**Recommendation for Disability Employment Services (DES) and the Improved Transition from School to Work**

**2015**

**Summary**

This document describes the Ticket to Work initiative and its connection to Disability Employment Services (DES)guidelines, particularlythe Eligible School Leaver (ESL) Guidelines that underpin DES provider involvement in the Ticket to Work initiative.

Overall, we acknowledge the critical role that dedicated DES support plays in preparing students with disability to make a successful transition from school and into sustainable open employment. Our responses, rationale and recommendations are centred on aspects of the guidelines that impinge on the ability of DES providers to either engage with Ticket to Work and/or support students in making a successful transition. Some of the recommendation have been presented previously to the Department of Social services and while we appreciate that there are restrictions in the current DES contract we would like to highlight elements that would support the transition of young people with disability into employment.

We greatly appreciate the opportunity to discuss our experiences and recommendations.

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**List of Recommendations:**

Below is the list of recommendation. A more detail rationale for each recommendation is in the body of this document.

* DES providers committed to supporting the longer-term transition and employment outcomes should be allowed to place and support a student in an after school job.
* DES providers should be able to arrange and support authentic individualised work experience while a student is still at school.
* DES providers’ Star Rating should not negatively affected by engaging with schools and supporting work preparation. Students participating in DES should be excluded from the Star Ratings until the student is able to begin employment, eg when finished school or when starting a school based traineeship/apprenticeship.
* Update the Guidelines to state ESLs can be registered with their preferred DES in the DES ESA region in which they live **OR attend school.**
* Time in a ASbAT hours (being both VET and Employment) is considered when looking at minimum hours for the DES guidelines **OR** that ASbAT refers back to the requirement of the state bodies in determining ASbAT minimum paid work hours.
* Broaden the Permissible Break definition in the DES Guidelines for ASbAT participants to recognise school students may have a requirement to take leave to complete their schooling requirements, ASbAT training and participate in significant school events, where approved by the employer.
* Broaden the Permissible Break definition in the ESL Guidelines to acknowledge that, when a student undertaking an ASbAT turns 18, they may not have the capacity to care for him or herself if a parent or guardian travels away from the home. The individual may have to take leave if there is a family holiday, where approved by the employer.
* Students should be eligible to register with a DES provider in Year 9 or the Minimum employment age for that state[[1]](#endnote-1). This would enable DES providers to work intensively with students in these critical transitioning and pathways planning years and help to ensure that those who do not complete Year 12, or its equivalent, are captured and do not fall through the gap. This approach would also ensure DES engagement with the student’s family and school and contribute to counteracting the culture of low expectations often held by families and educators.
* ASbATs **should not** be exempt from job placement fees. DES providers should be able to register Year 11 students who wish to undertake an ASbAT to provide the support and preparation for an ASbAT to ensure a successful account.
* The JCA and/or ESAt should not be used to determine future pathways for students with disability. Other assessment tools (such as [**Work Readiness Profile (WRP)**](https://shop.acer.edu.au/acer-shop/group/ME) **or** [**R U Ready**](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/Pages/disabilitypathways.aspx)**)** that are more age appropriate should be investigated to support and plan and support a student transitioning to open employment.
* Australia could benefit from examining international practices especially ‘Employment First’ that are delivering improved disability employment outcomes for young people in their transition from school.

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# National Ticket to WorkBackground

Ticket to Work became a national initiative in late 2013 and is currently supporting communities to develop Local Ticket to Work Networks.

Ticket to Work grew from a small, but successful, pilot project delivered in the bayside region in Melbourne in 2012. Through word of mouth, many regions across Australia sought support to initiate a Local Ticket to Work Network in their community. In late 2013, because of this demand, the National Ticket to Work Network was launched with support from the Commonwealth Government. The response has been beyond expectations with over 40 regions wanting to set up their own local networks. Currently, 25 of those networks are operational; the others are in development mode.

**Ticket to Work outcomes in 2014:**

|  |  |
| --- | --- |
| **Target Group** | **January – December 2014 Outcomes** |
| Local Ticket to Work Networks | * 25x Local Networks are operational and offering Ticket to Work activities to students, schools and employers. * 214x organisations and agencies are now part of a Local Ticket to Work Network. |
| Young people with disability | * 456x young people commenced in work experience and work preparation activities. * 248x young people have started an Australian School-based Apprenticeship or Traineeship. * 86 per cent of the trainees are still in paid employment since completing their secondary schooling and their Australian School-based Apprenticeship or Traineeship. |
| Employers | * 362x employers across a diverse range of sectors have supported young people in their workplaces (work preparation, work experience and/or employed a school-based trainee). |
| Schools | * 109x schools are offering Ticket to Work activities to their students with disability. |

This exponential growth in just one year attests to the need for this initiative and the need for further expansion. In a short period, Ticket to Work has made a difference in the life connections on-the-ground to good practice and a community momentum has been developed.

The [Ticket to Work evaluation](http://www.tickettowork.org.au/research/transitions-employment-australian-young-people-disability-ticket-work-initiative/) and [testimonials](http://www.tickettowork.org.au/testimonials/) show that Ticket to Work does deliver results for young people with disability and their families.

Ticket to Work has proven to be a successful model that is leading genuine employment outcomes for young people with disabilities in Australia in their transition from school.

Ticket to Work’s research, evaluation and stakeholder feedback attests to the importance of DES in supporting young people with disability preparation and transition from school to employment. It is clear that intervention while at school supports a person’s long-term employment outcomes.

# Rationale for the Recommendation

# Definition of Outcomes for Full Time Students with Disability.

**After School Job**

We believe that DES providers should be able to register and support full-time students with disability looking for part-time work. The after school job is a rite of passage that is often not available for young people with disability and can deliver vital employability skills and lead to employment post-school. Research has demonstrated that a young person participating in part-time work whilst still at school is more likely, than student peers who do not work, to experience higher levels of full-time employment and substantially lower unemployment post-school (Wakeford, 2009).

Increasing numbers of young people are engaged in paid employment on a casual or part-time basis while still attending secondary school. Australian Bureau of Statistics data in 2006 found that around 52 per cent of young people between the ages of 15 to 19 years are employed (ABS, 2006).

Existing research suggests that part-time work can help facilitate the transition from school to work. Studies from within Australia and internationally have found a clear relationship between part-time employment while at school and a lower incidence of unemployment following completion of school.

In Australia, the Australian Centre for Educational Research (ACER) 2001 has found that students who work part-time during Years 11 and 12 are less likely to be unemployed at the age of 19 than those who did not work during secondary school (NCVER, 2001).

**Recommendation:**

DES providers committed to supporting the longer-term transition and employment outcomes should be allowed to place and support a student in an after school job.

**Work experience**

For decades, research has shown the strong relationship between the experience of work during secondary school and higher post-school employment for young people with disability (Benz, Yovanoff & Doren, 1997; Colley & Jamison, 1998). However, as the continuing disappointing post-school employment rates for young people with disability suggest that, there remains a critical need to expand quality work-based learning opportunities for these young people and to integrate these experiences into secondary education. Indeed, Leucking (2010) states that ’while work experiences are beneficial to all youth, it has been found they are particularly valuable for young people with disabilities’.

Our experience is that students with disability are not getting vital work experience during their school years compared with their non-disabled peers. Schools often feel that they are ill-equipped, in terms of both knowledge and skills, to arrange and support work experience for students with disability. It is interesting to note that in the United States their DES equivalent organisations are penalised (in funding terms) if they do not engage with schools and support a student’s transition, including supporting/brokering work experience.

**Recommendation:**

DES providers should be able to arrange and support authentic individualised work experience while a student is still at school.

## DES and School Partnerships

In the ESL Guidelines, the inclusion of a statement regarding the importance and value of DES and school partnerships working together to develop student employment skills is welcomed. We welcome the recognition of the major barriers to open employment and the considerable assistance on the part of DES providers to prepare and train a participant to be ready for open employment. Ticket to Workhas found that schools have greatly appreciated a real partnership with a DES as schools do not necessarily have the knowledge and skills to adequately support their students’ transition to employment. Many schools look to DES providers as disability employment experts and partnerships between these two sectors have resulted in positive outcomes for students.

Ticket to Worktakes a partnership approach and brings together a range of local partners (including industry, DES providers, schools, youth organisations and training providers) in local regions who work together to provide students with career development, workplace preparation, work experience and apprenticeships and traineeships. These organisations bring their various skills and expertise together to collectively address youth disability employment issues in their local community. Acknowledgement in the Guidelines that partnerships between DES and schools are encouraged will undoubtedly lead to greater levels of collaboration and cross-sectoral development.

Through our work in improving transition from school for young people with disability, we have found that many DES providers will not engage with schools or register students in their last year of school. These providers state that doing so will negatively affect their star rating and ability to win further tenders. We have been advised that if a provider does not achieve an employment outcome for a person with disability in a six month period, the provider’s star rating may be affected. Those same providers feel that it may take six months or more to achieve an outcome with a young person, given that they are young and may not have had any workplace experience or pathways planning previously. Therefore, some providers are not willing to give that considerable assistance required to prepare and train the school based participant to be ready for open employment.

**Recommendation:**

DES providers’ Star Rating should not negatively affected by engaging with schools and supporting work preparation. Students participating in DES should be excluded from the Star Ratings until the student is able to begin employment, eg when finished school or when starting a school based traineeship/apprenticeship.

# Eligible School Leaver and DES Guidelines

**Registration of Eligible School Leaver at a School involved in Ticket to Work**

The DES Employment Service Area (ESA) restrictions have impacted on the support provided to Ticket to Work students. We have found that, while a proactive DES may be engaging with schools/parents/students around work preparation and ASbATs, the home location of a student dictates whether that DES can register and support the students it has built a rapport with.

We have found that there are limited numbers of special schools and, as a result, some students must travel considerable distance, and from a neighbouring ESA, to attend their closest school.  This can mean that, while their school is located in a specific ESA region, the student’s home is located in another and the DES working with the school to support potential ASbAT students cannot support and work with some ‘out-of-region’ students.  We know that some students have missed out on participating in a *Ticket to Work* ASbAT, whereas a peer sitting next to them in class is able participate just because of where they live.

**Recommendation:**

Update the guidelines to state that ESLs can be registered with their preferred DES in the DES ESA region in which they live **OR attend school.**

**ASbAT hours vs. DES employment requirements**

It is important to note that the DES Guidelines are not compatible with the ASbAT guidelines and the general structure of an ASbAT.

In most jurisdictions, an ASbAT student usually undertakes 13 hours a week of combined training and employment. Most ASbATs are structured around seven hours of employment and six hours of training per week. This arrangement supports students to successfully complete their ASbAT as well as their school studies.

To make it possible for a student to complete their senior qualification as well as their ASbAT qualification, schools structure the ASbAT into their timetable. This is often structured as one day in ASbAT employment, one day in ASbAT training and the remaining three days at school to undertake their senior school qualification (eg in Victoria this is usually VCAL). At the end of the student’s secondary career, he or she then leaves with multiple qualifications and experience which then make him or her very employable. [[2]](#endnote-2)

An issue arises when an ASbAT student is also a DES client. The DES Guidelines require that any student undertaking an ASbAT must work for a full 8 paid hours of work per week. As this amount is not inclusive of a lunch break, if a student does take a break (as they are legally entitled) during their work day, they will then not meet the 8 paid hours of employment they must as a DES client.

The National Employment Standards (NES) provide that the maximum weekly hours that a full-time employee can be required to work is 38 hours and that individuals must not work in excess of 5 hours without a meal break. A meal break in most workplaces is not paid and because of this, the standard working day is, therefore, 7 hours and 36 minutes. [[3]](#endnote-3)

If an ASbAT student is employed for 8 hours per week by their employer, and takes an unpaid lunch break during that time, they will not receive DES support. To extend the student’s work day, just to ensure that a full 8 paid hours are worked, may not be feasible with their employer. Similarly, to spread the student’s paid work over two days to ensure that a full 8 paid hours are worked may not be feasible with the employer or would lead to the student missing important hours in their secondary schooling or VET training.

The ‘8 paid employment hours’ requirement is imposed on students with disability wanting DES support and undertaking an ASbAT when this requirement is not imposed on ASbAT students without disability. The one day of work enables mainstream schools to meet their ASbAT work, training and senior school qualification requirements per week; and the minimum employment requirements makes the arrangement more acceptable to a range of employers. Mainstream schools are reluctant to get involved in Ticket to Work ASbAT as they do not fit with the current school curriculum and the school has limited flexibility to change timetables.

**Recommendation:**

Time in a ASbAT hours (being both VET and Employment) is considered when looking at minimum hours for the DES guidelines **OR** that ASbAT refer back to the requirement of the state bodies in determining ASbAT minimum paid work hours.

**Permissible Breaks – School Camps and Excursions**

Ticket to Work participants have a number of roles in their young lives and they have responsibilities across each of these areas. They are a secondary aged student, a family member and a worker, apprentice or trainee.

Our partners, and ourselves, are keen to ensure that students who participate in Ticket to Work complete their secondary education as well as their Australian School Based Traineeship or Apprenticeship (ASbAT). That is, we do not want students to forgo their school experience in order to participate in a Ticket to Work ASbAT.  This is particularly important given that the evidence shows young people with disability are far more likely to have a lifetime trajectory of employment if they can combine work with school completion during those critical transition years.  We are very careful to ensure that no student who undertakes a Ticket to Work ASbAT is disadvantaged by taking part in the program; by missing out on school experiences and curriculum-focussed activities that could jeopardise their school completion or school experience.

Advice from our DES partners is that if Ticket to Work participants attend a school camp or a school excursion (even where their absence has prior-approval from the employer and family), it is not classed as a permissible break. Therefore, if a student were to attend school camp, the DES would have to start the student back at Employment Assistance phase.

As part of an ASbAT, a student may be required to attend their registered training organisation’s ‘block release’ training, something that usually occurs during the school holidays. As a result, during the student’s ‘block release’ training they are not in ASbAT paid employment during that week.

It was my impression that the spirit of the ESL Guidelines was to ensure that a student continues to complete his or her secondary school experience and the training component of the ASbAT.  However, this ‘permissible breaks’ anomaly disadvantages students with disabilities and forces the student and their family to choose between school, the training part of their SBAT and the employment aspect of their ASbAT, whereas, the three are meant to complement each other.  Young people without disability are able to negotiate absences to attend important school activities/events/ASbAT training with their ASbAT employer and we want to ensure that young people with significant disability can do the same.

As Ticket to Work ASbAT students are generally in work one day per week, when we talk about this issue we are talking about students being absent from the workplace (with prior approval) for one or two days (over the course of a full year) to attend school events.

**Recommendations:**

Broaden the Permissible Break definition in the DES Guidelines for ASbAT participants to recognise school students may have a requirement to take leave to complete their schooling requirements, ASbAT training and participate in significant school events where approved by the employer.

**Permissible Breaks – Family Holidays**

A similar issue arises with relation to students taking a prior-approved break to attend a family holiday.

Many of our student participants in Ticket to Work are 18, or will turn 18, during their ASbAT. All our Ticket to Work participants have significant disability and the majority have intellectual disability.  Despite the fact that these students might be 18, it is unreasonable and a potential safety issue, for these students to have to care for themselves if their parent or guardian was to travel away from the family home just so that they could meet Guidelines pertaining to Permissible Breaks ASbAT.

Parents involved in Ticket to Work have been horrified at the thought that they would have to leave their son or daughter (18 years and with an Intellectual disability) behind if they were to go on holiday.  Many of our parents have planned, saved and paid for their family holiday and feel they should not have to choose between their child doing an ASbAT or the family holiday.

As Ticket to Work ASbATs are generally one or two days in work per week, when we talk about this issue we are talking about students being absent from the workplace (with prior approval) for one or two days to attend a family holiday.

While every attempt would be made to ensure students make up any time not in paid employment (due to school camps, block release training or a family holiday), this may not always be feasible in light of students’ structured lives which require them to be attending school, work and training in any given week.

As stated above; young people without disability are able to negotiate absences with their ASbAT employer and we want to ensure that young people with significant disability can do the same and are not penalised by the removal of employment support. The interpretation of the DES Guidelines effectively takes over the role of parent, employer and school in dictating the conditions that a young person negotiates during their lives.

**Recommendations:**

Broaden the Permissible Break definition in the ESL Guidelines to acknowledge that when a student undertaking an ASbAT turns 18 they may not have the capacity to care for him or herself if a parent or guardian travels away from the home. The individual may have to take leave if there is a family holiday; where approved by the employer.

## Definition of an Eligible School Leaver (ESL)

We do not believe that registration in a student’s final year is adequate or Year 11 if completing school based traineeship.

A student with disability is less likely than their non-disabled peers to complete their secondary education. ABS data (2012) revealed that a staggeringly low 36% of all Australians with disability aged 15 to 64 years had completed high school (Year 12 or equivalent) which was nearly half that of their non-disabled peers.

Due to early school leaving and/or the stress around transition from school in the final year of school, we feel that it would be beneficial for DES providers to engage with students and their families early in the student’s school life. We have found often the student’s pathway has already been decided by the school and the family before that final year and, in some cases, open employment has not been considered. Ferguson, Ferguson and Jones (1988) reported that parents of students with disability often feel abandoned and powerless in the transition process and with the post-school environment**.** A study by Whitney-Thomas and Hanley-Maxwell (1996) compared two set of parents’ experiences as their children with and without disability prepare to leave high school. This study found that parents of young people with disability experience greater levels of discomfort and pessimism than parents of young people without disability and, as a result, many choose services that provide a higher level of support/dependency than the young person’s capacity warrants.

Whilst we do not have this data in Australia, the link between the level of education and paid employment for those with disability has been measured elsewhere. In the ‘National Longitudinal Transition Study’, conducted in the United States, it was clearly noted that increasing levels of education directly correlate with increasing levels of paid employment for young people with disability. Seventy-eight per cent of ‘high school non-completers’ with disability were engaged in paid employment; this increased to 88.7 per cent amongst ‘high school completers’; this increased even further to 92.4 per cent from those with ‘some post-secondary schooling’; and, saw 98.7 per cent of young people with disabilities that had attained ‘post-secondary school completion’ in paid employment. (Newman, L et. al, 2011).

We feel that DES should have a role in keeping students in school to complete secondary school through supporting work preparation, work experience and career development.

**Recommendation:**

Students should be eligible to register with a DES provider in Year 9 or the minimum employment age for that state[[4]](#endnote-4). This would enable DES providers to work intensively with students in these critical transitioning and pathways planning years and help to ensure that those who do not complete Year 12 or its equivalent are captured and do not fall through the gap. This approach would also ensure DES engagement with the student’s family and the school and contribute to counteracting the culture of low expectations often held by families and educators.

## Australian School Based Apprenticeships and Traineeships (ASbATs)

We welcome the ESL Guideline change (2014) that allowed DES providers to support Year 11 students wanting to undertake an ASbAT.

Australian research has found that students with a disability enrolled in an apprenticeship or traineeship have better employment outcomes compared against other types of VET courses (Barnett 2004; Clark 2007). It could be surmised that this is because of the employment or on-the-job relationship embedded in the apprenticeship and traineeship models. A student undertaking an ASbAT is more likely to have long-term employment prospects. Likewise, training that involves practical experience in the workplace is more likely to lead to employment for young people with a disability (Dawe 2004; Clark 2007).

ASbATs also play a role in breaking down barriers and poor disability employment perceptions with a range of stakeholders including parents, employers and the wider community.

Currently ASbATs are exempt in the DES Job placement fees as stated in the 2015 Disability Employment Services DEED 2015. This is making it difficult for Ticket to Work to engage with DES providers. For a DES to set up an ASbAT requires significantly more upfront work than a typical job or straight traineeship/apprenticeship. It requires agreement and signing off from parent, student, school, employer, apprenticeship centre, register training organisation. It is often difficult to engage a registered training organisation that has the understanding and flexibility to take on a young person with an intellectual disability. The DES often has to take on a significant mentoring role with the registered training organisation to ensure the training is modified to suit the trainee. It also requires negotiation between the school and employer to ensure that the student is not missing vital elements of the curriculum and is meeting the needs of the employers such as busy period. We find it difficult to understand why ASbATs are treated differently to other employment.

We have found that students require significant support before starting an ASbAT. The ASbAT is most likely the young person’s first job and time and effort must be given to ensure that young person has the understanding, skills, commitment and is ‘work ready’ before starting. Currently, DES provider is not funded to provide the support to prepare a Year 11 student for an ASbAT.

**Recommendation:**

ASbATs **should not** be exempt from job placement fees. DES providers should be able to register Year 11 students who wish to undertake an ASbAT to provide the support and preparation for an ASbAT to ensure a successful account.

# Other Matters

We believe there are some other matters that may affect ASbATs ability to support young people with disability through their transition and pathways planning periods that are not associated with the DES guidelines.

## Use of Assessment (such as the ESAt or JCA).

We recommend that an ESAt and JCA are not required for direct registration of a student with a DES provider. However, we have some concerns about the use of assessments that may encourage or stream a particular pathway (eg ADE, day service, open employment) for an individual without proper career development or self-determination.  This includes the current School Leaver Integrated Transition Pathway to Employment project as part of the National Disability Insurance Scheme (NDIS).

When doing the scoping research into Ticket to Work ASbATs, we explored what the effect of a person’s disability on their ability to complete a traineeship or apprenticeship (Wakeford M, Waugh, F 2010). Interestingly, the research showed us that it was not a person’s disability that affects completion rates, but personality traits including:

* Strong sense of self efficacy;
* Personal agency;
* Positive attitude; and,
* Commitment to the industry and/or the job.

When we explored these elements, we found that they are teachable skills and qualities.

We are concerned that a person with a disability would be assessed at school to determine their pathway and preparation for that post-school placement. We feel the current assessment does not take into consideration elements of self-efficacy, personal agency or self-determination. Evidence shows standardised assessment does not necessarily take account of the individual and their capacity for work in the right employment setting. Reports have shown that even those individuals with quite severe disability can participate in employment, as it is more about customising the role with the right employer than an assessment of an individual (Luecking, R (2010), & Newman, L., Wagner, eta (2011).

We have found that, compared with their non-disabled peers, many students with disability are not receiving adequate levels of career development and counselling. This may be due to a lack of career expertise in the school, low levels of expectations and limited time. In light of this, however, we are concerned that some schools will see an assessment as an easy out of conducting vital career counselling, pathways planning and promoting self-determination.

Any assessment tool used should be age appropriate and take an ‘employment first’ approach and, in doing so, acknowledges that that every young person should have the opportunity to explore employment in an open market. We feel assessment tools are useful in providing information to the school, disability employment services to develop curriculum and learning experience that enhances a student’s employability. The assessment indicates the skills and abilities required by a student in order for that young person to seek their desired open employment pathway. This information is then used to determine an individual student’s curriculum, learning plan and support required in the last three years of schooling.

Such tools have been trialled in Victoria by the Department of Education and are used extensively in other countries.

**Recommendation**

The JCA and/or ESAt should not be used to determine future pathways for students with disability. Other assessment tools (such as [**Work Readiness Profile (WRP)**](https://shop.acer.edu.au/acer-shop/group/ME) **or** [**R U Ready**](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/Pages/disabilitypathways.aspx)**)** that are more age appropriate should be investigated to support and plan and support a student transitioning to open employment.

## Employment First Policy.

Most people with intellectual disabilities who are currently employed, had their first job before turning 21, which indicates early intervention and support are key. (Siperstein, Perker & Drascher 2013)

In many other regions around the world, the approach of ‘Employment First’ has emerged; that being the idea that employment in integrated settings within the community should be the priority service option, no matter the severity of the disability. The result has been the ongoing development of a multitude of approaches pertaining to Employment First including government legislation, policies, practice and research designed to increase integrated employment in the general workforce for citizens with disabilities. These initiatives are often directed at the transition from school stage where ’employment is the first and preferred option when exploring goals and a life path for citizens with disabilities’ and ’young people with disabilities have work experiences that are typical of other teenagers and young adults’” (APSE statement on Employment First, 2010).

In the United States, a Bill has just been passed that ensures vocational rehabilitation agencies (DES equivalent organisations) work with schools to provide ’pre-employment transition services’ to all students with disability and that most students with disability try competitive employment before they can be employed in sheltered workshops. The ‘Workforce Innovation and Opportunity Act’ will provide significant changes for students with disability transitioning to adulthood and will likely contribute to increased levels of employment destination outcomes for students in the USA.

Chiefly, the Act will prohibit individuals with disabilities (aged 24 and younger) from working in jobs paying less than the federal minimum of $7.25 per hour unless they first try vocational rehabilitation services (equivalent to Australia’s DES) among other requirements including ’access employment, education, job-driven training and support services that give them the chance to advance their careers and secure the good jobs of the future’ (President Obama, Press Release, 2014).

Beyond limiting who can work for less than the minimum wage, the legislation will also mandate that DES equivalent providers must dedicate at least 15 per cent of their federal funding to help students with disability transition from school to work.

With the introduction of the NDIS in Australia, there will be more resources and opportunities for people with disability to achieve their goals. However, if the current frameworks, policy, practices and prevailing culture are not examined, the NDIS is unlikely to better support students transitioning to employment.

Currently, young people with disability are exempted from the ‘Learn and Earn’ policies that their non-disabled peers are obliged to follow which implies that there is no expectation of employment, training or secondary school completion.

**Recommendation**

Australia could benefit from examining international practices, especially Employment First, that are delivering improved disability employment outcomes for young people in their transition from school.

# Conclusion

We would welcome the opportunity to discuss the Guidelines and how we can best support Ticket to Work students to succeed in their Transition from school to adulthood.

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1. www.fairwork.gov.au/find-help-for/young-workers-and-students/what-age-can-i-start-work#vic [↑](#endnote-ref-1)
2. ***Reference for each state and territories guidelines on ASbAT :***

   *Victoria:* [*www.education.vic.gov.au/school/principals/curriculum/pages/apprentice.aspx*](http://www.education.vic.gov.au/school/principals/curriculum/pages/apprentice.aspx)

   *NSW:* [*http://www.sbatinnsw.info/documents/SBATGuidelines-2013.pdf*](http://www.sbatinnsw.info/documents/SBATGuidelines-2013.pdf)

   *WA: www.acpet.edu.au/uploads/files/WA/DTWD%20SBAT%20Policy%20Vsn%202%200%202013-1.pdf*

   *SA:*[*www.tasc.sa.gov.au/Portals/5/Documents/TaSC%20Documents/Guidelines/Apprenticeships%20and%20traineeships/Guidelines\_APPandTRAINEE\_MinimumHoursOfPaidEmploymentAndTraining.pdf*](http://www.tasc.sa.gov.au/Portals/5/Documents/TaSC%20Documents/Guidelines/Apprenticeships%20and%20traineeships/Guidelines_APPandTRAINEE_MinimumHoursOfPaidEmploymentAndTraining.pdf)

   *NT:* [*http://www.dob.nt.gov.au/training/policies/apprenticeships-and-traineeships/Pages/school-based.aspx#wages*](http://www.dob.nt.gov.au/training/policies/apprenticeships-and-traineeships/Pages/school-based.aspx#wages)

   *QLD:* [*http://apprenticeshipsinfo.qld.gov.au/school-based/sat-policy-changes.html*](http://apprenticeshipsinfo.qld.gov.au/school-based/sat-policy-changes.html)

   *Tasmania:* [www.education.tas.gov.au/documentcentre/Documents/ASbA\_Strategy%202013-15.pdf](http://www.education.tas.gov.au/documentcentre/Documents/ASbA_Strategy%202013-15.pdf)

   *ACT:* <http://www.det.act.gov.au/school_education/vocational_learning_in_schools/asba> [↑](#endnote-ref-2)
3. www.fairwork.gov.au/employment/hours-of-work/pages/default.aspx [↑](#endnote-ref-3)
4. www.fairwork.gov.au/find-help-for/young-workers-and-students/what-age-can-i-start-work#vic [↑](#endnote-ref-4)