PARTICIPANT ENROLMENT QUESTIONNAIRE REPORT
1998/1999

Youth Assistance Strategies Section
NSW Department of Education and Training
# INDEX

<table>
<thead>
<tr>
<th>LINKS TO LEARNING Program Description And Target Group</th>
<th>PAGE NO 2-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection and Analysis of Data</td>
<td>5</td>
</tr>
<tr>
<td>Links to Learning Programs Participant Summary</td>
<td>6-7</td>
</tr>
<tr>
<td>Circuit Breaker AMES Sub-Program Key Trends</td>
<td>8-9</td>
</tr>
<tr>
<td>Circuit Breaker School Sub-Program Key Trends</td>
<td>10-11</td>
</tr>
<tr>
<td>Helping Early Leavers Program – After School Support Component Key Trends</td>
<td>12-13</td>
</tr>
<tr>
<td>Helping Early Leavers Program – Unemployed Component Key Trends</td>
<td>14-16</td>
</tr>
<tr>
<td>Koori Youth Program Key Trends</td>
<td>17-18</td>
</tr>
<tr>
<td>Time Out Program Key Trends</td>
<td>19-20</td>
</tr>
</tbody>
</table>
LINKS TO LEARNING PROGRAMS

PROGRAM DESCRIPTION AND TARGET GROUP

CIRCUIT BREAKER
ADULT MIGRANT ENGLISH SERVICE (AMES) SUB-PROGRAM

The AMES Sub-program is an education program to assist young people of Non-English Speaking Background (NESB) remain in education pathways or to find successful post-school training.

The target group is young people of NESB between 17-24 years who are not enrolled in a government high school and are likely to experience difficulties accessing or remaining in education and training pathways.

CIRCUIT BREAKER
SCHOOL SUB-PROGRAM

The School Sub-program is an intervention program to assist students of Non-English Speaking background (NESB) in government high schools to remain in education pathways or to find successful post-school training.

The target group is students of NESB in Years 9, 10, 11 or 12 in government high schools who are:

- at risk of leaving school
- performing at a low academic level; and
- are likely to experience difficulties accessing or remaining in education and training pathways.
HELPING EARLY LEAVERS PROGRAM (HELP) 
AFTER SCHOOL SUPPORT COMPONENT

The Helping Early Leavers Program (HELP) After School Support component is an intervention program to assist government high school students remain in education pathways or to find successful post-school training.

Educational disadvantage may be indicated by limited educational achievement, individual resistance to learning at school or early rejection of schooling and subsequent difficulties finding work.

The target group is young people who are:

- aged 15 years and over
- in Years 9, 10, 11 or 12 and attend a government high school and are assessed as requiring additional assistance to remain at school.

Priority is given to students in Years 9 and 10. Special consideration will be given to the participation of students in Year 8 who are 15 years or older.

HELPING EARLY LEAVERS PROGRAM (HELP) 
UNEMPLOYED EARLY SCHOOL LEAVERS COMPONENT

A program to assist young people to successfully re-enter mainstream education pathways or to find successful post-school training or employment before they experience long periods of unemployment.

The target group is young people aged 15 to 24 years who:

- lack the basic education skills necessary to obtain employment or undertake structured training programs
- lack the self-esteem and social skills necessary to remain in employment or labour market programs.

Priority is given to unemployed young people whose highest educational attainment was Year 10 or below. Young people who have completed Year 12 are not eligible to participate.
KOORI YOUTH PROGRAM

The Koori Youth Program provides assistance at two levels – for unemployed early school leavers and students at risk of leaving school early.

For unemployed early school leavers the Program is designed to assist young people who have left school early to successfully re-enter mainstream education pathways or to find successful post-school training or employment.

For students at risk of leaving school early the Program operates to assist students remain in education pathways or to find successful post-school training.

The target groups are ATSI young people:

- aged 12 to 15 years attending a government high school assessed as requiring assistance to remain at school,
- aged 16 to 18 years attending a government high school assessed as requiring additional assistance to remain at school, or who have left school and are unemployed;
- aged 19 to 24 years who have left school early and are unemployed.

TIME OUT PROGRAM

The Time Out Program aims to assist government high school students at risk of being alienated from the education system before completing compulsory education and two years post-compulsory education.

The target group is high school students in government high schools who are:

- In Years 7 and 8
- Chronic non-attenders
- At risk of becoming chronic non-attenders
- Experiencing behavioural difficulties
LINKS TO LEARNING PROGRAMS

COLLECTION AND ANALYSIS OF DATA

Participant Enrolment Questionnaires (PEQ’s) were disseminated to all projects funded for 1998/1999. A total of 6,348 Participant Enrolment Questionnaires (PEQ’s) were data entered and analysed by the YASS II PEQ Database.

The following is a breakdown of PEQ’s received by project type:

<table>
<thead>
<tr>
<th>Project Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>HELP - UNEMPLOYED</td>
<td>2655</td>
</tr>
<tr>
<td>HELP – AFTER SCHOOL</td>
<td>1702</td>
</tr>
<tr>
<td>CIRCUIT BREAKER - SCHOOL</td>
<td>983</td>
</tr>
<tr>
<td>CIRCUIT BREAKER - AMES</td>
<td>89</td>
</tr>
<tr>
<td>TIME OUT</td>
<td>389</td>
</tr>
<tr>
<td>KOORI YOUTH</td>
<td>113</td>
</tr>
<tr>
<td>STRATEGIC PILOT</td>
<td>417</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6348</td>
</tr>
</tbody>
</table>
LINKS TO LEARNING PROGRAMS

PARTICIPANT SUMMARY

THE PARTICIPANTS

TOTAL NUMBER

There were 6,348 participants.

GENDER

The gender breakdown of participants is 47% male and 48% female with 5% not stated.

AGE

The majority of participants are aged 15 years.

ABORIGINAL OR TORRES STRAIT ISLANDER

About 7% (415 participants) identify as Aboriginal or Torres Strait Islander with the majority participating in programs run in the Hunter and North Coast ITSC area (78 participants).

DISABILITY

6% (375) of participants indicated they had a disability. Both Illawarra ITSC and Hunter ITSC area had more than 80 participants with a disability participating in a project.

HOME LANGUAGE

In South and South Western Sydney, 1324 participants indicated that they spoke a language other than English at home. The most common language spoken at home in this area was Arabic.
LINKS TO LEARNING PROGRAMS

OUTCOMES

COMPLETED THE COURSE

In total, 68% of participants completed a Links to Learning course. In comparison, 29% (1840 participants) did not finish their course.

REASONS FOR NON-COMPLETION

The most common reason for non-completion was for other reasons. A total of 351 participants had other recorded as their reason for not completing. The next most common reason for non-completion was for personal reasons.

STATUS TWO WEEKS AFTER COMPLETING A LINKS TO LEARNING PROGRAM

All participants were surveyed two weeks after completing a Links to Learning course. 66% of participants were involved in further education or training after undertaking a Links to Learning course.
CI RCUIT BREAKER - ADULT MIGRANT ENGLISH SERVICE (AMES) SUB-PROGRAM

KEY TRENDS IN RELATION TO THE 1998/1999 PARTICIPANT ENROLMENT QUESTIONNAIRES

THE PARTICIPANTS

AMES Sub-Program participants accounted for 8% of Circuit Breaker Program participants.

Q9 GENDER

The gender breakdown of the 89 participants was 52% female, 37% male and 11% not stated.

Q10 AGE

35% of participants were aged between 19-21 years.

Q12 DISABILITY

1% of participants stated they had a disability.

Q13 BORN IN AUSTRALIA

97% of participants were born overseas.

Q15 HOME LANGUAGE

Most common languages spoken at home were Khmer (32%), Arabic (31%), Chinese (22%), and Thai (15%).

Q18 LAST YEAR OF SCHOOL COMPLETED PRIOR TO COURSE

The final year of schooling for 23% of participants was Year 12.
PARTICIPANT OUTCOMES – CIRCUIT BREAKER
AMES SUB-PROGRAM

Q21 PARTICIPANT CONTACT HOURS

45% of participants in AMES Circuit Breaker Programs attended for between 301 and 420 hours.

Q22 COURSE COMPLETION

63% of participants completed the course.

Q23 REASONS FOR NON-COMPLETION

Of those who did not complete the course, 32% gained employment, 23% had personal reasons, 19% were attending a course and 10% had moved residence.

Q24 PARTICIPANT PROGRESS IN AREAS OF:

- BASIC LITERACY SKILLS
- BASIC NUMERACY SKILLS
- SELF ESTEEM
- SOCIAL SKILLS
- OVERCOMING BARRIERS TO LEARNING
- ORIENTATION TO EDUCATION AND TRAINING PATHWAYS
- ORIENTATION TO EMPLOYMENT

Students were assessed according to the co-ordinator’s opinion of their progress as a result of participation in the course. There were four categories: Not applicable, No Progress, Limited Progress and Considerable Progress.

More than 60% of students made considerable progress in areas of self esteem, social development and orientation to education and training pathways.

Q25 STATUS OF PARTICIPANTS TWO WEEKS PRIOR TO UNDERTAKING PROGRAM

Two weeks before the course, 74% were undertaking further education, 1% were employed and 24% were unemployed.

Q25 STATUS OF PARTICIPANTS TWO WEEKS POST PROGRAM

Two weeks after the course, 69% were undertaking further education, 21% were employed and 9% were unemployed

Links to Learning PEQ Report 1998-1999
CIRCUIT BREAKER - SCHOOL SUB-PROGRAM

KEY TRENDS IN RELATION TO THE 1998/1999 PARTICIPANT ENROLMENT QUESTIONNAIRES

THE PARTICIPANTS

School Sub-Program participants accounted for 93% of Circuit Breaker Program participants.

Q 9  GENDER

The gender breakdown of the 983 participants was 54% female, 44% male and 2% not stated.

Q10  AGE

39% of participants were 15 years of age.

Q11  ABORIGINAL OR TORRES STRAIT ISLANDER ORIGIN.

1% of participants identified as Aboriginal or Torres Strait Islander.

Q12  DISABILITY

1% of participants stated they had a disability.

Q13  BORN IN AUSTRALIA

54% of participants were born overseas.

Q14  HOME LANGUAGE

Most common languages spoken at home were: Arabic (44%), Chinese 17%, Khmer (6%) and Macedonian (5%).

Q16  CURRENT SCHOOL YEAR

54% of participants were enrolled in Year 9.
PARTICIPANT OUTCOMES - CIRCUIT BREAKER
SCHOOL SUB-PROGRAM

Q21 PARTICIPANT CONTACT HOURS
47% of participants attended for between 0-180 hours.

Q22 COURSE COMPLETION
80% of participants completed the course.

Q23 REASONS FOR NON-COMPLETION
Of those who did not complete the course, 32% stated ‘other’ reasons, 23% lost interest, 18% returned to school, 15% stated personal reasons, and 7% moved residence.

Q24 PARTICIPANT PROGRESS IN AREAS OF:

   BASIC LITERACY SKILLS
   BASIC NUMERACY SKILLS
   SELF ESTEEM
   SOCIAL SKILLS
   OVERCOMING BARRIERS TO LEARNING
   ORIENTATION TO EDUCATION AND TRAINING PATHWAYS
   ORIENTATION TO EMPLOYMENT

Students were assessed according to the co-ordinator’s opinion of their progress as a result of participation in the course. There were four categories: Not applicable, No Progress, Limited Progress and Considerable Progress.

More than 40% of students made considerable progress in basic literacy skills, self esteem, social skills and orientation to education and training pathways.

Q25 TWO WEEKS BEFORE THE COURSE
Two weeks prior to the course 100% of participants were at school.

Q25 TWO WEEKS AFTER THE COURSE
Two weeks after the course 95% of participants were at school and 5% were undertaking further education.
HELPING EARLY LEAVERS PROGRAM - AFTERSCHOOL SUPPORT COMPONENT

KEY TRENDS IN RELATION TO THE 1998/99 PARTICIPANT ENROLMENT QUESTIONNAIRES

THE PARTICIPANTS

Q9 GENDER

The gender breakdown of the 1,702 participants was 53% female, 43% male and 4% not stated.

Q10 AGE

36% of the participants were 15 years of age.

(COMMENT - 16% of participants were aged under 15 years whereas the Help After School Support Component targets students aged 15 years and over in Years 9 to 12.)

Q11 ABORIGINAL OR TORRES STRAIT ISLANDER ORIGIN

3% of participants identified as Aboriginal or Torres Strait Islander.

Q12 DISABILITY

2% of participants stated they had a disability.

Q13 BORN IN AUSTRALIA

40% of participants were born overseas.

Q15 HOME LANGUAGE

Most common languages spoken at home were: Arabic (42%), Chinese (21%), Khmer (18%) and Turkish (5%).

Q17 CURRENT SCHOOL YEAR

32% of participants were currently enrolled in Year 10.
PARTICIPANT OUTCOMES – HELP AFTER SCHOOL SUPPORT COMPONENT

Q21 PARTICIPANT CONTACT HOURS

68% of participants attended for between 0-60 hours.

Q22 COURSE COMPLETION

74% of participants completed the course.

Q23 REASONS FOR NON-COMPLETION

Of those who did not complete the course, 35% stated ‘other’ reasons, 22% returned to school, 15% lost interest and 12% went onto further training.

Q24 PARTICIPANT PROGRESS IN AREAS OF:

- BASIC LITERACY SKILLS
- BASIC NUMERACY SKILLS
- SELF ESTEEM
- SOCIAL SKILLS
- OVERCOMING BARRIERS TO LEARNING
- ORIENTATION TO EDUCATION AND TRAINING PATHWAYS
- ORIENTATION TO EMPLOYMENT

Students were assessed according to the co-ordinator’s opinion of their progress as a result of participation in the course. There were four categories: Not applicable, No Progress, Limited Progress and Considerable Progress.

More than 40% of participants made considerable progress in basic literacy skills, basic numeracy skills, self esteem and overcoming barriers to learning.

Q25 STATUS OF PARTICIPANTS TWO WEEKS PRIOR TO UNDERTAKING PROGRAM

Two weeks prior to the course 100% of participants were at school

Q25 STATUS OF PARTICIPANTS TWO WEEKS AFTER UNDERTAKING PROGRAM

Two weeks after the course 98% of participants were at school, 1% were undertaking further education and 1% were employed.
HELPING EARLY LEAVERS PROGRAM – UNEMPLOYED COMPONENT

KEY TRENDS IN RELATION TO 1998/99 PARTICIPANT ENROLMENT QUESTIONNAIRES

THE PARTICIPANTS

Q9  GENDER

The gender breakdown of the 2655 participants was 48% male, 47% female and 5% not stated.

Q10  AGE

52% of the participants were 15 years of age.

(COMMENT: 2.5% of participants were aged under 15 years and 5% of participants were aged more than 24 years which represents 7.5% of participants outside of the target group.)

Q11  ABORIGINAL OR TORRES STRAIT ISLANDER ORIGIN

7% of participants identified as Aboriginal or Torres Strait Islander.

Q12  DISABILITY

10% of participants stated they had a disability.

Q13  BORN IN AUSTRALIA

85% of participants were born in Australia.

Q15  HOME LANGUAGE

Most common languages spoken at home were: Arabic (25%), Spanish (15%), Chinese (11%), Filipino (8%) and Khmer (8%).
HELPING EARLY LEAVERS PROGRAM –
UNEMPLOYED COMPONENT (continued)

KEY TRENDS IN RELATION TO 1998/99 PARTICIPANT ENROLMENT QUESTIONNAIRES

THE PARTICIPANTS

Q18 LAST YEAR OF SCHOOL

The final year of schooling for 35% of participants was Year 10. 16% of participants stated that they were still at school whereas HELP Unemployed targets young people who have already left school.

PARTICIPANT OUTCOMES

HELPING EARLY LEAVERS PROGRAM –
UNEMPLOYED COMPONENT

Q21 PARTICIPANT CONTACT HOURS

39% of participants attended for between 0-60 hours.

Q22 COURSE COMPLETION

61% of participants completed the course.

Q23 REASONS FOR NON-COMPLETION

Of those who did not complete the course, 21% gained employment, 17% stated personal reasons, 16% lost interest, 11% continued with another course, 10% stated ‘other reasons’ and 9% moved residence.
Q24 PARTICIPANT PROGRESS IN AREAS OF:

BASIC LITERACY SKILLS
BASIC NUMERACY SKILLS
SELF ESTEEM
SOCIAL SKILLS
OVERCOMING BARRIERS TO LEARNING
ORIENTATION TO EDUCATION AND TRAINING PATHWAYS
ORIENTATION TO EMPLOYMENT

Students were assessed according to the co-ordinator’s opinion of their progress as a result of participation in the course. There were four categories: Not applicable, No Progress, Limited Progress and Considerable Progress.

More than 40% of participants made considerable progress in basic literacy skills, basic numeracy skills, self esteem and orientation to education and training pathways.

Q25 STATUS OF PARTICIPANTS TWO WEEKS PRIOR TO UNDERTAKING PROGRAM

Two weeks before the course, 70% were unemployed, 23% were undertaking further education and 8% were employed.

Q25 STATUS OF PARTICIPANTS TWO WEEKS AFTER UNDERTAKING PROGRAM

Two weeks after the course, 33% were unemployed, 37% were undertaking further education and 30% were employed.
KOORI YOUTH PROGRAM

KEY TRENDS IN RELATION TO 1998/99 PARTICIPANT ENROLMENT QUESTIONNAIRES

THE PARTICIPANTS

Q9  GENDER

The gender breakdown of the 113 participants was 21% male, 27% female and 51% not stated.

Q10  AGE

37% of the participants were 13 years of age.

Q18  LAST YEAR OF SCHOOL

The final year of schooling for 35% of participants was Year 10.

PARTICIPANT OUTCOMES

Q21  PARTICIPANT CONTACT HOURS

46% of participants attended for between 0-60 hours.

Q22  COURSE COMPLETION

56% of participants completed the course.

Q23  REASONS FOR NON-COMPLETION

Of those who did not complete the course, 36% stated personal reasons, 36% stated ‘other reasons’ 12% lost interest, 9% moved residence, 3% continued on to another course and 3% returned to school.
PARTICIPANT OUTCOMES - KOORI YOUTH PROGRAM

Q24 PARTICIPANT PROGRESS IN AREAS OF:

BASIC LITERACY SKILLS
BASIC NUMERACY SKILLS
SELF ESTEEM
SOCIAL SKILLS
OVERCOMING BARRIERS TO LEARNING
ORIENTATION TO EDUCATION AND TRAINING PATHWAYS
ORIENTATION TO EMPLOYMENT

Students were assessed according to the co-ordinator’s opinion of their progress as a result of participation in the course. There were four categories: Not applicable, No Progress, Limited Progress and Considerable Progress.

More than 40% of participated made considerable progress in basic literacy skills, basic numeracy skills, self esteem and social skills.

Q25 STATUS OF PARTICIPANTS TWO WEEKS PRIOR TO UNDERTAKING PROGRAM

Two weeks before the course:
19% were at school full time,
33% were at school with significant non-attendance of less than 20 hours,
37% were at school with significant non-attendance of more than 20 hours and;
11% were unemployed for more than 1 year.

Q25 STATUS OF PARTICIPANTS TWO WEEKS AFTER UNDERTAKING PROGRAM

Two weeks after the course:
27% were at school full time,
43% were at school with significant non-attendance of less than 20 hours,
14% were at school with significant non-attendance of more than 20 hours,
7% were at school part time and undertaking part time training or employment,
2% were unemployed for less than 1 year and;
6% were unemployed for more than 1 year.
TIME OUT PROGRAM

KEY TRENDS IN RELATION TO THE 1998/1999 PARTICIPANT ENROLMENT QUESTIONNAIRES

THE PARTICIPANTS

Q9  GENDER

The majority of the 389 participants were males (66%).

Q10  AGE

48% of participants were 13 years of age.

Q11  ABORIGINAL OR TORRES STRAIT ISLANDER ORIGIN

13% of participants identified as Aboriginal or Torres Strait Islander.

Q12  DISABILITY

8% of participants stated they had a disability.

Q13  BORN IN AUSTRALIA

7% of participants were born overseas.

Q14  HOME LANGUAGE

For NESB participants, Arabic was the most common home language (60%), followed by Macedonian (5%) and Filipino (3%).

Q16  CURRENT SCHOOL YEAR

63% of participants were enrolled in Year 8.
PARTICIPANT OUTCOMES – TIME OUT PROGRAM

Q21 PARTICIPANT CONTACT HOURS

35% of participants attended for between 121-180 hours.

Q22 COURSE COMPLETION

77% of participants completed the course.

Q23 REASONS FOR NON-COMPLETION

Of those who did not complete the course, 29% returned to school, 25% stated ‘other reasons’, 18% were asked to leave, 13% had personal reasons, 9% lost interest and 6% moved residence.

Q24 PARTICIPANT PROGRESS IN AREAS OF:

- BASIC LITERACY SKILLS
- BASIC NUMERACY SKILLS
- SELF ESTEEM
- SOCIAL SKILLS
- OVERCOMING BARRIERS TO LEARNING
- ORIENTATION TO EDUCATION AND TRAINING PATHWAYS
- ORIENTATION TO EMPLOYMENT

Students were assessed according to the co-ordinator’s opinion of their progress as a result of participation in the course. There were four categories: No Progress, Limited Progress, Considerable Progress and Not Applicable.

More than 40% of participants made considerable progress in areas of basic literacy skills, basic numeracy skills, self esteem and social skills.

Q25 STATUS OF PARTICIPANTS TWO WEEKS PRIOR TO UNDERTAKING THE PROGRAM

Two weeks before the course, 48% of participants were attending school full time, 29% enrolled with less than 20 hours non-attendance and 22% enrolled with more than 20 hours non-attendance.

Q25 STATUS OF PARTICIPANTS TWO WEEKS AFTER THE PROGRAM

Two weeks after the course, 69% of participants were attending school full time, 19% enrolled with less than 20 hours non-attendance and 7% enrolled with more than 20 hours non-attendance. 3% were undertaking further education, 1% were employed and 2% unemployed.