Appendix A: Bilateral Implementation Plan – National Skills Agreement Policy Initiatives

PRELIMINARIES

1. This implementation plan is made between the Commonwealth of Australia (Commonwealth) and the Australian Capital Territory (ACT) under the 2024–2028 National Skills Agreement (the NSA) and should be read in conjunction with the NSA and the NSA Bilateral Implementation Plan Guidance.

2. Once executed, this implementation plan and any updates agreed with the Commonwealth, will be appended to the NSA and will be published on the Commonwealth's Federal Financial Relations website (https://federalfinancialrelations.gov.au).

3. This implementation plan is expected to expire on 31 December 2028 (in line with the NSA), or on completion of the initiative, including final performance reporting and processing of final payments against milestones.

4. In all public materials relating to the policy initiatives, the ACT will acknowledge the Commonwealth's contribution with the following statement: Improved Completions is a joint initiative between the Australian Government and ACT Government.

REPORTING AND PAYMENTS

Reporting

1. Performance reporting will be due by 31 March and 30 September each year until the cessation of this Agreement, or the final payment is processed.

2. The ACT will provide to the Commonwealth a traffic light status and activity summary on all policy initiatives.

3. The Commonwealth will provide templates for the purposes of reporting.

Payments

1. The Commonwealth will make payment subject to performance reporting demonstrating the relevant milestone has been met.

2. As part of the performance reporting, the ACT will provide evidence of what has been delivered in the reporting period. Payments will be processed once performance reports have been assessed and accepted.

3. Where a payment is due at a reporting period (31 March and/or 30 September), the ACT will complete the relevant section of the reporting template and provide the evidence required as agreed in the Milestones and Payments associated with this Implementation Plan.

4. Under A92 of the NSA, if a State is unable to expend any Commonwealth funding provided for policy initiative milestone payments, the Commonwealth may reduce a future payment by an amount equivalent to the unspent funds.

IMPROVED COMPLETIONS – ESPECIALLY FOR PRIORITY GROUPS (CLAUSE A141 TO A150 OF THE NSA)

1) The ACT has over 4,839 Australian Apprentices in-training across a wide range of industry sectors. They are undertaking 150 different qualifications ranging from Certificate II to Advanced Diploma level, with 76 different training providers including the ACT's public provider, the Canberra Institute of Technology.
2) Across this diversity of training experiences, there is one consistent thread: 35 per cent of learners will cancel their training contract within their first year of training. While many of these learners will re-engage in training with new employers or in new qualifications, the consistency of this rate indicates that there is a significant opportunity for improvement in early retention to impact completions overall.
3) The ACT Government is already addressing some of the issues impacting Australian Apprentice retention through its Field Officer program, particularly for Australian School-based Apprenticeships (ASbAs). The Field Officers visit the workplaces of Australian Apprentices to identify or respond to any issues that impact the apprentices' and trainees' safety, wellbeing and likelihood of successfully completing their training.
4) The Field Officer program was established in 2015 in response to the workplace death of an ACT construction worker, and an identified gap in Skills Canberra's capacity to respond to complaints about employers not meeting their training contract obligations. The Program has a commitment to visit every new ASbA within eight weeks of their training contract being approved.
5) To build on the work already underway and further understand and address the factors leading to non-completion in the ACT, four key actions are proposed under the Improved Completions initiative:
    a. Establishment of a **Completions Grants** program – to deliver targeted wraparound supports for learners at increased risk of non-completion, including priority cohorts
    b. Establishment of a **Careers Hub** in the ACT – to improve alignment between learner ambitions and course choice and training pathways
    c. Establishment of a free **text message support service** for ACT VET students – to check in with learners at key points in their training journey and connect them with resources and support
    d. Further **completions research** in the ACT context – to evaluate and refine completions initiatives, build the national evidence base and share best-practice knowledge and case studies.
6) Consultation to design initiatives:
    a. To ensure considered and appropriate development and implementation of these four key actions, the ACT will leverage existing industry forums as the mechanism for consultation and collaboration. These forums representation across industry peak bodies, Government, ACT training sector, union and students.
    b. Consultation will consider and provide advice to ACT Government development of these four actions, including design, implementation and evaluative arrangements, tailoring the actions to meet the needs of specific ACT industry sectors.

ACTION 1 – ESTABLISHMENT OF A COMPLETIONS GRANTS PROGRAM

7) Outline actions to improve completions and which element of clause A145 will be addressed.

The ACT Government will establish a Completion Grants program for VET education providers, employers and community organisations to deliver targeted wraparound support services for at--risk learner groups supporting them to remain in training. This will be an annual grant funding release, with priority given to organisations and employers who have a track record of delivering increased completions or improved learner outcomes.

A range of barriers to completion have been identified, including through recent research into VET Completions *(National Vocational Education and Training Completions*- a report produced through the Secretariat of the National VET Completions Taskforce in October 2023[1]). These barriers include a lack of foundation skills, access to transport, caring responsibilities and a need for more flexible delivery to balance personal, learning and employment responsibilities. Registered training organisations (RTOs) and employers can balance these needs but lack the resources to provide wraparound supports.

Previous and existing ACT initiatives, such as the JobTrainer Employment Jumpstart (JEJ), Capital Region Local Jobs Program and the Adult and Community Education (ACE) Grants Program have demonstrated the positive impact of increased funding for support systems beyond the delivery of education and training. Wraparound supports funded by these programs has included job searching skill development, pre-employment mentoring and increasing VET staffing capacity to support learners and arrange work placements.

The ACT Government is proposing to build upon these initiatives, and utilise training and community organisation expertise to target additional student supports for at-risk cohorts and transition learners to further training or employment.

Priority groups that will be targeted through this program include:

- Women
- Aboriginal and Torres Strait Islander people
- Young people
- Mature age Australians
- Those experiencing long-term unemployment
- People from culturally and linguistically diverse communities
- People with disability

The priority will be on funding projects which have the greatest impact in effectively supporting people to overcome barriers to successfully transition to further training and work.

The scope of projects that may be eligible for funding consideration will be developed considering findings from prior successful initiatives, as well as consultation with the relevant ACT industry forums and RTOs in the ACT. Grant program applicants will be asked to explain how their proposed projects and wraparound supports will not duplicate existing services offered by Apprentice Connect Australia Providers, and instead offer additional services and support. We expect support services will be bespoke to the individual or cohort, such as job-ready skills (interview techniques, resume and job application skills), transportation and childcare services.

[1] National Vocational Education and Training Completions (https://skills.sa.gov.au/national-vet-completions)

Organisations with innovative and successful approaches to delivering wraparound supports that improve completions for priority groups will be invited to share their success with the National TAFE Network to enhance the national evidence base and encourage scaling up successful initiatives.

8) Outline how this proposal addresses clause A146, including links to recommendations of the National VET Completions Taskforce.

Training providers, community organisations and employers are well positioned to provide wraparound support services, advice and transition supports for at-risk learners. This initiative will increase the capacity of the sector to provide support services to meet the needs of their learners.

This initiative will address the following recommendations of the National VET Taskforce:

Recommendation 13: Wraparound support - Improve identification and implementation of wraparound student supports.

The ACT Government anticipates that through monitoring and evaluation of the grants program it will identify wraparound services and activities that successfully support students to complete their qualifications, allowing for future scalability of these programs and initiatives.

Recommendation 15: Support for at-risk students - Enhanced advice and support for students who are at risk of dropping out.

The ACT Government will design the grants program in consultation with industry, so that training providers must demonstrate how their applications and support services may provide enhanced advice for students and promote initiatives to promote uptake of support services.

The consultation process will include engagement with existing industry forums ensuring that the program is fit for purpose across ACT industry sectors. An appropriate evaluation framework will be designed, including the strategic objectives, outcomes and indicators, to inform recommendations for further programs.

Recommendation 16: Transition supports to improve the support for learners to confidently and successfully transition to employment post completion of their VET studies.

The ACT Government will design the grants program so that training providers and employers will consider how students may be supported into employment following the completion of their qualification.

Under the grants program standards, grant recipients will be required to collect feedback from enrolled students to ensure that areas for improvement are identified and barriers to students accessing wraparound supports are addressed. This survey data will be considered by the proposed completions research initiative (Action 4) to identify impactful supports and guide the development and assessment of future grants rounds.

Outcomes under this Action, including evaluation reports of successful initiatives, will be shared with the National TAFE Network to build the national evidence base and enable broader implementation of initiatives. As a recurrent funding release, this initiative will focus on continuous improvement and consider the voice and experience of students who have gone through previous programs.

Commonwealth Investment ($)	State Investment ($)	Planned Start Date	Planned End Date
$1,962,000	$1,962,000	July 2025	December 2028

Performance Indicators

- The successful establishment and implementation of the completions grant program.
- The number of students receiving wraparound supports from the grants program.
- The effectiveness of programs will be measured by the number of students receiving the support, and the role of the program in assisting students to complete their qualification or transition into the workforce.
- Case studies will be provided for innovative and successful initiatives that meet the needs of priority cohorts such as women, Aboriginal and Torres Strait Islander learners, young people, mature age Australians, those experiencing long-term unemployment, people from culturally and linguistically diverse communities and people with disability.

Evaluation arrangements

The ACT will undertake an internal evaluation by December 2028, which will focus on:

- A review of milestone and final reports for initiatives funded under the completions grant program.
- In these reports funded organisations will be required to provide quantitative data such as the number of learners, wraparound support services provided, the number of learner completions, and learner outcomes (for example whether they entered further training or employment). Where possible, this data will be broken down by priority cohort. Funded organisations will be invited to provide qualitative case studies for initiatives that support priority cohorts to complete their qualification or transition into the workforce.

Reporting from individual projects funded by the grants program will be considered by ACT Government and the grant guidelines and implementation will be amended based on learnings from these reports.

ACTION 2: ESTABLISHMENT OF A CAREERS HUB IN THE ACT

9) Outline actions to improve completions and which element of clause A145 will be addressed.

The ACT Government will scope and deliver an ACT Careers Hub (the Hub) to provide guidance about the different VET pathways and qualifications to both prospective and existing learners in the Territory. This will support learner access to training and pathways advice, and improve completions by ensuring there is comprehensive information provided to ensure that these cohorts have a realistic picture of industry work settings when they commence their on and off-the-job training.

Previous industry consultation identified the **need to address information asymmetry** as important across the ACT's five critical industries: building and construction, renewable and sustainability, care, advanced technology and events.

Currently, the provision of career guidance to prospective learners falls predominantly on employers and RTOs who may have an incomplete view of the broader landscape. A significant proportion of apprentices and trainees cancel their training contract within their first year for a range of reasons including unrealistic expectations of the industry and a lack of awareness of the career development opportunities available. It is expected the Hub will not just focus on apprentices and trainees, but serve as a referral point for employment and workforce growth for priority industries and sectors (such as early childhood and care, or upskilling opportunities in the electrification space).

Phase One: Scoping

The initial scoping project will underpin the direction of the Hub. External expertise will be utilised to undertake this work in a structured approach:

1. **A needs analysis**, including an environmental scan, stakeholder identification and in-depth consultation. This needs analysis will assist the design of the Hub. It will assess:
    - the role of the Hub within the existing ACT VET landscape, and what information gaps exist for learners in the ACT;
    - the role of existing Directorates and organisations in delivering careers guidance, including Skills Canberra, the Canberra Institute of Technology, Apprentice Connect Australia Providers, universities and Education Directorate;
    - the skills and workforce needs of employers in the ACT, leveraging the Business and Economic Development Industry Consultative Forum;
    - the goals and further costs associated with setting up the Hub;
    - the lessons learned from relevant programs already delivered in other states and territories such as Western Australia's Jobs and Skills Centres and TAFE Queensland's Discover my Career tool; and,
    - the preferred format of the Hub, weighing the benefits of online, physical, or mobile mediums, with consideration to the needs and preferences of learners.

2. Identify the necessary functions and scope of Hub as well as the development of a design concept for the Hub which will consider the merits of physical, virtual and mobile formats. A detailed project plan for the recommended approach and any suitable alternative options will be presented to the Commonwealth and ACT Government for consideration and agreement.

Phase Two: Implementation to deliver the centre (based on the outcome of the above)

Funding under this initiative will be reserved to commence the development of the Hub. Depending on the format(s) agreed, this funding may support potential lease arrangements depending on outcomes of the scoping process, resourcing for the establishment and maintenance of virtual resources or staff and training resources for a physical or mobile location. Upon completion of the scoping and reporting, and informed by the recommendations of the scoping report, the ACT Government will commence development of the Hub. The implementation phase will also be undertaken collaboratively with the Completions Reference group, other Directorates or organisations including Education Directorate, Canberra Institute of Technology or ACT-based universities.

The ongoing delivery of the Hub may be delivered in partnership with other ACT Government Directorates or statutory bodies. This ongoing delivery of the Hub will also be guided by the recommendations of the scoping report, engagement with relevant ACT Government industry forums and peripheral stakeholder feedback.

10) Outline how this proposal addresses clause A146, including links to recommendations of the National VET Completions Taskforce.

The development of the Hub will address the following recommendations of the National VET Taskforce:

Recommendation 1. Career and course information – Improve the equity and quality of career and course advice for all learner cohorts at all stages of their learner journey. This could include exposure to workplaces prior to enrolling in VET to support decision making.

The ACT Government will address this recommendation by providing a central and consistent source of career and course advice, which is localised to the ACT context and accessible to learners at varying stages of education and work.

Recommendation 2. Enrolment practice - Improve enrolment practices to support better alignment to student interests, motivations, capabilities and needs.

The Hub will improve the alignment between student interests and motivations and actual enrolments by providing sound advice on the linkages between a prospective course and the learner's desired career outcomes. This could also serve as a referral service to ACT Government-funded taster courses.

Recommendation 4. Pathways advice - Improve advice on alternate pathways, recognition of prior learning and credit transfer.

The Hub will provide pathways advice to ACT learners at all stages of their education and career journeys and connect students to essential resources and guidance.

The scoping project will centre the voices of students as the primary intended users of the Hub, with consideration given to the needs and expectations of at-risk students who can benefit from improved careers and training guidance.

The final implementation of the Hub, particularly available career guidance, may be co-developed with other areas of the ACT Government or relevant external stakeholders to maximise the efficacy of the Hub in reaching students at key transition points in their education journey.

Commonwealth Investment ($)	State Investment ($)	Planned Start Date	Planned End Date
$3,413,000	$3,413,000	December 2025	December 2028

Performance Indicators

- The scoping stage is successfully completed and options for the scope and format of the Hub are identified.
- A detailed project plan for the recommended approach and alternative options will be completed and provided to the Commonwealth and ACT Government.
- Successful establishment and commenced operation of the Hub
- Student engagement with the Hub and successful referral to appropriate courses or career opportunities available in the ACT.
- Positive teacher and educator engagement with the Hub.

Evaluation arrangements

Evaluation will focus on:

- The scoping report findings identify suitable options for the development and ongoing management of the Hub.
- Project plan and approach for the development of the preferred the Hub model is accepted by the Commonwealth and ACT Government
- Ongoing monitoring of engagement with the Hub from students, teachers, educators and VET providers.

ACTION 3: ESTABLISHMENT OF A FREE TEXT MESSAGE SUPPORT SERVICE FOR ACT VET STUDENTS

11) Outline actions to improve completions and which element of clause A145 will be addressed.

The ACT Government will establish a free text service modelled on the Training Services NSW (TSNSW) trial program, to improve engagement with new ACT apprentices and trainees and reduce potential cancellations through early intervention.

In mid-April 2022, TSNSW launched a new, free text service to help first-year apprentices stay in training. This was a low-cost intervention to address common causes of first-year cancellations including a lack of awareness of resources and incentives available to support apprentices, and uncertainty about their workplace rights. The ACT proposes to emulate the 'fair go' messages delivered under this initiative which focussed on self-efficacy skills, such as seeking mentorship, finalising training plans, and educating students about other workplace rights. These texts led to reduced course withdrawal rates compared to students who received no SMS.

The ACT Government will work with key stakeholders including Apprentice Connect Australia Providers, RTOs and employers through the Business and Economic Development Industry Consultative Forum, to ensure the schedule of messages is modified to suit the local context, and identify opportunities to develop targeted messaging to connect students in at-risk cohorts with relevant supports, including Aboriginal and Torres Strait Islander people, people with a disability and women in non-traditional fields. At-risk cohorts will be identified utilising sources such as National Centre for Vocational Education and Research (NCVER) or internal trend data or consultation and discussions with RTOs, including the Canberra Institute of Technology. Ongoing evaluation of effectiveness including apprentice feedback will inform the development of future message content and timing to ensure it remains relevant and effective for ACT learners and workplaces.

To maximise the benefit to learners potentially experiencing difficulties in their apprenticeship journey, Skills Canberra will engage with relevant stakeholders including the Fair Work Commission and WorkSafe ACT to ensure that a consistent approach to support, education and engagement is delivered to all apprentices and trainees who take advantage of this outreach initiative.

12) Outline how this proposal addresses clause A146, including links to recommendations of the National VET Completions Taskforce.

By facilitating early and improved engagement with learners who may be at increased risk of cancellation, this proposed initiative has a broad-reaching impact across a range of recommendations of the National VET Taskforce:

Recommendation 2: *Enrolment practice - Improve enrolment practices to support better alignment to student interests, motivations, capabilities and needs.*

This initiative will meet this recommendation by providing tailored advice and informed support to learners and provide an early opportunity to redirect apprentices and trainees at risk of non-completion into training that better aligns with their goals.

Recommendation 11: *Measuring outcomes - Improve approaches to capturing and measuring completion rates and understanding of learner outcomes, including career trajectory and wages.*

Data on the dissemination of information, engagement with support services and linkages with students' successful completion of their qualification will be compiled and evaluated by the Completions research initiative.

Recommendation 12: Identify at-risk learners - Improve identification of learners at risk of non-completion based on known risk factors.

Students who are identified as at-risk learners will have tailored support service information provided via the text service. For example, Aboriginal and Torres Strait Islander students will receive information guiding them to the supports available through the ACT's dedicated Aboriginal and Torres Strait Islander Educational Centre of Excellence, CIT Yurauna.

Recommendation 13: Wrap-around support - Improve identification and implementation of wrap-around student supports.

The SMS program will provide opportunity to improve engagement with apprentices and trainees and reduce cancellations through early intervention.

Recommendation 14: Employment relationship - Ensure regular communication, engagement, and support for all parties of the employment relationship (including improvements to training plans).

Timely and targeted engagement with apprentices, trainees and employers will support improved monitoring and compliance of training contracts and plans.

Recommendation 15: Support for at-risk students - Enhanced advice and support for students who are at risk of dropping out.

This initiative gives learners a voice in their training experience and aims to ensure that learners, especially those in at-risk cohorts, have a clear avenue to communicate concerns and connect with available supports at key transition points in their apprenticeship journey.

Commonwealth Investment ($)	State Investment ($)	Planned Start Date	Planned End Date
$767,000	$767,000	July 2025	December 2028

Performance Indicators

- Number of learner phone calls and text messages received by Skills Canberra as a proportion of messages sent.
- Increase in the number of reactive field officer engagements to provide workplace assessments and support.
- Increased retention rate on a year-on-year basis, particularly for first-year apprentices where there is a high initial dropout rate.
- SMS program approach is established and implemented, with ongoing evaluation.
- Successful stakeholder engagement to develop the content, timing and referral pathways of text messages for the ACT.
- Increased uptake in advertised resources and incentives.

Evaluation arrangements

Evaluation will focus on:

- Receipt and impact of text messages will be integrated as part of the Skills Canberra field officer site visit student survey.
- Monitoring of engagement with resources, Skills Canberra and the text message service.
- Assessment of completions data for apprentices in the ACT.
- Review scalability options after program is operational, including developing more targeted messaging for priority cohorts or extending the program to provide support and guidance to new apprentice employers.
- Frame any recommendations in consideration of those detailed in the Field Officer Program Review, completed in 2024 by the ACT Strategy and Transformation Office.

ACTION 4: FURTHER COMPLETIONS RESEARCH IN THE ACT CONTEXT

13) Outline actions to improve completions and which element of clause A145 will be addressed.

The ACT will undertake ongoing and in-depth completions research into the ongoing efficacy of the Hub, the Completions Grant program and the SMS Text Service actions, building on the findings of the VET Completions Taskforce. This will entail three distinct but connected pieces of research work.

The fourth piece of research will be to conducting detailed, ongoing evaluation of the impact of completions and other special policy initiative projects in the ACT.

According to the NCVER Student Outcome Survey, in the ACT, more than 76 per cent of ACT Government-funded students who part-completed a qualification in 2024 reported that they had achieved their main reason for training. Considering most ACT Government and national training subsidies focus on the delivery of full qualifications, it is plausible that some learners are enrolling in full qualifications with the explicit intention to only complete a specific sequence of units of competency.

The purpose of this research is to identify strategies to reduce qualification cancellations through greater flexibility and enhance identification of commonly used unit groupings to inform skillset development.

This research will also involve stakeholder engagement to identify opportunities improve wraparound supports and how funding may be best prioritised to reach priority groups and at-risk students.

Research reports from the four pieces of work will be shared with other jurisdictions through appropriate channels including the Senior Skills Officials Network and National TAFE Network, to ensure that the findings contribute to the national evidence base. Findings relevant to industry, and especially apprentice employers, will be circulated through stakeholder channels including the Skills Canberra mailing list and the Business and Economic Development Industry Consultative Forum. This work may be undertaken through external resourcing or the establishment of an internal team.

Research projects and findings relating to ACT-specific issues or conditions will guide and inform modifications and improvements to projects to enhance training outcomes. Research relating to pathways advice, school and VET alignment and transition supports will inform the development and implementation of the Hub. It is expected that the Completions grant projects will also lead to research findings on enrolment practice, evidence-based course design, learning practice and system settings.

The ACT Government will leverage enhanced internal data opportunities arising from the VET data streamlining initiative, the National TAFE Network and other opportunities to broaden the existing evidence base. This will include customisation of the NCVER Student Outcome Survey to include additional questions and sample top-ups.

14) Outline how this proposal addresses clause A146, including links to recommendations of the National VET Completions Taskforce.

This initiative is intended to make significant contributions to the national evidence base, enhancing the ability of all jurisdictions to achieve improved completion rates through a greater understanding of barriers and opportunities in the VET landscape.

This action will strengthen the evidence base for the Hub, the Completions Grant program and the SMS Text Service. Each action outlines the direct links to corresponding National VET Completions Taskforce recommendations.

Analysis and evaluation of the outcomes and participant survey data from the Completions Grants initiative as well as enhanced and expanded NCVER Student Outcome Survey results will improve identification of effective wraparound supports, particularly for students at risk of non-completion. These findings will be used to refine the funding and delivery of wraparound supports for ACT learners.

Commonwealth Investment ($)	State Investment ($)	Planned Start Date	Planned End Date
$858,000	$858,000	July 2025	December 2028

Performance Indicators

- Students and other stakeholders are successfully engaged to identify focus areas for research.
- Stakeholder consultation reports are developed.
- The research findings and outcomes from the previous work plan are reported on.
- Research reports are developed and shared through Senior Skills Officials Network and National TAFE Network.
- Improved understanding and evidence of career and further educational outcomes for students are shared with Jobs and Skills Councils.
- Research findings are fed back into evaluation processes of other special policy initiatives outlined under Actions 1, 2 and 3.

Evaluation arrangements

Evaluation will focus on:

- the scoping will be informed by stakeholder consultation relevant ACT Government industry forums, and existing local and jurisdictional evidence and research.
- regular contribution to the national knowledge base through publication of research findings and circulation in appropriate fora including National TAFE Network, Skills Senior Officials Network and other national or intergovernmental channels.

- ongoing stakeholder engagement, to include listening roundtables as well as circulation of new best-practice evidence to RTOs, community service organisations, and other training and support providers in the ACT.

Improved completions - approach to matched funding arrangements (clause A144 refers) – to be reconciled over the life of the NSA.

Details of matched funding	2025-26	2026-27	2027-28	2028-29	Total
ACT contribution	$1,272,000	$2,191,000	$2,191,000	$1,346,000	$7,000,000
Commonwealth contribution	$1,272,000	$2,191,000	$2,191,000	$1,346,000	$7,000,000

ACT matched funding will be drawn from the ACT's overall VET budget.

Matched funding

The ACT Government will provide details of its matched funding contributions at the end of each financial year (as per Clause A69 of the National Skills Agreement), commencing 1 July 2025 until 31 December 2028. Final payments under this implementation plan may be reduced where the total contribution by the ACT Government over the life of the project does not align with the Commonwealth contribution.

MILESTONES AND PAYMENTS

Milestone	Evidence	Payment Value Up To (Commonwealth funded)	Commonwealth reporting period
Milestone 1: Initial payment on agreement of bilateral implementation plan	1: Bilateral implementation plan agreed with Commonwealth	$700,000	N/A
Milestone 2: Commonwealth acceptance of a report outlining that the ACT has commenced actions 1-4:	2: Report signed by ACT Deputy Director-General with responsibility for Skills and Training that outlines key activities under each action including: • Implementation, monitoring and evaluation reports of the completions grant program; • Outcomes of phase 1 of the Hub project scoping and a next steps project plan for phase 2; • Reports on progress on any interim activities which may have commenced under each action • Stakeholder consultation; • Proposed research topics to be addressed in the 2026-27 research plan;	$572,000	31 March 2026
Milestone 3: Commonwealth acceptance of a report outlining ACT progress on actions 1-4.	3. Report signed by ACT Deputy Director-General with responsibility for Skills and Training that outlines progress updates under each action including: • Implementation, monitoring and evaluation reports of the completions grant program; • Outcomes to date of Phase 2 of the Hub development and delivery; • Implementation, monitoring and evaluation of the text message delivery service to date; • Outcomes of the 2026-27 research plan and a proposed 2027-28 research plan.	$2,191,000	31 March 2027

Milestone 4: Commonwealth acceptance of a report outlining ACT progress and completion on actions 1-4.	4: Report signed by ACT Deputy Director-General with responsibility for Skills and Training that outlines progress updates on the: • Implementation, monitoring and evaluation reports of the completions grant program; • Continued delivery of phase 2 of the Hub project. • Monitoring and evaluation reporting of the SMS text service; • A record of findings and reports for the 2027 calendar year; and • An overview of applied research outcomes in the 2027 calendar year, such as modifications to Completions Grants guidelines informed by evidence arising from this initiative. • Outcomes of the 2027-28 research plan.	$2,191,000	31 March 2028
Milestone 5: Commonwealth acceptance of a report outlining ACT progress and completion on actions 1-4.	5. Report signed by ACT Deputy Director-General with responsibility for Skills and Training that outlines final reporting including the delivery and evaluation of the: • Completions grant program; • the Hub; • the SMS text service; • the ACT completions research project.	$ 1,346,000	31 December 2028
	Total	**$7,000,000**	

The Parties have confirmed their commitment to this implementation plan as follows:

Signed *for and on behalf of the Commonwealth of Australia by*

The Honourable Andrew Giles MP
Minister for Skills and Training
23 / 8 / 2025

Signed *for and on behalf of the Australian Capital Territory by*

Michael Pettersson MLA
Minister for Skills, Training and Industrial Relations
6 / 8 / 2025