ABSTRACT
        This discussion of the experiences of Saskatchewan (Canada)
Education in developing integrated school-linked services should be a
valuable resource for anyone planning or implementing a full service school
program. Information derived from the Saskatchewan schools shows that each
full service program is unique, characterized by specific local circumstances
and needs. These programs work best as collaborative ventures between the
school community and the various service providers operating in the wider
community. In the Canadian context, a great deal of attention has been paid
to the needs of indigenous Indian and Metis peoples. In Saskatchewan, the
school-linked services model applied a standard format for the planning of
local programs, but the programs then developed based on specific local
needs. The leading role of the planning team is shaped in part by the choices
of groups and agencies as partners in program development and implementation.
In some respects the Saskatchewan model reflects the "top-down" nature of its
development, especially in the emphasis on suggested goals in educational
outcomes and the inclusion of the goal of enhanced community confidence in
the use of tax dollars. Many goals, however, are set more broadly than
education itself. These include increased self-esteem for students and a
reduction in substance abuse. Some specific information is provided for
planning and implementation of school-linked services programs, and
implications for the Australian experience are outlined. (SLD)

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Thinking About Full Service Schools
No. 3

Working Together:
Integrated School-Linked Services
in Saskatchewan

Australian Centre for Equity through Education

Linking education, health and community services
to challenge educational and social inequalities

Who we are

The Australian Centre for Equity through Education (ACEE) was established in 1994 as an initiative of the Australian Youth Foundation (AYF), through a consortium of organisations: Eduquate; the Australian Council of State School Organisations; the Australian Education Union; and the Australian Council of Social Service.

The Centre is the focal point for a unique network of people working in education, health and community service agencies.

Why we exist

Young people today are growing up in an increasingly complex world where a smooth transition from school to work is by no means assured. In particular geographic areas across Australia poor educational outcomes coincide with unemployment, low income and poor health.

600,000 Australian children live below the poverty line and in any one week 11,000 school students are numbered among the homeless. The primary schools and high schools these children and young people attend work within social and economic environments that constrain and add to the complexity of their education task.

It has become increasingly clear to schools and school communities that the social and health problems their students and their families face can only be dealt with by cooperation and collaboration across education, health, and community services.

ACEE was established to advocate, foster, and promote this collaboration.

Thinking About Full Service Schools
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Acknowledgements

AUSTRALIAN CENTRE

FOR

EQUITY THROUGH EDUCATION
ACN 073 067 188

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Previous titles in this series:

Three perspectives on schools, communities and citizenship
Kirner, Mukherjee and Semmens & Stokes
ACEE 1998

Joan Kirner writes on schools and social change; Dev Mukherjee on linking services, school reform and community development; and Bob Semmens and Helen Stokes explore Full Service Schooling for full citizenship, moving from theory to examples of recent projects.

Competing Models of Schools and Communities : The Struggle to Reframe and Reinvent their Relationship
William Lowe Boyd
ACEE 1998

Drawing on experience in the USA and Australia, Boyd looks at the social and community changes that have led to the interest in rethinking the relationship between schools and communities; the disengagement of numbers of young people from learning; the extent to which families and communities may be strengthened through collaborative services and some of the prerequisites for setting up school-linked programs.

Contents

Introduction

Full Service Schools is a concept which has been taken up in many forms and which has been used as the guise for a number of programs. Our interest in promoting the notion of *full service schools* arose from the earlier work of the Centre into the alleviation of the impact of homelessness on young people.

This publication and the two which preceded it in this series are aimed at broadening and deepening the conceptualisation and implementation of the Full Service School. There is a growing interest in the concept of *full service schools*. This present series of papers is a response to the search for information and models which might be adapted to local purposes.

Working Together is not intended to be prescriptive. The ACEE does not consider that any scheme can readily be transplanted from one community to another. We hope, rather, to strengthen the interest and commitment of schools and communities to better outcomes for all their young people.

Programs such as these begin from the realisation that an increasing number of people within our communities are looking to schools to take on a greater role of support for disadvantaged and at-risk youth and families. They are most effective when providing for the empowerment of individual young people and their families who are "at risk".

In 1992, the Saskatchewan Government established the Minister's Working Committee on Integrated School-Linked Services made up of representatives from a range of government departments, education organizations, and provincial interest groups. The Committee promoted the exploration of collaborative approaches and new configurations of service delivery to better meet the complex needs of children and families at risk. Several pilots for integrated school-linked services began in schools and communities across the province.

The experience gained from these pilots led to the creation of the Integrated School-Linked Services by the provincial government in partnership with the Saskatchewan education system.

The information in this publication is based on the policy framework *Working Together to Address Barriers to Learning*; the implementation guide *Integrated School-Linked Services for Children and Youth at Risk*; and *Building Communities of Hope : Best Practices for Meeting the Learning Needs of At-Risk and Indian and Metis Students*, all published by Saskatchewan Education.

Together, these represent simply a model for study. We think this will prove to be a valuable resource for anyone who wishes to add their voice to the growing momentum for the establishment of broadly based Full Service Schools programs. Equally, without detracting from any other scheme, we hope this discussion of the Saskatchewan experience will be highly informative to those involved in the design, planning or management of such a program.

Chapter 1.
Questions and Answers

The nature of effective Full Service School programs is that each is unique, characterised by specific local circumstances and needs. These differences can be found not only between countries, Canada and Australia for example, but within countries. Programs established by governments often can have an orientation distinct from a more "grassroots" initiative.

The terminology used in the Saskatchewan program, then, needs to be understood by those wishing to learn from or adapt some of their practices. However, it should not be assumed that all such programs use the same terms in the same manner or that proponents of new local initiatives are required to adopt words and meanings which might be inappropriate in a given case.

Q **What do we mean by "integrated services"?**

A Integrated services is a collaborative process that brings together two or more service providers and their agencies to provide more co-ordinated and comprehensive service delivery to meet the needs of children and their families. At risk children have diverse and multi-faceted needs requiring the services of many different agencies and service providers. In an integrated services initiative, the focus changes from delivering specific services and programs to meeting the broader needs of children and families.

Participants in an integrated services project develop new perceptions about the roles of their agencies and the relationships among them. This is a change from goals for a process or program to goals for children and families. This affects the way programs are evaluated, activities are chosen and priorities are identified. Teamwork and sharing of resources are an important part of the integrated services model. People work together and communicate to achieve goals that cannot be accomplished by one organisation or individual in isolation.

Q **Why are integrated services necessary?**

A There are several reasons why the integration of services is necessary:

❑ It is not possible for one agency to provide all the various services needed by children at risk and their families. Therefore a system for interagency collaboration with with each agency fulfilling a particular role is necessary to provide comprehensive services to meet the needs of all children and families.

❑ The financial resources of all agencies are limited and it is critical to avoid duplication of effort. Through collaboration, interagency groups may fill gaps in service provision and eliminate overlaps.

❑ Competition among agencies is counter-productive. Co-operation and collaboration among agencies will result in services and programs that meet the needs of children and families in a more comprehensive and effective manner.

Q **How do we foster integrated services?**

A No-one can force people or groups to collaborate. Collaboration can occur only when the people involved believe in it. Open communication, trust and a team approach to problem solving will help to foster collaboration and integrated services. True collaboration among agencies involves:

- ❏ teamwork;
- ❏ mutual planning;
- ❏ shared ownership of problems;
- ❏ shared goals;
- ❏ adjustment of policies and procedures;
- ❏ integration of ideas;
- ❏ synchronisation of activities and timelines;
- ❏ contribution of resources;
- ❏ joint evaluation; and
- ❏ mutual satisfaction and pride of accomplishment in providing quality and comprehensive delivery of services.

Q   **What is guiding this process of moving towards integrated service delivery?**

A   Integrated services is not a "top down" initiative. There is an important role for local leadership in developing awareness of the risk factors and the services found in your community. The components of each integrated school-linked services initiative are dependent upon the needs identified by the community. The shape it will take is determined by community efforts, problem solving, implementation and evaluation. Regional offices of government will provide support and consultation and develop supports needed for local implementation.

Q   **How do we decide which agency will lead the interagency initiative? Who will accept responsibility?**

A   The nature of the need often indicates the lead agency. If a need surfaces in the school - such as dropout prevention - the school or school division may be the lead agency. Occasionally there may be more than one lead agency and sometimes the leadership may change as the project progresses. While there may be one lead agency it is important to keep in mind that responsibility for co-ordination and monitoring of services does not fall to any one agency. Collaboration does not end at the planning stage.

Q   **What if we have a small at-risk population?**

A   Integrated school-linked services initiatives can be launched on any scale. There have been initiatives directed towards as few as two children in the past. Also, depending upon the services offered, an integrated school-linked services initiative may provide services that are beneficial to students and families who are not at-risk. A family literacy program or a program with a health promotion focus could provide advantages for all children and their families.

Q   **Social and health services can be concentrated in the cities. How can we access these services?**

A   These services will have regional or district offices. When establishing your planning group be sure to involve people from each of these. Maintain contact with regional offices throughout your planning and implementation.

Q   **Where can we get money to get our intergrated school-linked services initiative off the ground?**

A   Wherever possible, interagency groups need to explore ways of redirecting existing resources. Sometimes there is a need for funding to launch the initiative or for evaluation and pilot stages. Community resources should be investigated.

Chapter 2.
Objectives

Full Service School programs work best as collaborative ventures between the school community (teachers, students and families) and the various service providers operating in the wider community.

Organic or "grassroots" schemes are the most effective in gaining the support and involvement of all local stakeholders. In the Canadian context, a great deal of attention was paid to the needs of the indigenous Indian and Metis peoples. As so often is the case with "minorities" within a dominant paradigm, the needs of indigenous Canadians centred on self-determination.

This is a demand that echoes strongly within the Australia experience. However, there is no requirement for significant numbers of any particular minority (racial, social, economic) before a Full Service School program can be established.

In the case of the Saskatchewan Education program, what was promoted as a government initiative originally was designed with the input of people and service providers at the local level. In particular, the Minister's Working Committee established to make recommendations on "Integrated School-Linked Services" relied on the outcomes generated by pilot programs.

Nevertheless, the objectives listed in the Implementation Guide might be seen to reflect some aspects of a "top-down" design. The hint is the emphasis on educational outcomes. Whereas many others with experience in the design and success of such programs consider that the essential element must be the empowerment of the local community, both those who are the target of the various services and those who are charged with their delivery on the ground. If these aspects of a program are correctly identified then broad social and health outcomes will follow and it is these which have a positive effect on educational achievements.

Objectives of Integrated School-Linked Services

The objectives of the Saskatchewan Education Services are to:

❑ Provide, in a holistic manner, the physical, social, emotional, cultural and spiritual supports children require in order to learn and to remove the barriers to learning and to success in life experienced by children at risk;

❑ Create a collaborative culture among human service systems and providers in the Province to work toward the establishment of a co-ordinated, comprehensive and responsive continuum of human services;

❑ Make the most effective and efficient use of existing community and provincial resources;

❑ Enhance family and community participation in and shared responsibility for the education and well-being of children;

❑ Increase the participation of Indian and Metis people in the planning, management and delivery of education and other human services; and

❑ Enable teachers to focus on teaching and student learning and empower schools and other human service agencies to enhance their effectiveness by working collaboratively with one another to meet the needs of children holistically.

Saskatchewan Education also participated in the development of a Learning Program for use within "community schools".

The objectives set down for these schools can be summarised as:

1. Student Learning and Success

2. A High Quality Education Program

3. Shared Responsibility between school staff, parents and the community

4. Comprehensive, responsive services

5. Enhanced participation in Public Education by Indian and Metis peoples

6. Community Empowerment

7. Equity and Cultural harmony

8. Leadership in Educational Innovation

Chapter 3.
Planning

The Saskatchewan Integrated School-Linked Services model applied a standard format for the planning of local programs. This extended to the provision of standard forms enabling a uniform accounting of such things as the names of the planning team members, needs identification, other needs assessments, processes for identifying at-risk students and an outline of a needs assessment planning process.

No doubt, in the context of a provincial or state-wide scheme to establish Full Service School programs or their equivalents in a number of individual communities, government sponsors of these programs would prefer standardised processes as an aid to uniform reporting and easier accountability.

For people operating without that context forms either may be unnecessary or can be designed by local participants according to need.

Once again, the Saskatchewan model is premised on the unique and distinct needs of Indigenous peoples. What follows is only a brief description of the planning steps laid out in their Implementation Guide. Each local project will identify the specific needs within its host community. The important component in planning is sensitivity to all the many cultures and traditions to be found in the local area because these will determine, at least in part, the needs of the various groups which can be identified.

Planning team

Initially, this will be a small group to "get the ball rolling". The team will grow and change over the course of the project, most notably as other partners are identified. The planning team may eventually accept the role of management committee for the project.

Broad representation is important - representatives of students; parents; community groups and organisations; local school authorities and people from local service providers with decision making authority.

Another useful step might be to identify and contact other such groups in nearby communities to share ideas and discuss possible collaboration.

Finally, of course, schedule a meeting for the planning team to come together and discuss the many issues. An agenda for an initial meeting might look like this:

- What are some of the problems?
- Who are other potential and probable partners?
- How will we determine needs?
- Other issues felt important by the members of the planning group.

Needs identification

This step involves identifying needs and separating these from "wants". Successful programs will focus on needs which are *real* rather than *assumed*. The next step will be to prioritise these needs in order to better determine the way in which these needs should be met.

Some of the needs relevant to your project will be readily identified through the mix of the team members. Sometimes those needs may be identified externally, for example through the formal accountabilities of local service providers or through academic or government funded research. The membership of your planning group can be important in accessing appropiate skills.

The process of identification of needs can be assisted by the following steps:

❑ Determine whether other needs assessments have recently been performed in your community and whether their findings are applicable to your project;

❑ Determine whether there are processes in place for identifying and monitoring at risk students and their needs;

❑ Create a preliminary vision for the education, health and well-being of the children and families in your community;

❑ Establish a working definition of "at risk";

❑ Identify who you need to talk to and what process you will use to obtain the needs information described above;

❑ Design the instruments or processes such as questionnaires, workshops etc.

❑ List and assign priority to the needs.

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Chapter 4.
Partnerships

The leading role of the planning team discussed in chapter 3 will be shaped in part by the choices about which groups and agencies will join as partners. Where key players are represented as partners the planning group will have a smaller role focussed on overall coordination rather than direct implementation. It will be important, as partners are identified and recruited to the project, that roles and responsibilities are negotiated and defined clearly.

Some organisations and their representatives may prefer to be involved at the level of the planning group. Others will be happier to concentrate on implementation and working "on the ground" with service providers or community groups.

As partners are recruited to the project it is important that these choices and roles be debated openly to ensure that everyone is aware fully of each others role.

In this section on partnerships it is important to note once again that not all the steps proposed by the Saskatchewan model need to be followed or completed precisely in order for other Full Service School initiatives to succeed.

Selection of partners

In identifying partners the starting point will be school boards or councils; parent bodies and student representatives; local government; human service agencies; and community groups and organisations such as churches and local businesses. It is important to involve a range of personnel who have a commitment to the integrated delivery of services and have decision making power.

Most potential partners can be identified based on their interactions with the school, the services they provide, the needs in the community and the objectives for the particular project. However, there might be other agencies in the community that currently are not involved with your school but can be of assistance.

Building a partnership

Work, compromise and time is necessary to build a strong partnership. A partnership means a shared commitment to pursue agreed-upon goals, jointly and in a co-ordinated manner. It requires trust; shared goals and objectives; mutual accountability; and effective communication.

All partners will need to learn more about each other and the groups and agencies involved, including:

- the work they perform;

- their mission statements and goals;

- the policies, rules and procedures that determine their delivery of services;

- the ways they measure and determine success;

- the terminology they use regularly;

- their staffing procedures;

- their internal communication; and

- other bodies they are allied with, supported by or in competition with.

Some organisations that are not accustomed to a team approach may feel threatened by the level of information sharing this suggests. The commitment of team members is vital and can be encouraged by initial discussions about:

❑ whether collaboration will work in the present situation and with the present group of students and families;

❑ establishing agreement on a unifying theme for the integrated service effort;

❑ the need and the structure for shared leadership;

❑ the ground rules for the operation of meetings of planning groups or partners.

"A central premise of the collaborative approach is the belief that an exchange of ideas produces solutions that agencies working independently are unable to achieve...Successful collaboration requires mutual respect for individual values and professional ideologies" (Manley-Casimir, M. E. & Hall, M. T. Professional attitudes, judgement and confidentiality: Tensions in school linked services, 1989).

"Collaboration involves negotiation of a new set of relationships" (Gray in Manley-Casimir and Hall)
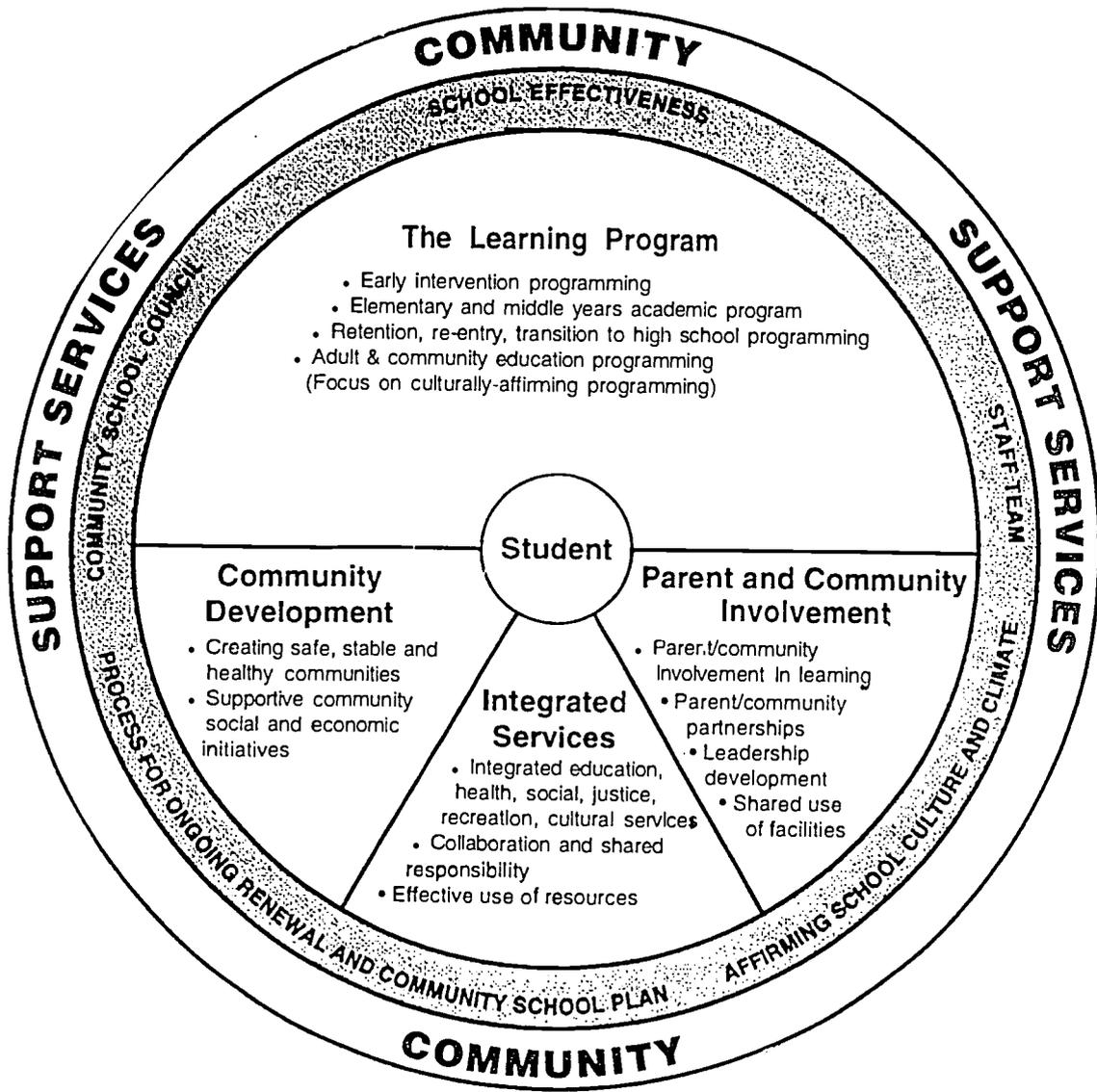
Being able to identify contributions based on the strengths of those involved builds on past successes and predicts future ones. In addition, over time some partners may wish to expand their involvement by taking on new or additional responsibilities.

Individuals who would be active contributors to an Integrated School-Linked Services initiative might be identified by the following characteristics:

✏ demonstrates knowledge and skills related to education;

✏ administers or leads programs providing direct services to children and/or families

✏ assigns priority to children and families rather than the agency;

✏ communicates effectively both orally and in writing;

✏ demonstrates effective group process skills;

✏ demonstrates task and relationship orientation skill;

✏ confronts problems constructively and solves problems effectively;

✏ demonstrates and is committed to collaboration;

✏ authorised to commit agency resources;

✏ attends meetings consistently;

✏ takes risks and tries new approaches;

✏ promotes equality among all members;

✏ demonstrates empathy and genuine respect; and

✏ demonstrates trustworthiness and trusts others.

In each project initiative the planning group will need to decide which of these characteristics are applicable to their case.

COMMUNITY

SCHOOL EFFECTIVENESS

SUPPORT SERVICES

SUPPORT SERVICES

COMMUNITY SCHOOL COUNCIL

PROCESS FOR ONGOING RENEWAL AND COMMUNITY SCHOOL PLAN

AFFIRMING SCHOOL CULTURE AND CLIMATE

STAFF TEAM

COMMUNITY

The Learning Program
- Early intervention programming
- Elementary and middle years academic program
- Retention, re-entry, transition to high school programming
- Adult & community education programming
(Focus on culturally-affirming programming)

Student

Community Development
- Creating safe, stable and healthy communities
- Supportive community social and economic initiatives

Integrated Services
- Integrated education, health, social, justice, recreation, cultural services
- Collaboration and shared responsibility
- Effective use of resources

Parent and Community Involvement
- Parent/community involvement in learning
- Parent/community partnerships
- Leadership development
- Shared use of facilities

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Chapter 5.
Planning and Goals

As noted earlier, in some respects the Saskatchewan model reflects some of the "top-down" nature of its development. One of these is the emphasis in suggested goals on educational outcomes and the inclusion of the goal of enhanced community confidence about the use of tax dollars!

Likewise, a desire for improved employment outcomes may be constructed somewhat differently within a community where intergenerational unemployment is high and there is little prospective private or public investment in new economimc activities.

Many of the goals are set more broadly than education itself. This compares with the findings of other Full Service School intitiatives that non-educational goals actually have a positive, if indirect, impact on educational achievement. Such outcomes are hardly surprising - better self-esteem and a reduction in behaviours associated with substance abuse, for example, seem almost bound to improve the performance of individual students.

However, it is likely that some of the possibilities for goals identified in the Saskatchewan documents stem from conditions or experiences which are specific to that Canadian province.

The Plan

It is essential that as many partners as possible are involved with the project before a plan is created. Shared ownership of the goals and visions is essential.

In developing the plan the group should have available to it broad representation from service providers (both management and front line staff) and teachers, parents and administrators. It is important that the people who "hold the purse strings" are involved.

You may wish to bring in a facilitator. There are many processes that will enable groups to plan creatively and to achieve consensus. Time will need to be set aside for planning and a facilitator may be brought in only at certain stages.

The first planning meeting may involve creating a vision, identifying the blocks to the vision and creating an action plan. Some parts of the plan may initially be sketchy because you will need information that will become available to you only as the plan is implemented.

Components of a plan can include:

❑ a common vision for the care and well-being of children and families;

❑ a set of shared, achievable goals and expectations of how the partners would like to see children's services;

❑ supports required to achieve the vision;

❑ the design of a comprehensive set of services;

❑ allocation or reallocation of resources;

❑ definition of roles for each agency;

❑ information sharing, problem solving and reporting protocols;

❑ action steps with timelines; and

❑ an evaluation framework with mutual accountability.

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Vision and goals

Much rests on the ability of the inter-agency planning committee to develop a common vision and shared goals for integrating school-linked services. The most successful processes provide opportunities for people to exchange and debate ideas and to reach a consensus on community goals and actions for the future.

Such processes can involve:

- listening to the perspectives and experiences of other team members;
- asking difficult questions and searching together for the responses;
- developing a common vision statement and a list of goals; and
- defining the roles for each agency.

The following chart provides suggestions for goals your group may wish to consider.

Goals for children	Goals for parents	Goals for service delivery	Goals for the community
• improved academic performance • improved social and life skills • increased physical fitness • increased self-esteem • increased ability to contribute to society • reduced drug/substance abuse • reduced rate of teenage and unintended pregnancy • reduced incidence of sexually transmitted disease • increased success in job placements and career planning • improved safety for children	• increased parenting skill and ability • increased self-esteem and valuing of children • improved participation of parents in support programs • improved security and safety for children and parents • improved access to services • increased involvement and sense of connection with community institutions	• improved use of existing services and resources • enhanced flexibility and responsiveness to clients • comprehensive and holistic service delivery • enhanced inter-agency collaboration • streamlined procedures • increased accountability • integrated long-term planning • increased satisfaction and empowerment of clients and service providers • improved cost and program effectiveness and efficiency	• shared responsibility and commitment to the well-being of children • increased satisfaction with human services system • improved understanding of prevention programs • enhanced public understanding for complex social problems and ownership for solutions • reduced incidence of vandalism/youth related crime • increased participation in sport, culture and recreation programs • increased number of businesses and service clubs providing financial or other support towards youth programs • enhanced confidence about the use of tax dollars

Chapter 6.
Inventory

Inventory of services, resources and strengths

An inventory of existing services, resources and strengths in the local community should include such components as people, time, skills, money and knowledge. This likely will begin with the partner organisations but it is important to look beyond these to whatever might be available in the wider community.

The inventory will be more effective if concentrated on specific needs and the resources which are available to match those needs. However, information also can be collected on resources and services that currently meet needs even if these did not figure in the needs assessment at the earlier planning stage.

The actual taking of the inventory can be achieved through focus groups, site visits, surveys and any combination of these.

Consider the measureable features in each service when identifying and reviewing the existing services, resources and strengths in the local community. These will help determine the specific characteristics of the service array that currently exist.

The measureable features of a service include:
- agency mandates, beliefs and philosophy;
- the type and variety of service;
- target population and age range;
- geographic location of service;
- accessibility of service;
- service fees and funding options;
- consistency of service with cultural values of service users;
- service times, hours of operation and calendar years;
- transportation issues of users of the service;
- length of time until the child or family can begin to use the service;
- availability of currently existing integrated programs; and
- staff qualifications.

Gaps analysis

This involves matching existing services with identified needs. A gaps analysis will help identify whether or not there are services available to meet those needs and whether these are sufficient to meet the level of demand.

Another part of this analysis is to determine whether there are overlaps between agencies or services. Sometimes several organisations may provide the same or similar service but even this might not be sufficient to meet demand. In other cases the services may be unavailable or else inaccessible.

The difficult job in analysing the gaps will be determining whether resources can be reallocated to meet the demand for services. This may fill some gaps but the community may need to seek new resources to fill other gaps.

A "gaps analysis tool" in the form of a matrix can assist in this task. This should have the various needs plotted along the vertical axis and the services, resources and strengths plotted along the horizontal axis. The point at which each need intersects with a resource can be used to record the degree to which that need is met.

Chapter 7.
Implementation

> To the uninitiated, the foregoing chapters might seem somewhat daunting in the size and the scope of the activity they describe. In the case of the Saskatchewan Implementation Guide it proved impossible to eliminate all jargon, particularly in discussing the transition from planning to the commencement of the full-service or integrated program.
>
> However, it is important to remember that the appropriate targetting of planning group members and program partners will have provided a broad and diverse range of skills and expertise.

This is the most exciting stage of an integrated services project. In this stage you will identify innovative possibilities for the provision of integrated services, determine potential barriers and supports to implementation and implement specific actions from the planning phase.

Part of the planning for implementation may involve decisions concerning collaborative "tools" such as :

- **interagency case management**

    Who will be responsible? How will that person co-ordinate the various agencies? Where will the hub of activity be located?

- **common assessment forms or agreement for a set of assessment instruments**

    What kinds? Why those? When will they be administered and who will do this?

- **common eleigibility determination**

    What criteria? Why those criteria? When will such determinations be made?

- **management of inforemation**

    How will it be managed? Where will it be kept? Who will collect, co-ordinate and store it? Who will have access?

- **procedures for dealing with confidentiality and sharing oral and written information**

    Who will have access? WHow will information be shared? When will it be shared? Why will it be shared?

Group planning is essential at this stage. The barriers that an interagency committee may face may come from a variety of sources and can include:

- lack of community support;
- policy restrictions on various agencies;
- shortage of resources and financial options;
- internal resistance to change;
- legislative barriers;
- confidentiality; and
- other barriers specific to a particular community.

For every idea or project there will be barriers. The interagency committee's success will depend on its ability to use a creative and problem solving approach to deal with them. This will require the involvement of all partners and should focus on the decision makers and frontline staff. Sometimes compromises will be needed, at other times tough decisions.

Solving problems effectively requires a systematic approach and hard work. However, when the interagency group works together creatively this can avoid problems and solve them as they arise. An integrated services project will enjoy a higher degree of success than if problems are left unattended.

The "Do's" of Collaborative Problem Solving

There are certain attitudes, behaviours and strategies that lend themselves to success with problem solving:

- being enthusiastic and optimistic;

- being a co-problem solver, not an answer giver;

- actively listening to people and acknowledging them;

- influencing people with solid information, not manipulating them;

- accepting the viewpoints and perspectives of others;

- respecting people's needs;

- allowing time for self-questioning and to ask questions;

- being conscious of the contributions of people and making no judgements about them; and

- asking open and direct questions.

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Toward a Collaborative Culture - A Continuum of Change

	Fragmented Services	Co-operation	Co-ordination	Collaboration	Integrated School-Linked Services	Integrated Service Delivery
Steps		• identify groups providing services and programs; • share information on programs and services; • acknowledge common "customers"; • assess needs; • identify resources; • make referrals to other agencies	• work together to identify needs and resources; • work together to plan and achieve shared or compatible goals; • identify and eliminate gaps and duplications by shifting resources	• joint planning; • set common goals with shared commitment; • revise/develop protocols and legislation; • job descriptions rewritten; • evaluation of collaborative process and effectiveness of services	• redirect staff/funding to holistic services; • work collaboratively to eliminate gaps & barriers, achieve commonly set goals; • ongoing professional development on collaborative process; • evaluate service delivery and integration process	• establish integrated funding source; • community assesses needs, plans and implements programs
Characteristics	• each agency provides mandated services and programs for specific client group; • funding provided for mandated single-focus programs and services; • no common philosophy, professional language or perspective among organisations; • different service area boundaries; • clients experience confusion; • competition for resources and "turf"; • ineffective use of resources/duplication of effort; • patchy project funding; • single-focus agencies; • client needs frequently fall "out of jurisdiction"; • centrally directed	• program information shared among agencies without formal interaction or interdependency; • autonomous organisations functioning independently; • may still be competition for resources between agencies; • some duplication of resources and efforts; • single-focus agencies aware of each other and supporting others' work	• sharing of leadership planning, decision making; • more collegial relationships among groups and organisations; • additional resources often expected; • movement towards becoming proactive	• partners as equals; • collaborative culture; • shared goals; • mutual commitments, resources, decision making and evaluation; • diversity of clients needs recognised; • front-line workers empowered to work collaboratively; • families and children empowered through service delivery system; • more effective use of resources; • co-ordination is part of everyone's job	• partners as equals; • programs and services focussed on client needs; • dynamic, flexible, responsive and effective services and programs; • common values and philosophies; • community based, support and participation; • interdisciplinary approaches; • non-categorical funding for children and youth; • co-ordination and collaboration are part of everyone's job	• partners as equals; • comprehensive, holistic preventative physical, social and emotional supports; • broad based community support and participation; • non-categorical, flexible funding for programs and services
Structures	• separate organisations, mandates, policies, procedures, protocols and legislation	• interagency groups and committees with informal structure to share information; • organisations maintain separate procedures, policies and activities determined without reference to those of other organisations	• interagency groups that work on common projects with common goals; • may hire a co-ordinator to co-ordinate use of services; • case management; • interdisciplinary management team	• protocols and agreements for collaboration in place; • legislation and protocols revised; • partnerships	• integrated funding source for children and youth; • programs within interdisciplinary service delivery teams	• integrated funding source at community level; • interdisciplinary delivery of service

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