

Final Report

An interim evaluation of the Miller Live 'N' Learn Campus

authored by

Bill Randolph and Helen Wood

for the

**Australian Housing and Urban Research
Institute**

UNSW/UWS Research Centre

July 2005

AHURI Final Report No. 84

ISSN: 1834-7223

ISBN: 1 920941 68 1



ACKNOWLEDGEMENTS

This material was produced with funding from the Australian Government and the Australian States and Territories. AHURI Ltd gratefully acknowledges the financial and other support it has received from the Australian, State and Territory governments, without which this work would not have been possible.

DISCLAIMER

AHURI Ltd is an independent, non-political body which has supported this project as part of its programme of research into housing and urban development, which it hopes will be of value to policy-makers, researchers, industry and communities. The opinions in this publication reflect the views of the authors and do not necessarily reflect those of AHURI Ltd, its Board or its funding organisations. No responsibility is accepted by AHURI Ltd or its Board or its funders for the accuracy or omission of any statement, opinion, advice or information in this publication.

AHURI FINAL REPORT SERIES

AHURI Final Reports is a refereed series presenting the results of original research to a diverse readership of policy makers, researchers and practitioners.

ACKNOWLEDGEMENTS

The authors would like to thank a wide range of people for their cooperation and time in supporting and providing documentation to assist the researchers over the five years this research project took to complete, not least the residents of the Miller Campus and the Live N Learn Foundation Board Members and management team.

In particular, we would like to thank the following for assisting in the conduct of this research and in maintaining support for the project, and without whose help the research would not have been possible:

Alison Shearer, NSW Department of Housing

Paul Wade and Aaron Maher, Miller Live 'N' Learn Campus

The following were members of the Miller Live N Learn Campus Evaluation Project Advisory Group between 2000 and to 2001 who provided strong support and guidance to the Research Team during this period (positions indicated show each person's role at the time of the engagement with the research).

Ross Woodward Director South West Sydney Region, NSW Department of Housing

Cheryl Prosser Business Development, NSW Department of Housing

Damien Ferrie Business Development, NSW Department of Housing

Adrian Pisarski Executive Officer, NSW Youth Accommodation Association

Dana Greenfield Public Housing Operations Group, NSW Department of Housing

Karen Cadwallen South West Sydney Region Senior Project Officer, NSW Department of Housing

Raoul Wainright National legal and research manager, Construction, Forestry, Mining and Energy Union (CFMEU)

Lindsay Fraser Assistant national secretary, CFMEU

Lillian Pang acted as Research Assistant in the early stages of the project at the Urban Frontiers Program, University of Western Sydney.

Naturally, all errors of omission and commission are the sole responsibility of the authors.

CONTENTS

ACKNOWLEDGEMENTS	3
CONTENTS	4
EXECUTIVE SUMMARY	6
1 INTRODUCTION	8
1.1 Policy context	8
1.2 Aims of the research	10
2 THE DEVELOPMENT OF THE “LIVE ‘N’ LEARN” CAMPUS CONCEPT	11
2.1 The international context of the ‘foyer’ model	11
2.2 The development of the Miller Live ‘N Learn Campus	13
2.3 The Campus model.....	16
3 RESEARCH METHODOLOGY AND APPROACH	21
3.1 Development of the evaluation method	21
3.2 Subsequent modifications to the evaluation method	21
4 DEVELOPMENT OF PROGRAM OBJECTIVES AND PERFORMANCE MONITORING INDICATORS	24
4.1 Clarifying and setting program objectives	24
4.2 Developing the key performance indicators	25
5 THE OUTCOMES FOR RESIDENTS	26
5.1 Introduction	26
5.2 Initial Interviews	26
5.3 Follow-up Interviews	38
5.4 Key Performance Indicators (KPIs).....	50
6 THE VIEW OF THE STAKEHOLDERS	53
6.1 Introduction	53
6.2 Campus Staff	53
6.3 Other Stakeholders: The Foundation Board	59
7 CONCLUSIONS AND IMPLICATIONS FOR CAMPUS DEVELOPMENT	65
7.1 Introduction	65
7.2 General	65
7.3 A Preventative Role	66
7.4 Future Projects.....	66
7.5 The Programs and Action Plans	68
7.6 The Selection Process	68
7.7 Location	69
7.8 Funding.....	70
7.9 Future management arrangements.....	72
7.10 Role of the caretaker	73
7.11 Final Comment	73
8 REFERENCES.....	75

APPENDIX 1: SUMMARY OF OUTCOMES FROM THE RESIDENTS' MEETING HELD ON 3 NOVEMBER 2004	76
APPENDIX 2: REVIEW OF DOCUMENTS	78
APPENDIX 3: SURVEY INSTRUMENTS.....	83

EXECUTIVE SUMMARY

This report represents the final output of the research undertaken by the UNSW/UWS Research Centre to evaluate the Miller Live 'N' Learn Campus, an innovative project that provides accommodation and life-skills and training opportunities for young people aged 16-25 with low support needs who are in vulnerable housing situations. The project is physically located in a renovated block of Department of Housing bed-sits originally designed for the aged in the suburb of Miller in Liverpool LGA, western Sydney.

This initiative, sponsored and supported by the New South Wales Department of Housing (DoH) and described more fully in Chapter 2, is based on the 'Foyer' model of integrated accommodation, skills training and job search support for young and often homeless people operating in the UK, and the long established 'Foyer des Jeunes Travailleurs' in France (See Randolph, Pang and Wood, 2001).

The Miller Campus is acting as a pilot for the potential development of more projects using this model across NSW and possibly beyond.

The evaluation was conducted by:

- Site visits to the Miller Campus during and after the development period;
- Development of a program data monitoring system in conjunction with the Campus management team;
- In-depth interviews of key Campus management and personnel and with Campus residents at entry and 6 months later

As the Miller Campus is an ongoing program, the evaluation has concentrated on an initial assessment of outcomes with a view to feeding back the findings to the Campus management to assist in the further development of the project. As such, it can be described as an example of *process evaluation* (Rossi, et al, 1999). We also assisted in the development of a set of performance monitoring measures as part of the research, although we have not sought to include these in the current evaluation.

Staff, management and two rounds of resident interviews were completed during 2004 using structured interview instruments. Different versions of the question schedule were prepared for residents, project workers and project management (including Live N Learn Foundation Board members and the Department the Housing).

In general, the evidence from this interim evaluation suggests that the Campus management and staff have done an excellent job in setting up the Campus following a significantly delayed start and in the absence of any defined model in the Australian context to work from. The decision to remove the original Management Service Provider, who had not been able to provide a successful model and the resolve to continue and deliver the vision, is to be commended. There is now a healthy culture of openness and flexibility in developing a model that works for all

stakeholders and is effective in enhancing success in accommodation, education and employment outcomes for vulnerable young people.

Fieldwork with residents showed that the key attraction of the Campus to young people is the secure accommodation it provides and the opportunity for independent living. Once this has been achieved, residents are able to concentrate on their education and training needs, with a focus on the goals in an Action Plan agreed with Campus Management.

There was a shared understanding between management and staff about the goals of the Campus, the client group, and its objectives of providing stable accommodation and development of life skills to enable young people for whom accommodation was problematic to complete their studies or training and achieve independence. Support needs were low and if required, they were provided externally and the focus was on education and life skills.

The Campus building itself is seen as suitable by all stakeholders, although the location is considered sub-optimal. Programs of life-skills training were still being developed and refined at the time of the research.

The Campus Model aims to prevent a number of possible negative outcomes for this cohort of young people including school drop out, poor mental health and criminal activity. Evidence collected indicates that it has helped to stop young people from dropping out of education and becoming homeless. Considerable support from Juvenile Justice has influenced the decision of the Department of Housing and other human service agencies to continue supporting the project.

Initial outcomes during the first year of operation show positive results with residents sustaining their involvement with education, completing their courses and engaging in employment. Higher School Certificate (HSC) results were not available during the fieldwork, but aspirations to go on to tertiary education appeared high. Although the Campus is still in the set-up phase, there were also emerging positive outcomes reported in terms of the life skills, social interaction and improved emotional robustness of the young people. It is too early to see the outcomes for moving on to independent accommodation.

A key issue remains the long-term viability of the capital and recurrent funding arrangements of the Campus model. While it was not possible in this research to effectively assess the financial robustness of the Campus model, the clear implication is that any future development of the model is likely to involve substantial and on-going public funding, regardless of any philanthropic engagement from business or non-government sectors. Nevertheless, the positive outcomes reported by the current residents in the Campus pilot support the view that this model deserves further development and serious sponsorship on a 'whole of government' basis as a preventative measure. In providing a bridge to help the transition from insecure childhood to participating adulthood, the kind of unstable housing and poor life chances experienced by residents prior to moving to the Campus can be transformed to more secure futures for these vulnerable young people.

1 INTRODUCTION

This report represents the final output of the research undertaken by the UNSW/UWS Research Centre to evaluate the Miller Live N Learn Campus, an innovative project that provides accommodation, life-skills and training opportunities for young people in vulnerable housing situations. The project is physically located in a renovated block of ex-Department of Housing bed-sits (originally designed for the elderly) in the suburb of Miller in Liverpool, western Sydney. This initiative, sponsored and supported by the New South Wales Department of Housing and described more fully in Chapter 2, is based on the “Foyer” model of integrated accommodation and job skills/search support for young and often homeless people operating in the UK. The Miller Campus is acting as a pilot for the potential development of more projects using the model across NSW and possibly beyond.

Previous outputs from the research include a Positioning Paper that presented an overview of the Foyer concept that lies behind the development the Miller Campus and an outline of the background to the establishment of the Campus in 2000, as well as a review of relevant international literature and a summary of prevailing Australian and international practice in this area (Randolph, Pang and Wood, 2001). A Work in Progress Report that outlined details of preliminary research findings was completed in 2003 (see: <http://www.ahuri.edu.au/general/project/display/DspProject.cfm?projectId=40>).

The Final Report builds on the earlier outputs of the research by presenting the findings of an independent evaluation of the first year of the operation of the Miller Campus during 2004. This evaluation has taken the form of an implementation assessment which focuses primarily on the outcomes for residents of the Campus after an initial period of operation of the Campus.

Chapter Two summarises relevant literature on the development of concepts behind the Campus in the UK and elsewhere, the background to the development of the Campus in New South Wales and reiterates the aims of the research project. Chapter Three sets out the evaluation methodology that was developed to answer the key research questions. Chapters Four to Six present the findings of the research. These three chapters are organised along thematic lines to show how each of the questions have been answered. The concluding chapter summarises the overall findings and sets out the emerging policy issues that flow from the findings.

1.1 Policy context

The ‘market’ for an integrated service package offering accommodation and job training is substantial. An estimated 90,700 homeless young people used Supported Accommodation Assistance Program (SAAP) services in 1999 in Australia. Of these 91% were unemployed or not in the labour force (Live N Learn Foundation, 2000). Consequently, the concept of a service providing secure accommodation and support together with job and life-skills training could be highly significant in the context of offering vulnerable young people a bridge into more independent living

supported by a job and their own home. The Miller Live N Learn Campus is a pilot scheme that attempts to provide such an integrated support package.

As a result of its aims, the Campus model operates across a range of complex welfare policy areas – youth, employment, health, juvenile justice, housing and homelessness and the school-work transition to independent living. However, the policy background against which the Miller Campus model was initially developed introduced in NSW is in a state of flux. When this project was conceived in 2000, fundamental reforms of the welfare system in Australia were being foreshadowed in the Final Report of the Reference Group on Welfare Reform (2000). Here a system of individualised service delivery, mutual obligations between providers and recipients of assistance and social partnerships between public and private and non-government agencies for service delivery and social participation was set out.

The Final Report of the Reference Group on Welfare Reform received broad support from the Federal Government, although it was recognised that the reforms were complex and challenging and would take time to implement. At the time of writing (early 2005), the welfare reform process is still being worked through at the Federal level.

Importantly, the Miller Campus model fits closely with the ‘rights and responsibilities’ view of welfare support, with the young people on which the Miller Campus is targeted being expected to agree to a set of terms and conditions for acceptance into the project. There has also been a strong effort to engage the non-government and private sectors in the development and delivery of the Miller model. The critical issue of the transition from home or care into independent living is also a major issue within the welfare reform agenda that the Miller Campus model picks up.

In addition, the publication of a National Homelessness Strategy by the Minister for Family and Community Services in May 2000 adds a further element into the developing policy context (DFaCS 2000b). This stressed the importance of collaborative effort to bring community resources to bear on homelessness, as well as the role of prevention, early intervention and supporting the transition into independent living. Again, these are elements in the initial development of the Miller Campus approach, although the emphasis on homelessness was scaled back in the light of the perceived need to focus on young people in vulnerable housing situations, rather than those needing crisis accommodation who are already catered for in ‘the system’.

The renegotiation of the Commonwealth State Housing Agreement in 2003 also has relevance to the potential development of the model, as will the future of the SAAP and Crisis Accommodation Programme (CAP) systems.

Exactly where the Miller Campus model will eventually fit into the emerging welfare and housing policy reform process, or in what form it will be successful, is not yet clear (for a fuller review of the policy context in which the Campus model operates, see the Positioning Paper for this project (Randolph *et al*, 2000). Its potential is significant however, judging by the success of its European antecedents (Foyer

Federation, 2000a). The progress of the Miller Campus will therefore be watched with some interest.

1.2 Aims of the research

The research project has taken the form of an *interactive or responsive evaluation* (Owen and Rogers, 1999). Here, the intention has been to document and illuminate the development and delivery of the Miller Campus program into its first year of operation. As the Miller Campus is an ongoing program, the evaluation has concentrated on an initial assessment of outcomes with a view to feeding back the findings to the Campus management to assist in the further development of the project. As such, it can also be described as an example of *process evaluation* (Rossi, et al, 1999). We have also assisted in the development of a set of performance monitoring measures as part of the research, although we have not sought to include these in the current evaluation. These measures should, however, be included in any future program monitoring or summative evaluation exercise in the future and were reported on in the Positioning Paper. We briefly reiterate them in this report (see Chapter 4).

The immediate focus of the research reported here has been to describe the development of the Miller Campus model since 2002 and the immediate outcomes of the Campus for those young people who comprised the first *tranche* of residents (or students) in the Campus. Essentially what the research has attempted to do is to describe the objectives of the Campus in relation to its client group, to document the Campus model as it is operating at the present time, and then assess the outcomes, to date, for the residents, taking both their views of the Campus when they arrived and then at a point six to nine months after they had moved in. This is complemented by the views and perceptions of key stakeholders in the Campus at this time.

These outcomes are then referred back to the original objectives of the Campus and an assessment of the progress the Campus in achieving its objectives. Implications for the future development of the Miller Campus and wider extension of the Live N learn model to new locations is outlined in the concluding chapter. In addition, we have briefly reviewed the management forms on which data on each resident is collected and which provide the Campus management with information upon which the project outcomes can be monitored for future evaluation of progress against the projects objectives.

2 THE DEVELOPMENT OF THE “LIVE ‘N’ LEARN” CAMPUS CONCEPT

This chapter briefly reviews the background to the concept of integrated accommodation and employment skills/life skills projects for vulnerable young people and briefly sets out how the concept was implemented through the Miller Live ‘n’ Learn Campus. A more detailed discussion is presented in the Positioning Paper for this research project (Randolph, Pang and Wood, 2001).

2.1 The international context of the ‘foyer’ model

The main recent policy impetus and program experience of these kinds of project has taken place overseas, most notably in the UK, although the initial concept of a ‘Foyer’ (meaning a ‘place of welcome’) for young vulnerable people began in post-war France. The French network of locally run projects began as each major town provided secure welcoming places for young itinerant workers to stay during the rebuilding following the Second World War. The five key principles behind the development and management of French foyers are worth repeating as they are essentially similar to those repeated by the UK model on which the Miller Campus is substantially based:

- *Local management:* Each foyer is managed by a Steering Group made up of local members of the public, elected representatives, business people and professionals who share the desire to enable young people to take their place in society.
- *Housing:* A foyer is a place to "hang one's hat" on arrival, to find one's feet in the town, to think out one's plan of action and to find a job. A refuge which becomes a springboard.
- *Services:* Training and support together with advice (on employment, administrative paperwork and social security entitlements) in the framework of a mutual contract.
- *Social mix and group living:* Foyers are not social “ghettos”, but a broad based microcosm, with peer group support and the opportunity of drawing on a wide range of experiences and training. Here differences are valued and a culture of respect for the individual promoted in the context of group solidarity.
- *Economic requirements:* Nothing is free, but everything is affordable. The service providing organisations are genuine business undertakings offering services direct to the young people (who are the clients, not objects of assistance) and to members of the general public living in the local community or town. About 80% of revenue comes from clients and 15% government subsidy in one form or another. (Foyer Federation for Youth, 1997).

In the UK, problems of youth homelessness and unemployment in the early 1990s prompted a more holistic response than those currently available. As Anderson and Quilgars have noted, one of the key factors in establishing the foyer pilots in the UK

was "...the recognition by all parties that there was a serious problem of youth homelessness and unemployment; that these issues were linked; and that there needed to be a joint approach to addressing the issues." (Anderson and Quilgars 1995, p2). There was also a concern on the part of employment services that homeless young people were not accessing job search services and therefore were falling through the employment services net, considerably reducing their ability to access jobs.

The foyer scheme in Britain aims at providing an intermediate or *transitional* step for young people who have left home or care and are trying to attain full independence. It was important for foyers to be seen to be "...mainstream and normal and young people should be proud to participate." (Shelter 1992, p 53). The foyer concept was vigorously promoted as a non-government solution to these issues by the formation of a UK Foyer Federation in 1992.

Typically foyers in the UK have had the following three key characteristics:

- Focus on *needs of 16 – 25 year olds* who are homeless or in housing need to achieve the *transition from dependence* to independence;
- Based on a *holistic approach* to the person's needs and integrated access to accommodation, training and job search facilities;
- Based on an *individual formal agreement or contract* (Action Plan) between the young person and the foyer management as to the package of activities to be undertaken while resident at the foyer, adherence to which is a condition of continued residence. (Foyer Federation for Youth, 1997).

The UK foyer movement has become a mainstream program with projects in most larger towns and cities and has been championed forcefully by the current UK Chancellor of the Exchequer, although it has been subject to criticism by some researchers. For example, Allen (2001) found that residents' experience of living in one large foyer in a town in northern England fell well short of the rhetoric claimed for foyers by their supporters and the UK Foyer Federation itself.

Importantly, the use of individually negotiated Action Plans embodies much of the mutual obligation and individualised service delivery philosophy to welfare provision which has become a dominant theme in welfare policy in Australia (Reference Group for Welfare Reform, 2000). As such, the foyer model has been seen to be a workable solution for youth homelessness by breaking the "no home, no job, no home" cycle. It was clearly not intended to be a mechanism to assist high care individuals as the housing management envisaged would not involve intensive personal support mechanisms. Moreover, each foyer management team was seen to have considerable autonomy in developing the correct management style and ethos for each project. A more detailed account of the development of the UK foyer movement, its funding basis and organisational structure, together with reviews of comparable models in Europe and the US was presented in the Positioning Paper for this research project referred to above.

2.2 The development of the Miller Live 'N Learn Campus

Concerns about the failure of prevailing support for vulnerable youth were echoed in Australia by the mid-1990s and following a visit by the then Director General of the NSW Department of Housing to the UK in 1998, the decision was taken by the NSW Department of Housing to explore options of developing a comparable model in NSW. This was promoted through a seminar held in Liverpool in western Sydney in late 1998. A model similar to that developed in the UK was adopted and development work on establishing a pilot scheme in NSW was commenced shortly after this seminar. While the NSW Department of Housing took the lead in facilitating the concept, at this stage it was thought that a public-private partnership model was the preferred approach, following the UK model. Consequently, considerable effort was expended in trying to interest private sector partners in a joint funding venture for the project. At the same time, a "Live n Learn" Foundation was established, with the help of *pro bono* legal advice, (the name being settled upon in 2000), involving housing, homelessness agency and union representatives and auspiced by the Department of Housing, to act as an overall manager of the concept and take responsibility for its development and implementation.

2.2.1 Developments since 2002

The development of the Campus model up to 2002 was outlined in some detail in the Positioning Paper. However, the changes to the implementation of the Campus model since 2002 have meant that a somewhat modified model has emerged from that originally envisaged, although the basic focus of the Campus remains the same (see Section 2.3 below). The main stages in the development and implementation of the campus model since 2002 are summarised in this section.

The NSW Department of Housing (the Department) has remained the lead agency throughout the subsequent development of the Campus to the current fully occupied project. An initial desire to see the Miller Campus set up on a public-private partnership basis (a concept based on the UK foyer model) overseen by the Live N Learn Foundation foundered due to the inability to identify a private sponsor for the project. However, the Live N Learn Foundation, supported by officers of the Department of Housing, acts as an overarching management board for the Live N Learn initiative and still retains a management role overseeing the Miller project. A key initial issue for this research project was the distinction between the Foundation and the local management of the Miller Campus. It was agreed with the Foundation and the Department that it was the latter on which this evaluation exercise is focused, however the current situation is that these are one and the same. (Details of the composition of the Foundation were included in the Positioning Paper.)

2.2.2 Capital Funding

In 2002, the Department identified an underused bed-sit complex in Miller, which it considered suitable and offered it as a pilot for the project. At the same time, a successful bid was made for funding through the NSW Premiers Department 'Community Solutions' initiative which provided \$250,000 plus GST. This funding

contributed to the renovation of the building. The Department has made a contribution in the order of \$800,000 through leasing the building to the Foundation and upgrading it, providing repairs and maintenance services, grounds maintenance and paying rates and electricity bills. Upgrading costs were in the order of \$600,000, including computer cabling (\$30,000), computers (\$34,000), fencing (\$8,000), and a swipe card security system (\$5,000). Since this time, the Campus and the Foundation have continued to be supported directly by the Western Sydney Region of the Department of Housing.

2.2.3 Selection of the Management Service Provider

A firm of management consultants, Wade Maher, was engaged by the Board of the Foundation in 2002 to act in a business development role to manage the upgrade of the building and arrange the tender to select the Management Service Provider (MSP). There were 17 respondents to the invitation for Expressions of Interest for the MSP role of whom five eventually tendered for the contract. These were short-listed to three and evaluated against 36 selection criteria. This competitive expression of interest process led to the appointment of Wesley Dalmar as the MSP at the Campus in October 2002. This arrangement did not deliver the required outcomes, and by the time Wesley Delmar resigned from the position of the MSP in November 2003, only nine residents had been recruited from a total planned capacity of 30. Of these six were not strictly eligible for the project.

Following this the Foundation assumed management responsibility which led to the appointment of Wade Maher into the direct MSP role in November 2003. Several non-complying residents were asked to leave and the managers worked with other agencies to relocate some of them to more appropriate accommodation. Wade Maher established the formal Campus procedures including outlining what was expected of students, developed the Campus handbook, reformed the admissions system and developed the components of the learning package. The relaunch of the Campus in December 2003 was assisted by the recruitment for three months of a staff member who had previous working experience of this kind of project in Central London with the homelessness agency Centrepoin¹ and who assisted the MSP in the development of the Campus program. A new on-site Campus manager was recruited in December 2003 and was supported from January 2004 by the current Campus Manager acting in a consultancy role to provide supervision and sort out policies and procedures. However, it became apparent that the new on-site manager lacked the necessary skills to effectively develop the role and, after two months, the Consultant Manager was offered and accepted the permanent post of on-site Campus manager. This arrangement has proved successful and remains this remains the current management structure of the Campus (in April 2005).

At the present time, day-to-day human resources management is outsourced to Australian Barnardos Recruitment Services (ABRS) while Wade Maher provide the

¹ Centrepoin is a specialist agency providing accommodation and programs for young people in the UK. Centrepoin manages two foyer projects which have a similar ethos to the Miler Campus.

roles of General Manager, Development Manager and line management for the staff. They report to the Board monthly. They are also involved in marketing and fundraising both with Government and the private sector.

Table 2.1: Summary of the key stages of the development of the Miller Campus

1998	Concept first raised within Dept of Housing
October 1998	Forum held in Liverpool to canvas support for a “foyer” model in Western Sydney. Initial scoping research conducted by New South Wales Federation of Housing Associations.
2000	Live ‘N’ Learn Foundation established by Dept of Housing and others to deliver concept. Miller established as a pilot location and suitable building identified.
2002	Premiers Department Funds committed from the Community Solutions program.
June	Tender for MSP
October	Wesley Dalmar appointed
November	Refurbishment of Building commences
2003	
March	Ministerial Launch after stage 1 refurbished (6 rooms plus common facilities)
May	Refurbishment of further 24 rooms completed
July	First resident arrives
October	Wesley Dalmar resigns (6 residents in house)
December	Live ‘N’ Learn foundation assumes management
2004	Campus re-launched, student recruitment recommenced

2.2.4 Description of the Miller Live ‘N’ Learn Campus

The Miller Live ‘N’ Learn Campus is situated in the suburb of Miller, NSW 2168, approximately 5kms from Liverpool CBD. The property comprises a block of 30 self-contained bed-sitter units set in attractive gardens. The Campus has a capacity of 28 young people (2 apartments are reserved for caretaking staff). The Campus building was originally a development of 36 units with the remaining flats having been converted for use as a computer room, interview room, and two used for offices.

Each unit has its own kitchen and bathroom and is fully furnished and equipped with linen, white goods and cooking utensils and ADSL connection.

Other facilities at the Campus include

- ADSL Computer room with printing facilities
- Common room with TV

- Study room with coffee making facilities
- Token operated Laundry
- Gardens & BBQ area
- Swipe card security access
- Limited secure parking for residents
- Information, resources, study aids and reference library

Overnight visitors are permitted but not for more than 2 consecutive nights.

2.3 The Campus model

The development of the Campus model has been defined by the Live N Learn Foundation as being focused on a range of “key consistent and essential criteria”:

- A focus on assisting vulnerable or disadvantaged young people aged 16 – 25 years;
- Providing affordable, safe and stable accommodation accessible to public transport, services and amenities including recreation areas;
- Supporting access and creative approaches to training, education and employment;
- Providing an integrated and holistic service response to the range of needs young people may have;
- Exposure to employment through engaging with local employers and business;
- Supported access to ‘move-on’ accommodation.

Residents can be male or female of any ethnic, religious or cultural background, and single parents and couples may also be accommodated. Importantly, the campus should reflect local community needs and characteristics. Campus residency is limited to two years and the client group is not those with crisis needs, but those whose current accommodation is insecure or unsuitable.

In many respects the Miller pilot has adapted much of the package of basic characteristics of the UK model, including the latter’s heterogeneous and welfare approach and the focus on the “no home no job no home” cycle of youth disadvantage, but adapted to the specific circumstances of the Miller area. In this it contrasts with the looser French foyer model.

The Mission Statement

The Mission Statement of the Foundation stresses the holistic nature of the links between young people with housing, education, employment and their communities through:

- **Living** – by providing a safe and stable living environment;

- **Learning** – supporting the development of life skills and education opportunities;
- **Earning** – providing links to employment opportunities.

The Campus will therefore enable “...the development of life skills, esteem, networks and a transition to independence.” (Live N Learn Foundation Limited, 2000, p3).

The Campus management will achieve these goals by providing:

- personal counselling;
- independent life skills and personal development programs;
- personal financial budgeting counselling;
- educational or vocational training programs provided within or linked to the Campus (e.g. at TAFE, university or high school);
- labour market participation programs; and
- through well managed, secure and affordable accommodation.

Campus programs

The aim is to provide all the necessary support through an integrated set of programs involving both compulsory and optional components. These were still in the process of development at the time of the fieldwork.

The compulsory program which the residents must undertake during their 12-week probationary period is the Live ‘N’ Learn at Home program. This was initially written by a temporary staff member who had come from the UK and who had had experience of working in the Foyer sector there (see above). The program includes modules on budgeting, living skills, fire safety, health, nutrition, cooking, repairs and maintenance, skin & hygiene, environmental awareness, community contacts and First Aid and is run on site. Some of it is done through work books and some through external presenters.

There are three other modules:

Live ‘n’ Learn as an Individual – covering self-esteem and positive affirmation, healthy living and emotional wellbeing, family and relationships and includes a women’s group.

Live ‘n’ Learn in the Community – a recreational program including games nights, judo, movie nights and Sunday lunch. At the time of the fieldwork, these were being organized by the caretaker. These activities are optional.

Live ‘n’ Learn at Work is an additional optional course aimed at younger residents (under 19) which is essentially the JPET Job Ready course run by Anglicare. This course runs for 7 weeks and covers activities such as resumes, mock interviews, literacy, numeracy and IT skills, career guidance, and study support. Young people also have compulsory individual meetings and monthly campus meetings. Training

is also provided by linking young people into existing provision in TAFE and with employers (such as hospitals, councils, etc.).

Funding

The major funders of the project have been the Department of Housing which has contributed approximately \$750,000-\$800,000 and Premier's Department contributing \$250,000 over 2 years for the building fit-out. The Department's contribution includes the lease of the building to the Foundation at a peppercorn rent, conversion and renovation costs and it also meets ongoing repairs and maintenance on the building fabric. The Construction, Forestry, Mining and Energy (CFMEU) had been instrumental in arranging donations of furniture and had provided white goods and computers. They were planning to offer job placements.

At the time of writing, the Research Team had not been given access to details of the revenue funding for the Campus. The revenue stream from rents was thought not to be adequate to fund the staffing and other recurrent items for the Campus. However, no information as to how the long-term recurrent costs of the Campus are to be met has been forthcoming.

Rent charges

The current rent policy is for a two tier rent which changes when the educational status or age of the resident changes. Rents are set at \$75 per week for those under 18 or if they are still at school. This increases to \$100 per week when residents reached 18 years old or leave school.

Eligibility

Applicants must meet the following eligibility criteria which are set out on the Campus website²:

- 16- 25 years of age
- Enrolled or participating in High School, TAFE, Apprenticeship, Traineeship or other tertiary course
- Currently in unstable accommodation or unable to stay in your present living arrangements
- Receiving income, in receipt of or eligible for Centrelink
- Able to pay a bond
- Have low support needs
- Willing to participate in a community and the Miller campus program

The ability of the Campus to take higher needs residents is limited. Higher needs applicants are allowed only if the resident is getting their support needs met by services outside the Campus and their behaviour will not affect other residents.

² <http://www.livenlearn.com.au/apply.html>

Recruitment

Recruitment of potential residents has been encouraged from a wide range of potential sources. A range of youth accommodation services, such as the Liverpool Youth Accommodation service, Reconnect³ and other youth services, were becoming regular referees. TAFE, SAAP and the NSW Department of Community Services, as well as schools were also providing referrals, not just locally, but from the greater Western Sydney area. As a result of the dissemination of information about the Campus, self-referral was becoming more common and at the end of 2004 had reached around 50 per cent of the current intake.

Some changes to the initial recruitment process had also helped to speed up recruitment of potential residents. The first MSP introduced a 6 week preparatory course for people to complete before they moved in. This had been seen as something of a deterrent and had been abandoned by the new MSP. The new management team had also promoted the Campus much more widely and the assessment process had been speeded up. No difficulties in recruiting appropriate applicants were now being encountered and it was considered likely that the spaces available would soon fill up. Four new applicants were under consideration at the time of the interviews in May 2004. At the time of the last visits there were 23 residents with the 5 vacancies having been offered to those who were successful from seven new applicants

Expectations (grounds for evictions)

The Live N Learn website explains the rules concerning the expected behaviour of residents and other conditions associated with Campus residency:

“During your stay at Miller campus we expect that you will adhere to the Campus Expectations. We will not tolerate the following behaviour or activities:

- Acts of violence, threats or intimidation
- Bullying or any form of discrimination
- Illicit drug use
- Unlawful activities
- Vandalism to campus or community property

If you are assessed as eligible to live at Miller Campus you will be invited to participate in a twelve week Development Period, which

³ Reconnect is funded by the Commonwealth Department of Family and Community Services. Its aim is to provide early intervention focusing on youth in transition, that is people between the age of 15 and 21 years old. Its focus group is youth at risk of becoming homeless.

is compulsory for all new residents. During this period you will live within the Campus community in your unit and meet with Campus staff on a weekly basis. If you and we are happy with the situation after this period, you will be offered an ongoing tenancy agreement to stay on at Miller Campus.”⁴

Procedure for Evictions

Young people are responsible for their own actions and behaviour. If they do not cooperate they have to leave- there are no other sanctions. The stages are

1. Verbal Warning
2. Official warning
3. Final warning
4. 2 weeks notice.
5. For violence or crime there is 24 hours notice.

⁴ http://www.livenlearn.com.au/apply_b.html

3 RESEARCH METHODOLOGY AND APPROACH

3.1 Development of the evaluation method

The original research method aimed to monitor the development of the Campus from its early stages into management and then into the first year of operation to assess the impact on the first intake of residents. The methodology proposed for this study was informed by that developed by Anderson and Quilgars in their evaluation of the UK pilot foyers (Anderson and Quilgars, 1995). This approach was to involve the following elements:

1. A review of background literature;
2. Attendance of relevant Campus Management Board meetings and collection of minutes and key documents, including detailed scheme costs and the capital and revenue funding for the Miller Campus;
3. Site visits to the Miller Campus during and after the development period;
4. Development of a program data monitoring system in conjunction with the Campus management team;
5. In-depth interviews of key Campus management and personnel;
6. In-depth interviews of key stakeholders;
7. Interviews with Campus residents at entry and exit (or at a fixed point in time if the research ends before exit is achieved);
8. Monitoring the characteristics of residents and their use of the employment and training services;
9. Possible survey of employers who provide employment opportunities.

3.2 Subsequent modifications to the evaluation method

In the event, the extended time scales over which the project was developed, together with the changes in the focus of the Campus and its operational and management structures, resulted in a more limited methodological approach being adopted. The changes to the concept of the Miller Campus over the development period and the need to complete the research within a prescribed timescale meant that items 2, 8 and 9 have been substantially omitted. Item 1 has been reported on in the Positioning Paper and was summarised briefly in Chapter 2. Item 2 proved difficult to undertake due to the delays in the development of the Campus and the changes in management orientation over the development period. Consequently, the research team have not attended these meetings since the initial stage of the project in 2000-2001.

Item 4 was modified during the course of the research in consultation with the Campus project managers to include a reworking of the Campus's key objectives through a joint workshop with key stakeholders (in December 2000) and the subsequent development of a limited number of key performance indicators aimed at

assessing the outcomes against the key objectives of the project (completed in December 2002).

The implementation of these indicators has been deferred by the Campus management. An outline of these objectives and the key indicator set is given in Chapter 4 and an indicative analysis of current data to hand has been included in Chapter 5 to illustrate how they might be used in subsequent on-going program monitoring.

Items 8 and 9 has proved too difficult to implement due to changes in the orientation of program services during the development period and the limited timescales available to assess use of such services before the end of this research project. However, in Chapters Five and Six we do provide an assessment by residents, staff and stakeholders on the support services provided by the Campus at the time of the last round of interviews in late 2004.

The bulk of the material reported in this final report is therefore drawn from research covering items 5, 6 and 7. Fieldwork for this was initially completed in the first half of 2004 as the Campus was actively recruiting residents. The research team interviewed 15 of the residents who had arrived at the Campus by April 2004. Follow-up interviews with residents were conducted in late 2004, some six months after the initial interview round. By this time several residents has already left the campus and proved impossible to trace. Altogether 10 residents were successfully contacted during this round of interviews. Interviews with stakeholders and staff were undertaken in late 2004. Copies of all three survey instruments are available in Appendix 3 (these were originally included in the AHURI Work in Progress Paper).

A summary of the timescales of the research is given in Table 1.

Table 3.1: Summary of research stages (post Positioning Paper)

STAGE	Date
Setting Program Objectives	December 2000
Development of KPI set	December 2002
AHURI Work in Progress Seminar	June 2003
First student interviews	May – June 2004
Stakeholder interviews	June – August 2004
Second student interviews	Nov – Dec 2004

3.2.1 NOTE ON DELAYS TO RESEARCH PROJECT

The implementation of the fieldwork for the research project was substantially delayed due to the length of time taken to establish and set up the Miller Campus. In the event, the Campus only began accepting students in late 2003. Following a change in Campus management in early 2004, and the relocation of several original

residents, the initial round of interviews with students who arrived at the Campus between December 2003 and May 2004 was only possible in mid-2004. The need to complete the research project by early 2005 necessitated the first round of interviews being conducted before the Campus had admitted all its potential of 28 residents. In the event, 18 residents had moved into the Campus by June 2004, of whom 15 were successfully interviewed. The other three were not available at any time during the fieldwork period for interview.

Again, in order to complete the research, the second round of interviews with residents was undertaken before the end of 2004, broadly six months after the initial interviews had been undertaken. This represents a significantly shorter timescale than that originally envisaged, where it was expected that the second interviews would be undertaken a year after the residents arrived, or when they left, whichever was the earlier. At this point, only 10 students were available for interview. Interviews for both rounds of residents interviews were undertaken using a structured survey instrument, but with a substantial number of open ended questions.

Stakeholder interviews were completed in late 2004 and again were conducted using a structured interview instrument. Two different versions of the stakeholder question schedule were prepared for project workers and project management (including Live N Learn Foundation Board members and the Department the Housing). Interviews with external stakeholders proved impossible to undertake as no information on whom these were was provided by the Campus management before the effective end of the fieldwork period.

A review of selected key documents used in the Campus is contained in Appendix 2.

The results reported in the remainder of the report therefore reflect the truncated timetable available to the Research Team to assess the outcomes of the Miller Campus in its first year of operation and should be interpreted with this in mind.

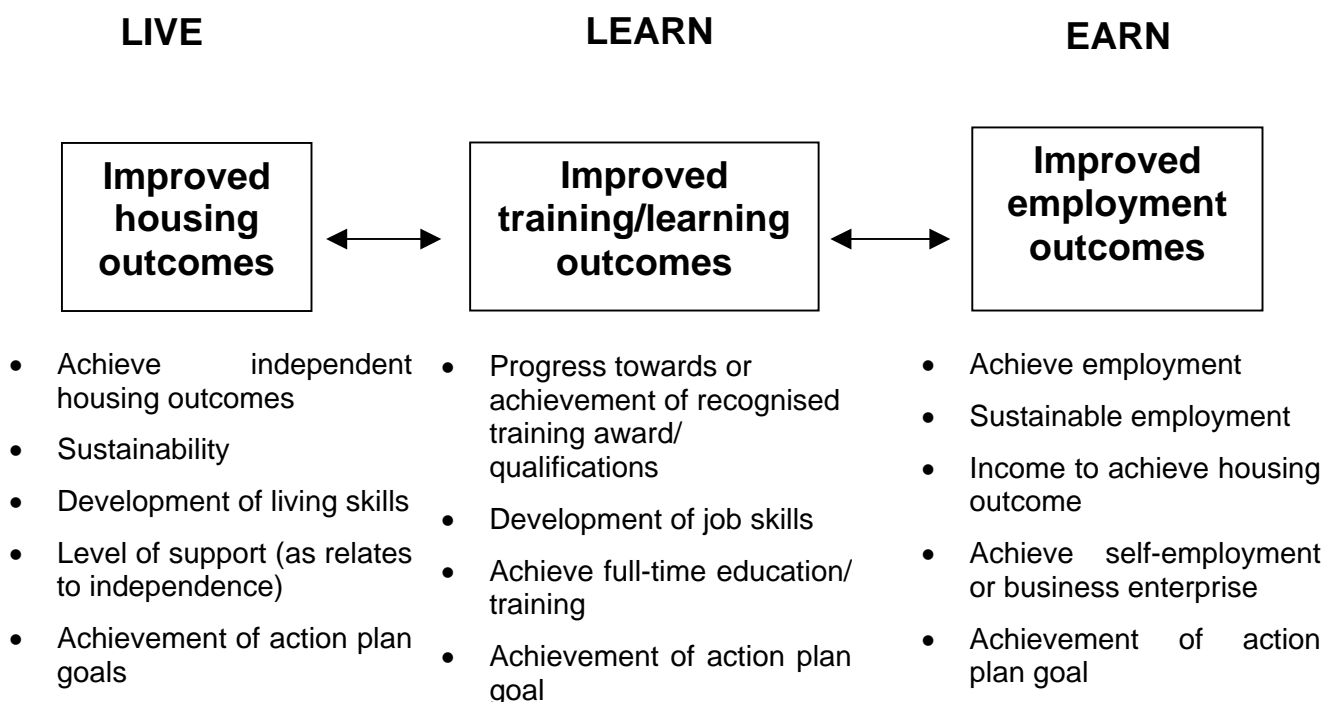
4 DEVELOPMENT OF PROGRAM OBJECTIVES AND PERFORMANCE MONITORING INDICATORS

4.1 Clarifying and setting program objectives

As part of the development of a program monitoring system in conjunction with the Campus management, in line with research agenda item 4 as discussed in Chapter 3, a workshop was held with the Live N Learn Foundation and Department of Housing officers to clarify the key objectives of the Miller Campus and identify broad outcome areas. This workshop was held in December 2000 and the outcome of this is presented in Figure 1.

The outcomes identified in Figure 1 have been used to develop the key performance system subsequently developed by the research team and the Campus management with the aim of assessing the longer-term success of the Campus. They were deemed by the workshop to be the most important objectives of the Miller Campus and those for whom the project should be held accountable. They will also be useful to the Campus managers in communicating the activities and benefits of the project to the outside world.

Figure 1: Key Outcome Areas, Miller Campus



4.2 Developing the key performance indicators

The next stage of the project involved the development of a set of key performance indicators (KPIs) to monitor the achievement of outcomes. The research team facilitated a second workshop with Wesley Dalmar (the then Management Service Provider), Wade Maher (Project consultants and subsequent Management Service Provider) and the NSW Department of Housing (DoH) in December 2002 to further develop and agree a set of Key Performance Indicators. The outcome of this workshop was an agreed set of six KPIs that will be implemented in the future to monitor students' outcomes.

In summary, each of the three headline themes of the Campus is measured by two PIs:

1 Living

1.1 Number of residents entering independent accommodation.

1.2 Number of residents living in safe and stable accommodation (other than in 1.1).

2 Learning

2.1 Number of residents undertaking and completing a recognised education or training course.

2.2 Number of residents achieving agreed learning objectives that are linked to specific living or earning outcomes.

3 Earning

3.1 Number of residents in paid employment.

3.2 Number of residents achieving an equivalent situation in a non-paid or training position.

The aim of these six KPIs was to provide headline measures of the immediate outcomes of the Miller Campus for residents as they leave based on the three overarching objectives of the project. To date, while the research team have used these as indicative measures to assess the outcomes for the residents interviewed during this study, the Campus management are still looking to develop measures of these outcome areas for their on-going monitoring of residents leaving the Campus. It may be that some of these measures will be difficult to collect given the range of circumstances residents are in when they leave the Campus.

Nevertheless, these agreed KPIs should form the basis of any future monitoring of outcomes given they relate directly to the overarching objectives of the Miller pilot. Importantly, the exit interviews conducted by the Campus management with residents leaving the project need to ensure relevant data is collected to allow the six KPIs to be effectively monitored.

5 THE OUTCOMES FOR RESIDENTS

5.1 Introduction

In this section we present the main findings of the interviews with residents conducted at the early stages of their residence at the Campus and approximately six months later. This element of the research addresses research agenda item 7, as discussed in Chapter 3. As noted above, initial interviews were conducted with 15 young people and second round interviews with 10. Given the small number of residents involved in the study, the analysis of the interviews is presented in a straightforward manner following the structure of the interview questionnaires, with numerical analysis of answers provided to indicate the ranges of responses, rather than to imply statistical significance. It is to be hoped that comparable data can be collected on new residents and subsequent leavers to ensure a database to monitor residents into the future will be maintained. Comments and implications of the findings are provided in the text where these are deemed appropriate.

5.2 Initial Interviews

The following sets out the main findings from the initial round of interviews with 15 residents in mid-2004.

5.2.1 Client demographic profile

- Fifteen residents were interviewed face to face during May and June 2004. They comprised 7 males and 8 females aged from 16 – 25. Half of the residents (7) were under 18 and just over a third (6) were 20 or over.
- Eleven residents identified as being Australian, including four identifying as being Aboriginal and one reporting a Chinese background and one a Philippines background. Other residents identified as Mauritian, Vietnamese, Fijian Indian and Paraguayan.

The mix of clients at the Campus appears to be well balanced in terms of gender and has a good age range, with some older, more stable residents able to provide good role models to the younger residents. The numbers of residents aged 16 or 17 probably reflects the inability of those aged under 18 to sign a lease in the private sector or to be eligible for public housing. This suggests that the Campus model could provide a major accommodation option for this group for whom 'regular' rental housing options are impossible to access.

5.2.2 Access to the Campus

- Residents had heard about the campus through a variety of sources: one through a counsellor at TAFE, two through pamphlets in the library/TAFE, three through the Department of Housing, three through other youth accommodation agencies, one through a community centre, one through a case worker, one through their employer and three through family or friends.

- Formal referrals had been made by TAFE (1), DoH (3), DoCS (1), SAAP Services (3), Employer (1) and Family (2). Four young people considered that they had self-referred.

These responses confirm that the Campus management have been successful in disseminating knowledge about the existence and objectives of the Campus to the target group among a wide range of relevant local agencies.

5.2.3 *Previous housing circumstances*

- Immediately prior to living in the Campus, one third of residents (5) were living with family members other than their parents, two were living with parent(s), three were living in SAAP services, one in temporary accommodation, one in a NSW Department of Community Services children's home, two were staying with friends and one was homeless.
- All residents had lived in the Sydney metropolitan area prior to moving to the Campus with two coming from the immediate Miller area and two more from the wider Liverpool LGA.
- Residents gave a range of reasons for leaving their former accommodation, in some cases citing multiple reasons. The most commonly mentioned were that their previous accommodation was casual or temporary (7) and that they had a need for independence (5). Three cited relationship breakdown with parents or other family members, and two cited overcrowding. Other reasons included violence at home, harassment and family moving away.
- In addition, four residents had been in Government Care in the past: one in a residential home for children, two in foster homes and one in both foster care and a children's home all prior to the age of 16. Two other residents had also had experiences of living in youth refuges.

The above evidence strongly suggests that the Campus was providing a more secure base for young people making the transition from situations of care into independent living. This is an area that the current policy framework for children taken into care of some kind fails to provide adequately for, suggesting a further important role for the Campus model.

The geographical catchment of the Campus is probably wider than was initially conceived, which was the surrounding neighbourhood in Liverpool, indicating that the numbers of vulnerable young people who are suitable for the Campus approach might be more limited within the immediate area.

The need to attract residents who were not in crisis was reflected in these outcomes. The fact that around half were living with family members also confirms that potential residents from the crisis sector were not the main target group. More importantly, these findings suggest that the Campus might well be operating to pick up youngsters *before* they progressed into homelessness or through the crisis accommodation system. If so, then this finding could be taken to represent a significant success for the Campus model. More research will be needed to assess

the extent to which the Campus is acting as a preventative to homelessness for these young people, but this is an issue that future monitoring needs to focus on. What is clear is that residents generally came from vulnerable, insecure or temporary housing situations that for many could easily have led to actual homelessness at some stage in the future.

5.2.4 Current educational status

- Two thirds of residents were in full-time education: six were at college/university, three were at school and one was receiving home-based tuition for the School Certificate. One was a part-time student, one was in part-time work and undertaking vocational training and one was in full-time work and studying part-time at university. Two were registered unemployed while waiting for the new study year to begin.
- Almost all residents (13) had had previous work experience, mainly casual and /or part-time. As many as third had at some stage worked full-time.
- Two thirds of residents (10) had their school certificate, but only three had their HSC or equivalent. Three had some vocational qualifications and two had no qualifications at this stage.
- Three residents were still at school, three had left in year 9 or 10, six in year 11 and three had continued to year 12.
- Only two residents were having trouble with reading and writing English. These were both young people for whom English was their second language. One also was having trouble with maths.

The secondary and tertiary education experience among residents shows a broad range, although there was a preponderance of residents who had not completed year 12. Similarly, most had had some work experience and only a minority had difficulties with English. The fact that even those with HSC equivalent qualifications were seeking Campus support suggests that educational issues may be a contributory but not necessary condition for these young people to seek assistance. Compared to the vulnerable housing situation they all appeared to be in, the conclusion is that it is the housing position of these people that is causing their greatest difficulty, compounding whatever educational or training problems they may be having.

5.2.5 Income levels and sources

Weekly incomes and income sources are shown in Table 5.1. Most of the residents (8) were on Youth Allowance payments via Centrelink. Although some described these payments as 'living away from home allowance' or 'job seekers allowance', they all at or below the Youth Allowance payment level, which is \$318.50 per fortnight. Three of these supplemented their income with wages from part-time jobs. However, two residents lived entirely from wages from their work. One was supported by parents, one by Abstudy allowance and two older residents by New

Start payments via Centrelink. Not surprisingly, income levels were higher for those in paid employment

Table 5.1: Weekly incomes of Campus residents in May/June 2004

Income including Commonwealth Rent Assistance	No of Residents	Income Source
\$100-150	1	Parental Support
\$151-200	7	Youth Allowance, Abstudy
\$201-250	4	New Start, Disability Allowance, p/t wages
\$251-300	2	Youth Allowance + p/t wages
\$301-350	1	F/t wages

These income levels indicate that residents would have significant difficulty in accessing rental accommodation on the private market. For example, a recent study of the affordability of housing in western Sydney showed that median rents in Liverpool (one of the most affordable rental markets in Sydney) in December 2003 were \$230 per week (Randolph, et al, 2004), clearly beyond the reach of most of these residents, unless they undertook a house or flat share.

5.2.6 *The affordability of rents*

- Nine of the residents interviewed felt that the rents charged were affordable while three felt they were not.
- A further three residents qualified their assessment of the rent as affordable: one younger female felt the rent was reasonable, but travel costs were high; an older male felt rents were reasonable for him, but not for others; and another felt that there was only money for rent and food, and nothing left for clothes, etc.
- Of those who felt it was not affordable, one younger female said she had had to get a second job and that the rent should be related to occupation, not to age. Another young female said that there was no money to buy things after paying for food.

In general, therefore, and bearing in mind the rents also included all basic costs for water, rates and electricity as well as an internet connection, the rents are regarded as affordable. Although no significance can be drawn from such a small sample, there may be a greater issue regarding the need to buy additional items such as clothes out of low incomes for young women, than for young men.

5.2.7 Involvement with the Police

- Six residents said they had been in trouble with the police. Of these, three reported that no formal action was taken and two that they were given a formal caution.
- One resident reported being on a good behaviour bond and that the incident involved drugs or alcohol. This person had also been in trouble previously relating to the same issue.
- The two residents who had received formal cautions also reported incidents with the police on more than one occasion. No other residents reported incidents with the police on more than one occasion.

The data relating to the involvement of young people with the police seems to support the contention that the Campus model, as with the Foyer model in Europe, is a preventative one. It can help young people to stay away from trouble and thus prevent them from becoming more involved with or dependent on crime. The Campus model would also offer a cost effective preventative measure compared to having young people confined to a bail hostel or other form of custody.

5.2.8 Special needs and support

- None of the young people reported chronic physical health conditions. Two residents reported having a physical disability, although one described their problem as minor.
- Of greater concern were the six residents who said they had a mental health problem and two who had a drug or alcohol dependency. There was also one person who reported a dependency on cigarettes. Two of the young people had multiple problems.
- Most of the residents said they had a general support worker (11) as this is provided as part of the service to residents living at the Campus. Three young people said they had a social worker although in one case this was a family member (who was a professional social worker)
- One person had a probation officer and four people had health workers of some kind, these were described by the young people as counsellors whom they saw regularly, and were for mental health problems such as depression and anxiety. Six young people had more than one support worker.

These findings suggest that although the residents have a relatively low level of needs, they still need considerable support, as do any teenage children who require guidance and encouragement through difficult times. For young people such as these, with clearly defined vulnerabilities and low or non-existent home support, these issues are even more pressing. The numbers of residents with mental health or substance abuse problems suggests that, once again, the Campus may be providing support for a group of young people who might otherwise find their way into mental health services, again emphasising the preventative role the Campus model might play.

5.2.9 Level of support

The majority of residents interviewed (10) felt that the amount of support provided on Campus was appropriate and at about the right level. Four residents said that there was too much support, although two of these felt that others might need it but they didn't. One resident who had moved in a month earlier felt it was too early to tell as she hadn't had time to build up trust with the staff.

5.2.10 The accommodation

The overwhelming majority of residents (12) said that their accommodation was good, although two of these had moved to a bigger room during their stay on Campus and were happier with that. Four residents added that the rooms were very small, but OK for one person. The type of comments regarding the rooms included:

"Its OK for one person" (younger female);

"Good, small, but has what you need' (younger female);

"Small, but OK for one person. It's really good to have your own kitchen and bathroom and there's room for a TV" (younger male);

"Can't complain, the rent is subsidized and electricity is included. Private renting would be bigger but more expensive' (older female);

"[The room is] Tiny! I thought it was big to start. The kitchen's good, but when you live and sleep in one place - visitors have to sit on the bed" (younger female);

'I really like my room – [its] really good, nothing to complain about - not too small or too big.'" (older female).

Two residents were not happy with their accommodation. One complained that her room was small and the hot water ran out. She also complained of a sewerage smell, blocked toilet, the cold, noise from other rooms and that having friends over disturbed others. The other dissenter, a younger recently arrived resident, also complained of a smell so bad that it deterred his visitors and he had to sleep with the windows open. He had asked to move several times but this request had been refused. A plumber who had visited three times was unable to fix the problem. He also commented that there was no barrier to prevent water splashing from the shower, but otherwise the room was fine, if a little small.

It appears that there was some kind of underlying sewerage/drainage problem at the Campus, which may well have been addressed now. However, the general attitude was that the accommodation was good, if a little small, but that niggling concerns such as the sewage smell did have a notable impact on those affected..

5.2.11 Campus location

Overall, five young people thought the location of the campus was good/OK, whereas 10 thought it was poor, generally in relation to transport and security.

- In particular, seven residents thought that it was located too far from a station and transport costs were expensive.

“It’s alright but I have to get the bus to the station then the train. It’s \$3 on the bus plus train fares. Sometimes I spend 3-4 hours travelling, but the cost (rent) is good and the park and shops are close”

“It’s not good it’s a dollar to the transit way or 25 minutes walk. It should be next to a train station”

“Don’t like the area- it’s not very safe. The buses are alright but it should be closer to the train station. It’s close to the shops but I have to catch two buses to school- it’s an hour each way”

- However, four residents thought it was well located close to good transport links, TAFE and shops.

“[the location is] pretty good, close to shops, bus, TAFE, school and my support networks”

“its good – close to shops, convenient. I’m pleased about the fence for security”

- People generally separated the security issues in the area which rated very poorly from the safety of the Campus which rated highly.
- Eight young people thought that the area had security issues and they found it a threatening environment:

“Its scary – I wouldn’t walk to Miller shops even in the day time. I drive everywhere. At the weekend you hear rev heads and bottles being smashed. It’s better during the week. I would prefer to be nearer to Campbelltown”

“Could be closer to the train station-walking distance. I have to wait for buses late at night – I’ve heard bad stories about the area, it’s full of drug dealers, but I’ve not had problems.”

- Despite the external environment, residents said they felt safe on the Campus.

“Its not a very good area but I feel safe in the Campus. Public transport is excellent, it’s near Liverpool and there’s a gym opposite’.

There were clear differences in the views of residents regarding the location, some of which related to the areas the young people had come from and were familiar with. If they were a long way from their support networks they tended to be less satisfied with the location. The perception of the location is also coloured by the individual’s own transport requirements, those attending Miller TAFE would find it more convenient than for example someone attending Sydney University.

5.2.12 Campus facilities

- The facilities in the Campus seemed to be well used and appreciated. In particular, the computer room and internet access was highly valued. All 15 young people mentioned that they either used the computer room or that it was good but they did not need it as they had their own computer (3). There were minor comments about needing more computers or possibly having a LAN network.
- Nine people mentioned that they used the laundry although one commented that there was a need for another machine and two said the tokens were expensive.
- The common room was a popular facility and was used by 12 of the residents. The restriction on use (closed at night) was mentioned as a negative factor by one resident.
- One resident mentioned using the gardens. One mentioned the need for a pay phone, but this was installed during the field work period.

Residents valued the common facilities the Campus provided, especially the computing facilities. These can be seen to be a particular feature of the Campus model that need to be retained and indeed supplemented in any further expansion of the model.

The views of four residents amplify these points:

“The computer room is very handy for school assignments. I use the TV and DVD in the common room”

“I don’t use the laundry - Nana does it. I like the common room when friends visit and love the computer room”

“The laundry’s useful. It was pricey, but it has been reduced to a dollar, now its more reasonable”

“The computer room and common room are good, but I use the laundry facilities at my grandmother’s house”

5.2.13 What features of the Campus attracted the young person?

When respondents were asked to say what features of the Campus most attracted them, the responses fell into five main categories with the residents fairly evenly split amongst them:

1. Independent living, i.e. own room with bathroom & kitchen facilities and privacy (4 people)
2. Provision of furniture and equipment and other facilities for students such as the computer room (6 people)
3. Subsidised rent (6 people)
4. Security and safety (4 people)

5. They had no alternative/needed stable accommodation /were desperate (6 people)

There was also one student who felt the location was good and another who felt the Campus was attractive as the people were good and it was not a refuge.

It is clear from these responses that the accommodation aspect of the Campus is the most important factor for the young people who apply to live here, that is, they need somewhere to live. This supports the commentary made in 5.2.4 above concerning the relative importance of housing compared to other roles of the Campus model.

5.2.14 What were their expectations of the Campus?

- The highest response rate to this question about the residents' main expectations of living on Campus was for 'secure housing' (8).
- Five young people said that 'support for training, employment or study' was their main expectation. Three said 'peer support/friendship' was their main expectation with only one selecting the option of 'help with other problems'.
- Two young people selected multiple expectations including the one who hoped for help with problems. One resident specified "finding myself" as the main expectation.

Once again, the role of the Campus in providing secure accommodation came out as the main expectation of the Campus for the majority of residents, although training and study was also rated by a third of residents. The findings confirm comments made earlier.

5.2.15 What were the residents' main personal goals?

- Residents were asked what were the main goals they had set themselves while at the Campus. The majority of residents (10) had set their main goals in the realm of study/employment and training, while four selected improving their housing opportunities, i.e. living independently, as their main goal. One younger resident felt all three options including general living skills were her goals. One older male felt that budgeting skills were also a particular goal of his.
- When asked whether the formal Action Plan agreed to be followed while at the Campus would help to achieve these goals, nearly all residents (13) said it would help, although two of these did not have formal Action Plans agreed at the time they were interviewed. Only two residents said that they didn't know whether their Action Plans would be helpful.

The role of the Campus as a secure place giving residents a chance to concentrate on achieving educational and training outcomes was highlighted in this answer. It is clear from earlier findings that, while the accommodation role forms a fundamental basis of the attraction of the Campus, answers to this question show just how much residents value the opportunity to focus on getting their educational and employments prospects onto a stronger footing in the context of not having to worry about their vulnerable housing situation.

5.2.16 What are the “good things” about the Campus overall

When asked what they thought were the good things about the Campus, residents cited a wide range of positive features, ranging from a friendly and respectful atmosphere to the fact that HSC books are provided.

In general comments fell into two categories:

- people & management and
- facilities, costs and equipment.

The ‘people’ factors appeared to be more highly valued with 19 mentions; the most commonly mentioned being the friendly people and other residents sharing the same goals (7), and helpful support staff (4) including caretakers(2).

On the ‘facilities & costs’ side (16 mentions) the most frequent reference was the security provided by the Campus (5). One female resident even said that the swipe card entry made her feel important. Other aspects that were valued were the low rent (3) and the fact that electricity was included in the rent (2).

5.2.17 What are the “bad things” about the Campus overall

On the other hand, a range of gripes were mentioned, from ‘no visitor car park’ (2) to ‘Stuff goes missing’ (1).

The most frequent reference was to the location of the Campus in an unsafe area (6). Although there seems to be a consensus that the Campus itself is safe, there are significant concerns about violence in the neighbourhood.

After this, there were three comments about various aspects of noise: sound insulation is poor; residents have to be too quiet as people who are studying get disturbed and some residents can be noisy; and the need stricter noise rules after 10pm.

The other issue that several (3) people mentioned was the number or content of meetings. One young female said “there are too many meetings, group meetings once a week, council meetings monthly. I feel uncomfortable, shy, not confident in groups. I would prefer to go and ask when I need help.”

Two residents mentioned that substance abuse by other residents was a negative feature and one suggested that this may be reduced if the workers were there 24/7.

The responses to both this and the previous question highlight the importance of safety and security, both inside and outside the campus, as a key issue for residents. They also highlight the problems of having a group of young people (with their various visitors) living together in a relatively small space, especially where some have had very disrupted housing experiences in the past or may not have had many boundaries within which they have been required to live with others.

5.2.18 Intended length of stay

By far the majority of people wanted to stay at the campus for 18 months to 2 years (10), in line with the maxima proposed by the Campus management, with some saying they would leave when they had reached their goals, such as after the HSC.

Three people said 2-6 months was their goal and one person thought they would leave after one year. One person was going overseas to visit family shortly after the interview, but would have liked to return to Campus.

Of the two people who thought they would be leaving in around two months, one older male would have reached his goal (finished his course) and the other (an 18 year old female) clearly wanted to live in private rented accommodation and hoped to have a job that would allow her to move out in a couple of months time.

These findings suggest that the Campus model will have to accommodate the needs of most residents staying for the full term (up to two years) permitted by the management model. This in turn implies that there might be a relatively slow turnover and therefore limited opportunities for others to access the Campus. In other words, the Campus will become a long term residential model. This fact should be borne in mind if this pilot project is deemed successful enough to extend to other locations. It is also important that adequate support is provided to enable young people to move on and prevent the project from 'silting-up'.

5.2.19 Plans on leaving

When asked what their plans were for when they eventually left the Campus, the responses resulted in a combination of accommodation and occupation answers, although some people addressed both issues. However, for many, the prospect of leaving was some way off, and plans were far from concrete at this stage.

- Of those that commented on where they would live, four said they would rent privately and two said they would seek public or community housing.
- Of those who commented on their future occupation, six said they saw themselves as working full time, while one saw himself in a traineeship and another one wanted to join the Army. One said they would be finishing HSC and leading on to a trade qualification.
- Six residents said they wanted to be at University or other tertiary study, albeit working part time or running their own business to support themselves.

These responses suggest that residents perceived the end result of residency at the Campus more in terms of employment and educational goals, rather than housing goals, *per se*. If true, this contrasts to the responses to questions about what attracted them to the Campus, which, as we saw above, stressed the role of gaining secure accommodation, at least for a period in which they could then concentrate on getting the education or skills to get a job. This strongly suggests that residents saw the Campus, at least at this stage of their tenure, as a stable place with which to pursue their transition to economic independence, from which a more secure housing position would follow.

5.2.20 Final comments

Residents were asked for any final comments they wanted to add. The majority of these comments were positive, with six residents commenting that there should be other Campuses to help young people.

“It would be good to have a network of Campuses - it’s fantastic except for the location, otherwise I would stay 2 years” (Younger male).

“The place is set up fabulously - perhaps Foxtel in the units? It would be really good to have other places like this, better than a house share situation - your own space and you can lock the front door.” (Younger male).

“A shame more places like this don’t exist. Lots of young people end up in run-down property in shady neighbourhoods” (Younger female).

For three residents the Campus was good value to prevent young people having to live in expensive run-down shared housing.

“It’s very good - best place I have seen since I came. For the same money you would get a very old & dirty place and have to share and pay bills. But there is too much pressure, too many meetings when you have to work and study.” (Older male).

Four said they were happy there or were finding it helpful at the current time in their life. ‘A good place for finding your feet and your identity’ (Younger female).

On the negative side there was one comment about noise from upper rooms, one about the poor location and one about the no drinking rules being too strict. Two residents commented that all residents should be studying and were distracted that a couple were not.

Finally, from one resident, there were some useful suggestions that the Campus should run a small business start-up program, consider paying residents to do maintenance and offer laundry tokens in return for practical help etc.

The comments about the poor private sector housing options for younger people amplify the commentary made earlier about the key role the Campus model could play in providing secure and appropriate accommodation from which young people could concentrate on getting themselves into better educational or employment positions.

The comments above on the poor quality of the rental market available to young people in marginal economic positions reflects the failure of current housing policy to provide appropriate accommodation through the private rental market, to this group of people, (despite the availability of Commonwealth Rent Assistance and negative gearing and other taxation benefits which subsidise the sector). This further emphasises the potential role of the Campus model in providing secure

accommodation to this vulnerable group who are, for all intents and purposes, at the bottom of the housing ladder and subject to the worst the private rental market has to offer.

5.3 Follow-up Interviews

Of the 15 young people who were interviewed in the initial round, 10 were still living on Campus at the time of the second interview. Of those, one young female was not present at the Campus on any of the three visits made by the researcher. Five residents had left the Campus, but one of those who had left was visiting and was available for interview. Another resident had completed his studies and become a resident caretaker on the Campus and was included among those interviewed.

The following section concentrates on questions that attempt to track any changes in the objective position and perceptions and attitudes of residents in the period since their initial interview approximately six months beforehand. As in the preceding section, the findings from each question are summarised first with commentary added.

5.3.1 Current Economic Status

At the time of the initial interviews, five residents were working full or part-time. By the time of the second interview, four residents (but not all the same ones) were working either full-time or part-time, it is believed that the original resident who was not available to be interviewed was also working. Three were in full- or part-time education and two were registered unemployed. One was on sickness benefit. As the interviews took place in late November/early December, some residents were between school and university, and at least one was recorded as working full-time, but had in fact just completed HSC and was applying to go to university.

The current incomes and income sources of the 10 young people re-interviewed are set out in Table 5.2. While no firm conclusions can be drawn that are statistically robust, it appears that incomes levels for these remaining residents had tended to move somewhat higher overall, than was the case for the initial 15 residents interviewed six months earlier. This seems to be the result of more of those who were left having a job of some kind, even though allowances and benefits still comprised the majority of income sources. Two residents had incomes over \$350 per week, compared to none at the time of the first interview.

Table 5.2: Weekly incomes of Campus residents in November/December 2004

Income including Commonwealth Rent Assistance	No of Residents	Income Source
\$100-150	1	Parental Support
\$151-200	3	Youth Allowance, Austudy, New Start
\$201-250	3	Disability Allowance, Sickness benefit, p/t wages
\$301-350	1	F/t wages
\$350+	2	F/t wages, Youth Allowance + p/t wages

5.3.2 Rental affordability

All those re-interviewed at the end of 2004 felt that the rent was affordable, except for one person who had moved out for whom the question was not applicable. One female was pleased that the proposed increase to \$100 from \$75 when she was 18 had not happened, as she was still a school student. Another commented that it was more expensive than the previous accommodation she had. It is clear from comments made in both sets of interviews that the rent was generally seen as affordable and provided good value for money as it included electricity.

Several comments showed that the young people were aware of the higher costs involved in private renting and that the likely accommodation would be sub-standard shared housing. The more positive comments about affordability in the second round of interviews suggests that the young people had successfully managed to budget and pay their rent and were getting used to this in the period between interviews. This can be seen as a positive influence of the Campus on residents' capacity to sustain independent living and also suggests that the rental levels selected are appropriate.

5.3.3 Has the Campus been a positive experience?

Residents were asked whether the experience of living at the Campus had been generally a positive one and if so, in what ways. All those interviewed for the second time confirmed that it had been a positive experience and reasons fell largely into the categories of:

- having the chance and freedom to live independently including housing stability and affordability (6)
- support and friendship from staff and peers(4)

When asked what the single best thing about the experience was, answers were again split fairly evenly between the people benefits and the independence benefits.

The themes repeatedly mentioned in the initial interviews, i.e. that the Campus provides independence with support, independence with friendships and company, and independence with security, were reiterated in these interviews:

“[Its] easier to study with private space, but also better than living alone- can go and find someone to talk to if having an off-day” (Female).

“...freedom to do what you want and learn from mistakes, but (the Campus) persuades you to pick the right answers - make the right choices’ (Younger male).

5.3.4 The one worst thing about the Campus?

When asked what the one worst thing about the Campus was for them, residents had a range of personal experiences in this category (except for one person who said ‘nothing’ in answer to this question). One had had a security breach, another felt lonely at night and one young male said he had had some initial bad influences. However two residents said too many meetings were the negative issue for them and four residents said that the location/local area was the worst feature. Although some had not been affected/harassed themselves, they knew people who had been attacked and they all had a real fear of crime.

5.3.5 What were their expectations of the Campus?

All residents re-interviewed agreed that their expectations of the Campus had been met. For most people (8) these expectations were around secure housing, while for one person expectations were around support for finding training or employment. Three young people said their expectations about their housing had been exceeded since support was also provided.

This response can be considered a major success for the Campus, and once again confirms the importance of the Campus in providing relief from vulnerable housing situations for these young people, allowing them to concentrate on their education and employment needs.

5.3.6 Had their initial goals been achieved?

Most of the residents interviewed felt that their initial goals had been fully (5) or partially met (4). Examples cited by three residents indicate the range of responses:

- Goals Partly Achieved: achieved living independently, paying rent on time, but not achieved getting finances up to date. Wants to go to TAFE
- Goals Partly Achieved: Can manage independent living, has more confidence to participate, and improved English-Is happy about it. But now needs to get a job and a driving licence.
- Goals Fully Achieved/exceeded: Paid off debts (\$800-\$000), met girlfriend and working in retail. Now needs a car and driving licence and hopes to achieve that in the next 2 years.

5.3.7 *Living, Learning and Earning*

Residents were asked to rank in priority the three key components of the Campus model: Living, Learning and Earning.

- Four put 'Learning' as their number one priority, three gave 'Earning' and two gave 'Living'. One said all three aspects were evenly ranked in his opinion. Comments made included

"Earning includes life skills' (Male).

"Earning is what I need, but learning is more important" (Younger female).

- In general, residents appeared to place a high value on education.

Once again, the longer term desire on the part of residents to pursue educational and employment goals as a necessary prerequisite for independent living after their stay at the Campus was evident.

5.3.8 *Rating of features*

Residents were asked to rate 12 key features of the Campus on a scale of 1-9 where one is the lowest rating and 9 is the highest. Results are given below in descending order of importance.

Table 5.3: Rating of Campus features

Feature	Average Rating
Computer Room & Internet Access	8.5
Support (from Staff)	7.4
Quality & Type of Accommodation	7.2
Subsidised rent	7.0
Peer Support	6.7
Common Room	6.6
Laundry	6.6
Security & Safety of Campus	6.5
Live & Learn at Home	5.8
Personal Action Plan	5.5
Pay phone	4.9
Location	3.0

The computer facilities were the highest scoring feature, followed by the staff support, and the quality and affordability of the accommodation. On the other hand, the location of the Campus came out as the most negative of the features

canvassed, echoing earlier comments related to the fear of crime and harassment in the local area.

Perhaps more worryingly, given the importance of these items in the program, the Action Plan did not get a high rating by these residents, nor did the Live and Learn at Home program. A range of Campus amenities and the security of the Campus were in a middle band of ratings.

Where comments were made by residents, they were generally to explain a low rating given by a resident, for example:

- The negative comments relating to the pay phone seemed to be due to its location in a public area, not the facility *per se*.
- The personal action plan was considered very negatively by one resident who “found it intrusive” (Older male).
- TV reception was poor in some units
- Common room was considered less secure – a DVD was stolen
- Laundry – some were not happy about paying for this facility
- Security - some saw this compromised by the location
- Live & Learn at Home – considered as being too basic for residents needs

5.3.9 *Live & Learn At Home*

This life-skills program was delivered to all residents on a compulsory basis. Residents generally had strong views about the program, although interestingly, they differed widely as to which parts they enjoyed and found useful. The conclusion would appear to be that young people differ widely in their exposure to life experiences and what one person may find boring as they have already gained the knowledge or skills, is of fundamental importance to another young person.

For example there were nine mentions of OHS issues, fire safety and First Aid being the most useful.

“Fire safety – [was] useful and interesting, I didn’t know how to escape from burning buildings. First Aid was pretty good too - it’s good to learn new things” (Older female).

However one person said fire safety was the least useful as it was unlikely to happen. Again, while one person said, “It was all pretty useful and I learnt what bugs go where” (Younger female), another older female said the least useful part was about the insects. Cooking was also another popular component with four mentions.

Most of the comments relating to the least useful aspects centred around things being too basic: hygiene, putting milk in the fridge, separating whites from coloureds in the wash, changing a light globe.

“...how to fix stuff. I’m a guy, I know how to do that” (Older male).

However, it would be fair to say that residents generally recognised the fact that some people's needs were different from their own and the staff had been receptive in responding to feedback. More generally, the conclusion drawn here is that this particular program would benefit from some individual tailoring. Perhaps a number of modules could be developed eg:

1. OHS & Fire Safety
2. First Aid
3. Cooking
4. Personal hygiene & health care
5. Food & nutrition
6. Basic Maintenance
7. Housekeeping & Shopping
8. Budgeting

Then residents would be able to select a number of modules - say six depending on their skills and experience, some modules may be compulsory like the fire safety. It may be possible to grade the modules, with "advanced" modules for older or more experienced residents.

Several residents suggested that people needed to be assessed in some way in order that the contents of the program were relevant to them. Several young people complained that there were too many meetings, or that meetings were boring but often accepted that 'others may need it'

5.3.10 The recreational program

This program, which focused on organised recreational activities, appeared to be unofficial. Some recreational activities had originally been organised by the original caretaker (who had left) and others were now being organised by the young people themselves, although the new caretaker was also involved. More recently there had also been some organised groups that met regularly. Six residents said they had not taken part in the recreational activities for various reasons:

"I was doing the HSC at the time, Saturday & Sunday, working and catching up on sleep" (Younger female).

"Didn't feel like it at the time" (Younger female).

"Was working - wanted to spend some time alone" (Older male).

"[They were] organised by the Caretaker - only for 3 weeks, usually on times I didn't feel like it. Now I go to the craft group and the women's group. I have learnt to knit and make jewellery" (Female).

Three others said they had taken part and thought the activities were fun.

5.3.11 JPET Program (*Job Placement, Employment and Training*)

JPET is a Federally funded program aimed at assisting students and unemployed young people aged 15 to 21, with priority given to those aged 15 to 19, who are homeless or at risk of becoming homeless, including ex-offenders, refugees and wards of the state. The program is intended to assist young people in overcoming problems preventing them from maintaining stable accommodation and entering into full-time education, training or employment.

Seven of the residents had attended JPET program. They varied in their assessment of how useful it had been:

“[It was] good – I used the resume format to apply for the job. The resume part was the best, so it not daunting to apply for jobs.”
(Younger female).

“The course was helpful but a bit slow and time consuming. Could have been shorter. The mock interview was the most useful”
(Female).

“Useless – they don’t tell you anything that’s not common sense. They just try and teach you people skills which I already had”
(Younger male).

Again, the implication is that there were varied levels of skills among the group that were not reflected in the JPET program, leading to some feeling it was not relevant for them. Others did find parts of the JPET program useful and were using the new knowledge or skills they have learnt.

The three residents who did not attend were 21 or over and were working and/or were doing a similar program elsewhere.

5.3.12 *Had expectations changed while being at the Campus?*

Residents were asked whether their expectations about what they could achieve personally in life had changed as a result of being at the Campus. Responses were very varied, although six people said their expectations had definitely changed. Two of these said they had revised their expectations down to be more realistic. Those whose expectations were higher, spoke of personal issues, including achieving independence, increasing self-confidence and becoming more emotionally robust. Overall, therefore the findings suggest more residents than not had gained increased levels of expectations from the Campus experience after their initial period in residence.

“I’ve gained a lot of self confidence. Financially things have changed, but my family asks for money. It’s expensive to go to university - I’m hoping to get a scholarship. If I could stay at the Campus it would be fine” (Female).

“They (*my expectations*) have gone a lot higher; I feel I can achieve a lot more. My standards in everything have gone a lot higher. I

used to think I would be a labourer earning \$1000 a week but that's completely changed now." (Male).

"I wanted to study at university. Now I'm looking for any kind of work. I probably won't go to university because my marks are not high enough and I can't access any kind of special schemes because I'm not disadvantaged" (Female).

5.3.13 What would residents have done if they had not come to the Campus?

Residents were asked what they thought would have happened to them if they had not lived at the Campus. In response to this question, five young people said they would have been in some kind of unsuitable accommodation:

'still homeless-sleeping at a friend's place, on the couch",

"may have been on the streets or in a refuge".

Three young people said they would not have finished their studies and two said they would be less happy and confident.

"I probably would have dropped out of school. Would have had to get a job and move out of home.

"Cos I have minimal job skills, I would have ended up working in Kmart for the rest of my life" (Female, now finished HSC and expecting to go to university).

5.3.14 How much longer will you stay at the Campus?

Five of the young people interviewed at the beginning of their stay at the Campus had moved out by the time the second round of interviews were carried out. Of the 10 who stayed, one had become the caretaker and moved into the accommodation attached to the Campus.

The two-thirds remaining were asked how long they thought they would remain at the Campus. Three said as long as possible, and two said it depended on which university they got into. Two said they would stay another year and one said 5-6 months. Again, this suggests that the Campus model needs to allow for a long stay component that will reduce access for new residents. The issue of whether the policy of a two-year maximum stay was considered appropriate was canvassed in a later question (see section 5.3.18 below).

5.3.15 Future plans

Future plans were largely focused around educational and employment objectives rather than housing outcomes. These included finishing studies, going to university or getting a job, although two people said they would eventually like to have their own business, and one was planning to work until they were 30 years old to save the start-up capital.

With regard to future accommodation, most respondents mentioned renting a flat or a shared house in the private sector. Only one person wanted to buy their own home. Whether this reflects a simple recognition that homeownership would be beyond them in the immediate future, or a specific desire to rent rather than own, was not pursued in the interviews.

5.3.16 Suggested changes to the Campus

When asked what they thought could be changed to improve the way the Campus was run, the most frequent response (four people) was “nothing”.

- After this, there were three suggestions about the role of the caretaker. It appears that although one of two caretakers is always on duty in the evenings and at weekends, they are not required to physically be on the Campus. This may be related to the fact that they are not paid for their duties, but are entitled to rent-free accommodation. It is possible that this arrangement is not sufficient to ensure appropriate levels of caretaking as all the duty hours are unsocial. Those who mentioned this issue said that they felt the caretakers should be on site when they were on duty. There had been an incident when the police had to be called at the weekend due to some intruders.

“The caretaker system doesn’t seem to be working - not there when emergency or lockout happens. When on duty they are not necessarily around – they are not contactable. Police can take 2 hours to get here. Someone with training would be better as some of the kids have problems.” (Female).

“They should provide a salary for the caretaker and a more active role. People don’t have parents and therefore don’t have boundaries and overdo things - go to bed at 3am instead of 10pm. Sometimes, freedom is a bad thing” (Older male).

- One person said they would suggest having fewer meetings – a comment that reflects other responses to both this and the earlier survey.
- Three residents made comments about security issues including improving security to the front door and lighting to the carpark. One person said there was little that could be improved as the main problem was the location.
- Two people made comments about the Live ‘N’ Learn at home program, suggesting that it be upgraded as it was too basic and that it be more practical and less theoretical.
- In terms of facilities, two people made suggestions for improvements - one of the TV reception and one of the laundry facilities, either additional machines or private facilities.
- With regard to policy issues, two suggestions for improvement made were that staff should not take action on hearsay, but should make sure of the facts, and that there should be a rent differential between the small and larger rooms.

Other than the last bullet point, these points reflect other comments made by residents about aspects of the Campus that were perceived negatively.

5.3.17 Support for the Campus Idea to be replicated in other areas

There was a unanimous level of support for the Campus concept to be provided in other areas.

- However, there was also a clear preference among residents that any new Campus should be located close to a railway station, educational establishments and to be generally positioned in CBD locations – in other words, close to employment opportunities, transport and shops.
- Specific areas mentioned most frequently were Canterbury/Bankstown, Parramatta, Campbelltown and the middle suburbs (around Strathfield/Ashfield) as being an area with less crime, more jobs, close to stations and less far to travel to the city.

The support for the Campus model by residents is very consistent and should encourage the Live N Learn Foundation to seriously consider how the model can be extended. It clearly has the strong backing from those residents who remained in the project.

5.3.18 Support for Key Policies

The interview also asked for comments on key features of Campus policy and programs.

i) 2 Year Stay

This policy was considered to be generally appropriate although over half of those interviewed felt that there needed to be flexibility to extend the length of stays in individual cases particularly as some higher education courses were 3-4 years long. This again reinforces the view noted above that the Campus should be seen as a longer-term transitional support service rather than short-term accommodation.

ii) Age Range

Most respondents felt that this was appropriate (6) although three felt that there were problems with the 16-18 age range (mainly from the older residents). These concerns ranged from feeling that 16 and 17 year olds were too young and should not be accommodated at the Campus, to a concern that they needed more support. On the other hand, one person felt that 16-22 was a more appropriate age range.

“[The age range is] generally appropriate but there are difficulties having under 18s. [But] it helps them mature and older ones to be more responsible’ (Older male).

“16 is quite young – they need more support. 18+ is more appropriate - but then I was 16 when I moved in” (Younger female).

“It should be over 18, because 16 and 25 years old is too much of a difference. Younger ones go mad on independence, older ones

want to study and get jobs. Younger ones don't respect the older ones – they're not cool, therefore they are not role models" (Female).

iii) Type of residents

The majority of respondents (6) felt that the other residents were appropriately selected.

"Everybody needs to be here - all of them have problems, so its appropriate" (Younger female)

The others felt that there had been some problems:

"[Its] not appropriate if they break into other people's rooms".

But as one supporter of the selection process put it:

"You get bad apples but there's no way of knowing before – the entry requirements are easy to meet" (Older male).

Another person felt that the process needed to take more care on drug and alcohol problems and provide more support for those identified with problems.

iv) Compulsory Life Skills Program

There was a lot of support, albeit qualified, for this program. Even those who did not like it or feel they needed it themselves felt it would be useful for others. Suggested changes including making it optional or tailoring it more to individuals, not a 'one-size-fits-all' approach:

"Not one program for a whole mass of people who are actually quite different" (Female).

v) Individual Action Plan

There was almost universal support for personal Action Plans, although again some support was qualified and this finding is somewhat at odds with the finding described above concerning the low overall scoring of this component often package. A couple of people felt that the plans needed regular review, perhaps at key milestones like the completion of HSC (but need to have results first). As noted above, one older resident said they felt the plan was very intrusive.

"It's alright - a good idea, but sometimes you can't conform to it. It teaches you what you can get done vs. what you think you can get done like getting your capabilities mixed up with your ambitions" (Older male).

"I suppose you need a guideline to keep track of what you're doing and give yourself goals" (Younger female).

vi) Reasons people were asked to leave the Campus

These were generally considered to be fair, appropriate and reasonable – for example theft, violence, drug use and arrears, although one person thought the rules

should be stricter. Two people felt that a person who had been asked to leave following a fight with local youths resulting in the hospitalization of another resident was unfair as the reason given was that the Campus staff could not guarantee his safety. One person felt that more leniency should be shown for rent arrears.

vii) Rules

It seems the Campus management have got this about right. The majority of respondents felt rules were fair and appropriate, although two felt they could be stricter and two felt they were a little too strict. But the management did appear to be willing to modify rules if needed. As one person put it:

“[They are] pretty fair. You can change the rules. Management are willing to try new stuff” (Young female).

viii) Input by students in the Campus

The main source of input to the management of the Campus by residents was seen as the monthly Campus meetings, although a Campus suggestion box was also mentioned. The monthly meetings covered day-to-day aspects of the running of the Campus, but also provided an opportunity for wider issues to be raised. By way of an example of the issues these meetings cover, the outcomes of one such residents meeting held in late 2004 and attended by a member of the Research Team, are presented in summary form in Appendix 1.

The monthly meetings were generally seen as positive, although one person said:

“Some issues come up week after week, like the lock [on the front door]. People feel better by talking, but nothing changes” (Female).

Another person suggested they should be held every two weeks as the Campus was now at full capacity. Only one of the ten interviewees saw the Campus Meetings in a negative light

“Campus meetings suck. They are ineffective and useless and a waste of time” (Young male).

5.3.19 Any Other Comments?

This was the final chance for residents to say anything they wished to about their experiences at the Campus. Most of these comments were positive for example.

“I really enjoy my time here. My support worker ... has been really helpful” (Female).

“Pretty good. My boyfriend can come over when he wants. I can come home when I want. Someone to look out for you, but not in your face - its good” (Young female).

“It’s a good place. I’m quite happy with this place. It would be hypocritical of me to say I hate this place and still live here, [so] it obviously must be pretty good.” (Younger Male).

Other respondents either said they had said all they wanted to say or mentioned something that has already been covered elsewhere.

5.4 Key Performance Indicators (KPIs)

As discussed in Chapter 4 above, six KPIs for the overall evaluation of the project performance of the Campus against its basic objectives were agreed between the research Team and the Campus management. These were:

1. Living
 - 1.1. Number of residents entering independent accommodation.
 - 1.2. Number of residents living in safe and stable accommodation (other than in 1.1)
2. Learning
 - 2.1. Number of residents undertaking and completing a recognised education or training course.
 - 2.2. Number of residents achieving agreed learning objectives that are linked to specific living or earning outcomes.
3. Earning
 - 3.1. Number of residents in paid employment
 - 3.2. Number of residents achieving an equivalent situation in non-paid or training position.

The KPIs were trialled in relation to the ten residents interviewed for the second round of interviews. The results were as follows:

Table 5.4: Application of Campus KPIs

KPI	Number
1.1 Number of residents entering independent accommodation	0
1.2 Number of residents living in safe and stable accommodation (other than in 1.1)	1
2.1 Number of residents undertaking and completing a recognised education or training course.	4
2.2 Number of residents achieving agreed learning objectives that are linked to specific living or earning outcomes	0
3.1 Number of residents in paid employment	3
3.2 Number of residents achieving an equivalent situation in non-paid or training position	0
Total	7 (one person is in 2 categories)
Others	2 registered unemployed 1 sickness benefit waiting for DoH housing

Although no statistical significance can be placed on these figures, they suggest that the Campus has achieved against two of the six goals for some of these residents, namely the numbers of residents undertaking and completing approved educational or vocational training and the number employed in some form of paid work. Given that only two of these residents had actually left the Campus (this person had taken a job as caretaker on the Campus), then the achievement of the accommodation goals is less likely at this stage. Nevertheless, the exercise indicates how data could easily be collected in the future through effective exit interviews when residents leave the Campus. A review of the current exit interview form is provided in Appendix 2. Only one completed feedback form was available to the researchers. This reported a positive feedback with personal and financial improvements. A suggestion for improvement to the Campus was to have 2 pay phones.

5.4.1 Outcomes for residents who left the Campus between June and November 2004

Five residents had left the Campus between the first and second round of interviews. The location of these was as follows:

- 1 went overseas to visit parents
- 2 moved to other services
- 1 was the victim of serious assault and was on sickness benefit
- 1 other was not traceable.

Unfortunately, no exit interviews were possible with four of these people; consequently, their views about the Campus or the KPI outcomes were not recorded.

6 THE VIEW OF THE STAKEHOLDERS

6.1 Introduction

This section reports the views of the Campus staff and other key stakeholders who make up the Live N Learn Foundation Board, in line with research agenda item 6, outlined in Chapter 3. These stakeholders represent those with the most direct involvement with the Miller Campus and who, by and large, have a longer-term perspective on the development of the project and its aims and objectives. Some have been involved in the Miller Campus from its earliest days. While they have a direct stake in the outcome of the Miller Campus, their views are nevertheless critical in assessing its progress to date. The following section is split into two with the views of staff and other stakeholders being treated separately.

6.2 Campus Staff

Four members of staff were interviewed during the fieldwork period between May and December 2004 (this reflected the fact that some staff started work at the Campus during the latter part of this period). Those interviewed included the Campus Manager, 2 youth accommodation support workers and one caretaker. The second caretaker was interviewed as an exiting resident).

6.2.1 The Campus

All four staff members interviewed shared a similar view of the Campus and its objectives, it was generally seen as an accommodation service with a strong focus on allowing young people to continue in and complete their education while developing their ability to live independently in the private rented sector.

When asked whether the Campus could realistically achieve the objectives it set itself (as defined in Section 4 above), views differed a little more from an unqualified yes, through “Strong possibility” and “Good potential”, to “Yes, but it takes the two years” and “Yes, but not 100%”. It was acknowledged by two staff members that some young people would have unresolved issues, which had led to some early residents leaving already, and perhaps had come to the Campus for the wrong reasons. It was, however, generally considered that the Campus was still in its early days and much remained to be seen.

With respect to the more formal relationship of residents to the Campus, two staff members said that the payment of rent was an important step in the process of instilling responsibility and that Centrepay (direct payment of rent from Centrelink) is helpful because it makes it easier for the young people to budget effectively. One person also commented that the Campus environment allows the young people to make mistakes that they couldn't make in the private sector.

6.2.2 The client group

There was again agreement as to the client group for the Campus - a low support need group in the 16-25 age group i.e. people with no drug and alcohol problems,

unmedicated mental health issues or serious emotional problems. But they do need to be in a vulnerable housing situation and the motivation to be engaged in education or training and become self-sufficient.

Residents are recruited through a large range of referral agencies - Reconnect, JPET, SAAP services, youth services, drop-in centres, DoH, Centrelink, schools TAFE and word of mouth. This was thought to be working well after an initial period when information about the Campus had been disseminated.

Prospective residents' applications are assessed against the eligibility criteria by at least two members of staff and an interview held- usually with the young person and their support worker. This procedure was seen to be working well and referrals from other organizations were usually good. Campus management would then exclude people who could not pay the rent or were not eligible for benefit - these young people would be redirected to a youth refuge. They also declined any who had a history of violence or crime or who were too dependent on their support worker. Background checks were not conducted, however, so much reliance is put on information provided at the time by the referral agency. Again, these were early days and the organisational experience on this issue was growing.

There was no evidence of 'cherry picking' residents – the practice of only admitting residents who are most likely to succeed – it should be stated that the eligibility rules have been fairly tightly prescribed such that young people with significant problems are not likely to be accepted by the Campus. Given the eligibility conditions, those referred to the scheme will be largely self-selecting. There has also been a degree of "winnowing out" early residents who did not conform to the current eligibility criteria and who had been inherited from the earlier Management Service Provider. When the current management took over the Campus, they inherited five residents from the previous managers. They then had 16 applicants who were all accepted. A couple of people were advised when enquiring (i.e. prior to application stage) that their children, who were out of control, were not suitable as residents of the Campus and these people were referred to other services. By the time the researcher initially interviewed residents in May 2004, three original residents had left the Campus, one had been asked to leave (her support needs could not be made and she displayed some violence towards the caretaker) and two had gone to live with relatives. This process had left the Campus with a group of residents that complied with the current eligibility criteria. However, the research team was told that as of November 2004, five of the last seven applicants had been accepted.

6.2.3 Campus building/accommodation and location

The Campus building was seen by all staff as appropriate. The private facilities were valued as young people didn't have to share anything. Initial plumbing problems had been sorted out. However most screen doors were without keys, thereby posing some security problems. Communal facilities and courtyard were mentioned as being good, as were room sizes.

Additional facilities or features that were mentioned as being desirable for the future (or for future Campus developments) included a games room (pool/table tennis), a minibus to get young people off Campus, one bedroom units to house couples and to allow for visitors, and a more modern 'funky' design.

The location of the Campus was more contentious. It was generally recognised that the location was close to services, such as bus, shops, and parks, but was perhaps too far from Liverpool and costly to get there. The fact that Miller was a rough area was also generally agreed. Residents didn't feel safe unless they had a car and there had been some intruders to the Campus which was a little exposed. One member of staff in particular felt that students shouldn't be exposed to this kind of environment and thought that Miller was one of the worst neighborhoods in NSW and a very poor choice of location due to the gang activity and high unemployment.

The appeal of the Campus to young people was seen to be the ability to live securely and independently, but still be close to other young people. This was seen as a problem by one of the workers who felt that young people relied a lot on peer support which often resulted in bad advice.

6.2.4 The programs and support

One member of staff said that the young people found the Live 'N' Learn At Home program boring – except for the cooking. The residents were providing feedback which was being taken on board by the staff. In future, the 12 week course may be condensed and made more applicable to individuals by giving a choice of a number of practical work shops – with the emphasis on practical rather than theoretical. However, at the time of the staff interviews these programs were still being run for the first time or still under development and it was too early to tell whether they were entirely appropriate or not and will no doubt change over time.

Later in the first year an employment mentoring program – Breakthrough – was introduced to some of the young people in partnership with Liverpool Youth Accommodation (LYAC), JPET and TAFE. The mentors are trained at TAFE and some of the mentees were from the Campus and were given help with job search. Some mentees get on well with mentors although they have not got on so well with the support workers.

There was general agreement that the programs could be offered to non-residents in the future. One non-resident had attended the JPET course and mentoring could be offered to others through the TAFE and PCYC.

There were differing views about whether programs could be adapted to help young people with higher needs. Some felt that they could when the project was more established and had more staff resources, but it was not likely to be appropriate for people with serious drug problems. Another member of staff felt that this type of work had to be done on an individual basis.

6.2.5 Funding

Staff were not particularly clear as to where they thought funding might come from for this project in the future or for future projects, either for capital or recurrent funding.

Generally, existing resources were considered good. There were some equipment needs that remain to be fully resourced, such as phones and a photocopier. It seemed to be assumed that future capital funding (probably in the form of suitable buildings) would be forthcoming from the Department of Housing and possibly Premier's Department or youth services. Mention was also made of partnerships and funding from the private sector i.e. corporate sponsorship, which has proved so hard for the Live N Learn Foundation to achieve in earlier stages of the project. But staff still seem to have an expectation that it should be available, possibly for recurrent funding.

There was a suggestion that the project could be self funding on a recurrent funding basis with rental income, corporate sponsorship and income from business opportunities like handyman services or lawn mowing meeting the costs of providing services. However, at the current time such ideas seem unrealistic. .

6.2.6 Future projects

There was unanimous support for replication of the Campus model elsewhere. There were, however, differences of opinion as to where these may be located. Two members of staff said that other projects should not be located in Department of Housing estates and one mentioned Campbelltown as an area to avoid for this reason. The suggestion is that the vulnerable young people should be taken to a fresh environment to have a fresh start in their lives. Bankstown was again suggested as it had been by the residents.

One member of staff said that future projects should be located within easy access of a commercial district but not in it because they felt that if it was not integrated into a residential district it would be stigmatized. Another view on location was that it needs to be incognito i.e. not labeled as a refuge, in order to appeal to young people. One member of staff suggested that the model could be adapted to specialize in accommodation for young mothers to assist in the transition into employment.

Another commented that they felt the size of the Miller Campus is about right allowing programs to be run in house and providing mutual support. The difficulties encountered when many 'new' people move in at one time are a set-up issue only.

Suggested improvements or changes for future projects included partnership with the RTA so that young people could learn to drive. Other partnerships would also be encouraged, such as getting young people involved in the Miller skate park proposal. Another member of staff said that the caretaker roster needs to be improved as there is currently no service on weekends and public holidays, suggesting also that caretakers should be paid enabling them to take a more proactive role (a point also made by some residents).

6.2.7 The main barriers to independence

Staff were asked what they thought were the main barriers to young people becoming independent. These fell in to four main areas:

5. Lack of employment opportunities and poor quality work experience. There is a lot of competition for unskilled jobs and any part-time work needs to fit in with study schedules.
6. Lack of family support, difficult and sometimes traumatic family background and poor role models in the past.
7. Low morale and self esteem and hence low levels of motivation.
8. Low incomes /lack of financial support.

Work-focused mentoring was seen as one positive way to try and improve motivation levels for young people and provide them with a means to identify career goals.

The particular services, which the Campus could provide to facilitate the transition to independence, were seen as:

- Stable accommodation providing an atmosphere in which to complete education
- Individual support & personal action plans
- Access to resources such as Internet and computers
- Programs to help sustain independent accommodation.

6.2.8 Expectations of the Campus

Staff were asked in what ways the Campus would benefit the young people and possibly their families both in the short term and the longer term. The general view was the Campus provided a safe environment where young people can develop their social skills and achieve some (study) goals. An important role was seen in the opportunity the Campus gave to have a break from family tensions and financial pressures, sometimes allowing relationships to be rebuilt. Generally, it was thought many residents needed a break from their families, but had no options. Staff reported they were told by residents that there are often ongoing problems with the families, including borrowing of money (by parents), but the youth support workers acknowledged that they only hear one side of the story. Nevertheless, family contact is promoted.

When asked whether the residents understood what was required of them and what the likely outcomes of living at Campus would be, the staff felt that they did. The objectives of Campus life were clear and simple. However, the general feeling was that residents often had agreed to the Campus requirements to get through the door, as they were desperate for accommodation in the short term and were not necessarily committed to longer term outcomes and attending the various meetings and workshops.

6.2.9 Outcomes

Staff were asked what they thought would be the main outcomes for residents. Responses varied somewhat, but basically the outcome was seen as being about moving into private rented accommodation with a better chance of succeeding due to the ability to manage their lives from a better skill and knowledge base. One member of staff said that the young people would not necessarily achieve their goals at Campus, but the experience gave them a chance to reflect on who they are and what they can do in life, so it provides them with a “footstep through a gateway with no pressure”. The Campus would thus provide them with the foundation to achieve their goals eventually. For others, outcomes would depend on their HSC results – where they might go to university for example, as travel was not convenient to university from Miller.

Some of the staff pointed out that a number of positive outcomes had already been achieved:

- One couple had formed a relationship and were motivating each other.
- A school dropout was starting an apprenticeship in beauty therapy and hairdressing.
- One person had won a \$5,000 art scholarship
- There were two young people focused on doing law and medicine respectively at university
- One person had completed an English course at TAFE
- Other people had got jobs, or started going to the gym,
- For others just starting to socialize more was a positive outcome

6.2.10 Drawbacks and suggestions for improvements

A range of useful comments on how the Campus model could be improved was provided by the interviewees. One member of staff stressed that it was important to move people on at the right time to avoid dependency. This person was also concerned that some user-pay service provision should be considered. They felt it was overgenerous to provide free high speed internet access when in the real world this would cost around \$10 a week.

Another member of staff referred to the flexible delivery of the programs. They also felt that there should be less reliance on the assessment of referral agencies, although no suggestion was made of how to substitute or supplement this information.

Another member of staff felt that it was not healthy for the young people to be living in each other’s pockets all the time and there needed to be more outlets for them to get out of the Campus at the weekends. Finally, more promotion of the idea to the corporate sector was deemed to be needed.

The general feeling from the staff was very positive: they enjoyed working at the Campus and felt that it was a good concept. Building partnerships and raising an element of funding was seen as providing a service with autonomy and independence. This was considered to be appealing to accommodation services and would be the way to go in future. Again specialist services were mentioned as a future option, developing a flexible model for such client groups as young pregnant women or ex-prisoners. This would allow specialist case workers or health workers to be engaged and the residents would have the peer support of others in the same circumstances.

Finally, one member of staff felt that it was important not to make it too easy for people to leave home and come to the Campus to get their problems sorted out. It should not encourage people to 'run away' from home and thereby create problems (a point also raised by one of the residents). This person also felt strongly that the local Miller environment was scary for young people and the more innocent ones could be scarred by incidents that had happened because of gang activity. It gave too poor an impression of our society to young people who already had complex and troubled backgrounds. A warning was also given about making things too easy for young people by giving them everything. They should have to earn some things – make them more pro-active, develop a business plan and if residents participate, they could make money.

The issue of the conflict of interest inherent in the role of the youth support worker was raised. This relates to the difficulty for young people to talk openly about certain problems and issues, such as drug use, with their support worker when that worker is employed by the landlord and can in effect have them evicted. In practice, this is dealt with by the manager taking the 'bad cop' (landlord) role and the support workers being the 'good cops'. This is further discussed in section 7 relating to the potential for future models that allow greater separation of these roles.

6.3 Other Stakeholders: The Foundation Board

Representatives of the Foundation Board were interviewed from Premier's Department, the Department of Housing (also chair of the board) and the Construction, Forestry, Mining and Energy Union (CFMEU). Both Directors from the Management Service Provider (Wade Maher) were also interviewed. In the following, in order to keep comments made by individual respondents anonymous, comments are not credited to any one respondent.

6.3.1 *The Campus*

There was a shared understanding about the Campus and the objectives of providing stable accommodation and development of life skills to enable young people for whom accommodation was problematic, to complete their studies or training and achieve independence. Support needs were low and if required, they were provided externally and the focus was on education. One person mentioned that they thought the Campus was preventative and helped to stop young people from dropping out of education. Considerable support from Juvenile Justice had

influenced the decision of the Department of Housing and other human service agencies to continue supporting the project.

The management representatives were hopeful that the objectives would be met, but were a little more cautious than the staff. They had, however, been through the long drawn out start-up period when the project had been beset with implementation problems. They were also aware of the funding issues hanging over the project. When asked whether the objectives could realistically be achieved, the following comments reflect the general hopeful, if restrained, view:

“It seems to have more chance now than in the first year.”

“Yes, provided it gets ongoing support.”

Another interviewee said they were not yet sure who the cohort would be and who would be referred to the project.

The MSP thought it was too early to tell the drop-out rate, but thought it would be around 15 per cent who might not complete the 12 week Live N Learn at Home probationary program. The target was for 80 per cent of residents to move into independent living in the private sector.

6.3.2 The client group

Again there was a shared understanding that the client group was age specific and with low support needs, with accommodation problems or unable to live at home, but able to live independently. There was acknowledgement that they may also be exiting from other services.

Self-referral was becoming more common and now up to 50% of residents were approaching the Campus on their own behalf. LYAC, Reconnect and other youth accommodation services were becoming regular referees. TAFE, SAAP Department of Community Services (DoCS) and schools were also referring – not just locally, but from the Greater Western Sydney area.

Board members were understandably not aware of the details of the recruitment of residents, but seemed to think that this was going well and the initial problems with inappropriate residents and low occupancy had now been overcome. The MSP conceded that there was a need to ensure a quick turnaround in the application process to cater for those with immediate accommodation needs.

The Campus was now attracting an appropriate group of residents, but there had been issues with some young people who had left during the 12 week probationary period. They had in some cases been actively managed out. One person commented that any higher needs would have to be coped with in smaller group homes.

In the view of the managers, previous difficulties in recruiting residents were due to poor marketing, follow-up and promotion. However, recruitment problems encountered in the early days of the Campus definitely seem to have been overcome.

6.3.3 The Campus building/accommodation

There was unanimous agreement that the Campus building was appropriate for the needs of the clients. Positive comments were made about the garden, the computer room and such features as the on-site caretakers and the security. One manager commented that 'It feels like a tertiary residential college'.

There were some different views about the scale of the project, with one manager saying that the number of young people was probably too many and they would feel more comfortable with around 15 (not 28). This view was not shared by the MSP.

The location was again the subject of differing views with the MSP feeling that a more central location would be better and other managers saying that it was reasonably well serviced (Miller TAFE in particular is close), but proximity to a station would benefit residents. Nevertheless, one manager at least thought the Campus was located where it was needed:

"The location of the project in a poor environment was a factor of the project being part of a community renewal framework."

The MSP thought that some indices of disadvantage could be developed to select locations for future projects such as high percentage of public housing, high incidence of leaving school prior to year 11/12 & high youth unemployment.

The managers generally thought that the Campus appealed to young people, more for the independence it provided and the facilities such as the grounds and computers. The building itself was not considered to be appealing, but at least the rooms were renovated and the equipment was new.

6.3.4 The programs

Managers were aware of the programs being run at the Campus including the compulsory Live 'N' Learn at Home program (which was seen by one manager as part of the assessment process for the young people), the one-on-one Action Plans, support for HSC learning (study skills) and the employment mentoring program.

The MSP appeared to share the view expressed by some of the young people that there were too many meetings and there was a need to somehow combine the weekly individual meetings and the Live 'N' Learn at Home program which was currently run in a group setting, although some of the workshops had been fun, such as the workshop on personal care run by the Body Shop. One manager suggested that the Live 'N' Learn at Home program was of more benefit to under 19s and the MSP thought that Live 'N' Learn at Home program may have been pitched too low.

Those managers who were familiar with the development of the programs acknowledged that it was still early days and the length and level of each program would be subject to review. Expanding certain aspects of the program to help non-residents was considered to be a good idea, particularly for the mentoring and study skills that may help with leaving home. The JPET program had already had one non-resident attending.

With regard to adapting the programs for people with higher needs, the MSP felt that they were already dealing with people with higher needs than they had anticipated as young people were able to conceal things until after they had moved in. They felt that the larger numbers enabled them to do this, as good role models could be provided and there were economies of scale.

Other managers felt it was important to get the project fully up and running first, then perhaps a small number of residents, say 10 per cent, could have higher needs if the resources were adequate.

6.3.5 Funding

It was generally believed that a solid core of government funding was necessary for the capital funding of future projects. Some felt that the Department of Housing should be able to continue to provide unwanted properties particularly surplus bedsits. It is likely that this would be acceptable to the Department of Housing if other Government departments also contributed. It was pointed out by one manager that youth homelessness, youth unemployment and keeping youth away from crime were all government issues. Departments such as Education and Premier's were mentioned by a couple of people with possibly of the NSW Department of Health and NSW Department of Community Services (DoCS) also contributing.

As we noted in Section 2, no details of the recurrent funding for the Campus had been obtained by the Research Staff. Stakeholders considered, however, that a source of secure long term recurrent funding was needed. With regard to funding for staff and operating costs, DoCS, NSW Juvenile Justice and the NSW Department of Education and Training were suggested.

There were some suggestions that the private sector could also contribute, but this was seen to be mainly a goal for recurrent funding, particularly for 'one off' extras such as a vehicle and furniture. The MSP who are also looking at extending the Campus model are aiming for 50% of operating costs to be from the private sector in philanthropic or sponsorship arrangements.

6.3.6 Future projects

There was strong support for replication of the model elsewhere, so to assist young people in need and also to save costs via economies of scale.

One of the managers was more cautious, wanting to see what the current evaluation showed before committing more support. Getting the right staff team on the ground was seen as crucial by this manager. With regard to initial set-up problems, others suggested it was management that was at fault in not delivering the concept required by the Foundation and not the staff on the ground.

It will be easier to evaluate bids in any future EoI process because a lot more is now known about the operating costs and the kind of rental levels which can be sustained. This can be written in to any new bidding process and the kind of deficit funding required will be clearer from the outset.

Suggested locations for future projects were south west Sydney (Campbelltown), where the Youth Coalition is pushing for a similar project, Bankstown and some more affluent/less obvious areas such as the Northern Beaches and the Central Coast, and possibly some rural locations (Kempsey had been included in the initial feasibility pilot study for the concept in 1998).

In terms of scale, the projects should be a similar size, or possibly organised as a group structure with an overall operations manager. Training facilities could perhaps be expanded to run courses for other members of the community, such as the provision of computer courses.

6.3.7 Barriers to Independence

All managers interviewed agreed that a poor level of education and lack of family support were key barriers to young people in becoming independent. Lack of family support included poor role models, such as proceeding beyond year 10 at school. Poor education was exacerbated in the view of one manager by the fact that “schools do not make kids job ready. Expectations are too high but a labourer (\$80-110,000) can earn more than a new graduate (\$40-70,000)”

Lack of work experience, lack of confidence and poor access to transport (young people are not motivated to travel and it is costly) were other barriers considered significant.

Also mentioned were lack of money, negative peer pressure (especially for young males), lack of stable accommodation, chaotic behaviour (poor self-management), age-related apathy and mental health/drug and alcohol problems.

The Campus was seen to provide support for this transition both from the individual case workers and from peers who could be good role models. It was felt that the community being set up at the Campus was, in itself, a positive influence as young people were provided with clear boundaries and rules. Positive goals were actively encouraged and there were some compulsory programs (life skills training) and links to services provided from outside e.g. TAFE careers advice, employers who provide traineeships. Most importantly, stable accommodation was the backdrop to all this activity.

6.3.8 Expectations of the Campus

The Campus benefited residents by keeping negative influences away, from crime to poor health and self-management. This allowed a pathway (as developed through the individual Action Plan) to be maintained and the educational goals to be achieved. In some cases there were ancillary benefits to the family in the way of reconnection. Some young people return home quickly when they realise it was actually OK. But others gave up on their family altogether.

When asked whether young people understood the expectations of them in entering the Campus, some managers felt that they did and that those who saw it as just cheap accommodation would quickly move on. The MSP felt that the vehicles for residents to understand what is required of them are the Individual Action Plans, but

that this system was not fully operational until a later stage of the development period. They felt there was a certain amount of bravado and unrealistic job expectations among the young people entering the Campus. It was also felt that they needed a 'reality check' and a commitment to undertake the development period, this would help to develop appropriate ambition and motivation and an understanding that independence is not Centrelink. Response from some of the residents noted in section 5 suggests this had already happened.

6.3.9 Outcomes

There was general agreement that the main outcomes for residents were support to remain on a continuum from learning through to employment and then independent living. This may begin with the HSC and move through the acquisition of independent living skills and financial management skills to employment and finally, true independent living with no enforced rules except for the legislation relating to living in commercially rented property. Some felt that the main outcome would be independence, others that young people would attain a level of education not previously likely.

When asked about drawbacks of the program, it was seen by some managers as catering for a younger age group than originally envisaged so that the focus was on the HSC and educational outcomes rather than employment. There were therefore more child protection issues and the challenge of keeping people motivated to study. Managing a diverse community including relationship breakdowns was also challenging as was knowing where to draw the line between generic and personal support services.

Improvements and changes suggested included more integration with the local community, so to provide access to a wider range of services/programs. Programs themselves would be improved by incorporating feedback from the participants.

Among the final comments made by managers was that the project had turned the corner following a false start. The decision to remove the original MSP who had not been able to provide a successful model and the resolve to continue and deliver the vision, was applauded. There was some concern about how sustainable it would be if the individuals currently in the MSP were no longer involved.

One manager felt that there was too much crisis accommodation in Sydney causing young people to "get into a system and bludge off it". The Campus was seen as a much better alternative, helping to break the 'dependency culture' associated with crisis accommodation model. Another backed this up by saying that young people had to take responsibility. The managers were all still highly supportive of the concept, although the one major obstacle to the future development of the model remained the unresolved question of viable long term funding.

7 CONCLUSIONS AND IMPLICATIONS FOR CAMPUS DEVELOPMENT

7.1 Introduction

In general, the evidence from this interim evaluation suggests that the Campus management and staff have done an excellent job in setting up the Campus, following a delayed start and in the absence of any defined model in the Australian context to work from. The Development Manager and the General Manager have been personally very committed to the project above and beyond the normal call of duty and seem to have taken the approach that they will keep trying different ways of doing things until they find one which works. The Campus manager is experienced in the youth sector, and by networking with contacts in the catchment areas for the Campus, had achieved a turnaround in the negative sentiment with which the project appeared to be viewed in earlier times. The Foundation, led by the Department of Housing, has continued to support the vision and ensure that it is delivered on the ground.

The resident group appears to have a good level of motivation, and it seems evident that the staff have applied eligibility criteria appropriately and have not cherry picked applicants to get a successful community.

Despite being in the set-up phase of its existence, much progress was being made to adapt policies and procedures as experience was gained and feedback obtained. Staff and management were open to ideas, including suggestions from residents. There appears to be a healthy culture of continuous improvement.

A range of issues were raised during the discussion on the findings in Chapters Five and Six above. However, during the course of the interviews with residents and stakeholders a number of issues for consideration arose that warrant further discussion at this point.

7.2 General

It is clear from the responses of residents and the views of staff that the accommodation aspect of the Campus is the most important factor for the young people who apply to live there. :

The Campus provides this accommodation service with a strong focus on allowing young people to continue in and complete their education while developing their ability to live independently in the private rented sector. The payment of rent is an important step in the process of instilling responsibility and gaining experience of budgeting. Rents appear to have been pitched at the right level and minor changes to policy have been made to relate rental levels to student status rather than age. Awareness of the realities of renting in the private sector and the difficulties of finding secure and affordable housing, appears to be widespread amongst the residents.

The Campus appeals to young people as it provides the opportunity for independent living with additional facilities such as computers. The building itself was considered

good by the Campus stakeholders, although it was not especially appealing to the young residents. However, the actual internal living spaces were viewed positively: rooms have individual kitchens and bathrooms, new equipment and have been recently renovated.

Once the worry of a vulnerable or unsatisfactory housing situation is lifted, the Campus provided residents with an opportunity to concentrate on achieving educational and training goals. This was highly valued by residents. However, the focus on the HSC and educational outcomes rather than employment suggests the Campus is perhaps catering for a younger age group than originally envisaged. As one manager commented, there were more issues of child protection and challenges in keeping people motivated to study.

In terms of the main outcomes for residents, this could be seen as developing a more resilient group of people with the skills to live in private rented accommodation and to go on to achieve their goals even if they had not initially been achieved while at the Campus. In short, the Campus would provide its cohort with a better chance of economic, social and accommodation success in the future.

Although it was early days at the Campus, it seems likely that some of the positive outcomes (as noted in Section 6.2.9), which had already been achieved, will act to motivate others. In this way, one of the fundamental tenets from the European model was seen to be starting to work, that is, a mixed client group in terms of age, gender and economic situation in order to provide positive peer role models.

7.3 A Preventative Role

The Campus model can be best viewed as a preventative initiative, as it reduces the risk of negative influences on the young residents, such as petty crime, poor mental health and homelessness. For example, when asked what they would be doing if they had not come to live at the Campus, residents indicated that there would be a higher risk of school drop out, homelessness and depression if they had not had access to the Campus.

Reducing the risk of negative influences will allow better pathways to independence to be sustained and hence educational and other goals to be achieved. In this context, it was interesting to note the comments from residents about such things as improved social interaction as well as the more tangible educational results that the Campus provided.

7.4 Future Projects

There was unanimous support for the replication of the Campus model elsewhere. There were, however, differences of opinion as to where these might be located (see also 7.7 below). A balance needs to be struck between locating in areas of greatest need and the suitability of the Campus location in terms of travel, education and employment opportunities.

Although there is a good argument for young people to go to a fresh environment to have a fresh start in their lives, many have important support networks and should not be removed from these. A choice of Campuses in different locations would provide the best service for young people and allow those who needed to move from family to do so, while others may wish to remain close. It is quite a common pattern for the relationship between children and their parents to break down, but for there to be strong support from other family members such as aunts, uncles and grandparents.

There do not appear to have been any problems due to the relatively small scale of this project and the Management Service Provider considered it to be effective in terms of practicalities (providing a mixed community or residents) and cost. However, as discussed earlier, economies of scale arising out of a bigger and diverse sector with a network of Campuses could provide better career opportunities for staff, cheaper recurrent costs and most importantly, better support services for residents. Nevertheless, the scale of the Miller Campus appears to adequately provide effective support for students with higher levels of need than had originally been envisaged for the project. It should be noted, however, that it was not possible in this project to assess the cost effectiveness of the support provided.

In any enlarged network of Campuses, good practice would be stimulated by greater diversity, together with the ability to adapt the model for specific needs groups, such as single parents, ex-offenders and others. This would allow specialist case workers or health workers to be engaged and the residents would have the peer support of others in the same circumstances.

Building partnerships with the private sector and other sections of the community or developing income raising activity to widen funding sources should be considered for the Miller Campus or future Campuses to help provide more autonomy and independence. In particular, a future development of the Campus concept could include the promotion of enterprise initiatives. Suggestions were made that small businesses could be set up within the Campus to earn funds for recurrent costs and/or extra income for residents. Such enterprises are common in European Foyers and these include cafes, gyms, computer training and meeting room facilities and other services which are offered to the public. Such enterprise also increases the interaction of the Campus community with the local neighbourhood and so minimises the possibility of stigmatisation of the project in the community. In France it is common for Foyers to run cafeterias where local shop and office workers go for lunch. In the context of suburban Miller, handyman or gardening services might also be worth considering.

In any future Expression of Interest or Tender process to select Management Service Providers, the information learned from this pilot about the staffing levels, sustainable rent levels and consequently deficit funding required will be invaluable. Bids would be easier to compare and evaluate and applications for grant funding can be made with robust estimates of recurrent costs.

7.5 The Programs and Action Plans

There was a lot of support, albeit qualified, for the Live 'N' Learn At Home program, the compulsory life skills program provided to all residents during their probationary 12 week period. Even those who did not like it or feel they needed it themselves felt it would be useful for others.

However, there were a number of comments about the program being pitched at too basic a level, and suggestions that it could be made more practical. Staff and management have taken a commendably flexible approach to all the feedback they are receiving and are actively adapting the program and its subsequent modules to make it more appropriate for the residents. Changes under consideration include making it modular with some choice for individuals.

The MSP felt that the key vehicles for residents to understand what is required of them during their stay at the Campus were the Individual Action Plans, but that this system was not fully operational at this stage. Despite this, there was almost universal support for personal Action Plans, albeit that they need to be reviewed at key milestones such as when HSC results were available. The Action Plans are designed to be an agreement between the Campus and the resident to crystallize the commitment each party is making to the attainment of identified goals for the young person during their stay. They need to be realistic and achievable. It was clear from the comments of some young people that they had served to dispel unrealistic expectations held on entry to the Campus. Again it is early days for the Campus and this system may not be fully fledged but does appear to be achieving its intended goals.

7.6 The Selection Process

The selection process for residents seemed to be working well and the Campus is now attracting an appropriate group of residents recruited through a large range of referral agencies. There was agreement between management and staff as to the appropriate client group for the Campus - a low support needs group in the 16-25 age range in a vulnerable housing situation and motivated to be engaged in education or training and become self-sufficient.

The MSP conceded that there was a need to ensure a quick turnaround in the application process to cater for those with immediate accommodation needs.

Some young people quickly turn out to be unsuitable and several had left during the 12 week probationary period. They had in some cases been actively managed out. With no background checks carried out, there is great reliance on the referral source for accurate information about the applicant. Entry criteria are easy to meet and there will be some young people who conceal things in order to be accepted in to the Campus. This is inevitable although with experience the process may be refined and the staff become more skilled in the selection process.

It is probably more important that unsuitable residents are dealt with professionally and quickly before they caused damage to themselves or others. It appeared that

such issues had been dealt with properly even though the project is still in its set up phase.

7.7 Location

The choice of the Miller suburb for the pilot of the Campus has proved problematic with residents. The original intention for the Campus to contribute to the development of community renewal initiatives in the Miller area (Operation 2168 – see Randolph and Judd, 2000), and the availability of a suitable building owned by the Department of Housing that could be converted for Campus use, proved the initial rationales for locating the Live N Learn pilot at Miller.

However, the location of the Campus in Miller, and the perceived unsafe nature of the suburb, were recurring themes among the young people interviewed. There were also a number of practical objections to the location in that it was seen as being too far from a rail station, making travel around Sydney both time-consuming and expensive for residents.

The attempt to establish the Campus in a clearly 'suburban' location should be reviewed in any future extension of the model. In both France and the UK, the foyer concept has been associated with town centre locations, with the benefit this gives for access to a much wider range of services, transportation options and amenities. Access to good public transportation is particularly important for this group of young and very low income people. It should be noted that previous AHURI research has shown that as many as 60 per cent of unemployed private renters surveyed in suburban Sydney and Melbourne (and comprising a high proportion younger single people) did not have access to a car and were therefore reliant on public transport to access jobs (Hulse and Randolph, 2004). Transport was seen as one of the major barriers to gaining appropriate employment.

While the MSP accepted that the location is sub-optimal, they have endeavoured to make the best of the Campus potential, while working on criteria for any future projects. Having said that, some staff had the counter view that a city centre location such as Liverpool should be avoided on the grounds that this may in some way make the project too visible and stigmatise the young people.

Nevertheless, the researchers feel future development of the Campus concept should seriously consider the value of city centre locations, which would have the following benefits:

- Closer to rail station
- Lower travel costs to throughout the Metropolitan area
- Less travel time
- Proximity to employment
- Proximity to tertiary education (some locations)
- More natural surveillance

- Lower fear of crime.
- Closer to places of entertainment (cinemas etc)
- Closer to good shopping facilities.

One resident who had previously lived in a Liverpool Youth Accommodation service in Liverpool mentioned their project in Goulburn St, Liverpool as an example of a superior location.

It is important that the location of this type of project focuses on the proximity to services used by the young people and is not just being close to perceived need. Most young people, who cannot live at home, for one reason or another, will need to live in an area away from their families and not in close proximity. Those who have applied to the Miller Campus know and accept the location before their application is considered. It would be difficult to ascertain how many suitable potential applicants are disinterested in the project due to its location, and therefore do not apply.

In terms of future locations, fieldwork with residents and stakeholders suggested that Campbelltown and Bankstown CBDs, which were the most frequently mentioned locations, would be suitable in this region of Sydney. Campbelltown was considered suitable, notwithstanding the overrepresentation of public housing in the LGA, providing that the project is located in or close to the CBD, rather than in one of the suburbs with a high concentration of public housing.

It is also considered that the Campus model may be successful in locations such as Ashfield/Strathfield – close to fast train services to the City of Sydney and Parramatta (and associated employment centres), as well as other regional centres such as Newcastle, Wollongong and Bathurst and non- metropolitan areas such as the Central Coast and Kempsey.

An important issue here is the reliance on ex-DoH property for accommodation for the Miller Campus. The researchers would argue that future Campus developments should be located on strategic considerations, not simply that there are suitable buildings available in DoH stock. However, the important role that the DoH Miller property has played in the pilot Campus (providing accommodation effectively at zero capital cost) must be recognised, allowing the model to be established and tested. Indeed, given funding constraints, it is highly unlikely the Campus pilot would have been viable without it. But future developments should be driven by the needs of the client group, rather than the fortuitous availability of housing stock. Funding arrangements, especially on the capital side, need to be developed to allow for this.

7.8 Funding

This point leads on to a discussion of future funding models. The original aim of the Miller Live N Learn Campus, and indeed the Live N Learn Foundation, to be essentially a public private partnership with significant funding coming from charitable, private or business sources has not been achieved. This may have been based, in part, on an initial misunderstanding of the UK Foyer model. While an initial amount of funding for the UK Foyer Federation (which was only a peak body and not

directly involved in project development or management) had been obtained from private sources, in fact, private funding for the UK foyers played only a small role in the development of the sector, which was heavily reliant for both capital and revenue funds from public sources. These included Social Housing Grant and the Single Regeneration Budget for capital funding and Housing Benefit and other recurrent cost subsidies on the revenue side. The length of time spent exploring the options for private funds by the Live N Learn Foundation led to some of the initial delays in the development of the project. In the event, capital funds were provided primarily by the NSW Department of Housing and Premiers Departments, with some support for start up costs from the CFMEU (who were on the Foundation board) and local businesses.

While the sourcing of funds from charitable or business sources is by no means improbable, in the current environment and without a demonstrable model to show the outcomes and benefits of the Campus model, such funding was simply unobtainable. However, once the Miller Campus has been developed and a viable operational model established, it may prove more feasible to seek such funding. However, any future extension of the Live N Learn model to new locations will require significant and, most likely, majority funding support from public funds, especially for the capital costs, as noted above. Alternatively, the commitment of funds or suitable property from a charitable source might also offer an option.

Just as significantly, the main barrier to the continuance of the project, and indeed its replication, is the continuing lack of an established long term funding framework for recurrent costs. There seems to be plenty of support for both the concept and the model and, in the opinion of the researchers (and stakeholders), the project has whole of government significance. There is undeniably a major involvement of a housing provider as the platform from which all other outcomes are achieved. However, it can be seen from the young people interviewed that many of them had been in government care of some kind, had incipient health (particularly mental health) problems and were vulnerable to dropping out of school or other education and/or becoming involved in crime and /or drug use. For these reasons, the Departments of Health, Community Services, Education and Corrective Services (Juvenile Justice) could all be satisfied that such projects will provide benefits which they would otherwise incur expenditure on. It is for this reason that the government should consider some kind of top-slicing funding method, particularly for the set-up costs and recurrent funding support, even if the Department of Housing continues to be the agency responsible for the provision of the basic accommodation. In addition, the JPET model offers a role for Federal government funding of the Campus model and should be explored as a potential funding source.

Once the first year of operation has been completed and a full set of income and expenditure data have been established, it is recommended that the DoH should commission a review of the current funding model and a scoping exercise to establish the likely options for a long term capital and revenue funding model that would support an expansion of the Campus model, if this has not already been done.

Funding for the Foundation as the auspice body is perhaps more complicated, although current costs are assumed to be minimal at the present time. All members of the Board are volunteers, with secretariat costs covered by the NSW Department of Housing. In order to have a 'peak body' for all Campuses that follow in the future, a subscription arrangement may be appropriate. Obviously economies of scale in the sector (if it became a new sector as in France or the UK) would assist in this.

7.9 Future management arrangements

Management arrangements for the Miller Campus are currently appropriate considering the pioneering nature of the project, the initial set-up problems, which were encountered, and the lack of a clear funding framework. It is however unlikely that such a top-heavy model would be sustainable in the long run (with the Board of the Foundation managing one project through a Development Manager, General Manager and Campus Manager).

However, it is important to provide good jobs to attract experienced and skilled workers and the ability to offer progression opportunities will be valuable in a future vision for a number of Campuses located throughout the State. A network of Campuses would allow a structure to be developed which would provide career opportunities. For example several Campuses could be managed by one manager and a mixture of specialist and generic staff be employed. Perhaps generic staff would be Campus specific, and specialist staff (e.g. specialists in resettlement, HSC support, employment mentoring) could travel between campuses according to need.

It is important not to lose the lessons learnt from the initial Expression of Interest (EoI) for the project. How might it be done differently in future? While the researchers were not party to the EoI process and its evaluation, it is understood that the respondents proposed widely varying budgetary models with different assumptions about rent levels. Much experience will have been gained by management as to the 'correct' levels of service appropriate for the client group. In future projects it may be appropriate to be more prescriptive regarding the service to be provided, for example, with regard to rental levels and levels of support staff. This would enable evaluation of proposals on a more comparable basis.

One of the issues raised as a concern was that of the conflict of interest inherent in the fact that Campus staff fulfils both the landlord role (i.e. rent collection and maintenance) and are also providing support for these vulnerable young people, which requires an atmosphere of trust and confidentiality. This issue was discussed with the staff who felt that they could manage this by separating roles between different members of staff. This separation would become easier and clearer for the residents if there was a larger structure of which the individual Campus was part. This is another example of a benefit flowing from a larger sector.

Finally there is some concern about how sustainable the Campus would be if the individuals currently in the MSP were no longer involved. The commitment of the current MSP to making the Campus work has been a very significant factor in its success to date. The need to share current management skills and to develop a

wider staff base for the Campus model is therefore an important issue to be considered in any further extension of the model.

7.10 Role of the caretaker

The role of the caretaker is something that was raised by both residents and the caretaking staff. While the role may not have been intended to have a supervisory component, it is certainly seen by residents and caretaking staff as one that includes care of the young people, not just the building. For this reason the role may be unclear at the moment and possibly undervalued. The two caretakers have free accommodation on the Campus, but are not paid for their work. Although incumbents appear to have been committed to the ethos of the Campus and have taken an active role in arranging recreational activities, it is not known whether they were recruited because they had the necessary skills to deal with the demands of the job or whether this has been good luck on the part of campus management.

It may be beneficial in the future to enhance the role of the caretakers by ensuring that they have the skills and training necessary to cope with the demands of the job, and to pay them some allowance for the shifts when they are on duty (or when they are called upon), so they will be present on the Campus at evenings and weekends. This is a day to day management matter and not one on which the researchers should make any recommendations, but consideration should be given to whether the free accommodation is sufficient recompense for the duties required of the caretakers or whether additional duties and responsibilities are needed in which case additional funding for these posts would be required. In any event the role of the caretaker should be clarified for residents.

The other way of providing this service is to have staff living in on a roster basis which may be more expensive and unnecessary. Experience in running the Campus in practice will inform the decision to be made by management

7.11 Final Comment

The findings from this interim evaluation strongly suggest that the principle role of the campus has been to provide residents with an opportunity to access secure accommodation from which they are then able to concentrate on achieving educational and training outcomes to enable them to move on to independent living. In the context of a private housing market, which generally delivers only the very poorest quality housing to this vulnerable group (if, indeed, they can afford it at all), and where there is a simple lack of alternatives to crisis accommodation, inadequate or temporary sharing arrangements, or even homelessness, the Campus model offers a major opportunity to develop a coherent alternative for this vulnerable group of young people.

This bodes well for the future of the Miller campus and it also strongly suggests that once the initial teething problems of the Live 'N' Learn model have been worked through, serious consideration should be given to the possibility of extending the Campus model to other locations. While the model is clearly not suitable for all

young people in vulnerable housing situations, it has sufficient applicability to a large pool of potential clients to make the wider application of the model worthwhile. As we reported in the Positioning Paper for this project, an estimated 90,700 homeless young people used SAAP services nationally in 1999 and, of these, 91 per cent were unemployed or not in the labour force. Even if only a minority of this group were considered eligible for the Campus model, there would be a significant pool of potential clients for such a service.

However, the key issues remain the viability of the capital and recurrent funding arrangements and the clear implication that any future development of the model is likely to involve substantial and on-going public funding, regardless of any philanthropic engagement from business or non-government sectors. The positive outcomes reported by the current residents who have been part of the initial Campus concept should be testament enough that this model deserves further development and serious support from government. For this group of vulnerable young people, the Campus can be viewed of as a preventative intervention to bridge the transition from uncertain housing and life chances to what will hopefully be more secure futures.

8 REFERENCES

- Allen, C. (2001) Criticism of foyers is being stifled, The Guardian, Monday June 18, 2001, London.
- Anderson, I. and Quilgars, D. (1995) Foyers for young people: Evaluation of a pilot initiative, Joseph Rowntree Foundation, York.
- Foyer Federation for Youth (1997), Foyer Handbook-a guide for developers and managers of foyers. Version 1, Foyer Federation for Youth, London.
- Hulse, K and Randolph, B. (2004) Work Disincentives, Final Report, Australian Housing and Urban Research Institute, Melbourne.
- Randolph, B and Judd, B (2000) Community renewal and large housing estates, Urban Policy and Research, Vol 18, No 1, Melbourne.
- Randolph, B., Pang, L. and Wood, H. (2001) Evaluating the Miller Live 'n' Learn Campus Pilot. Positioning Paper, AHURI, Melbourne.
- Reference Group on Welfare Reform, 2000, Participation Support for a More Equitable Society, Final Report of the Reference Group on Welfare Reform, Department of Family and Community Welfare Services, Canberra
- Rossi, P.H, Freeman, H.E. and Lipsey, M.W. (1999) Evaluation: A systematic approach 6th Edition, Sage, Thousand Oaks.
- Shelter (1992) The Foyer Project – A Collection of Background Papers – Part I and Part II, Shelter, London.

APPENDIX 1: SUMMARY OF OUTCOMES FROM THE RESIDENTS' MEETING HELD ON 3 NOVEMBER 2004

The researcher attended this meeting as an observer.

Attendance and organisation

- There were 18 young people at the meeting 14 to start with and 4 joined over the course of the meeting.
- There were 15 females and 3 males (this included one former resident who was now a caretaker). There were an additional 5 males who did not attend the meeting.
- 2 members of staff and a representative of the MSP were also in attendance.
- The meeting was held in the common room with the agenda written on a white board to which residents could add items. A resident was asked to volunteer to chair the meeting.

Outcomes

The following were the issues raised at this particular meeting:

- The batteries had been taken from the bell at the front gate so visitors and deliveries could not be heard. The remote control from the air conditioning had also gone missing. It is believed that these items were raised to inform residents of the consequences of their actions.
- Winders were missing from the windows in the common room- attendees were asked to return them if they knew the whereabouts.
- Rubbish was mounting up around the mail boxes- it was requested that this improve by the next meeting.
- Computer room – the curfew had been lifted and no complaints had been received. Residents raised the problem of people printing out too much and leaving papers lying around. Then there was no paper left for printing assignments- paper can be bought from the office if needed. There were also complaints that the room got smelly and an air freshener was needed!
- Locking of the front gate- some people were not doing this. There had been two intruders- one on a bike. There was a suggestion that there was a need to change the lock so that a key is required to open it but it will lock shut automatically without a key. It should always be locked after hours and at weekends. Funds needed to be found. Another resident raised the issue that residents should be notified in advance of any changes to the locks. On a previous occasion one resident who had been un-contactable had found themselves locked out.

- There had been two incidents which had happened at the weekend when no staff were on the premises. (It is not clear if these happened on the same weekend). On one occasion a young male had come onto the Campus and attacked a resident. On another occasion, two females had harassed a resident through a window. The caretaker had been out and police were called rather than contacting the caretaker or staff member on call. The MSP representative asked whether the residents would like to elect a prefect or councillor. One resident suggested that everyone should keep 60c for emergency calls. It was stressed that the person on call must be informed of serious incidents. Concern was expressed that the caretaker was not necessarily available to help.
- Summer Activities. Ideas were canvassed for outings in small groups- Homebush Aquatic Centre, camping and the beach were suggested.
- The vacuum cleaner had been kidnapped- there was an appeal not to keep it in your room but return it to the office. Someone also complained that it didn't suck properly. The staff agreed to check this.
- The caretaker present pointed out that people were requesting laundry tokens at midnight and that these should be obtained during office hours.

APPENDIX 2: REVIEW OF DOCUMENTS

This Appendix provides a brief review and assessment of the various forms used to monitor aspects of the operation of the Campus and other written documentation and media used to promote the Campus.

1 Reference Form

This form is submitted by a relevant professional (teacher, counsellor, social worker etc) in support of a prospective resident's application. It asks questions relating to the applicant's readiness for independent living, recent support needs and preparedness to focus on study/training and. It also asks whether there are any known previous convictions or legal matters pending.

This form appears appropriate and any changes necessary will evolve over a period of use in practice.

2 Application Form

This is the key form by which prospective residents apply for a place. The form is prefaced by a statement which confirms that all questions are optional and if not answered, will not affect the outcome of the application.

The form then goes on to ask for personal details, accommodation history (12 months), income, dependents, support needs, medical condition, criminal record etc. It also asks for employment and educational status and interests. Finally the form asks the applicant to describe themselves and why they have applied to the Campus. It also asks for authorization to contact the referee supporting the application.

This form appears appropriate and any changes necessary will evolve over a period of use in practice.

3 Exit Evaluation Form

This form was cramped and badly laid out. It does not address the questions necessary for the Campus management to monitor the 6 KPIs for the project.

It is not clear whether this form is given to leavers to complete or whether a leaving interview is also held at which some qualitative information could be collected.

It is understood that there may be tensions when a person leaves the Campus and the sensitivity of this is recognized. It will not always be appropriate or possible to conduct 'exit interviews' sometimes young people just disappear very suddenly.

More thought needs to go into this form. It is recommended that similar evaluation scales are used for all questions and these are clearly explained.

4 Entry & Eligibility Guidelines

This document is aimed at prospective residents. It covers the following information about the Campus:

- Philosophy & practical help offered

- Location, transport & facilities
- Costs- rent & bond
- Length of stay
- Outcomes-avoid dropping out of school-achieving education /employment
- Eligibility Criteria- applicants have to meet all 7 criteria (see description of website below for details)
- Expectations of Campus
- Personal Action Plan
- Live 'N' Learn @Home
- Live 'N' Learn @Work
- Live 'N' Learn as an Individual
- Live 'N' Learn as a community (Social)

Expectations of Residents

- No violence/Intimidation
- No bullying/discrimination
- No drugs
- No unlawful acts
- No vandalism

Steps to Making an Application

- Make contact & get application pack (need referee)
- Arrange visit if required
- Fill in forms
- Interview arranged
- Moving In
- Developmental Period- 12 weeks
- Action Plan
- Weekly review meetings
- Rights reserved to Management
- to decline application
- To evict
- To make enquiries

5 Campus Website

The Live 'N' Learn Foundation has a user-friendly web site which has the following information:

- Home page with link to Mentoring Project
- About Live 'N' Learn

The concept: providing stable, secure accommodation and support for education and training.

The Foundation: briefly explains the governance of the Live 'n' Learn Foundation.

Sponsorship opportunities for the private sector in the areas of the programs provided, goods or services supplied, volunteering and mentoring or partnership to develop new Campuses.

- Campus

Description & photographs of the accommodation. The inclusive nature (electricity and internet) of the rent is disclosed but not the amount of the rent or the bond required.

Programs: Brief outlines of the Live 'N' Learn @ Home; @ Work; As an Individual and In the Community, are provided. There is no indication of whether these programs are compulsory or optional.

Applying/eligibility

Eligibility criteria

16- 25 years of age 25 years of age

Enrolled or participating in High School, TAFE, Apprenticeship, Traineeship or other tertiary course

Currently in unstable accommodation or unable to stay in your present living arrangements in receipt of

Receiving income, in receipt of or eligible for Centrelink pay a bond

Able to pay a bond

Have low support needs

Willing to participate in a community and the Miller campus program

Source⁵

⁵ <http://www.livenlearn.com.au/apply.html>

Expectations (grounds for evictions)

“During your stay at Miller campus we expect that you will adhere to the Campus Expectations. We will not tolerate the following behaviour or activities:

- Acts of violence, threats or intimidation
- Bullying or any form of discrimination
- Illicit drug use
- Unlawful activities
- Vandalism to campus or community property

If you are assessed as eligible to live at Miller Campus you will be invited to participate in a twelve week Development Period, which is compulsory for all new residents. During this period you will live within the Campus community in your unit and meet with Campus staff on a weekly basis. If you and we are happy with the situation after this period, you will be offered an ongoing tenancy agreement to stay on at Miller Campus.”

Source⁶

Steps to apply

Gives details on how to get application packs, the process of assessment and interview, confirmation that a professional person has to support the application and arrangements for moving in. This section also details the Development period during

Jobs

- For residents: appeal to supporters for casual/permanent vacancies
- Opportunities to work at the Campus, paid and voluntary.

Comment: This web site is useful both for prospective residents and their families to see the type of accommodation that they are applying for, and for referral agencies who can better assess the suitability of the project for the young person they are considering for a referral.

6 Resident’s Handbook

This is a comprehensive document given to all residents.

It contains details of:

- Live ‘N’ Learn Governance
- Live ‘N’ Learn Concept
- Vision and Mission statements
- Campus Aims

⁶ http://www.livenlearn.com.au/apply_b.html

- Details of accommodation and communal facilities
- Details of commitments and participation expected
- Security arrangements
- Campus rules
- Visitor arrangements
- Breaking Campus expectations and the warning and eviction process.
- Procedure and support for moving out including send-off kit (electrical goods & equipment)
- Roles, rights and responsibilities of management and residents.
- Complaints resolution procedure.
- Useful contacts.
- Location map.
-

APPENDIX 3: SURVEY INSTRUMENTS

3.1: Campus Key Stakeholder Questions: Agencies

Personal Details

Date of Interview

Name

Position

Role

1 The Campus

- a. What role have you played in the Miller Campus
- b. Briefly describe the Live 'n' Learn Campus as you see it.
- c. What do you think are the objectives of the Live 'n' Learn Campus?
- d. Do you think the Campus will realistically achieve these objectives?

2 The Client Group

- a. What do you understand is the target group for the Campus
- b. How are residents recruited?
- c. Do you know how are residents selected/assessed?
- d. How well do you think the recruitment of residents is working?
- e. How many residents have you referred?
- f. How many residents have been accepted?
- g. Does the Live 'n' Learn Campus attract the most appropriate group of residents?

3 The Campus Building/Accommodation

- a. Do you think the Campus building is appropriate for the needs of the clients
- b. What do you feel about the location of the Campus
- c. Do you think the Campus building appeals to young people

4 The Employment/Training Program

- a. What are the main programs available to young people at the Campus?
- b. Do you think the length of the Program is appropriate to meet the objectives?
- c. Could the Program be expanded to help non-residents
- d. Could the Program be adapted to help young people with higher needs?

5 Funding

- a. Have you been involved in providing funding for the Campus

- b. If yes, was it Capital or revenue, for the building or for the program.
- c. Do you think funding for the Campus is adequate
- d. What do you think should be the source(s) of capital funding for future projects
- e. What do you think should be the source(s) of revenue funding for future projects

6 Future Projects

- a. Do you think the Campus model can be replicated elsewhere?
- b. Do you have any comments about how the Campus could be improved/changed based on your experience.

7. What do you think are the main barriers for young people in becoming independent?

- a. Poor level of education
- b. Lack of work experience
- c. Lack of employment opportunities
- d. Discrimination by employers
- e. Lack of job skills including IT
- f. Lack of family support
- g. Personal perceptions/Attitudes- lack of confidence
- h. Neighbourhood/Community/Stigma
- i. Jobs are located too far away
- j. Access to transport
- k. Other (Please state)

In your view what services can the Campus provide to facilitate the transition to independence?

8. Expectations of the Live 'n' Learn Campus

- a. In what ways do you think the Live 'n' Learn Campus will benefit the residents personally/their family? In the short term/longer term?
- b. Do you feel the Live 'n' Learn Campus residents understand what is required of them and what the likely outcomes will be?
- c. Is the content of the Program appropriate and does it seem to be well suited to meet the objectives of the Program?
- d. Why do you think it has been so difficult to recruit residents? How might the referral/selection process be improved?

9. Outcomes

- a. What do you think will be the main outcomes for the residents?
- b. Does the Program have any drawbacks?
- c. Are there any changes/improvements you would suggest to the program?
- d. Finally, do you have any other comments about the Live 'n' Learn Campus you want to add?

3.2: Campus Key Stakeholder Questions: Management

Personal Details

Date of Interview

Name

Position

Role

1 The Campus

- a. What role have you played in setting up the Campus?
- b. Briefly describe the Live 'n' Learn Campus as you see it?
- c. What do you think are the objectives of the Live 'n' Learn Campus?
- d. Do you think the Campus will realistically achieve these objectives?

2 The Client Group

- a. What do you understand is the target group for the Campus?
- b. How are residents recruited?
- c. How are residents selected/assessed?
- d. How well do you think the recruitment of residents is working?
- e. How many residents are currently involved?
- f. How many potential students have applied?
- g. Does the Live 'n' Learn Campus attract the most appropriate group of residents?

3 The Campus Building/Accommodation

- a. Do you think the Campus building is appropriate for the needs of the clients?
- b. What do you feel about the location of the Campus?
- c. Do you think the Campus building appeals to young people?

4 The Employment/Training Program

- a. What are the main processes and approaches involved in the delivery of the Program?

- b. Do you think the length of the Program is appropriate to meet the objectives?
- c. Could the Program be expanded to help non-residents?
- d. Could the Program be adapted to help young people with higher needs?

5 Funding

- a. Have you been involved in providing funding for the Campus ?
- b. If yes, was it Capital or revenue, for the building or for the program.
- c. Do you think funding for the Campus is adequate
- d. What do you think should be the source(s) of capital funding for future projects
- e. What do you think should be the source(s) of revenue funding for future projects

6 Future Projects

- a. Do you think the Campus model can be replicated elsewhere?
- b. Do you have any comments about how the Campus could be improved/changed based on your experience.

7 What do you think are the main barriers for young people in becoming independent?

- a. Poor level of education
- b. Lack of work experience
- c. Lack of employment opportunities
- d. Discrimination by employers
- e. Lack of job skills including IT
- f. Lack of family support
- g. Personal perceptions/Attitudes- lack of confidence
- h. Neighbourhood/Community/Stigma
- i. Jobs are located too far away
- j. Access to transport
- k. Other (Please state)

In your view what services can the Campus provide to facilitate the transition to independence?

8. Expectations of the Live 'n' Learn Campus

- a. In what ways do you think the Live 'n' Learn Campus will benefit the residents personally/their family? In the short term/longer term?

- b. Do you feel the Live 'n' Learn Campus residents understand what is required of them and what the likely outcomes will be?
- c. Is the content of the Program appropriate and does it seem to be well suited to meet the objectives of the Program?
- d. Why do you think it has been so difficult to recruit residents? How might the referral/selection process be improved?

9. Outcomes

- a. What do you will be the main outcomes for the residents?
- b. Does the Program have any drawbacks?
- c. Are there any changes/improvements you would suggest to the program?
- d. Finally, do you have any other comments about the Live 'n' Learn Campus you want to add?

3.3: Campus Key Stakeholder Questions: Project Workers

Personal Details

Date of Interview

Name

Position

Role

1 The Campus

- a. What role have you played in the Campus?
- b. Briefly describe the Live 'n' Learn Campus as you see it.
- c. What do you think are the objectives of the Live 'n' Learn Campus?
- d. Do you think the Campus will realistically achieve these objectives?

2 The Client Group

- a. What do you understand is the target group for the Campus?
- b. How are residents recruited?
- c. How are residents selected/assessed?
- d. How well do you think the recruitment of residents is working?
- s. How many residents are currently involved?
- e. How many residents have applied?
- f. Does the Live 'n' Learn Campus attract the most appropriate group of residents?

3 The Campus Building/Accommodation

- a. Do you think the Campus building is appropriate for the needs of the clients?

- b. What do you feel about the location of the Campus?
 - c. Do you think the Campus building appeals to young people
- 4 Employment/Training Program
- a. What are the main processes and approaches involved in the delivery of the Program?
 - b. Do you think the length of the Program is appropriate to meet the objectives?
 - c. Could the Program be expanded to help non-residents?
 - d. Could the Program be adapted to help young people with higher needs?
- 5 Funding
- a. Do you think funding for the Campus is adequate?
 - b. What do you think should be the source(s) of capital funding for future projects?
 - c. What do you think should be the source(s) of revenue funding for future projects?
- 6 Future Projects
- a. Do you think the Campus model can be replicated elsewhere?
 - b. Do you have any comments about how the Campus could be improved/changed based on your experience.
- 7 What do you think are the main barriers for young people in becoming independent?
- a. Poor level of education
 - b. Lack of work experience
 - c. Lack of employment opportunities
 - d. Discrimination by employers
 - e. Lack of job skills including IT
 - f. Lack of family support
 - g. Personal perceptions/Attitudes- lack of confidence
 - h. Neighbourhood/Community/Stigma
 - i. Jobs are located too far away
 - j. Access to transport
 - k. Other (Please state)

In your view what services can the Campus provide to facilitate the transition to independence?

- 8 Expectations of the Live 'n' Learn Campus
 - a. In what ways do you think the Live 'n' Learn Campus will benefit the residents personally/their family? In the short term/longer term?
 - b. Do you feel the Live 'n' Learn Campus residents understand what is required of them and what the likely outcomes will be?
 - c. Is the content of the Program appropriate and does it seem to be well suited to meet the objectives of the Program?
 - d. Why do you think it has been so difficult to recruit residents? How might the referral/selection process be improved?
- 9 Outcomes
 - i. What do you think will be the main outcomes for the residents?
 - j. Does the Program have any drawbacks?
 - k. Are there any changes/improvements you would suggest to the program?
 - l. Finally, do you have any other comments about the Live 'n' Learn Campus you want to add?

3.4 Second Stage Survey

Re-interview for those residents who were in the first round of interviews

Student name:

Date moved into Campus:

Date of 2nd interview:

Can I just check on some of the details you provided at our first meeting?

Current Economic Status

- 1 Full time work
- 2 Regular part time work
- 3 Casual work

IF 1 – 3, PLEASE STATE WHAT YOUR JOB IS:

- 4 Training
- 5 Full time college student
- 6 Part time college student
- 7 School Student
- 8 Registered Unemployed
- 9 Work for the dole
- 10 Unemployed not receiving benefits
- 11 Other- specify

Current income source

1. Austudy
2. Newstart Allowance
3. Youth Allowance??
4. Parenting Payment
5. Disability Support Pension
6. Wages
7. Other-specify

And what is your present weekly net income (to nearest \$1)

Income net of deductions (i.e. take home pay) \$

1 Has living at the Campus been a generally positive experience for you?

- Yes
- No
- Don't Know

If YES in what ways?

If NO in what ways?

2 Overall, what have been the one best thing about the Campus for you?

3 And overall, what have been the one worst thing about the Campus for you.

4 Thinking about your expectations of the Campus when you arrived, do you think these expectation have been met?

- Yes
- No
- Don't Know

If YES, in what ways?

If NO, in what ways were your expectation not met?

5 Now thinking about your initial goals you set yourself when you arrived, do you think these goals have been achieved?

- Yes, fully or exceeded
- Yes, partly
- No, not really
- No, not at all
- Don't Know

Which goals have you achieved?

Which goals have you not achieved?

6 The three overall aims of the Campus are to provide skills in achieving independence in three key areas:

Living – Setting up and living in your own home;

Learning – getting a range of life skills and other skills to help you get a job or further education;

Earning – getting work experience or starting out on a career.

How would you rank these three aims in terms of their importance to you while living at the Campus?

- Living
- Learning
- Earning

7 How would you rate the following features of the Campus. Rank them on a scale from 1 to 9 where 1 is the lowest rating and 9 the highest

- Affordable rent
- Location
- Quality and type of accommodation
- Security and safety of the Campus
- Common room
- Computer room and internet access
- Laundry and cooking facilities
- The “Action Plan” agreed with staff
- In-house Living Skills Program “At Home”
- In –house support from staff
- Peer support
- Access to a pay phone

8 Which feature of the Live N Learn “At Home” Program did you find most useful?

9 And which part did you find least useful?

10 Did you take part in the in-house recreational program?

- Yes
- No
- Don't Know

If Yes, what did you think of them

IF NO, WHY DID YOU NOT TAKE PART?

11 Did you take part in the JPET program?

- Yes
- No
- Don't Know

If Yes, what did you think of it

If No, why did you not take part?

12 Have your expectations about what you can achieve personally in life changed as a result of being at the Campus?

- Yes
- No
- Don't Know

If YES, in what ways has your life changed?

If NO, why do you think nothing much has changed for you?

13 What do you think would have happened to you if you had not lived at Campus?

How much longer do you think you will stay at the Campus?

What are your plans for the future when you leave the campus

Would you suggest any changes to the way Campus is run, organised?

Can you suggest any improvements to the Campus?

Would you support the Campus idea for replication in other areas?

Do you think the following are appropriate?

- the maximum of 2 years stay
- the age range
- the residents selected
- the compulsory life skills program
- the Action Plan

Do you think the rents and charges are affordable for you?

- Yes
- No
- Don't Know

Have you any other thoughts or comments you would like to add about the Campus and your time here so far?

3.5 New Resident Questionnaire – DRAFT 2

Personal Details

1. Individual code (Research Team to enter)
2. Name
3. Date of referral to the Campus
4. Date of interview for the Campus
5. Date moved into the Campus
6. Age
7. Gender

Access to the Campus and housing history

8. How did you hear about the Miller Campus?

STATE IN OWN WORDS

9. Which agency referred you to the Campus?
 - 1 Self-referral
 - 2 Family/friend
 - 3 DoH
 - 4 DoCS
 - 5 JJ
 - 6 TAFE/School/other educational establishment
 - 7 Health Authority
 - 8 SAAP service
 - 9 Other NGO
 - 10 Job Network provider
 - 11 Centrelink
 - 12 Employer
 - 13 Other-specify

10. Accommodation *immediately* prior to entering Campus

- 1 Living with parents

- 2 Living with other family
- 3 Staying with friends
- 4 Renting from private landlord – on own
- 5 Renting from private landlord – sharing
- 6 Rent from Department of Housing
- 7 Own or buying own home
- 8 Living in a SAAP accommodation service
- 9 Living in other hostel, boarding house or temporary accommodation
- 10 Accommodation tied to employment
- 11 Living in a foster home
- 12 Living in a DoCS or other childcare home
- 13 In prison or juvenile detention
- 14 Squatting
- 15 Roofless/homeless/living on the street

IF 13, 14 OR 15, GOTO Q13

OTHERS CONTINUE

11. Location of former accommodation

- 1 Miller/2168
- 2 Liverpool LGA- give post code
- 3 Sydney Met- give post code
- 4 NSW- give post code
- 5 Interstate- give post code
- 6 Overseas

12. What was the main reason why you left your former accommodation?

- 1 Relationship breakdown with parent
- 2 Relationship breakdown with step-parent
- 3 Relationship breakdown with partner
- 4 Violence at home
- 5 Illness at home
- 6 Family moved away
- 7 Discharged from prison/detention
- 8 Discharged from hospital
- 9 Health/medical reasons

- 10 Harassment
- 11 Overcrowding
- 12 Poor housing conditions
- 13 Financial problems
- 14 Eviction
- 15 Previous accommodation casual/temporary
- 16 Leaving government care
- 17 Need for independence
- 18 Offer of job in area
- 19 Job seeking in area
- 20 Relationship in area
- 21 College or training place in area.
- 22 Wanted to move into the Live n Learn Campus
- 23 No particular reason
- 24 Other – specify

IF SQUATTING, HOMELESS OR IN DETENTION AT Q9
OTHERS GO TO Q17

13. Where were you staying (location) immediately before moving into the Campus

- 1 Miller/2168
- 2 Liverpool LGA- give post code
- 3 Sydney Met- give post code
- 4 NSW- give post code
- 5 Interstate- give post code
- 6 Overseas

14. Thinking about your last settled home, what was the accommodation at your last settled home?

1. Living with parents
2. Living with other family
3. Staying with friends
4. Renting from private landlord – on own
5. Renting from private landlord – sharing
6. Rent from Department of Housing
7. Own or buying own home

8. Living in a SAAP accommodation service
9. Living in other hostel, boarding house or temporary accommodation
10. Accommodation tied to employment
11. Living in a foster home
12. Living in a DoCS or other childcare home

15. And where was your last settled home?

- 1 Miller/2168
- 2 Liverpool LGA- give post code
- 3 Sydney Met- give post code
- 4 NSW- give post code
- 5 Interstate- give post code
- 6 Overseas

16. How long has it been since you moved out of your last settled home?

Number of years/months

17. What was the main reason why you left your last settled home?

- 1 Relationship breakdown with parent
- 2 Relationship breakdown with step-parent
- 3 Relationship breakdown with partner
- 4 Violence at home
- 5 Illness at home
- 6 Family moved away
- 7 Discharged from prison/detention
- 8 Discharged from hospital
- 9 Health/medical reasons
- 10 Harassment
- 11 Overcrowding
- 12 Poor housing conditions
- 13 Financial problems
- 14 Eviction
- 15 Previous accommodation casual/temporary
- 16 Leaving government care

- 17 Need for independence
- 18 Offer of job in area
- 19 Job seeking in area
- 20 Relationship in area
- 21 College or training place in area.
- 22 Wanted to move into the Live n Learn Campus
- 23 No particular reason
- 24 Other – specify

Current Employment and Training Situation

8.1.1 ASK ALL

18. Current Economic Status

- 1 Full time work
- 2 Regular part time work
- 3 Casual work

IF 1 – 3, PLEASE STATE WHAT YOUR JOB IS:

- 4 Training
- 5 Full time college student
- 6 Part time college student
- 7 School Student
- 8 Registered Unemployed
- 9 Work for the dole
- 10 Unemployed not receiving benefits
- 11 Other- specify

IF 8, 9 OR 10, GO TO Q18 OTHERS GO TO Q19

19. If unemployed how long have you been unemployed and looking for work?

- 1 Less than 3 months
- 2 3 months – 5 months
- 3 6 months – 12 months
- 4 over 12 months
- 5 N/A – never looked for work

20. Have you had previous work experience? (Tick all that apply)

- 1 Yes - Full time
- 2 Yes - Part time
- 3 Yes - Casual
- 4 None

IF 1 – 3, PLEASE STATE WHAT YOUR LAST JOB WAS:

ASK ALL

21. Educational Qualifications

- Degree
- Diploma
- Vocational Qualifications: Licensed trade
- Vocational Qualifications: clerical/typing
- Vocational Qualifications: Certificate
- Vocational Qualifications: Other
- HSC
- School Certificate
- Other
- None
- In what year did you leave school (State school year, e.g. 10., 11, etc.)

22. Do you have any difficulty reading English?

23. Do you have any difficulty writing English?

24. Is English a second language for you?

25. Do you have a difficulties working with numbers?

26. Current income source

- Austudy
- Newstart Allowance
- Youth Allowance??
- OTHER*****
- Sickness benefits*
- Disability benefits*

- *Unemployment benefits*
- Wages
- Other-specify

27. What is your present weekly net income (to nearest \$1)

Income net of deductions
(i.e. take home pay)

\$

Care and Juvenile Justice Questions – Stress confidentiality

27. Have you ever been in care?

- 1 Yes **GO TO 28**
- 2 No **GO TO 31**

28. If Yes

Was this a:

- Children’s home
- Foster home
- Children’s home and foster home
- Secure accommodation

29. If in Care was it

- Before age 16
- After age 16
- Before and after age 16
- N/A

30. What was the name of the agency responsible for your care
(last if more than one)

8.1.2 ASK ALL

31. Have you ever been in trouble with the Police?

- 1 Yes **GO TO 31**
- 2 No **GO TO 33**

32. If Yes, did you receive (Tick all that apply)

- Formal caution
- Found guilty in court
- Prison/young offenders institution
- On probation/supervision order
- Community service order
- Did offence/s involve drugs or alcohol
- No formal action taken

Have you been in trouble with the Police on more than one occasion?

- 1 Yes
- 2 No

8.1.3 ASK ALL

33. Do you have a

- Social worker
- Probation officer
- Health worker
- Support worker

34. Do you have any health problems

- Chronic physical health problem or condition
- Physical disability
- Mental health problem
- Drug or alcohol dependency
- Other

Attitudes and Expectation of the Campus

What were the things that attracted you to the Campus?

What are your main expectations of being on the Campus – what do you hope to get out of being here?

General Life Skills

Training and work skills

Housing opportunities – living independently

What are the main goals you have set yourself while you are at the campus?

General life skills

Training and work skills

Housing opportunities – living independently

Thinking about the Action Plan you will be following while at the Campus – do you think it will help you achieve the goals you want to achieve before you leave?

Do you think the accommodation charges/rent is affordable for you?

What do you feel about the induction period you went through before being accepted to the Campus?

What do you feel about the level of support you have received since coming to the Campus?

What do you think about the room you have at the Campus?

And what do you think about the other facilities here at the Campus?

Overall, what do you think are the good things about the Campus?

And what do you think are the bad things about the Campus?

When are you expecting to leave the Campus?

Have you got any plans for what you want to do when you leave?

Have you any other thoughts or comments you would like to add about the Campus and your time here so far?

Will you be happy to be interviewed when you leave by the Research Team?

AHURI Research Centres

Sydney Research Centre
UNSW-UWS Research Centre
RMIT-NATSEM Research Centre
Swinburne-Monash Research Centre
Queensland Research Centre
Western Australia Research Centre
Southern Research Centre

Affiliates

Northern Territory University



Australian Housing and Urban Research Institute
Level 1 114 Flinders Street, Melbourne Victoria 3000
Phone +61 3 9660 2300 Fax +61 3 9663 5488
Email information@ahuri.edu.au Web www.ahuri.edu.au

