Services Coordinator Folder

Your employment

Review the job description for the Services Coordinator role on the website (http://www.hcn.govt.nz/formtemps.htm). If anything is unclear, you should discuss this with the Lead Agency Manager before you sign your contract.

Negotiating your contract

The HCN Unit makes a contribution equivalent to a 0.2 FTE position for the Services Coordinator role and provides a standard contract template (http://www.hcn.govt.nz/formtemps.htm) for Lead Agency Managers which they may or may not choose to use.

Below are some costs and activities you might like to discuss with the Lead Agency Manager before agreeing your contract.

- access to the office and use of a computer
- travel – use of a car/mileage
- supervision
- professional development, including attendance at HCN forums and associated costs
- printing
- photocopying
- phone calls
- courier costs.

Receiving payment

As a Services Coordinator, you should submit invoices every month directly to the Lead Agency for payment.

The HCN Unit contributes to the Lead Agency the following amounts for work by Services Coordinators:

- plan development: $1,680 (excluding GST) as a one-off payment
- plan implementation: once the Interagency Plan is approved, the HCN Unit contributes $13,968 per annum, or $1,164 per month (excluding GST).

If a client has a second plan with HCN funding, the HCN Unit does not make a second plan development contribution, as this should occur within the life of the first plan.

Role of the Services Coordinator

The Services Coordinator supports interagency team members by:

- establishing a team process
- working through conflict
- developing a shared vision of what the team wants to achieve
- ensuring the plan direction is consistent with managers' views
- conveying the team's direction for interventions in sufficient detail to allow the Plan Approval Panel to understand the rationale for what is proposed
- reviewing progress and responding accordingly.

The Services Coordinator supports the Lead Agency Manager by:

- keeping him/her informed of progress
- ensuring the team is following the manager's direction
- alerting him/her to any issues that arise that cannot be managed within normal processes
- meeting with him/her prior to reviews being submitted to monitor expenditure and progress.

The Services Coordinator does not replace the need for usual agency responsibility and processes; therefore, the Services Coordinator is not:

- a caseworker
- an advocate for the team, young person, or their family
- a manager of team members
- responsible for resolving issues between agencies
- accountable for funding.

Support from the HCN Advisor:

The HCN Advisor supports you by:

- guiding you through the resources available on the website and in the HCN Handbook
- supporting you in setting up processes for regular meetings with the Lead Agency Manager, Finance Contact and interagency team members
- clarifying what information is required and how it should be presented in an Interagency Plan, review or Funding Change Request
- providing clear advice
- helping you strategise for difficult meetings
- clarifying the Panel's feedback and rationale for decisions when a response letter is received
- attending first and third review meetings to support you in ensuring the team is on track
- providing advice in regard to resolving conflict or dispute.

The HCN Advisor is not an advocate for you or the team, and does not participate in decision-making for cases from their area at the Plan Approval Panel.

Getting the most from your HCN Advisor

- Liaise with them as to when they are in your area and try to schedule meetings when they are available – they cover large geographic areas, which means they cannot be at all meetings

- Ensure they are available during plan development and for first and third reviews

- Give them five working days to review your documentation, and ensure there is time to consider their response before requiring managers' sign-off; it is far better to take the time to get submissions right than to have a plan deferred

- Talk to them or email them regularly, so that they are always 'in the loop'; alert them to any crises

- Ask for their assistance if you think things may get tricky – it is easier to be proactive than try to fix things later

The HCN Advisors are there to help you – the guidance they provide will make the development and implementation of the plan more straightforward.

Support from the Lead Agency Manager

The Lead Agency Manager should:

- welcome you to the office and introduce you to key people
- work through the details of your contract and ensure you are clear about the process for payment
- show you how/where to access resources
- show you how to book meeting rooms
- introduce you to the Finance Contact person
- explain to you how they would like to liaise with you.

The Lead Agency Manager supports you by:

- meeting with you at regular intervals and providing support and guidance as necessary
- contracting with providers to support plan implementation
- providing guidance and oversight for plan development
- signing-off all funding requests, ensuring they are reasonable
- ensuring that staff are available to support the plan implementation and to contribute to quarterly reviews
- participating when difficulties arise and helping to find solutions.

Role of the Finance Contact for HCN funding

The Lead Agency Manager identifies a Finance Contact who will work closely with you.

The Finance Contact:

- creates and maintains individual client financial records
- processes payments
- monitors expenditure against the approved Interagency Plan budget
- seeks reimbursement from the HCN Unit
- liaises with you quarterly to complete the Financial Review.

Services Coordinators’ tasks and responsibilities

- Read the Application documentation to familiarise yourself with the background information and unmet needs for the young person
- Set up a case file
- Meet with the Lead Agency Manager to clarify the plan direction and identify all relevant agencies contributing to the plan
- Arrange a schedule of meetings (dates, times and venues) and ensure all team members are invited
- Ensure meeting protocols are established, including:
    - setting ground rules
    - determining a process for resolving disputes
    - deciding how and when the young person will be involved
    - establishing who constitutes the decision-making team (for example, the agencies who made the application)
    - determining how meetings will run – which parts of the meeting the young person should attend, which parts family or caregivers should attend, etc.
    - addressing conflicts of interest.
- Clarify your role to the team
- Circulate meeting agendas in advance
- Circulate meeting minutes that clearly identify actions following meetings
- Arrange a meetings schedule with the HCN Advisor
- Build in opportunities to celebrate special events or milestones
- Help monitor financial activity
- Attend HCN training and quarterly meetings with the HCN Advisor

Promoting collaborative working

This guide will help the team reflect on how to improve collaboration.

Recognise and accept the need for collaboration
Team members understand that:

- the support that the young person has received to date has not produced the desired results – this is an opportunity for change
- collaboration promotes positive outcomes
- each team member has a valuable contribution to making a difference for the young person
- the sum of a team is greater than the parts.

Be clear and realistic about the purpose
Team members have participated in robust assessment of the young person's strengths, needs and the barriers to progress so that:

- they are able to 'step back' and look objectively at what needs to happen
- issues are addressed and prioritised
- goals are developed based on what can be achieved, not what is hoped for
- areas to be addressed are prioritised and interventions targeted accordingly
- they understand and focus their input on what the team aims to achieve and how they will contribute.

Ensure commitment and ownership
Team members are clear about how their input contributes to the whole, demonstrated by:

- proactive contribution to planning and problem-solving
- timely follow-up of designated tasks
- attendance at team meetings
- accountability: identifying what they can do, not what they can't do.

Develop and maintain trust
Team members are accountable to their colleagues, demonstrated by:

- attendance at meetings, or providing written input if unable to attend
- responding in a timely way to communications from team members
- respectful interactions at team meetings
- having the hard conversations when needed
- doing what they say they will
- going the extra mile.

Create clear and robust arrangements to support collaboration
Team members agree and adhere to:

- ground rules
- team processes
- when to involve managers
- processes for resolving disputes
- meeting schedules.

Monitor, measure and learn
Team members participate proactively in review meetings by:

- contributing agreed feedback and information on client progress
- providing constructive criticism and advice
- seeking ways to enhance the team's functioning.

Tips and tools

The following information is adapted from the Tasmania Department of Health and Human Services Agency Collaboration Strategy Resource Manual and may help you work effectively with the interagency team. It includes tips and tools about:

- facilitation basics
- different people, different approaches
- adult learning
- problem solving
- negotiation basics
- conflict resolution.

Tips and tools – facilitation basics

What is facilitation?

Facilitation has been defined as "helping the progress of…", or "making easy or easier".

What skills are required to be an effective facilitator?

Listening, asking good questions to help people clarify their thinking, being able to "read" or pick up on non-verbal communication and being able to respond appropriately to confusion, tensions and conflict.

What does a facilitator do?

The facilitator is generally a 'neutral' servant of the group and focuses the energy of the group on a common task. They encourage everyone to participate, protect individuals and their ideas from attack, and usually don't evaluate or contribute ideas themselves, instead summarizing what the group is deciding along the way.

Specific techniques for the facilitator

- Create a good environment – the facilitator has much to do with setting the initial mood or climate of the group

- Be well organised – give yourself plenty of time to set up; make sure that everything is organised when participants arrive, so that you can greet them and welcome them informally

- Know your role – prepare for the group by thinking of the participants as important people and discovering and responding to their expectations of the process

- Establish your credibility – build the group's trust in you by describing your role and explaining the process and what you will be doing

- Foster respect and openness – support the group and encourage people to respect and listen to each other's different perspectives

- Manage detours – detours offer a way for a group to explore new ideas, but aim to keep group members on course – help them decide if they want to follow a detour or return to the original task

- Keep track of what has been decided – summarise and make sure agreements and decisions are being documented

Tips and tools – different people, different approaches

HOW THEY ACT	WHY	WHAT TO DO
Overly talkative	may be an "eager beaver" or a show-off. may also be exceptionally well informed and anxious to show it, or just naturally wordy.	- don't be embarrassed or sarcastic - interrupt with: "that's an interesting point, now let's see what others think of it". - In general, let the group take care of them as much as possible.
Highly argumentative	combat personality, professional heckler. may be normally good-natured, but upset by personal problems.	- keep your own temper firmly in check; don't let the group get excited, either - honestly try to find merit in one of their points – express your agreement (or get the group to do so) and then move on to something else - as a last resort, talk to them privately during a break; try to find out what's bothering them and see if you can win their co-operation.
Quickly helpful	really trying to help, but actually makes it difficult and keeps others out.	- cut across them tactfully by questioning others - thank them, suggest: ". . . we put others to work, as well". - get them to help with summarising.
Side conversation	may be related to the subject. may be personal. distracts members of the group and you.	- don't embarrass them - call one by name, ask an easy question or restate the last remark made by the group and ask their opinion of it.
Inarticulate	lacks ability to put thoughts in proper words. is getting ideas but can't convey them well. needs help.	- don't say: "what you mean is this". Say: "let me repeat that" and then put it in clearer language.

HOW THEY ACT	WHY	WHAT TO DO
Definitely wrong	member comes up with a comment that is obviously incorrect.	- must be handled delicately - say: “I can see you feel” or “that’s one way of looking at it.” - say: “I can see your point, but can we reconcile that with…”
Rambler	talks about everything except the subject. uses farfetched analogies and gets lost.	- when they stop for breath, thank them, refocus their attention by restating the relevant points and move on - grin, tell them that their point is interesting, point to the white board and in a friendly manner indicated that we are a bit off the subject - last resort: glance at your watch.
Searching for your opinion	trying to put you on the spot. trying to have you support one view. may be simply looking for your advice.	- generally, you should avoid solving their problems for them. Never take sides. - point out that your view is relatively unimportant compared to the view of the people at the session - there are times when you must and should give a direct answer. Before doing so, try to determine their reason for asking your view. - say: “first let’s get some other opinions” or “how do you look upon this point?” and select another group member to reply.

HOW THEY ACT	WHY	WHAT TO DO
Personality clash	two or more members clash. can divide your group into factions.	- emphasise points of agreement, minimise points of disagreement - draw attention to purpose of discussion - cut across with direct questions on the topic - bring a sound group member into the discussion - frankly ask that the personalities be omitted.
Won’t budge	prejudiced. hasn’t seen other points.	- explain that time is short and that you will be glad to discuss their point later. Ask them to accept the group viewpoint for the moment.
Wrong subject	not rambling, just off base.	- take the blame; say: “something I said must have led you off the subject: this is what we should be discussing” - restate the point or use the board/paper.
Griper	has a pet peeve. professional griper. has legitimate complaint.	- point out we can’t change policy here: issue is to operate as best we can under the system - indicate you’ll discuss the problem with him/her privately later - have a member of the group answer them - indicate pressure of time.

Tips and tools – how adults learn

Learning is an active, creative and exciting process. It involves making connections between new information and ideas, and what you already know. It is also about being able to view what you know in many different ways. Learning usually results from a conscious reflection upon information and ideas, and the connections between them.

It is important for learners to value what they already know – effective learners are able to use that knowledge as a basis for further learning.

Learning may be:

- informal: what people gather in the course of living and see, hear, read and work out by watching and trying

- formal: what people set out deliberately to learn through taking courses, reading attending talks and lectures, and teaching themselves from manuals, tapes and other means.

Different types of learners

Everyone is different:

- some people learn best with their heads – thinking, remembering and learning by heart, grasping concepts, logic, relationships, and symbols

- some people learn best by seeing and visualising things

- some people learn best when it 'feels right', when things make sense in terms of how they feel as a whole person, in terms of their culture, and the way they are

- some people learn best by doing, by using their bodies and practical manual skills – they can fix it; they can hit a ball, but may not be able to explain exactly what they did. They are practical learners who learn by real experience. They learn by doing rather than thinking about it.

Tips and tools – problem solving

Part 1: Analyse the problems

- what is the specific problem?
- who is it a problem for and why?
- how significant is the problem – i.e. how often does it occur and what impact does it have when it does occur?
- what is/are the underlying cause(s) of the problem?

Part 2: Find solutions

For each problem…

Keep in mind your analysis of the underlying causes. If there are a number of causes, look for common themes and cluster them accordingly. Then consider the following:

- what are the possible fixes? Prompts: How would people like it to be different and better? Has anyone come up with a solution that works well elsewhere?
- in thinking further about possible solutions, consider developing criteria to help weigh up various options. Some examples are listed below.

Some suggested criteria for determining best solutions

- is it practical and achievable?
- is it likely to be beneficial, or at least not a negative, for all the interested parties?
- is it likely to bring a lasting solution or is it just a quick fix that might cause more problems later?
- have we got the resources (or access to them) to do it? (For example: staff, skills, budget?)
- will it be acceptable or potentially acceptable to funding and legislative bodies?

Tips and tools – negotiation basics

The following suggestions are from *Getting to Yes*, a Harvard University text which is widely considered a classic. In essence, the authors state that a good agreement is one which is wise and efficient, and which improves the parties' relationship. Negotiations often take the form of bargaining based on set positions. This tends not to produce good agreements. Principled negotiation provides a better way to reach lasting agreements.

Principles of Negotiation

- Separate the people from the problem
- Focus on interests rather than positions
- Generate a variety of options before settling on an agreement
- Insist that the agreement be based on objective criteria

Positional bargaining, based on "Which game should you play?"	
Soft	**Hard**
• participants are friends	• participants are adversaries
• the goal is agreement	• the goal is victory
• make concessions to cultivate the relationship	• demand concessions as a condition of the relationship
• be soft on the people and the problem	• be hard on the problem and the people
• trust others	• distrust others
• change your position easily	• dig in to your position
• make offers	• make threats
• disclose your bottom line	• mislead as to your bottom line
• accept one-sided losses to reach agreement	• demand one-sided gains as the price of agreement
• search for the single answer: the one *they* will accept	• search for the single answer: the one *you* will accept
• insist on agreement	• insist on your position
• try to avoid a contest of wills	• try to win a contest of wills
• yield to pressure	• apply pressure

Principled negotiation, based on interests and merits
• participants are problem-solvers • the goal is a wise outcome reached efficiently and amicably • **separate the people from the problem** • be soft on the people, hard on the problem • proceed independent of trust • **focus on interests, not positions** • explore interests • avoid having a bottom line • **invent options for mutual gain** • develop multiple options to choose from; decide later • **insist on using objective criteria** • try to reach a result based on standards independent of will • reason and be open to reasons; yield to principle, not pressure

Tips and tools – conflict resolution skills

The Conflict Resolution Network (CRN) suggests that, if you gain mastery in even just one or two of the following skills, you will notice improvements in how you deal with conflict. The techniques are:

- the win/win approach – identify attitude shifts to respect all parties' needs
- creative response – transform problems into creative opportunities
- empathy – develop communication tools to build rapport; use listening to clarify understanding
- appropriate assertiveness – apply strategies to attack the problem, not the person
- co-operative power – eliminate 'power over' to build 'power with' others
- managing emotions – express fear, anger, hurt and frustration wisely to effect change
- willingness to resolve – name personal issues that cloud the picture
- mapping the conflict – define the issues needed to chart common needs and concerns
- development of options – design creative solutions together
- introduction to negotiation – plan and apply effective strategies to reach agreement
- introduction to mediation – helping conflicting parties to move towards solutions
- broadening perspectives – evaluate the problem in its broader context.

HCN Unit Calendar – 2008/2009

Plan Approval Panel
The hard copy of the plans, reviews and funding requests are due at the HCN Unit by midday on the Wednesday before the Plan Approval Panel meets. This close-off is to enable all material to be photocopied and couriered to the Panel members for reading before the Panel meets. The Plan Approval calendar is available on the HCN website:
http://www.hcn.govt.nz/calendar.htm

Month	Close off: mid-day Wednesday	**Plan Approval Panel Meeting (Tuesdays)**	Response due by Tues (within 5 working days)	If approved, Plan commences on
September	27 August	**2 September**	9 September	1 October
	10 September	**16 September**	23 September	1 October
	24 September	**30 September**	7 October	1 November
October	8 October	**14 October**	21 October	1 November
	22 October	**28 October**	4 November	1 December
November	5 November	**11 November**	18 November	1 December
	19 November	**25 November**	2 December	1 January
December	26 November	**2 December**	9 December	1 January
	14 Jan	**21 Jan**	28 Jan	1 March
	21 Jan	**27 Jan**	3 Feb	1 March
Jan		**16 Jan (tentative, Friday)**	23 Jan	
	14 Jan	**21 Jan**	28 Jan	1 March
Feb	4 Feb	**10 Feb**	17 Feb	1 March
	18 Feb	**24 Feb**	3 March	1 April
March	4 March	**10 March**	17 March	1 April
	18 March	**24 March**	31 March	1 May

Introduction to Interagency Plan development

Why are we here?

- Revisit why the team is here – HCN application for [name] has been successful, there is an opportunity to do things differently, etc

- Discuss what it means to work as an interagency team – identify ground rules, understand each others' roles and get to know each other

- Discuss the vision that the team is aiming to achieve – set the scene for what the team hopes to achieve

Who needs to be involved?

- It needs to be clear whether all the people who could help are at the table, or to identify someone else who could make an important contribution

What does the process entail?

- The team needs to work together to develop an understanding of:
    - the concerns for this young person and their strengths
    - what each of those concerns looks like in a normal day for this young person, for their family and whanau, and for practitioners across settings
    - what, jointly agreed, should be addressed in the plan as a priority
    - what is positive and should be kept in place and supported
    - what barriers have been identified
    - appropriate goals that are specific, can be measured, and that are achievable in 12 months.

- Explain the purpose of monitoring and quarterly review meetings, to discuss progress and to see whether the interventions need to be adjusted

What are the timeframes?

- It should take eight weeks to put a plan and budget together for the HCN Plan Approval Panel
- Agree to a schedule of meetings and explain the importance of committing to completing tasks between meetings so that plan development can be kept on track

Engaging the young person

The United Nations Convention on the Rights of the Child (UNCROC) states that all children have the right to an opinion and for that opinion to be heard in all contexts that affect them.

Ensuring the young person has an active voice in the direction of their plan is the strongest indicator of success. Their wishes may not always be able to be met, in which case the team will need to develop strategies to help the young person understand the decisions that have been made.

Engaging young people with high and complex needs can be challenging and is especially so if they have speech or language difficulties – it requires time and patience. There are a number of strategies to ensure children and young people's views are represented. These include:

- identifying a person who has a good rapport with the young person and can impartially report their views
- being clear about what is realistic for the young person to understand and contribute to meaningfully
- being clear about how the young person expresses their emotions and desires, as well as who is able to interpret their communication
- creating opportunities for the young person to use their favoured medium for communication (for example: answering written questions, marking pictures of their feelings whilst engaged in key activities – or of preferred activities and people, talking with an adult through preset questions, taking photographs, etc)
- identifying which part of the team meeting is appropriate for the young person to contribute to. It is not appropriate for the young person to participate in discussions regarding staffing or funding.

The Ministry of Youth Development promotes the use of Hart's Ladder to identify the level of engagement of young people. It may be useful to refer the team to this model and to use it to reflect on how well the young person is engaged in their Interagency Plan. For more information, visit their website: www.myd.govt.nz/Youthparticipation/levelsofparticipation.aspx

Addressing conflicts of interest

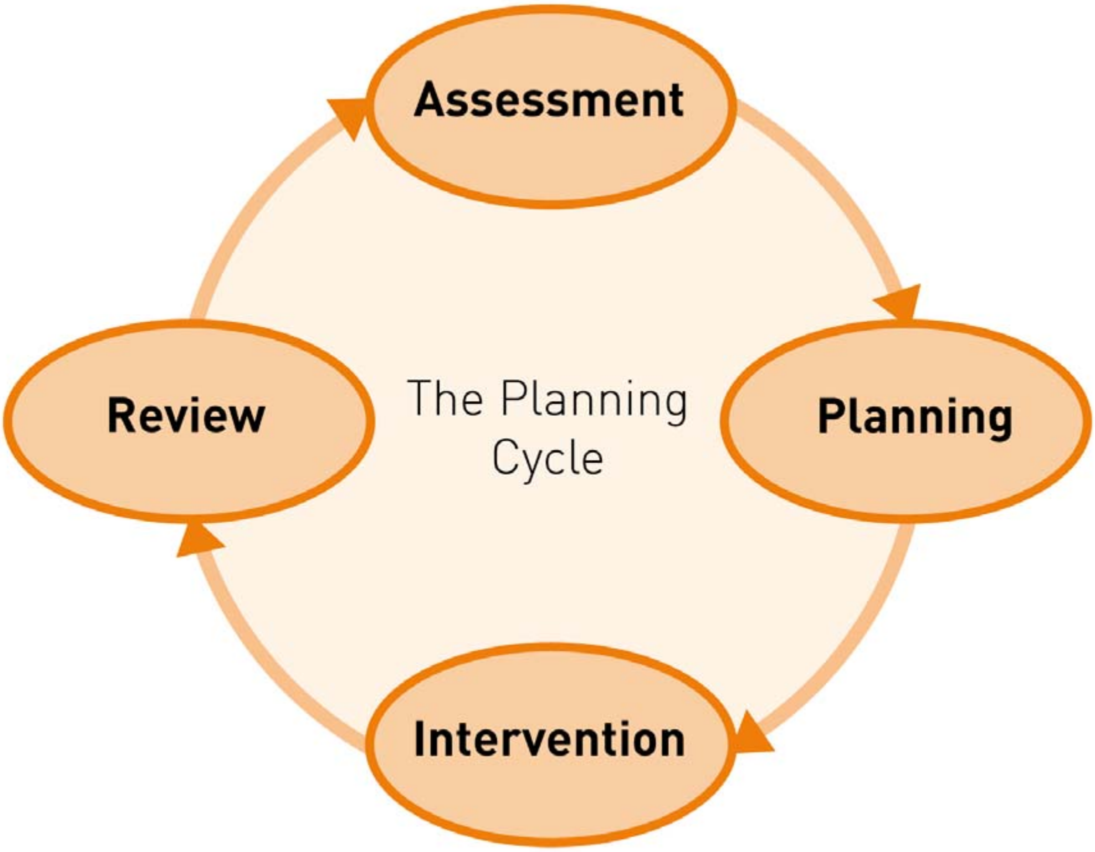
Conflicts of interest arise when one or more of the contributors to the plan might benefit financially from HCN funding. This most commonly occurs with private providers, but also occurs when fund-holders (such as special schools) are team members.

This is best managed by clarifying the role of the provider at the beginning of the process. Usually their role in the team would be to:

- inform team members of what services they are able to provide
- make recommendations regarding the intensity of service the young person requires
- provide quotes for services
- provide written reports to the team regarding progress, at time of review
- provide regular updates to the team and contribute to problem solving.

Team processes should be set up that ensure that decisions about the plan direction, appropriate interventions and associated costs occur once providers have left the meeting.

The planning cycle



The interagency planning process

There are some essential steps to developing a robust interagency plan that is most likely to deliver positive outcomes. If the planning process is robust, it means that team members are clear about their roles in implementing the plan, and subsequently monitoring and reporting at review time will be straightforward.

Prior to developing a plan, assessments should have been completed for the application to be approved. The team should refer to these to assist their analysis.

Analysis

Often, practitioners in agencies have completed their own analysis of what needs to happen for the young person. The role of interagency planning is to bring these analyses together: to work together as a team to identify which concerns are the ones that must be addressed for the young person to make progress, and which concerns may resolve as a result of prioritised concerns being addressed. Working through this process as a team means that all team members develop a robust and shared understanding of the potential drivers for change.

The analysis process should include practitioners, family/whanau, caregivers and the young person's views, and should identify:

- the concerns and what they look like
- the young person's strengths
- barriers to progress
- what's working well.

The Plan Approval Panel believes the need for permanent placement supersedes all other priorities. Where the child has a permanent placement, but is not attending school full-time, the Panel expects the team to focus on achieving school attendance.

Goal setting

Goals should be specific, measurable and achievable within the life of the plan. They should identify what will change, or what skills the young person will develop to address the identified concern while building on their strengths.

Interventions

As a result of the analysis, the team should identify the most appropriate interventions to achieve the identified goals. The interventions should take account of the young person's strengths and interests, as well as address the historical barriers to progress. They should enhance opportunities to build on what's working well.

Interventions need to be prioritised – it is important to concentrate on a few key interventions at a time.

Outcome measures

Outcome measures identified by the team should be easy to use. They should allow team members to give accurate feedback on a regular basis about how the interventions are working. Where possible, they should be quantifiable.

Definitions for plan development

Measurable goals
Definition: a description of the specific skills development or changes that will occur by the end of the current plan.

A goal is not: a safety plan has been developed and will be implemented.

A goal is: *Name* will demonstrate sexually appropriate behaviour at home and school.

Interventions
Definition: a detailed description of what team members will do to achieve the identified goal.

An intervention is not: *Name* will receive teacher aid time to allow him to attend school.

An intervention is: teacher aid will implement behavioural management strategies (attached) to support *Name* to exit the classroom when his behaviours escalate, use his calming techniques, re-enter the classroom and get back on task.

Baseline Measures
Definition: what is happening now. Describe the situation, skills and /or behaviours the young person exhibits currently that it is anticipated will change as a result of the intervention.

A baseline measure is not: Achenbach behaviour checklist.

A baseline measure is: on average, school records show three incidents of verbal or physical abuse per week, two incidents per week where he was sent home from school to prevent escalation of behaviours and one incident per week where he was able to calm and return to class.

Outcome Measures
Definition: how we know progress is being made towards the goal.

An outcome measure is not: *Name* will be more confident with her peers.

An outcome measure is: feedback from provider including how many times she has participated in group activities and how many times she has initiated interaction with group members.

Guiding questions for goal setting

- Does the goal address the issue the team has identified?
- Does the goal identify something team members will do to support change to occur? If your answer is 'yes', this is an intervention. Think about what the anticipated change will be for the young person.
- Does the goal identify a positive change or skill that will develop?
- Does the goal take into account the barriers and strengths that have been identified?
- Does the goal identify change that is likely to be achievable within the life of the plan?
- Does the wording of the goal promote common understanding of exactly what changes are expected?
- Is it clear what will be measured to monitor progress?
- If someone new joined the team, would it be clearly evident to him or her what the team was trying to achieve?

Goals are hard to measure when they include terms such as:

- *be more settled*
- *be connected to*
- *be engaged in.*

They are easier to measure when they include terms such as:

- *will participate in x, y and z*
- *will demonstrate understanding of q by doing a and b.*

Remember: goals should be **specific, measurable and achievable.**

People who can help

Clinical Advisor

A Clinical Advisor is usually someone who has expertise in the most pervasive area of need for the young person: for example, offending, drug and alcohol abuse, autism.

The Clinical Advisor should be able to provide impartial advice and guidance to all team members about appropriate interventions across all well being domains.
This role may be filled by an expert within a government agency, but may also be usefully filled by someone working in a private capacity, allowing them to work outside of the constraints of the public sector.

The Clinical Advisor occasionally has a direct role with the young person, but more often will have a consultative role with team members, assisting them to identify concerns and barriers to progress, as well as effective interventions.

Cultural Advisor

A Cultural Advisor is usually someone who is seen as a local leader with close links to the culture of the young person. This role is especially important when children or young people do not have strong links to their culture.

The Cultural Advisor may be a kaumatua or kuia, or may be someone from an agency who has been identified for the role by their iwi. For non-Māori, Cultural Advisors are often linked to government agencies (refugee services, for example).

The role of the Cultural Advisor includes supporting the team in identifying culturally appropriate team processes to ensure that the young person and their family/whānau feel at ease as team members, and helping team members understand the cultural significance of matters that may arise.

It also includes ensuring that appropriate links are made to agencies who could support the young person, and that interventions enhance the young person’s links to their culture.

Benchmark Pricing Tool

The HCN Unit has developed a set of service price benchmarks and made it available to support the development and pricing of Interagency Plans. These price benchmarks also guide the Plan Approval Panel's assessment of Interagency Plan funding requests at the approval stage.

The price benchmarks are indicative only. Circumstances that may influence price (both positive and negatively) are indicated. Where prices are above the benchmark indicated, the case for that higher price will need to be clearly articulated in the plan.

The Benchmark Pricing Tool is available on the HCN website: http://www.hcn.govt.nz/funding.htm under the heading *HCN Benchmark Pricing Tool.*

The Plan Approval Panel

The HCN Plan Approval Panel considers the information presented in the Interagency Plan and assesses the likelihood of the plan effectively addressing the child's or young person's unmet needs, whilst also ensuring responsible use of public funding.

The Plan Approval Panel
The Plan Approval Panel is chaired by the HCN Unit Manager and includes HCN Advisors as well as practice leaders from each of the agencies. The HCN Advisors can provide information to the Panel, but they do not participate in decision-making for any plans that they are the Advisor for.

What does the Plan Approval Panel do?
The Panel makes decisions based on the written information supplied, about both the interventions and the funding requested.

The Panel considers each situation and request individually as there is a lot of variation, both in children's needs and service ability to meet those needs across the country. It asks questions about process, content and resources – as outlined below – to help it reach a decision.

When approving plans, the Panel looks for a strong team focus where all interventions complement each other to help achieve the goals identified for the child or young person.

The Plan Approval Panel considers the following questions when reviewing Interagency Plans:

- are the child/young person's views conveyed?
- is the family/whanau view conveyed?
- is there evidence of interagency collaboration?
- is any conflict of interest identified and addressed?
- is the plan supported by local managers?
- are the current concerns evident?
- is there a shared working hypothesis?
- do the interventions address the assessed needs?
- are the interventions consistent with best practice?
- is there a logical flow between needs, goals and interventions?
- is the expertise required clearly identified?

- is there a robust crisis plan?
- are the existing service contributions clearly identified?
- is there a clear rationale for HCN resources?

Responding to letters from the Panel

When the Panel asks for clarification or additional information, the response to the Panel should come from the Lead Agency Manager (and sometimes also from the Interagency Management Group). It should not come directly from you or the interagency team, and definitely not from providers.

When the Panel makes recommendations to the team, it will look for a response to these at the next review or available opportunity. If this does not occur, related Funding Change Requests may be jeopardised.

When the Panel provides feedback the HCN Advisor will be able to discuss it with you, and the team if necessary.

Monitoring expenditure

The Lead Agency Manager is accountable for managing the approved HCN funding. They will appoint a Finance Contact to do this on their behalf.

You have a role in assisting them by monitoring the invoices that are submitted, by forwarding invoices promptly to the Lead Agency for payment, and ensuring that they are consistent with the funding that has been approved.

To effectively monitor HCN funding:

- set up a folder for each client you have
- photocopy invoices as they are submitted
- ensure invoices are consistent with the approved funding
- alert the Lead Agency Manager to any problems, with content or timeliness of invoices
- liaise with the Finance Contact prior to each Quarterly Review to assist them complete a Financial Review.

For financial resources, please visit our website: www.hcn.govt.nz

- The Finance folder contains all the information about the financial process: http://www.hcn.govt.nz/publications.htm
- Forms and templates (like the Funding Change Request form) can be found here: http://www.hcn.govt.nz/formtemps.htm

HCN Unit Business Rules for Managers

Lead Agency Managers are responsible for monitoring funding. Although you're not accountable for the funding, you play an important role in helping monitor provider invoices and expenditure.

These are the business rules that have been shared with the Lead Agency Managers.

- All Interagency Plan funding starts on the first of the month
- Every three months a review is due that includes:
  - a summary of the client's progress
  - a report on the use of funding (Financial Review)
- Invoices/journals are expected monthly for reimbursement
- The HCN Unit will not reimburse invoices that are more than 90 days old
- If a review is more than a month late, we'll remind the Lead Agency Manager it is overdue. If it is more than two months overdue, funding will cease
- The HCN Unit does not fund retrospectively
- The HCN Unit does not fund capital items

Completing the Quarterly Review

Quarterly Reviews are an opportunity to reflect on how the team is functioning, complete a thorough analysis of how interventions are going and, what is working well and what might need to change.

For each goal, the team should know who is responsible for providing outcome measurement data, and they should be ready to share this. Data is a powerful tool to demonstrate the effectiveness of the interventions, which, in turn, helps maintain commitment to the plan. If interventions are not going well, it is a useful time to consider whether anything needs to change.

You should also examine the budget summary to confirm the following:

- that the planned interventions for the previous quarter took place, and that the expenditure was incurred
- approvals for interventions which did not take place in the quarter are removed from the budget or moved to other quarters
- any new planned interventions that require additional funding.

Part of the review is an assessment of the interagency plan budget to ensure it reflects changes in the interagency plan and continues to be an accurate forecast of future expenditure.

Approximately three weeks before each review is due, the HCN Unit will send out a Funding Summary report which shows all approvals and reimbursements, according to HCN Unit records. It will be sent to the following people:

- Lead Agency Manager
- Finance Contact
- Services Coordinator.

There are two financial aspects to the review which you will need to help the Finance Contact to complete:

1. Financial Review
2. Funding Change Requests (if necessary).

Completing the Financial Review

On receipt of the Funding Summary, the Finance Contact will check that the approvals and reimbursements detailed in the summary match the Lead Agency's records, and identify any differences. The reconciliation process involves ensuring the amount currently available according to local records matches the amount currently available according to HCN Unit records.

The Financial Review allows the Lead Agency to advise the HCN Unit of any invoices which have been received and/or paid locally by the Lead Agency, but which have not yet been reimbursed. This allows the HCN Unit to accrue these costs in its system. This can be done by completing the Financial Review form and attaching copies of the invoices. The Lead Agency keeps the original invoice for their own payment and record.

Once the Financial Review is completed, it should be discussed (along with the Interagency Plan Review) with the Lead Agency Manager, who is then required to sign it.

Plan Approval Panel – Funding Change Request questions

When a Funding Change Request is submitted, the Panel looks for:

- a clear rationale for how the request will affect the achievement of the goals set
- how the intervention will support sustainability at a local level over time
- how the intervention will reduce intensity of support over time.

It is best, if possible, to submit Funding Change Requests with quarterly reviews.
When considering Funding Change Requests, the Panel considers the following questions:

- has the Lead Agency Manager signed the request?
- is there a clear rationale for the intervention/ funding?
- is the intervention consistent with best practice?
- is the intervention consistent with the plan direction?
- has the team identified goals and outcome measures for the intervention?
- does the request sit within HCN funding benchmarks?
- has the request been declined before?
- is the decision consistent with previous decisions and interventions for this young person?

Completing the Final Review

The Final Review form is designed to assist the team in reflecting on the life of the Interagency Plan.

Contributions from the young person, their family, whanau and caregivers, provide an opportunity to understand what the collaborative team process has contributed, not only during the plan, but also to the young person's future life.

Contributions from the team, the Services Coordinator and the Lead Agency Manager not only allow agencies and professionals to consider whether and how the interagency planning process has informed their practice, these contributions also help the HCN Unit reflect on its processes and resources that could be changed or developed to better support other teams.

The information provided is used by the HCN Unit to identify what contributes to:

- successful and unsuccessful interventions
- successful collaboration
- processes that have assisted teams overcome barriers.

The Final Review form can be found on the HCN website: http://www.hcn.govt.nz/formtemps.htm

Transitioning HCN funded clients between areas

Good communication is essential when children and young people with HCN funding move between areas, at any stage of the application or plan development. The following checklist has been provided to managers to guide them through the process.

- In the first instance, the Lead Agency Manager should contact his or her counterpart in the receiving area
- The Lead Agency Manager should alert the HCN Advisor of the change
- The Lead Agency Manager should arrange to discuss the case with the Interagency Management Group in the receiving area

In the receiving area:

- the Interagency Management Group needs to identify potential changes in service shortfalls and agree who will prepare documentation to support additional funding requests
- the Lead Agency Manager will arrange for the Services Coordinator and/or team members to liaise with the new managers and team to prepare a transition process.

The Maro weaving was created by Veranoa Hetet (Te Atiawa, Ngati Tuwharetoa, Ngati Maniapoto) from harakeke gathered from her own home in Waiwhetu, Lower Hutt.

Prepared and woven in the traditional manner, the Maro has as its foundation the orange and black raranga piece in a pattern representing the confidence, pride and self esteem young people need in order to stand proud.

The black overlay is crafted from Muka (flax fibre) and pheasant feathers and the whole piece is topped with a copper waistband representing strength.