

## Appendix 1: Service Evaluation Framework

The evaluation framework is designed to provide a sensitive understanding of the current infrastructure, relationships and processes that characterise the environment for students with disabilities exiting school and their parents. The framework incorporates draw directly from, and has demonstrable linkages to, the values and strategies set out in *Challenge 2014* and *Future Directions, A Framework for the ACT 2004-2008*. This Framework is also accountable to the ACT Commonwealth State/Territory Disability Agreement (CSTDA), which incorporates a commitment to strengthening cross government linkages and improving accountability, performance reporting and quality. Translating these key principles and values into a working context, it is necessary to consider structures, relationships and processes associated with good practice, drawn from evidenced based research within Australia and internationally.<sup>1</sup>

Elements	Principles and Processes	Practices	Performance Indicators <sup>2</sup>
<p>Accessibility and Communication</p> <p>“All people with disabilities and/or their representative give and receive accurate, timely and understandable information, and are supported in that process to enable appropriate decisions to be made” (<i>Challenge 2014, Future Directions</i>)</p> <p>“Education and information about the range of disabilities, services and supports is available to people with disabilities, their families and carers when needed.” (<i>Future Directions, Obj. 2.1</i>)</p>	<p><i>People are able to make informed decisions based on full knowledge of their options.</i></p> <ul style="list-style-type: none"> <li>• Information about programs, services and how to access options is readily accessible to students, families or carers</li> <li>• Schools and service providers are knowledgeable about other options and are able to provide information in a timely manner.</li> </ul>	<p><i>Demonstrated evidence that systems are in place for:</i></p> <ul style="list-style-type: none"> <li>• maintaining current information about programs, services and options</li> <li>• ensuring timely provision of information to students and parents or carers</li> <li>• ensuring that students and parents or carers are assisted to make informed decisions.</li> </ul>	<p><i>Information which will advise the evaluation will include documented</i></p> <p>Information held by schools and agencies            Information provided to students, parents            Methods of disseminating information            User friendliness of information in terms of presentation.</p>

<sup>1</sup> This includes mega evaluations in the United States and Canada, and individual program and pilot program evaluations in England and North Ireland. Evaluations in Victoria, South Australia and Northern Territory have been accessed to date.

<sup>2</sup> In all cases we will seek to access any available quantitative data, which are held that will advise the review and analysis processes. However as we are unsure what is collected, and expect it will be quite different from service to service, and program to program, it is not immediately clear how much we will be able to gather and in what form.

Elements	Principles and Processes	Practices	Performance Indicators <sup>3</sup>
<p>Inclusiveness</p> <p><i>As a person with a disability I should be able to:</i></p> <ul style="list-style-type: none"> <li>• access assistance to plan in advance for life transitions such as leaving school, starting employment, beginning a relationship, leaving home, getting older and growing old.</li> <li>• involve my family and other people who support me in planning to assist me to develop options for my post school life. (Challenge 2014)</li> </ul>	<p><i>Programs and services are designed and delivered:</i></p> <ul style="list-style-type: none"> <li>• on a holistic basis</li> <li>• within a framework of life transitions</li> <li>• in an environment of shared understanding of roles, rights, and responsibilities</li> <li>• in a way that they come together seamlessly, and consistently, irrespective of jurisdictional origins.</li> </ul>	<p><i>Demonstrated evidence of:</i></p> <p>(a) Strategies for bringing together the needs of:</p> <ul style="list-style-type: none"> <li>• the young person with disabilities</li> <li>• parents or carers</li> <li>• employers</li> <li>• schools and training providers</li> <li>• other service providers</li> </ul> <p>(b) statutory, policy and program arrangements do not conflict .</p>	<p><i>Information which will advise the evaluation will include documented:</i></p> <ul style="list-style-type: none"> <li>• referral systems</li> <li>• cross-agency relationships</li> <li>• knowledge of agency roles and requirements</li> <li>• interface between statutory, policy and program provisions</li> <li>• qualitative evidence from young people and parents or carers.</li> </ul>
<p>Assessment and Individual Planning</p> <p><i>As a person with a disability I should be able to:</i></p> <ul style="list-style-type: none"> <li>• access opportunities to develop my capabilities and my potential and to contribute to the community</li> <li>• access relevant and timely information about services and</li> </ul>	<p><i>Empowering Individuals to set their own goals. Processes support:</i></p> <ul style="list-style-type: none"> <li>• self determination</li> <li>• participation</li> <li>• informed choices</li> <li>• transparent and accountable.</li> </ul>	<p><i>Demonstrated evidence of:</i></p> <ul style="list-style-type: none"> <li>• eligibility and assessment processes are transparent and accountable</li> <li>• early (timely) assessment</li> <li>• (annual reviews and planning</li> <li>• focus on skills and abilities</li> <li>• participatory and inclusive processes</li> <li>• adoption of a Team approach</li> </ul>	<p><i>Information which will advise the evaluation will include documented:</i></p> <ul style="list-style-type: none"> <li>• assessment tools and processes</li> <li>• assessment reports and individual plans</li> <li>• evidence of frequency of plan reviews</li> <li>• participants in each process.</li> <li>• experiential evidence.</li> </ul>

**3 In all cases we will seek to access any available quantitative data, which are held that will advise the review and analysis processes. However as we are unsure what is collected, and expect it will be quite different from service to service, and program to program, it is not immediately clear how much we will be able to gather and in what form.**

<p>information about services and developments that may assist me to maximise my participation in community life</p> <ul style="list-style-type: none"> <li>• be clear about my eligibility for government funding.</li> </ul> <p><i>(Challenge 2014)</i></p>		<ul style="list-style-type: none"> <li>• provision to ensure mutual understandings by all parties to assessment and planning.</li> </ul>	
<p>Individual Plan Implementation</p> <p>“Support individuals and their families to imagine better and to plan the ways in which the goals they choose might be pursued.”</p> <p><i>(Challenge 2014)</i></p> <p>“Individuals and families are supported to plan for their future and develop sustainable pathways to realise their goals and aspirations”</p> <p><i>(Future Directions, Obj. 3.1)</i></p>	<p><i>Assisting individuals to achieve their goals through teamwork, encouraging:</i></p> <ul style="list-style-type: none"> <li>• partnerships</li> <li>• matching</li> <li>• mediating</li> <li>• supporting</li> <li>• flexibility and continuity.</li> </ul>	<p><i>Demonstrated evidence of:</i></p> <ul style="list-style-type: none"> <li>• linkages with employment, training and education providers</li> <li>• protocols or systems for working together</li> <li>• processes for matching the individual with work and employer</li> <li>• learning is used to plan.</li> </ul>	<p><i>Information which will advise the evaluation will include documented:</i></p> <ul style="list-style-type: none"> <li>• formal agreements</li> <li>• planning processes</li> <li>• Individual Support Plans</li> <li>• practice examples</li> <li>• experiential evidence.</li> </ul>
<p>Pathways: Secondary Schools, Training Providers, TAFE, and Universities</p> <p>“As a young person I should be able to choose to continue my education if I want to and plan and pursue my post school goals”</p> <p><i>(Challenge 2014)</i></p>	<p><i>Preparing for transition via:</i></p> <ul style="list-style-type: none"> <li>• appropriate preparation</li> <li>• person Focused</li> <li>• adaptability</li> <li>• cross sector partnerships</li> </ul>	<p><i>Demonstrated evidence of:</i></p> <ul style="list-style-type: none"> <li>• relevant, functionally oriented curricula</li> <li>• relevant training and experience</li> <li>• support for employer and employee</li> </ul>	<p><i>Information which will advise the evaluation will include documented:</i></p> <ul style="list-style-type: none"> <li>• established curricula and programs</li> <li>• established transition programs</li> <li>• demonstrated evidence of coordination between providers</li> <li>• data reporting exit points for young people with disabilities.</li> </ul>

<p>Pathways: Employment Partnerships</p> <p>“As a young person I should be able to access training and skill development and work experience AND find and maintain employment, and to develop a career if I want to”</p> <p>All persons have a responsibility to cooperate and coordinate well with other players in the field.</p> <p><i>(Challenge 2014)</i></p>	<p><i>Porous boundaries between sectors are achieved by:</i></p> <ul style="list-style-type: none"> <li>• matching</li> <li>• mediating</li> <li>• supporting</li> <li>• adapting</li> <li>• consortium</li> <li>• sustainability</li> </ul>	<p><i>Demonstrated evidence of:</i></p> <ul style="list-style-type: none"> <li>• individualised job search activities and training</li> <li>• processes for matching interests and skills</li> <li>• ongoing practical support for clients and employers</li> <li>• opportunities to move fluidly between options in a client focused way</li> </ul>	<p><i>Information which will advise the evaluation will include documented:</i></p> <ul style="list-style-type: none"> <li>• Individual Support Plans</li> <li>• policies, position descriptions</li> <li>• documented agreements</li> <li>• practice examples and experiential evidence</li> <li>• evidence of coordination between providers</li> <li>• data: number accessing employment by type of employment and duration.</li> </ul>
<p>Creating Opportunities</p> <p>“A diverse range of flexible support models is available to meet the changing need of people with disabilities, their families and carers”</p> <p>“Service options are flexible and respond to identified need”</p> <p><i>(Future Directions Obj. 2.4, 4.3)</i></p>	<p><i>Agencies demonstrate leadership in:</i></p> <ul style="list-style-type: none"> <li>• fostering a culture of inclusiveness</li> <li>• working creatively to generate new opportunities for participation</li> <li>• assisting training, education, employer, and recreation providers to identify new ways of working with young people with disabilities.</li> </ul>	<p><i>Demonstrated evidence of:</i></p> <ul style="list-style-type: none"> <li>• engagement with local community</li> <li>• working flexibly to create new opportunities for participation</li> </ul>	<p><i>Information which will advise the evaluation will include documented:</i></p> <ul style="list-style-type: none"> <li>• evidence of successful initiatives which generate options</li> <li>• evidence of initiatives in working with range of providers to enhance accessibility</li> <li>• data indicating number of young people disabilities assisted through such initiatives.</li> </ul>

<p><i>Quality Practices</i></p> <p>“Services that support people with disabilities, their families and friends are flexible and innovative, and aim for, and continue to be at world best practice standards”</p> <p>“Services that meet professionally recognised standards of quality”</p> <p><i>(Challenge 2014)</i></p>	<p><i>Agencies demonstrate:</i></p> <ul style="list-style-type: none"> <li>• maintenance of quality records</li> <li>• quality policies and procedures</li> <li>• systems which protect client rights</li> </ul>	<p><i>Monitoring and review processes document achievements through:</i></p> <ul style="list-style-type: none"> <li>• individual outcomes</li> <li>• service outcomes</li> <li>• program outcomes</li> </ul>	<p><i>Information which will advise the evaluation will include:</i></p> <ul style="list-style-type: none"> <li>• nature and quality of documentation for individuals</li> <li>• data collected and able to be reported up</li> <li>• policies and procedures and evidence of implementation</li> <li>• documentation of how individual rights are protected and including handling of complaints or grievances.</li> </ul>
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