a Passport Package (*Appendix D*)
 - Follow-up action by either the school-based Transition Manager or Transition Broker
- c) Year 12 Completers (destination uncertain)
 - Counsel student regarding options
 - Issue student with the Passport Package and outline its purpose
- d) Year 12 Completers (destination known)
 - Issue School Leavers Guide to Employment, Training and Support Services in the City of Whittlesea
 - Make student aware of the Passport and indicate how to obtain a copy if it is required at a future date.

2.3.2 Agencies other than secondary colleges

Determine eligibility of the client for a Passport

- Do they reside in the City of Whittlesea?
- Did they attend school in the City of Whittlesea?
- Were they issued with a Passport?

✓ **Yes** request to see the Passport and provide additional information if necessary to complete the personal details sheet of the client.

✗ **No** provide the client with a Passport and outline the benefits of sharing its contents with other agencies and professionals.

Additional Passports should not be re-issued to young people that have either misplaced or elected not to produce them upon request.

2.4 Documenting action to be taken

Professionals working with young people are asked to assist the client to develop an action plan. The plan is then worked through step by step until a desired outcome is achieved.

Example:

*A concise statement of the action agreed to in discussion
between the young person and Transition Manager/Agency
Contact*

Date:

*Insert date when
the outlined action
was agreed to*

Action:



Achieved:

Signed:

(Signed by the Transition Manager of the referring agency)

*(Signed by an agency
representative who can attest
to the action being achieved)*

3. Tracking youth who leave school

Tracking young people through the transition process between compulsory education and adult life ensures that they are supported in their endeavors and provides a process where no one requiring assistance falls through the cracks.

Secondary colleges recognise that information relating to the destinations of students is invaluable and vital information to be considered in reviewing 'Charter Goals and Priorities', to ensure that the needs of their community are met.

Colleges also recognise that having up-to-date information enables them to:

- Develop profiles of courses and institutions that students are accepted into for tertiary or further education
- Develop profiles of employers with whom students gain employment, to determine employment and training opportunities available to exiting school students
- Ensure that the curriculum provides students with an understanding of work readiness and informs them of what employers look for when hiring school leavers
- Develop a data base of employers and employment opportunities that are available in the region, to be used in providing students with relevant careers information
- Determine that appropriate curriculum is delivered to meet the post secondary education needs of students
- Identify students who require further information and support in obtaining employment, further education or training.

Signatories to the Spirit of Cooperation Agreement at the commencement of 2000, committed to the privacy principles outlined in *Appendix E*.

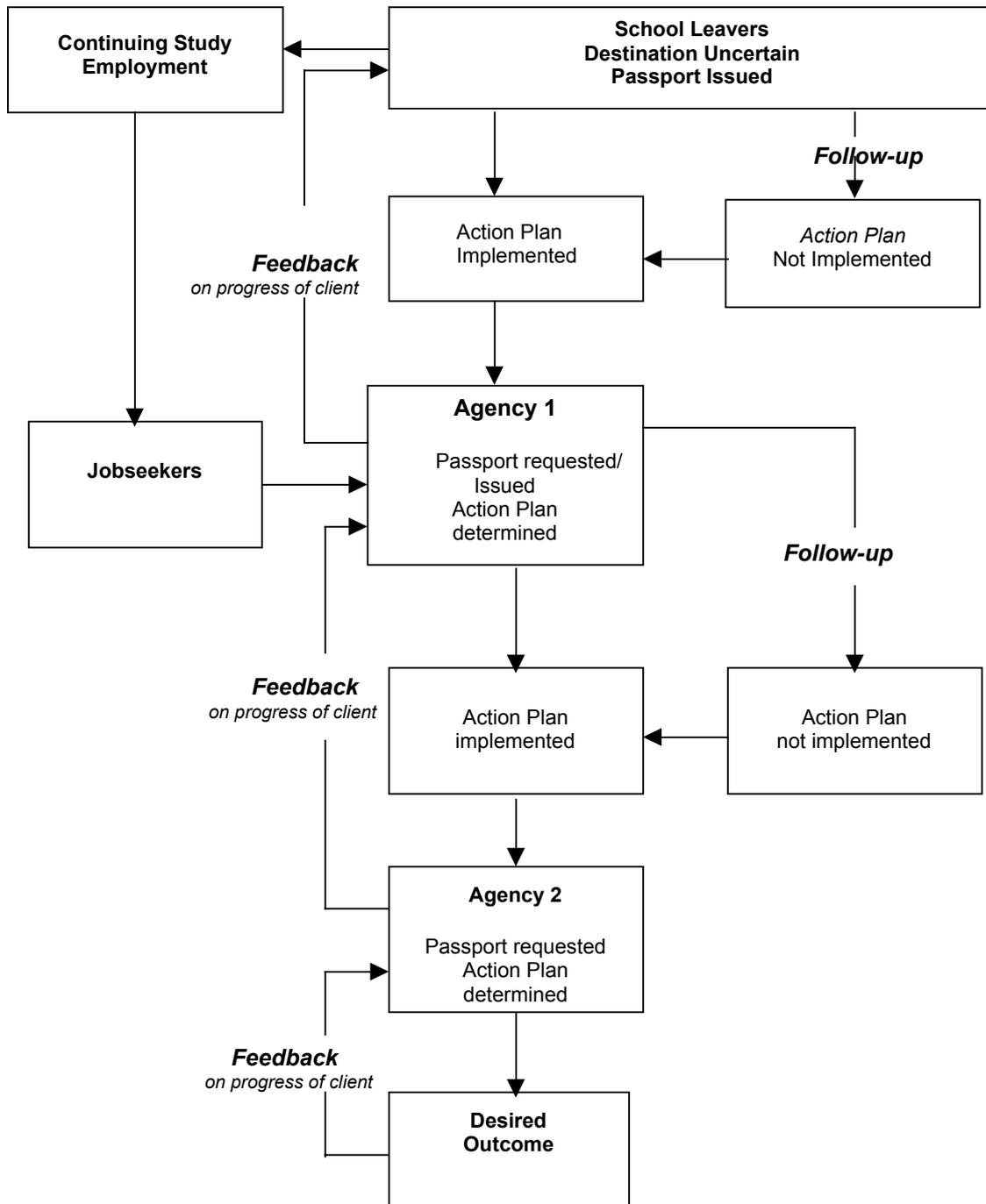
Permission to share information about individual progress is authorised by the student/client signing the agreement at the bottom of 'How to use the Education and Employment Passport' (*Appendix B*)

Unless a school leaver/client agrees to agencies sharing information with other organisations identified in their action plan, information regarding their progress must remain confidential.

To ensure that common data is collected from all secondary colleges and agencies, the following proformas have been developed (*Appendix F*)

- Student Enrolment/Destinations
- Transition Broker Tracking Proforma
- Community Team Tracking Proforma A
- Community Team Tracking Proforma B

3.1 Action Flow Chart



This Process provides a safety net for young people in transition between compulsory education and their chosen destination

- Feedback between agencies simply refers to the destinations of young people only. Comments are not to include issues of confidentiality
- The cycle of referral and feedback is repeated for each agency involved in the process.

3.2 Data collection & recording

NIECAP currently provides the operational back-up to the members and management group of the WYC. It is the fulcrum to the broad coalition of stakeholders, an entity independent of the stakeholders that can aggregate data for the purpose of internal monitoring.

For this reason all data is forwarded to NIECAP so that it can be analysed and reported to the stakeholders in a meaningful way.

3.2.1 College data

Secondary Colleges have agreed to provide data about student enrolments and destinations twice per annum, **February 28 and June 30**, of each year.

The proforma used for reporting this information is contained in *Appendix F, (Sheet 1)*.

3.2.2 Transition Brokers

Transition brokers have a key role in the collection of data about potential early school leavers, as they provide the necessary intensive support and links them to other local support agencies and advocates.

The proforma that transition brokers use for reporting student movements is also found in *Appendix F, (Sheet 2)*.

3.2.3 Community agencies

All signatories to the Spirit of Cooperation Agreement have committed to track young people as they move between agencies. Information regarding this movement is also forwarded to the WYC twice per annum via Proforma B in *Appendix F, (Sheet 4)*.

Each agency has responsibility for ensuring that clients move between the agencies agreed to in the clients Action Plan. To facilitate this process in the tracking cycle, Proforma A in *Appendix F (Sheet 3)* was developed.

Proforma A is forwarded between agencies at the end of each calendar month so that appropriate follow-up with young people can occur.

4. Summary of agreed actions to be followed

4.1 Secondary Colleges

The following is a summary of actions that secondary colleges have agreed to follow in tracking young people and providing assistance and on-going support for students leaving their college.

1. Encourage all students to exit secondary schooling through the agreed process ie. complete the common exit form issued by the college-based Transition Team.
2. Counsel exiting students regarding options and provide them with an Education and Employment Passport Package or School Leavers Guide (whichever is most appropriate). The counselling process should include assistance in commencing an Action Plan with the student.
3. Forward a letter to parents of students exiting the college without going through the agreed process.
4. Refer students requiring intensive assistance to a Transition Broker.
5. Progressively follow-up school leavers regarding their destinations.
6. Complete Student Enrolment/Destinations proforma and return to NIECAP on February 28 and June 30 of each year for processing.
7. Confer with Transition Brokers regarding completion of the Transition Broker Proforma to ensure accuracy of data is being recorded and appropriate follow-up occurs.

4.2 Transition Brokers

The following is a summary of the actions required of Transition Brokers in tracking young people and providing assistance and on-going support for students leaving secondary colleges.

1. Confer with college-based Transition Team members regarding exiting students that are considered to benefit from intensive assistance in the transition process.
2. Counsel exiting students regarding options and provide them with an Education and Employment Passport Package or School Leavers Guide, (whichever is most appropriate). The counselling process should include assistance in commencing an Action Plan with the student.
3. Determine whether clients kept appointments with the agency that they have been referred to and has been identified in the action plan. (*Appendix F, sheet 3*)
4. Follow-up young people not following the agreed action plan.
5. Progressively follow-up school leavers regarding their destinations.
6. Complete the Transition Broker Tracking Proforma (*Appendix F, sheet 2*) and return to NIECAP on February 28 and June 30 of each year for processing.

4.3 Community Team Agencies

The following is a summary of the actions required of Community Team agencies in tracking young people and providing assistance and on-going support for students leaving secondary colleges.

1. Determine the eligibility of the client for receiving a passport. Issue a Passport Package if necessary
2. Counsel the client regarding options and provide assistance in commencing an Action Plan.
3. Determine whether clients kept appointments with the agency that they have been referred to and has been identified in the action plan. (*Appendix F, sheet 3*)
4. Complete Community Team Tracking Proforma (*Appendix F, sheet 4*) and return to NIECAP on February 28 and June 30 of each year for processing.

The Community Team Model, the Education and Employment Passport and tracking process, are initiatives that resulted from the new ways of cooperating in Whittlesea.

The success of our endeavors are only limited by the consumers, the young people and the professionals who assist them and the willingness of all to share in a cooperative, collaborative and non-threatening way with peers and other professionals

APPENDIX A

EDUCATION AND EMPLOYMENT PASSPORT INSERTS

APPENDIX B

HOW TO USE THE EDUCATION AND EMPLOYMENT PASSPORT



How to use the Education and Employment Passport

Many people can provide guidance and help to complete the various forms contained in this package.

They may be:

- Careers Teacher
- Student Welfare Coordinator
- Transition Broker
- Jobs Pathway Programme
- Youth Officers at Centrelink
- Youth Workers from a range of agencies in the City of Whittlesea
- Job Network Providers
- Parents

If you are not sure of the information being asked for, get some help from one of the above-mentioned people or groups.

Step 1. Make an appointment to see the Careers Teacher, Transition Broker, Jobs Pathway Programme Coordinator or Centrelink Youth Officer.

This person becomes your **Transition Manager**.

Step 2. Show the Passport to your **Transition Manager** to help her/him advise you of the next step/s to take in search of further education or employment.

Step 3. With the assistance of your **Transition Manager/new contact** record the agreed action to be taken and set a date for it to be completed by.

Step 4. On the "Contacts" list record the relevant details of the agency/person that you have agreed to make contact with.

Step 5. Keep your new appointment.

Step 6. Show the Passport to your **new contact** to help her/him advise you of the next step/s to take in search of further education or employment.

Step 7. Repeat Steps 3–6 until you arrive at your desired destination.

The Whittlesea Youth Commitment is doing research looking at the experiences of young people who leave school. The aim of this research is to improve the services available to young people that help them reach their chosen destination. Sharing the information contained in your folder with agencies and people will assist the Whittlesea Youth Commitment in this research.

I agree to information about my progress toward reaching my desired destination, being shared amongst the organisations identified on my Action Plan.

Signature: _____ **Date:** _____

Witness: _____ **Date:** _____



APPENDIX C

LETTERS TO STUDENTS



Dear School Leaver,

You have made a very important decision to leave school before completing Year 12, a decision that will have an influence on the opportunities that are ahead of you.

The Education and Employment Passport has been designed to help you and the agencies that are available to assist you in finding work, training or further education. The Passport contains a copy of "School Leavers Guide to Employment, Training and Support Services in the City of Whittlesea".

Many of the agencies that are able to assist you will require some personal details and a brief history of yourself. The first two sheets included in this folder are designed to gather that information. By completing these forms you will be prepared with the information required by each agency and save time by not having to complete a number of similar forms.

The **Action Plan** is designed to help you and agency workers plan a course of action to get you to your chosen destination. Sharing this information with the various agencies that you visit will save you time and energy and enable other people to see what actions have been taken in your journey.

The **Contacts** sheet is for you to record contact details of people and agencies that you have either visited or been referred to. This listing is very useful for people who are assisting you in achieving your goals as well as providing you with a quick reference of those people that you may need to contact in the future.

This Passport is your property and will only help you to get to your chosen destination if you use it and share the information that it contains with people that have the knowledge and ability to help you.

Comments on the usefulness and effectiveness of the Passport are most welcome and can be forwarded to:

Whittlesea Youth Commitment
C/- NIECAP, RMIT University
PO Box 71, Bundoora Vic 3083

Ph: 9925-7774

Fax: 9467-8583

The Whittlesea Youth Commitment Project wishes you every success in your endeavours.

Good Luck!



Dear School Leaver,

Congratulations on the successful completion of Year 12 and your secondary schooling.

The Education and Employment Passport has been designed to help you and the agencies that are available to assist you in finding work, training or further education. The Passport contains a copy of "School Leavers Guide to Employment, Training and Support Services in the City of Whittlesea".

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Good Luck!

APPENDIX D

LETTERS TO PARENTS AND GUARDIANS



Dear Parent/Guardian,

Your daughter/son has made a very important decision to leave school prior to completing Year 12, a decision that will have an influence on the opportunities that are ahead of them.

On leaving school your daughter/son was given an Education and Employment Passport that has been designed to help her/him access agencies that are available to provide assistance and guidance in finding employment, training or further education. She/he was also give a copy of "School Leavers Guide to Employment, Training and Support Services in the City of Whittlesea".

Please take the time to have a look at the Passport and its contents and encourage your daughter/son to use it.

Each of the support agencies in the City of Whittlesea is aware of the Passport and will also encourage each young person that they have contact with to use it and share the information that it contains with them. Use of the passport will save the young person and the agencies time, and result in improved pathways because agency workers will be able to see at a glance the contacts and actions that a client has taken.

The Whittlesea Youth Commitment Project wishes your daughter/son every success in their future endeavours and trust that the Passport assists them in their transition between school and work.

Comments on the usefulness and effectiveness of the Passport are most welcome and can be forwarded to:

Whittlesea Youth Commitment
C/- NIECAP, RMIT University
PO Box 71, Bundoora Vic 3083

Ph: 9925-7774

Fax: 9467-8583



Dear Parent/Guardian,

Your daughter/son has made an important decision to leave school prior to completing Year 12, a decision that will have an influence on the opportunities that are ahead of her/him.

Unfortunately on leaving school, your daughter/son did not exit through the normal procedures of school, consequently, did not receive her/his copy of an Education and Employment Passport. The Passport contains a copy of School Leavers Guide to Employment, Training and Support Services in the City of Whittlesea.

Each support agency such as Centrelink and Job Network in the City of Whittlesea is aware of the Passport and are encouraging each young person that they have contact with to use it and share the information that it contains. The Passport is designed to save your daughter/son and the agencies time and result in better service because agency workers will be able to see at a glance the contacts and actions that a client has taken.

Please encourage your daughter/son to return to their school to complete the formal exit form and receive their copy of the Passport and School Leavers Guide.

If there are circumstances preventing you daughter/son from returning to school please notify the school so that details of where a copy of each document can be collected can be forwarded to you.

The Whittlesea Youth Commitment Project wishes your daughter/son every success in their future endeavours and trust that the Passport and Guide assist them in their transition between school and work.

APPENDIX E

PRIVACY PRINCIPLES

Information Privacy Principles

The following principles and their explanation are provided by Kildonan Child and Family Services. They are based on an interpretation of Department of Human Services guidelines. They are the basis of information transfer between members of the WYC Community Team

Principle 1

Purpose of Collection of Personal Information

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

Principle 2

Source of Personal Information

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

Principle 3

Providing Notification when Personal Information is Collected

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

Principle 4

Manner of Collection of Personal Information

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

Principle 5

Storage, Security and Transmission of Personal Information

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

Principle 6

Maintaining a Policy of Openness

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

Principle 7

Right of Access to Personal Information

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

Principle 8

Correction and Accuracy of Personal Information

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

Principle 9

Retention and Disposal of Personal Information

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

Principle 10

Limits on Use and Disclosure of Personal Information

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

Principle 11

Unique Identifiers

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

Principle 12

Compliance Audits

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

APPENDIX F

TRACKING PROFORMAS

