



## School Focused Youth Service

# Interim Guide to applying for SFYS Brokerage

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This document is provided as supporting material to the SFYS Program Guidelines which were published in 2003 and are available at [www.sfys.infoxchange.net.au](http://www.sfys.infoxchange.net.au)

## 1. Objectives of brokerage funding

School Focused Youth Service (SFYS) providers are allocated funding to administer the program at the local level and for the brokerage of services to meet demonstrated service gaps and needs. Funding for brokerage has been set at a minimum of **\$50,000 per service per annum from 1998**. Brokerage funding allocated above this amount is at the discretion of service providers.

It is expected that projects funded by brokerage will:

- decrease the risk of young people further developing behaviours that lead to self-harm,
- enhance young people's connections to school, family, peers and/or the community,
- facilitate collaborative structures and improve linkages between schools/education sector and relevant youth and community services to support young people displaying 'at risk' behaviours.

## 2. Roles and responsibilities in the brokerage process

### SFYS Service provider

The management of brokerage funds is the role of the SFYS service provider, independently of Department of Human Services (DHS). SFYS service providers vary in how their funding process is managed, some operate annual funding rounds, others operate twice yearly funding rounds or as an ongoing option.

The SFYS Coordinator is employed by the service provider and it is their role to ensure that the brokerage process is well advertised, to provide information to applicants about the process and to present all applications received to a local brokerage committee for funding decisions.

### Local Advisory Group (LAG) or equivalent

Application and allocation of funding processes are developed and refined by the SFYS Local Advisory Group (LAG) or equivalent, with attention paid to core principles such as:

- local needs analysis/service mapping and the regional strategic priorities provide the strategic framework for the allocation of brokerage,
- brokerage application, allocation and evaluation processes should be clear and transparent,
- the spread of brokerage funding across the SFYS local area should be a criteria in the allocation process.

### Regional Advisory Group (RAG) or equivalent

The regional strategic plan should identify annual priorities in regards to young people in your region. These priorities should be used to inform the development of your brokerage project application and as a key criteria in the allocation of funds.

Your SFYS coordinator will be able to provide you with your region's strategic priorities for this year.

## 3. Funding criteria for projects

### Applications for Brokerage Funds MUST:

- clearly demonstrate the applicant's ability to manage the initiative including staff (if appropriate), financial planning and evaluation;
- be appropriate in respect to group size, proposed outcomes, length of initiative, people who will undertake the initiative etc. for the amount of funds being sought;
- address a regional priority (from regional strategic plan) OR a demonstrated local need (evidence required- local may include a specific subgroup/issue within the local area or within a school/s);

- target young people aged 10 –18 years old (with a particular focus on 10-14 year olds) who attend school, live or work in the local area;
- involve partnership or collaboration between at least two organisations- schools and/or community agencies;
- have been discussed with the SFYS Coordinator and
- be made on the official SFYS Brokerage Project Application Form.

#### **Projects should:**

- enhance the service system for young people by addressing identified areas of need and/or gaps in the service system;
- clearly state proposed outcomes and how these will be measured and
- demonstrate their impact through the project evaluation.

#### **Brokerage Funds will NOT be available for:**

- replacement of existing sources of funding, whether they are internal or external to an organisation;
- capital purchases or works;
- funding of teacher professional development activities (professional development is to be funded out of an organisational or school budget);
- services/programs currently provided through the service system (unless extensive waiting lists are evidenced);
- recurrent funding of services/ program;
- agency infrastructure;
- programs provided by external consultants which do not link with other aspects of school curriculum, school ethos and school culture or
- whole school or whole level projects UNLESS in association with other funding sources

## **4. Individual funding**

It is not a requirement for SFYS providers to allocate a proportion of their brokerage budget for individual brokerage applications. For those who do it should be no more than 10% of their brokerage funding and is only available once, per young person, for up to one term and is **NOT** for permanent ongoing support. In addition individual brokerage funding should **ONLY** be used when:

- there is no other funding source;
- there is a gap in service provision, i.e. no-one available through the normal channels;
- the referring agent has discussed the referral with the SFYS Coordinator and
- the funding is part of a coordinated plan to support the young person.

## **5. Expectations of funded projects**

During the project:

- Provision of progress data to your SFYS coordinator.
- Having a clear evaluation process in place.
- Compliance with appropriate organisational requirements and service standards, e.g.
  - duty of care provisions. adherence to privacy laws,
  - appropriate insurance requirements,
  - compliance with police check requirements, and
  - organisational reporting of critical incidents.
- Keeping a record of documentation developed eg protocols between partners, new referral processes, surveys or mapping undertaken, guidelines developed.
- Documentation of the use of monies expended.

After completion of the project:

- Completion of an evaluation form within the expected time-lines

- Sharing the learning from the project with others (it may be via your report, invitation to good practice forums, phone calls or posting your project of the SFYS web-site)
- Acknowledgment of SFYS as a funder in any publications /events and publicity materials about the project.

## **6. Good practice models**

Good practice projects:

- are evidenced based,
- identify local needs and link to regional priority areas,
- have clear objectives and evaluation processes,
- are consultative, inclusive and reflective ,
- link to quality frameworks, such as:
  - Student Support Services Framework
  - Safe Schools Framework
  - Mindmatters,
- have clear links to practice and/or process within organisations.

## **7. Legal information**

### **Privacy**

The Department of Human Services and funded service providers, including School Focused Youth Service, must comply with the Department's Privacy Policy whenever personal information about clients or staff is collected, stored, transmitted, shared, used or disclosed.

The Department and funded service providers will also be required to comply with the *Information and Privacy Act 2000* and the *Health Records Act 2001*. DHS Regional Program Advisers can provide information regarding availability of these documents.

Further information regarding the policy and legislation can be obtained at: [www.dhs.vic.gov.au/privacy](http://www.dhs.vic.gov.au/privacy)

### **Grievance Process**

Funding applications will be responded to in accordance with the SFYS local service provider's complaints policy. If organisations or schools wish to lodge a complaint they should contact either the SFYS Coordinator or the Program Manager: Child, Youth and Family services.

Any grievance or complaint in relation to the administration of SFYS grievance funding can be requested to be placed on the agenda for discussion at the next local/regional advisory meeting.

### **Intellectual Property**

The brokerage agreement requires that brokerage recipients acknowledge School Focused Youth Service is "as a funding source in any publicity, newspaper articles, events or publications etc. that result from this funding."

## **8. Further information**

For further information contact your local SFYS coordinator. Contact details of all SFYS coordinators can be found at [www.sfys.infoxchange.net.au](http://www.sfys.infoxchange.net.au) as well as other SFYS program information.

## **9. Frequently asked questions**

### **Who can apply for brokerage?**

Government and non-government schools, organisations and agencies can apply for SFYS brokerage.

### **How are schools and agencies informed of local processes and priorities for brokerage?**

Every local area needs to have clear published time-lines, processes, criteria and funding priorities readily available for use by all stakeholders. These are required to be published in a variety of forms and forums, e.g. web- pages, newsletters, mail-outs, information sessions. It is recommended that these priorities be discussed with individual coordinators before applicants apply for brokerage funding.

### **How are the priorities determined?**

Priorities are determined through needs analysis at both the local and regional level as part of strategic planning and service mapping process. Regional priorities for young people are established annually and are available through your School Focused Youth Services Coordinators.

### **Why might there be variations in what is funded across the regions?**

Allocation of brokerage will vary from round to round, year to year in meeting the strategic balance between partnership development, meeting local gaps in services, developing systems change and prioritising allocation in light of limited availability of funds. All coordinators work within statewide guidelines for allocation of brokerage funding but the key principle of School Focused Youth Services is meeting local and regional strategic priorities.

### **Why might aspects of projects not be funded?**

A range of factors could mean that a project or parts of a project are not funded. These may include that the submission:

- is not aligned to regional or locally agreed goals for the particular year ,
- cannot show the project would be of direct benefit to young people at risk,
- is for a project which could be expected to reasonably attract funding from more appropriate sources ,
- is less strong in a competitive process, i.e. a project may not rank as worthy as others in that round given limited available funds,
- is duplicating existing programs,
- is clearly not sustainable.

### **Where might I find appropriate partners to develop a project?**

School Focused Youth Services Coordinators, who have a very good idea of the service system and knowledge of local schools, are able to assist you in seeking appropriate partners. Local government youth services, community health services, health promotion officers, mental health promotions officers are key players in networking and linking systems and services also and many of these people may be able to link you to information about possible interested parties.

## 10. Useful references:

The following list of references may be of assistance in the planning and development of project proposals. Additional localised information and resources are available from the SFYS Coordinator or/and via the SFYS website [www.sfys.infoxchange.net.au](http://www.sfys.infoxchange.net.au)

- Deakin University & VicFit (2005) "Planning for effective health promotion evaluation", Department of Human Services, [www.health.vic.gov.au](http://www.health.vic.gov.au)
  - Useful tool for building in evaluation from the beginning of a project
- Department of Education (1998) "Framework for Student Support Services in Victorian Government Schools", Victorian Government. [www.sofweb.vic.edu.au](http://www.sofweb.vic.edu.au)
- National Safe Schools Framework (2003)  
[www.mceetya.edu.au/pdf/natsafeschools.pdf](http://www.mceetya.edu.au/pdf/natsafeschools.pdf)
- Withers G. & Russell J. (1998) "Educating for Resilience – Prevention and Intervention Strategies for Young People At Risk", Catholic Education Office  
[www.ceo.melb.catholic.edu.au](http://www.ceo.melb.catholic.edu.au)
- Vic Health, Department of Education & Deakin University, (1999) "National Framework for Health Promoting Schools", Vic Health [www.vichealth.vic.gov.au](http://www.vichealth.vic.gov.au)
- Vic Health "The Partnerships Analysis Tool" – For Partners in Health Promotion, [www.vichealth.vic.gov.au](http://www.vichealth.vic.gov.au)
  - Tool for measuring partnerships pre and post project as part of demonstrating outcomes. More broadly there is an accompanying factsheet that is useful for thinking about partnerships generally.
- Fuller A. (1999) "Promoting Resilience and Preventing Suicide", Paper Presented at the State-wide School Focused Youth Service Forum (March 1999)  
[www.sfys.infoxchange.net.au](http://www.sfys.infoxchange.net.au)
- Suicide Prevention Taskforce (1997) "Suicide Prevention Taskforce Report", Victorian Government [www.dhs.vic.gov.au](http://www.dhs.vic.gov.au)

## 11. Other funding sources

There are a rich variety of sources of funding available for work with young people. SFYS Coordinators can assist by providing you with details about them.

### Project funding sources include:

- Websites such as <http://www.grantslink.gov.au>, a government website about government grants. Subscription will provide a range of philanthropic and major community grants and criteria.
- Youth Affairs Council of Victoria Inc ([www.yacvic.org.au](http://www.yacvic.org.au)) and the Office for Youth ([www.youth.vic.gov.au/youth/grants/philanthropic.htm](http://www.youth.vic.gov.au/youth/grants/philanthropic.htm)) both provide a listing of philanthropic and various community grants from links on their websites.
- Local Governments provide community grants.
- VicHealth provides major research initiative grants, [www.vichealth.vic.gov.au](http://www.vichealth.vic.gov.au)
- DHS has a variety of grants and funding options – see grants link.
- DE&T Regional staff can assist in relation to specific money for initiatives such as Drug Education when these are available.
- Local services clubs and charity organisations provide support through a range of local fundraising activities.
- Victorian Multicultural Commissions Community Grants, [www.multicultural.vic.gov.au/grants.htm](http://www.multicultural.vic.gov.au/grants.htm)
- The Foundation of Young Australians, [www.youngaustralians.org](http://www.youngaustralians.org)
- The Victorian Women’s Trust, [www.vwt.org.au](http://www.vwt.org.au)
- Our Community, [www.ourcommunity.com.au/funding/grant](http://www.ourcommunity.com.au/funding/grant)
- Infoxchange Australia Funding Grants, [www.links.infoxchange.net.au](http://www.links.infoxchange.net.au)
- Strategic Assistance and Improvement for Student Outcome SAISO, Australian Government, [www.facs.gov.au](http://www.facs.gov.au)