STARLINK

Yes folks, it's moving time again! There were new contact details for Starlink in the last issue – but these have now changed again, although my mobile number remains the same. (See box on this page). Not only have I moved location, but Dingoblue (my ISP) has gone belly up. Hence the new email contact details as well. There's that old saying "the only sure things in life are death and taxes…", but I guess we'd have to add " .. and change". ☺   I'm sure most of you know the chaos involved in moving house – my plan is definitely to stay put now for a while!

Hopefully a good range of resources for you again this issue. Sometimes I feel a little like the voice crying in the wilderness when I send out a plea for Starlink readers to send me items. ☺   But it would be really great to include some news about what you are doing, what good resources you've found or successes you've had. PLEASE give it some thought and either email me or fax in the enclosed proforma. (Both the new email and fax will be operative after 20 April).

Cheers, Sue
O410-979-384

Starlink is proudly sponsored by

VICTORIA UNIVERSITY OF TECHNOLOGY

A solutions summit for young people and workers with young people in rural and regional Victoria.

**Eastbank Centre
Shepparton
May 9 & 10, 2002**

Everyone agrees that services and opportunities for young people in country Victoria are limited, but what are the solutions?

Reversing the Drift is taking place because many young people are leaving country Victoria in search of greater opportunities in the major cities. This is having a devastating effect on local communities and it can also be very difficult for those young people who leave their families and heritage behind.

Many feel socially isolated and say they are forced to leave because of the lack of employment and recreational opportunities for them in rural and regional areas.

This summit will showcase projects and services throughout Victoria that are working to develop community identity, celebrate diversity, enhance social connectedness, promote community capacity building and foster rural renewal. It will explore the most appropriate ways in which to service rural areas in the long term. It's a chance for young people, workers with young people and local community builders to get together and share solutions for reversing the drift.

Presented by the Youth Affairs Council of Victoria, with support from VicHealth, The Goulburn Regional Youth Committee and the Goulburn Murray Local Learning and Employment Network.

For more information about YACVic check out our website **http://www.yacvic.org.au**.

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Collaboration—A Word or a Way of Being?

Collaboration is an area of work that I have been involved with over a number of years, along with some other terrific colleagues. Unfortunately the word "collaboration" has been miscast and misused of late.

In our work we have found funders (be they government departments or NGOs) "requiring" that grant/contract recipients collaborate. In practice what we see is the funders really don't have the foggiest notion as to what they are asking, nor how to help their grantees know if they are collaborating or even on the right path. The end result is most often a collection of logos on a letterhead showing that different groups are on board with the effort.

I was part of a network of folks who developed a variety of materials to support and more clearly define this collaboration idea. The bottom line is that it's all about relationships, and what kind of relationship you need to accomplish the vision.

I'd invite you to look at some of them at:

**http://crs.uvm.edu/nnco/
collab/framework.html**

and

http://crs.uvm.edu/nnco/cd/

Of late, a couple of us have been trying to take this information to a new level. We're now incorporating the ideas and tools of complexity and systems thinking into our work of supporting collaborative ef-

forts. I don't know about the rest of you, but I live in a world where's there no such thing as a simple issue, nor a simple solution to the challenge.

We're still finishing some draft documents that begin to describe our thinking. So, if this is of interest to any of you, I would say.. "stay tuned"... it will be ready for sharing soon I hope!

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Schools that Share Facilities are More Effective

COMMUNITY SCHOOLS

Schools that share facilities with community-based organizations also greatly benefit their students and families.

Schools with shared facilities are able to offer: broader learning opportunities for students, high-quality services for students and families, higher student achievement, and a more efficient use of tax dollars. For the full article, visit :

http://www.communityschools.org/evaluation/evalbrieffinal.html

Is Treating the Public like Customers Hurting You?

In a recent issue of the Alabama School Boards magazine, Rich Harwood cautions school boards against adopting a customer service mentality, "People are saying our schools don't work and that we need to follow the business community's example because they know how to get things done. That sounds good because it sounds like common sense. The problem is, public schools aren't supermarkets, and kids aren't products." Harwood recommends that schools focus on rebuilding school/community relationships and helping the public reclaim a sense of stake in public schools.

http://www.theaasb.org/asb.cfm?docID=692

"Schools aren't supermarkets and kids aren't products"

AASB

National Youth Commitment Web Site

http://www.dsf.org.au/nyc

During 1999 a collaborative partnership involving education, employment, training providers, government and community agencies evolved in the City of Whittlesea, Victoria. Since then 10 other regions across Australia, working with ECEF and DSF, have created unique partnerships to implement National Youth Commitment projects.

The key goals of a national Youth Commitment are to provide access for all young people with particular support for early school leavers or those facing other disadvantages to obtain Year 12 or its equivalent, or obtain a full time job which is linked to education/training.

To find out more about the National Youth Commitment, share in the Regions' stories, contact those involved, access practical information and resources or join the Youth Commitment Online Community please visit this new website at :

http://www.dsf.org.au/nyc

Lesley Tobin
Dusseldorp Skills Forum
(02) 9212 5800 (Sydney)
(02) 4388 3392 (Central Coast)
Mobile 0409 033 161
www.dsf.org.au

Tillis's Organizational Principle:
If you file it, you'll know where it is but you'll never need it.
If you don't file it, you'll need it but never know where it is.

Citizenship and Democracy: Students' Knowledge and Beliefs

Australian Fourteen Year Olds and The IEA Civic Education Study

Download this report as a PDF file (714kb 190 pages) from

http://www.dest.gov.au/schools/latest_additions.htm

Citizenship and Democracy: Students' Knowledge and Beliefs - Australian Fourteen Year Olds and The IEA Civic Education Study is the title of a national report developed from the international report, Citizenship Education in Twenty Eight Countries: Civic Knowledge and Engagement at Age Fourteen. The University of Canberra (in conjunction with the Australian Council for Educational Research) undertook the national element of the international study. Across 28 countries, 90,000 14 year olds were surveyed on topics that included knowledge of fundamental democratic principles, skills in interpreting political information, attitudes towards government, and willingness to participate in civic activity.

Students were tested between September and November 1999 about one year after the introduction of Discovering Democracy, the Government's civics and citizenship education programme.

Note: A brief summary of overall conclusions contained in the first report of the results of the IEA Civic Education Study can be found at:

http://www.canberra.edu.au/civics/projects/iea_summary.html

Victorian Homelessness Strategy

This report is now available from the Department of Human Services website:

http://www.dhs.vic.gov.au/vhs/

From the Minister's Forward:

The final report of the Victorian Homelessness Strategy Directions for Change, is the culmination of intensive consultation, research and discussion. As a result of this work we are in a far stronger position to understand the issues confronting homeless Victorians and to identify new ways to combat complex issues.

Five strategic objectives underpin directions in the report and will guide our future efforts. They are:

- *Improving client focus and outcomes.*
- *Developing an integrated and sustainable service system.*
- *Working across government and with the community to prevent homelessness.*
- *Increasing access to, and supply of, affordable housing.*
- *Supporting and driving change.*

Homelessness does not exist in isolation from a range of contributing issues. These may include health or dependency problems, difficulties in finding work or lack of education and training opportunities. The Victorian Homelessness Strategy final report recognises that a proactive, whole-of-government response that emphasises prevention, is fundamental to achieving better outcomes.

The Hon Bronwyn Pike MP Minister for Community Services & Housing

From the Chairperson's Forward:

...Important to achieving real change is the emphasis contained in this report on the need to foster local initiative and innovation around homelessness, and the many other social issues that are linked with it. Services, local government, organisations and community members at the local level have the social capital and in-depth knowledge of local issues that can foster the best forms of innovation.

It is pleasing to see that this capacity has been acknowledged in the report, and that local communities' right to plan for how best to respond to complex issues such as homelessness has been incorporated into the suite of changes proposed. This will be an important step in integrating the rights of local communities to have a say in, and mould, social change in a way that is most immediately relevant to them.

With the rights of clients and of communities being built in to the various actions and strategies proposed in Directions for Change, there is a strong and promising basis on which to build over the next few years. I look forward to the implementation and the achievements that will flow out of this report, and to positive and lasting changes in our responses to homelessness.

***Reverend Canon Ray Cleary
Chair - Ministerial Advisory Committee to the Victorian Homelessness Strategy***

> *Services, local government, organisations and community members at the local level have the social capital and in-depth knowledge of local issues that can foster the best forms of innovation.*

Spinola's Budget Principle:

A budget is just a method of worrying before you spend money, as well as afterward.

Free ATO E-mail Updates for Non-Profits

http://www.ato.gov.au

Darren McClelland from the Australian Taxation Office primarily works with the not for profit sector.

The ATO web site (www.ato.gov.au) now includes an e-mail update service which provides either daily, weekly or monthly updates on current tax issues relating to the not for profit sector.

If you would like to contact Darren regarding ATO products and services including newsletter articles and informative talks, please feel free to contact him.

Darren McClelland

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Training Support Network (TSN)

http://trainingsupport.ette.vic.gov.au/

This recently launched site is an initiative of the Learning Teaching and Innovation Division of the Office of Employment, Training and Tertiary Education Victoria (ETTE). The site provides up to the minute curriculum announcements from Curriculum Maintenance Managers (CMMs), teaching and training news from Teacher Networks and ETTE, online resources, useful texts and advice on delivering Training Package content.

Education World

http://www.education-world.com/

While this is essentially a commercial site (with the accompanying cookies and ads etc), there is still a great deal of useful material to be found. Some of the information is specific to an American context, but there are plenty of resources, articles and ideas relevant to Australia as well.

The Curriculum Center has a huge number of interesting articles and curriculum resources. – far too many to outline here. However a few examples are:

An article on technology in schools at:

http://www.education-world.com/ a_curr/curr046.shtml

Links to printable worksheets and teaching masters at:

http://www.education-world.com/ a_lesson/TM/archives/index.shtml

(A number of these worksheets and teaching masters also make use of the web and internet)

Criminal Justice Reference Service

http://www.ncjrs.org/

A very wide range of resources available on this US site, most of them PDF files for download. For example, of particular interest to Starlink readers may be:

Juvenile Justice resources at:

http://virlib.ncjrs.org/JuvenileJustice. asp

— Juvenile Offenders in Residential Placement: 1997–1999. 3/2002
— Law Enforcement and Juvenile Crime. 3/2002
— Protecting Children in Cyberspace: The ICAC Task Force Program. 2/2002
— Statistical Approaches to Assessing Risk. 2/2002
— Reporting School Violence. 1/2002

— The YouthARTS Development Project. 2001
— Juveniles Who Have Sexually Offended: A Review of the Professional Literature. 2001
— Addressing the Problem of Juvenile Bullying. 2001

Drugs & Crime resources at:

http://virlib.ncjrs.org/DrugsAndCrime. asp

— Evidence-Based Principles for Substance Abuse Prevention. 2001
— Tips for Parents: The Truth About Club Drugs. 2001
— Street Terms: Drugs and the Drug Trade. 2001

Horses for Courses?

The tribal wisdom of the Dakota Indians, passed on from generation to generation, says that when you discover that you are riding a dead horse, the best strategy is to dismount.

In many organisations nowadays, however, there is a whole range of far more advanced strategies, such as:-

1. Buying a stronger whip.
2. Changing Riders.
3. Threatening the horse with termination.
4. Appointing a committee to study the horse.
5. Arranging to visit other countries to see how others ride dead horses.
6. Lowering the standards so that dead horses can be included.
7. Re-classifying the dead horse as "living, impaired"
8. Hiring outside contractors to ride the dead horse.
9. Harnessing several dead horses together to increase the speed.
10. Providing additional funding and/or training to increase the dead horse's performance.
11. Doing a productivity study to see if lighter riders would improve the dead horse's performance.
12. Declaring that as the dead horse does not have to be fed, it is less costly, carries lower overhead, and therefore contributes substantially more to the bottom line of the economy than do some other horses.
13. Re-writing the expected performance requirements for all horses.
14. Promoting the dead horse to a supervisory position.

Resources for Grandparents Raising their Grandchildren

Grandparents Raising Grandchildren Trust

http://www.raisinggrandchildren.org.nz/

This New Zealand site is a great place to start. Their mission is "*To provide support to Grandparents who are primary caregivers to grandchildren in difficult circumstances and to ensure fair treatment from the legal and child protection services in New Zealand, in order to stablise and normalise the life of the children involved*"

The site offers several links to other sites, and a reasonably active discussion board, amongst other things.

Generations United

http://www.gu.org

This is a national US coalition, which is "focused solely on promoting intergenerational strategies, programs, and public policies". Although much of the information is specific to the US, there are also some resources and links relevant to the Australian context.

GrandsPlace

http://www.grandsplace.com

Another US site with a range of information and resources for grandparents raising children.

And a **Resource Guide for Professionals** at **http://www.ces.ncsu.edu/depts/fcs/nnfr/grandman/**

There is also a **Yahoo** discussion group for grandparents raising grandchildren, which can be found at **http://au.groups.yahoo.com/group/raisinggrandchildren/**

Topica (**http://www.topica.com**) also has several mailing lists or discussion groups related to this issue – do a search for "grandparents".

Classroom Resources

Though a US-based site, this is nevertheless worth a look. Containing a wide range of curriculum resources, lesson plans and puzzles, it can provide busy teachers with some useful material. For example you can make your own puzzles and worksheets, which are then emailed directly to you for saving and printing.

http://www.edhelper.com/

> I have realized why politicians do nothing to improve the quality of public school education. They are terrified of educated voters.
> (Anon)

> "A community that excludes even one of its members is no community at all."
> (Smithsonian's Exhibition on the Americans with Disabilities Act)

Building Blocks for Youth

http://www.buildingblocksforyouth.org/

Building Blocks for Youth is an "*alliance of children's advocates, researchers, law enforcement professionals and community organizers that seeks to protect minority youth in the justice system and promote rational and effective justice policies*".

The site is worth a visit, and there is also a free monthly newsletter to which visitors can subscribe. The newsletter contains the latest juvenile justice research, *Building Blocks for Youth* reports, fact sheets and publications.

Small Boosts in Family Income Increase Children's Social Skills and School Readiness

See recent study:

Change in Family Income-to-Needs Matters More for Children with Less

by researchers at the Harvard Graduate School of Education and Baylor University.

In Child Development, November/December, 2001 issue

http://www.gse.harvard.edu

Breaking the Juvenile Drug-Crime Cycle:
A Guide for Practitioners and Policymakers ...

http://www.ojp.usdoj.gov/ substanceabuse/publications.htm

This report makes for interesting reading, and is a very useful resource. Written for practitioners and policy makers, it is based on selected sections of a longer report.
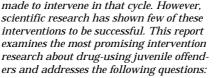
(The longer report is available for download from **http://www.ojp.usdoj.gov/nij/ drugdocs.htm** and reflects an extensive review of the literature as well as interviews with researchers active in developing and evaluating programs designed to break the drug-crime cycle among juveniles.)

Outlined are several strategies for a model intervention system – see the diagram below. From the introductory section:

Most readers probably are familiar with many of the studies documenting the existence, nature, and implications of the juvenile drug-crime cycle and also may be aware of the numerous attempts that have been

made to intervene in that cycle. However, scientific research has shown few of these interventions to be successful. This report examines the most promising intervention research about drug-using juvenile offenders and addresses the following questions:

1. *Which approaches and programs have been most effective in addressing the juvenile drug-crime cycle?*

2. *What are the major components of a model comprehensive system that simultaneously incorporates the strengths of the juvenile justice system, drug treatment programs, and other community agencies?*

3. *What are some key steps involved in successfully implementing local interventions and programs dedicated to intervening effectively in the drug-crime cycle?*
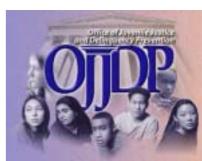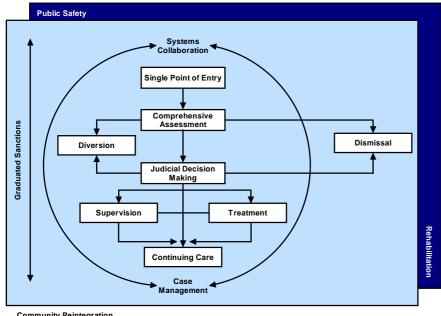
..and More Juvenile Justice Resources at:

US Office of Juvenile Justice and Delinquency Prevention

http://ojjdp.ncjrs.org/index.html

A huge range of reports and articles on this site. Publications can be found a number of ways, including the alphabetical listing of titles at:

http://ojjdp.ncjrs.org/pubs/alpha. html#B

Public Safety

Graduated Sanctions

Rehabilitation

- Systems Collaboration
- Single Point of Entry
- Comprehensive Assessment
- Diversion
- Dismissal
- Judicial Decision Making
- Supervision
- Treatment
- Continuing Care
- Case Management

Community Reintegration

"Learning is fundamentally social. Learning is really a matter of changing identity, not just acquiring knowledge. That knowledge is integrated in the life of communities. When people develop and share values, perspectives, and ways of doing things, they create a "community of practice." The challenge to all of us in education, on behalf of students and organizations, is to create, negotiate, nurture, and sustain the communities of practice in which effective learning takes place."

(Henschel, 1998)