



**Family &  
Community Services**  
Ageing, Disability & Home Care

# Transition to Work Program Guidelines

Community Access  
Ageing, Disability and Home Care  
NSW Department of Family and Community Services  
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# Document approval

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# Table of contents

<b>1</b>	<b>Purpose of these Guidelines.....</b>	<b>6</b>
<b>2</b>	<b>Overview of the Transition to Work Program .....</b>	<b>7</b>
2.1	Impact of the National Disability Insurance Scheme on the program.....	8
2.2	Principles .....	8
2.3	Participant outcomes .....	10
2.4	Who is the Transition to Work Program for? .....	13
2.5	Program Structure .....	13
2.6	Services provided in Transition to Work.....	14
2.6.1	Initial planning meeting .....	14
2.6.2	Work-focused skills development .....	14
2.6.3	Work sampling and job trials .....	15
2.6.4	Specific job or career related training .....	15
2.6.5	Support to build a working lifestyle .....	16
2.7	Accessing TAFE, University or ACE Community Colleges .....	17
<b>3</b>	<b>Service Delivery .....</b>	<b>18</b>
3.1	Program entry .....	18
3.1.1	Registration of interest to be assessed .....	18
3.1.2	Assessment.....	18
3.1.3	Early and late entry arrangements.....	19
3.1.4	Transition from school: The role of the education authorities .....	19
3.2	Supporting young people to choose a Transition to Work provider.....	20
3.2.1	The role of ADHC and individual service providers .....	20
3.2.2	Accessing individual service providers .....	21
3.2.3	Limitations on service selection .....	21
3.2.4	Moving between Transition to Work services .....	21
3.2.5	Moving between Transition to Work and Community Participation .....	22
3.2.6	Returning to Transition to Work from Community Participation .....	23
3.2.7	Exiting Transition to Work to employment or study within the funding period	23
3.3	Support hours .....	24
3.3.1	Support inclusions.....	24
3.3.2	Support exclusions .....	25
3.4	Partnerships with young people and families .....	25
3.5	Transition to employment planning .....	27
3.5.1	Links between Plans and the key result areas.....	27
3.5.2	Components of Plans.....	28
3.5.3	Developing Plans .....	28
3.5.4	Involving other services.....	29
3.6	Transport and fees.....	29
3.6.1	Transport to and from Transition to Work .....	29
3.6.2	Daily access fees .....	31
3.6.3	Meeting the cost of study and recreational activities .....	31
3.7	Moving Interstate .....	32
3.8	Delivering culturally responsive and competent services .....	33
<b>4</b>	<b>Funding, monitoring and reporting .....</b>	<b>37</b>
4.1.1	Two year funded program .....	37
4.1.2	Quarterly payments.....	37
4.1.3	Brokered services .....	38
4.1.4	Equipment and Modifications .....	38
4.1.5	Funding exclusions .....	39
4.1.6	Funding agreements .....	39
4.1.7	Funding accountability .....	39
4.1.8	Service monitoring .....	40

4.1.9	Service quality.....	40
4.1.10	Performance reporting requirements .....	41
<b>APPENDICES</b>	.....	<b>42</b>
	Appendix 1 Participant’s health and wellbeing .....	42
	Appendix 2: Building partnerships with businesses and employment services 47	
	Appendix 3: Reviews, complaints and disputes.....	50

# 1 Purpose of these Guidelines



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The Transition to Work Guidelines set out the policy and operating requirements for the Transition to Work Program. The guidelines have been prepared by Ageing, Disability and Home Care, NSW Department of Family and Community Services (FACS) to support non-government providers in delivering Transition to Work services in NSW. These providers are required to comply with all aspects of these Guidelines as a condition of Transition to Work Program funding.

These Guidelines seek to provide clear information about Ageing, Disability and Home Care's (ADHC) expectations for the provision of Transition to Work services, while also enabling providers to deliver services in ways that respond to the individual needs and goals of young people in their local areas. The Guidelines build on the experience and expertise of providers and reflect a purchasing approach to service delivery from non-government providers. A purchasing approach includes an increased emphasis on outcomes, performance and accountability.

These Guidelines and related documents may be obtained from ADHC's website at [www.adhc.nsw.gov.au](http://www.adhc.nsw.gov.au). Comments or suggestions for improving these Guidelines can be emailed to [lifeskillsandemployment@facs.nsw.gov.au](mailto:lifeskillsandemployment@facs.nsw.gov.au)

Contact details for FACS district offices can be found on the ADHC website at: [http://www.adhc.nsw.gov.au/contact\\_us](http://www.adhc.nsw.gov.au/contact_us)

## 2 Overview of the Transition to Work Program



Beau, Transition to Work

The Transition to Work Program is a two year program which achieves employment for young people with disability. The program develops a person's skills and/or qualifications needed to successfully secure and sustain employment. The Program provides services to young people with a range of support needs but is primarily targeted to young people with moderate to high needs<sup>1</sup>.

Many school leavers with disability will go directly to employment, vocational educational and training, or higher education. State and Commonwealth Governments<sup>2</sup> provide a range of services that assist individuals with disability, for example, disability support services are provided directly through TAFE and Universities while the Commonwealth Government operates the following programs:

- **Disability Employment Services (DES)** support people with disability in open employment and are funded by the Department of Education, Employment and Workplace Relations (DEEWR). There are two separate programs within DES, Disability Management Services (DES-DMS) for people with disability who are not expected to need long-term support in the workplace and Employment Support Services (DES-ESS), for jobseekers with permanent disability who require long-term, regular support in the workplace; and
- **Australian Disability Enterprises (ADE)**, which are commercial businesses that provide employment for people with disability. ADE's are funded through the Department of Social Services (DSS).

<sup>1</sup> ADHC uses standardised screening tools to determine a young person's eligibility for the Transition to Work Program. The phrase 'moderate to high support needs' in these Guidelines refers to the broad range of support needs of young people in the Transition to Work Program rather than terms associated with the screening tools.

<sup>2</sup> The current split of responsibilities between Commonwealth and State Governments relate to employment programs for people with a disability is defined under the National Disability Agreement (NDA).

Transition to Work is not available to school leavers who are accessing Commonwealth Government employment programs or those who are assessed<sup>3</sup> as being able to do so.

The Transition to Work Program is a separate program to the Commonwealth Government programs. Transition to Work is available to eligible young people unable to immediately access Commonwealth programs when they leave school due to higher support needs. Transition to Work focuses on getting young people into employment by providing the support needed to develop the skills and capacity required for employment.

The Transition to Work Program is considered as an 'approved activity' for some activity tested job seekers receiving Youth Allowance. This means that young people who are accessing the Transition to Work Program do not have to exit the program and register with a DES to qualify for the Youth Allowance. For more information visit <http://www.humanservices.gov.au/>

## 2.1 Impact of the National Disability Insurance Scheme on the program

The NSW Government is committed to a disability system that provides choice and control for people with disability. For this reason, NSW became the first Australian state to sign up to a national roll out of a National Disability Insurance Scheme (NDIS). An independent national authority, DisabilityCare Australia, has been established under Commonwealth legislation to administer the NDIS. DisabilityCare Australia will progressively roll out in NSW and by 2018 all eligible residents will be covered.

ADHC will continue to fund the Transition to Work program in NSW for people in areas not yet covered by the NDIS.

Current support arrangements will continue until individuals move across to DisabilityCare Australia. Transition to Work service users do not need to do anything. DisabilityCare Australia staff will meet with individuals to discuss ongoing support needs when they are scheduled to enter the scheme. For more information visit [www.disabilitycareaustralia.gov.au](http://www.disabilitycareaustralia.gov.au)

## 2.2 Principles

All aspects of service delivery in the Transition to Work Program are to be delivered in accordance with the following principles:

### **Focus on employment outcomes**

Services focus on securing sustainable employment for young people by overcoming the barriers to employment they face.

### **Deliver training in a work environment**

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<sup>3</sup> See section 3.1.2



Service providers deliver relevant training and support<sup>4</sup> to young people in a work environment to enable the consolidation and practical application of learning and skill development.

### **Respond to changing work needs**

Services cater for young people's developing skills and independence.

### **Person centred**

Young people direct how their supports and services are planned and designed and are the drivers of their Transition to Employment Plans.

### **Build independence**

Where required by the young person, their Transition to Work program includes support to perform daily tasks and maintain active involvement in the community. This support should be focused on building the young person's capacity to sustain work through increased independence.

### **Responsive to Aboriginal people**

The needs and aspirations of Aboriginal people as the first peoples of Australia are respected and valued.

### **Responsive to cultural, linguistic and religious diversity**

The needs of individuals of all cultural, language and religious backgrounds are respected and valued.

### **Responsive to the needs of people living in rural and remote areas**

Sustainable models of support are required for young people living in scattered townships and remote communities. Service providers operating in these areas will need to consider ways to develop outreach services and partnerships with local businesses and community organisations.

### **Strengths and partnership based**

An individual's strengths and capabilities guide the setting of goals and activities, which should be developed, wherever possible, through genuine partnerships between the person, their families/support people and service providers. Service providers are also expected to develop strong relationships with businesses and Commonwealth funded employment agencies to identify work related opportunities for young people (see also Appendix 2).

### **Cost effective**

Services will be provided within agreed funding benchmarks and will offer the best quality and mix of support options within available resources.

### **Continuous improvement**

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<sup>4</sup> This may include support to access vocational education and higher education.

All available research and evidence are used so that programs reflect good practice.

**All service providers will operate within the requirements of the NSW Disability Services Act (1993) and the NSW Disability Standards.**

## 2.3 Participant outcomes

The success of the Transition to Work Program will be measured by the extent to which young people with disability:

- move to open or supported employment or further education by the end of their program or course of study<sup>5</sup>;
- perform satisfying and meaningful work consistent with their employment goals;
- develop the skills and qualifications necessary for the transition to sustainable employment;
- sustain their work and training commitments; and
- who are Aboriginal or from culturally and linguistically diverse backgrounds have fair access to support and achieve job outcomes comparable to other young people in the program.

These five outcomes represent the Key Result Areas for the program and will be used to:

- evaluate the Program's effectiveness in supporting young people to achieve their employment; and
- guide the planning process and inform young people and their family/carer/advocate/guardian about what is possible. (See section 3.5 on Transition to Employment Planning).

The focus of each Key Result Area and examples of how each one can be put into practice is described as follows:

### **Key Result Area 1:**

#### **Young people move to open or supported employment by the end of their program**

The primary goal of the Transition to Work Program is getting a job.

To support a person to achieve their goals within the result area the provider undertakes activities that may include:

- building on the person's existing skills and developing new skills and abilities that allow the young person to achieve their employment goals;

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<sup>5</sup> Transition to Work provides funding for two years. In some cases a young person may not complete their VET or university course of study until after they have exited Transition to Work.

- providing information and support to regularly review the young person's program goals and activities;
- responding to the developing skills, changing needs and employment goals of each young person.

### **Key Result Area 2:**

#### **Young people perform satisfying and meaningful work consistent with their employment goals<sup>6</sup>**

This result area focuses on experiencing different work environments as described in section 2.6.3 and learning the specific skills needed to perform a selected job as described in section 2.6.4.

To support a person to achieve their goals within the result area the provider undertakes activities that may include:

- asking about the job interests and employment goals of the young person;
- identifying the skills and knowledge the young person would need to meet their employment goals;
- identifying work related opportunities where the young person learns about different types of jobs;
- providing on the job training so that the young person gradually learns how to do the job independently; and
- ensuring that on the job training is individually tailored to each young person.

### **Key Result Area 3:**

#### **Young people develop the skills and qualifications necessary for the transition to sustainable employment**

This result area focuses on:

- assessing the learning needs, job interest and employment goals of young people as described in section 2.6.1;
- work focused skill development as described in section 2.6.2; and
- for some young people, attendance at TAFE, ACE Community College or University.

To support a person to achieve their goals within the result area the provider undertakes activities that may include:

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<sup>6</sup> As agreed in their Plan – see section 3.5.

- asking about and knowing the person's current skills and identifying further skills which the young person needs to develop to move to employment;
- ensuring that work related skill development is relevant to the employment goals and support needs of each young person; and
- supporting a young person to access vocational education and training or higher education where appropriate and to integrate study with other activities in their program.

#### **Key Result Area 4:**

##### **Young people sustain their work and training commitments**

This result area focuses on:

- integration of work, training and/or study with social and day to day activities; and
- building sustainable relationships with workmates; and
- developing good work habits.

To support a person to achieve their goals within the result area the provider undertakes activities that may include:

- building the young person's capacity to get to work on time consistently;
- building the young person's capacity to work independently and interact with others; and
- supporting the young person to effectively integrate daily and recreational activities with work and training.

#### **Key Result Area 5:**

##### **Young Aboriginal people and young people from culturally and linguistically diverse backgrounds have fair access to support and achieve job outcomes comparable to other young people in the program**

This result area focuses on:

- Aboriginal young people and young people from CALD backgrounds achieving job outcomes comparable to other young people in the program;
- increasing the representation of young Aboriginal people and young people from culturally and linguistically diverse backgrounds in Transition to Work to levels comparable to their representation in the local community; and
- improving the cultural appropriateness and competence of Transition to Work services.

To support a person to achieve their goals within the result area the provider undertakes activities that may include:

- identifying local needs and encouraging the active participation of young people, families and community members in service planning;
- identifying the cultural needs and strengths of each young person during individual planning and formulating relevant actions;
- developing partnerships with local Aboriginal and CALD services to increase staff skills and service expertise and community connections;
- being responsive to any cultural concerns raised by a young person's family/carer/advocate/guardian that may prevent them from attending the Program; and
- setting up positive, welcoming environments. See section 3.8 for more examples.

## 2.4 Who is the Transition to Work Program for?

Transition to Work is for young people who:

- have moderate to high support needs; and
- have an intellectual, psychiatric, physical or sensory disability and are eligible for a service under the NSW Disability Services Act 1993 and are assessed as eligible by ADHC; and
- are leaving school (have completed Year 12) or are making a request for entry through early (young people must be over 17 years to commence early in a Transition to Work Program) or late entry processes (see section 3.1.3); and
- are not undertaking full time paid employment, full time vocational education or full time higher education; and
- are a resident of NSW; or
- have been approved for a Community Participation Program but wish to take up a Transition to Work Program instead.

Section 3.1 outlines the entry process for school leavers.

## 2.5 Program Structure

There are four components to the design of the Transition to Work Program which support the development of individual skills and abilities of young people and provide security of funding. These are:

- Plans which are driven by the young person;
- 18 hours or three (3) days of support each week<sup>7</sup> for 48 weeks of the year for each young person (see section 3.3 for further details);

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<sup>7</sup> A day is generally considered to be 6 hours. Hours of support per week may vary depending on the needs of the individual young person.

- individualised funding; and
- a two year funded program.

## 2.6 Services provided in Transition to Work

Transition to Work provides a structured approach to working with young people with disability to support their move to employment. Services are individually tailored to the needs and employment goals of the young person. Transition to Work services generally involve the following components:

- initial planning meeting and ongoing, regular reviews;
- work focused skill development;
- work sampling and job trials;
- specific job or career related training; and
- support to build a working lifestyle.

### 2.6.1 Initial planning meeting

Service providers undertake an initial planning meeting with the young person to identify their learning needs, job interests and employment goals. The process may include interviews with the young person, their family/carer/advocate/guardian and school, review of school records, review of current skills, support needs and barriers to employment. A key focus of the planning meeting will be on confirming that the young person is motivated and committed to working through the program with the aim of finding a job in the longer term. The meeting may also include identifying potential work sampling opportunities and job trials. These actions would be included in the young person's Plan. Plans will be reviewed on a regular, ongoing basis (see section 3.5).

Following the initial planning meeting, the service provider may determine that another Transition to Work service provider is better placed to assist a young person or that the young person has the capacity to move to open or supported employment. In these cases, the service provider will notify ADHC of the transfer or exit to employment prior to completion of the Program.

### 2.6.2 Work-focused skills development

Work focused skills development provides training in the generic skills and capacities needed by a young person to move to employment. The type and mix of training will vary according to the needs of the individual and may include training in areas such as self care, presentation, travel training, money and budget management, literacy and numeracy, teamwork, WHS, punctuality, social skills and appropriate behaviour at the workplace. Training may simulate work conditions requiring participants to dress and behave in a manner appropriate to a workplace and to arrive on time. Training may be delivered on an individual or group basis as appropriate. Training may be

delivered in house, through TAFE or contracted to another provider. If nationally recognised competency based training is being provided this should be delivered by a Registered Training Organisations (RTO)<sup>8</sup>.

Other forms of skill development could be offered through formal and informal mentoring programs offered by the service provider or other agencies.

### 2.6.3 Work sampling and job trials

Work sampling<sup>9</sup> (also called work testing or work 'tasters') are placements in a work setting which are primarily aimed at assessing the interests and skills of the young person within a workplace context and provide experiences of work environments. A young person may sample several areas of work before finding the type of work that they enjoy and the type of job that is an achievable goal. Work sampling may also include visits to work sites and/or educational settings such as TAFE or University open days.

In a job trial<sup>10</sup>, a young person is provided with on the job training and supervision by the service provider to learn the specific tasks of a job.

Wherever appropriate, service providers should aim to offer work sampling and job trials (see below) in an open employment environment.

Service providers should aim to identify work sampling and job trial opportunities<sup>11</sup> that wherever possible, reflect the local economy such as the service industry, tourism or manufacturing to increase the chances of the young person successfully moving to employment. Service providers will need to build strong relationships with local employers and businesses to support ongoing placements of young people entering the program.

Where appropriate, service providers should also aim to identify work sampling and job trial opportunities with culturally specific and/or language specific employers and businesses. Service providers will need to build strong relationships with local Aboriginal and CALD employers and businesses to support ongoing placements of young Aboriginal people and young people from CALD communities.

### 2.6.4 Specific job or career related training

Specific job related training is generally provided through job trials. As part of gaining the skills needed to move to employment a person may also attend a TAFE vocational training course, ACE Community College course or University program. Further information on accessing TAFE, ACE and University is contained in section 2.7.

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<sup>8</sup> This could include the service provider if they are a RTO or have a licensing arrangement with a RTO.

<sup>9</sup> Work sampling is generally unpaid.

<sup>10</sup> A job trial is generally unpaid.

<sup>11</sup> Service providers are expected to have policies and practices in place which provide appropriate insurance cover for young people undertaking work sampling and job trials.

This training is often delivered individually but may be delivered in a small group where appropriate, such as a gardening crew. A job trial is generally undertaken over an extended period of time and customised for the young person. For example, some job tasks may be removed or modified to suit the needs and learning style of the young person.

Steps in performing tasks are taught through skills transfer with the aim of increasing the proficiency of the young person over time. The goal is for tasks to be performed independently without the trainer present and for the young person to be motivated to perform the task quickly and accurately.

Job trials may also include training by the service provider in getting to work on time, appropriate social behaviour in the workplace and encouragement of integration into the social activities of the workplace.

Co-workers and work place supervisors may also be trained by the service provider to ensure that they are aware of how to recognise if the young person needs help and how to help if necessary. Training of co-workers also aims to reduce dependence on the service provider's trainers and increase the hours that the young person is at work. In some cases, co-workers or work place supervisors may be trained in the use of assistive technology such as augmentative communication systems.

### 2.6.5 Support to build a working lifestyle

A range of activities may be supported that are aimed at increasing the independence of the young person and assisting them to effectively integrate work with day to day requirements and personal interests. Service providers may:

- support a young person to gain a driver's licence where appropriate;
- assist young people to access and participate in social, sporting, health and fitness and recreational activities of the young person's choice; and
- provide self care<sup>12</sup>, health management<sup>13</sup> support and support in daily financial management as required.

All activities should focus on developing the young person's competence, for example, teaching them how to manage transport and attend activities independently.

The development of varied and stable lifestyles maximises the chances of young people successfully moving to and maintaining employment. Service providers may develop and leverage relationships with local clubs and community groups to assist young people to access these activities in their leisure time where this is needed by the young person.

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<sup>12</sup> Self care may include eating, toileting, grooming, managing medications and mobility assistance.

<sup>13</sup> Service providers are expected to have policies and practices in place on health management support as described in Appendix 1.



## 2.7 Accessing TAFE, University or ACE Community Colleges

Young people can study part time at TAFE, University or ACE Community Colleges as part of Plans. Such education would generally be focused on vocational training or achieving the qualifications necessary for particular careers.

These facilities usually provide support to students with disabilities through 'reasonable adjustments' (such as providing note takers or audio recordings of lectures) and by improving physical access (such as installing ramps, lifts and creating wheelchair pathways across the campus). Transition to Work funding may be used to provide additional support to enable access where the usual supports provided by training and educational facilities are insufficient.

Support to attend a course of study at vocational training and educational facilities may include:

- travel and travel training;
- support to overcome physical access barriers including negotiating additional improvements with the facility that are deemed outside 'reasonable adjustments';
- translating study materials into appropriate formats and support with assistive technology; and
- brokering additional tutoring or training in study skills.

A Memorandum of Understanding (MoU) exists between ADHC and TAFE. The MoU outlines how ADHC, TAFE NSW and ADHC funded service providers will work together to support young people receiving services under Transition to Work so that they can participate in TAFE courses.

Further details are available from the ADHC website:

[http://www.adhc.nsw.gov.au/\\_data/assets/file/0020/237314/ADHC\\_TAFE\\_MOU\\_Fact\\_Sheet\\_2012\\_updated.pdf](http://www.adhc.nsw.gov.au/_data/assets/file/0020/237314/ADHC_TAFE_MOU_Fact_Sheet_2012_updated.pdf)

A Transition to Work program for a young person who is studying would also generally include other elements commonly delivered through the program including:

- work-focused skill development (see section 2.6.2);
- work sampling and job trials (see sections 2.6.3); and
- support to build a working lifestyle (see sections 2.6.5).

## 3 Service Delivery



Jess, Transition to Work

### 3.1 Program entry

Entering the Transition to Work Program as a school leaver involves:

- Registration of interest to be assessed;
- assessment; and
- choosing a service provider (see Section 3.2).

#### 3.1.1 Registration of interest to be assessed

A young person in Year 12 who wants to join Transition to Work when they leave school will register their interest with their school midway through Year 12 with support from their Teacher/Transition Teacher/Principal. ADHC provides training and information to School Principals and Transition Teachers prior to the registration process to support their involvement.

#### 3.1.2 Assessment

Following registration, the school Transition Teacher or another independent person completes a standardised screening tool<sup>14</sup> with the young person and, with their agreement, their family/carer/advocate/guardian. This tool, developed by the Australian Health Services Research Institute at the University of Wollongong, focuses on daily living functioning, behaviour and domestic functioning. The information collected by using the tool is forwarded to the University of Wollongong for assessment.

The completed tool is analysed by the Australian Health Services Research Institute at the University of Wollongong. The identity of individuals is not

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<sup>14</sup> The assessment uses the Functional Screening Tool developed by the University of Wollongong.

disclosed to the University<sup>15</sup>. Based on the assessment results, ADHC determines the young person's eligibility for Transition to Work or Community Participation, or their suitability for Commonwealth employment assistance.

Once an individual is advised of their eligibility for a Transition to Work they have up to two years to begin in a program.

### 3.1.3 Early and late entry arrangements

Most young people enter the Transition to Work Program after they have completed Year 12 as schools are responsible for ensuring that all students are encouraged and supported to complete Year 12. However in some situations and through case-by-case review, it may be in the interest of a young person over 17 years to commence in the program either prior to the completion of Year 12 (early entry) or up to two years after they have completed Year 12<sup>16</sup> (late entry).

To be considered for early or late entry in to the Transition to Work Program the young person must apply to the FACS District Director. Applications must be supported by information that outlines:

- eligibility to be considered for a Transition to Work Program (see section 2.4); and
- for early entry, reasons why the young person is not able to remain at school (or another education facility) and efforts made to keep the young person engaged at school; or
- for late entry, options pursued by the young person since leaving school, other supports that have been provided and why they are no longer suitable.

Once the District Director determines that the individual is eligible for early or late entry they must then undergo an assessment to determine the young person's eligibility for the Transition to Work Program.

### 3.1.4 Transition from school: The role of the education authorities

Education authorities work with ADHC to support the transition of young people from school to the Transition to Work Program by:

- providing timely information to young people and their families/carers/guardians/advocates, including information material supplied by ADHC; and

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<sup>15</sup> ADHC recognises the importance of privacy and is committed to protecting any personal information that is provided to it about service users, or potential service users. ADHC only collects personal information that is necessary to perform its functions. ADHC will always seek the person's consent to collect, use and disclose personal information.

<sup>16</sup> In exceptional circumstances and where the individual has a work goal, the FACS District Director can consider late entry requests for individuals who completed Year 12 more than two years ago.

- undertaking an assessment of the support needs of young people by trained school based staff<sup>17</sup> to determine eligibility for ADHC's Transition to Work Program<sup>18</sup>.

## 3.2 Supporting young people to choose a Transition to Work provider

Supporting young people and their families/carers/guardians/advocates to select and change service providers is one of the important methods of ensuring that the Transition to Work Program delivers services centred on the needs, goals and circumstances of individuals.

### 3.2.1 The role of ADHC and individual service providers

ADHC has implemented a number of strategies aimed at providing greater assistance to young people in choosing a service provider. Service providers are also encouraged to implement strategies to support choice as listed below.

**ADHC** will provide a range of support to help young people and their families/carers/guardians/advocates make an informed choice of service provider, including:

- publicly available reports on the performance of individual service providers;
- a range of information about available service providers including the type of services provided;
- suggested questions to ask potential service providers;
- details of other organisations that can provide information and support; and
- information will be published in plain English and will be available in community languages and alternative formats.

ADHC will also liaise with educational authorities (NSW Department of Education and Communities, the Association of Independent Schools and the Catholic Education Commission) to ensure they are aware of their role in providing information to young people and their families/carers/guardians/advocates about Transition to Work.

**Service providers** are encouraged to support young people to identify and choose the most appropriate service by:

- providing clear and accessible information about their service;

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<sup>17</sup> These staff are trained by ADHC in the administration of the screening tools

<sup>18</sup> The information provided for each young person is analysed by the Australian Health Services Research Institute at the University of Wollongong to determine eligibility for the Program.

- encouraging a young person and their family/carer/advocate/guardian to visit the provider, meet staff and talk with other young people at the service;
- consulting with young people considering an alternative service provider and making appropriate referrals; and
- taking a supportive and facilitative approach where a young person wishes to change to a new service provider.

### 3.2.2 Accessing individual service providers

Access to Transition to Work services is non-discriminatory. Service providers are required to have written entry and exit policies identifying any access priorities and circumstances in which a young person can be asked to leave the service<sup>19</sup>. Service providers need to notify young people and their families/carers/guardians/advocates in writing if they decide not to accept, to exclude or to exit a young person prior to the completion of their program. If a service provider refuses access to a young person on any grounds, or exits a young person from their service prior to the completion of their program, they must notify ADHC of this decision and the reasons for it. ADHC will provide information to the young person about alternative service providers in their local area and support them to find a suitable provider.

### 3.2.3 Limitations on service selection

In some cases a young person may need to choose an alternative service provider because their preferred service provider has reached capacity. In these circumstances ADHC will provide information to the young person about alternative service providers in their local area and support them to find a suitable provider. Service providers may increase the number of places at their existing service outlets to accommodate additional demand<sup>20</sup>.

### 3.2.4 Moving between Transition to Work services

Young people can move between Transition to Work providers as their needs and goals change. The timing of the transfer needs to be agreed between the existing and new service provider. Once the young person and their new service provider have agreed on new arrangements, both service providers notify ADHC of the change by submitting a Transition to Work Transfer Form available on the ADHC website at:

[http://www.adhc.nsw.gov.au/data/assets/file/0010/272638/Transition\\_to\\_Work\\_transfer\\_exit\\_form.pdf](http://www.adhc.nsw.gov.au/data/assets/file/0010/272638/Transition_to_Work_transfer_exit_form.pdf).

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<sup>19</sup> For example, some service providers may give priority to particular support needs due to expertise in these areas.

<sup>20</sup> Transition to Work providers may open additional outlets in the locations (Local Government Areas and/or Local Planning Areas) they were originally approved in to accommodate increased demand for service.

Young people can change their Transition to Work service provider for any reason. These changes can occur at any time, however, it is expected that young people would generally remain with a service provider for at least six months to ensure that any decision to move is appropriate and well informed. It would also be expected that the young person will complete their Transition to Work program at the end of two years<sup>21</sup> notwithstanding a change in service provider (see also section 4.1.1).

Dissatisfaction with an existing service provider may be one reason a young person wishes to change services. Before a young person decides to relocate for this reason they should discuss their concerns with their service provider. Service providers should encourage and be responsive to such feedback as a means of improving the satisfaction of young people using their service.

If after this, the young person still wants to move to another service provider, their existing provider should facilitate and support them in this process.

### 3.2.5 Moving between Transition to Work and Community Participation

The following arrangements apply for movement between programs:

#### **Transition to Work to Community Participation:**

A young person who initially enters the Transition to Work Program but then finds the program does not meet their needs may transfer to the Community Participation Program with the approval of the FACS District Director. Decisions will be made on a case-by-case basis.

In making this decision the FACS District Director will consider:

- the goals of the young person;
- the progress they have made against their goals in their Plan;
- information provided by the young person and the family/carer/advocate/guardian to support the request;
- written advice from the Transition to Work service provider; and
- other information indicating that the young person is not likely to transition to employment within their remaining period of placement in Transition to Work.

When a transfer request is approved:

- the transfer will take place when a suitable Community Participation service provider has been identified; and

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<sup>21</sup> In some cases the two year funding period may be extended – see section 4.1.1. Such extensions will be approved by the FACS District Director.

- the place will be funded according to the applicable Community Participation funding band determined on the basis of their support needs assessment<sup>22</sup>.

### **Community Participation to Transition to Work**

A young person can move from the Community Participation Program to the Transition to Work Program if they have a vocational goal. Approval is not required, however the young person must notify ADHC of their intention to transfer to the Transition to Work by emailing ADHC at: [lifeskillsandemployment@facs.nsw.gov.au](mailto:lifeskillsandemployment@facs.nsw.gov.au)

When a transfer notification has been made:

- the young person must nominate a preferred provider by completing and submitting a Transition to Work Registration Form;
- the young person will be eligible to attend Transition to Work for two years; and
- the place will be funded at the Transition to Work funding level.

#### **3.2.6 Returning to Transition to Work from Community Participation**

If a young person transfers from Transition to Work to Community Participation and then finds that Community Participation does not meet their needs they can return to Transition to Work. The amount of time the individual will have in the Transition to Work Program will be determined by the FACS District Director, based on the length of time spent in the young person's previous Transition to Work Program and the goals outlined in their Plan.

#### **3.2.7 Exiting Transition to Work to employment or study within the funding period**

Where a young person obtains open or supported employment or a place in vocational training or University within the period of their Transition to Work program, service providers can maintain the person in the program for a further period of up to three months. During this time providers must monitor the young person's progress and support them to complete the transition to their new job or training placement. If the young person loses their employment or further education placement within the three-month 'safety net' period, then they can return to the Program without having to apply for re-entry (see section 4.1.1). Service users who maintain employment or full-time further education for a period of three months are required to exit the Program and apply for re-entry.

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<sup>22</sup> Their funding band will be assessed on the basis of their support need assessment. Depending on the length of time the person was in Transition to Work it may be necessary to conduct a new assessment.

### 3.3 Support hours

Transition to Work service providers are contracted to provide an average of 18 hours or three (3) days of support per week to each participant for not less than 48 weeks a year<sup>23</sup>.

The mix of days and hours (e.g. start and finishing times) and mode of service delivery (face to face or indirect) a person receives each week is negotiated between the service provider and the young person and their family/carer/advocate/guardian. The mix of days and hours will be responsive to the individual needs and goals of the young person and the availability of suitable training and work based placements.

Service providers are not required to offer support outside normal business hours but this arrangement can be negotiated with individual young people on a case-by-case basis.

Service providers must:

- inform young people and their families/carers/guardians/advocates of their contracted support hours at the commencement of the service; and
- confirm arrangements with young people and their families/carers/guardians/advocates if any changed hours of support have been agreed between them and the provider throughout the year.

Service providers are also entitled to have up to 5 'service participant free' days per year. These 'participant free' days can be used for service planning and staff development and as such may be included as part of the 48 weeks.

A service should give young people, their families/carers/guardians/advocates at least four (4) weeks notice of closures. Information should be provided to young people and families/carers/guardians/advocates about the purpose of the closure.

#### 3.3.1 Support inclusions

The contracted support hours may include may include:

- where the young person is being directly trained or supported by staff or contractors of the service provider either individually or in a small group;
- time spent by the service provider in negotiating work sampling or job trials with a business;
- time spent assisting the young person to access Disability Employment Services or Supported Employment (Australian Disability Enterprise);

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<sup>23</sup> In remote areas where the Award provides for more than four weeks of annual leave each year, the number of weeks of service each year is adjusted to reflect this. For example, if six weeks of annual leave are included in the Award, services operate for 46 weeks each year.



- time spent in building the capacity of young people to undertake work independently;
- time spent by the service provider in supporting a young person to access vocational training and education or university;
- time spent by the service provider in brokering training and support services (see also section 4.1.3);
- time spent by the service provider assisting a young person to integrate their work and training commitments with day to day and recreational activities;
- time spent on travel training and periodic monitoring of the individual's travel skills for safety reasons;
- regular monitoring in person or by telephone or email, providing advice, or on-call/drop in support at the workplace; and
- time spent planning with a young person and/or their family/carer/advocate/guardian, including time spent identifying the specific cultural needs and strengths of Aboriginal service users and service users from CALD backgrounds.

### 3.3.2 Support exclusions

The contracted hours of support exclude:

- time spent by the young person in activities in their leisure time where the person is participating, or could continue to participate, without direct support or ongoing monitoring or advice from the service provider. In this situation, the young person has developed enough skills to undertake the activity on their own; and
- except in limited circumstances, time spent commuting to and from the service at the beginning or end of the day (see section 3.6.1).

## 3.4 Partnerships with young people and families

Service providers work in partnership with young people and, with their agreement, their families/carers/guardians/advocates and personal networks. Successfully engaging with young people and their families/carers/guardians/advocates is an important component of the success of the Transition to Work Program. Young people must want to work and young people, their families/carers/guardians/advocates must understand that the young person is joining the program to find a job in the longer term.

The home environment also offers an opportunity to reinforce the learning gained from the program such as maintenance of self care, setting time aside for studying, applying learnt skills in the home environment, appropriate behaviour and participating in sporting and recreational activities independently.

Families may need encouragement and support to adapt to the growing independence of their son or daughter as they gradually apply new skills and knowledge.

Where young people have limited or no family or other networks, service providers support young people to develop networks through the Program.

Working in partnership with young people and families/carers/guardians/advocates includes:

- providing young people and families/carers/guardians/advocates with clear accessible, quality information;
- involving young people, families and personal networks in service development; and
- involving young people, families and personal networks in building a working lifestyle.

Strategies to support these partnerships include:

- asking each young person and their family/carer/advocate/guardian about the best ways to talk with them about their needs;
- keeping young people updated and informed about the service;
- informing young people and their families/carers/guardians/advocates about other services which might better meet their needs;
- supporting young people and their families/carers/guardians/advocates to advise on service development by providing training and information to support their participation;
- consulting young people and their families/carers/guardians/advocates during regular service reviews and inviting their participation in service planning or other reviews;
- having clear processes for receiving and acting on complaints and feedback from young people and their families/carers/guardians/advocates;
- encouraging, with the consent of the young person, the participation of their family, and personal networks in activities that support the aims of their Plan;
- recognising the role of family and other support networks in assisting young people;
- building on the strengths of families, friends and personal networks in supporting each person as part of the development and review of Plans; and

- including families in training and other staff related matters<sup>24</sup>.

## 3.5 Transition to employment planning

Each young person in the Transition to Work Program has a Plan that is person-centred. This means that Plans will be based on the employment goals, current skills and experience and related learning, development and support needs of each young person<sup>25</sup>. This Plan outlines the type of supports and activities to be provided, and how these will meet the individual goals and needs of the young person. The Plan focuses on actions to address the specific identified barriers to obtaining and sustaining employment relevant to the individual young person and individual strategies to support employment success. Plans may include areas such as desired job type, attendance and punctuality, communication skills, work quality and productivity. Plans should set out how service providers will work with Commonwealth funded employment services to identify and address the factors preventing a young person from being employed.

A Plan must be in place within one month of a young person commencing their Transition to Work service. It would be expected that Plans are reviewed on a regular basis. For example, plans may be informally reviewed every month to assess progress with a formal review every six months or after completion of a key action such as following work sampling. Adjustment of training would be based on ongoing monitoring of the achievement of objectives set out in the Plan.

### 3.5.1 Links between Plans and the key result areas

The Key Result Areas outlined in Section 2.3 should be used by providers to inform people about the scope of supports and activities provided through the Program and to help them set personal goals that are achievable and focus on the future.

Achievement across the Key Result Areas will be different for each young person, reflecting their individual identity, culture, aspirations, interests and needs.

To ensure the achievement of individual goals across the Key Result Areas service providers will deliver support arrangements in a flexible way and ensure that resources are directed to implement the Plan. Strategies to achieve identified goals will be the subject of negotiation and informed agreement between the service provider, the young person and their family/carer/advocate/guardian. Reporting by the provider to ADHC will also measure the achievement of each young person's goals according to these Key Result Areas.

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<sup>24</sup> This may include recruitment and performance appraisal of staff.

<sup>25</sup> A Transition to Employment Plan is a written plan that identifies how the young person will be supported by the provider to achieve their goals. It guides the activities of the person and service provider.

### 3.5.2 Components of Plans

Plans include:

- **goals** - what the young person wants to achieve within the Program;
- **skills and competencies** – the Plan identifies work related, job and/or career training and education needs building on the person’s current skills and abilities;
- **support needs** - the areas where the person needs support to achieve their goals. This may include personal care<sup>26</sup> and behaviour support;
- **activities and strategies** – the individual program that the young person will undertake and how they will be supported in the Program. Other informal supports and resources available to the person can also be included; and
- **outcomes measurement** – the extent to which the young person’s goals have been achieved. This is assessed when the Plan is reviewed and renewed.

As far as possible, the Plan should be expressed in the young person’s own words and without jargon.

### 3.5.3 Developing Plans

The young person develops their Plan and, where agreed by the person, their family or other significant people should be involved. The service provider supports the development of Plans:

- by using communication strategies and methods that are appropriate for the young person; and
- in culturally appropriate and culturally competent ways as described in section 3.8.

Service providers encourage and support the young person to:

- direct the planning process as far as is possible;
- have other significant people involved;
- set job aspirations that are achievable; and
- explore alternative goals and options.

The planning process may include the following three stages.

#### 1. Preparation/information gathering

Service providers:

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<sup>26</sup> Personal care includes assistance with eating, toileting, grooming and management of medications.

- encourage and support the young person to identify and communicate their employment related aspirations, goals, abilities and support needs;
- assist the young person in developing their Plan and identify any issues they do not want discussed with others; and
- access information from their family and social network, school or accommodation provider (where relevant) and other services/ professionals, where the young person agrees.

## 2. Planning/decision making

Service providers encourage and support the young person to:

- have access to the best information possible to make decisions;
- make informed decisions about their goals, activities and supports that can be met through the Program;
- consider a variety of strategies available;
- reach informed agreement about their Plan; and
- document the Plan and retain minutes of meetings.

## 3. Review and renewal

Service providers encourage and support the young person to:

- review implementation of the Plan on a regular basis and at least every six months;
- identify where the contents of the Plan remain relevant and where it should be updated and expanded; and
- complete an annual service user survey as part of the review.

### 3.5.4 Involving other services

If another service is likely to be involved in the implementation of the Plan, they should be included as early as possible in the planning process. For example, if TAFE is being considered as a training option, then the Disability Teacher/Consultant should be invited to participate in the planning process before a course is chosen.

## 3.6 Transport and fees

### 3.6.1 Transport to and from Transition to Work

As far as possible, participants should explore mainstream transport options to commute to and from home and their chosen activities. Their Transition to Work Program should support this with the development of skills to travel independently. Developing the skills to travel independently and to use

mainstream transport options is an important component of building a working lifestyle.

Mainstream transport options include:

- private vehicle (as a driver or passenger);
- public transport including subsidised taxis; or
- any excess capacity available from community transport services funded by other government agencies. This will only be feasible in some localities.

Where a young person is eligible, taxi subsidies and the Mobility Allowance can assist with the cost of some mainstream transport options.

Service providers may provide transport at the beginning and end of the day for a fee where mainstream options are not available.

Where a participant uses transport provided by a service provider, they can be asked to contribute the following towards the cost of that transport:

- their Mobility Allowance in proportion to the number of days that they access Transition to Work (e.g. if a person uses transport provided by the service three days a week, the service provider can charge 60% of the Mobility Allowance paid to the young person); and
- an affordable personal contribution based on cost recovery<sup>27</sup>.

A limited number of program hours may be used to provide transport per day where there are no other transport options but this needs to be negotiated with ADHC on a case-by-case basis.

In some circumstances, ADHC may provide additional assistance as a contribution towards transport costs. This additional assistance will be available where all of the following apply:

- the young person lives in a remote rural area<sup>28</sup>, OR whose personal circumstances act as a barrier to service access;
- the young person is required to travel more than one hour each day (return) to access their service;
- there are no other appropriate services closer to the young person's home or the workplace of a family member;
- no other transport options are available; and

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<sup>27</sup> Service providers need to be able to demonstrate the basis of fees charged to support people on low incomes.

<sup>28</sup> A remote rural area is an area classified as 'moderately accessible', 'remote' or 'very remote' on the Accessibility/Remoteness Index of Australia.

- the Mobility Allowance, taxi vouchers and an affordable level of personal contribution are insufficient to cover the transport costs.

In these circumstances, on a case-by-case basis, ADHC will provide:

- up to \$1,000 per year per participant, or up to \$2,000 for a two year fixed term per participant. The funds are paid to the service provider towards the cost of transport after allowing for the contribution of a proportion of the Mobility Allowance and an affordable personal contribution for that young person. The service provider must demonstrate a partnership approach with other services (this may involve pooling funds) or mainstream transport providers to qualify for the \$2,000 two year fixed term payment; OR
- funding towards the purchase or modification of a vehicle through negotiation with the relevant FACS District.

Service providers need to write to the relevant FACS District to request the transport assistance or funding towards the purchase or modification of a vehicle. Eligibility for this assistance and the level of any funding provided will be determined by the FACS District Director on a case-by-case basis.

### 3.6.2 Daily access fees

Service providers may charge a daily fee to young people in Transition to Work as a contribution to the cost of the Program. The charging of fees will be at the discretion of service providers but daily fees should be affordable (taking into account that people attending Transition to Work receive very low incomes) and applied equitably.

The following policy applies to daily fees:

- service providers should have a clear policy on participant fees and communicate this policy to young people and their families/carers/guardians/advocates when they are choosing a service;
- the amount of daily fees charged by service providers must be consistent with this policy;
- the actual fee amount should be minimal;
- no young person may be excluded from a service because of an inability to pay a daily fee; and
- specific fees should not be charged for services and supports that providers are required to offer to ensure compliance with the Transition to Work Guidelines such as language interpretation and translation services where necessary.

### 3.6.3 Meeting the cost of study and recreational activities

Young people choosing to undertake a course of study at TAFE, ACE Community College or University will generally be liable to meet the costs of

their attendance. Transition to Work funding should not be used to meet fees<sup>29</sup> for higher education study. As specified in the ADHC TAFE NSW MoU, Transition to Work service users attending TAFE as part of their program will not be required to make a contribution to course costs and will be eligible to one full enrollment exemption for one TAFE course per year (and a concession for subsequent enrollment fees in the same year).

Young people would also be expected to meet the costs of one off and regular activities such as yoga classes, sport or driving lessons, but service providers are encouraged to work with businesses to identify affordable options for young people including subsidising activities where this is possible.

### 3.7 Moving Interstate

The National Interstate Portability Protocol (NIPP) makes provisions for people with a disability intending to move interstate:

- where people with disabilities seek to move interstate, States and Territories agree to facilitate access into their service system through transparent demand management processes based on relative priority of need.
- state and Territories also agree to allow individuals to register their demand for service prior to any planned transfer. This approach gives people with disabilities the security of staying in the State of origin until services become available to them in the new location.
- people with disabilities can apply to their State of origin to consider the transfer of funds for a period of twelve months. If approved, the State of origin will quarantine these funds for twelve months from the time of transfer. The twelve month quarantine period gives the individual the option of returning to their State of origin within that period, without loss of funding.
- each State and Territory will identify a central coordination/contact point to undertake the following responsibilities:
  - provision of a clear point of contact for participants, service providers and other States;
  - provision of relevant information for people considering moving interstate;
  - coordination of transfer arrangements, including the settlement of any funding arrangements, transfer of equipment and ensuring access to services based on need; and
  - maintenance of a database on transfers into and out of their State or Territory.

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<sup>29</sup> Transition to Work funding may be used for occasional extra curricula tutorials or private tutoring.



- portability can only be arranged between State and Territory governments, not between non-government agencies or between State / Territory and Commonwealth governments; and
- all NIPP enquiries can be directed to [NSWNIPP@facs.nsw.gov.au](mailto:NSWNIPP@facs.nsw.gov.au) or 1800 761 030.

### 3.8 Delivering culturally responsive and competent services

Service providers are funded by ADHC to deliver competent services that are responsive to individual needs and expectations.

Key Result Area 5 aims to ensure that young Aboriginal people and young people from culturally and linguistically diverse (CALD) backgrounds have fair access to support and achieve job outcomes comparable to other young people in the program. This means that strategies may need to be developed by service providers to:

- increase the representation of young Aboriginal and CALD people in Transition to Work to levels comparable to their representation in the local community;
- achieve outcomes for young Aboriginal and CALD people comparable to other young people in the program; and
- improve the cultural appropriateness and cultural competence of Transition to Work services.

There are a number of ways service providers can meet their responsibility to provide accessible, equitable, responsive and respectful Transition to Work services that achieve job outcomes for young Aboriginal people with a disability. These include:

- working closely with each Aboriginal participant, their family, support people and community, without assuming that every Aboriginal person will have a strong family and/or kinship network;
- giving Aboriginal participants the option of having their services provided by Aboriginal staff only;
- getting feedback from young Aboriginal people in the Program and their families about their satisfaction with the service and its cultural appropriateness.
- getting feedback from young Aboriginal people in the Program and their families about their satisfaction with the service and its cultural appropriateness.
- As part of the Planning process:

- asking the young person whom they wish to have involved in the development of their Plan and, with the consent of the young person, encouraging the active participation of family and community members in that planning;
  - identifying the cultural needs and strengths of each young Aboriginal person during planning and formulating relevant actions;
  - identifying how community strengths can be built on in a Plan to provide culturally appropriate services while recognising that not all young Aboriginal people have extensive community supports;
  - being responsive to any concerns raised by a young person's family that may prevent them from attending the Program. These concerns might include cultural attitudes towards disability, perceptions about caring roles, or family concerns about the well-being of young people attending government-funded programs; and
  - recognising and being responsive to the individuality of each young Aboriginal person.
- building organisational capabilities for providing services that are responsive to the needs of Aboriginal people through:
    - genuine engagement, partnerships and empowerment activities with local Aboriginal communities, including outreach strategies or integrated service approaches; and
    - relevant policies, programs, workplace training, governance mechanisms and strategies for recognising good practice with reference to the advice and involvement of Aboriginal participants and local Aboriginal communities.
  - employing Aboriginal staff to provide services for Aboriginal participants but providing choice if they also wish to provide services for non-Aboriginal participants;
  - ensuring that all staff participate in ongoing practice-centred and locally focused training on Aboriginal values, experiences, expectations and priorities, provided by Aboriginal trainers;
  - promoting participation by Aboriginal people on the Board or Management Committee or purpose designed organisational governance committees for service planning, development and delivery;
  - engaging with local Aboriginal organisations and communities to identify culturally appropriate communication strategies and seeking the input of Aboriginal families/carers/advocates on the suitability and effectiveness of these strategies;
  - operating from culturally appropriate spaces, where Aboriginal culture is visible and valued;

- sub-contracting/brokering expertise from Aboriginal organisations; and
- ensuring that a current and robust anti-discrimination strategy and Aboriginal inclusion framework are in place and integrated across all aspects of core business.

All ADHC approved and funded organisations are expected to have an anti-discrimination strategy in place. As ‘people from a non-English speaking background (NESB) with disability experience multiple layers of discrimination – discrimination on the basis of disability, race or ethnicity, gender, sexuality etc<sup>30</sup>, it is imperative that such strategies are regularly reviewed and monitored.

There are a number of ways service providers can meet their responsibility to provide accessible, equitable, responsive and respectful Transition to Work services that achieve job outcomes for young people from CALD backgrounds. These include:

- identifying cultural and linguistic needs and strengths during the Planning process and developing actions to address needs and build on strengths;
- supporting family members and other partners or mentors to be involved in the Planning process, with the consent of the young person;
- identifying other families or individuals to act as mentors;
- the capability to work with this diversity and integration of these across all levels of their organisations, including all policies and programs, recruitment and retention of staff, workplace learning activities, governance mechanisms, Boards or Management Committees and strategies for recognising good practice;
- delivering relevant and culturally competent services, demonstrated through the consistency and quality of client feedback;
- implementing specific strategies for working with linguistically diverse communities in their local areas, which include developing networks and partnerships; and
- implementing specific strategies to build greater capability and capacity within their organisations to provide culturally competent services including:
  - recruitment and retention of staff from culturally and linguistically diverse backgrounds;
  - practice-centred cultural diversity training provided at all levels of an organisation;

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<sup>30</sup> National Ethnic Disability Alliance (Date unknown) *Racial Discrimination and Disability* Harris Park Sydney

- language services and communication strategies, including using accredited interpreters, bilingual and multilingual staff appropriately. Interpreting services should be paid for by the service and should not be deducted from the young persons Transition to Work funding;
- purchasing capacity building expertise from organisations that specialise in cultural competence; and
- anti-discrimination policies and programs which are integrated across all aspects of core business.

## 4 Funding, monitoring and reporting



Bobby, Transition to Work

ADHC purchases Transition to Work services throughout NSW<sup>31</sup>. Funding under Transition to Work is based on a two year, individually funded program.

### 4.1.1 Two year funded program

Transition to Work provides funding for each young person placed in the program for two years from the date of their commencement in the program<sup>32</sup>. Funding will normally cease at the end of two years although this may be extended by six to 12 months where a young person is not ready to move to open or supported employment if there is a good chance they will be able to do so with extra time in the program. A young person can also apply to re-enter the Transition to Work Program for an additional six to 12 months if it is not more than two years since they exited the program, to be determined on a case-by-case basis by the FACS District Director.

If, at the completion of two years, the program has not achieved an employment outcome for a young person and it is unlikely that an employment outcome will be achieved with additional time in the program, ADHC will consider, on a case-by-case basis, funding of an alternative service provider for a further period as agreed with the provider and young person.

### 4.1.2 Quarterly payments

Transition to Work funding will be paid on the first day of the quarter in advance and is based on the number of eligible young people registered at each service outlet at the end of the last quarter.

<sup>31</sup> In the future ADHC may conduct further select or open tender processes to address service delivery gaps or changing needs.

<sup>32</sup> Start and end dates may vary for individuals.

Adjustment payments will be made during each quarter following receipt of Transition to Work Registration and Transfer Forms for participants (including new school leavers in the October quarter)

If a young person moves to supported or open employment earlier than two years, the service provider should notify ADHC that they have a vacancy which could potentially be filled by another young person. Funding will continue to the end of the calendar year in which the young person exited even if the vacancy remains unfilled. When a funded vacancy is created due to exits to employment in January, ADHC may require that evidence is provided to support why the individual was not able to exit to employment at the end of the previous year.

### 4.1.3 Brokered services

ADHC funded services have sole responsibility for providing quality services consistent with these Guidelines. ADHC also recognises that in some instances, brokerage or sub-contracting may present further opportunities to meet participant expectations, needs and goals. Hence, service providers may broker or sub-contract **specific or additional** services to:

- enable participant to purchase services and activities relevant to their Plans; and
- purchase services from other not-for-profit organisations to fully meet the needs or expectations of participants.

Some examples include, the delivery of general work related training purchased from a local regional training organisation, individually focused occupational therapy from other providers or the provider's own in house services, tailoring of work clothing to accommodate disability needs (making personal care easier) or modifying work tools to assist hand functioning.

An entire program cannot be sub-contracted, except in exceptional circumstances such as due to rural and remote locations and with the approval of the FACS District Director.

Advice and assistance regarding the brokering of services may be sought from district staff.

### 4.1.4 Equipment and Modifications

Young people in the Transition to Work Program have access to the Equipment and Modifications Fund which may be used for minor building modifications and assistive equipment and technology. Access to the Equipment and Modifications Fund is through a submission process. The Equipment and Modifications Fund Guidelines have recently been revised and can be found on the ADHC website:

[http://www.adhc.nsw.gov.au/\\_data/assets/file/0011/228296/Equipment\\_and\\_Modifications\\_Fund\\_Guidelines.pdf](http://www.adhc.nsw.gov.au/_data/assets/file/0011/228296/Equipment_and_Modifications_Fund_Guidelines.pdf)

### 4.1.5 Funding exclusions

Transition to Work funding cannot be used to provide:

- services which already have a funding source (e.g. respite, domestic help);
- services which are typically the responsibility of the young person and / or their family/carer/guardian/support people (e.g. rent, medication, personal items);
- services for people other than the intended participant. Family members/support people can attend activities with the participant where the provider and participant both agree;
- transport to and from the service, except in circumstances outlined in section 3.6.1; and
- income support.

### 4.1.6 Funding agreements

ADHC is responsible for managing all aspects of the Transition to Work Program based on a standardised Funding Agreement and other documented purchasing policies and practices.

The ADHC Funding Agreement is designed to:

- fairly and equitably represent the rights of service providers and ADHC;
- clearly set down the responsibilities of ADHC and service providers;
- be flexible and equally applicable to all service providers regardless of their activities or funding levels; and
- be easily understood.

The Agreement and associated Schedules are the legally binding agreement between ADHC and funded service providers. The Agreement describes the terms and conditions under which ADHC provides funding for delivering services to older people, people with a disability and their carers. It describes the services to be delivered with that funding. By signing the Agreement the service provider agrees to provide the services in accordance with the terms and conditions.

Service providers must comply with the Funding Agreement (which includes the Schedules), relevant policies, standards and legislation. Further information can be found in the Funding Agreement Guide at this link: [http://www.adhc.nsw.gov.au/sp/funding\\_and\\_grants/funding\\_agreement](http://www.adhc.nsw.gov.au/sp/funding_and_grants/funding_agreement)

### 4.1.7 Funding accountability

Service providers are required to meet all performance and funding accountabilities prescribed in the Funding agreement and Schedules. This

includes an annual acquittal procedure that is aligned with the requirements of the organisation's regulatory requirements.

#### 4.1.8 Service monitoring

The Transition to Work Program is monitored via ADHC's service quality and risk identification and monitoring approach.

The Funding Agreement and associated conditions of funding require NGO Boards of Management to ensure that their organisations are able to deliver the services as specified and meet reporting and quality requirements.

ADHC's risk monitoring approach focuses on the risks that may impact on the achievement of client outcomes and strives to work with organisations to reduce and minimise these risks. ADHC is moving away from a one size fits all approach to monitoring to a tailored approach for each organisation, taking into account the level of perceived risk and the appropriate level of response required to manage these.

ADHC's risk monitoring approach will source service provider information from multiple sources including:

- MDS performance information;
- annual compliance return; and
- acquittal financial reporting.

A variety of monitoring responses will be employed relative to the level of risk assessed. These may range from correspondence and discussions to on-site visits and audits. The approach will be developed collaboratively between the service provider and district contract manager.

All data collection required under the Transition to Work Program is aligned with standard ADHC reporting and monitoring requirements which apply to all service providers funded by ADHC.

Continued eligibility for funding during the term of the Funding Agreement, and renewal of funding agreements on their expiry, will be subject to service providers satisfactorily meeting risk management performance and quality requirements.

#### 4.1.9 Service quality

ADHC funded service providers are required to comply with the NSW Disability Service Standards (standards) and deliver real outcomes for people with disability. In order to assist the sector with implementing the standards, ADHC developed a Standards in Action manual ([http://www.adhc.nsw.gov.au/sp/quality/standards\\_in\\_action](http://www.adhc.nsw.gov.au/sp/quality/standards_in_action)) as a practical guide with practice examples. As all disability service providers are expected to deliver high quality services which focus on meeting client outcomes and are provided by well governed organisations, ADHC has developed a quality



framework. The application of the framework will aim to ensure that participants receive high quality services that deliver positive outcomes and service providers have adequate systems in place to enable this to occur. The framework separates quality from compliance, however information about service quality will inform ADHC's risk based approach to monitoring.

The framework reflects broader changes occurring at the national level and the move towards person-centred approaches where people with a disability fully participate in planning and decision-making about issues that affect their lives.

#### 4.1.10 Performance reporting requirements

The Transition to Work Program is subject to the reporting requirements under the National Disability Agreement through the MDS.

Additionally, as specified on ADHC's website and in the Funding Agreement, service providers are required to comply with all relevant ADHC monitoring requirements, accountabilities and reporting arrangements including Service provider Annual Returns/Performance Reporting and Financial/Acquittal reporting.

ADHC funded service providers are also expected to participate in other reporting and monitoring initiatives designed to gather qualitative and/or quantitative data on the Programs. These initiatives focus on gauging the extent to which participants in the Transition to Work Program are achieving their employment and further education goals.

From time to time service providers are required to report on the outcomes of Transition to Work participants. These results will be used to assist young people to choose a Transition to Work service provider that best need their needs.

# APPENDICES

## Appendix 1 Participant's health and wellbeing

The health needs and wellbeing of each person accessing a Transition to Work service will be considered as part of the development and review of their Plan.

Health care and wellbeing are important as a number of health issues and illnesses may be more prevalent in people with a disability. These include epilepsy, diabetes, respiratory illness, nutrition and swallowing, mental illness, mobility and falls, early onset dementia, constipation, incontinence and life threatening allergies.

Within the context of Transition to Work, health and wellbeing encompasses physical, mental and social wellbeing. The goal of good health and wellbeing is the capacity to live a full and creative life and participate in one's local and/or chosen community/communities.

Individuals in the Transition to Work Program have a right to education and information about healthy lifestyle options and service providers should consider the health needs and wellbeing of each participant as part of the development and review of their Plan.

### **Responsibilities of individuals and their families/carers/advocates/guardians**

The young person and where relevant their family/carer/advocate/guardian is responsible for providing information to the service provider on his or her health care needs and health management plans. If this information is not available, the young person should be referred to a service that can assist them to provide the information.

The young person has the right to choose from the same range of health services as other members of the community.

If the young person is living in ADHC operated or funded accommodation support service they will have a Health Care Plan which has been developed collaboratively with the person and their family/carer/advocate/guardian, medical practitioner and service provider.

### **Responsibilities of the service provider**

Transition to Work service providers have a duty of care to ensure the safety of the people they support. This means that during the time a person is at a Transition to Work service health conditions and risks should be managed in accordance with documented plans.

The Transition to Work provider has responsibility to:

- have robust and publically available health management policies and protocols in place (these should be readily available upon request and without any questions asked);
- hold emergency contact details and have protocols for responding to specific critical health incidents;
- create and maintain an up to date Health Profile for each person, in consultation with the person and their family/carer/advocate/guardian. As appropriate, the Health Profile should reflect the individuals Health Care Plan developed with their doctor;
- review Health Profiles as part of the Planning process;
- document and maintain up-to-date health management strategies (if required). These could include but are not limited to:
  - medication management
  - epilepsy prevention
  - allergy and food intolerance management
  - nutrition and swallowing
  - respiratory management
  - use of mobility aids
  - implementation of occupational therapy or physiotherapy strategies
  - mood/symptom observation
  - memory aids
  - sun protection;
- brief and train staff on the implementation of health management strategies and the management of health care risks;
- obtain informed consent for the health management strategies from the individual or person responsible/guardian. This is particularly important in the event of a change in a person's health status that may require a new health management strategy;
- advise individuals and their families/carers/guardians/advocates of the implications where necessary consents for health management strategies could not be obtained (e.g. some activities may not be available);
- respond when a person becomes ill while they are attending the service;
- respect privacy and confidentiality of health related information pertaining to the individual;

- collect and store health related information in accordance with Health Records and Privacy Information Act 2002;
- respect the health care choices made by individuals and their families/carers/guardians/advocates within their duty of care (e.g. use of alternative therapies or culturally important health choices); and
- support each person to make informed decisions and exercise choices in relation to healthy lifestyles (e.g. improving physical fitness, healthy eating, reducing or stopping smoking); and
- notify ADHC within fourteen days should a participant leave the Transition to Work Program for health reasons.

Service providers are not responsible for a person's overall health or health care. For example, it is not the provider's role to ensure the young person visits doctors or dentists regularly, diagnose illnesses or create treatment plans.

Providers do not need to employ health professionals. Unless they employ staff with appropriate specialist expertise and training, service providers should not provide professional or expert medical assistance.

Providers cannot provide legal consent to proposed medical treatment (medication or medical procedure) on behalf of an individual.

### **If a person becomes critically ill at the service**

In the event that a participant becomes critically ill while at the service, the role of the service is to:

- hold emergency contact details and have protocols for responding to specific critical health incidents;
- be aware of the general health status of each individual and alert to changes in their behaviour or demeanour that may indicate the person is feeling unwell;
- provide first aid to a person and immediately notify health services (e.g. doctor or ambulance); and
- implement individual protocols for responding to specific critical health incidents.

In addition, service providers should treat as a critical incident any evidence of **abuse or alleged abuse**. The provider must follow established policy and procedures for Abuse and Neglect<sup>33</sup>. This would include ensuring the participant is safe from future harm, and notifying the line manager, health services and Police (e.g. sexual assault or non-accidental injury).

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<sup>33</sup> *Abuse and Neglect*, Policy and Procedures (ADHC, September 2010)

## **Appropriate access to participants' health information**

Effective communication with a person, and where their family/carer/advocate/guardian, or accommodation provider agreed by the individual is essential for a Transition to Work provider to be aware of the person's health issues while they are in the Program.

The provider encourages the person, and where agreed by the individual their family/carer/advocate/guardian or other service providers and health professionals, to provide up-to-date and timely information about their health care needs.

This may be achieved by the service provider:

- asking the person, as part of the Planning process to identify their health goals and any current and past health matters that need to be considered to provide a safe service;
- balancing the right of a person not to provide health related information with duty of care to the person, other young people in the Program, service staff and the community;
- advising the person how health related issues may impact on their program and the type of activities they can undertake;
- recording if a person has been unwell or visited a health professional while they are attending their Transition to Work service;
- raising any changes in a young person's health status with the family/carer/advocate/guardian or accommodation service, where agreed by the individual;
- accompanying the participant on a visit a health professional and ensuring that instructions about taking medication or treatment are recorded. If the young person is not able to consent to a proposed medical treatment, the provider ensures that the person responsible is informed about the proposed medical treatment;
- actively encouraging young people to allow service providers to pass on existing Health Profile and Health Management Strategies to the new Transition to Work provider where the person is transferring; and
- assisting a person, who is unable to provide health information, to access appropriate health and advocacy services.

## **Supporting healthy lifestyles**

All participants in the Transition to Work Program should be encouraged to establish clear health goals as part of their Plans. These might include improving their physical fitness, health, diet, reducing or stopping smoking.

Where health goals are stated, service providers should support the participant to achieve these goals through the Program's activities and support options. This is achieved by:

- ensuring that overall planning and services are founded on healthy lifestyle choices;
- supporting participants to achieve the health goals that are included in their Plan. This may include assisting a person to access health services (e.g. a General Practitioner) independently;
- supporting cultural obligations and aspirations within the context of a healthy lifestyle; and
- providing healthy lifestyle advice and support as a part of day-to-day service provision.

### **Reviewing Health Management Strategies and Health Profiles**

Service providers should review each Health Profile and Health Management Strategy on an annual basis or as needs change. These reviews should include consideration of:

- the effectiveness of the Health Management Strategies;
- results of community support or accommodation service reviews of Health Care Plans; and
- feedback from the individual, and/or the family/carer/advocate/guardian; and
- up to date reports from clinical professionals.

## Appendix 2: Building partnerships with businesses and employment services

Effective partnerships with businesses are a key element of identifying work sampling and job trial opportunities for young people. To respond to the work aspirations of new clients, service providers need to identify new businesses for work sampling and job trials on an ongoing basis while also ensuring that long term business relationships are sustained.

It is also valuable for Transition to Work services to build effective relationships with employment services to assist young people to get a job at the end of their Transition to Work program.

The following sets out some examples of strategies used by service providers to implement these objectives.

### **Co-worker and supervisor training**

A metropolitan service provider considers it critical to train the co-workers and supervisors of young people in each work placement. Any issues adversely affecting the business need to be promptly addressed so that the placement 'works' for both the business and the client. A service provider on the south coast found that providing training to co-workers and supervisors also acts to build partnerships - good relationships with employers can be developed - creating opportunities to approach these employers about additional placements.

### **Providing strong support 'on site'**

One service provider has found that good partnerships are developed by ensuring that the young person and the trainer/coach clearly understand their role in the work placement and that the employer is assisted to structure their workplace to support the placement. The provider found that providing a good service in relation to supporting the young person is essential to building sustainable partnerships with local businesses.

### **Bringing employers on to Boards**

Another service provider built good partnerships by inviting employers onto the provider's Board and seeking their input into organisational processes.

### **Building on existing relationships**

A large service provider has used a number of strategies that make use of existing relationships. These include:

- building on the business /personal networks of individual families to identify possible job trial opportunities;

- using the personal networks of the organisation's own staff to facilitate introductions to local businesses; and
- using the organisation's own business relationships (e.g. suppliers/sponsors) to find work opportunities for young people.

### **Targeted marketing**

A large service provider developed a marketing DVD about career opportunities for young school leavers with a disability and their potential as future employees. The DVD was used at a breakfast workshop held by the provider to which local businesses were invited.

### **Experience as volunteers in a commercial kitchen**

A rural service provider was able to obtain volunteer placements in the commercial kitchen of a local HACC Funded Meals on Wheels service for two TTW service users. The two young people worked with other volunteers in serving and delivering meals. This experience enabled the young people to learn skills needed to seek employment in the catering/hospitality industry.

### **Networking with major district employers**

The manager of a rural based service is a member of the regional mainstream School to Work advisory committee and through this role establishes networks with other committee members who represent major employers in the district. This process ensures that broader disability employment issues are kept on the table and that good relationships are maintained so that when individual cases are being championed by the service, they receive a responsive hearing.

### **Clustering client support**

A metropolitan service provider provides extended work trials in cluster settings. A cluster is a group of five Transition to Work clients placed into different companies within easy walking distance, with a provider staff member permanently located in the cluster. Client hours and days are staggered where possible to maximise the staff time that can be provided to each individual.

### **Keeping employers advised of outcomes**

Employers greatly value feedback on the outcomes achieved by the Transition to Work service users who have been on extended work trials within their business. One service provider provides written feedback via a 'thank you' letter when each Transition to Work client obtains a permanent job.

### **Effective links with open employment services**

A metropolitan service provider implements a number of strategies in relation to open employment services:



- The provider assesses the employment outcome rates of open employment services within its area as a means of evaluating their potential role in achieving long-term employment for Transition to Work clients.
- The provider actively involves the open employment service they intend to refer each client to in identifying what issues are preventing the immediate acceptance of the client. The provider is then able to focus its program more effectively.
- The provider follows up Transition to Work clients it has referred to open employment service providers in its area. Such follow up informs the provider about the effectiveness of these open employment services and whether future referrals should be made. This follow up is also used to inform the provider's own program development. For example, if the open employment service provider encounters difficulties in particular areas, this informs review of the provider's own assessment and training programs.

## Appendix 3: Reviews, complaints and disputes

For details on reviewing ADHC decisions related to a person's service eligibility and assessment, please refer to the ADHC website. At present, there is a formal review process associated for the Transition to Work and Community Participation Programs:

[http://www.adhc.nsw.gov.au/\\_data/assets/file/0018/228015/Review\\_Information\\_and\\_Consent\\_Form\\_Sep13.pdf](http://www.adhc.nsw.gov.au/_data/assets/file/0018/228015/Review_Information_and_Consent_Form_Sep13.pdf)

All service providers must have their own complaints resolution processes for managing service issues related to participants in Transition to Work. These processes must be accessible for people with a disability, appropriate for Aboriginal people and should also reflect the needs and values of a culturally, linguistically and religiously diverse community.

All funding and performance issues related to Transition to Work need to be addressed by both ADHC and the service provider on the basis of timely, open and respectful communication. It is anticipated that the vast majority of performance related issues will be satisfactorily resolved at the district level and/or with the assistance of other senior ADHC and service provider nominated staff.

If however, a dispute arises between a service provider and ADHC that cannot be resolved through normal communication channels, then both organisations must (before resorting to any other dispute resolution process, including court proceedings):

- use all reasonable endeavours to settle the dispute within the context of an appropriate process agreed between the parties;
- if the parties cannot agree on an appropriate process, refer the dispute to the Australian Commercial Dispute Centre (ACDC) for mediation; and
- if the dispute is not settled within 28 days (or such other period as agreed to in writing between the parties) after appointment of the ACDC mediator, any other procedure available at law may be pursued for the resolution of the dispute.

Further information about dispute resolution is provided in the Funding Agreement.

For all other matters relating to contractual obligations and performance, please refer to ADHC's Funding Agreement and attached Schedules therein.

ADHC also funds a number of disability advocacy and information organisations to assist participants with lodging complaints about ADHC funded services. They are listed on the ADHC website:

[http://www.adhc.nsw.gov.au/individuals/support/directing\\_my\\_own\\_life/advocacy\\_and\\_information\\_services](http://www.adhc.nsw.gov.au/individuals/support/directing_my_own_life/advocacy_and_information_services)

Complaints can be made using appropriate communication methods and technology as well as with the assistance of an interpreter in a person's language of choice.

For further information on ADHC's complaints and feedback system, please visit the ADHC website.