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**School to work transition and the National Disability Insurance Scheme (NDIS):**

**The NDIS and the interface with other service systems in school to work transition.**

**Ticket to Work resource**

[www.tickettowork.org.au](http://www.tickettowork.org.au)

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# Purpose

Employment is one of the biggest contributors to quality of life for people with disabilities: that means well-planned transition preparation and work experiences should be an integral part of every secondary school aged student.[[1]](#endnote-1)

This document is to support decision making to improve school to work transition for students with disability.

School to work transition for students with a disability can be complex and often requires a coordinated approach to ensure students and families have timely information on available supports. This includes information on how the National Disability Insurance Scheme (NDIS) interfaces with education, training, and employment sectors. Ticket to Work has found that there can be confusion around responsibilities for activities/supports that would benefit school to work transition. The following information includes decision trees and stories that are designed to support broader understanding of this interface.

Ticket to Work is an evidence-based response to Australia’s poor school to employment transition and aims to improve young people’s life opportunities by supporting their participation in open employment.

We hope these resources ensure that young people with disability are able to gain the necessary supports from all service sectors in order to successfully transition to school to work.

# Improving school transition for young people with disability

Australia is a signatory to the ‘Convention on the Rights of Persons with Disabilities’ legally binding treaty and part of Australia’s international obligations. The Convention states there is a requirement to support transition from school:

‘*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.’****[[2]](#endnote-2)***

Yet currently many young people with disability do not successfully transition from school into further training or employment. Less than 10 % of NDIS participants aged 15–24 are in open employment. [[3]](#endnote-3)

There is much evidence that activities to engage with the world of work whilst at school is an important way to improve the employment participation of people with lifelong disability. Yet currently in Australia, not all students have the opportunity to undertake work experience. For example, only 20 per cent of schools mandate work experience and 20 per cent do not offer it at all.

It has been identified that the more activities a students does whilst at school the more likely they will be employment post school. [[4]](#endnote-4)

Also that by bringing services together from different institutional and funding sources significantly improves school transition and employment outcomes for young people with disability. [[5]](#endnote-5) This is often referred to the ‘blend and braiding’ of supports;. [[6]](#endnote-6)

# Students with disability need to access to career planning, work experiences and positive support networks whilst at school; it is recommended that young people with disability start preparing for school transition and employment participation from the age of 14 [[7]](#endnote-7) and that early intervention is the key to successful outcomes post-school.

# School to Work transition: responsibilities of the NDIS and other service systems.

In the area of school to work transition, the NDIS interfaces with the education, training and employment sectors. However, we have found that the interface and potential to use NDIS funding to support school to work transitions is often not well understood. To address this, Ticket to Work have put the following information together to support decision making for our Ticket to Work networks and for other stakeholders involved in developing school to work pathways for young people. In this process, we have referred to:

* ‘[COAG - Principles to Determine the Responsibilities of the NDIS and Other Service Systems’](https://www.coag.gov.au/sites/default/files/communique/NDIS-Principles-to-Determine-Responsibilities-NDIS-and-Other-Service.pdf). Cited Oct 2020
* [DES eligible school leaver guidelines](https://www.dss.gov.au/sites/default/files/documents/02_2018/des_eligible_school_leaver_guidelines.pdf) V1.1 Cited October 2020
* [The Disability Standards for Education 2005 (the Standards)](http://www.education.gov.au/disability-standards-education) Cited October 2020.
* [NDIS Act 2013 No. 20, 2013](http://www.ndis.gov.au/about-us/governance/legislation) Cited Oct 2016
* [NDIS 2020-2021 Price Guide](https://www.ndis.gov.au/providers/price-guides-and-pricing) Cited Dec 2020
* [NDIS Let’s Talk About Work booklet](https://www.ndis.gov.au/participants/finding-keeping-and-changing-jobs/lets-talk-about-work) Cited Dec 2020
* [NDIS Work and study supports Operational Guideline](https://ourguidelines.ndis.gov.au/supports-you-can-access-menu/social-and-community-participation/work-and-study-supports) Cited Nov 2020

In general, the NDIS will fund personalised supports related to people’s disability support needs unless those supports are part of another service system’s universal service obligation (for example, meeting the health, education, housing or safety needs of all Australians) or covered by reasonable adjustment (as required under the Commonwealth Disability Discrimination Act or similar legislation such as the Disability Standards for Education 2005).[[8]](#endnote-8)

Through Ticket to Work research and practice, we know that a student’s disability often requires them to access additional support to assist them to transition successfully from school into open employment. We also know the importance of a successful transition to long term economic and social participation for people with disability.[[9]](#endnote-9) Studies have shown that students who have access to part time employment or other real work experiences during school were three times more likely to be in open employment post-school and nearly twice as likely to complete Year 12 schooling or equivalent.[[10]](#endnote-10) Recent outcome evaluations reveal that Ticket to Work participants, with access to a coordinated approach for work preparation, are more likely to complete post-school training, have higher levels of confidence and independence, and 50% less likely to become disengaged from education or training.[[11]](#endnote-11) [[12]](#endnote-12)

Integrating these supports as part of the planning process, using a plan-based coordinated approach can provide students with strong pathways from school. NDIS planners, transition specialists andTicket to Work networks are encouraged to look at how they can prepare and support schools, parents and students to increase each individual’s ability to prepare for employment pathways utilising NDIS supports.

# School interface: Supports for students with an employment goal through NDIS

Students who are NDIS participants should consider including employment goals in their NDIS plans while still at school and have access to supports. This will help them plan and implement their goals. Students can apply for employment support funding in their NDIS plan from age 14. NDIS funding can used at any age to support development of independence and pre-work preparation to help start the journey to employment; including extra supports for work experience, travel training, an after school job or school based apprenticeship or traineeship, skill development and work readiness activities.

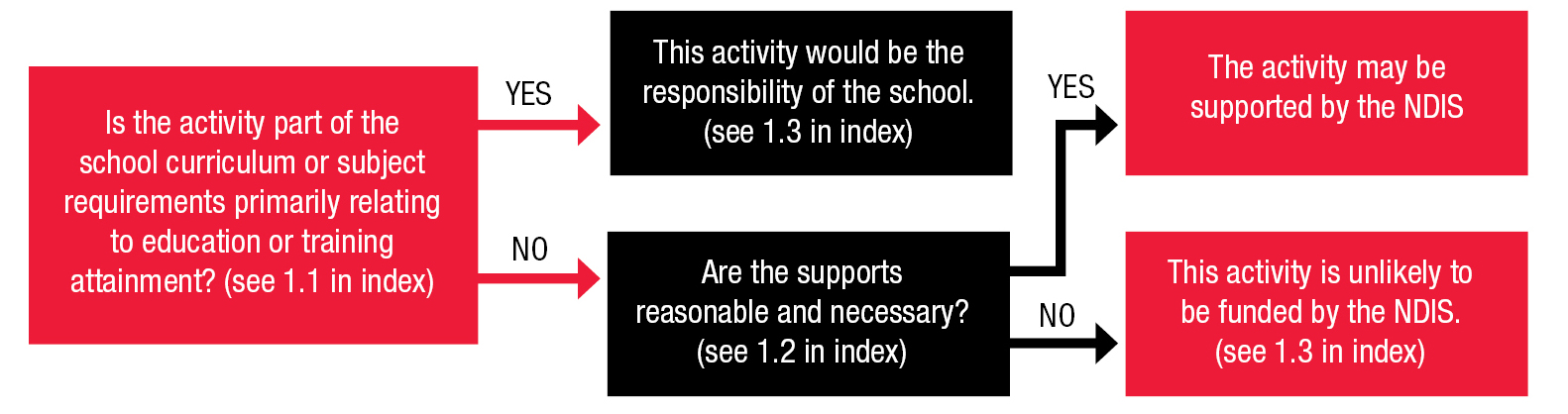
**NDIS Price Guide**

Page 92 of the [NDIS Price Guide 2020-21](https://www.ndis.gov.au/providers/price-guides-and-pricing#ndis-price-guide-2020-21) outlines that transition and employment support can be ‘supplied to any working-age participant (including students reaching working age) with an employment goal'. This may include supports to:

* Explore what work would mean for them (discovery);
* Build essential foundation skills for work;
* Manage complex barriers to obtaining and sustaining employment;
* Specialised job customisation;
* Develop a career plan; and
* Other capacity-building supports that are likely to lead to successful engagement in a Disability Employment Service.

It is important to understand how these supports cross over with school-based activities. NDIS supports are not mutually exclusive and can sit alongside some school funded activities, especially if students require support that is outside the scope of what the school does or can provide. The following diagram assists stakeholders to understand the interface between the NDIS and schools in supporting students with disability to find employment or transition from school to work. This diagram is a guide.

For more information on your individual situation you could contact the NDIA, your school, Ticket to Work network , Support Planner or Local Area Coordinator for further information.



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* 1. Activities that would be the responsibility of the school would include:

|  |
| --- |
| * Universal and statutory role of the schooling system e.g. curricula or activities that students without disability would normally experience at that school, e.g. attending excursions, accessing school curriculum. * Meeting school requirements under the [Disability Standards for Education](http://www.education.gov.au/disability-standards-education) [[13]](#endnote-13) * Support for work experience or other activities may be funded if the activity is above what is universally available to be successful, this includes additional work experience and support on the job to the employer and the student. Work Placements are less likely to be funded by the NDIS if it is part of subject assessment or requirements, such as VET in school subjects. |

**1.2** In order to be considered reasonable and necessary, a support must:

|  |
| --- |
| * be related to the participant’s disability * represent value for money * take into account informal supports * not include day-to-day living costs that are not related to a participant’s disability support needs * be likely to be effective and beneficial to the participant in reaching their goal [[14]](#endnote-14) |

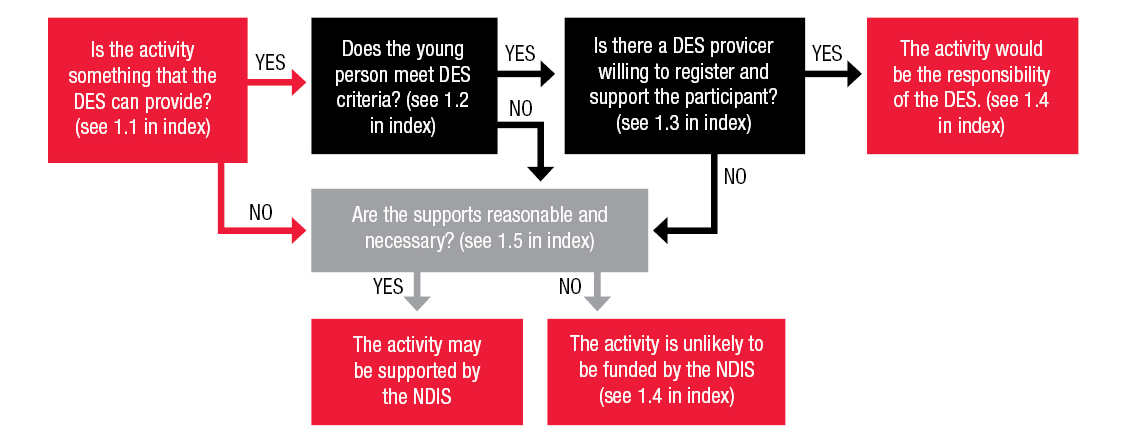
* 1. In this instance, Ticket to Work members, Local Area Coordinators (LACs) and NDIA would look at how individuals ‘should be supported to receive supports outside the NDIS, and be assisted to coordinate these supports with the supports provided under the NDIS (NDIS ACT section 4(14))[[15]](#endnote-15)

Note: each school can be different in what they provide, contact the relevant school for further information.

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# Employment interface: Supports for students with an employment goal through NDIS

The following diagram assists stakeholders to understand the interface between the NDIS and Disability Employment Services (DES) in supporting students with disability to find employment or to transition from school to work. This diagram is a guide. For further information, please contact your DES provider or local Ticket to Work network.



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**1.1** Under the [DES Deed](https://www.dss.gov.au/sites/default/files/documents/01_2015/des-dms_deed.pdf) there are limitations to what a DES can provide e.g. a DES provider cannot support students in after-school work.[[16]](#endnote-16)

**1.2** To be eligible for DES support under the [Eligible School Leavers (ESL) guidelines](https://www.dss.gov.au/sites/default/files/documents/02_2018/des_eligible_school_leaver_guidelines.pdf), the student must have significant disability and:

* attract additional educational disability funding OR be in a special school/special class in a mainstream school OR receiving the Disability Support Pension (DSP)
* Be a full-time student in final year of secondary school or Year 11 student who intends/or is doing a school-based apprenticeship/traineeship
* Be assessed (by DES) as having the capacity to work 8 hours a week with DES support and not already working 8 hours + per week.[[17]](#endnote-17)

**1.3** DES Providers can decide if they provide services to a student that meets the ESL guidelines, as they determine who they directly register.[[18]](#endnote-18)

**1.4** In this instance, Ticket to Work members, Local Area Coordinators (LACs) and the NDIA would look at how individuals ‘should be supported to receive supports outside the NDIS, and be assisted to coordinate these supports with the supports provided under the NDIS (NDIS ACT section 4(14))[[19]](#endnote-19)

**1.5** In order to be considered reasonable and necessary, a support must:

* Be related to the participant’s disability
* Represent value for money
* Take into account informal supports
* Not include day-to-day living costs that are not related to a participant’s disability support needs
* Be likely to be effective and beneficial to the participant in reaching their goal

Note: Under the DES Deed and guideline there may be other requirements, contact relevant DES provider for further information.

# Examples of school-to-work activities supported by NDIS

Below are examples of activities that have been funded by NDIS that can develop a student’s employability and improve post-school outcomes. It is important to note that supports should meet the individual’s goals (and meet NDIS operational guidelines, see pages 7-9 of the NDIS Work and study supports Operational Guideline).

**Career Development and Discovery process**: Discovery is a person centred career development planning process specifically for people with disability. It involves doing discovery activities and getting to know a person before developing a plan for employment. These could be volunteer or short work experiences, industry visits, taster courses, group activities, career workshop sessions, etc. [See WA NDIS School to Work trial to support young people with customised employment support.](https://tickettowork.org.au/stories/ndis-school-to-work-overview/)

**After School work:** Students participating in part-time work whilst still at school experience higher levels of full-time employment and substantially lower unemployment post-school. [[20]](#endnote-20) Frequent exposure to ‘real work’ environments during secondary school years helps to shape a young person’s image of themselves as a ‘worker’ and provides the skills, experience and confidence needed to successfully follow an employment pathway after school. NDIS supports could be used to develop and support the student with disability reach their goal of an afterschool job. [See our guide and research into after school job.](https://tickettowork.org.au/after-school-jobs/)

**Work experience:** Education and employment outcomes are significantly improved by frequent and systematic exposure to meaningful work experiences whilst at school.[[21]](#endnote-21) Work experience may be part of a subject assessment and/or the universal role of education, therefore is the schools’ responsibility, but if a young person needs extra supports because of thier disability to be able to do work experience, NDIS can help with that. For example, should a young person require some support ‘on the job’ during work experience then the NDIS can help with supporting things like task list breakdowns, getting to and from the work experience, to-do’ lists or checklists or Screen-reading software etc.

**School based apprenticeship & traineeship (SbAT):** A school based traineeship is where you combine school, study and work. Completing a SbAT whilst at school means a young person finishes school with an additional qualification, real paid work experience as well as the potential for further employment post-school with their employer. If there are extra disability related supports required to successfully complete the traineeship then the NDIA are able to fund them. For example, things like task list breakdowns, getting to and from the traineeship, auslan interpreters, making checklists etc.

Other activities/supports that could be funded through the NDIS are:

* Industry awareness, (e.g. group tours, OHS awareness training, short placements)
* Starting micro business, (e.g. business development support, training)
* Employability skills, (e.g. resume and interviewing, computer skills)
* Career development/self-determination, (e.g. taster courses, career counselling)
* Develop independence, (e.g. travel training, money handling)
* Parent workshops to support Parents develop skills and knowledge to support their child make a successful transition . Note When Parents that have understanding of the options and expectation of employment their child is much likely to achieve their goals [[22]](#endnote-22)
* [See Ticket to Work Parent Resource page](https://tickettowork.org.au/resources/parents/) and [Ticket to Work Stories pages](https://tickettowork.org.au/stories) for more.

Supporting young people and their family in the transition from school to employment

A coordinated approach to identify the most appropriate funding to support school to work transition is needed, especially for families. Young people and their families are often likely to participate in multiple planning and assessment processes over a short period of time, from both education and government sectors. Multiple assessment and planning processes can lead to disengagement of the family and 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 processes.

Whether through informal networks or through a dedicated network such as Ticket to Work, it is important to prepare and support schools, parents, and students to increase their capacity to transition young people with disability into individualised employment pathways using the NDIS and other mechanisms.

Effective coordination can play an important role in supporting, integrating, and coordinating the various planning and assessment processes including:

* Joint or coordinated planning meetings with educators, community service agencies/NDIS providers, LAC/NDIS planners, employment services, parents and students. International benchmarking has found interagency planning creates better outcomes and use of resources [[23]](#endnote-23)
* Invite and support LAC/NDIS planners to be part of the Ticket to Work network
* Implement clear mechanisms to share information, including Ticket to Work permission form[[24]](#endnote-24) and NDIS Access request form[[25]](#endnote-25)
* Support parents in planning, and to have vision and high expectations (see https://tickettowork.org.au/resources/parents/
* Career development and self-determination workshops/resources for young people with disability. in planning for your life after your school years 27% young people that NDIS Participants stated that ‘someone else made the decisions’[[26]](#endnote-26)
* Ticket to Work networks can ensure quality planning process that enable the NDIS and students and their families to take existing plans and assessments to the NDIS planning meetings. Note ‘*NDIA officers must draw on and reuse existing information’*[[27]](#endnote-27) including existing pathways plans from school and assessment (e.g. work readiness assessments such as RU Ready student profile[[28]](#endnote-28) or Work Readiness profile (WRP)[[29]](#endnote-29)).

# Interface Examples

The following Ticket to Work case studies outline the interface between the NDIS and other service systems including how service systems can work together to create a seamless transition to open employment from secondary school.

**Hamish**

Hamish is in Year 10 at a mainstream secondary school. He has vision impairment and has an education aide employed by the school to support him in accessing the curriculum. Hamish is keen to transition to employment post-school. His school is a member of the local Ticket to Work network and they brought Hamish’s case to the network to explore possible pathways. Hamish expressed interest in building his employability skills and independence and is keen to explore careers in automotive technology. Hamish is eligible for the NDIS.

As part of Hamish’s Careers Education class at school, all students undertook work experience. A Ticket to Work network member approached a local auto electrician who was keen to have Hamish on board. The DES provider in the Ticket to Work Network provided disability confidence training to the employer. In conjunction with the school, the Ticket to Work network compiled strength-based information on Hamish for the employer so they could customise the experience so that Hamish and the employer get the most out of it. It took Hamish longer to learn the tasks on the job because of his disability therefore he was able to utlise his NDIS pagage for a support worker to help create task breakdown lists.

The Ticket to Work Network acknowledged Hamish’s goal to build his independence. Hamish, his school and family agreed that Hamish should travel independently to his work place and NDIS funded supports have been used to achieve his goal of independence and have funded travel for training. The school has provided support including specialty equipment and the education aide so that Hamish can participate fully in the work experience.

Hamish enjoys his work experience and it has helped him cement his career goals. He is looking at future support to ensure he is successful in meeting his employment goals.

**Outcome**

* Hamish’s school has supported his work experience as part of the Year 10 career education curriculum
* The DES has provided Disability Confidence Training to the employer (unfunded)
* The school provided specialty equipment to the employer and education aide to support work experience
* NDIS supports are used so that Hamish can navigate public transport and travel independently and also by creating task breakdown lists
* All Ticket to work members, including the NDIA, will work together to ensure Hamish meets his employment goals.

**Frances**

Frances is in Year 10 at a local school and is NDIS eligible. Her goal is to work in animal care. Frances undertook work experience earlier in the year in hospitality, but decided that hospitality was not for her. In conversations with her school, Frances expressed an interest in undertaking a School-based Traineeship in Animal Care in Year 11. The school thought this would be a great way for Frances to make a smooth transition from school into the workforce and give her vital work experience and vocational training. The school is part of the Ticket to Work Network and submitted an application for Frances to be part of Ticket to Work.

In discussing Frances’s case, Ticket to Work members agreed she would benefit from additional career development. The school provided a careers counselling session with Frances and her parents and incorporated learning about the industry into Frances’s work as part of the Year 10 curriculum. It was decided that some additional work experience would support Frances in her understanding of the industry and give her the practical experience needed to decide whether it is a career she wants to pursue. It was also thought that this could engage potential employers that may be willing to employ Frances.

The school was unable to support additional work experience as it is outside what they provide to students through the curriculum. The DES was unable to provide work experience support while Frances is in Year 10. Frances’s NDIS plan includes reasonable and necessary employment supports so that she can work towards her goal and successfully participate in several work trials. The Ticket to Work network supported Frances in accessing quality employment supports for both her and her work experience employers.

One of the job trial employers at a doggie day care centre was very impressed with Frances and offered her a School Based Traineeship in Years 11 and 12. Frances was rapt. The Ticket to Work Network members organised the traineeship. They coordinated the Apprenticeship Support Network and supported her application for Disabled Australian Apprentice Wage Support (DAAWS) funding. They also coordinated a training organisation that has experience in supporting people with disability to provide vocational training on the job. The DES provided the on-the-job support that Frances needs to be successful in her career.

**Outcome**

* School provided additional career development activities as part of the Year 10 curriculum
* Reasonable and necessary employment supports have been included in Frances’s NDIS plan so she can work towards achieving her employment goal
* The Ticket to Work network coordinated the School Based Traineeship and arranged DAAWS funding
* Registered Training Organisation made reasonable adjustments so Frances can achieve her Certificate II in Animal Studies
* Disability Employment Service (DES) provided on-the-job support in the School Based Traineeship
* All Ticket to work members, including the NDIA, will work together to ensure Frances meets her employment goals.

**Merka**

Merka is a 17 year-old student with Down syndrome in Year 12 at a special school. Merka is interested in baking and wants to get a part-time job after school working a few hours a week in a bakery or cake shop. She is keen to get earn money and start her career in her chosen field. Merka will need some support to be successful in gaining and sustaining a part-time job and some job customisation will most likely be required. Merka’s School is part of the Ticket to Work Network and Merka’s case has been discussed.

Unfortunately, under DES guidelines, they are unable to support after school jobs. Fortunately reasonable and necessary employment supports are included in Merka’s NDIS plan so she can achieve her employment goal of a part-time job while completing her education.

Merka engaged an employment support organisation who made contact with a well-known café to obtain Merka a role for the busy Sunday breakfast shift. The employer and staff underwent training in disability awareness to learn how best to work with Merka as well as some job customisation. Thanks to her bubbly nature and dedication, Merka quickly became a much loved part of the Café’s team and has developed good relationships with customers. Her employer is eager to extend her hours to three days a week once Merka finishes school and will expand Merka’s role to include food preparation and cooking. Merka is rapt as this is her chosen career path. She will need support in developing her skills in this new role and will require a Food Handling Certificate. The Ticket to Work network has arranged for Merka to receive DES support before she leaves school. Her DES consultant will support her to enrol with a registered training organisation (RTO) that will made reasonable adjustments so Merka can successfully complete the Level 1 Food Handling Course**.**

**Outcome**

* NDIS provided reasonable and necessary employment supports in Merka’s plan so she can achieve her goal of an after-school job (Note: DES providers currently cannot support after school jobs)
* NDIA, an employment support provider and employer work together to ensure Merka achieves her employment goals
* DES provided support to take on extra hours in the café (job must be over 8 hour per week to get DES support)
* Registered Training Organisation has made reasonable adjustments so that Merka can get her Food Handling certificate.
* All Ticket to work members, including the NDIA, will work together to ensure Merka meets her employment goals.

**Philip’s Story**

Philip is in Year 10 and has cerebral palsy. Philip and his mum have discussed and agreed that it is important to build employability skills and experience while he is still at school. However, his school does not have any curriculum option such as VET in School (VETis) to support this. Philip likes his school and has many friends, so he and his mum have ruled out changing schools as an option.

Philip’s ultimate goal is to work at Parliament House. Born and raised in Canberra, political history and Parliament House have always fascinated Philip as he has an uncle who works there and he has spent hours watching Question Time. Philip believes that he can use his experience as a young person with a disability to make a difference. The school is part of a Ticket to Work network and Philip’s case was discussed. Initially, a School Based Traineeship was suggested, but unfortunately Parliament House does not take on school-based trainees.

In collaboration with Ticket to Work members, Philip and his family, an NDIS plan was developed to support Philip in achieving his employment goal. He will undertake a modified curriculum and complete his senior school certificate over three years. This will give Philip the opportunity to train and undertake volunteer work as a guide at Old Parliament House.

Philip’s NDIS plan includes reasonable and necessary employment supports to assist him in moving towards his employment goal, participate in voluntary work and undertake more formal work experience/job trials in Year 11 by engaging an employment provider. The DES will provide Philip with support in his final year of school with the aim of Philip obtaining work at Parliament House or similar role when he leaves school.

**Outcomes**

* School has modified the curriculum so Philip can do his senior school certificate in 3 years rather than 2
* NDIS plan provided reasonable and necessary employment and life skills supports so Philip can develop his employability skills and achieve his employment goal
* DES will support work experience and job trials in Philip’s final year of school

(Note: DES can support a student in their final year of secondary school)

* All Ticket to Work members, including the NDIA, will work together to ensure Philip meets his employment goals

**Ba Tu’s Story**

Ba Tuhas a moderateintellectual disability. He is 17 years old and fast approaching his final year at a local high school which he attends with the help of an education aide. Ba Tu has limited English as his family has recently migrated from Burma and has little knowledge about Ba Tu’s options in terms of support for training and employment. They are worried about their son’s future. The school referred Ba Tu’s case to the Ticket to Work network. In the student support group (SSG) meeting with an interpreter, Ba Tu’s goals and support needs were discussed with Ba Tu and his parents.

Ba Tu wants to work and support his family. He talks about how he loves to cook with his mum and enjoyed helping his Dad’s friend in his Burmese restaurant. The Ticket to Work Network identified Ba Tu’s skills, aspirations and abilities. Ba Tu is an NDIS participant and it is his plan to find a part-time job while at school and full-time work when he finishes school. His plan includes reasonable and necessary supports so he can get assistance to obtain a part time job after school.

The disability employment organisation explored employment opportunities in his Dad’s friend’s restaurant and other restaurants, unfortunately came through this. However, conversations with a restaurant owner indicated that a supplier of Burmese snacks for the restaurant had moved, leaving a supply gap for a number of restaurants. A Ticket to Work member knew of a new program in a local community centre that mentors and supports developing business enterprises and has a commercial kitchen.

Ba Tu undertook a Food Handling Course at the community centre while still at school. The community centre runs a new initiative to support small business development for people who are disadvantaged in the labour market and arranged a mentor to support Ba Tu to set up a business making Burmese treats in the commercial kitchen once he leaves school. Ba Tu’s business grew quickly and his older sister, who is also looking for work, joined the business. She is also a natural support for Ba Tu in his business.

**Outcome**

* NDIS plan provided reasonable and necessary support so Ba Tu can achieve his employment goal
* The community centre provided a Food Handling course funded though state government funding
* The community centre provided mentor support and access to their Community Kitchen (this project is funded though philanthropy)
* Ba Tu’s sister provides support to Ba Tu in the business (informal supports)
* All Ticket to Work members, including the NDIA, will work together to ensure Ba Tu meets his employment goals

**Abdul**

Abdul is in Year 10 at a mainstream secondary school. He is Autistic

The Ticket to Work Network acknowledged Hamish’s goal to build his independence. Hamish, his school and family agreed that Hamish should travel independently to his work place and NDIS funded supports have been used to achieve his goal of independence and have funded travel for training. The school has provided support including specialty equipment and the education aide so that Hamish can participate fully in the work experience.

Hamish enjoys his work experience and it has helped him cement his career goals. He is looking at future support to ensure he is successful in meeting his employment goals.

**Outcome**

* Abdul’s school has supported his work experience as part of the Year 10 career education curriculum
* The DES has provided Disability Confidence Training to the employer
* NDIS supports are used so that Abdul can navigate public transport and travel independently
* All Ticket to work members, including the NDIA, will work together to ensure Abdul meets his employment goals.

# Ticket to Work Contact:

Feel free to get in touch if you want to discuss school transition and the NDIS, or information on Ticket to Work.

Any feedback on this resource is also welcome.

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# Notes

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