



Australian Government



Disability  
Employment  
Services

# Eligible School Leaver Guidelines

V 1.0

## Disclaimer

This document is not a stand-alone document and does not contain the entirety of Disability Employment Services Providers' obligations. It should be read in conjunction with the Disability Employment Services Grant Agreement and any relevant guidelines or reference material issued by the Department of Social Services under or in connection with the Disability Employment Services Grant Agreement.

# Table of Contents

## Eligible School Leaver Guidelines

Table of Contents	1
Document Change History	2
Disability Employment Services Grant Agreement Clauses:	3
Reference documents relevant to this guideline:	3
Explanatory Note:	3
Introduction	4
Overview	4
Significant Disability	4
Funding Level	4
Documentary Evidence	4
Commencing ESL full-time students in DES-DMS	4
ESL full-time students	5
Australian School Based Apprenticeships and Traineeships (ASBAT)	5
Employment Outcomes for ESLs who are full-time students	5
Single period of service	5
Eligible School Leaver Guidelines Table	6
Attachment A	17
Attachment B	19
Attachment C	27
Attachment D	31

## Eligible School Leaver Guidelines

### Document Change History

Version	Effective Date	End Date	Change & Location
1.0	1 July 2018		Original version of document

### Disability Employment Services Grant Agreement Clauses:

Clause 87 – Direct Registration of Participants without a Referral

Clause 91 – Appointments with Participants

Clause 92 – Initial Interview

Clause 106 – Job Plan

Clause 141 – Funding Levels for Participants

Annexure A – Definitions

### Reference documents relevant to this guideline:

Direct Registration Guidelines

Eligibility, Referral and Commencement Guidelines

Job Plans Guidelines

### Explanatory Note:

All capitalised terms have the same meaning as in Disability Employment Services Grant Agreement.

In this document, “must” means that compliance is mandatory and “should” means that compliance represents best practice.

Note: This should not be read as a stand-alone document, please refer to the Disability Employment Services Grant Agreement and other guidelines.

## Introduction

These Guidelines outline the steps to be taken by Disability Employment Service (DES) Providers to identify Eligible School Leavers (ESLs) during the Direct Registration process prior to Commencing them in the DES Employment Support Service (DES-ESS) or DES Disability Management Service (DES-DMS). The guidelines also describe the Documentary Evidence that DES Providers must collect and retain to demonstrate that job seekers are eligible to be Directly Registered and Commenced as ESLs.

**Note:** Commencing 1 July 2018, the Department will be conducting a two-year study known as the School Leaver Trial to assess the impact of DES on a less disadvantaged group of secondary school students who do not meet the eligibility requirements set out in these guidelines. These guidelines do not apply to the School Leaver Trial. Separate information will be distributed about that trial.

## Overview

The intent of the ESL policy in DES is to assist students with significant disability to transition from school to post-school open employment. ESL policy enables students to Directly Register with the DES Provider without an Employment Services Assessment (ESAt) or Job Capacity Assessment (JCA). This streamlined access recognises that students with significant disability had already been subject to multiple assessments as a result of their disability and that the outcome of those assessments could be used in place of an ESAt or JCA.

ESL arrangements for full-time students are specifically targeted at school aged students who are undertaking secondary studies. Adult students who are aged 22 and over who are undertaking secondary school studies through TAFE or similar institutions, do not meet ESL eligibility requirements and must not be Directly Registered and Commenced in DES. Students with disability who are aged 22 and over who wish to access DES must be referred to the Department of Human Services (Human Services) for an ESAt to determine their eligibility for DES.

## Significant Disability

The term “significant disability” refers to job seekers who have major barriers to employment and require ongoing support in employment. Job seekers with “significant disability” are those with severe physical or mental impairment which limits their functional capacity relating to mobility, communication, self-care, self-direction, interpersonal skills, work tolerance and work skills. Job seekers with this level of impairment require extensive assistance before they are ready to look for meaningful and sustainable open employment.

## Funding Level

On Commencement in DES-ESS or DES-DMS, ESL eligible job seekers are assigned an Employment Benchmark of eight hours. In accordance with the Disability Employment Services Grant Agreement, as with all other Directly Registered Participants, the Funding Level is determined by the Department’s IT Systems using the 2018 Funding Level Tool.

## Documentary Evidence

The Documentary Evidence requirements to support ESL eligibility are aimed at ensuring that only job seekers with the impairment characteristics described above, will be correctly Registered and Commenced in DES in accordance with the relevant DES guidelines and the Disability Employment Services Grant Agreement.

## Commencing ESL full-time students in DES-DMS

While the ESL policy applies to both DES-ESS and DES-DMS there is an expectation that most ESL Participants will be Directly Registered and Commenced in DES-ESS as they will have high ongoing support needs. In exceptional circumstances, however, DES-DMS might be the appropriate service. For example, where a student with a significant sensory disability such as vision impairment, who has strong vocational skills in a particular area. While the student might require transitional support to gain employment, once supported for six months they would not be expected to require High Ongoing Support. Where a job seeker is Directly Registered and Commenced in

DES as an ESL by a DES-DMS Provider, the Provider must retain on file a justification statement outlining the reason(s) why they considered DES-DMS to be the appropriate service for the job seeker in this exceptional circumstance.

### **ESL full-time students**

The assistance provided to full-time student ESL Participants in DES is aimed at preparing the student for suitable post-school open employment opportunities.

Full-time secondary school students may approach the DES Provider seeking to Directly Register or might become aware of DES services as a result of the DES Provider approaching their school. DES Providers should be aware that prior to Directly Registering and Commencing a full-time student, they must consider all of the student's circumstances and determine whether DES-ESS or DES-DMS would better meet the student's needs.

DES may not be the most appropriate program for students with significant disability if their intention is to continue with tertiary or other study after they finish school.

### **Australian School Based Apprenticeships and Traineeships (ASBAT)**

ESL policy is generally targeted at students in their final year of secondary school (usually year 12). However, DES Providers are also permitted to Directly Register and Commence eligible school students in year 11 (or earlier if the student will not be undertaking year 12), where the student is participating in or intends to participate in an ASBAT which forms part of their secondary school curriculum.

DES Providers are encouraged to work in partnership with schools, state and territory funded vocational training organisations and local Ticket to Work networks, to facilitate placements in ASBATs and support students in both work and study.

### **Employment Outcomes for ESLs who are full-time students**

DES Providers should not Directly Register and Commence full-time students for the sole purpose of placing them in after-school jobs. In circumstances where a Participant and their parent or legal guardian agrees, the DES Provider might consider it appropriate to place an ESL Participant in employment for eight hours a week while they are still a full-time student. This could be for the purpose of gaining relevant work experience or identifying a Participant's suitability for a certain type of work. Under these circumstances, employment of eight hours per week would be considered appropriate as it forms part of the overall transition of the job seeker to a post-school environment.

Given the level of impairment of a jobseeker who is eligible to be Directly Registered and Commenced in DES as an ESL and the time required to address their barriers to open employment, the Department would not expect an ESL Participant to be placed in open employment immediately after Commencing in DES.

Employment Outcomes are payable for full-time students who are participating in ASBATs as a requirement for their secondary school curriculum, provided all requirements for an Employment Outcome are met.

### **Single period of service**

ESL Participants are restricted to a single period of service in DES. Once an ESL Participant has exited DES, they are no longer eligible to access DES through the ESL pathway and must have a Valid ESAT/JCA to determine their eligibility.

## Eligible School Leaver Guidelines Table

Who is Responsible:	What is Required:
<p><b>1. The DES Provider</b></p> <p>Direct Registration</p> <p>DES Provider identifies potential ESL during the Direct Registration process.</p>	<p><b>Direct Registration</b></p> <p>Eligible full-time secondary school students, current and former participants in School Leaver Employment Supports (SLES) and eligible state/territory government disability post-school transition to work programs* can be Directly Registered by the DES Provider <b>without</b> a referral from Human Services.</p> <p>When first approached by a job seeker, the DES Provider should establish if a job seeker is a potential ESL (refer to definition in Step 2). Where a job seeker does not fit the definition of an ESL, the DES Provider should refer to the Direct Registration Guidelines to see if the job seeker is eligible to be Directly Registered and Commenced in DES under general DES Direct Registration arrangements.</p> <p>*The NSW Government Transition to Work Program and the Victorian Government Transition to Employment Program has commenced transitioning to the National Disability Insurance Scheme (NDIS). The NDIS will fund post-school transition to work assistance through the SLES initiative.</p>
<p><b>2. The DES Provider</b></p> <p>DES Provider determines ESL eligibility.</p> <p><i>Disability Employment Services Grant Agreement Clause Reference:</i></p> <ul style="list-style-type: none"> <li>• Definitions, Eligible School Leaver</li> </ul>	<p><b>ESL Participant Definition</b></p> <p>In accordance with the Disability Employment Services Grant Agreement, an ESL Participant means a job seeker who Directly Registers with a DES Provider and who is seeking to transition from:</p> <ul style="list-style-type: none"> <li>• secondary school to post-school open employment; or</li> <li>• SLES or an eligible state/territory government disability post-school employment or transition to work program</li> </ul> <p><b>and</b> the DES Provider has evidence that the job seeker:</p> <ul style="list-style-type: none"> <li>• attracts additional educational funding* due to their disability in the year they were Commenced; or</li> <li>• is in a disability special school** or disability special class*** in a mainstream school; or</li> <li>• is receiving the Disability Support Pension (DSP).</li> </ul> <p>A job seeker must also meet all other requirements set out in any DES guidelines and the Disability Employment Services Grant Agreement.</p> <p>To be eligible to Commence in DES as an ESL, a job seeker must first Directly Register with the DES Provider:</p> <ul style="list-style-type: none"> <li>• while they are a current full-time student in their final year of secondary school or earlier if undertaking an ASBAT (see below)****; or</li> <li>• in their final six months of participating in an eligible state/territory government post-school employment or transition to work program for people with disability; or</li> </ul>

Who is Responsible:	What is Required:
	<ul style="list-style-type: none"> <li>• within 20 Business Days of having exited SLES or an eligible a state/territory government post-school employment or transition to work program for people with disability.</li> </ul> <p>The job seeker must also:</p> <ul style="list-style-type: none"> <li>• be of legal working age;</li> <li>• be assessed by the DES provider as having capacity to work a minimum of eight hours a week within two years of Commencing in DES with the assistance of the DES Provider;</li> <li>• not be currently employed for eight hours or more per week; and</li> <li>• meet all other eligibility requirements for DES as outlined in these Guidelines, the Direct Registration Guidelines and the Eligibility, Referral and Commencement Guidelines.</li> </ul> <p>* <b>Attachment B</b> refers to funding arrangements for school students with disability.</p> <p>** Disability special schools exist in both the Government or non-government education systems. The term “disability special school” refers to a school established by a relevant education authority for students with diagnosed disability. For the purpose of demonstrating ESL eligibility, eligible secondary school students must be attending or have attended a “disability special school” due to significant disability such as intellectual disability, severe autism spectrum disorders or significant physical disability. Students who attend special schools due to learning difficulties or behavioral issues do not meet the definition of an ESL.</p> <p>*** The term “disability special class” refers to a class in a mainstream school consisting of students with significant disability who have been grouped together because of similar educational support needs. For the purpose of demonstrating ESL eligibility, eligible secondary school students must be attending or have attended a “disability special class” due to significant disability such as intellectual disability, severe autism spectrum disorders or physical disability. Students who attend special classes due to learning difficulties or behavioral issues do not meet the definition of an ESL.</p> <p><b>Final year of school</b>  A full-time secondary school student who chooses to access DES through the ESL-Full-Time Student pathway must be in their final year of school at the time of Registration and Commencement*. In most states and territories this will be year 12, however, some students, with the consent of their parents or guardian, and with the agreement of the school Principal, may opt to leave school prior to completing year 12. These students may be eligible to be Directly Registered and Commenced in DES only where the DES Provider has obtained the necessary Documentary Evidence to support the decision for the student to leave school before the mandated minimum school leaving age (see DES ESL Documentary Evidence requirements set out in <b>Attachment C</b>).</p> <p>*There are two exceptions to this:</p>

Who is Responsible:	What is Required:
	<ul style="list-style-type: none"> <li>• Students who are in year 11 and who have registered as continuing students for year 12, are permitted to Directly Register and Commence in DES as an ESL from 1 December in the year prior to year 12.</li> <li>• Students participating in or who are intending to participate in, an ASBAT which forms part of their school curriculum, may be Directly Registered and Commenced in year 11 or in their second last year of school if they are not intending to undertake year 12.</li> </ul> <p><b>Concurrency with state/territory government post school-employment and transition to work programs</b></p> <p>Participants in state/territory government funded post-school employment or transition to work programs for people with disability listed in the DES Concurrent Programs Supporting Document, may be Directly Registered and Commenced in DES as ESLs during their final six months of participation in the program.</p> <p>When Directly Registering a state/territory post-school employment or transition to work participant, the DES Provider must record the name of the service provider and the expected end date in the “Circumstances” panel in the Department’s IT Systems.</p> <p><b>Note:</b> Job seekers who are not participating in a state/territory government post-school employment or transition to work program listed in the <i>DES Concurrent Programs Supporting Document</i> must be referred for an ESAt to determine eligibility.</p> <p>Where a Participant is concurrently participating in DES and a state/territory government post-school employment or transition to work program, and is extended in the program past the six months allowed for concurrency, the DES provider must suspend the Participant in DES and remove the suspension when the Participant completes the program (or nears completion of the program if there is a residual period left from the initial six months of servicing).</p> <p>The DES Provider is not required to suspend the Participant where the:</p> <ul style="list-style-type: none"> <li>• Participant chooses to exit of the program; or</li> <li>• Participant chooses to exit from DES; or</li> <li>• DES Provider seeks agreement from their Contract or Account Manager to continue servicing the Participant in DES. The Department will only approve these cases where it can be demonstrated that genuine exceptional circumstances. The duration of the extension would be a consideration when determining whether an extension should be approved.</li> </ul> <p>When Directly Registering a <u>former</u> SLES or state/territory government post school-employment or transition to work program participant, the DES</p>

Who is Responsible:	What is Required:
	<p>Provider must record the name of the service provider on the Circumstances panel in the Department's IT Systems. The DES Provider must Directly Register and Commence former SLES or state/territory post school-employment or transition to work program participants within 20 Business Days of the job seeker's exit date from the program. If the DES Provider is unable to comply with this requirement due to circumstances beyond their control, they must seek written approval from their Account Manager or their delegate to Commence the job seeker beyond the 20 Business Day limit. A copy of the written approval must be kept on the Participant's file as part of the Documentary Evidence to support the job seeker's Registration and Commencement.</p> <p><b>Note:</b> Once a job seeker is Commenced in DES as an ESL they cannot commence in SLES or a state/territory post-school employment or transition to work program unless they exit DES. They will be ineligible to access DES until they have exited SLES or the state/territory government post-school employment or transition to work program, or if the program is concurrent, until they are in their final six months of participation.</p> <p><b>Jobseekers who receive National Disability Insurance Scheme (NDIS) funding for supported employment and/or Australian Disability Enterprise (ADE) employees</b></p> <p>Job seekers who receive National Disability Insurance Scheme (NDIS) funding for supported employment and/or are ADE employees may be Commenced in DES as an ESL and participate in both programs concurrently. Supported employment/ADE employees can be Directly Registered by the DES Provider without an ESAt or JCA if the Participant's Eligibility has met all the requirements in the Disability Employment Services Grant Agreement and the relevant Guidelines.</p> <p><b>Special arrangements for students undertaking ASBATs as part of their school curriculum</b></p> <p>Eligible full-time secondary students with significant disability who chose to undertake ASBATs as part of their secondary school curriculum may be Directly Registered and Commenced in DES as ESLs in the year prior to their final year of school. This arrangement recognises that ASBATs are generally conducted over two years.</p> <p>Where an ESL is Directly Registered and Commenced in DES under this arrangement, the DES Provider must obtain Documentary Evidence to show that either:</p> <ul style="list-style-type: none"> <li>• the ASBAT has a modified delivery method to accommodate the student's disability; and/or</li> <li>• the student was eligible for assistance through the Disabled Australian Apprentice Wage Support (DAAWS) Program.</li> </ul>

Who is Responsible:	What is Required:
	<p>An example of appropriate Documentary Evidence is a signed and dated letter on letterhead (or email) from the training organisation setting out the specific modifications that have been made to delivery of the training component to accommodate the job seeker’s disability and/or relevant paperwork confirming DAAWS Program approval.</p> <p><b>Note:</b> Eligible full-time students who are undertaking ASBATs can only be Directly Registered and Commenced in DES if they are working less than eight hours per week prior to Directly Registering with the DES Provider and meet the requirements set out above.</p> <p><b>Transfers</b> Where an ESL flagged Participant transfers from one Provider to another, the gaining Provider must retain on file Documentary Evidence to fully support the Participant’s ESL Registration and Commencement. This should be obtained from the relinquishing Provider. If the Documentary Evidence is unavailable the gaining Provider must gather their own Documentary Evidence to support eligibility from the relevant sources as detailed in Step 3 of these Guidelines. If the Documentary Evidence cannot be obtained, the Participant must be Exited.</p> <p><b>Note:</b> Full-time students are ineligible for DES unless they meet the ESL eligibility requirements set out in these guidelines.</p>
<p><b>3. The DES Provider</b></p> <p>Documentary Evidence to support ESL Eligibility</p> <p><i>Disability Employment Services Grant Agreement Clause Reference:</i></p> <ul style="list-style-type: none"> <li>Definitions, ‘Eligible School Leaver’.</li> </ul>	<p><b>Overview</b></p> <p>When Directly Registering and Commencing a job seeker as an ESL in DES the DES Provider must first obtain appropriate Documentary Evidence to support the job seeker’s eligibility. This evidence falls into three categories:</p> <ul style="list-style-type: none"> <li>evidence to support the Direct Registration process (including checking the job seeker’s Proof of Identity (POI))</li> <li>evidence of a job seeker’s disability and eligibility for ESL</li> <li>evidence to demonstrate a job seeker’s capacity to work a minimum of eight hours per week.</li> </ul> <p>Job seekers who are Directly Registered and Commenced in DES as ESLs must be eligible for DES at the time of Registration and Commencement. This means that the DES Provider must ensure that they have obtained the necessary Documentary Evidence (as outlined above) prior to Directly Registering and Commencing the job seeker in DES-ESS.</p> <p><b>Primary Evidence</b></p> <p>Unless otherwise stated, all Documentary Evidence to support the Direct Registration and Commencement of a job seeker as an ESL in DES must be Primary Evidence and directly relate to the job seekers primary disability as recorded in the Department’s IT Systems.</p>

Who is Responsible:	What is Required:
	<p>Documentary Evidence must be obtained from a primary source and contained within a primary source document, such as an original letter. For example, the evidence confirming that a student is attracting additional educational funding while at school must be a signed and dated letter on letterhead (or email) from the student’s school.</p> <p>Documentary Evidence in the form of a signed pro-forma with tick boxes or file notes do not meet this requirement and will not be accepted as appropriate Documentary Evidence to support ESL eligibility.</p> <p><b>Note:</b> The Documentary Evidence requirements to support Eligibility for Direct Registration and Commencement of an ESL are set out in <b>Attachment C</b>. Template paragraphs for letters for requesting Documentary Evidence from schools are available in <b>Attachment D</b>.</p> <p><b>Documentary Evidence to support Direct Registration – DES DRF</b> The DES Provider must retain as Documentary Evidence, a correctly completed and signed DES DRF to support the job seeker’s Direct Registration. The DES Provider must only use a current, unabridged version of the DES DRF that was available on the DES Portal at the time of the Participant’s Commencement.</p> <p><b>Note:</b> When Directly Registering a job seeker the DES Provider must follow the instructions set out in the DES Direct Registration Guidelines. In particular, the DES Provider must ensure that every job seeker record they create is linked to a Human Services Customer Reference Number (CRN). Please refer to the DES Direct Registration Guidelines for instructions on how to link a job seeker’s registration record to a CRN.</p> <p>The DES Provider must also ensure they conduct the appropriate POI checks set out in the DES DRF.</p> <p><b>Documentary Evidence requirements to support the Registration and Commencement of a full-time secondary school student as an ESL</b> Prior to Directly Registering and Commencing a job seeker who is a full-time secondary school student, the DES Provider must obtain Documentary Evidence confirming the student:</p> <ul style="list-style-type: none"> <li>• attracts additional educational funding due to their disability; or</li> <li>• is in a disability special school or disability special class in a mainstream school; or</li> <li>• is receiving the DSP,</li> </ul> <p>and is in their current and final year of school.</p> <p>Documentary Evidence confirming that a student is attracting additional educational funding or is attending a special school or a disability special class in a mainstream school, must be obtained from the school principal or their authorised representative. The evidence must clearly identify the job seeker’s</p>

Who is Responsible:	What is Required:
	<p>disability the name of the program that provides additional educational funding and clearly state that the funding is linked to the job seeker's support needs due to their disability. Information about state/territory disability funding in government and non-government schools is set out in <b>Attachment B</b>.</p> <p><b>Note:</b> Where a student is in a disability specialist school or disability special class in a mainstream school, the DES Provider is only required to obtain Documentary Evidence to confirm the student is enrolled in a special school or a disability special class in a mainstream school and that they are a full-time student in their current and final year of school.</p> <p><b>Documentary Evidence requirements to confirm a job seeker is in their current and final year of school</b>  Full-time secondary school students who wish to access DES through the ESL - Full-Time Student pathway must be in their current final year of school. For the purposes of these Guidelines, a student's 'final year of school' is considered to be year 12 (or year 12 equivalent for those states/territories where year 12 is not considered the final year of secondary schooling).</p> <p>Where a student who is not in their final year of secondary school wishes to access DES as an ESL, the DES Provider must meet with the student, the school principal (or their representative) and a parent, carer or guardian, and gain agreement that the student will leave school before year 12 and that DES is the most appropriate activity for the student. The DES Provider must retain Documentary Evidence of this meeting, confirming the agreement that was reached between the parties at the meeting, and confirming the school student's agreed leaving date. Refer to <b>Attachment C</b>.</p> <p><b>Note:</b> This does not apply to students who are participating or intend to participate in an ASBAT commencing in year 11.</p> <p><b>Documentary Evidence requirements to support the Direct Registration and Commencement of a former SLES participant or a current or former state/territory government post-school employment or transition to work program participant as an ESL</b>  DES Provider must obtain evidence confirming the job seeker was in SLES or is/was participating in a state/territory government post-school employment or transition to work program. Refer to <b>Attachment C</b>.</p> <p><b>Documentary Evidence to confirm a job seeker is receiving the DSP</b>  Full-time secondary school students as well as job seekers, who are Directly Registering with the DES Provider while participating in, or immediately after exiting a state/territory government disability post-school employment or transition to work service who are receiving the DSP, are eligible to Directly</p>

Who is Responsible:	What is Required:
	<p>Register and Commence in DES as ESLs providing that they meet all other eligibility requirements for DES.</p> <p>Where a full-time secondary student job seeker is receiving the DSP, the DES Provider is only required to obtain Documentary Evidence confirming that the job seeker is a full-time secondary school student and is in their final year of school.</p> <p><b>Evidence to support a job seeker’s capacity to work a minimum of eight hours per week</b></p> <p>As a general principle, all job seekers accessing DES must have the capacity to work at their minimum Employment Benchmark hours within two years with assistance from a DES provider. The Employment Benchmark is important as it not only determines a job seeker’s capacity to participate in and benefit from DES, but it also identifies the job seeker’s limitations to the amount of work they can do.</p> <p>A job seeker’s Employment Benchmark is normally determined by an ESAt/JCA. ESL Participants have a default Employment Benchmark of eight hours per week. In the absence of an ESAt/JCA and prior to Directly Registering and Commencing an ESL, the DES Provider must determine that the job seeker will have the a capacity to work a minimum of eight hours per week with the assistance of a DES provider*.</p> <p>*This requirement is included in the DES Direct Registration Form (DRF) under the ‘Declaration by DES Provider’.</p>
<p><b>4. The DES Provider</b></p> <p>Direct Registration</p> <p><i>Disability Employment Services Grant Agreement Clause Reference:</i></p> <ul style="list-style-type: none"> <li>87 Eligible School Leaver</li> </ul>	<p><b>Directly Registering an ESL in DES</b></p> <p>To Directly Register a job seeker as an ESL, the DES Provider should first check the Department’s IT Systems to determine whether the job seeker already has a record. If an existing record cannot be found, the DES Provider must enter the Registration information in the Department’s IT Systems and click the ESAt/JCA exemption flag tickbox, also selecting the appropriate ESL value from the list of available options (either ESL-Fulltime Student, or ESL-Transition to Work Program). The application of the ESAt/JCA exemption tickbox, and the appropriate ESL value, will allow the job seeker to be Commenced without having an ESAt/JCA result recorded in the Department’s IT Systems.</p> <p><b>Registration and the Job Seeker Classification Instrument (JSCI)</b></p> <p>When Direct Registering ESLs, the DES Provider should enter the job seeker’s primary disability in the ‘Primary Disability’ field on the Registration Screen ‘Circumstances’ panel in the Department’s IT Systems.</p> <p><b>Note:</b> Failure to enter a job seeker’s primary disability may impact on the DES Provider’s Star Rating.</p> <p>The DES Provider should also complete the JSCI so that information about the job seeker’s disability and employment barriers is recorded. This information</p>

Who is Responsible:	What is Required:
	<p>should be updated if the Participant’s circumstances change. The ESAt/JCA exemption flag tickbox, and associated dropdown list of ESL values, can be found on the ‘Circumstances’ panel of the Registration screen. To apply the ESAt/JCA exemption flag tickbox, the DES Provider selects the ESAt/JCA exempt tickbox along with the appropriate ESL option from the ‘drop down list of values’ for the ESL pathway that the job seeker is eligible for. The two options from the ESL drop down list of values are:</p> <ul style="list-style-type: none"> <li>• ESL- Full-Time Student</li> <li>• ESL- Transition to Work program.</li> </ul> <p><b>Note:</b> The ESAt/JCA exemption tickbox, and appropriate ESL pathway the job seeker is eligible for, must be entered at the time the job seeker registration is being created in the Departments IT Systems. Failure to apply these at this point will prevent the job seeker from being Commenced as an ESL. When this occurs the DES Provider should contact their Account Manager or Account Manager’s delegate and provide Documentary Evidence confirming the job seeker’s ESL eligibility. Once the Account Manager or their delegate has received this evidence they will advise the Employment Services Help Desk to add the flag if appropriate. Refer to <b>Attachment A</b> for more information.</p> <p><b>Direct Registration and Commencement of a job seeker as an ESL who has an existing ESAt/JCA</b></p> <p>Some job seekers may have an existing ESAt/JCA as a result of previously applying for DSP. Where a job seeker has a Valid ESAt/JCA, they are only eligible to be Commenced in DES as an ESL if the Valid ESAt/JCA has a recommendation of DES-ESS or DES-DMS and a minimum work capacity of eight hours or more.</p> <p><b>Note:</b> Where a Valid ESAt/JCA exists, the DES Provider may only Directly Register and Commence a job seeker in the recommended DES service (either DES-ESS or DES-DMS).</p> <p>Full-time students with a Valid ESAt/JCA with a recommendation of DES will still need to meet all ESL eligibility requirements for DES. This also applies to former SLES or state/territory government post-school employment or transition to work program participants with a Valid ESAt/JCA who Directly Register within the 20 Business Days of their program exit date, and current state/territory government post-school employment or transition to work program participants who are in the final six months of participation in a DSS approved program.</p> <p>Where a job seeker has an expired ESAt/JCA, the Departments IT Systems will prevent the job seeker from being Commenced in DES as an ESL. Where a job seeker who potentially is eligible for DES as an ESL but has an expired ESAt/JCA, the DES Provider will need to refer the job seeker to Human Services for a new ESAt.</p>

Who is Responsible:	What is Required:
	<p><b>Note:</b> While some information in an ESAt/JCA can be used as Documentary Evidence to support certain aspects of ESL eligibility (e.g. the job seeker’s capacity to work a minimum of eight hours), an ESAt/JCA cannot be used by itself as Documentary Evidence to support the Registration and Commencement of an ESL.</p>
<p><b>5. The DES Provider</b></p> <p>Job Plan</p> <p><i>Disability Employment Services Grant Agreement Clause Reference:</i></p> <ul style="list-style-type: none"> <li>• Clause 106</li> </ul>	<p><b>Job Plan</b></p> <p>As with all DES Participants the DES Provider must complete a Job Plan. The Job Plan must be individually negotiated with the Participant to articulate their employment goal and to set out the activities the Participant and the DES Provider will undertake to achieve that employment goal.</p> <p>The Job Plan should be negotiated with the assistance of a parent, carer or guardian. For ESLs who are full-time students, a representative from the school, such as a careers advisor, or staff member who has responsibility for the student while they are in school, should be involved in the preparation of the student’s Job Plan and be linked to their Education Plan.</p>
<p><b>6. The DES Provider</b></p> <p>Commencing an ESL in the Department’s IT Systems</p> <p><i>Disability Employment Services Grant Agreement Clause Reference:</i></p> <ul style="list-style-type: none"> <li>• Definitions, ‘Commence’</li> </ul>	<p><b>Commencing an ESL in DES</b></p> <p>The DES Provider Commences the job seeker in DES and if being Commenced in DES-ESS the DES Provider should confirm that the Employment Services IT Systems has set the Participant’s employment benchmark at eight hours per week.</p>
<p><b>7. The DES Provider</b></p> <p>Outcomes including Education Outcomes</p> <p><i>Disability Employment Services Grant Agreement Clause Reference:</i></p> <ul style="list-style-type: none"> <li>• Definitions, ‘Non-Payable Outcome’</li> </ul>	<p><b>Employment Outcomes</b></p> <p>Employment Outcomes are payable for ESL Participants who are Commenced in DES with either the Full-Time Student pathway or the Transition to Work pathway.</p> <p><b>Education Outcomes</b></p> <p>Education Outcomes are not payable for ESL Participants who have been Commenced in DES with the ESL – Full-Time Student flag while they are a full-time student in secondary school. The DES Provider may be eligible to claim an Education Outcome for an ESL Participant who has been Commenced in DES as a full-time student once they have left school.</p>

Who is Responsible:	What is Required:
<ul style="list-style-type: none"> <li>Clause 143</li> </ul>	<p>The DES Provider will be eligible to claim an Education Outcome for an ESL Participant who has been Commenced in DES with an ESL – Transition to Work pathway, providing all requirements for an Education Outcome are met.</p> <p><b>Note:</b> The Department closely monitors the Employment and Education Outcomes for ESL Participants. DES Providers should refer to the Outcome Guidelines for information about claiming Outcomes for ESL Participants.</p>

DRAFT

## Attachment A

### Requesting Employment Services Assessment/Job Capacity Assessment (ESAt/JCA) Exempt Flags to be Added or Removed from Job Seeker Records

ESL ESAt/JCA exempt flags can only be added to a job seeker record in ESSWeb during the creation of a Registration record. Where a DES Provider fails to add the flag during the Registration process, or a job seeker has an existing Registration record without the appropriate ESAt/JCA exempt flag, ESSWeb will not allow an ESAt/JCA exempt flag to be added.

#### Requests for Adding ESAt/JCA exempt flags

DES Providers seeking to have ESAt/JCA exempt flags added to job seeker records in ESSWeb are required to email the request along with the appropriate Documentary Evidence to support the job seeker's eligibility (see Eligible School Leaver Guidelines), to the relevant state or territory DES Group Mailbox (see list below).

The Account Manager or their delegate will assess the Documentary Evidence and advise the DES Provider whether or not the request has been approved. Where the request is approved, the Account Manager or their delegate will arrange for the flag to be added to the job seeker record in ESSWeb. If approval is not provided, the Account Manager or their delegate will advise the DES Provider the reason for non-approval.

#### Requests for removing ESAt/JCA exempt flags

There will be instances where a DES Provider will require an ESAt/JCA flagged to be removed from a Participant record. Requests to have ESAt/JCA flags should be sent to the relevant state or territory DES Group Mailbox, including the reason for removal. The Account Manager or their delegate will arrange for the flag to be removed if the request is approved.

#### Incorrect Claims for Payments

Eligible ESAt/JCA exempt jobseekers or potential JIJ Participants may be incorrectly Commenced in DES due to the existence of a Valid ESAt/JCA. Where ESSweb has allowed a job seeker or potential JIJ Participant to be Commenced in DES as a non ESAt/JCA exempt job seeker and the DES Provider has claimed a payment for the incorrect fee, the Account Manager or their delegate will recover the incorrect payment and ask the DES Provider to submit a claim for the correct amount payable. Examples of this are where an ESL eligible job seeker is incorrectly Commenced in DES-ESS as Funding Level 1 or a JIJ eligible job seeker is Commenced as Funding Level 1 or 2. Recoveries and claims for the correct amounts will be processed through ESSWeb as overrides/special claims.

#### List of State and Territory Group Mailboxes

<b>New South Wales</b>	
Sydney	nswdessydney@dss.gov.au
Newcastle	nswdesnewcastle@dss.gov.au
<b>Northern Territory</b>	WADES4DES@dss.gov.au
<b>Queensland</b>	QldDES@dss.gov.au
<b>Tasmania</b>	TASDES@dss.gov.au

<b>Victoria</b>	
Melbourne	desmelbourne@dss.gov.au
Bendigo	desbendigo@dss.gov.au
<b>South Australia</b>	DESEmploymentSA@dss.gov.au
<b>Western Australia</b>	WADES4DES@dss.gov.au

DRAFT

## State and Territory School Disability Funding Arrangements

Unless stated otherwise, Documentary Evidence in relation to student educational funding or attendance at special schools is obtainable from the student's school.

### Notice: Changes to schools disability funding arrangements

In 2014 the Australian Government introduced the funding loading for students with disability, which is being transitioned in as part of the needs based schools funding arrangements in the *Australian Education Act 2013*. The loading applies to eligible students with disability as determined by the state or territory in which they live, whether in a government or non-government school.

On 1 April 2016, the Council of Australian Governments (COAG) is considering future funding arrangements for schools by early 2017. Australian Government funding for students with disability from 2018 will be considered in this context and adjustments to the details below may be required.

Australian Capital Territory	Disability Funding Arrangements
Government Schools	<p>The Australian Capital Territory (ACT) Government provides funding for students with disability through the Education and Training Directorate. In the ACT, support for students with a disability is funded through <b>Disability Education Programs</b>. Students funded under a <b>Disability Education Program</b> may be eligible for DES as an ESL if all other requirements are met.</p> <p>The ACT has two disability Specialist Secondary Schools - the Woden School and the Black Mountain School. Evidence of enrolment at either of these schools is sufficient to Directly Register and Commence a student as an ESL provided all other eligibility requirements are met.</p>
Catholic Schools	<p><b>Commonwealth Targeted Programs (CTP)</b> funding for students with significant disability who are enrolled in systemic Catholic schools in the ACT is administered through the Archdiocese of Canberra and Goulburn Catholic Education Office. Students who attract <b>Commonwealth Targeted Programs</b> funding may be eligible to Directly Register and Commence as an ESL provided all other eligibility requirements are met.</p>
Independent Schools	<p>Independent schools attract Commonwealth funding for students with disability (SWD) under the <b>SWD Loading</b> component of the current funding model. Eligibility for funding is based on a student's inclusion in the Non-government School Census. Under the Census guidelines, a <b>SWD</b> is a student who:</p> <ul style="list-style-type: none"> <li>• has been assessed by a person with relevant qualifications as having intellectual, sensory, physical, social/emotional or multiple impairments; and</li> <li>• satisfies the criteria for financial assistance in special education services or programs provided by the state or territory in which the school is located.</li> </ul> <p>Students who attract <b>SWD funding</b> may be eligible to Directly Register and Commence as an ESL provided all other eligibility requirements are met. Independent schools may also receive <b>SWD funding</b> from the state and territory in which they are located.</p>

New South Wales	Disability Funding Arrangements
Government Schools	<p>The New South Wales (NSW) Government provides funding for students with disability through the Department of Education. In NSW public schools, eligible students with disability who are not enrolled in special schools or in a special class in a regular school, may be supported in mainstream schools and classes through the <b>Integration Funding Support Program</b>. To be eligible students must have essential educational needs that are directly related to their identified disability and cannot be met with existing school resources.</p> <p>Students whose schools attract targeted individual funding under the <b>Integration Funding Support Program</b> may be eligible to be Directly Registered and Commenced as an ESL if all other requirements are met.</p> <p>Evidence that a student attends a NSW Government Special School will be sufficient evidence to be Directly Registered and Commenced as an ESL if all other requirements are met.</p>
Catholic Schools	<p>In NSW, disability funding for secondary school students is administered by 11 Diocesan School Authorities (commonly referred to as Catholic Education Offices) and is made available directly to eligible students (deemed students with disability under NSW criteria) in Independent Catholic schools.</p> <p>The Catholic Education Commission of NSW is able to advise Diocesan Offices and Independent Catholic schools in regard to the recognition of students requiring significant adjustment due to disability for this purpose. Students with significant disability who attract funding may be eligible to Directly Register and Commence as an ESL provided all other eligibility requirements are met.</p>
Independent Schools	<p>Independent schools attract Commonwealth funding for students with disability (SWD) under the <b>SWD Loading</b> component of the current funding model. Eligibility for funding is based on a student's inclusion in the Non-government School Census. Under the Census guidelines, a <b>SWD</b> is a student who:</p> <ul style="list-style-type: none"> <li>• has been assessed by a person with relevant qualifications as having intellectual, sensory, physical, social/emotional or multiple impairments; and</li> <li>• satisfies the criteria for financial assistance in special education services or program provided by the state or territory in which the school is located.</li> </ul> <p>Students who attract <b>SWD funding</b> may be eligible to Register and Commence as an ESL provided all other eligibility requirements are met. Independent schools may also receive <b>SWD funding</b> from the state and territory in which they are located.</p>

Northern Territory	Disability Funding Arrangements
Government Schools	<p>The Northern Territory (NT) Government Department of Education allocates additional resources for students with disability to mainstream schools through the <b>Special Education Support Program</b>. Students eligible for this program have a diagnosed disability and substantial to extensive classroom adjustments.</p> <p>Students funded under the <b>Special Education Support Program</b> may be eligible for DES as an ESL if all other requirements are met. Evidence that the student is funded under this program can be obtained from the School Principal or his/her nominee. The information obtained from the school must also show that the student is funded under this program because they have additional education needs because of their significant disability.</p> <p>Evidence that a student attends a Special School or a Special Centre in the NT will be sufficient evidence to be Directly Registered and Commenced as an ESL if all other requirements are met.</p>
Catholic Schools	<p>Catholic Education Northern Territory administers funding for secondary school students with significant disability. Funding is provided through <b>Commonwealth Targeted Programs</b> funding and the Northern Territory Assistance Scheme – Severely Disabled Children’s Program. Students who attract <b>Commonwealth Targeted Programs</b> funding may be eligible to Directly Register and Commence as an ESL provided all other eligibility requirements are met.</p>
Independent Schools	<p>Independent schools attract Commonwealth funding for students with disability (SWD) under the <b>SWD Loading</b> component of the current funding model. Eligibility for funding is based on a student’s inclusion in the Non-government School Census. Under the Census guidelines, a <b>SWD</b> is a student who:</p> <ul style="list-style-type: none"> <li>• has been assessed by a person with relevant qualifications as having intellectual, sensory, physical, social/emotional or multiple impairments; and</li> <li>• satisfies the criteria for financial assistance in special education services or program provided by the state or territory in which the school is located.</li> </ul> <p>Students who attract <b>SWD funding</b> may be eligible to Directly Register and Commence as an ESL provided all other eligibility requirements are met. Independent schools may also receive <b>SWD funding</b> from the state and territory in which they are located.</p>

Queensland	Disability Funding Arrangements
Government Schools	<p>The Queensland Department of Education and Training provides additional funding to assist schools address the diverse learning needs of students via direct-to-school and regional resourcing allocations. Students with disability who have significant educational support needs are identified through the <b>Education Adjustment Program (EAP)</b>. A Verification process is used to confirm that a student's identified impairment and the associated activity limitations and participation restrictions require significant education adjustments.</p> <p>Students verified through the <b>EAP</b> may be eligible to be Directly Registered and Commenced in DES as an ESL if all other requirements are met. With parent/carer consent, the Principal may be able to provide a letter confirming that the student has been verified through the <b>EAP</b>.</p>
Catholic Schools	<p>The Queensland Catholic Education Commission distributes Queensland Government funding to assist Catholic schools address the diverse learning needs of students with disability. Students who have significant educational support needs are confirmed through the <b>EAP</b>. A verification process is used to confirm that a student's identified impairment and the associated activity limitations and participation restrictions require significant education adjustments.</p> <p>Students verified through the <b>EAP</b> may be eligible to be Directly Registered and Commenced in DES as an ESL if all other requirements are met.</p>
Independent Schools	<p>Independent Schools Queensland distributes funding to assist schools address the diverse learning needs of students with disability. Students who have significant educational support needs are confirmed through the <b>EAP</b>. A verification process is used to confirm that a student's identified impairment and the associated activity limitations and participation restrictions require significant education adjustments.</p> <p>Students verified through the <b>EAP</b> may be eligible to be Directly Registered and Commenced in DES as an ESL if all other requirements are met.</p>

South Australia	Disability Funding Arrangements
Government Schools	<p>The South Australian Department for Education and Child Development (DECD) provides funding for students with disability through the <b>Disability Support Program</b>.</p> <p>Students funded under the <b>Disability Support Program</b> may be eligible to be Directly Registered and Commenced in DES as an ESL if all other requirements are met.</p> <p>Students attending a DECD special school or disability unit would automatically meet the eligibility requirements to be Directly Registered and Commenced in DES as an ESL if all other requirements are met. The DECD website lists all special schools and disability units in South Australia.</p>
Catholic Schools	<p>Catholic Education South Australia (CESA) provides funding for secondary school students with significant disability through <b>Commonwealth Targeted Programs</b> funding.</p> <p>CESA operates two special secondary schools:</p> <ul style="list-style-type: none"> <li>• Our Lady of La Vang Special School, Flinders Park</li> <li>• St Patrick’s Special School, Dulwich.</li> </ul> <p>In addition the following four secondary schools have special education units:</p> <ul style="list-style-type: none"> <li>• Cabra Dominican College, Cumberland Park</li> <li>• Mount Carmel College, Rosewater</li> <li>• Thomas More College, Salisbury</li> <li>• Cardijn College, Noarlunga Downs</li> </ul> <p>Students attending the special secondary schools or receiving assistance through the special education units in the four secondary schools above are eligible to be Directly Registered and Commenced in DES provided all other eligibility requirements for ESL eligibility are met.</p>
Independent Schools	<p>Independent schools attract Commonwealth funding for student with disability (SWD) under the <b>SWD Loading</b> component of the current funding model. Eligibility for funding is based on a student’s inclusion in the Non-government School Census. Under the Census guidelines, a <b>SWD</b> is a student who:</p> <ul style="list-style-type: none"> <li>• has been assessed by a person with relevant qualifications as having intellectual, sensory, physical, social/emotional or multiple impairments; and</li> <li>• satisfies the criteria for financial assistance in special education services or program provided by the state or territory in which the school is located.</li> </ul> <p>Students who attract <b>SWD funding</b> may be eligible to Directly Register and Commence as an ESL provided all other eligibility requirements are met. Independent schools may also receive <b>SWD funding</b> from the state and territory in which they are located.</p>

Tasmania	Disability Funding Arrangements
Government Schools	<p>The Tasmanian Department of Education maintains a Register of Students with Severe Disabilities. Eligibility for inclusion on the Register is determined according to specific criteria and guidelines. Schools receive direct funding for students who are on the register. Students who are on the Register of Students with Severe Disabilities may be eligible for DES as an ESL if all other requirements are met.</p> <p>Students attending a Tasmanian Government disability special school may be eligible to Register and Commence as an ESL provided all other eligibility requirements are met.</p>
Catholic Schools	<p>The Catholic Education Office (CEO) administers <b>Students First Funding</b> for secondary school students with significant disability in CEO funded schools in Tasmania. Students who attract <b>Students First Funding</b> may be eligible to Register and Commence as an ESL provided all other eligibility requirements are met.</p>
Independent Schools	<p>Independent schools attract Commonwealth funding for students with disability (SWD) under the <b>SWD Loading</b> component of the current funding model. Eligibility for funding is based on a student's inclusion in the Non-government School Census. Under the Census guidelines, a <b>SWD</b> is a student who:</p> <ul style="list-style-type: none"> <li>• has been assessed by a person with relevant qualifications as having intellectual, sensory, physical, social/emotional or multiple impairments; and</li> <li>• satisfies the criteria for financial assistance in special education services or program provided by the state or territory in which the school is located.</li> </ul> <p>Students who attract <b>SWD funding</b> may be eligible to Directly Register and Commence as an ESL provided all other eligibility requirements are met. Independent schools may also receive <b>SWD funding</b> from the state and territory in which they are located.</p>

Victoria	Disability Funding Arrangements
Government Schools	<p>The Victorian Department of Education and Training provides a range of policies, program and resources for schools to support the delivery of high-quality schooling for all students, including students with disabilities. The <b>Program for Students with Disabilities</b> is a targeted supplementary funding program for a defined population of students with disabilities. Under the program, resources are provided directly to Victorian government schools to support the provision of school-based educational programs for eligible students with disability and moderate to high needs.</p> <p>Students funded under the <b>Program for Students with Disabilities</b> will be eligible for DES as an ESL if all other requirements are met.</p> <p>Students attending a Victorian Government disability special school may be eligible to Register and Commence as an ESL provided all other eligibility requirements are met.</p>
Catholic Schools	<p>The Catholic Education Commission of Victoria (CECV) administers Commonwealth Targeted Programs funding for secondary school students with significant disability attending Catholic schools in Victoria. Students funded under the <b>CECV Program for Students with Disabilities</b> may be eligible to be Registered and Commenced in DES as an ESL if all other requirements are met.</p>
Independent Schools	<p>Independent Schools Victoria (ISV) provides assistance for secondary school students with significant disability in Victorian Independent schools. Evidence is available from the job seeker's school.</p>

Western Australia	Disability Funding Arrangements
Government Schools	<p>The Western Australian Department of Education provides resources to schools with eligible students with special needs through the <b>Individual Disability Allocation Program</b>. Eligibility is based on a student’s diagnosis and requires specific assessment or diagnosis by relevant specialists.</p> <p>Students funded under the <b>Individual Disability Allocation Program</b> may be eligible for DES as an ESL if all other requirements are met. Evidence that the student is funded under this program can be obtained from the School Principal or his/her nominee.</p> <p>Evidence that a student attends a disability special school will be sufficient evidence to be Registered and Commenced in DES as an ESL if all other requirements are met.</p>
Catholic Schools	<p>The Catholic Education Office Western Australia (CEOWA) administers <b>Commonwealth Targeted Programs</b> funding for secondary school students with significant disability in Catholic Education Office affiliated schools in Western Australia. Students attracting <b>Commonwealth Targeted Program</b> funding may be eligible to be Registered and Commenced in DES as an ESL if all other requirements are met.</p>
Independent Schools	<p>Independent schools attract Commonwealth funding for students with disability (SWD) under the <b>SWD Loading</b> component of the current funding model. Eligibility for funding is based on a student’s inclusion in the Non-government School Census. Under the Census guidelines, a <b>SWD</b> is a student who:</p> <ul style="list-style-type: none"> <li>• has been assessed by a person with relevant qualifications as having intellectual, sensory, physical, social/emotional or multiple impairments; and</li> <li>• satisfies the criteria for financial assistance in special education services or program provided by the state or territory in which the school is located.</li> </ul> <p>Independent schools may also receive <b>SWD</b> funding from the state and territory in which they are located.</p>

## Documentary Evidence Requirements Checklist

### About this Checklist

This purpose of this checklist is to:

1. Detail the Documentary Evidence requirements for Registering and Commencing an ESL.
2. Assist DES Providers with assessing and compiling Documentary Evidence to support the Registration and Commencement of an ESL.

The completion of this form is optional – DES Providers are free to develop and use their own forms if they choose, provided that the Documentary Evidence requirements set out in the checklist are obtained prior to the Registration and Commencement of an ESL.

Participant's Name:		Job Seeker ID:	
Provider Organisation Name		Site ID	

### Section 1: Documentary Evidence to Support Direct Registration

Type of Evidence	Minimum requirements for Documentary Evidence to support the Registration of an ESL Participant	Minimum requirements for Documentary Evidence that must be obtained and kept of file	Tick box if evidence obtained
Evidence of Direct Registration	<p>A copy of the official DES Direct Registration Form (DRF) which has been fully completed and has been signed and dated by the Participant and the Provider.</p> <p><b>Note:</b> When completing the DES DRF DES Providers must ensure that relevant documentation pertaining to a Participant's identity and permanent residence status is checked and noted on the form.</p>	All relevant fields of the DES DRF have been completed correctly.	<input type="checkbox"/>
		The DES DRF is signed and dated by both the Participant (or their parent or guardian) and the Provider prior to the job seeker's Commencement.	<input type="checkbox"/>
		The DES DRF is the current version that is published on the DES Provider portal and has not been modified in anyway.	<input type="checkbox"/>
		Question 10 (a) indicates that the Participant was working less than 8 hours per week at the time of registration.	<input type="checkbox"/>
		Where the ESL Participant is a full-time student, the response to Question 10 (b) of the DES DRF has the "Yes" box ticked.	<input type="checkbox"/>
		Response to Question 14 – "Yes" box in ticked to indicate that the Participant was registered as: <ul style="list-style-type: none"> <li>• Full-time students</li> <li>• Transition to work</li> </ul>	<input type="checkbox"/>

## Section 2: Documentary Evidence to Support ESL Eligibility

### ESL Full-Time Students

Type of Evidence	Minimum requirements for Documentary Evidence that must be obtained and kept on file	Tick box if evidence obtained
<p>Evidence to show that at the time of Registration and Commencement as an ESL, the full-time student job seeker attracted additional educational funding due to their disability.</p>	<p>For full-time students attending mainstream classes in mainstream schools acceptable evidence is:</p> <ul style="list-style-type: none"> <li>• a letter or email from the school on school letterhead (or have an identified signature block in the case of an email) which clearly states the student job seeker’s identified disability and the name of the program from which funding is being provided to the school to assist the student due to their disability.</li> </ul> <p>For full-time students attending disability special classes in mainstream schools or a disability special schools, acceptable evidence is:</p> <ul style="list-style-type: none"> <li>• a letter or email from the school on school letterhead (or have an identified signature block in the case of an email) which clearly states the student job seeker’s identified disability and that the job seeker is attending a special class in a mainstream school or a disability special school due to their disability.</li> </ul> <p>Letters obtained as Documentary Evidence from schools must include the following:</p> <ul style="list-style-type: none"> <li>○ name</li> <li>○ signature</li> <li>○ position</li> </ul> <p>of the staff member (the Principal or their representative) confirming the information.</p>	<input type="checkbox"/>
<p>Evidence of the student job seeker’s full-time status at the time of their Registration and Commencement and that they were in their current and final year of secondary school.</p>	<p>Acceptable evidence is:</p> <ul style="list-style-type: none"> <li>• a letter or email from the school confirming that the student job seeker was/is in their final year of school and has left/ will be leaving school at the end of the current school year, or</li> <li>• a copy of student job seeker’s most recent school report which shows the school year that the student job seeker is currently enrolled in</li> </ul> <p>The letter or email from the school must be on school letterhead (or have an identified signature block in the case of an email) and include:</p> <ul style="list-style-type: none"> <li>• a statement that the student job seeker is in their final year of school and include the: <ul style="list-style-type: none"> <li>○ name</li> <li>○ signature</li> <li>○ position</li> </ul> </li> </ul> <p>of the staff member (the Principal or their representative) confirming the information.</p>	<input type="checkbox"/>
<p>Where the full-time student was not in year 12 - evidence of agreement to leave school prior to completing year 12, or</p>	<p>Acceptable evidence is:</p> <ul style="list-style-type: none"> <li>• a letter or email from the school Principal (or their representative) stating that they have discussed the student job seeker’s education requirements with the student and their parents or legal guardian and all parties have agreed that the student is in their final year of secondary school.</li> </ul> <p>The letter or email from the school must be on school letterhead (or have an identified signature block in the case of an email) and include:</p> <ul style="list-style-type: none"> <li>• a statement that confirms the student job seeker’s school and parent/guardian are in agreement that the student is in their final year of school and include the:</li> </ul>	<input type="checkbox"/>

Type of Evidence	Minimum requirements for Documentary Evidence that must be obtained and kept on file	Tick box if evidence obtained
reasons for agreement.	<ul style="list-style-type: none"> <li>○ name</li> <li>○ signature</li> <li>○ position</li> </ul> of the staff member (the Principal or their representative) confirming the information.	
Where a student is undertaking secondary school studies at TAFE or similar institution - evidence that the student is enrolled and is under the age of 22.	For full-time students attending TAFE or similar institutions, acceptable evidence is: <ul style="list-style-type: none"> <li>• a letter or email from the student job seeker’s former secondary school confirming that the student job seeker attracted additional funding while in secondary school.</li> </ul> The letter or email from the school must be on school letterhead (or have an identified signature block in the case of an email) and include: <ul style="list-style-type: none"> <li>• the name of the programme from which funding was provided to the school to assist the student job seeker (as per <b>Attachment C</b> of the ESL Guidelines version ) and include the: <ul style="list-style-type: none"> <li>○ name</li> <li>○ signature</li> <li>○ position</li> </ul> </li> </ul> of the staff member (the Principal or their representative) confirming the information.	<input type="checkbox"/>

#### Transition to Work

Type of Evidence	Minimum requirements for Documentary Evidence that must be obtained and kept on file	Tick box if evidence obtained
Evidence that the job seeker has completed SLES, or is in the final six months of a DSS approved state or territory government post school employment or transition to work program for people with disability.	Acceptable evidence is: <ul style="list-style-type: none"> <li>• a letter or email from the National Disability Insurance Agency (NDIA) provider or state/territory government post-school employment or transition to work program provider confirming the job seeker has participated in and exited SLES, or is in their final six months of a transition to work program for people with disability.</li> <li>• a letter or email from the NDIA or the relevant state/territory department who is responsible for the management of the post-school or transition to work program confirming that the Participant has participated and exited the program for people with disability.</li> </ul> The letter or email from the Provider or relevant department must be on letterhead (or have an identified signature block in the case of an email) and include: <ul style="list-style-type: none"> <li>• the name of the transition to work program (if not SLES);</li> <li>• the dates the participant commenced and exited the program;</li> <li>• a statement that the person was in SLES or a state/territory government transition to work program and;</li> <li>• include the: <ul style="list-style-type: none"> <li>○ name</li> <li>○ signature</li> <li>○ position</li> </ul> </li> </ul> of the Provider or departments representative confirming the information.	<input type="checkbox"/>

### Section 3: Documentary Evidence – DSP

Documentary Evidence to show a job seeker was receiving the DSP at the time of Registration and Commencement in DES as an ESL

Type of Evidence	Minimum requirements for Documentary Evidence that must be obtained and kept on file	Tick box if evidence obtained
Evidence that the job seeker was receiving the DSP at the time of Registration and Commencement in DES as an ESL.	<p>Acceptable evidence is:</p> <ul style="list-style-type: none"> <li>• a letter from the Department of Human Services confirming the job seeker was receiving the DSP, or</li> <li>• a screen print out of the “Allowance History” screen in DES which shows the job seeker was receiving the DSP.</li> </ul>	<input type="checkbox"/>

### Section 4: Documentary Evidence – work capacity

Documentary Evidence to support a job seeker’s capacity to work a minimum of eight hours

Type of Evidence	Minimum requirements for Documentary Evidence that must be obtained and kept on file	Tick box if evidence obtained
Evidence that the job seeker has the capacity to work eight hours per week.	DES Providers must assess that a job seeker can work a minimum of eight hours per week. This requirement is included in the DES Direct Registration Form at ‘Declaration by DES Provider’.	<input type="checkbox"/>

### Section 5: Documentary Evidence – ASBAT

Documentary Evidence to support the Registration and Commencement of full-time student who is not in their final year of school and who will be participating in an ASBAT

Type of Evidence	Minimum requirements for Documentary Evidence that must be obtained and kept on file	Tick box if evidence obtained
Evidence to show that the ASBAT has been modified to accommodate the job seeker’s disability.	<p>Acceptable evidence is:</p> <ul style="list-style-type: none"> <li>• a signed and dated letter on letterhead (or email) from the training organisation setting out the specific modifications that have been made to the delivery of the training component to accommodate the job seeker’s disability; and/or</li> <li>• relevant paperwork confirming DAAWS approval.</li> </ul> <p>Evidence obtained from the training provider must be on letterhead and include the:</p> <ul style="list-style-type: none"> <li>○ name</li> <li>○ signature</li> <li>○ position</li> </ul> <p>of the Provider representative confirming the information.</p>	<input type="checkbox"/>

## School Letter Templates

School Letter Templates  
 SCHOOL LETTERHEAD  
 {insert school name}  
 {insert school address}  
 {insert school phone number}

Dear {Insert Name of School Principal or Representative Authorised to sign letter}

As per the attached document, the Eligible School Leaver policy in the Disability Employment Services (DES) program enables young people with significant disability to access DES while they are in their final year of secondary school or immediately after participating in a state or territory funded transition to work program for young people with disability.

Most people undertake a formal eligibility assessment with the Commonwealth Department of Human Services prior to entering DES. This requirement is waived for Eligible School Leavers in recognition that school students with significant disability would have undertaken numerous assessments during their school years, principally for the purpose of identifying the student's specific learning needs and additional educational funding for the student.

The purpose of this arrangement is to assist students with significant disability to transition from school to the post school environment by allowing them to access specialised disability assistance in their last year of school. DES provides a high level of support and assistance in this regard. By providing these services in the last year of school, it promotes the importance of students staying attached to education for as long as possible and then receiving assistance by The DES Provider as they transition into open employment. It is only for students that have a high level impairment and significant disability and require intensive support to transition from school to post school open employment.

As part of the Department of Social Services' eligibility monitoring procedures for the Eligible School Leaver Program, DES Providers are required to obtain confirmation from the student's school that the student meets the eligibility criteria as set out in **Attachment C**.

Thank you for your co-operation in confirming the student's eligibility for the ESL Program.

### **Example A – Student attracts additional funding and is in their final year of secondary school as mandated by the relevant state/territory government.**

I confirm that {insert student's name} of {insert student's address} is currently a full-time student at this school and attracts {insert program name} due to their disability which is {insert the name of the student's disability, injury or health condition}. {insert student's name} is in their final year of school as mandated by the state/territory government minimum school leaving age requirements.

or

### **Example B – Student is in a special school and is in their final year of secondary school as mandated by the relevant state/territory government.**

I confirm that {insert student's name} of {insert student's address} is currently a full-time student at this school which is a special school for students with disability. {insert student's name} has {insert the name of the student's disability, injury or health condition} and is in their final year of school as mandated by the state/territory government minimum school leaving age requirements.

or

### **Example C – Student in a special class of a mainstream secondary school and is in their final year of secondary school as mandated by the relevant state/territory government.**

I confirm that {insert student's name} of {insert student's address} is currently a full-time student at this school and is in a special class for students with disability. {insert student's name} has {insert the name of the student's disability, injury or health condition} and is in their final year of school as mandated by the state/territory government minimum school leaving age requirements.

or

### **Example D – Student attracts additional funding and has not reached minimum school leaving age as mandated by the relevant state/territory government.**

Eligible School Leaver Guidelines

Trim ID: TBA

ARC ID: D18/20031

I confirm that {insert student's name} of {insert student's address} is currently a full-time student at this school and attracts {insert program name} due to their disability which is {insert the name of the student's disability, injury or health condition}.

As {insert student's name} will be leaving school prior to reaching the minimum school leaving age as mandated by the relevant state/territory government, this will be their final year of school. I have met with {insert student's name} parent(s)/ guardian (s) and {insert Provider representatives name} of {insert Provider organisation name} and we have agreed that DES is the most appropriate program.

or

**Example E – Student in a special school and has not reached minimum school leaving age as mandated by the relevant state/territory government.**

I confirm that {insert student's name} of {insert student's address} is currently a full-time student at this school which is a special school for students with disability. {insert student's name} has {insert the disability, injury or health condition}.

As {insert student's name} will be leaving school prior to reaching the minimum school leaving age as mandated by the relevant state/territory government, this will be their final year of school. I have met with {insert student's name} parent(s)/ guardian (s) and {insert Provider representatives name} of {insert Provider organisation name} and we have agreed that DES is the most appropriate program.

or

**Example F – Student in a special class of a mainstream secondary school and has not reached minimum school leaving age as mandated by the relevant state/territory government.**

I confirm that {insert student's name} of {insert student's address} is currently a full-time student at this school and is in a special class for students with disability. {insert student's name} has {insert the name of the student's disability, injury or health condition}.

As {insert student's name} will be leaving school prior to reaching the minimum school leaving age as mandated by the relevant state/territory government this will be their final year of school. I have met with {insert student's name} parent(s)/ guardian (s) and {insert Provider representatives name} of {insert Provider organisation name} and we have agreed that DES is the most appropriate program.

or Example G – Former secondary school student who attracted additional disability funding in their final year of school.

I confirm that {insert student's name} of {insert student's address} was a full-time student at this school and attracted {insert program name} due to their disability which is {insert the name of the student's disability, injury or health condition}. {insert student's name} last day of school was {insert date}.

or

**Example H - Former secondary school student who was in a special school in their final year of school.**

I confirm that {insert student's name} of {insert student's address} was a full-time student at this school which is a special school for students. {insert student's name} has {insert the disability, injury or health condition} as. {insert student's name} last day of school was {insert date}.

or

**Example I – Former secondary school student who was in a special class of a mainstream secondary school in their final year of school.**

I confirm that {insert student's name} of {insert student's address} was a full-time student at this school and was in a special class for students with disability. {insert student's name} has {insert the name of the student's disability, injury or health condition} and their last day of school was {insert student's name} last day of school was {insert date}.

Signed

{insert name}

{insert title}

{insert date}