

# Transitioning Anglicare Tasmania's Youth Accommodation Services to the Education First Youth Foyer Model

## Roadmap

2019	January	February	March	April	May	June	July	August	September	October	November	December
<b>Timeline and Key Milestones</b>	<p>Workshop 1 held, Broadmeadows Education First Youth Foyer providing introduction to the Education First Youth Foyer model and practice approach for Anglicare and Communities Tasmania</p> <p>Project Control Group (PCG) established. Comprised of Communities Tasmania, Anglicare Tasmania, BSL and TasTAFE. To oversee phase 1 of the transition project.</p>	<p>Recruitment of BSL Project Officer</p>	<p>Workshop 2 was held, hosted by Anglicare Tasmania</p>	<p>Development of baseline assessment criteria. Each YSAF completing a self-assessment using the baseline assessment tool.</p> <p>Project briefing was held with TasTAFE</p>	<p>Workshop 3 was held at Trinity Hill YSAF, attended by BSL and delivery staff, facility managers, relevant senior management.</p> <p>Baseline Self-assessment report released to PCG</p> <p>Sector briefing held with representatives from relevant service-providers and government agencies.</p>		<p>Establishment of the Inter-Agency Group</p> <p>Advantaged Thinking training provided to South Region Housing Connect staff</p>	<p>TasTAFE recruits Developing Independence teacher for the South region</p> <p>Current funding redirected by TasTAFE to support roll-out of Cert. 1 in DI across the State</p>	<p>Stakeholder meetings held to explore potential partnerships with relevant government departments and service-providers.</p> <ul style="list-style-type: none"> <li>— TCCI</li> <li>— YNOT</li> <li>— Department of Education</li> <li>— Child Safety Service</li> </ul>	<p>Advantaged Thinking training provided to North and North-west Region Housing Connect staff</p> <p>BSL met with DoE, TCCI and Child Safety to plot potential contributions to EFY Foyer partnership</p> <p>New Developing Independence teacher visited Kangan EFY Foyer and met with the DI instructor</p>	<p>Kangan EFY Foyer DI teacher offered mentoring to new Hobart-based DI teacher</p>	<p>Release of comprehensive Blueprint of the Education First Youth Foyer model for Tasmania detailing all aspects of service development, practice and service delivery.</p> <p>Release of the project 'roadmap' detailing the transition of Tasmania's youth supported accommodation to the EFYF model over a five-year period</p> <p>Communities Tasmania conducted consultation of young people regarding their experiences of current YSAFs and transition into the EFYF model</p>

2020	Blueprint section Timeline and Key Milestones: 2020											
	January	February	March	April	May	June	July	August	September	October	November	December
<b>Planning and Implementation</b>	<p>Redesign position description attached to staff employment contracts</p> <ul style="list-style-type: none"> <li>— Change job title to Youth Development Worker*</li> </ul>		<p>Staff to sign new Position Descriptions</p>	<p>Plan rosters with new staffing arrangements in mind</p>	<p>Training provided by BSL to EFYF staff: Introduction to Advantaged Thinking</p>	<p>Training provided by BSL to EFYF staff: 6 Service Offers and Mainstream Opportunities Student pathway</p> <p>BSL to provide training to newly recruited DI teachers</p>	<p>Appoint Transitions Lead (YDW)</p> <p>Training provided by BSL to EFYF staff: Coaching</p> <p>Establish Assessment and Intake procedure in collaboration between TAFE and Foyer (Trinity Hill)</p>	<p>Develop EFY Foyer staff induction pack</p> <p>Begin recruitment for volunteers to develop and run activity calendar</p>	<p>Training provided by BSL: Practice reflection</p>	<p>Training provided by BSL: Practice reflection</p> <p>Training provided to Housing Connect (North/North-west) to familiarise staff with EFY Foyer model, eligibility criteria etc.</p>	<p>Conduct focus group involving EFY Foyer students to consult on experiences of EFY Foyer transition project</p> <p>Training provided by BSL: Practice reflection</p>	<p>Training provided by BSL: Practice reflection</p>

\*See Blueprint for specific procedures and details

Blueprint section **Timeline and Key Milestones: 2020**

	January	February	March	April	May	June	July	August	September	October	November	December
<b>Pre-Foyer</b>	Recruit Developing Independence teacher (TasTAFE)						EFY Foyer Handbook developed and distributed to all current students	Commence work with TasTAFE in transitioning to the EFY Foyer Intake and Assessment procedure*	Commence 'Building Readiness Working Group' — IAG to establish membership, i.e. Child Safety, TasTAFE, Shelters	EFY Foyer begin to promote EFYF model and AT approach: — hold regularly scheduled Open Days wherein sources of referral (i.e. shelters, schools etc.) are welcomed to visit the EFY Foyer.  — EFYF roadshow  Begin making available workshops, activities and opportunities to other young people tangentially connected to the EFY Foyer (i.e. unsuccessful applicants, young people staying in shelters etc)	'Building Readiness Working Group' meeting	By the end of the first year of operations, it is recommended that each EFY Foyer have the capacity to accept referrals from sources outside of the Housing Connect system
<b>Foyer</b>	Hold House Meeting to discuss EFY Foyer transition project  — Seek feedback from young people  Team Meeting is held using the Advantaged Thinking meeting template		Assign Champion Roles to existing staff  Determine key student caseloads for existing staff  Youth Development Workers to begin scheduling and holding weekly meetings with key students  Team Meeting is held using the Advantaged Thinking meeting template	Activity planning with all staff:  — Determine what is possible with current resources  — What could be achieved with additional resources?  YDW each given time to begin developing a program of workshops, activities and other opportunities to deliver the 6 Service Offers (according to their Champion role)  Team Meeting is held using the Advantaged Thinking meeting template	Creation of the Activity Calendar  Team Meeting is held using the Advantaged Thinking meeting template  Implementation and delivery of EFY Foyer workshops and activities, covering all 6 Service Offers, to be ongoing.  Team Meeting is held using the Advantaged Thinking meeting template	Develop guidelines for Something for Something proposals  Team Meeting is held using the Advantaged Thinking meeting template	Team Meeting is held using the Advantaged Thinking meeting template  Begin using EFY Foyer Handover Form at the cross-over of all shifts.	All EFY Foyer students given a copy of the 'Deal', which they will be expected to commit to  Begin to hold 3-month Participation & Residency Reviews  Begin implementing Something for Something agreements  Each EFY Foyer site to begin Positive Relationships and Sexual Health training  Team Meeting is held using the Advantaged Thinking meeting template	Team Meeting is held using the Advantaged Thinking meeting template	Team Meeting is held using the Advantaged Thinking meeting template	Team Meeting is held using the Advantaged Thinking meeting template	Team Meeting is held using the Advantaged Thinking meeting template
<b>After-Foyer</b>								Appoint Transitions Lead (YDW)	Youth Development Workers to begin progression planning with students preparing to transition out of the EFY Foyer  — Use of the Transition Checklist resource			Development of strategy for the creation of EFY Foyer Alumni group.  — Collaboration with current and former students

\*See Blueprint for specific procedures and details

Blueprint section **Timeline and Key Milestones: 2020**

	January	February	March	April	May	June	July	August	September	October	November	December
<b>5 Key Partnerships</b>	Tasmanian Chamber of Commerce and Industry included as a member of the Interagency Group			BSL to create a Partnership Mapping template for each EFY Foyer site to use			TasTAFE and Anglicare Tasmania to develop a 'Memorandum of Understanding' outlining responsibilities and intended actions for the partnership  Each EFY Foyer to have in place a key partnership with a local community health service to deliver Positive Relationships and Sexual Health Training  Each EFY Foyer to begin building intentional partnerships with local sporting clubs, Service organisations and other recreational services in order to provide mainstream mentoring opportunities.		Interagency Group to:  — identify and connect a Health & Wellbeing Champion from local community-based healthcare services to each EFY Foyer  — identify and connect an Employer champion with each EFY Foyer  — explore possibility of Transitions to Work sharing resources to support the delivery of the EFY Foyer offer  — explore possibility of piloting Work Readiness program at Eveline House EFY Foyer			
<b>Governance</b>	Commence regularly scheduled EFY Foyer staff meetings  Monthly EFY Foyer Management Committee meeting	Monthly EFY Foyer Management Committee meeting	Monthly EFY Foyer Management Committee meeting	Monthly EFY Foyer Management Committee meeting	Monthly EFY Foyer Management Committee meeting	Monthly EFY Foyer Management Committee meeting	Inter-Agency Group meeting  Monthly EFY Foyer Management Committee meeting	Begin to recruit for EFY Foyer Student Representative Body  EFY Foyer Community of Practice  Monthly EFY Foyer Management Committee meeting	Establish working group to inform student participation and engagement strategy (i.e. student representative body, House Meetings, feedback mechanism etc.)  Monthly EFY Foyer Management Committee meeting	Students hold first EFY Foyer Student Representative Body  Inter-Agency Group meeting  Monthly EFY Foyer Management Committee meeting	EFY Foyer Community of Practice  Monthly EFY Foyer Management Committee meeting	Monthly EFY Foyer Management Committee meeting
<b>Pilot Programs</b>						Thyne House to begin Health and Wellbeing pilot	Trinity Hill to begin piloting the Certificate 1 in Developing Independence to all new and some existing students			Eveline House to begin piloting Work Readiness program in partnership with TCCI		
<b>Communications Strategy</b>							IAG to begin developing communications strategy to ensure sector-wide understanding of the transition project			Sector Briefing in both North/North-west and South regions		

\*See Blueprint for specific procedures and details

Blueprint section **Timeline and Key Milestones: 2020**

	January	February	March	April	May	June	July	August	September	October	November	December
<b>Certificate 1 in Developing Independence</b>	Mapping local resources and opportunities for Cert. 1 DI modules		Trinity Hill to appoint a DI champion from among current support staff who can oversee the pilot and champion the work			BSL to provide training package to Trinity Hill staff in preparation for the implementation of DI in Hobart. Training package to include: <ul style="list-style-type: none"> <li>— Introduction to Developing Independence</li> <li>— Student pathways</li> </ul>	Cert. 1 DI co-delivery to be piloted initially with 10 current students and any new students <ul style="list-style-type: none"> <li>— Recruit current young people for pilot</li> </ul> DI teacher to enrol the students completing the Cert. 1 in DI pilot <ul style="list-style-type: none"> <li>— Students to commence the Cert. 1 in DI, completing the first two sessions with DI teacher and then meeting with support workers (Youth Development Workers) weekly to complete DI modules</li> </ul> It is recommended that students aim to complete the Cert. 1 in DI within 3 months <ul style="list-style-type: none"> <li>— DI teacher to participate in monthly Trinity Hill EFY Foyer Team Meeting to provide advice and support on education, training and career pathways to staff</li> </ul>	DI teacher to meet with Youth Development Workers monthly to update and provide feedback on students' progress <ul style="list-style-type: none"> <li>— DI teacher to meet with Area Manager monthly to provide an update on the progress of the whole Cert. 1 DI student cohort</li> </ul>	DI teacher to continue meeting with Youth Development Workers, Area Manager, and participate in monthly Trinity Hill team meeting <ul style="list-style-type: none"> <li>— DI teacher to begin recruiting for the second cohort of Cert. 1 in DI students, with second cohort size being determined by experiences of the first cohort</li> <li>— DI teacher to be a part of the EFY Foyer assessment and intake process for up to 10 young people.</li> <li>— DI teacher to:                             <ul style="list-style-type: none"> <li>— conduct first stage of the interview process</li> <li>— begin using the 'Recognition of Prior Learning' (RIL) with potential EFY Foyer students during the first interview</li> <li>— use DI tools to explore aspirations of young people and education/ career pathways</li> </ul> </li> </ul>	DI teacher to enrol new cohort into the Cert. 1 in DI <ul style="list-style-type: none"> <li>— Students to commence the Cert. 1 in DI, completing the first two sessions with DI teacher and then meeting with support workers (Youth Development Workers) weekly to complete DI modules</li> <li>— DI teacher to continue meeting with Youth Development Workers, Area Manager, and participate in monthly Trinity Hill team meeting</li> </ul>	DI teacher to continue meeting with Youth Development Workers, Area Manager, and participate in monthly Trinity Hill team meeting <ul style="list-style-type: none"> <li>— By November, it is intended that a DI teacher will be recruited to deliver the Cert. 1 DI in the North/ North-west regions</li> </ul>	DI teacher to continue meeting with Youth Development Workers, Area Manager, and participate in monthly Trinity Hill team meeting <ul style="list-style-type: none"> <li>— North/North-west region DI teacher to participate monthly in both Thyne House EFY Foyer and Eveline House EFY Foyer team meetings</li> <li>— BSL to provide training package to DI teacher and Anglicare staff in North/North-west regions</li> </ul>

\*See Blueprint for specific procedures and details

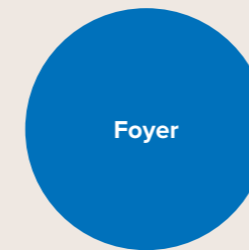
## Recommendations



- Anglicare Tasmania to map the current staffing arrangements at each YSAF site against the necessary functions and responsibilities of the EFY Foyer model (as outlined in the Tasmanian EFY Foyer Blueprint). This is to ensure that the key EFY Foyer functions and responsibilities are delivered by the current staff resourcing at each site
- If necessary, explore the possibility of amending the current Position Descriptions of support staff at each EFY Foyer site, including changing role title to 'Youth Development Worker', so that PDs include key EFYF function and responsibilities of the EFY Foyer model.
- BSL to provide training around EFYF model and Advantaged Thinking practice approach to EFY Foyer staff and the wider sector i.e. Housing Connect and shelters.
- Secure funding to resource the recruitment of a Transitions Worker.
- Anglicare Tasmania to consider the feasibility of having staff participate in 'shadow shifts' at one of the three Victorian EFY Foyers to observe the use of EFY Foyer tools and resources and the use of the coaching approach.
- Anglicare Tasmania and TasTAFE staff to begin collaborating on the development of a procedure for EFY Foyer Assessment and Intake process, establishing the time and location of assessment, initiation of referrals, roles and responsibilities throughout the process etc.



- Finalise funding arrangements with TasTAFE for recruit DI teacher. This position will be responsible for overseeing the delivery of the Cert. 1 In DI across all three EFY Foyer sites. It is recommended that no fewer than two positions will need to be recruited, with one responsible for the Southern region and one across EFY Foyers in both the North and North-west.
- Department of Education to establish funding mechanism for the delivery of Cert. 1 In DI by TasTAFE
- BSL to support TasTAFE to get Certificate 1 in DI on scope.
- Each EFY Foyer should welcome young people who are tangentially connected to the EFY Foyer to participate in activities, workshops and other opportunities around the 6 Service Offers. This will assist in developing the readiness of young people who may not yet be 'Foyer-ready' but may wish to apply in the future.
- As per recommendations outlined in the 'Review of Housing Connect', commissioned by Communities Tasmania, the possibility of self-referrals by young people at risk of homelessness (but not yet in the Housing Connect system) should be considered.
- Interagency Group to oversee the creation of a 'Building Readiness Working Group' with the intention of scoping the possibility of redirecting current resources to support the Pre-foyer offer, including working with shelters and other local youth services to build readiness and ensure an integrated approach within the local context.



- All EFY Foyer sites begin to use the EFY Foyer-specific Handover Form at the beginning each shift so that communication around operational concerns is consistent.
- Depending on the staffing resources available, each EFY Foyer should assign Champion roles\* to existing staff, so that all 6 Service Offers have dedicated resourcing.
- All Youth Development Workers (support staff) to commence scheduling and holding weekly meetings and 3-monthly 'Participation & Residency Reviews'\* with students.
- Employ community-based health and wellbeing organisations to deliver mandatory training to all EFY Foyer students within the first 6 months of their tenancy at the EFY Foyer. This training will consist of two separate modules, one exploring 'Positive Relationships' and the other 'Sexual Health'.
- BSL will provide each EFY Foyer with a Student Handbook template, Each EFY Foyer to adjust and amend to reflect the local context, which includes information regarding local services available, public transport, shopping facilities etc.
- Key tools supporting the EFY Foyer model to be introduced and utilised at each EFY Foyer site after the relevant training module has been delivered.



- 'Transitions Worker'\* is recruited at each EFY Foyer. This is in order to ensure that students are transitioning out of the EFY Foyer with the best and most appropriate outcomes.

\*See Blueprint for specific procedures and details

## Recommendations (cont.)

### 5 Key Partnerships

- Each EFY Foyer should use current resources to begin building intentional partnerships with local organisations and recreational services, such as sporting clubs, Freemasons Tasmania, local employers, and Rotary in order to broker mainstream mentoring opportunities for EFY Foyer students. BSL will assist by developing any tools that may be required.
- Anglicare and TasTAFE should develop and agree to a Memorandum of Understanding (MOU) which will outline the respective responsibilities and commitments the two organisations have to ensuring that the EFY Foyer programs are resourced and governed effectively.
- The Interagency Group should explore the possibility of working alongside the local Transition to Work providers, Northern Joblink in the North and North-west and Colony 47 in the South, in sharing resources in order to deliver the EFY Foyer offer.
- The interagency Group should scope the possibility of connecting and partnering with local community health service providers in order to share resources for the delivery of the Health & Wellbeing offer within each EFY Foyer.
- Trinity Hill, Thyne House and Eveline House to all include 'local partnerships' as a standing agenda item during team meetings, which can then be fed up to the Interagency Group.

### Governance

- All EFY Foyers in Tasmania participate regularly in a EFY Foyer Community of Practice, with membership consisting of representatives from EFY Foyer management, Anglicare Tasmania, Communities Tasmania, TasTAFE (and any other mainstream education partners) and other appropriate organisations related to EFY Foyers.
- Whether through Communities of Practice or any other mechanisms, all three EFY Foyers should have the opportunity to meet regularly to share knowledge and resources and to develop connections.
- EFY Foyers should work with YNOT, or other such peak bodies, to develop a 'youth participation strategy', which will allow for the co-design of the EFY Foyer model alongside the young people it serves in an authentic way. This should include strategies for developing a student representative body and EFY Foyer Alumni body.
- Each EFY Foyer should hold a regularly scheduled, monthly staff meeting which should consist of all Youth Development Workers, management team and the DI teacher.
- Community of Practice to appoint responsible party to develop Terms of Reference for the group.
- BSL to provide the CoP with sample agendas.

### Pilot Programs

- Partnering with TCCI, the Interagency Group should oversee the trial of the TCCI 'Work Readiness' training program at the Eveline House EFY Foyer. It is recommended that the trial run throughout the year, and if successful, could be rolled out across all three EFY Foyers state-wide.
- Thyne House explore the possibility of trialling the delivery of a Mentoring program, using the additional resources provided by the 'Project Coordinator – Education, Employment and Mentorship' role. If successful, Anglicare Tasmania would need to scope out how the program could be delivered across all three EFY Foyers state-wide.
- The Certificate 1 in Developing Independence should be trialled in the South region, using the resources redirected by TasTAFE to recruit a Developing Independence teacher. The Cert. 1 in DI could be initially rolled out among new EFY Foyers and a select cohort of existing students.
- The Interagency Group should identify opportunities within the current resourcing envelope to find sources of funding that could be redirected to support the implementation of the Cert 1 in DI in the North and North-west regions.
- Anglicare Tasmania seek funding sources to extend the tenure of the 'Project Co-ordinator – Employment, Training & Mentoring Program' and to explore the possibility of extending this role from beyond Thyne House to possibly cover all three EFY Foyers. This could include arranging for the role to be based remotely.

### Certificate 1 in Developing Independence

- Certificate 1 in Developing Independence (DI) should be initially piloted within one site. With TasTAFE recruiting a DI teacher in the South region, it is recommended that this pilot be run at Trinity Hill.
- Staff, with input from the DI teacher, should recruit 10 current students to be the first cohort enrolled in the Cert. 1 in DI
- Trinity Hill support staff should undertake a mapping exercise, attempting to identify local resources and opportunities as mapped against the internal and external opportunities modules in the Cert. 1 in DI. Staff to consult the specific service Offer conceptual frameworks for ideas and inspiration.
- Students enrolled within the Cert. 1 in DI are expected to complete the certificate within the first 3-6 months of commencement.
- Cert. 1 in DI students are to complete the first two DI sessions alongside the DI teachers, and all subsequent sessions should be held between the students and a Youth Development Worker using a coaching modality.
- Students should also be given the opportunity to work on the Cert. 1 in DI in a group setting, should they wish.
- Once the Certificate 1 in Developing Independence has been put on scope, TasTAFE should redirect current funding to recruit a DI teacher to work across both the North and North-west regions.
- All three EFY Foyer sites (and any subsequently developed EFY Foyers) should be including the respective DI teacher in monthly team meetings.
- The DI teachers should schedule regular fortnightly meetings with Youth Development Workers to discuss the current progress of students.
- The DI teachers to produce a monthly report using data gathered by TasTAFE to map the progress of the whole cohort mapped against key progress indicators and other deliverables
- The DI teachers should also schedule regular monthly meetings with the Area Manager to share the abovementioned report and keep EFY Foyer managers updated on the progress of the whole DI cohort.

## Key Milestones

2021

- Foyer Foundation accreditation process commences
- EFY Foyers to participate in Foyer Foundation Communities of Practice twice annually
- Training provided by BSL to EFY Foyer staff X 5 modules
- Pre-Foyer training provided by BSL to Shelters
- EFYF Communities of Practice involving all EFY Foyers across the state X 4
- Ongoing monthly EFY Foyer Management Committee meetings
- Ongoing quarterly Interagency Group meetings
- Ongoing quarterly EFY Foyer Community of Practice meetings
- Development of updated Roadmap for the proceeding year
- Development of a Project Implementation Plan for the year

2022

- Foyer Foundation Community of Practice X 2
- Training provided by BSL X 5 modules
- EFYF Communities of Practice X 4
- Ongoing monthly EFY Foyer Management Committee meetings
- Ongoing quarterly Interagency Group meetings
- Ongoing quarterly EFY Foyer Community of Practice meetings
- Development of updated Roadmap for the proceeding year
- Development of a Project Implementation Plan for the year

2023

- Foyer Foundation Community of Practice X 2
- Training provided by BSL X 5 modules
- EFYF Communities of Practice X 4
- Ongoing monthly EFY Foyer Management Committee meetings
- Ongoing quarterly Interagency Group meetings
- Ongoing quarterly EFY Foyer Community of Practice meetings