



Ticket to Work submission to the New Disability Employment Support Model

Focus on Young People with Disability

January 2022

Ticket to Work aims to improve open employment participation in Australia by working collaboratively, advocating for systemic change, and providing an architecture for optimal employment and career achievement for young people with disability.

We would welcome the opportunity to put in a submission and happy to provide further information regarding our submission and to work with the DSS to ensure young people with disability are able to successfully transition into decent employment. www.Tickettowork.org.au

This submission provides a background to the current situation that young people with disability find themselves in. It also provides guidance on the way forward, drawing on our Ticket to Work experience and other relevant research.

Note Ticket to Work staff have moved to the Brotherhood of St. Laurence (BSL), who share our commitment in improving employment outcomes for young people with disability.

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The Key Recommendation

Australia needs a youth specific employment support program for young people with disability transitioning from school to further education, training and ultimately into decent work. The disability employment support model needs to be designed around what we know works (the evidence) and be adequately resourced and staffed by trained professionals with an understanding of the needs of young people broadly and specifically young people with disability.

We need to embed collaborative mechanisms in the new Disability Employment Support Model to mobilise local efforts, networks and resources and address the needs of local employers and young people with disability. The model needs to be able to blend and braid with other government programs and investments such as the NDIS.

We need to intertwine government policy to support young people with disability and their education, training, and employment pathways so that they are mutually reinforcing and avoiding duplication.

We need employment services to work with schools and students with disability from middle school. There is clear from evidence of improved post school employment outcome and career trajectory, when vocational and employment support services connect with individuals while at school.

As with any reform, it is key that opportunities to test, trial and learn, to ensure we do not further entrench disadvantage for people with disability.

Australia needs an enabling and capability hub similar to Technical Assistance Centres in the United States for instance TransCen Inc or the National Technical Assistance Center on Transition (NTACT). These hubs blend research and evidence with the development of practical resources to ensure young people with disability, including those with significant disabilities, make successful post-school transitions.¹
^{2 3} An enabling hub was recommended in the recent Education Council review into senior secondary pathways.⁴

¹ Source: <https://www.transcen.org/>

² Source: <https://www.transitionta.org/about/>; and TransCen, Inc

³ Meadows, D. (2019)

⁴ Panel for the Education Council Review of Senior Secondary Pathways into Work, Further Education and Training (2020)



Background

Disability has been a persistent marker of disadvantage; one clear consequence is limited employment opportunities.

Employment is beneficial for the individual ⁵ as well as for the community and society, and the right of persons with disabilities to work “on an equal basis with others” is included in the UN Convention of Rights of People with Disabilities (CRPD, article 27 [6]). The Convention stipulates that “Learners with disabilities receive the support to ensure the effective transition from learning at school to vocational and tertiary education, and finally to work.” (CRPD article 24)⁶

Australia compares poorly on the international stage when it comes to preparing our young people with disability to successfully transition into a life beyond school. Many of our young people, who could become active members of the Australian workforce, are dissuaded from doing so because of low employment expectations, the lack of coordinated and effective supports, and limited or no exposure to employment experience or career development during the schooling years.

Young people with disability are:

- 4 times more likely to get their main income source from government pension or allowances compared to other young people (44% to 11%)
- most likely to experience the risk factors of disadvantage and to have multiple layers of disadvantage
- vulnerable to abuse and neglect and are more likely than the general population to require child protection services
- over-represented in the criminal justice system
- much more likely to have mental health issues
- twice as likely not to have completed Year 12 or its equivalent (44% to 89% in the 20 to 24 age group)
- at particular risk of being caught in the welfare dependency trap. ^{7 8 9 10}

This is costly for government, society, the individual and their families.

Unfortunately, the situation for young people with disability has been getting worse in an era of (mainly) uninterrupted growth. The gap in terms of economic inclusion and employment participation between young people with disability and those without disability has widened over the last 20 years.^{11 12}

⁵ Robertson J, Beyer S, Emerson E, Baines S, Hatton C. (2019)

⁶ UN Committee on the Rights of Persons with Disabilities (2016)

⁷ Australian Institute of Health and Welfare (2015)

⁸ Australian Institute of Health and Welfare (2020).

⁹ Australian Institute of Health and Welfare (2021)

¹⁰ Deloitte Access Economics, (2011)

¹¹ Fortune, N., Llewellyn, G., Stancliffe, R., Badland, H., Emerson, E. (2021)

¹² Emerson, E., & Llewellyn, G. (2014)



The situation is expected to deteriorate even further in the wake of the COVID-19 crisis, without effective intervention. The impact of COVID-19 on young people with disability will be disproportionate and it will be long-term.¹³

It is imperative that these trends are reversed, especially as it has been found that if young people with significant disability do not engage in mainstream employment by age 21, it is unlikely that they ever will.¹⁴

We agree with Children and Young People with Disability Australia's (CYDA) recent submission: "Tinkering around the edges of existing employment programs is money wasted unless proper government investment is dedicated to understanding what works and developing a coordinated, evidence-based approach".¹⁵

4.1 What support do young people with disability need to successfully move out of education into suitable work?

a. We need youth specific employment programs that work in collaboration with school to support young people with disability into employment.

Young people with disability are young people first and require youth specific support as well as disability employment expertise.

It is important to note that young Australians with disability have similar career and financial aspirations to other young people yet are more than twice as likely not to be employed or satisfied with their employment opportunities and job prospects.^{16 17 18} Having a job is a key aspect of adulthood and significant in facilitating social participation, financial stability, self-worth, and quality of life.^{19 20}

Young people with disabilities are represented in other specific youth populations such as "early school leavers", "vulnerable" and "disconnected" youth. Policy analysts and researchers have suggested developing a single overarching federal policy that addresses the challenges faced by (all) youth in transition to employment.²¹

The recent Australia Disability Strategy has identified improving the transition of young people with disability from education to employment a policy priority. The strategy states 'Evidence shows preparing young people for employment, including

¹³ Ticket to Work (2020) Covid-19-and-young-people-with-disability

¹⁴ Siperstein, G. N., Parker, R. C., & Drascher, M. (2013)

¹⁵ Children and Young People with Disability Australia (2021)

¹⁶ Kraemer, B., & Blacher, J. (2001)

¹⁷ Winn, S., & Hay, I. (2009)

¹⁸ Yu, P. (2009)

¹⁹ Jahoda, A., Banks, P., Dagnan, D., Kemp, J., Kerr, W., & Williams, V. (2009)

²⁰ Lövgren V, Markström U, Sauer L. (2017)

²¹ Federal Partners in Transition Workgroup (2020)



supporting them to access skills development and work experience, can have long-term benefits for their employment prospects and careers.’²²

“A lack of early planning and collaboration between community and employment services and schools, combined with a low expectation that young people with disability will work upon leaving school, contribute to poor employment outcomes for students with disability in Australia.”²³

Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability 2020 identified that “Transition between stages of education often represent periods when additional supports may be required to ensure an effective and smooth transition.”²⁴ Yet many families identified transition from school as if they ‘have been dropped off a cliff’²⁵

Investment model vs. a compliance framework

The compliance nature of the current DES program discourages young people to engage in DES and we have found had a negative effect on many young people within the DES system. In the new employment support model young people with disability would benefit from an investment based model.

Young people by their nature of their youth, lack social capital and require employment supports that are tailored, that take a coaching role that builds their capability.

Employment support providers need to collaborate with other parts of the systems and work alongside young people, establishing trust with them and enlisting them as an agent of their own change. An employment support system for young people with disability cannot be the coach (providing a tailored enabling approach) and also the umpire (implement a compliance framework).

Transition to Work and young people with disability

We believe that there is potential for [Transition to Work](#) program to be enhanced as a primary vehicle for such support. We are keen to trial this to ensure Australia’s mainstream youth employment program, Transition to Work, can be finessed and capability enhanced to support the complex needs of young people with disability.

The Transition to Work initiative was developed in recognition that employment programs for adults are not ‘fit for purpose’ for young people. Within the general cohort, young people with disability need tailored youth and disability specific employment supports. It requires that Transition to Work providers are able to identify training and education opportunities which will help young people develop the skills and attributes employers are looking for. Transition to Work providers are

²² Commonwealth of Australia (Department of Social Services) (2021)

²³ Sheppard, L., Harrington, R. & Howard, K. (2017).

²⁴ Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability (2020)

²⁵ Wakeford, M. (2020)



required to have experience working with young people (this is not the case in DES program).

The Transition to Work consultation paper states: “In Transition to Work young people can get intensive pre-employment support to help them achieve their employment and education goals.”²⁶

Transition to Work providers address participants’ needs through a holistic and personalised approach that builds their human capability. The service was designed to ensure providers work alongside disengaged and disadvantaged young people, establishing trust with them and enlisting them as an agent of their own change.²⁷

Young people with disability are one of the most disadvantaged groups of young people transitioning from education to employment.²⁸ Despite this, they are not a target group of Transition to Work, young people with disability are directed away from Transition to Work into Disability Employment Service (DES). Though DES does not currently have youth specific interventions or provide ‘intensive pre-employment support’ to help young people with disability to achieve their training, education and employment goals. DES operates as a compliance-based job placement service.

Young people with disability would benefit from a Transition to Work investment based model, rather than the current DES compliance job placement model. The Transition to Work consultation paper states that enables upfront investments in the capabilities of the young person, helping to protect them against the long-term scarring effects of labour market recessions. It requires that Transition to Work providers are able to identify training and education opportunities which will help young people develop the skills and attributes employers are looking for.

Ticket to Work has joined Brotherhood of St Laurence (BSL) and is sourcing funding to design, trial and determine effectiveness of the mainstream youth employment program ‘Transition to Work’ to support young people with significant disability, utilising evidence-based practice.

The proposed model will have an early intervention approach working with schools and implement an evidence-based approach that meets the needs of young people with disability. We welcome interest, investment and support in trialling an effective mainstream employment program for young people with disability. It is important in any reform to test, trail and learn, before widespread implementation to ensure we do not further disadvantage people with disability.

The expertise of Ticket to Work in supporting effective school to work transition for young people with disability coming together with the expertise of BSL and National Youth Employment Body in ‘Transition to Work’, will provide opportunity to develop an effective model that enable young people to secure decent work while addressing

²⁶ Department of Education, Skills and Employment (2021)

²⁷ Department of Education, Skills and Employment (2021)

²⁸ Hall, S., Fildes, J., Liyanarachchi, D., Plummer, J. and Reynolds, M. (2020)



the needs of industry for a diverse and adaptable workforce. We believe this unique partnership will be useful in designing, trialling, and evaluating a potential employment program approach.

b. Australia needs an enabling and capability hub similar to the technical assistance centres overseas to ensure that we have effective practice in supporting young people with disability into work ²⁹

A report tabled at the Disability Royal Commission revealed that for people with disability, at each step of the transition from education to work there was generally a downward bias away from 'best-practice' services towards 'compliance-driven' service providers. There were few forces directing individuals into the 'best-practice' flows. 'Good leadership as well as appropriately resourced professionals are both required for high quality services (and instances of both were limited)'. ³⁰

In Australia there is a lack of skills, knowledge, and capabilities in supporting the participation of people with disability in employment. There is no 'go to place' to find evidence-based practices and to develop capabilities. There is no mechanism for continual improvement.

Any employment support needs to be adequately resourced and staffed by professionals with an understanding of the needs of young people with disability, employers and willing to work in partnership with parts of the education, training, and employment services. Staff need to be trained and supported to provide quality employment and transition that meets the needs and aspirations of young people with disability.

4.2 What best practices from existing DES or other employment programs help young people with disability find and maintain a job?

a. We need an employment support model to be designed around what we know works (the evidence). Taking learning from overseas and Australian models.

Many other nations have recognised a demonstrable need for policies explicitly directed towards improving school to work transition backed by adequate resources to increase employment participation for people with disability.

²⁹ Meadows, D. (2019)

³⁰ Buchanan, J., Smith-Merry, J., Yen, I., Drinkwater, A., & Smith, B. (2020)



There is a substantial body of evidence and research both in Australia and overseas that shows ‘what works’ in ensuring employment success for young people with disability.^{31 32 33 34 35 36 37 38 39 40}

We know that support during school is vital to the career trajectory of young people with disability. Evidence from overseas and Australia indicates that connecting a young person with the world of work before they leave school greatly improves this trajectory and their chances of securing decent employment.

High-quality transition to employment services for all students with disabilities have demonstrated the following elements:

1. High expectations and the assumption of employability for all young people with disability
2. Locally-based cross sectoral partnership networks and practices that reflect collaboration with schools, external partners, community agencies and organisations that might be involved in supporting students in their post-school environments
3. Participation in paid and unpaid work experience during the last years of secondary school is the most significant indicator of post school success. Young people with disability who exit school with a job are more likely to maintain a positive career trajectory than those who do not. Having held a paid, community-based job while still in high school was strongly correlated with post-school employment success.
4. Vocational development while at school for young people with disability provides students with authentic opportunities to acquire important work skills and values, inform their vocational decision making and shape their career aspirations for the future.⁴¹

In the USA school and employment services are mandated to work together:

- The Individuals with Disabilities Education Act (IDEA, 1990) mandated schools to deliver school to post-school transition planning services. Schools must begin planning for a student’s transition to the adult world beginning at age 14, when curricular options within the school are considered and no later than age 16, where a detailed transition services plan must be implemented (Hager, 2002).
- The Workforce Innovation and Opportunity Act (2014) mandated that Disability Employment/Vocational Services work with schools to provide transition services to

³¹ Wehman, P., Sima, A. P., Ketchum, J., West, M. D., Chan, F., & Luecking, R. (2015)

³² O’Neill, S., Strnadová, I., & Cumming, T. (2016)

³³ SVA consultancy (2020)

³⁴ Wakeford, M, Waugh, F (2010)

³⁵ Wilson, E. & Campaign, R. (2020)

³⁶ Carter, Erik & Austin, Diane & Trainor, Audrey. (2012)

³⁷ Mazzotti, Valerie L.; Rowe, Dawn A.; Kwiatek, Stephen; Voggt, Ashley; Chang, Wen-Hsuan; Fowler, Catherine H.; et al. (2020)

³⁸ Sheppard, L., Harrington, R. & Howard, K. (2017)

³⁹ www.tennesseeeworks.org/getting-to-work/

⁴⁰ Newman, L., Wagner, M., et al. (2011)

⁴¹ Hawkins, A, Rasheed, E. (2016)



all students with disabilities. It requires that the agencies allocate at least 15 percent of their federal funding toward such transition efforts (Diament, 2014). It also indicated that individuals with disabilities age 24 and younger are no longer allowed to work for less than the federal minimum wage unless they first receive pre-employment transition services at school and support from employment vocational services. ⁴²

Employment and vocational services working together with secondary schools has been identifying as one of the key policy interventions that has improved employment outcomes for young people with disability in the USA.

Ticket to Work took the existing evidence base from overseas and developed a model that would work in an Australian context, [see website](#) and below appendix on outcomes and findings.

b. We need strong education and training system working in with the new employment support model.

Research has found that students with disabilities who had career-related instruction and vocational training at school: were more likely to graduate from high school and more likely to gain employment in full-time competitive jobs after high school. ⁴³

Students with disabilities who attended vocational education programs had higher employment rates and salaries 5 years after high school graduation. ⁴⁴

Inclusive apprenticeships and traineeships have been found to specifically work for people with disability. ⁴⁵ We need the employment supports for young people to support access to quality training and education that is linked to employment.

Thoresen, Cocks and Parson (2019), in their three-year national longitudinal study, found that VET and VET delivered to Secondary Schools (VDSS) are strong vocational pathways with good employment outcomes for young people with disability, particularly VET or VDSS which includes some form of work-based training such as apprenticeships and traineeships.⁴⁶ The identified economic outcomes include high workforce participation and employment rates and income, comparable to similarly aged Australians without disability. ⁴⁷³⁴

Completing a Vocational Education and Training (VET) qualification not only strongly improves the chances of getting a job, but also keeping it. ⁴⁸

Even though there are definite benefits of VET participation, people with disability are underrepresented in the VET sector. They generally have lower levels of education, which has been identified as one of the factors contributing to their lower rate of labour force participation.

⁴² Meadow. D (2019)

⁴³ Ticket to Work (2021) Firth review

⁴⁴ Benz MR, Lindstrom L, Yovanoff P. (2000)

⁴⁵ International Labour Organisation. (2018)

⁴⁶ Thoresen, S. H., Cocks, E., & Parsons, R. (2019)

⁴⁷ Cocks, Errol and Thoresen, Stian H. (2013)

⁴⁸ Polidano, C and Mavromaras, K. (2010)



We have found many barriers put in place to stop young people participating in VET in school and in post school Vocational Education and Training. Recent reduction in gateways into VET qualifications e.g. certificate II (particularly traineeships), prerequisite that unduly negative affect for people with disability e.g. literacy and numeracy tests.

We feel there is great opportunity to improve VET access, support and pathways and also to explore university access. Unlike Australia many countries have embraced inclusive higher education (university) for people with intellectual disability and are reaping the benefits.^{49 50}

4.3. Should there be assistance to prepare young people to think about work much earlier than after they leave school?

a. We need employment services to work with schools and students with disability from middle school.

Early intervention is vital. It is crucial for young people with disability, to receive the support they require to participate in the workforce as early as possible. It will drive effective long-term employment outcomes and maximise the benefits of improved standards of living and social inclusion that come with employment.⁵¹

There is clear from evidence of improved post school employment outcome and career trajectory, when vocational and employment support services connect with individuals while at school.

Collaboration between schools and agencies preparing people with disability for the world of Work is a critical component in creating employment opportunities. Kohler identified interagency cooperation and collaboration as one of the most frequently cited “best practices” and included it as one of five key practice areas in her seminal Work, the Taxonomy for Transition Programming.⁵²

The DES mid-term review recommended more proactive support for young people, noting that early intervention can reduce risk of long-term unemployment and reliance on income support.⁵³

Ticket to Work have been designing, trialling, and evaluating what works whilst working in concert with the education system to enhance employment prospects for young people.

A valuation of Ticket to Work found that the collective approach is highly cost-effective, delivering outcomes to young people with disability and overall savings in government expenditure (SVA 2020).

⁴⁹ [Think College website](#)

⁵⁰ Ticket to Work (2021)

⁵¹ Deloitte Access Economics, (2011)

⁵² Kohler, P., Gothberg, J., Fowler, C., & Coyle, J. (2016)

⁵³ Boston Consulting Group on behalf of Department of Social Services (2020)



b. We need employment services to work with schools and students to gain after school work.

In Australia over 60% of secondary students have an after school job. Yet many students with disability miss out on this opportunity. It is key the new employment support model supported students with disability to participate in after school work and effective work placement.

Ticket to Work embarked on a project where employment services supported students with disability to have that first job with positive outcomes to the employer and the young person. See our webpage on After school work [here](#).

4.4. How can disability employment services work better with the education system to enhance employment prospects for young people?

a. We need a collective impact approach where employment services work in the local community.

In their submission to the National Disability Employment Strategy the Melbourne Disability Institute states: The interface between education and employment is critical. Many young people with disability leave school without essential foundational skills for work, with low self-confidence, and with few networks to support. 'Intensive early investment to bridge that gap will avert snowballing costs stemming from labour market exclusion over a young person's life course.'⁵⁴

Many countries have implemented policies and practices to ensure; earlier, timely, and more seamless access to experiences that guide students with disabilities to open employment, and that builds their employability so they can be successful in the labour market. International benchmarking states that 'transition-focused planning begins no later than age 14 for students with disability' and be in partnership with Employment and vocational services.⁵⁵

It is essential that young people with disability get support in the new Disability Employment Support Model while still at school. It is essential they can engage with the world of work, build expectations, and be supported to take an effective transition from school to decent work.

b. We need Collaboration and Intermediaries to ensure we are able to support young people into employment

The transition from school is identified as a time of particular vulnerability. Intervention should be directed at preventive, collaborative approaches that address the multiple causes of exclusion.⁵⁶

In the Australian context, the transition from school for individuals with a disability is complicated by a disparate and fragmented group of service agencies providing a range of services, along with, at times, a deep-seated prejudice towards people with

⁵⁴ Olney S, Deane K & Bonyhady B. (2021)

⁵⁵ Kohler, P. D., Gothberg, J. E., Fowler, C., and Coyle, J. (2016)

⁵⁶ Dyson, A., Aston, J., Dewson, S., & Loukas, G. (2005)



disabilities in the marketplace.⁵⁷ There is a 'siloing' of sectors and programmes which is a barrier to effective employment outcomes. Siloing creates fragmentation, duplication, and inadequate levels of support for young people with disability.^{58 59}

An evaluation of USA Disability Employment Policy found that the importance of collaboration is key; that bringing services across institutional and funding sources together significantly improved school transition and employment outcomes for young people with disability.⁶⁰

We believe this is key, but this does happen without careful design and implementation. The Ticket to Work model is a multisector response, whereby sectors share expertise, experience and work in the most effective way to shape solutions to unemployment issues and build Australia's workforce and productivity.

There is no one program or sector (education, employment or training) that could pay for and provide the array of support needed to effectively meet the needs of young people with disabilities in transition to employment. However, we have found when support is coordinated and scaffolded in a local region, these resources can produce positive (and cost effective) outcomes for young people with disability; well beyond the scope of what any single employment program could mobilise on its own.⁶¹ We have found harnessing local community investment drives positive outcomes.

To achieve this, other countries have implemented 'intermediaries' as a mechanism to create more effective linkages between the supply and demand sides of workforce development. The Evaluation of Disability Employment Policy in the United States found that bringing services across institutional and funding sources together significantly improved school transition and employment outcomes for young people with disability.⁶²

The Ticket to Work model of school to work transition uses intermediaries and a collective impact approach. A Ticket to Work evaluation found that network organisational members felt they achieved better outcomes for young people with disability together than they could on their own. They noted that the network does not duplicate existing processes. Practices are coordinated and built on the expertise of network members, supporting smooth transition from school to work for young people with disability.⁶³⁶⁴

The intermediaries in Ticket to Work have a significant role in building the capacity of key stakeholders in the local region, including local schools, employers, employment and training services, young people and their families.

⁵⁷ Winn, S., & Hay, I. (2009)

⁵⁸ Sitlington, P. L., & Clark, G. M. (2006).

⁵⁹ Winn, S., & Hay, I. (2009)

⁶⁰ Kruger, Elinson and Milfort. (2006)

⁶¹ National Governors' Association Center for Best Practice. (2004)

⁶² Kruger, Elinson and Milfort. (2006)

⁶³ Hawkins, A, Rasheed, E (2016)

⁶⁴ ARTD Consultants (2017)



Ticket to Work model

While not underestimating the challenges, the Ticket to Work model has demonstrated in significant numbers that young people can thrive in open employment when prepared and supported through a coordinated approach.

Over the last 7 years, Ticket to Work has trialled, explored and demonstrated how employment services can work with the education system achieving encouraging outcomes for young people with disability.

Sixty percent of Ticket to Work participants were in employment post school each year. These are young people that had the opportunity and support to connected to the world of work while at school through a coordinated collaborative approach. This employment rate is similar to young people without disability (63.5%)⁶⁵ and much higher than young people with disability overall and NDIS participants.

Characteristics of the Ticket to Work model

The Ticket to Work model was developed by combining various 'success factors' from research literature and related international experience to improve social and economic participation for young people with disability.

Ticket to Work prepares young people for the world of work, providing them with an open employment pathway in their transition from school through a combination of vocational/career development and early contact with work environments.

Community partnerships are developed and then the power of cross-sectoral partnerships is leveraged to provide individualised support to young people with disability, blending existing resources and scaffolding all relevant supports.

These partnerships are coordinated by an intermediary, who supports the initial development of local partnerships including; schools, employment services, training organisations, post school providers, employers and families.

The majority of Ticket to Work participants (90%) have Autism Spectrum Disorder and/or Intellectual Disability. Traditionally these cohorts have poor employment outcomes.

What we found works:

- bringing together disability-specific and mainstream representatives from a variety of sectors to work strategically and collaboratively
- preparing secondary students with disability for the workplace and giving them an employment pathway that is typical of other young people
- supporting students to gain access to early experiences that positively influence their views of themselves as workers
- increasing the opportunities for multiple and meaningful work experience and learning prior to exiting school

⁶⁵ Commonwealth of Australia (Department of Social Services) (2021)



- meeting the needs of employers for enhanced staff retention, productivity and profitability.

Conclusion

In the transition from school, young people and their families often encounter great uncertainties and tremendous developmental challenges. These issues may be made more stressful by the presence of disability, increasing the risk of social exclusion among those young people who are transitioning and have disability.^{66 67}

This complexity of school to work transition requires a multifaceted approach that is coordinated with early intervention.⁶⁸ We know that a 'one size fits all' approach does not work for any young person, let alone a young person with disability.

We are excited to be working with BSL and bringing our respective expertise together to explore and test effective approaches. We are keen to continue to work with DSS to ensure supports are effective in supporting young people with disability to navigate this vital transition point and gain employment.

There are clear markers on how to improve employment of people with disability, and while not underestimating the challenges, the Ticket to Work model has demonstrated in significant numbers that young people can thrive in open employment when prepared and supported through a coordinated approach.

See below appendix for summary of some of Ticket to Work data and evaluations.

From Dr Richard Luecking TransCen, Inc, www.transcen.org

"Have we learned enough to expect that the culmination of a secondary education for young people with disability should be a job and a clear career path?"

Can we reasonably expect youth to experience employment in authentic workplaces where they earn a commensurate wage working alongside of co-workers without disabilities?"

Can we elevate everyone's expectations accordingly?"

Can we craft education services and curricula that set the stage for such expectations?"

Based on what the research has shown us and what we know, the answer to all these questions is a resounding YES!"

⁶⁶ Yu, P. (2009)

⁶⁷ Winn, S. and Hay, I. (2009)

⁶⁸ Kohler, P. D.; Field, S. (2003)



Appendix A

Ticket to Work data

Note Swinburne University, Centre for Social Impact is just completing an evaluation of Ticket to Work network and longitudinal outcomes and happy to provide information on the finding in the new year. See early data below

Table Gender of Ticket to Work Respondents.

	Frequency	Percentage
Female	422	30.6
Male	957	69.4

Table Primary Disability Classification Ticket to Work Respondents

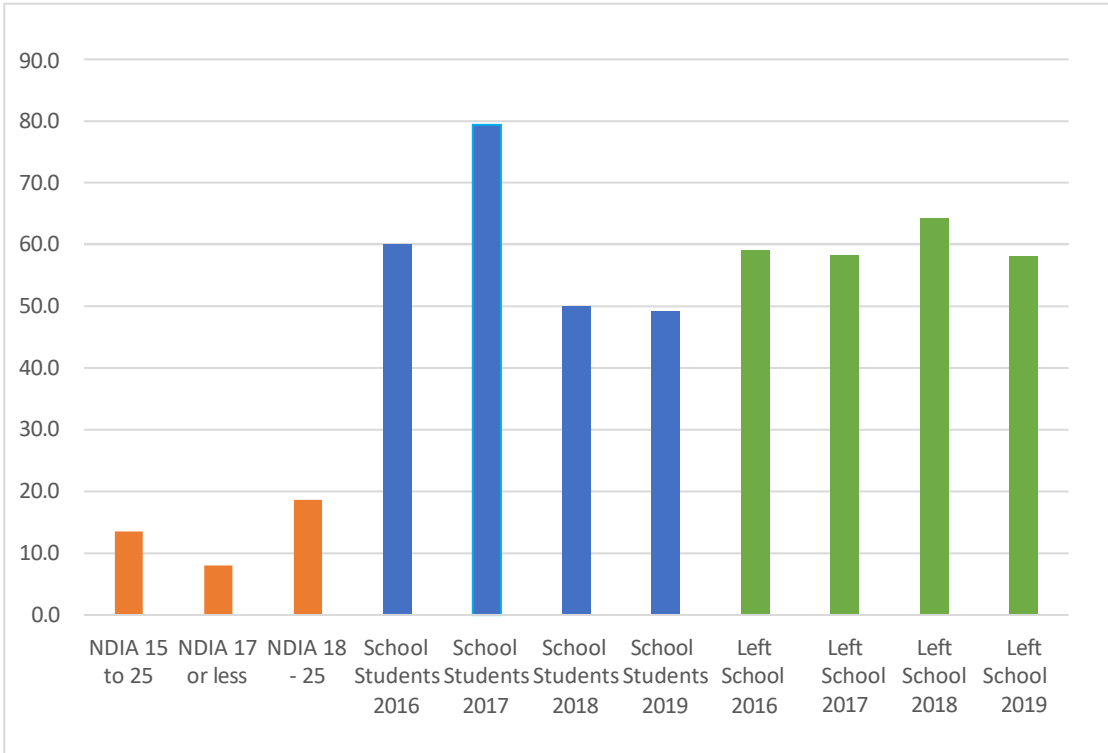
	Frequency	Percentage
Autism Spectrum Disorder	491	38.8
Vision impairment (Sensory/Speech)	9	0.7
Hearing impairment (Sensory/Speech)	20	1.6
Psychosocial disability	13	1.0
Intellectual/ learning disability (includes Down Syndrome)	613	48.5
Other physical disability	14	1.1
Cerebral Palsy	22	1.7
Acquired Brain Injury	4	0.3
Speech impairment (Sensory/Speech)	61	4.8
Deaf/blind (Sensory/Speech)	3	0.2
Other	15	1.2

Table. Type of School Ticket to Work Respondents attended

	Frequency	Percentage
Special Education unit in mainstream school	368	30.6
Mainstream school	506	42.1
Special development school	18	1.5
Special School	279	23.2
School of the air/distance learning	2	0.2
Other	19	1.6
Don't know	9	0.7

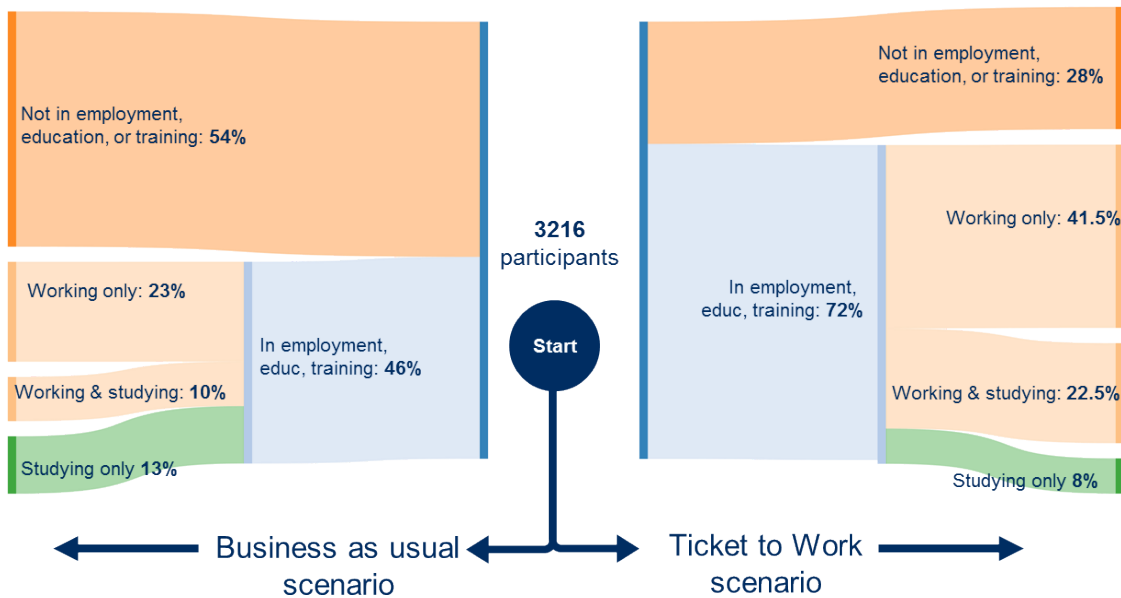


Figure: Open Employment Percentage Rates comparing NDIS Data with Ticket to Work Data



Source: Centre for Social Impact Swinburne University 2021

Figure: Comparison Employment, Education and Training outcomes post school (2020)



Source: SVA (2020) Ticket to Work Valuation of key outcomes. Figure above indicates findings of a comparison study link: [Ticket to Work valuation of key outcomes 2021 kZJsSS.pdf](https://www.tickettowork.org.au/ticket-to-work-valuation-of-key-outcomes-2021-kZJsSS.pdf) ([tickettowork.org.au](https://www.tickettowork.org.au))

The figure shows Young people with disability that had opportunity to participate in work and career development opportunities at school showed improved employment, education and training outcomes compared to young people that did not have Ticket to Work support (Business as usual).



Appendix B

Ticket to Work evaluations summary

Ticket to Work has collaborated with researchers and evaluators, to develop a large body of work around effective school to work transition for young people with disability.

The recent evaluations on the elements of the Ticket to Work model have shown:

- The Ticket to Work model has number of social and fiscal benefits (Social Ventures Australia, 2019).
- Ticket to Work participants post-school are substantially more likely than a similar comparison group to:
 - work in open employment
 - complete year 12
 - participate in the labour force
 - be involved in community and socially active (Atkinson, Christian, Cassidy, Rutherford & Hawkins, 2019)
- Ticket to Work’s approach is working for key stakeholders (evaluation of employers, parents and network members) and is in line with international good practice and research (Atkinson et al., 2019; Kellock, 2019; Wakeford, 2019).
- That there is a need to focus on how to get different sectors working in concert to improve employment outcomes and raises expectations (Meadows, 2019).
- That Ticket to Work supports effective integration of mainstream and disability supports, and reduces duplication (Atkinson et al., 2019).

Ticket to Work Evaluations can be accessed at <https://tickettowork.org.au/research/> these include:

Title: Ticket to Work Valuation of key outcomes (2020) by Social Venture Australia (SVA)

Focus: SVA took a conservative approach to evaluating the post school outcomes of Ticket to Work over a 3 year period. They found the Ticket to Work model has the ability to significantly reduce government expenditure while increasing the number of young people with disability to gain meaningful employment and experience improved social outcomes.

[Access the ‘SVA – Ticket to Work valuation of key outcomes report’](#)
[Access the infographic summary of report](#)



Title Beneficial for all: The After School Jobs Project (2021) by Dr William Crisp

Focus: This report explores a three year project that aimed to create opportunities for secondary school students with a disability to participate in after school jobs. The evaluation provides an overview of the broad policy context, details of the Ticket to Work model, the rationale for the project, and lists the project outcomes.

[Access the 'Beneficial for all: The after school jobs project' report](#)

Title: Employer Experience of employing young people with Intellectual/Cognitive disability (2020) by Peter Kellock

Focus: This paper reports on the experience of employers who offer work opportunities to young people with intellectual disabilities. The paper considers aspects of the employer experience and how best to meet the needs of employers in order to increase the number of job opportunities available for young people with intellectual disabilities.

[Access the 'Employer experience' report](#)

Title: Parent engagement in school to work transition for their child with disability (2020) by Michelle Wakeford

Focus: Having a supportive family and social relationships is one of the main factors associated with a successful transition from school or vocational programmes to employment. This paper explores the literature regarding parents' experience of their child with a disability's transition from school and looks at the experience of parents involved in Ticket to Work.

[Access the 'Parent engagement' report](#)

Title: Collaboration – the key to unlocking a successful future for young people with disability (2019) by Dr. Denis Meadow

Focus: This paper examines the literature and explores interagency collaboration as a mechanism to improve post-school transitions for students with a disability.

[Access the 'Collaboration' report](#)

Title: Ticket to Work Network Analysis (2019) by ARTD Consultants

Focus: This report provides the findings from a partnership assessment for nine Ticket to Work networks operating in five Australian states. It identifies key successes and challenges of Ticket to Work partnerships and how they work to support young people with disability into employment.

[Access the 'Network Analysis' report](#)



Title: Effective school to employment transitions for young people with disability. A Rapid Review of the Literature (2017). Sheppard, L., Harrington, R. & Howard, K.

Focus: This Research to Action Guide articulates the key components of best practice for supporting the transition from school to employment for young adults with disability in Australia, based on the best available evidence.

[Access the 'Rapid review of the literature'](#)

Other reports/research/submission can be found TickettoWork.org.au

Appendix C

Challenges for Ticket to Work networks

We thoughts would add few of the things that our networks struggled with; changing policy, inflexible guidelines, duplication/gaps in supports, and red tape that just get in the way of supporting employers and young people with disability. The Ticket to Work networks attempt to make systems work in local area so that young people (and their families) can just get on with working, living and achieve their aspirations.

We need to ensure that supports are working for young people and employers. Below we outline some challenge our networks encounter in support young people into employment.

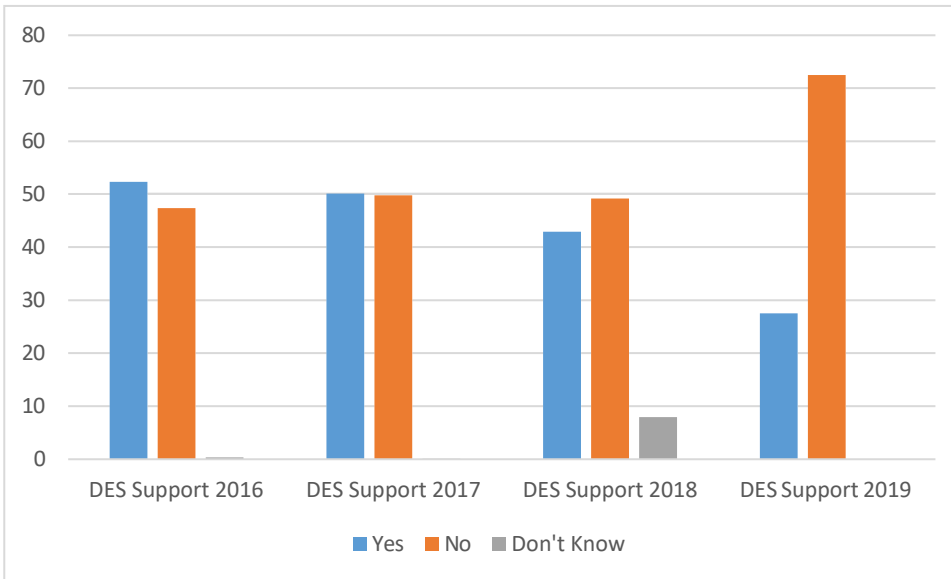
a. Risk adjusted Funding

We were advised by our partners that the implication of the funding changes in 2018 to the risk adjusted methodology has meant the funding available to Disability Employment Service providers (DES) to support young people with disability into work has dropped by about third. This has forced many DES providers to have to rethink their involvement in Ticket to Work and working collaboratively outside their own organisation as the change in funding meant that they were not able to provide the level of support required.

Figures below show the percentage of Ticket to Work partner respondents that were receiving DES support from 2016 to 2019. The figures for receiving DES support were consistent around 50% from 2016 to 2018 but dropped considerably in 2019.



Figure Percentage of Ticket to Work Respondents Receiving DES Support 2016 to 2019



Source: Centre for Social Impact Swinburne University 2022

Confronted with DES providers not being able to work in a holistic and collaborative manner, many of our networks have been encouraging and supporting NDIS providers to fill the gap with varying degrees of success.

The lack of ability to find employment partners that are willing and able to work in a collaborative manner has made it difficult for the networks to create successful pathways. This is exacerbated in rural areas where there are a smaller number of providers.

b. Assessment and planning

In Australia, there is duplication in planning and assessment that young people with disability and their families often encounter. As indicated below can be the norm for a secondary student with disability.

Plan and/or assessment	How often
Individual learning plan (ILP) (Education)	Quarterly (depending on state and territory)
Disability Support Pension (DSP)	When turn 16 and regular reviews
NDIS Assessment	When apply (yearly or bi-yearly review)
Service plan with each NDIS provider	Normally annually
Assessment eligibility for educational support.	Transition points eg into primary school and high school (depending on state and territory)
Job Capacity Assessment	Usually, every two years
Employment Services Assessment	To register DES support
Job Plan (DES)	Quarterly

Multiple assessment and planning processes can lead to disengagement of families, wasted resources because of duplication and fragmented processes. Families and



young people are often left with the task of trying to connect and coordinate multiple planning and assessment processes.

Access to each support to achieve an individual's goals is often complex and time consuming, with each planning process wanting its own evidence, which often means multiple forms, assessments, reports from various doctors, specialists and allied health practitioners.

Many parents do not have the energy or capability to navigate this system to ensure their child is able and supported to take an employment pathway and a many are left feeling helpless and disheartened.

EXAMPLE: Many of our participants gain a school based traineeship and their parents apply for the Disabled Australian Apprentice Wage Support (DAAWS) to assist their child be successful in their traineeship, only to be told that they do not meet the guidelines. Yet the guidelines are not public, so the only way to determine eligibility is to apply, and then not informed on why their child is ineligible. This can be infuriating for families that want to ensure their child is supported in their traineeship and ultimately put their child's job at risk.

We need a streamline assessment process across governments and departments and support an integrated approach to planning.



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