Please read the *Program Guidelines 2011* carefully before completing your application.
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Attachment A: Parent/Carer/Young Person Certification Form
1 The Intervention Support Program – Capital Grants for Projects at Non-government Centres

1.1 Description

The Intervention Support Program is administered by the NSW Department of Education and Training and provides grants for projects that are integral to programs designed to improve educational outcomes for children with disabilities by improving their participation and achievement.

1.2 Program aim and objectives

The aim of the Capital Funding Component of the Intervention Support Program is to promote access and improve the educational opportunities, learning outcomes and personal development of children with disabilities by providing funding for capital projects and specialised equipment.

The expected objective of a funded project is to improve:

- learning and educational development opportunities for children with disabilities who are below school age to prepare them for inclusion into regular preschools or schools; or
- access to educational programs for school-aged children with severe disabilities; or
- access to out-of-school hours educational programs for children with disabilities in residential care.

1.3.1 Eligible organisations

Organisations must be legally incorporated or have a parent body that is legally incorporated and be a non-government centre.

Definition of non-government centre

Organisations should determine if they are eligible to apply for funding. (See definition of ‘non-government centre’ below and the types of projects that may be considered for funding on pages 7-8).

A ‘non-government centre’:

- provides education programs for children with disabilities, and
- is conducted by a body that is not managed or controlled by or on behalf of the Government of a State or Territory; and
- is not conducted for profit; and
- is not a school.

For example, a non-government centre may be:

- a community based preschool;
- an early childhood intervention service;
- a community based child care centre;
- a registered charity;
• a religious organisation;
• a local government authority; or
• a community organisation such as a parent group that is legally incorporated.

Funds are not available for services providing before and after school care facilities, vacation care facilities and respite care facilities as the prime responsibility of these facilities is one of care rather than education.

1.3.2 Additional information regarding eligibility

In addition to the Capital Grants Component the Intervention Support Program provides per capita funding to support services to employ staff. If organisations are eligible to receive funding under the following per capita components, they are also eligible to receive funding under the Capital Grants Component:

• Young Children with Disabilities – per capita funding for preschools, long day care centres, family day care, occasional care centres and early childhood intervention services.

• Children in Residential Care – per capita funding for children with disabilities living away from their families in residential care.

• Non-School Organisations – per capita funding for a small group of peak disability organisations which assist children with severe disabilities attending Government or Catholic schools.

1.4 Target groups

Funding is to be targeted to organisations supporting children with disabilities from birth to 18 years who need services provided at or in connection with non-government centres.

Funding is only provided for children with a written diagnosis of disability. A child with a disability means a child who has been assessed by a person with relevant qualifications as having an intellectual, sensory, physical, language, social or emotional impairment or more than one of those impairments to a degree that:

• if the child is of school age, satisfies the criteria for enrolment in special education services or programs provided by the NSW Government;

or

• if the child is below school age, would satisfy those criteria upon reaching that age.

Children whose only impairments are specific learning difficulties for whom remedial education or remedial support is appropriate are not eligible.

1.4.1 Diagnosis of disability for projects eligible under the Children in Residential Care and Young Children with Disabilities Components

To meet the eligibility criteria each child requires a written diagnosis of disability from a medical specialist. Verification of a child’s written diagnosis may be sought at any time.
Who Can Diagnose?

A medical specialist in their field can diagnose a child’s disability. The following personnel may also make a diagnosis for specific disabilities:

- **Intellectual Disability** – paediatrician, registered psychologist, school counsellor, other professionals qualified to administer psychometric assessments.

- **Sensory Disability**
  
  **Hearing Impairment** – relevant medical specialist or audiologist supported by a report from Australian Hearing.

  **Vision Impairment** – ophthalmologist. Diagnosis may also be supported by a report from Vision Australia or the Royal Institute for Deaf and Blind Children (RIDBC). Diagnosis by an orthoptist or optometrist will not be considered.

- **Language** – relevant medical specialist, speech pathologist. A report must be forwarded to the Intervention Support Program for approval. See below.

- **Physical Disability** – relevant medical specialist or paediatrician. Diagnosis by a physiotherapist or occupational therapist will not be considered.

- **Social / Emotional and Behavioural** – specialist psychologist, psychiatrist or paediatrician. A report must be forwarded to the Intervention Support Program for approval. See Page 6.

- **Multiple Disabilities** – paediatrician or relevant medical specialist.

- **Developmental Delay** – paediatrician, registered psychologist, school counsellor, other professionals qualified to administer psychometric assessments.

Babies and young children (birth to 3 years) are accepted as having a disability if they are not meeting their developmental milestones and have a diagnosis of delayed development.

What is Required?

- **Submission of reports to the Intervention Support Program:** Reports for Language, Social/Emotional and Behavioural Disorders must be submitted by mail to the Intervention Support Program on or before the closing date. The staff of the Intervention Support Program will not contact you to request outstanding reports. Decisions on eligibility for funding will be based on the information provided by you in your application.

- **Language:** Children must have an assessed receptive or expressive language disorder which is documented within a current speech pathologist’s report which is less than 12 months old. The report must include the results of at least one relevant standardised language test that allows for the reporting of both receptive and expressive language skills. At least one of the scales (either receptive or expressive) must indicate a standard score of 70 (second percentile) or less. The report must be submitted to the Intervention Support Program by the closing date and indicate that the disorder significantly affects
Please note: cover sheets of standardised language assessments are not considered to be a report. All reports must include the signature of the speech pathologist who performed the assessment to support the authenticity of the report. Unsigned reports will not be considered.

• Social / Emotional and Behavioural: Children must exhibit behaviour(s) at a level of frequency, duration and intensity that seriously affects their educational functioning and emotional well-being in the home, community and early childhood setting. The children must have a current report which is less than 12 months old from a specialist medical practitioner or registered psychologist with appropriate clinical experience which details the nature of the behaviour(s). The report must be submitted to the Intervention Support Program by the closing date.

Please Note: If there are any special considerations such as rural isolation, which would cause a delay in the information related to the diagnosis of a child’s disability being available before the closing date for applications, please contact the staff of the Intervention Support Program. The Intervention Support Program may seek verification of information. It is advisable that all supporting documentation be available to the Department from the time of application.

1.4.2 Diagnosis of disability for organisations currently receiving funding under the Non-School Organisations Component only

Funding under the Non-School Organisation Component requires verification of a severe level of disability and requirements differ in certain respects from those outlined for the Children in Residential Care and Young Children with Disabilities Components.

Diagnosis of a Severe Level of Disability

To meet the eligibility criteria each child requires a written diagnosis of disability. Verification of a child’s diagnosis may be sought at any time.

To ensure that children have a severe level of disability the following eligibility criteria is provided:

• Language – children must have an assessed receptive or expressive language disorder which is documented within a current speech pathologist’s report (in general, the report should be less than 12 months old). The report must include the results of at least one relevant standardised language test that allows for the reporting of both receptive and expressive language skills. At least one of the scales (either receptive or expressive) must indicate a standard score of 70 (second percentile) or less. The report must indicate that the disorder significantly affects communication and diminishes the capacity to achieve academically. There must also be documented evidence of the development and delivery of an intensive learning program assisted by a support teacher, or relevant specialist in the prior-to-school setting in the case of a child entering kindergarten. Difficulties in communication and academic achievement must be the direct result of the disorder.

• Physical Disability – children must have a current physical condition involving the motor system that significantly limits their level of functioning and independence in mobility, personal care, and/or ability to physically undertake essential learning tasks.
A report is required from a specialist medical practitioner, which details the nature of the condition. The educational impact of the condition must not be due to absences from school. To meet the criteria for severe physical disability there must also be evidence that the child is highly dependent on others for mobility and personal care and requires an augmentative or alternative communication system or constant supervision to avert harm.

• **Intellectual Disability** – children must have a full-scale IQ score of approximately four standard deviations or more below the mean on an approved individual test of intelligence. There must be information on the assessment of adaptive skills and school performance (where applicable) consistent with, or below this range of scores.

• **Sensory Disability**
  
  **Hearing Impairment** – children must have a current audiogram and report from Australian Hearing which indicates a hearing loss of 70 decibels or greater in the better ear.

  **Vision Impairment** – children must have a current diagnosed vision impairment which details a permanent vision loss of 6/60 or less in the better eye corrected, or less than 20 degrees field of vision.

• **Social / Emotional and Behavioural Disorders** – children must exhibit behaviour(s) that is characteristic of mental health problems at a level of frequency, duration and intensity that seriously affects their educational functioning and emotional well-being. The behaviour(s) must be evident in the home, school and community environments. Children must have a current report from a specialist medical practitioner or registered psychologist with appropriate clinical experience, which details the nature of the behaviour(s). There must also be documented evidence of ongoing individual intervention by a mental health practitioner or school counsellor.

• **Autism** – children with autism must have a current report from a specialist medical practitioner or registered psychologist with appropriate clinical experience. The report must detail the nature of the child’s disorder. Documented evidence must indicate a developmental disability affecting verbal and non-verbal communication, social interaction and emotional development that significantly affects the child’s ability to learn. There must be information of a functional assessment consistent with the child’s disorder.

Decisions on eligibility for funding will be based on the information provided on the application form. If information on any child is incomplete, funding will not be considered for a Capital Grant.

The Intervention Support Program may seek verification of information. It is advisable that all supporting documentation be available from the time of application.

2   Projects

2.1   Types of projects funded

The types of projects that may be considered for funding are:
The purchase of land with buildings or, in special circumstances, without buildings. Examples of projects funded previously include:

- the construction of early childhood intervention services that are co-located with a mainstream early childhood service i.e. preschool or child care centre.

The erection, alteration or extension of buildings or other facilities including outside developments. This includes conversion of buildings or facilities to alternative uses or their upgrading to modern standards, but does not include maintenance work which should be funded from recurrent income. Examples of projects funded previously include:

- access pathways to promote physical access for children with disabilities attending preschool or child care centres;
- modifications to bathroom facilities;
- construction of ramps.

The provision of specialised equipment or specialised furniture. That is, equipment or furniture that supports a child’s attendance in an early childhood setting only. If this equipment or furniture is not provided then the child will not be able to attend the preschool, child care centre or early childhood intervention service. Examples of projects funded previously include:

- standing frames and seating equipment;
- grab rails and toilet rail surrounds;
- hydraulic nappy change tables.

2.2 Types of projects not funded

Funds are not available for:

- retrospective assistance. An application is considered to be retrospective if the organisation enters into a commitment (e.g. signs a contract) prior to receiving a formal offer of a grant from the Intervention Support Program;
- those parts of facilities which are proposed for use by people over the age of eighteen years of age;
- the purchase of cars, buses and other vehicles;
- rental costs of accommodation;
- residential accommodation that is not essential to the provision of educational programs or services;
- general refurbishment;
- projects where the purpose is satisfying the Children’s Services Regulation 2004;
- non co-located services e.g. early childhood intervention services not positioned with a mainstream early childhood service (preschool or child care centre);
- the construction of segregated playrooms or meeting rooms;
- therapy rooms and therapy equipment;
- generic early childhood equipment or non-specialised gross motor equipment;
- teacher's resources;
- the establishment or upgrade of an equipment loaning service;
- digital cameras, video cameras, computers and IT equipment;
- photocopiers, air conditioners, fax machines and office equipment;
- projects whose main benefit is for children without disabilities rather than those with disabilities;
- projects where children with a disability will not be attending in the year of funding; or
- projects undertaken by before and after school care facilities, vacation care facilities and respite facilities as the prime responsibility of these facilities is one of care rather than
Example of projects given a low priority and not funded in previous years include:

- replacement of current accommodation with new accommodation;
- segregated bathrooms and nappy change areas for children with disabilities;
- segregated playgrounds; or
- music rooms and sensory integration rooms.

3 Grant application and assessment

3.1 Application process

Applications must be submitted electronically. ISP Online opens Monday 12 July 2010.

The completed application form, together with any additional information as required by the Guidelines, must be submitted by the closing date of Friday 27 August 2010.

Late applications will not be considered.

No additional information other than what is requested in the application form is to be provided. All plans, drawings or photographs of existing or proposed facilities must be forwarded by mail to the Intervention Support Program by the closing date.

If applying for equipment or furniture please provide photocopies or sample pictures from catalogues to support your application.

The application form is divided into three parts:

- Part A – Organisation and Project Profile, must be completed by all applicants.
- Part B – Financial Information, must be completed by those applicants who are applying for a grant > $20,000.
- Part C – Certification, must be completed by all applicants.

3.2 Assessment process

Applications are assessed by staff of the Intervention Support Program.

As there is a large demand for the available funds, not all applications will be successful. Organisations should be aware that the approved grant may be less than the grant sought. Furthermore, the awarding of a grant does not imply any commitment to fund subsequent stages of multi-stage building projects.

3.3 Assessment criteria

When the applications are assessed a range of factors are taken into account including:

The degree to which the proposed project will support or improve the educational participation and outcomes of children with disabilities

- does the project accord with the Intervention Support Program’s objectives and
Priorities for children with disabilities?
• in what way does the project address the particular needs of children with disabilities?
• does the project promote the inclusion of children with disabilities into regular early childhood programs and schools?
• are new facilities to be co-located with existing services to avoid duplication of services and promote inclusion?

The extent to which the proposed project is the most economical and effective way to meet the educational needs of children with disabilities

• is the project part of a well-developed strategic plan for the Centre’s future?
• in the wider context of the local area, would the project complement or duplicate existing educational facilities?

Evidence of support for the proposed project

• have relevant authorities and the community been consulted and is there support for the project?
• are there any objections?

Evidence of the organisation’s financial viability

• does the organisation have access to continuing and secure sources of recurrent funding?
• does the organisation have access to a level of recurrent funding that is required to cover costs related to the ongoing maintenance of the new building?

Decisions on eligibility for funding will be based on the information provided on the application form. If required information is incomplete or not provided, funding will not be considered for a Capital Grant.

4 Project funding

4.1 Funding scope

The Intervention Support Program provides annual submission based funding to support educational services for children with disabilities. Grants from this Component are for capital projects that are integral to programs designed to improve educational outcomes for children with disabilities.

Funding is non-recurrent and is paid to an organisation to complete a project as specified in the terms and conditions of the Funding Agreement.

4.2 Funding approval

Organisations will be notified in writing of the outcome of their application.

The organisation accepts the offer of funds and enters into a contract with the NSW Government to fulfil the objectives and requirements stipulated in these Guidelines.

A Funding Agreement is prepared which both parties must sign.
4.3 Payment of funds

Organisations that are approved for funding will be required to accept a formal offer of funding before any payment is made. For projects for which a grant is approved, funding will be paid as follows:

- **for grants \( \leq \$75,000 \):** total funding will be paid upon return of the *Funding Agreement* and relevant attachments, and approval of these documents by the Department;

- **for grants > \$75,000:** the first payment of \$75,000 will be processed upon return of the *Funding Agreement* and relevant attachments, and approval of these documents by the Department.

**There is no automatic refunding of projects.** Any proposal for additional funding will be subject to a new application, assessment and availability of funds.

All payments will be made by Electronic Funds Transfer (EFT). Organisations may formally request exemption from this method of payment, if required.

Any unexpended funds must be returned to the Department within one (1) calendar month from the day after the completion of the project.

5 Requirements for organisations

5.1 Contractual obligations

Organisations who accept the offer of funds will be required to enter into a contract with the Department of Education and Training to fulfil the program’s objectives and requirements. Both parties must sign and retain copies of the contract, known as the Funding Agreement. Grant payments will not be made to organisations unless a formal offer of funding is accepted.

The Funding Agreement includes information about:

- the parties to the contract;
- the stipulated level of funding the Department will make to the organisation for the specified purpose;
- the method of providing the funding payments;
- the timing of payments;
- the activities to be carried out; and
- the organisation’s reporting requirements during and at the completion of the funding period.

The Funding Agreement also details the specific requirements of funding which include:

- obtaining written quotations;
- undertaking an open tender process to ensure adequate levels of competition to improve value for money outcomes;
- preparing and issuing all documentation necessary to obtain competitive tenders; and
- engaging an Independent Consultant to supervise work.
Failure to meet the Program requirements and conditions could result in the termination of the Funding Agreement. In such cases, the organisation will be advised and consulted prior to any action being taken. Repayment of funding, in part or in whole, may be required.

5.2 Funding from other government departments

The organisation must notify the Department if it has entered into any other Funding Agreement with the Department of Education and Training or any other State or Australian Government department. You may be required to satisfy the Department that you have completed or are satisfactorily complying with all the terms of that Agreement. The Department does not have to give you any payment until you do so.

5.3 Project management responsibilities

Organisations are responsible for:

- the administration and financial management of the project;
- ensuring all conditions in the Funding Agreement are met;
- setting up an effective management structure to oversight the project;
- accepting all legal and other responsibilities as employers of project staff, including adherence to industrial awards, where they apply;
- recruiting and supervising staff to operate the project;
- monitoring staff to ensure all project responsibilities are met;
- fulfilling the necessary reporting requirements specified by the Department; and
- implementing the agreed project.

5.4 Project records

Projects will be required to maintain internal records to support data requirements as outlined in this document and in the terms and conditions of the Funding Agreement. These records will need to be made available for monitoring visits and Departmental audits. Projects also need to ensure that the following records are kept for each child/young person funded:

The Parent / Carer / Young Person Certification Form - Use of Personal Information (Attachment A) or its equivalent is to be signed by the parent / carer / young person for each child included in the application for capital funding. Their signature on Attachment A to these Guidelines will authorise the organisation to provide details to the Department for the purpose of assessment of eligibility for Intervention Support Program funds and for monitoring the use of those funds.

Please note: A copy of Attachment A must also be forwarded to the Intervention Support Program by the closing date.

5.5 Performance and financial reporting

Organisations will be required to provide accountability documentation on the project as specified in the Funding Agreement and sections 5.5.1 and 5.5.2 of these Guidelines.

5.5.1 Educational accountability

Organisations must complete the Educational Accountability Report at the completion of the project. This report will include:
• information on education programs being implemented by the organisation;
• educational outcomes of the capital project; and
• method/s for monitoring children’s outcomes to ensure the objectives of the Intervention Support Program are being achieved.

5.5.2 Financial accountability

Projects funded $\leq 20,000$ must provide:
- the Financial Accountability Report, together with a copy of the tax invoice/s to support project expenditure.

Projects funded $> 20,000$ and $\leq 75,000$ must provide:
- the Audited Statement of Income and Expenditure
- the Independent Consultant’s Statement of Final Costs if the project funding is $\geq 50,000$;
- the Certificate of Expenditure, if the project is not completed within the timeframe as stated in Attachments B or C to the Funding Agreement.

Projects funded $> 75,000$ must provide:
- the Financial Statement of the Receipt and Expenditure of Preceding Instalment;
- the Audited Statement of Income and Expenditure; and
- the Independent Consultant’s Statement of Final Costs.

5.6 Financial responsibilities

Organisations are required to keep funding in an account with one of the following organisations until used for the project:
- a credit union
- a bank, or
- a building society.

A funding account must be either:
- a separate account
- an independent part of an account you already have, where fund transactions can be identified and audited.

5.7 Goods and Services Tax (GST)

Goods and Services Tax on funds received from the Department of Education and Training must be paid to the Australian Taxation Office in accordance with the Funding Agreement. The Department of Education and Training will generate a Recipient Created Tax Invoice in respect of the services made by the funded organisation.

5.8 Technical requirements

Organisations applying for funding must submit applications using ISP Online.

The Department may wish to correspond with organisations electronically. This will require a computer with internet access.
6 Other responsibilities for organisations

6.1 Provision of project information

Contact details and information on the *Intervention Support Program* projects may be provided to other Government Departments and members of the public if information is sought.

The Department of Education and Training liaises with other government agencies such as Community Services and Ageing, Disability and Home Care supporting children with disabilities.

6.2 Indemnity and insurance

All personnel employed by the organisation in whatever capacity shall be the sole responsibility of the organisation. The Department will not indemnify the organisation in respect of such personnel for any act or claim resulting from such employment. Organisations must take out and maintain Public Liability and Risk Insurance for at least $10 million and any insurance policies that the Workers Compensation Act, and any other law requires.

6.3 Research

Organisations may be required to participate in research projects and/or evaluation conducted as part of the Program.

6.4 Promotion

The support of the NSW Department of Education and Training must be mentioned in any publications, promotional material, advertising and media publicity, correspondence or reports about the project, except for those that only you or the Department will see. The acknowledgment to be used is:

‘*This project is funded by the NSW Government and administered by the NSW Department of Education and Training*’.

6.5 Privacy and evaluation

The NSW Department of Education and Training is committed to respecting the privacy of individuals who receive a service through its programs.

In requesting client information from organisations, the Department must be aware of:

- obligations governing storage of information;
- rights of individuals to whom the information relates;
- obligations of record keepers to limit use; and
- limits on use to which information can be put.

Organisations should ensure that clients receiving a service from the funded project are advised:

- the purpose for which the information about them is being collected; and
- the people or agencies that may be granted access to the information.

They should also ensure that clients authorise the use of their information for these purposes.
Organisations are required to advise clients that from time to time the NSW Department of Education and Training will undertake surveys to determine client satisfaction and to measure performance of the service in meeting the stated objectives.

Organisations are required to make available such client information as is reasonably requested by the Department. The NSW Department of Education and Training will consult with organisations at the appropriate time regarding the nature of the intended survey and the precise level of information required.

NSW Department of Education and Training policy ensures that wherever personal information is made available, strict confidentiality will be maintained and that the information will be used only by the Program, and only for its stated purpose.

6.6 Child protection requirements

Your organisation is required to be familiar with and comply with the provisions of the current Government’s Child Protection legislation. The Commission for Children and Young People Act 1998 underpins the Government’s child protection policies and the development of individual agency policies, practices and procedures.

The NSW Department of Education and Training will determine its own policies and procedures to ensure it complies with the legislation. You are required to comply with any requirements of the Department that apply to your organisation. In particular, the child protection employment legislation prohibits convicted sex offenders from working with children and broadens the checking of those who want to work with children.

It is mandatory for all preferred applicants seeking child related employment to be checked by an approved NSW screening agency, and where a person has been the subject of an estimate of risk and a risk rating of some or significant risk has been communicated, the applicant is to be rejected for employment.

You are required to have procedures in place to ensure compliance with the NSW Department of Education and Training’s requirements.

6.7 Disability legislation

Organisations must comply with the provisions of the following Acts, the:

- NSW Anti-Discrimination Act 1977; and
- NSW Disability Services Act 1993.

6.8 Fraud provisions

The NSW Department of Education and Training is committed to protecting its expenditure and programs from any attempt by members of the public, contractors, grantees, agents, intermediaries or its own employees to gain financial benefit or other benefits by deceit. The Department is strongly committed to fraud prevention and control through verification of the accuracy of information provided to it and of the appropriateness of the use of funds provided. Funded organisations should have policies and procedures in place to ensure risk management and fraud control.
7 Advice and support for organisations

7.1 Provision of advice and support to organisations – monitoring and evaluation

To ensure the Program’s aim and objectives are being achieved, project activities may be monitored by the staff of the Intervention Support Program or the Audit Directorate of the Department by means of:

- visits to projects;
- analysis of project accountability documentation;
- analysis of financial activities reports provided by the organisation; and
- other information that may be requested from the organisation from time to time.

Performance is assessed against the objectives of the Program, the Program Guidelines and the terms and conditions of the Funding Agreement. The Department’s involvement in monitoring activity is integral to advising the Minister on the overall development and performance of the Program. It is also a mechanism for highlighting recommended practice and for identifying projects which may require assistance to improve their performance.

7.2 Electronic support

The Intervention Support Program Online Service is at www.det.nsw.edu.au/cgpisponline

For the Capital Funding Component this Internet site provides:

- Program Guidelines; and
- ISP Online applications.

7.3 Department contact

In day to day matters of service delivery staff of the Intervention Support Program will communicate directly with project staff. Where there are serious concerns about the implementation or financial management of the project and/or matters of a legal nature, communication will be with the Management Committee.

Intervention Support Program

Senior Coordinator: Tracey Quick (02) 9266 8222
Project Officer: Vera Haikin (02) 9266 8361
Project Support Officer: Thilak Gamage (02) 9266 8142
Tollfree: 1800 064 767
Fax: (02) 9266 8058
E-mail: interventionsupport@det.nsw.edu.au
Website: www.det.nsw.edu.au/cgpisponline
Postal Address:  
Intervention Support Program  
Department of Education and Training  
Locked Bag 53  
DARLINGHURST NSW 1300

Street Address:  
Intervention Support Program  
Department of Education and Training  
Level 13  
1 Oxford Street  
DARLINGHURST NSW 2010
2011

Attachment A: Parent/Carer/Young Person Certification Form

Use of Personal Information

Intervention Support Program

Capital Grants for Projects at Non-government Centres

<table>
<thead>
<tr>
<th>Child Details</th>
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<tbody>
<tr>
<td>Applicant Organisation: ……………………………………………………………………………………………………</td>
</tr>
<tr>
<td>Name of Child: ……………………………………………………………………………………………………………</td>
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I have been advised by the organisation above that the details about the child, provided on the Intervention Support Program Capital Grants for Projects at Non-government Centres Funding Application Form is used for the purpose of applying for and monitoring funding under the Intervention Support Program. It will be used by the Department of Education and Training for assessment of eligibility and monitoring of program implementation. I have been advised that the Department of Education and Training will be granted access to the information, that provision of this information is voluntary and that it will be stored securely.

I am aware that if I do not provide all or any of this information the project will not be considered for funding.

(You may correct any personal information provided at any time by contacting the service providing support to you or your child).

Signature of Parent/Carer/Young Person: ……………………………………………………………………………………………………………………

Date: ………………………………………………………………………………………………………………………………………

Please note: This form or its equivalent must be provided to the Department of Education and Training by the closing date to meet funding requirements. (Refer to 5.4 Project records)