



‘Improved VET Outcomes for People with a Disability’

A BVET Commissioned Project

Final Report - June 2005

**Produced by Tracie-Lee Little
DET NAC, Disability Consultant**

Contents

Executive Summary	Page 3
Introduction	Page 4
Project Methodology	Page 4
Project Outcomes	Page 6
Project Findings - Issues and Challenges	Page 7
Conclusions	Page 8
Recommendations	Page 9
Appendices	Page 11
i. VET courses undertaken and Vocational preferences of students involved in the project	Page 12
ii. Student Outcomes: Summary of exit interviews	Page 14
iii. Case Studies: Two different Student Pathways Job Network Agency and Disability Employment Agency	Page 15
iv. School Resources: Frequently Asked Questions & Answers about New Apprenticeships for students with a disability	Page 16
v. School Resources: Poster for school leavers with a Disability accessing New Apprenticeships	Page 20
vi. Acknowledgement of those involved in the project	Page 21

EXECUTIVE SUMMARY

The NSW Board of Vocational Education and Training (BVET) commissioned NSW Department of Education and Training New Apprenticeship Centre (DETNAAC) to pilot a brokerage service linking up to 40 HSC VET in School Students with a disability with an employer and appropriate support services. The aim of the project was to provide a practical means of assisting this cohort in the transition from school to employment in a New Apprenticeship.

This pilot invited 40 students from the Western Sydney Region of DET schools to participate in the project. Disability Works Australia (DWA) the National Disability Recruitment Service was engaged by DETNAAC to assist in the assessment of suitable, work ready students and the management of a database regarding the students. DWA was also engaged to promote to employers in an attempt to locate employment vacancies for the students in the project.

The project produced the following outcomes:

- 11 of the 32 school leavers involved in the project had gained employment within 4 months of leaving school, a promising result given that the timeframe is too short to measure all possible employment outcomes.
- A network was created between DETNAAC, DET Disability Programs, and VET in Schools and Support Teachers Transition in DET schools in the Western Sydney Region.
- Raised awareness in schools about New Apprenticeships as a vocational option for school leavers with a disability. A Resource kit for schools was developed and distributed to all Government and non-government secondary schools in NSW. The resources included a poster outlining resources/ services available for school leavers with a Disability to access a New Apprenticeship and a list of Frequently Asked Questions & Answers about New Apprenticeships in relation to students with a Disability.

The project outcomes highlighted the ongoing need for a brokering service to address the unique challenges students/school leavers with a disability encounter in accessing employment in a New Apprenticeship pathway.

In order to duplicate a model along the lines of the pilot model across the state, recommendations for adjustments to the model have been made which would utilise existing services and extend their roles to better service this cohort.

A second model has also been recommended which would operate at a local level and capitalise on the existing relationships that schools have created through work experience and work placement undertaken by students with a disability. Both models could work in unison to maximise the employment opportunities for this cohort.

INTRODUCTION

People with a disability have a significantly lower representation in the workforce than those without a disability. NCVET Student Outcomes 2004 show that only 51% of students with a disability were employed after completion of a VET qualification compared with 75% of all post school graduates. The project aimed at improving the employment prospects in traineeships and apprenticeships for school leavers with a disability, specifically those students who had undertaken a vocational training and education (VET) course while at school. To achieve this, the project piloted a brokerage service, managed by the Department of Education and Training New Apprenticeships Centre (DETAC). The pilot brokering service aimed at linking up to 40 VET in schools graduates with a disability with an employer and the appropriate support services. The aim, therefore, was to provide both:

- A practical means of assisting this group to transition from school to employment in New Apprenticeships and
- An opportunity for the Board of Vocational Education and Training (BVET) to influence systemic change regarding the employment of people with a disability.

PROJECT METHODOLOGY

To oversee the project a reference group was established consisting of members from DETAC and the State Training Centres, VET in Schools, Disability Programs, and Skills Development Directorates. The project was managed by DETAC's Disability Consultant.

The reference group decided to limit the pilot to school leavers in the Western Sydney Region who attended a government school. The smaller region focus allowed the project to closely monitor the service provision already taking place (both school and post school services) and identify any gaps or overlaps in service provision.

The first issue encountered in managing this project was identifying students who were both interested in, and capable of, undertaking an apprenticeship or traineeship. The second issue was the requirement for students to be assessed prior to referral to avoid inappropriate referrals to employers.

Disability Works Australia (DWA), a National Recruitment Agency specifically servicing employers seeking to employ people with a Disability, had been established in NSW some months earlier. The engagement of DWA by DETAC to assist in the assessment of school students and the maintenance of a student database, assisted in addressing these issues.

Project Methodology- the process:

Phase 1

- Project Introduction letter sent to Support Teachers, Transition.
- Expressions of interest forms sent to DET School Support Teachers Transition (STT).
- STT distributed Expression of Interest forms to identified students. Students who returned EOI were interviewed/ assessed by Disability Works Australia (DWA) and given information on New Apprenticeships regarding competencies in specific traineeships and apprenticeships and support available under the DNAWS program (this information was provided by DETNAC).
- Suitable students placed on DWA database to be considered for positions.
- Disability Employment Agencies linked with students were contacted and notified of their client's involvement in the project.

Phase 2

- A list of suitable New Apprenticeships was compiled.
- DETNAC newsletter promoted the benefits of employing people with a disability and encouraged employers to call DETNAC Disability Consultant to discuss offering employment opportunities.
- DWA promoted New Apprenticeships to its employers.
- DETNAC staff promoted the project to Group Training Companies.

Phase 3

- Employers who nominated a vacancy for person with a disability were referred to DWA.
- DWA matched the job to suitable students on the database and put forward suitable applicants to the employer to interview.
- Once employment in a Traineeship or Apprenticeship is offered DWA refers employer back to DETNAC to facilitate signing of training contract and to administer any commonwealth incentives.

Phase 4

- All students were contacted by DETNAC to check their employment status, to establish links with appropriate agencies, to provide further New Apprenticeships information, and to gain feedback regarding the project.

Phase 5

- Resources were produced for schools (in consultation with school staff) to assist staff with the transition of students with disabilities into employment in New Apprenticeships. (Appendix iv and v)
- The resources were distributed to all Government and Non government secondary schools in NSW.

Phase 6

- Posters distributed to all Employment Agencies (i.e. DEA, Job Network and CRS) explaining how they can work in with the schools and NAC to assist school leavers with a disability access a traineeship or apprenticeship.

PROJECT OUTCOMES

The major outcome of the project was the establishment of a pilot brokerage service which was managed by DETNAC, utilising the services of Disability Works Australia (DWA) and DET Support Teachers Transition, as detailed in the methodology. The brokerage service produced the following Student Outcomes. These outcomes were measured at the end of April 2005, only four months after the end of the school year and this relatively short time frame must be considered in relation to the student outcomes. (See appendix ii)

- 32 school students with a disability who chose to participate (out of the 40 who were invited to participate) were given information regarding New Apprenticeships and assessed to be considered for potential New Apprenticeship vacancies.
- Those 32 students were encouraged to link with an employment service prior to leaving school (options were given for Disability Employment Agencies, CRS Australia or Job Network Agencies) in cases where they had not already done so.
- Eleven of the 32 students had gained employment (this represents 50% of those students who were able to be contacted for an exit interview).
- One of the students was employed in a New Apprenticeship (traineeship).

- The percentage of employed school leavers that were employed part-time (working an average of 17 hours per week) and wanted more hours was 72%.
- Contact could not be established with 10 of the students (31%) who were involved in the project when exit interviews were conducted four months after the school year had ended.

It was identified early on in the implementation of the project, that important to the success of such a brokering model was the level of knowledge that school staff possessed and in turn could pass on to students with a disability regarding the New Apprenticeship System. The brokering model can also not operate without suitable students/school leavers with a disability being willing and able to undertake a New Apprenticeship. As a result resources were developed and distributed to all Government and Non-Government secondary schools in NSW to address these issues.

- A resource Poster was developed titled “Resources for school leavers with a Disability to access a New Apprenticeship.”(See appendix v).
- A document titled “Frequently asked question regarding New Apprenticeships” which was aimed at students with a disability was also produced.(see appendix iv)

These resources are aimed at assisting schools to better identify and prepare students with a disability for employment in a New Apprenticeship. These resources also provide an important link with phase two of the project which aims to document the current employment services and support provision for people with a disability.

Project Findings-Issues and Challenges

- The wait time between leaving school and finding employment and the subsequent erosion of the students VET skills gained at school.
- The difficulty in engaging suitable students with certain disability types
- (i.e. sensory disabilities and mild physical disabilities. Many of these students did not identify or want to be labelled as having a disability and a result may be missing out on essential information regarding New Apprenticeships and incentive/support programs such as DNAWS. (see appendix i)
- The importance of linking with a Disability Employment Agency (DEA) or CRS prior to leaving school.

- The importance of schools linking students with a local NAC & being made aware of specific disability incentives (i.e. DNAWS). See Case Study, Appendix iii
- The importance of school staff (disability specific and careers/ VET staff) being aware of available New Apprenticeship pathways and associated employer incentives in order to maximise students post school options and chances of gaining employment. *The school resources produced and distributed in phase 5 of the project address this issue.*
- The state of flux for Disability Employment Agencies. The change over from FACS to DEWR funding and the introduction of case based funding arrangements for Disability Employment Agencies, may have some impact on the stage at which DEA will initiate registration of a client with their agency.
- The need for all NAC staff to be educated on disability awareness and disability employment issues in order to successfully promote people with a disability. DETNAC has already instigated such a training program. The limitations for staff without disability knowledge and experience to address employer concerns regarding employment of a person with a disability needs to be considered.
- The change management process and timeframe required to engage employer involvement in such a placement model. Current funding arrangements for Disability Employment Agencies limit the early connection between agencies and prospective school leavers.
- The limited exposure that people with disabilities have to the range of vocations. A majority of students in the project stated retail or Business administration as their preferred vocational area. Perhaps more could be done to expose this cohort to a range of new Apprenticeship pathways including areas of skill shortage.
- The difficulty of maintaining the currency of a database of prospective school leavers seeking a New Apprenticeship. This was highlighted by the loss of contact with ten students within four months of leaving school (see Student Outcomes, Appendix ii). *Recommendations for adjustments to the brokering model address this issue.*
- Disability Works Australia (DWA) a National Disability Recruitment Service was only set up in NSW in March 2004. New services need time to develop employer relationships.
- Eligibility difficulties in accessing DNAWS funding for people with a

disability entering a New Apprenticeship. The Disabled New Apprenticeship Wage Support (DNAWS) program is a package of Commonwealth financial support, available to eligible employers and Registered Training Organisations of New Apprentices with a disability. In order to access this funding the New Apprentice must be prepared to undergo an 'Occupational Assessment for New Apprentice with a Disability'. The cost of such an assessment is the responsibility of the New Apprentice with a disability. In many cases such a cost for a person who is unemployed is prohibitive. The DNAWS eligibility process can also be problematic for employers who need a guarantee of DNAWS funding before offering employment.

Conclusions

- The project supports the need for a brokering service for school leavers with a disability seeking employment in a New Apprenticeship pathway.
- Some adjustments are required to the pilot brokering model in order to improve its success rate in the transition of school leavers with a disability into employment.
- Students and school leavers with a disability benefit from being introduced to a New Apprenticeship Centre (NAC) by (i) gaining valuable information regarding New Apprenticeship pathways and (ii) gaining a contact point post school to be able to access support funding.

The brokering model timeframes need to be extended to:

- Engage suitable students to link to jobs. Students were invited to participate in August. More time is needed to identify and engage students interested and suitable for employment in a New Apprenticeship pathway. The process could begin as early as the first term of the students last year.
- Measure outcomes. Originally the project was to run for nine months from set up to completion. The project timeframe was altered and eventually ran for a total of 13 months (from March to April) from set up of the process to the measuring of outcomes of the participants. This timeframe is too short to measure the employment outcomes of students and in effect only measured those who had gained employment within four months from the end of the school year.
- Involve employers. Employer involvement in such a placement model

is essential. It was too short a timeframe to convince employers to consider an alternative recruitment practice to what they were accustomed to and to adopt this practice. Some of the employers involved in the project had offered employment opportunities for school leavers with a disability, yet (particularly in larger companies) needed more time to discuss suitable opportunities with all sections of the company from management through to supervisors.

Recommendations

The two models below are recommended for use for an ongoing brokering service. Both models could work in unison to maximise employment outcomes for people with a disability.

Model One operates on a 'matching jobs to candidates' process and suitable for a state wide brokering approach. This model is based on the pilot model. Model Two operates on a 'matching candidates to jobs' process and is more suitable for a local brokering approach.

Model One- State- wide brokering model

This model utilises existing services and extends their roles and capacities. Essentially the same methodology would be used as in the pilot model with the following adjustments:

- **DWA.** Disability Works Australia is currently funded by DEWR to broadcast identified employer vacancies for people with a disability to Disability Employment Agencies (DEA) and CRS Australia only. Funding would need to be sourced so that DWA could offer their service to all school students with a disability on an ongoing basis.
- **NAC.** All New Apprenticeship Centres require ongoing training so that they can confidently promote the employment of people with a disability.
- **Schools.** Schools should nominate an internal contact point The contact point could be Careers Advisors, Support Teacher Transition or a new position funded to fill this role as well as the role suggested in model two. This contact officer in the schools would maintain a local database of students with a disability seeking employment in a New Apprenticeship. This contact officer would then be able to respond to DWA vacancies in a timely manner with suitable candidates.

Model Two- Local brokering model

A contact officer would add value to the work placement and work experience placement relationships developed at school for students with a disability. Student outcomes data from the pilot indicate four students in this group gained employment with their work experience/ placement employer. This data highlights the success of students being offered employment at their place of work experience/ placement. This model relies on funding being sourced for a position for each school region. The officer would have experience in employment of people with a disability and would be linked to schools, developing a relationship with the employers at work placement sites of this cohort. This broker would work closely with employment services and New Apprenticeships Centres.

Appendices

Appendix i

VET courses undertaken and Vocational preferences of students involved in the project

VET Course undertaken at school (including TVET)	Vocational Preference/s	Type of employment gained
Certificate 2 Business Services	Childcare	Childcare assistant
Completed some modules in Certificate 2 in Construction	Landscaping or Panel beating	Retail
Certificate 2 in Hairdressing	Retail	Retail shop assistant
Certificate 2 in Construction	landscaping	Mowing lawns/ gardeners assistant
Completed some modules in Certificate 2 Hairdressing	Hospitality or Retail	Retail
Certificate 1 in Retail	Retail or office	Retail
Completed some modules in Hospitality	Hospitality	Hospitality
Certificate 2 in Hospitality	Hospitality	Retail
Completed some modules in Retail	Retail	Retail
Certificate 2 in Business Administration	Office (Real Estate)	Clerk in Retail environment
Certificate 2 in Business Services & Completed some modules in Music	Office	Traineeship in lighting and sound
VET Course undertaken at school (including TVET)	Vocational Preference/s	Still looking for work
Completed some modules in Retail	Office	unemployed
Completed some modules in Hospitality	Retail or Hospitality	unemployed
Completed some modules in Hospitality	Hospitality	unemployed
Completed some modules in Hospitality	Retail	unemployed
Certificate 2 in Business & completed some modules in Retail	Office or Retail	Unemployed
Certificate 2 in Nail Technology & Certificate 2 in Make-up artistry	Retail (cosmetics)	Unemployed

Certificate 2 in Hairdressing &	Hairdressing	unemployed
Certificate 2 Information Technology	Office	unemployed
Completed some modules in Business Services	Retail or Childcare	unemployed
Completed some modules in Music	Retail (music industry)	unemployed
Certificate 1 Business Services	Office	Unemployed
VET Course undertaken at school (including TVET)	Vocational Preference/s	Employment status unknown
Certificate 2 in Business	Office or Retail	Not able to contact
Certificate 2 in Business	Office or Retail	Not able to contact
Certificate 2 in Business	Community Services or Office	Not able to contact
Certificate 2 in Hospitality	Hospitality or Retail	Not able to contact
Completed some modules in Business Services	Office	Not able to contact
Completed some modules in Hospitality	Hospitality	Not able to contact
Completed some modules in Business Services	Office	Not able to contact
Certificate 1 in Retail	Retail	Not able to contact
Certificate 2 in Retail	Retail or Office	Not able to contact
Completed some modules in media news / journalism	Office	No longer looking for work

Breakdown of students involved in the project by disability type

Physical	Intellectual	Psychiatric	Sensory	Learning/Neurological
7	19	2	1	3

Student Outcomes -Summary of Student Exit Interviews

Of the 40 Students invited to participate in the project 32 expressed an interest in being involved in the project. Of the 32 students involved in the project the following outcomes were achieved:

Total number of students who gained employment: 11

Explanation of type of employment

Part-time casual: 9

Full Time: 1

New Apprenticeship-Full-time: 1

Number of students who are not satisfied with the hours/ want more hours: 8

Number of students satisfied with the type of work they are doing: 8

Average number of hours worked: 17 hours

Travelling less than ½ hour to work: 7

Travelling more than ½ hr and less than 1 hr to work: 1

Travelling more than 1 hour to work: 1

How Employment was found:

Disability Employment Agency: 4

Job Network: 1

DWA: 1

Work Experience from school: 4

Other (applied for job on own): 1

Unemployed and Still Looking for work: 11

No longer searching for work: 1

Not able to contact: 10

Undertaking further study: 5

As part of Traineeship employment: 1

Unemployed and attending TAFE: 2

Employed part-time and attending TAFE in own time: 2

Case Studies: Two different student pathways

Case Study: Student accessing Job Network Agency

This is a pathway of a year 12 school student with a physical disability who has undertaken Business Services Certificate 2 through VET studies at school. The school leaver joins a job network agency in Western Sydney upon leaving school. The Job Network Agency finds the school leaver two casual short term jobs in a call centre environment before locating employment for the school leaver performing clerical/ customer service duties in a retail shopfront environment.

The employer has offered part-time work of 30 hours per week. The parents call DETNAC and speak to the disability consultant to gain advice on any employer incentives or support that their daughter maybe able to access. The parents state that the Job Network Agency do not have information regarding any specific disability funding or support to offer the employer. They had been given details regarding DETNAC & DNAWS funding prior to their daughter leaving school as part of the project. DETNAC visited both the Job Network Agency and the employer to explain New Apprenticeships and DNAWS funding.

Following the visit by DETNAC, the employer is considering offering a traineeship to the employee and to apply for DNAWS funding through DETNAC.

Case Study: Student accessing Disability Employment Agency

This is the pathway of a Year 12 school leaver with an Intellectual Disability. The school leaver had undertaken VET Studies in both Business and in Music skills. This school leaver had undertaken work experience with an employer in that is involved in lighting and sound. Whilst at school a Disability Employment Agency had made contact with this student by attending his schools individual planning session. The Disability Employment Agency also observed this student at his work experience venues and took this opportunity to assess his skill levels and areas of need for support.

The Disability Employment Agency did not register this individual until he had left school, stating the reason for this decision was based on their case-based funding time frame restrictions, which allowed for funding for 18 months from the time a Disability Employment Agency registers an individual with their service. Due to the relationship with the student prior to him leaving school, the Disability

Employment Agency was able to contact the employer who had offered work experience and negotiate employment in a traineeship for the school leaver. The school leaver gained employment in a traineeship with a NAC administering Disabled New Apprenticeship Wage Support (DNAWS) for the employer and the New Apprentice.

Frequently Asked Questions about New Apprenticeships

What does the term 'New Apprenticeship' mean?

'New Apprenticeship' is an Australian Government term that includes both Traineeships and Apprenticeships.

New Apprenticeships combine structured training with practical 'hands on' learning experience. New Apprenticeships training can be done on-the-job, off-the-job, or a combination of both. The pattern of training would be negotiated by the employer in consultation with their chosen Registered Training Organisation (RTO). New Apprenticeships offer a qualification on successful completion that is Nationally recognised making the qualification portable if the New Apprentice should wish to undertake further study through a tertiary institution or move to another state.

Both Apprentices and Trainees need to complete a National Training Contract to have their New Apprenticeship registered. All relevant paperwork to register Traineeships and Apprenticeships are administered by a New Apprenticeship Centre.

What is the difference between an Apprenticeship and a Traineeship?

Apprenticeship: An Apprenticeship is a workplace based training program combining on-the job & off- the job training which aims at providing a 'trade qualification'.

Apprenticeships:

- generally last for four years.
- traditionally involve training one day a week for the first three years although block release study or other more flexible options may be available.
- attract a wage according to the industry's relevant award and the amount of time the apprentice has completed in the apprenticeship.

Traineeship: A Traineeship is an employment and training program aimed at providing an entry level career path to people entering a particular occupation or industry. Traineeships are offered from Certificate II to Certificate IV level dependant on the industry. The majority of Certificate II level traineeships last for 12 months full-time. Most traineeships can also be completed part-time with the training term being extended on a pro-rata basis. Trainees are paid according to the relevant industry award, or the employer may elect to pay a "training wage" award which compensates the employer for the time the New Apprentice spends in training.

The delivery of traineeships training can be institution-based or delivered flexibly, as negotiated between the employer and the chosen Registered Training Organisation.

Are there any pre-requisites for gaining a New Apprenticeship?

Age limits for Traineeships do apply: the minimum entry age is 15 years. (In some cases, younger students who have a letter from the principal may be able to enter into a New Apprenticeship).

If an employer is intending to pay a 'training wage' for an employee undertaking a traineeship the starting rate will be more for a Year 12 school leaver than for a school leaver who has left at Year 10. This may mean that unless the Year 12 school leaver can demonstrate that they have gained additional knowledge and /or experience related to the job, the employer may find it more financially attractive to employ a Year 10 school leaver.

Do students need to complete the HSC to gain a New Apprenticeship?

The HSC is not a requirement for a traineeship, however some employers will have an age preference and preferred skill pre-requisites related to the requirements of the job, for example:

- in the Child Care industry; one needs to be 18 years old upon completion of the traineeship to be counted in the staff to child ratio for the centre
- in some Automotive industry; positions and some trades they require a driver's licence (to move customer vehicles or to drive to different work sites) which limits entry for those without a licence
- in the Hospitality industry; service of alcohol and the associated 'responsible service of alcohol' component of the course cannot be completed by those under 18 years of age
- some employers will also have preferred subject knowledge related to the job (e.g. maths skills)

Is it true that prior VET qualifications can exclude a person from gaining a New Apprenticeship?

HSC VET study is a great option for students with a disability. For those students who wish to gain employment in a New Apprenticeship the following factors should be taken into account in order to maximise the student's chances of gaining employment after leaving school:

- New Apprenticeship packages available at a higher level.
- Students who have studied HSC VET may have a limited chance of gaining a New Apprenticeship upon leaving school if the HSC qualification is beyond the traineeship level (see example 1)
- the statistics show that only 51% of students with a disability were employed after completion of a VET qualification compared with 75% of all post school graduates (NCVER Student Outcomes 2004)
- the largest employer incentives currently available for employing people with a disability are linked to employing a person in a New Apprenticeship.

- If the student has completed HSC VET studies to the maximum of their ability this will leave them no higher level New Apprenticeship to be employed in once they have left school. (see example 2)

Example 1: *A student with a disability completed the Certificate III in Children's Services through HSC VET. Upon leaving school the student attempts to gain a position in a childcare centre. He finds that many employers want to recruit new staff in a traineeship. The employer believes that his certificate alone is not sufficient without more experience, coupled with the fact that the employer is looking for wage subsidies and workplace modifications for the workplace to accommodate the particular learning and support needs of the individual with a disability.*

Example 2: *A student with an intellectual disability completed Certificate II in Business Services through HSC VET. He is unable to successfully complete the Certificate III Business Services Traineeship and related on-the-job duties. He is having difficulty gaining employment in a Business Administration role. Many employers are looking for more experience or are looking to employ someone in a traineeship who will attract funding so that the employer can afford to take the time to train the person on the job.*

Are there identified New Apprenticeship vacancies for people with a disability in the Public Sector?

NSW Government's Apprenticeship Program for People with Disabilities:

This program provides apprenticeships in State Government Departments to people with a confirmed disability. The positions, which last 4 years, provide an opportunity to receive training in all aspects of an apprenticeship. At the end of the apprenticeship successful applicants will qualify as tradespeople. Applicants must be at least 15 years old. All positions are advertised in October or November in the press and through other relevant agencies. Selected applicants are expected to begin work in December or January.

NSW Government's Traineeship Program for People with Disabilities:

www.eeo.nsw.gov.au

This program provides Traineeships in NSW Government Agencies for people with a disability. The program fully funds the award wages and allowances for each trainee. The program is administered by the Office of Employment Equity and Diversity with the assistance of the Department of Education and Training. Trainees enter into a Training Contract with the employer and undertake training that leads to nationally accredited qualification. On successful completion of the traineeship the trainee is appointed to a permanent position with the NSW Government. All traineeship positions are advertised in the press and directly to dedicated employment agencies, via the jobs network and through other media and web sites such as: <http://jobs.nsw.gov.au>

Positions are normally advertised in May and November each year but may also be advertise throughout the year dependant on demand.

What incentives are available for employers who employ a person with a disability?

Employers of a person with a disability in a Traineeship or an Apprenticeship may apply for Disabled New Apprentice Wage Support (DNAWS) through their New Apprenticeships Centre (NAC).

DNAWS has 3 components:

- Wage Support for eligible employers of \$114.73 a week full-time rate
- Funding for Workplace Modifications up to \$5000
- Funding for the chosen Registered Training Organisation of up to \$5500 a year to provide the New Apprentice with Tutorial, Mentoring or Interpreter Assistance if required.
- The DNAWS program exclude assistance for people with ADD/ADHD and other disabilities that can be wholly addressed through available medication or self-management strategies which have little or no impact on the New Apprentices ability to carry out employment based duties.
- If the employer is not eligible for DNAWS other general incentives may apply, speak to the NAC.

All financial benefits are subject to meeting Commonwealth and State Government eligibility criteria.

What is a Group Training Organisation/Company?

Group Training Companies are organisations which recruit apprentices and trainees and find them 'host employers' who will provide the New Apprentice with the employment and training required to complete the New Apprenticeship. The Group Training Company takes care of all paperwork and the New Apprentice's entitlements. The Group Training Company charges a fee to the 'host employer' for this service.

Group Training Organisations exist in most industries including construction, financial services, manufacturing, retail, health, automotive, and hospitality.

www.grouptraining.com.au



RESOURCES FOR SCHOOL LEAVERS WITH A DISABILITY TO ACCESS A NEW APPRENTICESHIP



Acknowledgments

DETNAC wishes to acknowledge and thank the following people and organisations for their involvement and assistance with this project.

Reference Group Members:

Susan Murphy, Senior Education Officer, DET, Disability Programs

Correne Astill, Support Teacher Transition DET

Pauline Hart, Manager, DETNAC

Phillip Moore, Director, DETNAC

Nino Pol, VET Access and Flexible Delivery, VET in schools Delivery, DET

Ian Balcomb Senior Manager Skills Strategy, Strategic Planning and Regulation
DET (former)

David Michaels, (Acting) Senior Manager Skills Strategy, Strategic Planning and
Regulation DET

Raj Narchal, Project Officer, Skills Strategy DET

Anne Ricketts, Project Officer Skills Strategy DET (former)

Tracie-Lee Little, Disability Consultant, DETNAC

For their involvement in assessing school students and maintaining database:

Disability Works Australia (DWA)

Kath Burnett, NSW State Manager:

The following DET School staff for their input and assistance:

Correne Astill, Support Teacher Transition, DET

Christine Coates, Support Teacher Transition, DET

Janice Sutton, Support Teacher Transition, DET

Virginia Russell, Support Teacher Transition, DET

Gail Woodford, Support Teacher Transition, DET

Lorraine Turtle, Regional Vocational Education Consultant, DET

Disability Employment agencies and Job Network Agencies in Western Sydney who participated in the project.