

Appendix 3: List of Programs

Australian Government Programs and Policies

Department of Education, Science and Training

<p>Disability Standards for Education, 2004</p> <p>Subordinate legislation to the Disability Discrimination Act and is unlawful for an education provider to act in compliance with the standards,</p> <p><i>See Additional Supports for Students with Disability for subsidy of compliance costs.</i></p>	<p>Standards apply to all education and training providers.</p> <p>In addition to requirements to make reasonable adjustment, specific requirements relevant to students with medium to high level support needs include:</p> <ul style="list-style-type: none"> • education provider must ensure student is able to access support services used by any student as well as access to specialist support needed to undertaken studies. <p>Standards require:</p> <ul style="list-style-type: none"> • staff to be informed of specialised services available and how to access them • provision of specialised facilities is facilitated, including through collaborative arrangements with specialised service providers • any necessary specialised equipment is provided to support the student • appropriately trained support staff are made available. <p><i>(Examples of specialised services include services in health, personal car and therapy, and services provided by speech therapists, occupational therapists, and physiotherapists. Examples of specialised equipment include adaptive technology and assistive devices.</i></p>
<p>Australian Network of Industry Career Advisers</p>	<p>Delivered through the Local Community Partnerships, this program will include enhanced career advice, expand the professional standards of career advice, and expand Industry Leadership through the Regional Industry Career Advisers to promote Vet pathways.</p>
<p>Career and Transition Services Framework</p>	<p>The Framework is provided as a guide for all jurisdictions and practitioners for development an integrated approach to transitions through school and between school and post school destinations. While not specific to young people with disabilities, the processes remain highly relevant.</p> <p>The framework consists of the following components:</p> <ul style="list-style-type: none"> • Learning Pathways Plan • Transition Plan and Portfolio • Exit Plan • Follow up Support • Career Education • Brokerage VET, SWL, Vocational Education • Career Information, Guidance and Counselling • Brokerage for Placement or Referral • Individual Support Approaches (for those requiring more intensive support) • Monitoring and Tracking.

<p>Structured Workplace Learning</p>	<p>Structured Workplace Learning Programme (SWL) provides workplace opportunities to students to assist them make a successful transition through school, and from school to further education, training, employment and active participation in the community.</p> <p>Specifically, the SWL programme provides students with structured learning opportunities in the workplace. This structured workplace-learning placement is usually a component of a Vocational Education and Training (VET) in schools course undertaken by senior secondary students. The placement provides on the job training and mentoring that develops the students' technical and generic employability skills.</p> <p>The skills are assessed, usually following the work placement, by a Registered Training Organisation (RTO) and the VET qualifications are recognised nationally by industry and education systems.</p> <p>The SWL programme is administered through a national network of Local Community Partnerships. LCP's are a network of representatives from schools, businesses, the community, TAFE, universities and other education providers.</p>
<p>Leaders in Careers Project</p>	<p>The project aims to build partnerships between industry, business, school principals, career teachers and parents to support the delivery of career education in schools. The project aims to:</p> <ul style="list-style-type: none"> • build a common understanding among industry, business, schools and career professionals of the aims and expectations of career education in schools; • develop strategies to promote career education in schools; and • support the cultural and organisational changes in schools and communities that are needed for effective of career education and services. <p>The Leaders in Careers project is being managed by the Australian Government Department of Education, Science & Training on behalf of the Australian Education Systems Officials Committee (AESOC).</p>
<p>Careers Education</p>	<p>DEST provides a number of resources and programs around career planning in schools and for career advisors. While not specifically targeting young people with disabilities, there is no apparent reason why the processes and resources are not equally applicable in learning and transition planning.</p> <ul style="list-style-type: none"> • Australian Blueprint for Career Development • The Real Game Program Series • Careers Education Quality Framework • ReCap
<p>School based New Apprenticeships (SNAPS)</p>	<p>School based New Apprenticeships (SNAPS) provide a work and education pathway that results in a nationally recognised qualification. Features of SNAPS are:</p> <ul style="list-style-type: none"> • attendance at school and work • training agreement linked to an industrial award or agreement signed by the employer and person in training • attainment of a senior secondary certificate and a VET qualification

	<ul style="list-style-type: none"> • training wage for time spent on the job <p>Employers of SNAPS are able to access additional financial incentives to commence and retain SNAP students after they complete grade 12.</p>
Disabled New Apprentice Wage Subsidy (DNAWS)	<p>Employer incentive scheme to accommodate needs of a new apprentice with a disability. It is available to employer who recruits a Certificate II to IV level New Apprentice with a disability. Disability Employment</p> <p>Assistance providers can provide on the job support or assistance to new apprentices or trainees accessing DNAWS.</p>
Additional Support for Students with Disabilities (ASSD)	<p>The objectives of the ASSD component are to:</p> <ul style="list-style-type: none"> • provide funding support to education providers to assist with high costs incurred in providing educational support and / or equipment to students with disabilities with high cost needs; and • encourage efficient and effective use of equipment and resources to support students with disabilities. <p>Educational supports might include:</p> <ul style="list-style-type: none"> • sign language interpreters • production of Braille formats of course materials and lecture notes • production of non-Braille alternative formats of course materials and lecture notes, transcription and adaptation of material for use with screen reading technology, scanning, enlarged print and audio taping • tutorial support (additional tutoring) • note taker and scribe supports • examination and assessment assistance <p>The type of equipment</p> <ul style="list-style-type: none"> • adaptive software and/ or multiple user licence costs for adaptive software • adaptive computer equipment peripherals • mobility aids for shared use (eg scooters) • adjustments or modifications to furniture or work stations • specialist tape recording and dicta-phone machines
Assistance for tutorial, interpreter and mentor services for disabled New apprentices	<p>This is payable to the employer's Registered Training Organisation. A capped rate per hour is provided for tutorial mentor and interpreter services for a New Apprentice who is assessed as being eligible for DNAWS support.</p> <p>This training is available if the individual is experiencing difficulty with the off-the-job training component of their New Apprenticeship, because of that disability and the Occupational Assessment supports the provision of specific additional assistance for that difficulty.</p>
New Apprenticeship Access Program (NAAPS)	<p>Eligibility for NAAP must meet at least one criterion from each of three categories:</p> <ul style="list-style-type: none"> • a citizen, resident, holder of permanent visa or NZ passport resident for 6 months

	<ul style="list-style-type: none"> • be registered with Centrelink or a Job Network member as a job seeker unless referred by: <ul style="list-style-type: none"> - Jobs Pathway Program provider - Partnership Outreach Education Model provider - Jobs Placement Employment and Training provider - Community Development Employment Project - Indigenous Employment Centre <p>at least one of the following:</p> <ul style="list-style-type: none"> • aged 15 and assessed as eligible for Intensive Support Customised Assistance • under 25, left school prior to completing year 12, and /or referred by JPP or POEM provider • at risk Year 12 school leaver • an Indigenous Australian person • Australian born South Sea Islander • Person registered with Centrelink or JB as unemployed for one year or more • A self disclosed ex-offender • a homeless person • a person with disability or disabilities • a female seeing a NA in a non traditional occupation • a sole parent receiving PPS • mature aged worker 45 or over • completed LLN training program <p><i>Full time students are excluded.</i></p> <p>The training is delivered by RTO, is accredited and recognised nationally. It provides basic skills for a particular industry and general work practices such as communication, time management, organisational skills, teamwork and occupational health</p> <p>Because the NAAP program is not available to full time students and is intended as a post school option, it has potential relevance for those young people having a disability but who may not need long term support.</p> <p>The evaluation of NAAP (2004) found that the number of people having a disability and commencing apprenticeships has increased, but declined as a proportion of commencements. 91% of those who completed New Apprenticeship went on to employment or further study within 3 months.</p>
<p>Regional Disability Liaison Officers (RDLO)</p> <p>Disability Coordination Officer (DCO)</p>	<p>The Disability Coordination Officer (DCO) program, which is administered by the Vocational Education and Training Group of DEST, operates under similar principles and guidelines as the RDLO initiative.</p> <p>Together the RDLO's and DCO's form an integrated national network of around 30 officers working to improve the coordination of service delivery to students with disabilities across the tertiary education.</p> <p>The objectives of the RDLO component of the program are to:</p> <ul style="list-style-type: none"> • improve transitions for people with a disability between schools, post-secondary education and training and employment;

	<ul style="list-style-type: none"> • increase awareness of post-school options, support and services available for people with a disability, their families, support networks and relevant stakeholders • increase the successful participation of students with disabilities in post-secondary education by facilitating the coordination of services for people with a disability in education and training within a region; and • improve linkages between schools, vocational education and training (VET) providers, higher education providers and providers of disability programs and assistance.
Job Pathway Program (JPP)	<p>For young people 14-19 years, planning to leave school within next 12 months.</p> <ul style="list-style-type: none"> • a transition planning process; guidance • can be used as part of mutual obligation <p><i>Quest Employment Solutions is the JPP provider in the ACT. They have not received any referrals for students with disabilities from 11 ACT high schools.</i></p>
Vocational Education and Training Priority Places Broker/Provider Guidelines July 2004	<p>The Australian Government, through DEST, has funded a Vocational Education and Training (VET) Priority Places Programme which aims to increase vocational education and training opportunities and improve outcomes for groups such as people having a disability who are in receipt of low income.</p> <p>The programme aims to assist people with a disability (and others from the identified priority target groups) obtain a nationally recognised qualification at Certificate II or higher under the Australian Qualifications Framework so that they can participate more effectively in the labour market.</p> <p>Training is available for up to 12 months and is available in a range of occupations. A Registered Training Organisation must deliver the training. One broker in each of the 12 state-based regions will be responsible for managing the programme.</p> <p>This program excludes young people in full time study or enrolled in any other post school qualification program. Applicable for school leavers over the age of youth allowance.</p>
Willing and Able Mentoring Program	<p>This program is offered primarily through tertiary institutions and provides students with a mentor able to assist in the transition from further education to the workplace.</p>

Australian Department of Employment and Workplace Relations (DEWR)

Policy / Program	Specific Relevance
Job Network (JN) Services	<p>The Job Network providers can help young people with disabilities through:</p> <ul style="list-style-type: none"> • job search support • intensive support • volunteer placements • Job shadowing <p><i>JN providers to assist person with disability to access employment can use Job Seeker Account (JSKA). The account can be used flexible for transport, appropriate clothing, training, limited modifications, relocation etc.</i></p>
JobSearch	<p>JobSearch offers a number of online employment services that are delivered at no charge to job seekers, employers, Job Network members and recruitment agencies.</p>
Employment Innovation Fund	<p>The main objectives of the fund are to trial ideas that:</p> <ul style="list-style-type: none"> • promote innovative, community-based action on employment • address specific employment and labour market problems; • alleviate the social consequences of local unemployment. •
Green Corp	<p>Green Corp is a youth development and training program. It is designed for young people 14-19 who are intending to leave, or have left school. However, it does not provide a legal wage arrangement that meets DEA program requirements. If a CBF client wishes to participate in Green Corp, he /she is suspended from DEA program. If the individual is receiving support through block funding and wish to participate, there is no capacity to suspend.</p>
CDEP	<p>Because participation in the CDEP program does not pay a wage, it cannot be claimed as an employment outcome. However DEA recipients can participate in CDEP concurrently.</p>
Personal Support Program	<p>Part of Australians Working Together Program and individual support is delivered by funded service providers based on individual plan. This can include:</p> <ul style="list-style-type: none"> • counselling and personal support • referral and advocacy • practical support • outreach activities • goal setting, planning and monitoring progress •
Disability Open Employment Assistance	<p>Disability employment assistance is targeted at job seekers with disabilities that are permanent, or likely to be permanent, and who will need ongoing support to gain and maintain employment. This program is delivered by funded Disability Employment Services</p>

JobJuice	This is an online advisory and support service for young people who are looking for work and have left school prior to completing Year 12. It also provides guidance in developing a personal career plan.
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Australian Department of Family and Community Services

Policy / Program	Specific Relevance
Disability Employment Services and Assistance	<p>Business services (supported employment) provide both assistance and employment to job seekers in their business workplace, work crews and/or through contract labour arrangements. Business services are intended for:</p> <ul style="list-style-type: none"> • persons for whom competitive employment at or above the relevant award wage is unlikely • persons who, because of their disabilities need substantial ongoing support to obtain or retain paid employment. <p><i>Refer Centrelink for administration of individual eligibility assessments and entitlements.</i></p>
Disability Services (Disability Employment and Rehabilitation Program) Standards 2002	All Disability Employment Services must be certified to Standards - <i>In reviewing DES certification can be taken as compliance with these standards.</i>
Bilateral Agreement CSTDA (see relevant application below)	<p>Key points:</p> <ul style="list-style-type: none"> • strengthening participation in development and implementation of supports • strategies to improve transition of young people from school to alternative options • strategies to reduce duplication in assessment and improve coordination, flexibility and pathways between employment services and territory disability services.
Government Statement on Business Services	<p>Role:</p> <ul style="list-style-type: none"> • provide right to work with appropriate support • to transition people with disabilities to the open labour market. <p>Reforms:</p> <ul style="list-style-type: none"> • Implementation of BS Review • adoption of case based funding reforms • QA for all disability employment services • Better assessment of work abilities and needs of people with disabilities <p>CSTDA includes accommodation services, respite care and alternatives to work to improve quality of life.</p> <p>Acknowledge need to work on better choices, transition opportunities, equity in employment arrangements.</p>

<p>National Disability Recruitment Coordinator (Disability WORKS)</p>	<p>The NDRC has been contracted by FaCS to facilitate employment of people with disability by:</p> <ul style="list-style-type: none"> • Recruitment service targeting large firms • Promoting vacancies to DES and CRS • Screening of referred applicants • Markets DES and CRS • Works to create opportunities • Works with industry, DES and CRS to identify industry trends and gaps in skill levels of job seekers <p>Linked to <i>Business Enterprise Centres</i> to foster development of businesses in partnership with corporate and public sector.</p>
<p>Joint Programs (Refer also to Centrelink)</p>	<p>Joint programs can be developed between two DEA providers or a CRS and DEA provider where would be beneficial to job seeker who is transitioning from supported to open employment. This can only be done as a purchase of service in the case of a case based funding job seeker.</p> <p>Where it is a joint program, the CRS service must be something that the DEA service cannot provide, and not just training.</p> <p>A CBF job seeker can be funded by both supported and open employment service provider <u>when transitioning to open employment</u>. only until the jobseeker has achieved four weeks of open employment.</p> <p>Within the context of transition, a DWA provider can continue to provide assistance whether under a block grant or CBF if job is in jeopardy, however it is likely that the CRS would cease once rehabilitation has been completed.</p>
<p>Australians Working Together: A Better Deal for People With Disabilities</p>	<p><i>Transition to Work</i> – help with applications, courses to upgrade skills, career counselling, driver training. (<u><i>Job Futures and Mission Australia ACT providers</i></u>)</p>
<p>Workplace Modifications Scheme (WMS)</p>	<p>Provides financial assistance to employers for workplace modifications or purchase of specialist equipment to provide employment to eligible job seekers with disabilities.</p> <p>Assistance may be extended to some existing workers and to some eligible self-employed persons with disabilities who are participants of the New Enterprise Incentives Scheme (NEIS). Included is assistance for:</p> <ul style="list-style-type: none"> • lease, hire or purchase of special or adaptive equipment • workplace modifications, where this is a barrier or restriction to a person with a disability further participating in employment, and/or would enable a worker to perform at their full potential and/or maximise their income, and/or would assist a person to retain a job which might otherwise be at risk. <p>Eligible people must:</p> <ul style="list-style-type: none"> • an Australian citizen or permanent resident • employed for a minimum of 8 hours per week be in

	<p>employment expected to continue for a period in excess of 13 weeks, and</p> <ul style="list-style-type: none"> • employed under a legal industrial arrangement. • supported by a FaCS funded disability employment assistance service or • attached to a Job Network Intensive Assistance provider or a participant in the Supported Wage System; or • Self-employed people with a disability, assisted by a FaCS-funded open employment service or a Job Network Intensive Assistance provider, who are participants of the New Enterprise Incentive Scheme are also eligible. <p>Excluded are workers who are:</p> <ul style="list-style-type: none"> • undertaking a DEST funded traineeship or apprenticeship • in receipt of Job Matching or Job Search Training services • undertaking a rehabilitation program with CRS Australia • who have any outstanding workers compensation claims against the current employer. <p>A funding limit of \$5,000 is available for the lease, hire and/or purchase of special or adaptive equipment and/or workplace modifications. Applications for amounts above this are considered on their merit.</p>
<p>Wage Subsidy Scheme (WSS)</p>	<p>The WSS aims to increase competitiveness of workers with disabilities under open labour market through subsidised employment. Financial assistance is provided to employers through wage subsidies for eligible workers with a disability. This is administered by FaCS open employment services and CRS Australia. The service outlet is responsible for monitoring the wage subsidy placement to ensure that it is proceeding satisfactorily. This monitoring should include contact with the employer and the worker.</p> <p><i>A wage subsidy cannot be paid to a business service for a person for whom the business service is already receiving funds through the FaCS Disability Employment Assistance Program. However, if the position in the business service is independently funded (eg through the business service's business operations), then a wage subsidy is permissible.</i></p> <p>New Apprenticeship vacancies are eligible for WSS, regardless of whether these vacancies also attract non-wage support employer incentives. However, a vacancy that attracts other wage support (eg. Disabled New Apprentice Assistance Scheme or Indigenous Employment Wage Assistance Program) is not eligible for a FaCS wage subsidy.</p>
<p>Supported Wage System</p>	<p>The SWS provides an independent assessment of worker productivity and ability to adjust wage accordingly, increasing competitiveness of workers with disability. This service can be accessed through a disability employment service that will also provide on the job support or through a SWS Management unit.</p> <p>A person can be involved in a SWS placement and receive WSS as negotiated with Centrelink, Disability Employment Service and employer.</p>

	SWS does not apply to apprenticeship or traineeships, which are already subsidised, and low cost.
'Security, Quality Services and Choice for People with Disabilities'	<p>Targeted Support is available to individuals with 15% or below productivity and have participated in case management process with CRS and are able to make informed decision about future workforce participation.</p> <p>Targeted support activities can include independent living skills activities or training, community participation and integration or literacy or numeracy training. These activities can be supplied by business service.</p> <p>Employees eligible for targeted support can have access to a personal case manager to support them in decision-making process.</p> <p>Case based funding model replaces block funding. Incorporates funding based on pre and post assessment of support needs. Funding is based on a formula that takes into account general program costings and individual support need requirements. .</p> <p><i>Work based Personal Assistance Fees</i> provide for regular assistance while in employment where physical or neurological disability requires personal assistance with feeding by mouth or tube or personal hygiene, such as care of catheter and or regular assistance in Employment from a registered nurse to administer medical interventions. It does not cover generalised personal support identified in DMI assessment.</p>
Mentor Market Place	<p>This program provides funding for the development of a mentoring culture in business, schools and communities that will result in a wide-ranging and enthusiastic engagement of business and community sectors in numerous self-sustaining mentoring activities.</p> <p>It is intended to at risk young people, and has been used to assist young people with disabilities transitioning from university to work force (Deakin University).</p>
Business Services Assistance Package	Special assistance is provided to assist business services to transition to new arrangements for award based wages and business viability.

Department of Human Services: Which includes Centrelink and CRS

Policy / Program	Specific Relevance
<p>Commonwealth Rehabilitation Service</p> <p>Vocational Rehabilitation Services</p>	<p>The target group for the service is any person 14 –65 years of age and have a disability that:</p> <ul style="list-style-type: none"> • is attributable to an intellectual, psychiatric, sensory or physical impairment or combination; and • results in a substantially reduced capacity of the person to obtain or retain unsupported paid employment or to live independently. <p><i>This program is not appropriate for people who are likely to require ongoing support on the job or whose medical condition is not sufficiently stable to allow them to participate in the rehabilitation program.</i></p> <p>Note: CRS can undertake joint programs with DEA provider except for Case Based Funding job seekers – in this case services need to be purchased under a fee for service arrangements.</p> <p>Services:</p> <p>Assessments that measure and report the limitations or restrictions imposed by the job seeker's injury or disability, such as: functional capacity assessment, vocational assessment and workplace assessment.</p> <p>Disability management to help job seekers manage their injury or disability, compensate for restrictions and minimise risk of re-injury or worsening of the condition.</p> <p>Counselling to help job seekers identify options within the limitations of their condition, such as disability specific vocational counselling, or stress management; and</p> <p>Employment placement to ensure conditions match individual specific disability needs and minimise risk, such as workplace modification, job redesign, or graduated return to work.</p>
<p>Disability Employment Gateway (Link with DEA)</p>	<p>A Service Provider processes all job seeker eligibility assessments through Centrelink, which is a prerequisite to expenditure of funding on employment assistance.</p> <p>The Disability Employment Indicators (DEI) assesses individual needs as result of disability in order to get and maintain employment.</p> <p>Better Assessment and Early Intervention measure provides for the assessment of work capacity and identification of early interventions to maximise participation. A Better Assessment is valid for 2 years. It can replace a DEI assessment.</p> <p>Disability Employment Services can be accessed by referral from Centrelink, by CRS Australia or by directly approach a DEA provider.</p>

	DEA eligible people or CRS clients are not referred to Job Network Services other than Job Search Support Only.
Centrelink Disability Officers	<p>Centrelink Disability Officers are responsible for:</p> <ul style="list-style-type: none"> • linking people with disabilities to employment services, training and vocational rehabilitation • advising about medical eligibility for disability and carer related payments • referring people with disabilities to other organisations that can help with non work related issues • linking people with disabilities who are not ready for employment assistance with local disability and carer organisations.
Working Credit	<p>This is an arrangement by which a person is able to accrue credits to offset income that may impact on the level (quantum) of Centrelink payments. The aim is to assist people to retain benefits and create a positive incentive for participating in paid employment.</p>
Disability Employment Assistance (DEA)	<p>DEA can assist eligible school students of legal working age, able to work 8 hours per week with support and who are:</p> <ul style="list-style-type: none"> • in the last 6 months of school and considering employment • working or intends to work part time outside of school hours • in a formal school based apprenticeship or traineeship and • not undertaking work experience, school based VET programmes or other education and training activities while at school. <p><i>(Participants in NAAP are excluded as this program is separately funded for support and assistance to job seekers)</i></p> <p>Income support is not a pre-requisite to DEA or Vocational rehabilitation service access.</p> <p>Disability Employment Assistance is provided by funded services through individual funding arrangements and may be linked to employment outcomes.</p>

Australian Department of Health and Ageing

Policy / Program	Specific Relevance
Commonwealth Carelink Centres	Carelink Centres are an important online and shopfront service providing information on many types of assistance, including providers of: <ul style="list-style-type: none">· home modification· respite care;· transport and meal services;· disability services;· day care and therapy centres;· support for carers· allied health care; and· support and social groups

ACT Government Programs and Services by Department

Attorney General's Department

Policy / Program	Specific Relevance
<p>Disability Services Act 1986 and as amended 1998</p>	<p>The Act provides for funding for eligible services, research and development activities. This includes:</p> <ul style="list-style-type: none"> • Accommodation support services • Competitive employment training and placement • Advocacy services • Employment service • Independent living training services • Information services • Recreation services • Supported employment services • Respite care services.
<p>Disability Services Standards – In accordance with Part 9C of the Act</p>	<p>Elements of Minimum standards:</p> <ul style="list-style-type: none"> • Policies and procedures (linked to other standards) • Individual needs • Decision making and choice (support, duty of care) • Privacy, dignity and confidentiality • Complaints and disputes • Employment conditions • Employment support • Employment skills development <p>Enhanced Supporting standards:</p> <p>Service access</p> <ul style="list-style-type: none"> • Individual needs (Incorp. Community access) • Decision making and choice • Privacy, Dignity and Confidentiality (as above) • Participation and Integration (additional) • Valued Status (additional) • Complaints and disputes (as above) • Service management (additional) • Employment Conditions (extended) • Employment Support (extended) • Employment Skills Development (extended) <p>Eligibility Supporting Standards (C)</p> <ul style="list-style-type: none"> • Extend the requirements of Standards under part A and B for funded services excluding research and prescribed services by Minister.

Disability Services Act	<p>Types of providers funded for delivery of services consistent with the Act include:</p> <ul style="list-style-type: none"> • Job Network (for those not having ongoing support needs) • Disability Employment Assistance (for people with ongoing support in work) • Vocational rehabilitation – for people who need rehab to gain or retain a job.
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ACT Department of Education and Training

Policy / Program	Specific Relevance
<p>Student Support Services: Within Reach of Us All Plan 2002-2004</p>	<p>Department Actions:</p> <ul style="list-style-type: none"> • Individual pathways plan from Year 9 including curriculum choice, individual interest, skill development, career pathways, further education goals and employment opportunities • Strategies to improve early identification and intervention for students with specific needs • Implement enhanced support arrangements for schools in the provision of career advice • Develop certification that recognises all workplace skills • Facilitate cooperation with other agencies, community organisations and business to develop flexible learning pathways • Develop appropriate accreditation guidelines to allow components of community based learning • Promote community programs that forge partnerships which benefit students • Develop a cross departmental guide detailing appropriate agencies, programs, services and professional support for students in need. <p>(Note: Schools to)</p> <ul style="list-style-type: none"> • provide regular and effective communication, planning and consultation between students, parents and carers, employers and schools • include community based learning components in all relevant courses and units • produce a register of social, cultural, employment and educational resources in the community, including parents, which can be enlisted to build partnerships. • share and implement successful models of collaboration including inter-agency, parent and carer and community, whole

	school and district collaboration
Interim Act Student Disability Criteria for 2004	<p>This document sets out the criteria and basis of assessment, who is qualified to assess for various disabilities including:</p> <ul style="list-style-type: none"> • intellectual • physical • language • vision • hearing • mental health • developmental • chronic health.
Student Pathways Planning Framework for ACT Govt Secondary Schools (2/2004)	<p>This documents requires that all students have a pathway plan being year 10 students in 2004, and years 9, 11 and 12 in 2005.</p> <p>Key principles in the framework include:</p> <ul style="list-style-type: none"> • Using the learning community • Building positive relationships • Student Pathways Planning teams • Embedding the process into student support • Exposing students to a range of curriculum, learning and career options • Monitoring review students' progress.
Individual Learning Plans: ACT Guidelines (undated)	<p>Learning Plans are:</p> <ul style="list-style-type: none"> • teaching tool to deliver a targeted educational program and is developed through a collaborative process • required for students referred to Student Support Services and students receiving support from the Special Education Section, students in care, students accessing support through the Indigenous Numeracy and Literacy Consultant
Individual Learning Plans, ACT Guidelines Individual Learning Plan Process	<p>ILP is a teaching tool to deliver targeted educational program to achieve appropriate leaning outcomes for identified students with specific needs.</p> <p>Components of the ILP are:</p> <ul style="list-style-type: none"> • priority focus linked to curriculum • statement of learning outcomes linked to focus area • intervention plan, curriculum adaptations, • teaching strategies, resources and personnel • statement of how progress will be monitored and evaluated <p>ILP Team:</p> <p>Classroom teacher or coordinator, principal or delegate, parents/carers, Special Needs Welfare Team representative, student (taking into account age and maturity).</p>

<p>School Framework for Vocational Education – Consultation Paper, September 2004</p>	<p>Aim of the Framework is to propose a direction in which schools may move forward in VET, vocational learning and career education;</p> <ul style="list-style-type: none"> • all high school students have access to some vocational or pre-voc experience • all Colleges are RTO's delivering some voc education • introduction of SNAP in all schools.
<p>School Based New Apprenticeships</p> <p>-School Based New Apprenticeships 2005 ACT Requirements for RTO's</p> <p>User Choice and SNAPS</p> <p>Student to Industry Program</p> <p><i>"It is possible for students with a disability to undertake a SNAP. However, for students with a disability, the expectation will be that the school will negotiate any additional support requirements." (p13)</i></p>	<p>SNAPS</p> <ul style="list-style-type: none"> • apply to years 10-12 • must be approved by TAE, agreement through New Apprenticeship Centres • supported by New Apprenticeship and Innovation Unit • develops programs and arrangements • approving body • administers agreements <p>SNAPS fall within User Choice funding arrangements to allow flexibility in choice of RTO, offering a balance of how SNAP is implemented.</p> <p>ACT SSS recognise SNAP outcomes of Year 10 on Year 12 certificates</p> <p>SIP</p> <ul style="list-style-type: none"> • find SNAP placements for student or employer • offer work readiness program • will contact parties within 3 months of commencement.
<p>Adult and Community Education (ACE)</p>	<p>The ACE program is endorsed by Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) and is seen as a pathway to further education and training.</p> <p>25 programs funded 2004 to deliver community education programs in the ACT.</p>
<p>Advisory Group on People with Disabilities in VET</p>	<p>This representative group provides advice to the ACT DET with respect to the participation of people with disabilities in VET</p>
<p>ACT Vocational Education and Training Strategic Plan 2005-2009</p>	<p>Relevant strategies in the Plan include:</p> <ul style="list-style-type: none"> • meeting needs of learners • foster collaboration • strengthen and promote pathways within VET and between education sectors

<p>Structure of School based Programs</p>	<p>For school based special education, students are:</p> <ul style="list-style-type: none"> • subject to eligibility assessment • placed in a mainstream school in a special unit, or • have support teachers¹ in a regular class, or • alternative programs in high schools or colleges • attend a special school. <p>LSU – small group within regular school environment balancing individual and small group instruction with mainstream class</p> <p>LSC as LSU for students with mild intellectual disability and significant learning deficit</p> <p>Special schools</p> <ul style="list-style-type: none"> • Woden School (Years 5-10) mild to moderate intellectual disability with additional special needs • Black Mountain School – high school and college age students with a moderate to profound level of disability and complex needs.
<p>Special Education and Alternative Programs within High Schools and Colleges</p>	<p>Dickson College Alternative Program (DCAP) Ginninderra Alternative Program (GAP) Canberra College – Eclipse Program STAY (through Canberra College) SASH – Woden School Youth Focus Program (Melrose HS) ACE (Canberra HS) Youth Initiatives Project (YIP) Lyneham HS</p>

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<p>Transition Education Course Framework</p>	<p>Focus of courses is the transition of students in Years 11 and 12 from school to post school options. This includes</p> <ul style="list-style-type: none"> • Work education • Independent Living Skills • Pathways to Employment • Personal Development • Work and Society <p>All VET courses are competency assessed and written to the relevant national standards.</p>
<p>Modified Course Framework</p>	<p>Modified courses are designed for students who satisfy the ACT DET Disability Criteria – all accredited courses could be adapted through the M framework.</p> <p>All Colleges with RTO status are eligible to deliver units of competence from Training Packages, or develop vocational courses classified as M, A or T based on the Training packages.</p>

¹ This includes specialist support teachers for students who are blind or profoundly hearing impaired.

<p>Community Linkage and Needs Assessment Service (CLANAS)</p>	<p>CLANAS supports individuals and their families to identify their own needs, and work with them to develop a support network that includes informal and community supports as well as any paid support. The CLANAS team consists of four Community Resource Facilitators who work closely with individuals and families in an effort to explore alternatives for support that allow people a greater degree of freedom in their lives. CLANAS is a component of the broader Individual Support Services Program.</p>
<p>Individual Support Services</p>	<p>Individual Support Services (ISS) provides individualised and flexible support arrangements for people with disabilities on behalf of Disability ACT. Briefly, these services are:</p> <ul style="list-style-type: none"> • Risk assessment process • Individual Plan • Funding for Plan implementation • Annual review <p>Funding types include:</p> <ul style="list-style-type: none"> • small ongoing flexible allocations (up to \$7500) • ongoing individual support (\$7500-\$125,000) • increases to existing Individual Support Packages • Post School Options Transitional Allocations <p>Note this funding cannot be used where an alternative funding program applies. It is not intended as an income supplement.</p> <p>Funded support can be used for:</p> <ul style="list-style-type: none"> • accommodation support (Group homes, attendant/personal care, in home accommodation support, alternative family placement, other forms of accommodation) • community support (therapy support, behaviour specialist intervention, counselling, case management, local coordination, development, other community support) • community access (learning and skills development, recreation/holiday programs, other community access) • respite (own home, centre based, host family or peer support respite, flexible combination respite arrangements). •

Advancing Competencies through Experience (aCe)	aCe is a recreational and skill development program for adults. aCe is a program for adults looking to develop new skills, meet new people and be involved in the wider community. Individual preferences, interests, abilities and strengths are used to develop meaningful outcomes for each participant.
Sector Development and Support	Sector Development and Support (SDS) works with and funds sector organisations to deliver quality supports and services to people with disabilities in the ACT. Through the provision of individual funding, SDS supports individuals and families. SDS works with individuals and organisations to support the development of new initiatives in the disability sector.
Therapy ACT	<p>1.1 Therapy ACT is a free ACT Government multidisciplinary therapy and support service for ACT residents which offers:</p> <p>1.2</p> <ul style="list-style-type: none"> • Information and advice for families, carers and teachers on children's development • Information and advice for adults and adolescents with a disability and students who attend special schools • Assessments • Therapy including physio, occupational, speech pathology and psychology • Counselling and support for families • Autism Assessment • Consultancy service for teachers in the ACT education system • Seminars and workshops for parents, health professionals, teachers and community workers.
Act Taxi Service Scheme	The Scheme assists people who have a severe disability that prevents the use of public transport. It provides a subsidy towards the cost of taxi transport.
Local Area Coordination	Although this initiative is still in its planning stages, it will provide a single point of entry for information, referral and assistance to access formal and informal supports and services for people with disabilities.

ACT Health

ACT Equipment Scheme	<p>Funding assistance for people with long term disabilities to obtain and maintain equipment to live at home in the community.</p> <p>Criteria: resident, permanent disability of at least 2 years, ineligible to receive assistance from other government funded schemes, private health schemes, or injury compensation; and meet financial criteria or receive a child disability allowance being:</p>
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	<p>Must have Pensioner Concession Card or Health Care Card For children under 16, parents must have Health Care Card or Carer Allowance</p>
<p>Home and Community Care</p>	<p>The HACC program provides funding services for older people and people with a disability living in the community. This includes not only funding to services providers for transport and provision of respite, but also programs such as community transport, modifications, and personal care, which may be critical to the capacity to participate in the community, whether in work or non work activities. Relevant services include:</p> <ul style="list-style-type: none"> • day care in a day care centre that provides group recreation • home help • personal care such as help with bathing and dressing • home maintenance and modification • transport for shopping, appointments and social activities • food services • nursing by a qualified nurse on a regular or occasional basis • physiotherapy, podiatry, speech therapy and occupational therapy provided at home, a day centre or service offices • advocacy services • social support <p>Note: 17% of HACC service recipients are in receipt of a Disability Support Pension, compared with only 12% Australia wide.</p>