

TICKET TO WORK POST SCHOOL OUTCOMES



REPORT FOR NATIONAL DISABILITY SERVICES

FINAL REPORT

APRIL 2019

Acknowledgments

This work was completed with the assistance of Michelle Wakeford, Amy Scott and Lesley Reid at National Disability Services (NDS).

We would also like to thank the Ticket to Work participants and network partners who provided their input to the evaluation. We thank them for their time and insights and trust that their views are adequately represented in this report.

This paper uses unit record data from the Household Income and Labour Dynamics in Australia survey (HILDA). HILDA is conducted by the Australian Government Department of Social Services (DSS). The findings and views reported in this paper, however, are those of the author[s] and should not be attributed to the Australian Government, DSS, or any of DSS' contractors or partners. DOI: 10.4225/87/QFUIBM

ARTD consultancy team

Gerard Atkinson

Fiona Christian

Jack Cassidy

Jack Rutherford &

Andrew Hawkins

Disclaimer

The analysis of data, measurement of outcomes and conclusions presented in this report has been conducted and verified by ARTD Consultants. The introduction, supporting evidence and research commentary has been produced by NDS.

Contents

- Tables and figures 1**
- 1. Introduction..... 4**
 - 1.1 Employment of young people with disability 4
 - 1.2 The Ticket to Work model 7
 - 1.3 Ticket to Work outcomes evaluation..... 9
 - 1.4 Structure of this report 11
- 2. Quasi-experimental analysis of employment, well-being and social inclusion outcomes..... 12**
 - 2.1 Summary of Findings..... 12
 - 2.2 Labour force participation 13
 - 2.3 Education and Training..... 17
 - 2.4 Social outcomes 20
- 3. Activities and Supports in transition to employment..... 24**
 - 3.1 Supports in transition to employment..... 24
 - 3.2 Work activities summary 25
- 4. Conclusion..... 29**
- Appendix 1. Data tables 31**
- Appendix 2. Participation data..... 36**
 - 1. Level of participation 36
 - 2. Australian School based Apprenticeship or Training (ASbAT)..... 37
 - 3. Vocational education and Training 39
 - 4. After school Jobs..... 40
 - 5. Participation in work experience 41
 - 6. Microbusiness..... 42
 - 7. Customised employment..... 43
 - 8. NDIS Plan 45
 - 9. Assistance from a Disability Employment Service 46

Tables and figures

Tables

Table 1.	Proportion of time spent employed, unemployed and not in the labour force after finishing full time education, Ticket to Work vs. HILDA comparison group	20
Table 2.	Job search difficulty – Ticket to Work participants.....	24
Table 3.	Level of participation in work preparation activities while at school.	36
Table 4.	Grouped level of participation.	36
Table 5.	Job search difficulty by level of Ticket to Work participation.	37
Table 6.	Number of participants that undertook an Australian School based Apprenticeship or Traineeship.	37
Table 7.	Current employment status by participation in ASbAT during high school by Ticket to work participation.	38
Table 8.	Job search difficulty by participation in ASbAT.	38
Table 9.	Number of participants enrolled in vocational education and training in school.	39
Table 10.	Workforce status by vocational education in school by Ticket to work participation.	39
Table 11.	Job search difficulty by enrolment in vocational education.	40
Table 12.	Number of participants that participated in an after school job.....	40
Table 13.	Workforce status by participation in an after school job by Ticket to work participation.	40
Table 14.	Job search difficulty by participation in an after school job during high school.	41
Table 15.	Number of participants who engaged in work experience while at high school.	41
Table 16.	Workforce status by participation in work experience while at high school by Ticket to Work participation.	41
Table 17.	Job search difficulty by participation in work experience during high school.	42

Table 18.	Number of participants that had a microbusiness while at school.....	42
Table 19.	Workforce status by microbusiness during school by Ticket to work participation.....	43
Table 20.	Job search difficulty by microbusiness during school.....	43
Table 21.	Number of participants that participated in Customised Employment while at school.....	43
Table 22.	Workforce status by Customised Employment during school by Ticket to work participation.....	44
Table 23.	Job search difficulty by Customised Employment during school.....	44
Table 24.	Number of participants who have an NDIS plan.....	45
Table 25.	Workforce status by NDIS plan status.....	45
Table 26.	Job search difficulty by NDIS plan status.....	45
Table 27.	Number of participants who received DES assistance.....	46
Table 28.	Current workforce status by DES assistance status.....	46
Table 29.	Job search difficulty by DES assistance status.....	46

Figures

Figure 1.	The shared vision: six elements of effective school to employment transitions.....	6
Figure 2.	Ticket to Work participants have higher rates of employment than their peers. Current workforce status, Ticket to Work participations vs HILDA comparison group.....	13
Figure 3.	Ticket to Work participants are more economically active than their peers. Workforce and education status, Ticket to Work participants vs HILDA Comparison group.....	14
Figure 4.	Fewer Ticket to Work participants reported 'not having enough work experience' as a barrier to (further) employment. Difficulties faced finding work, Ticket to Work participants vs HILDA comparison group. Participants were able to select more than one response.....	15
Figure 5.	Higher participation in Ticket to Work is associated with better employment outcomes. Ticket to Work participants only.....	16

Figure 6. Ticket to Work participants were much more likely to finish high school than the comparison group. High school completion rates, Ticket to Work vs. HILDA comparison group.17

Figure 7. Highest completed year of school, Ticket to Work vs. HILDA comparison group.18

Figure 8. Ticket to Work participants are more likely to attain further qualifications than the HILDA comparison group.19

Figure 9. Ticket to Work participants have higher self-reported levels independence than their peers.....21

Figure 10. Ticket to Work participants are more likely to report going out as often as they would like.....21

Figure 11. Ticket to Work participants report higher levels of social participation across a range of different activities. Participation in social activities, Ticket to Work participants vs SDAC comparison group.22

Figure 12. Most positive supports for participants in their transition from school to work (n=53).25

1. Introduction

This report is one of four reports by ARTD consultants that National Disability Services (NDS) commissioned on the outcomes of Ticket to Work. Outcomes are being measured by comparing employment, wellbeing and social inclusion outcomes for current and former Ticket to Work participants with the same outcomes for a comparison group of other similar young people appearing in national longitudinal and other research data sets.

We also conducted semi-structured interviews captured qualitative data including

- analysis of participants' outlook, aspirations, and feedback on the transition process;
- an analysis of parents' views of their child's transition;
- an analysis of the employer experience of providing experiences to students with disability.

The four reports are:

- Outcomes for all Ticket to Work participants who have left school (this report)
- Outcomes in NDIS trial sites
- Outcomes for Ticket to Work participants who completed customised employment processes.
- Attitudes of Ticket to Work network members.

1.1 Employment of young people with disability

Transition from education to employment is critical for the social and economic futures of young adults with disabilities. A successful transition to work can help towards persons achieving full social and economic participation – a key ethos underpinning the United Nations' Convention on the Rights of Persons with Disabilities (CRPD) 2006.¹

The convention states that learners with disabilities should receive the support to ensure the effective transition from learning at school to vocational and tertiary education, and work.² The National Disability Strategy (key policy strategy 5.5) identifies the need for high quality programs designed to create smooth transition from education and employment in Australia³. The strategy also clearly identifies that improving transition to work and increasing economic participation of young people with disabilities require the intersection of, and improvement in, all policy areas.

Improving the transition from school to work for young adults with disability has been a mainstay of many inquiries in Australia, however, it has not been well actualized and the actual process of post school transition has remained ill-defined.⁴ There has been a steady decrease in the rate of economic and social participation for young people with disability in

Australia⁵. Young Australians with disability have very similar career and financial aspirations and priorities to other young people, yet are more than twice as likely as other young people not to be employed or satisfied with their employment opportunities and job prospects.

It has been identified during the transition from school period young people often encounter great uncertainties and tremendous developmental challenges. These issues may be made more stressful by the presence of a disability, thereby increasing the risk of social exclusion amongst those young people who are transitioning and have a disability.^{6 7 8} It has been found that between the ages 15 to 25 young people with disability become increasingly disadvantaged compared to young people without disability.⁹

Failing to address the gaps in school to work transition for young people with disability is costly to individuals, but also to the economy; the OECD identified that 'high and increasing dependence on welfare payments by people with disability has been identified as unsustainable in Australia'.¹⁰

1.1.1 Rapid review of the literature

National Disability Services (NDS) through its research arm The Centre for Applied Disability Research (CADR) commissioned a rapid review of effective school to employment transition for young people with disability. That review was conducted by Australian Catholic University (ACU).

ACU found that the research evidence points to six elements of effective transitions from school to employment for young people with disability. These elements, or 'principles', can be considered a shared vision for those supporting young people into employment. The principles and relation to supporting the journey to employment are displayed in Figure 1.¹¹

1. Expectation^{12 13 14 15 16}

Young people can work

2. Collaboration^{17 18 19 20}

Different sectors can work together

3. Participation^{21 22 23 24 25 26 27}

Young people should partake in meaningful work during their school years

4. Skills development^{28 29 30 31 32 33 34}

Everyone involved in school transitions needs expertise

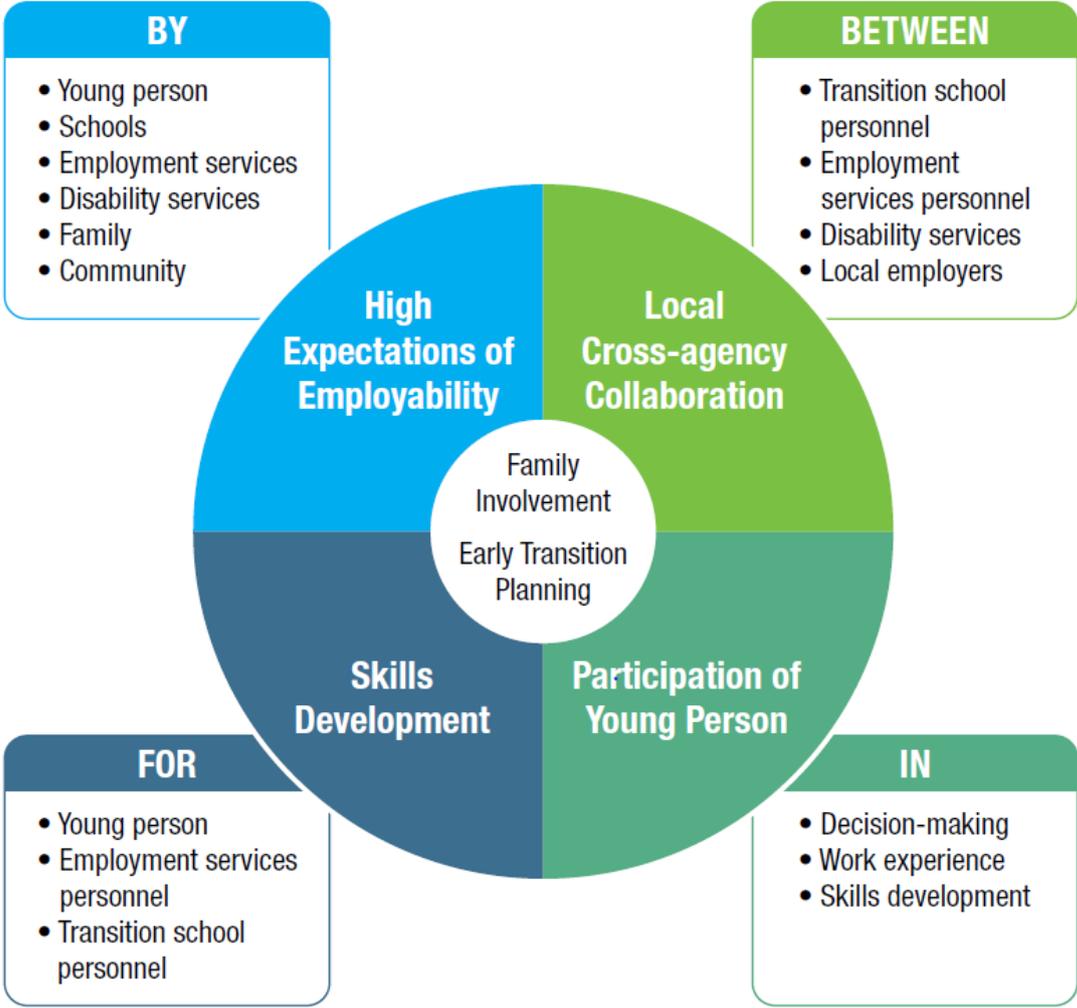
5. Family involvement^{35 36 37 38}

Family-centred transitions have better outcomes

6. Early transition planning^{39 40 41 42}

Early planning impacts outcomes

Figure 1. The shared vision: six elements of effective school to employment transitions



1.1.2 When to start planning for employment

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 on transition education states that ‘transition-focused planning begins no later than age 14 for students with disability.’⁴³

Essentially, the debate in Australia has turned on the extent to which young people with disability should be focused on their academic studies while at school relative to looking toward vocational pursuits. The question is whether providing young people with disability with career development, work experience and other work related experiences *while they are still at school* is a good thing and does indeed create better post school economic and social outcomes.

The answer is unlikely to be universal. There are young people without disability who vary in the extent to which their final years in high schools are focused on further study or vocation. An Australian paper on youth transition found that ‘for interventions to be effective, they need to be provided in a timely manner otherwise the opportunity for them to have a substantive impact may pass’.⁴⁴ Other evidence suggests that if young people with intellectual disability do not engage in mainstream employment by age 21, it is unlikely that they ever will.⁴⁵ However, this doesn’t tell us *when* it is a good time to intervene to get most benefit without adversely effecting academic performance and life opportunities. The answer is unlikely to be universal.

This study does not explore the academic performance of Ticket to Work participants; though it does explore the effect of providing career development, work experience and other work-related experiences on secondary school completion, post school education and employment outcomes as well as independence and life satisfaction, which should further the debate.

1.2 The Ticket to Work model

The Ticket to Work hypothesis or theory of change is that ‘Connecting a student with disability with the world of work before they leave school through a coordinated approach, greatly improves their chances of securing ongoing open employment and creates better economic and social outcomes’.

Ticket to Work is a national initiative of National Disability Services (NDS); NDS oversees and supports local networks to implement evidence-based practice and ensure that learnings are shared.

Ticket to Work networks leverage the power of cross-sectoral partnerships to provide individualised support, blending resources and coordinating all relevant supports for young people with significant disability.

The networks are coordinated by voluntary intermediaries that support and develop a local community partnership model including schools, employment services, post school providers and employers.

Specifically, Ticket to Work:

- Brings together disability-specific and mainstream representatives from a variety of sectors to work strategically and collaboratively
- Supports young people to gain access to early experiences that positively influence their views of themselves as workers
- Prepares young people with disability for the workplace and gives them an employment pathway that is typical of other young adults
- Increases opportunities for meaningful work experience and learning prior to leaving school.

The Ticket to Work model is based on research into what works. They take a collective impact approach that focuses on three areas:

- sector collaboration
- providing the opportunity for young people with disability to build employability whilst at school, and
- building capacity of schools, parents and employers.

More information on the Ticket to Work model can be found on the website:

www.tickettowork.org.au/what-we-do/

1.2.1 Ticket to Work activities

The Ticket to Work model involves the following career and work development activities conducted in school:

- Vocational Education and Training at secondary school
- Australian School based Apprenticeships and Traineeships (ASbAT)
- Work experience/ placement
- Career development through customised employment techniques
- After school work
- Self-employment during secondary school (microbusiness).

It should be noted that most participants participated in a range of activities, which have been implemented in a co-ordinated approach by the Ticket to Work networks therefore difficult to isolate the individual success element. Also, too note that other work development activities may have been utilised by Ticket to Work networks but are not measured in this study.

1.2.2 Ticket to Work Activities and stakeholders

Since 2014 Ticket to Work has provided:

- 3,207 young people with disability career development and work preparation activities
- 1,403 jobs created
- 86% of the Ticket to Work participants attend/ed a specialist school.

There are 31 Ticket to Work networks currently operating in Australia. Of the Ticket to Work stakeholders there are:

- 1,960 employers supporting young people with disability in their workplace
- 373 Local Ticket to Work Network members.
- 261 schools involved.

1.2.3 Results of the 2012 pilot study

An evaluation of the 2012 Ticket to Work pilot was conducted in 2016. This revealed promising outcomes but with a very small sample size (n=7).⁴⁶ The current evaluation has

sought to update and extend the method used in 2016, retaining the core quasi-experimental approach to the measurement of outcomes (see Section 1.3.2 below).

An evaluation of the Ticket to Work partnership approach has also been conducted.⁴⁷ It found that Ticket to Work network members felt they achieved better outcomes for young people with disability together than they could on their own; that duplication of services was avoided and that organisation capacity to support effective school transition was increased.

1.3 Ticket to Work outcomes evaluation

1.3.1 Aim

The primary aim of the project was to test what can be achieved by Ticket to Work in terms of short-term employment, school completion, wellbeing and social inclusion.

The secondary aim was to collect data about the extent of participation in different aspects of Ticket to Work — however there was often not a sufficient sample size to draw conclusions about the effect of Ticket to Work at this level of granularity.

1.3.2 Method

The study used a quasi-experimental treatment and comparison group design. The treatment group comprised those who had participated in Ticket to Work. The sample size for this group was 56.

The comparison group was composed of similarly aged young people with comparable disability types identified in the following data sets:

- Household, Income and Labour Dynamics in Australia Wave 16 (HILDA) n=69
- 2015 ABS Survey of Disability, Ageing and Carers (SDAC) n=113
- 2015 NDIS Framework Outcomes Pilot Study n=68

Specifically, the comparison group was defined as people who had left school, were 25 years of age or under, had disability, and had a long-term health condition relating to difficulty learning or understanding things.

The study collected the same data on employment, social participation and independence to allow for a comparison of outcomes that could be attributed to the benefits of Ticket to Work over and above the base case, or business as usual. The data was collected using a structured interview approach with all former participants that could be contacted and consented to participate.

Additional data was collected using semi-structured interviews to gain an in-depth understanding of key stakeholders' experiences with Ticket to Work including:

- Employers (n=8)
- Parents (n=10)
- Past participants (n=11)

1.3.3 Ethics

In order to inform the decision as to whether an external review and clearance was required, ARTD Consultants completed an internal review and risk assessment of the proposed methodology for the evaluation activities. Particular emphasis was given to the ethical requirements and risks around interviewing and surveying young people with disability.

An assessment of the methods and risks relating to the evaluation was prepared, taking account of existing guidance provided by the NHMRC. Members of ARTD not directly involved with the project then reviewed and provided feedback on the rationale and risk assessment.

The review concluded that no external ethics review was considered warranted, as the activities fell under the scope of evaluation, and the data collected from survey activities would be non-identifiable and involve negligible risk to participants. Comparison group participants could not be identified in the datasets. To further comply with ethical principles and mitigate risks, additional requirements relating to gaining consent, de-identification of data, and review of data collection instruments were incorporated as part of the evaluation.

1.3.4 Limitations

The sample size of Ticket to Work participants with complete data collected in this study is 56. A limited set of monitoring data is available for 236 previous participants, however that data is not fully complete and has not been used in this study. While the relatively small sample size of 56 has hampered the ability to confirm statistically significant results, the data that is available on the 236 participants is reported by NDS to support the pattern of results reported here. This data could be provided by NDS and further interrogated by DSS and DHS.

The study is quasi-experimental. It does not include random allocation to treatment or control groups. This may be considered a 'biased sample' as the sample group have chosen to participate in Ticket to Work. However, as it is part of the underlying philosophy of the NDIS that participants have 'choice and control' this appears appropriate. While an experimental study could randomly allocate those that *chose* to participate or were considered to have the 'propensity to benefit'⁴⁸ to either receive or not receive Ticket to Work, there are likely ethical concerns that would prevent such a study from taking place.

1.4 Structure of this report

This report is produced in two sections and one appendix.

Section 1 (this section) introduces the evaluation.

Section 2 presents results of the quantitative quasi-experimental analysis of outcomes in terms of employment, well-being and social inclusion.

Section 3 presents some more detailed discussion of the outcomes of participation in Ticket to Work and includes data where there is no comparison group or insufficient sample size to draw firm conclusions.

Appendix 1 provides additional tables of data from Sections 2 & 3

2. Quasi-experimental analysis of employment, well-being and social inclusion outcomes

2.1 Summary of Findings

Ticket to Work participants have significantly higher labour market participation, school completion, post-school studying, social participation rates and independence than similar other young people with disability.

Employment

- Ticket to Work participants are more likely to be employed (64%) than the comparison group (33%).
- Ticket to Work participants are less likely to be neither working, studying or training (NEET) (28%) than the comparison group (54%).
- When looking at barriers to employment the comparison group reported higher rates (91%) of 'not having enough work experience' preventing them from working, compared with 61% of Ticket to Work participants.

Education and training

- Ticket to Work participants are more likely to complete year 12 (95%) than the comparison group (52%).
- Ticket to Work participants are more often studying post school (31%) than the comparison group (23%) – with the majority of Ticket to Work participants combining study with work.
- Ticket to Work participants are more likely to obtain further qualifications (32%) than the comparison group (16%).

Social participation

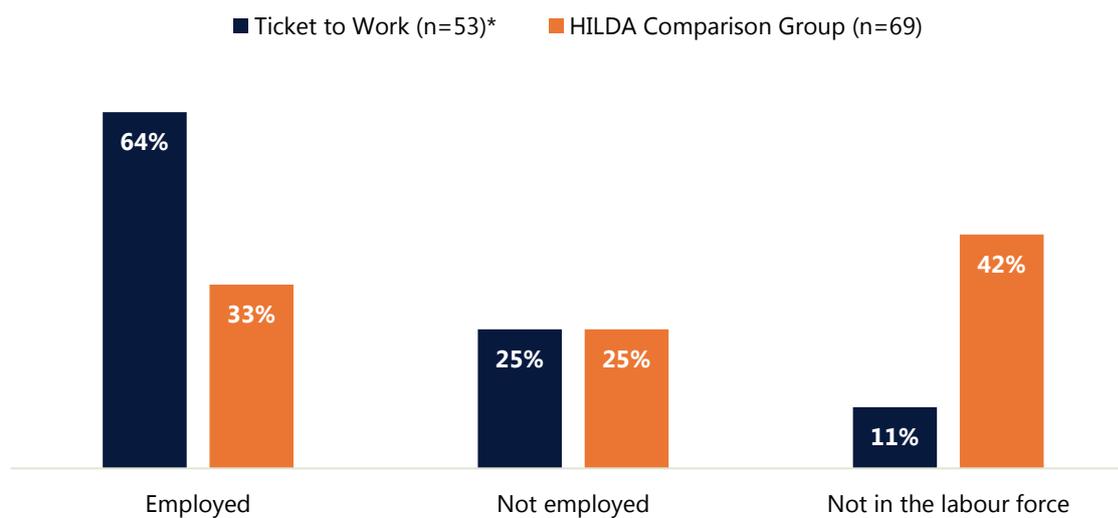
- Ticket to Work participants are more socially active than the comparison group, with significantly more Ticket to Work participants saying that they 'go out as often as desired' (83% to 65%).
- Ticket to Work participants reported higher levels of independence (63% to 32%) than the comparison group.

These quantitative findings are supported and explained with qualitative data collected from stakeholders, including participants, network members, parents and employers as incorporated in the following sections.

2.2 Labour force participation

Ticket to Work participants have significantly higher levels of economic activity than their peers. Ticket to Work participants (64%) who had finished school were almost twice as likely than the comparison group (33%) to be employedⁱ (Figure 2).

Figure 2. Ticket to Work participants have higher rates of employment than their peers. Current workforce status, Ticket to Work participations vs HILDA comparison group.



* 3 missing/ unsure.

Source: Ticket to Work Survey 2018, HILDA Survey 2018ⁱⁱ

While the proportion of those unemployed is the same across the two groups, at 25%, the proportion of those not in the labour force among Ticket to Work participants (11%) is less than one-third of those in the comparison group (42%). The comparison group was also twice as likely to report being 'not in employment, education or training' (NEET) (see Table 5).

When looking at labour market participation, 89% of young people that participated in Ticket to Work whilst at school are in the labour force, and well above other young people with disability that have not completed Ticket to Work (57%)⁴⁹.

ⁱ This result may under-estimate the effectiveness of Ticket to Work as HILDA data does not discriminate between supported employment (ADE), open employment or the supported wage system, the 33% of those employed from the HILDA comparison group may include young people on sub-minimal wages (paid below award rates), whereas Ticket to Work focuses on Open employment. Analysis by NDS of Victorian Department of Education 'On-Track' data suggests that of the 18% of students from specialist disability schools in employment are employed post school 9% are in open and 9% in supported employment. If this pattern were replicated in the HILDA data, it would suggest that only around 17% of the comparison group was in open employment.

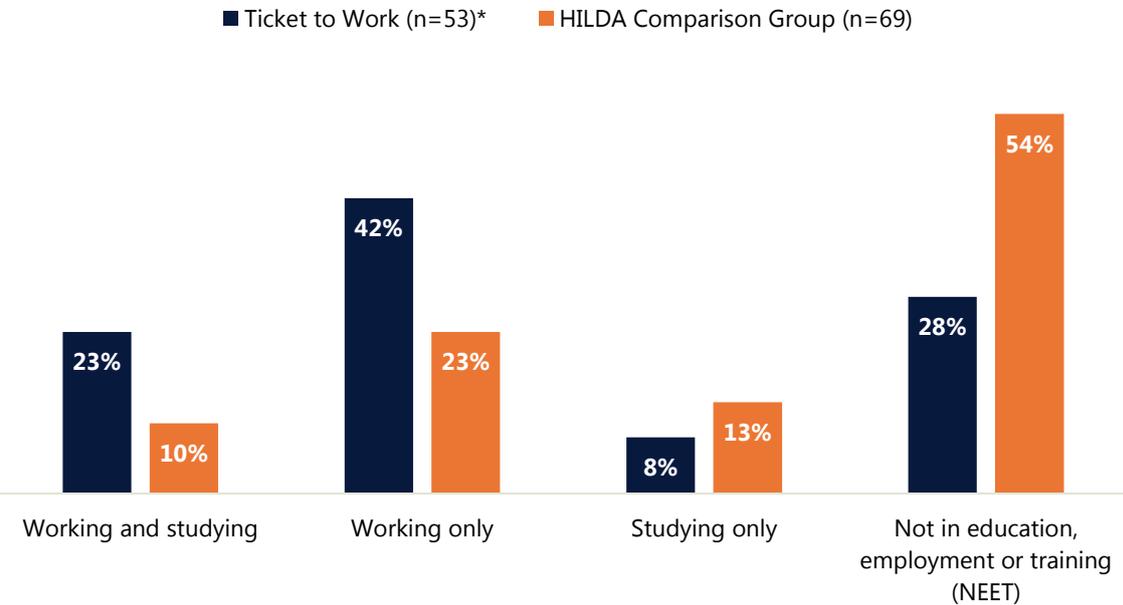
ⁱⁱ The HILDA comparison group is comprised of the subset of respondents to the Wave 16 questionnaire who met the following criteria: had left school, were 25 years of age or under, had disability, and had a long term health condition relating to difficulty learning or understanding things.

This lends support to the Ticket to Work hypothesis that connecting a young person with the world of work before they leave school improves their chances of securing ongoing employment. This reinforces finding findings from other studies internationally into the effect of workplace preparation whilst at secondary school.^{50 51 52}

Workforce status is not a complete indicator of economic activity, as individuals who are not in the labour force may be engaged in training or studying with the goal of future employment. When education and workforce status are looked at together, Ticket to Work participants still have significantly higher levels of economic activity than their peers. Those in the comparison group were almost twice as likely (54%) to report being ‘not in education, employment or training’ than Ticket to Work participants (28%) (Figure 2 & Table 5).

A higher proportion of Ticket to Work participants are working and studying (23%) than those in the comparison group (10%) (Figure 3). A much higher proportion of Ticket to Work participants (42%) are working than the comparison group (23%) (Figure 3). The comparison group had a higher proportion of individuals who are currently studying and not working (13%) than the Ticket to Work group (8%) (Figure 3). However, looking at the overall proportion of individuals studyingⁱⁱⁱ, a higher proportion of Ticket to Work participants are studying (31%) than the comparison group (23%) (Table 5).

Figure 3. Ticket to Work participants are more economically active than their peers. Workforce and education status, Ticket to Work participants vs HILDA Comparison group



*The chi-square statistic is 11.4522. The p-value is .00326. The result is significant at $p < .01$.
Source: ARTD Ticket to Work Survey 2018, HILDA Survey 2018

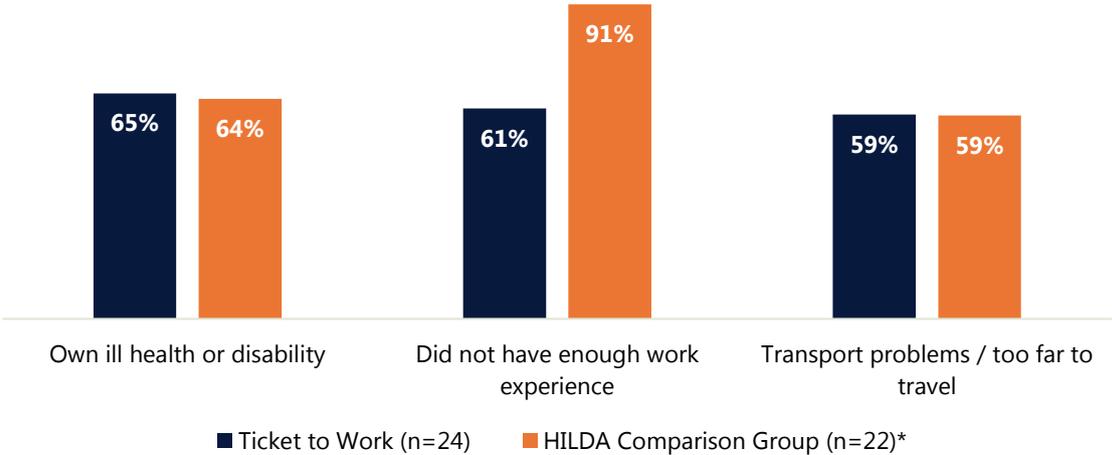
ⁱⁱⁱ This includes those who are studying and working concurrently.

2.2.1 Barriers to employment

When looking at barriers to employment, Ticket to Work participants and the comparison group reported similar rates of 'own ill health and disability' (65% and 64% respectively) and 'Transport problems/ too far to travel' (59% and 59% respectively) preventing them from participating in work (Table 6). The key barrier identified by Ticket to Work participants is that there are 'too many applicants for the available jobs'.

Interestingly, respondents in the comparison group reported higher rates (91%) of 'not having enough work experience' preventing them from working, compared with 61% of Ticket to Work participants (Table 6). It could be surmised that by providing supported workplace opportunities during school Ticket to Work are reducing one of the key barriers to employment.

Figure 4. Fewer Ticket to Work participants reported 'not having enough work experience' as a barrier to (further) employment. Difficulties faced finding work, Ticket to Work participants vs HILDA comparison group. Participants were able to select more than one response.



* Response rates from the HILDA 2018 survey were highly variable. Using a chi-square test, no comparison was found to be statistically significant. Source: ARTD Ticket to Work Survey 2018, HILDA Survey 2018

Going through this (Ticket to Work) means she now wants a proper job and she is very proud and is quite strong now, a job is important. She continues to develop this awareness of people need jobs. Parent of Ticket to Work participant

I may be slower than everyone else but I get the job done. They (Ticket to Work) was really patient and they taught me a lot for the future, I have heaps of extra knowledge. Ticket to Work participant

I want to work! I am ready, I know I can be a good worker now. Ticket to Work participant

The skills I am learning at my current job will make me more employable in the future. Ticket to Work participant

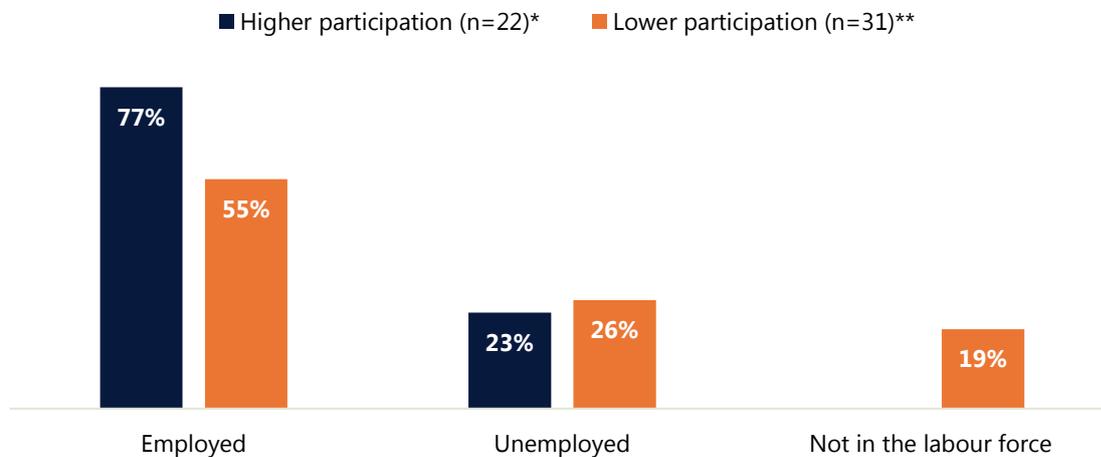
It (participation in Ticket to Work) bring self-confidence once they start earning their own money, it brings self-respect. Parent of Ticket to Work participant

His maturity and confidence has gone out of site. He comes to work and get straight into it. He enjoys it. He keeps coming and we keep paying him..... I could do with 6 of him, to be honest!! Employer of Ticket to Work participant

2.2.2 Employment outcomes relative to level of participation

The effectiveness of Ticket to Work is supported by an apparent 'dose effect'. Individuals who participated in three or more work or preparation activities during school had higher levels of employment (77% to 55%) than those who participated in one or two work preparation activities during school (Figure 5). No individuals who participated in three or more work preparation activities were not in the labour force (Figure 5).

Figure 5. Higher participation in Ticket to Work is associated with better employment outcomes. Ticket to Work participants only.



* Higher participation = participation in three or more work activities

** Lower participation = participation in two or less work activities

3 missing

Source: ARTD Ticket to Work Survey 2018

Several Ticket to Work network members commented that they aimed to scaffold a number of experiences to build the workplace capabilities of the individual. However, analysis at this level of granularity (i.e. looking at differences within the cohort) is difficult given the small sample size. There is also the possibility of a selection bias as those participants who complete more sessions may be different in systematic ways than those who complete less.

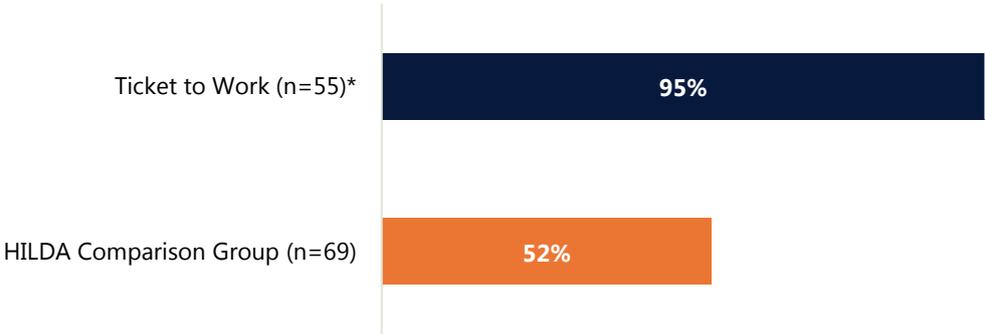
Those individuals that participated in more work preparation activities had less difficulties in the job search process, with 68% of respondents reporting difficulty as compared to 83% (see Table 5).

2.3 Education and Training

2.3.1 Secondary school completion

Ticket to Work participants were much more likely to have completed high school (95%) than the comparison group (52%) (see Figure 6). This difference is statistically significant, suggesting that Ticket to Work did not interfere with finishing school – although data on academic achievement is not available. A more detailed breakdown of school completion, indicated by the year in which young people who participated in Ticket to Work and those in the HILDA comparison group left school, is available in Figure 7.

Figure 6. Ticket to Work participants were much more likely to finish high school than the comparison group. High school completion rates, Ticket to Work vs. HILDA comparison group.

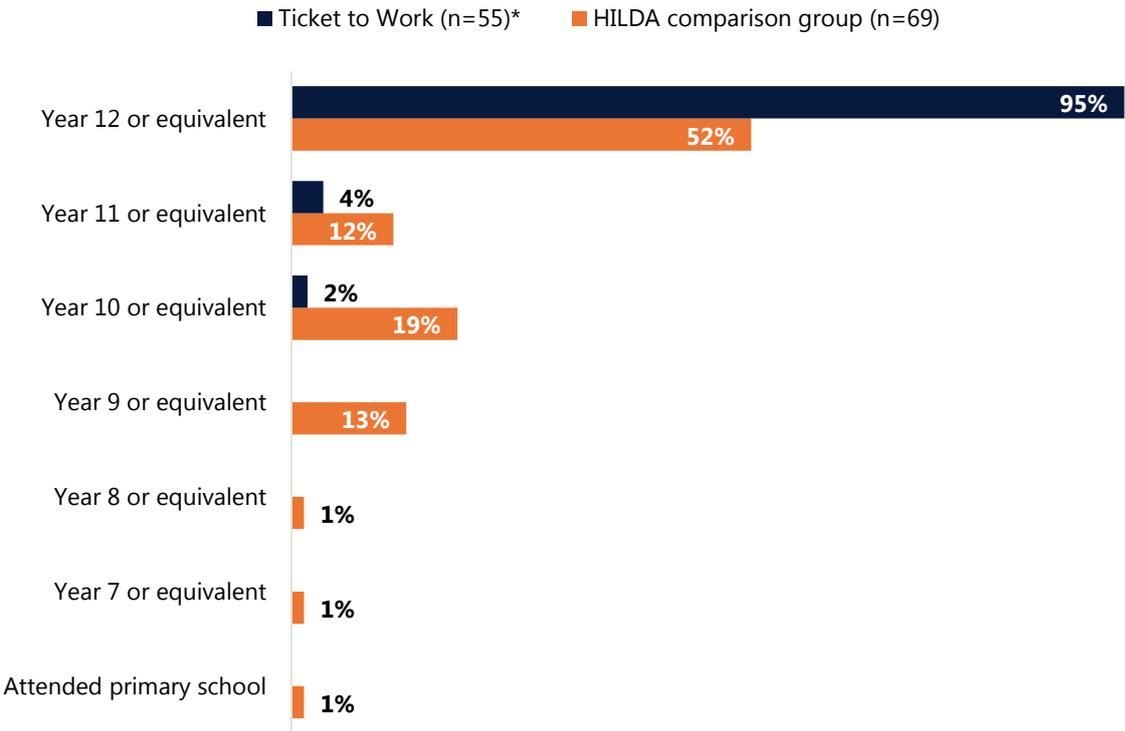


The chi-square statistic is 26.668. The p-value is < 0.00001. The result is significant at $p < .01$.

* 1 missing/ unsure.

Source: ARTD Ticket to Work Survey 2018, HILDA Survey 2018

Figure 7. Highest completed year of school, Ticket to Work vs. HILDA comparison group.



1 missing/ unsure.

Source: ARTD Ticket to Work Survey 2018, HILDA Survey 2018

Interestingly, overall school completion for all students in Australia is 85%⁵³, therefore Ticket to Work participants are more likely to complete their secondary education than other young people with similar disability but also the general population of young people.

School completion has been identified in other research as the critical factor associated with improving life chances and avoiding deep social exclusion.⁵⁴ Other research has mirrored Ticket to Work results, that students with disability who participate in career and work development activities have lower probability of dropping out of school.^{55 56}

ABS data on why young people leave school early state that most young people without disability leave school early because they ‘got (or wanted) a job or apprenticeship’, however, only 16 per cent of young people with mild/moderate disability left school for this reason.⁵⁷ A significant number of young people with disability are leaving school early without an employment goal or pathway and are exempt from government policy (such as earn and learn policies) to keep them engaged in the labour market.

Ticket to Work has been a very positive move. My son wasn't enjoying school and was looking to drop out ... Ticket to Work is helping him gain more knowledge and experience in the workforce. Parent of Ticket to Work participant

It has been fabulous to see him grow as a young kid, who didn't want to go to school, now he has successful finished school by having this opportunity. He loves working

here. He has really grown and thrived by getting some responsibility. Employer of Ticket to Work participant

I had a bad time at school....my ability to sit in a classroom isn't fantastic and I remember struggling at school with the method of teaching. There's got to be a better way – this (Ticket to Work) is another way for kids. Employer of Ticket to Work participant

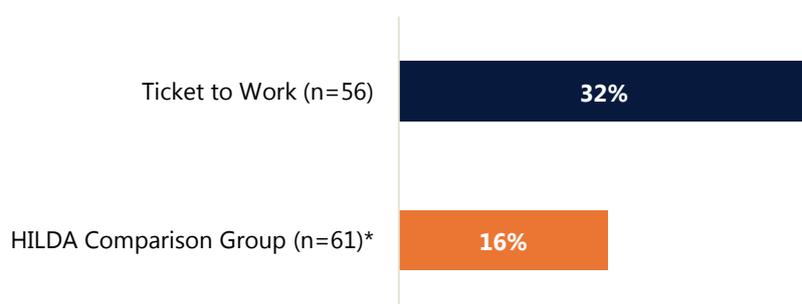
I sat down with my team and told them that it's a good opportunity to help these kids who are getting teased at school and give them a good environment... He is very good at what he does, his work ethic is unbelievable. It's been fantastic for us, satisfying to see him thrive. He is getting money, experience and he loves it. Employer of Ticket to Work participant

Because of this I won't miss any days at work or school because I like it so much and I will keep working and doing my book work for the training. Ticket to Work participant

2.3.2 Further education and training

Ticket to Work participants appear to have more success in further education and training than their peers. Ticket to Work participants are also more likely to obtain further qualifications (32%) than the comparison group (16%) (Figure 8). This difference is statistically significant.

Figure 8. Ticket to Work participants are more likely to attain further qualifications than the HILDA comparison group.



Chi square test of significance found a p-value of 0.0461, $p < 0.5$.

* 8 missing.

Source: ARTD Ticket to Work Survey 2018, HILDA Survey 2018

2.3.3 Efficiency of transition from school to work

Since leaving school, Ticket to Work participants appear to have transitioned to the workforce better than their peers. Whilst the average proportion of time since school that Ticket to Work participants have been employed (57%) is quite similar to the HILDA comparison group (53%), the average proportion of time since school that the comparison group have spent not in the labour force (30%) is higher than Ticket to Work participants (13%) (Table 1). Low response rates in the comparison group (n=8) limit the reliability of this finding (Table 1), although this outcome echoes similar findings on economic participation.

Table 1. Proportion of time spent employed, unemployed and not in the labour force after finishing full time education, Ticket to Work vs. HILDA comparison group

	Ticket to Work			HILDA		
	n*	Standard Deviation	Average	n**	Standard Deviation	Average
Employed	50	0.44	57%	8	0.36	53%
Unemployed	50	0.41	30%	8	0.25	17%
Not in the labour force	50	0.31	13%	8	0.37	30%

*6 missing.

** 61 missing.

Source: ARTD Ticket to Work Survey 2018, HILDA Survey 2018

Foundation for Young Australians (FYA) research found that by combining studying and the experience of work can speed up the transition to employment; that the more hours completed in a relevant experience of work can dramatically accelerate the transition to employment, reducing periods of unemployment'.⁵⁸ Evidence suggests that shortening the length of periods out of the workforce will significantly reduce a young person's risk of long-term economic insecurity and labour market marginalisation⁵⁹ This has also been found to be true of young people with disability.⁶⁰ It would seem that both quality and quantity of work preparation activities effect transition from education to work.

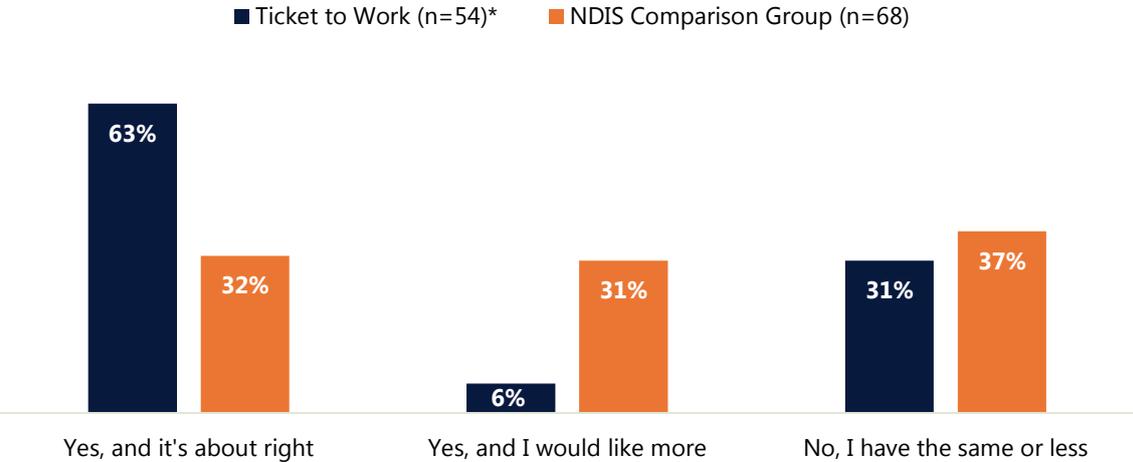
2.4 Social outcomes

Ticket to Work participants are significantly more independent and socially connected than those in the comparison groups. Ticket to Work participants also had significantly higher levels of participation in range of social, recreational and cultural activities.

Ticket to Work participants were almost two times more likely to say they had sufficient independence (63%) than those in the 2015 NDIS Framework Outcomes Pilot Study^{iv} (32%) (Figure 9). The difference is statistically significant, suggesting that those who participate in work preparation activities during school are more likely to develop a sense of independence in the years after leaving school.

^{iv} This group is comprised of NDIS participant respondents from the Barwon, Hunter and Tasmanian trial sites aged between 15 and 24 years of age.

Figure 9. Ticket to Work participants have higher self-reported levels independence than their peers.



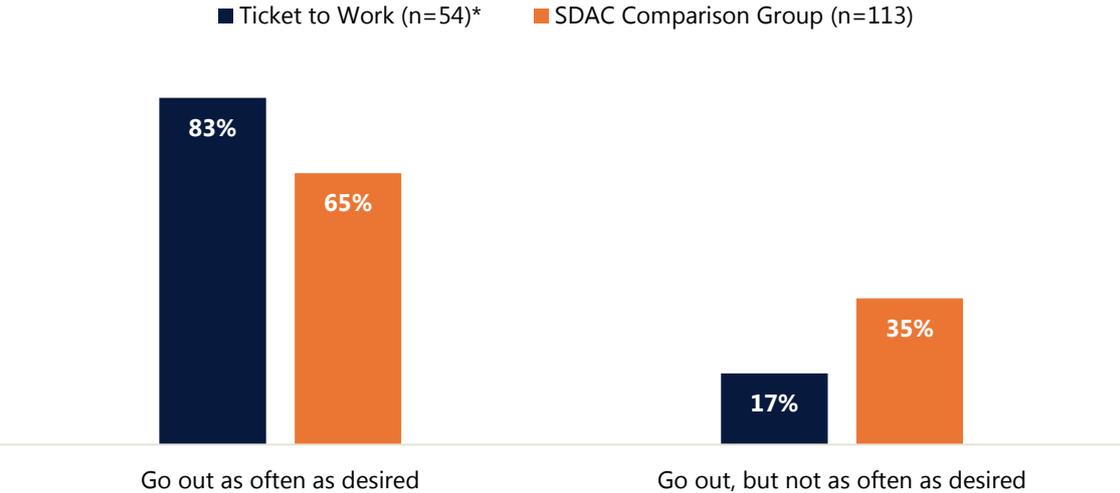
The chi-square statistic is 16.202. The p-value is .000303. The result is significant at $p < .01$.

* 2 missing/ unsure.

Source: ARTD Ticket to Work Survey 2018 and 2015 NDIS Framework Outcomes Pilot Study

Ticket to Work participants reported higher levels of social interaction than their peers (Figure 10). Social interaction, in terms of 'going out as often as desired' was almost one and half times higher for those in the Ticket to Work group (83%) than those in the ABS Survey of Disability, Ageing and Carers comparison group^v (65%) (Figure 10).

Figure 10. Ticket to Work participants are more likely to report going out as often as they would like.



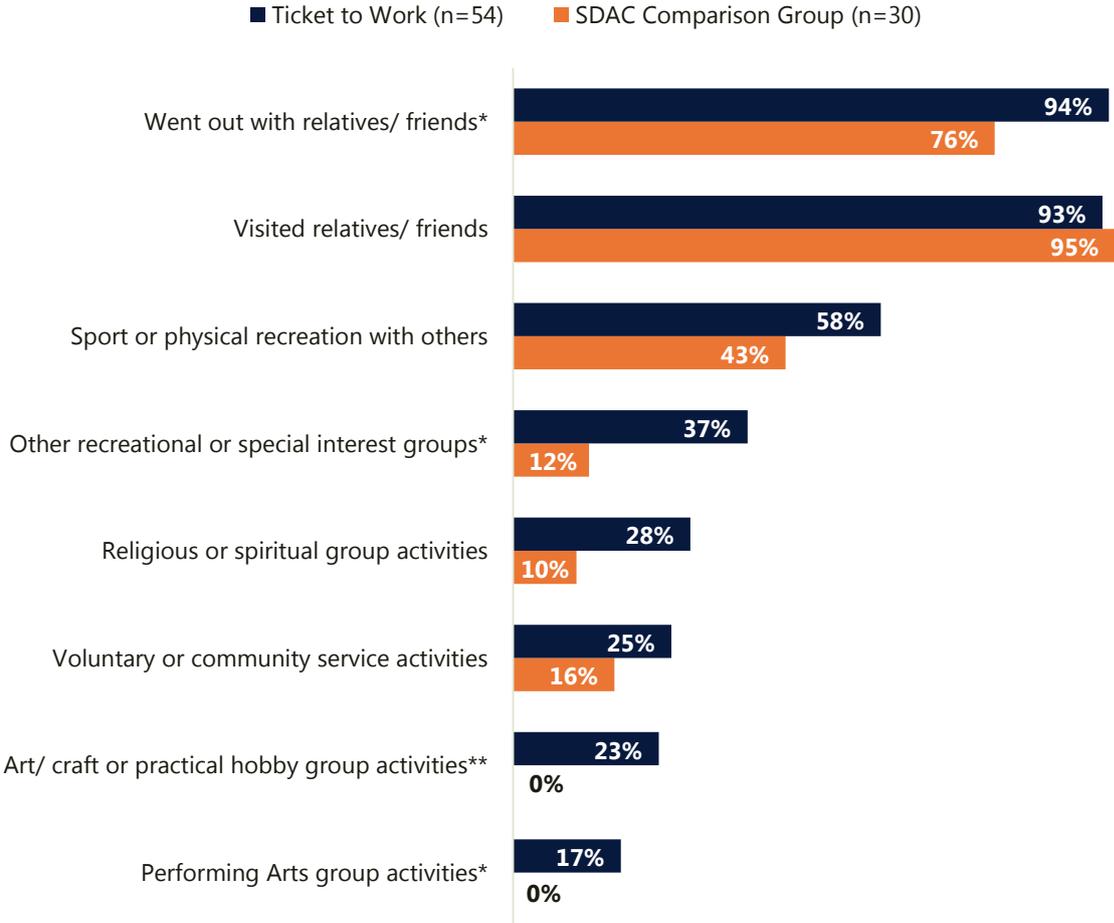
The chi-square statistic is 6.1838. The p-value is .012892. The result is significant at $p < .05$.

Source: ARTD Ticket to Work Survey 2018 and ABS Survey of Disability, Ageing and Carers, Australia: Summary of Findings—2015.

^v The SDAC comparison group is comprised of the subset of respondents between 15 and 24 years of age, with intellectual disability and difficulty learning or understanding things.

Ticket to Work participants tend to be more socially active. In comparing self-reported levels of participation in a range of social, recreational and cultural activities, a higher proportion of Ticket to Work participants reported participating in an activity than respondents to the Survey of Disability, Ageing and Carers (2015) in all but one activity, in which the difference between the groups was slim ('visited family and friends'; Ticket to Work 93% vs SDAC 95%; Figure 11).

Figure 11. Ticket to Work participants report higher levels of social participation across a range of different activities. Participation in social activities, Ticket to Work participants vs SDAC comparison group.



*The difference between the two groups is statistically significant using a chi-square test of differences, $p < .05$.

** The difference between the two groups is statistically significant using a chi-square test of differences, $p < .01$.

Source: ARTD Ticket to Work Survey 2018 and ABS Survey of Disability, Ageing and Carers, Australia: Summary of Findings—2015.

Higher levels of wellbeing for young people have been found consistently with those that are working. The Skillsroad Youth Census found that young people who experience work while at school have significantly higher levels of wellbeing than those who do not, particularly if they participate in after school work or School based Traineeship and Apprenticeships. ⁶¹

'I want all the relevant things for my life that you have as adult; to get my driver's licence, to get girlfriend, move out of home. I feel on track' Ticket to Work participant

I know have no doubts about self or future, because I am focused and motivated.' Ticket to Work participant

Seen a significant change in his confidence, from a child that before he did any of work experience, he was partially nonverbal, wouldn't give eye contact, never talk to a stranger, the confidence now is huge. Parent of Ticket to Work participant

I am now confident that as long as he lives at home a few more years, after that he will be able to be an independent person and live away from us. Parent of Ticket to Work participant

He catches public transport now by himself. I know this sound small but for us this is huge. Parent of Ticket to Work participant

3. Activities and Supports in transition to employment

Despite strong outcomes, young people who participated in Ticket to Work still face difficulties entering the workforce, with over three-quarters (76%) of participants having experienced difficulties in securing work (Table 2). In order to find and maintain work, a range of supports are required from family/ friends and a range of service providers (1.1.1).

Table 2. Job search difficulty – Ticket to Work participants

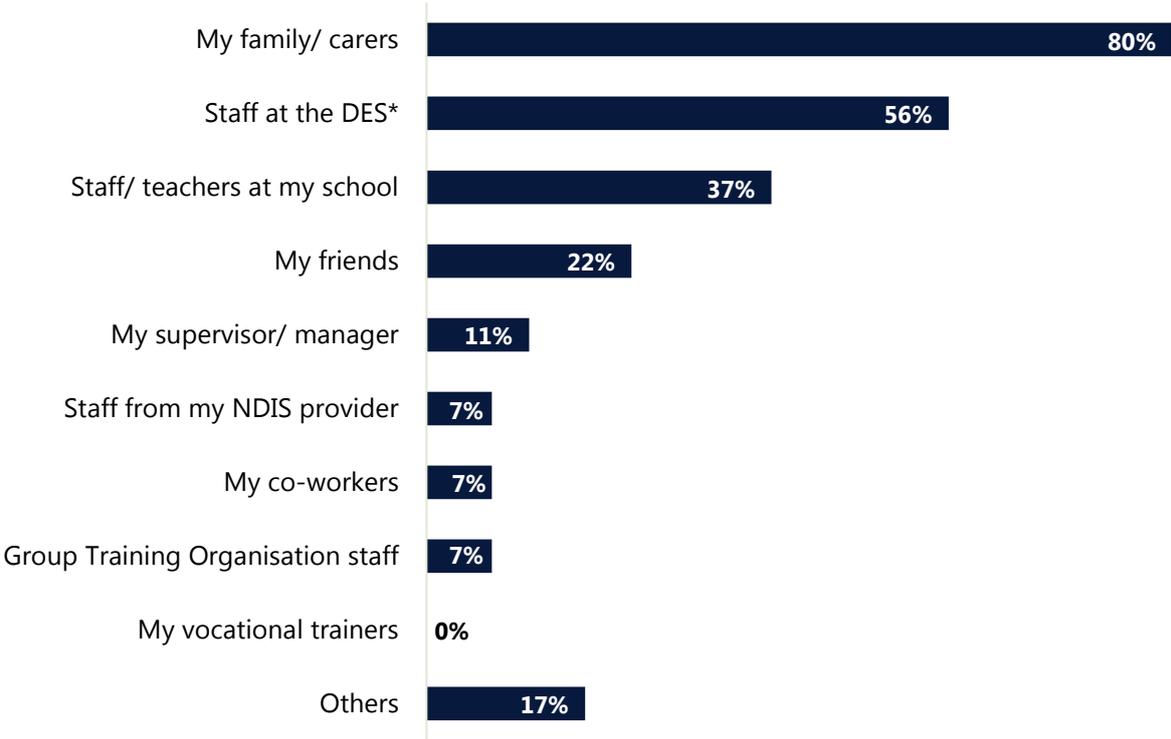
Experienced difficulties getting work	Count	Percent
Yes	32	76%
No	10	24%
Total	42	100%
Missing/ unsure	14	

Source: ARTD Ticket to Work Survey 2018

3.1 Supports in transition to employment

Most of the Ticket to Work participants viewed their family or carers as the greatest source of support (80%) during their transition from school to work, followed by DES staff (56%) and teachers/ school staff (37%) (Figure 12). None of the participants indicated their vocational trainers as being supportive, and very few participants considered staff at the Group Training Organisation (7%) or staff from their NDIS provider (7%) were supportive (Figure 12). It is important to note that participants may not have been using their NDIS package to assist school transition, therefore unlikely to be identified as supportive.

Figure 12. Most positive supports for participants in their transition from school to work (n=53).



Respondents could select up to three types of people.

* Disability Employment Service

3 missing/ unsure

Source: ARTD Ticket to Work Survey 2018

Data from the National Disability Insurance Scheme annual report (2017/18) shows that only 11% of NDIS participants' plans include employment supports, a figure that is unchanged since 2015. Of these, only 1 in 5 felt that NDIS has helped them gain employment. Only 5.4% of NDIS participants aged 15 to 24 years have employment supports in their plans.⁶² An Evaluation by Flinders University found that *'there are multiple and severe barriers to employment participation for people with disability, and that there is little evidence that these barriers are being overcome over time by participation in the NDIS.'*⁶³

I feel (on track) because I like what I am doing now and I have surrounded myself with people who are supportive in what I do. Ticket to Work participant

Having my mentors help me reach to getting a job or having my own gardening business. Ticket to Work participant

3.2 Work activities summary

As stated in the introduction (1.2) a range of career development activities are included in the Ticket to Work model. Participation in different work activities was variable. The most popular was work experience (Table 3). Customised Employment and Microbusiness had lower levels

of participation (Table 3). Most Ticket to Work participants took part in more than one work activity.

Table 3. Participation in work activities provided under the Ticket to Work model

Work Development activity	Count	Per cent
Work experience	50	89%
Vocational education and training in school	36	67%
ASBAT	28	52%
After school work	15	27%
Customised employment	7	13%
Micro business	2	4%

Note: most individuals participated in more than one activity
2 missing.

Source: ARTD Ticket to Work Survey 2018

Work experience

The majority (89%) of high school leaver respondents participated in work experience when they were at school (Table 19). The work experience that participants engaged in spanned a wide range of different areas, with the most common sector being in retail.

I am sure I will get a job after I leave school because I know what working means. Ticket to Work participant

Work experiences gave me options and allowed me to find the right job for me. Ticket to Work participant

Work experience gives kids with disability purpose and confidence. My son is visual learner – going out there gives him skills. Parent of Ticket to Work participant

Vocational education and Training in school

Over two thirds (67%) of Ticket to Work participants were enrolled in vocational education or training (VET) as part of their senior school certificate (Table 9). The majority (82%) completed their VET qualification as part of an Australian School based Apprenticeship or Traineeship (ASBAT).

In terms of the types of courses being completed, respondents have completed or are currently studying a diverse range of courses.

About one third (32%) of Ticket to Work participants had attained some further qualification with 14% attaining a Certificate III (Table 18).

It really helped me, gave me extra knowledge. I now want to go on and study again. Ticket to Work participant

One of the highlights (of Ticket to Work) was going to TAFE. I got to know other teachers and students, it was fun to learn at TAFE. Ticket to Work participant

Australian School based Apprenticeship or Training (ASbAT)

Over half (52%) of all Ticket to Work participants undertook an Australian School based Apprenticeship or Training (ASbAT) (Table 6). Participants undertook ASbATs in a range of fields, though the most common fields were in horticulture (17%), business and administration (17%).

After completing their ASbAT, 70% of participants did not remain with the same employer but 50% remained in the same industry. When asked why they were no longer with the same employer, most participants responded saying that they were not offered a paid position after completing their ASbAT (43%). Other reasons included that their employer had closed the business (14%), or that they got an offer from another employer (10%). When asked why they were no longer in the same industry, most participants expressed that their interests had changed (47%) or that there were no job opportunities available to them in that industry at the time (33%).

In your traineeship you learn lots of information and good skills for work and also you make good friends. Ticket to Work participant

I'm really pumped about finishing school, school has been great but I'm ready to move on. I'm confident about finishing my traineeship and excited. It could lead to really big things! Ticket to Work participant

After school job

Fifteen Ticket to Work participants had an after school job (27%) while at school. Those with jobs often worked in areas such as retail or hospitality, with some employed in childcare. NDS have embarked on a pilot for 50 students with disability to access after school work and are exploring the effects of participation.

When I am grown up I want a job during the week, like my mum and dad...I want a job so I can get my own money and put it in the bank, my job (after school work) is helping me get there. Ticket to Work participant.

'After school job has been beneficial for her. Routine, expectations from someone other than a school teacher, relationships outside of school.' Parent of Ticket to Work participant

Customised Employment

Very few Ticket to Work participants participated in Discovery/Customised Employment (7) while at school. A further report has been completed specifically on the outcomes for participants who completed customised employment processes.

'The goal [in Customised employment] was to spend time with Phillip and really get to know him so we could ensure the pathway he chose was something he would enjoy.' NDIS provider

Microbusiness

Almost all Ticket to Work participants did not have a microbusiness while at school.

'I am so proud of him, this (his microbusiness) has finally made him feel worthwhile and shows he can achieve something with his disability.' Parent of Ticket to Work participant

4. Conclusion

Transition from education to employment is critical for the social and economic futures of young adults with disability. Improving the transition from school to work for young adults with disability has been a mainstay of many inquiries in Australia, however, it has not been well actualized. There has been a steady decrease in the rate of economic and social participation for young people with disability in Australia.

This project set out to measure the impact of participating in Ticket to Work using a quasi-experimental method to compare outcomes for participants with those of similar non-participants. The findings demonstrate that Ticket to Work provides effective support for young people with intellectual disability in their transitions from school to work. Participation in Ticket to Work is associated with strong workforce and quality of life outcomes for young people with intellectual disability – participation was associated with almost twice the odds of being in employment. Participants also appear to be substantially more 'connected' to their communities, experiencing a better quality of life than other similar young people with intellectual disability.

In conclusion, while there remain important avenues for further research and evaluation, the results of this quasi-experimental study provide strong support for the conclusion that Ticket to Work substantially improves the transition of people with disability from school to work.

Future research and evaluation

A previous criticism of Ticket to Work – or concern with participation in work preparation activities in high school more generally – is that it might interfere with academic achievement during school, and in the process steering young people with intellectual disability away from further education. Findings from this evaluation suggest that this is unlikely. Ticket to Work participants had significantly higher rates of school completion and further qualification attainment than their peers. The availability of data on academic achievement (ATAR and/or WAM) in future research and evaluation will shed more light on this question. Future research and evaluation of Ticket to Work ought to track long term participation in tertiary education and further investigate how and when the initiative works better for some people than others.

Given that participation in Ticket to Work is comprised of different career development and work preparation activities, it is possible that certain aspects of each work activity might account for differences in outcomes between Ticket to Work participants. For example, paid work experience during adolescence is consistently identified as a prominent predictor of better post-school workforce outcomes^{64 65 66 67 68}. Some of the work activities offered in the Ticket to Work model included paid work and others didn't; this could potentially explain differences in outcomes between Ticket to Work participants.

Limitations around sample size across different subgroups in the Ticket to Work survey and the unavailability monitoring data meant that a quasi-experimental analysis of key drivers of success for Ticket to Work was not possible in this evaluation. Further development of monitoring systems particularly around participation and follow-up data (capturing data on participants' ATAR, WAM, income, and Wellbeing Index) would allow us to compare the contribution of each work activity to post-school outcomes around education, employment and quality of life.

Appendix 1. Data tables

Table 4. Comparing workforce status between Ticket to Work participants and HILDA comparison group

Workforce status	Ticket to Work		HILDA Comparison group	
	Count	Percent	Count	Percent
Employed	34	64%	23	33%
Unemployed	13	25%	17	25%
Not in the labour force	6	11%	29	42%
Total	53	100%	69	100%
Missing/ unsure	3			

Source: ARTD Ticket to Work Survey 2018, HILDA Survey 2018

Table 5. Comparing current workforce and education status in Ticket to Work participants and HILDA comparison group

Working or studying	Ticket to Work		HILDA Comparison Group	
	Count	Percent	Count	Percent
Working and studying	12	23%	7	10%
Working only	22	42%	16	23%
Studying only	4	8%	9	13%
Not in education, employment or training (NEET)	15	28%	37	54%
Total	53	100%	69	100%
Missing/ unsure	3			

Source: ARTD Ticket to Work Survey 2018, HILDA Survey 2018

Table 6. Barriers to work

	Ticket to Work								HILDA
	Yes (n)	No (n)	Yes (%)	No (%)	Yes (n)	No (n)	Yes (%)	No (%)	
Own ill health or disability	15	8	65%	35%	14	8	64%	36%	
Did not have enough work experience	14	9	61%	39%	10	1	91%	9%	
Transport problems / too far to travel	13	9	59%	41%	10	7	59%	41%	

* Response rates from the HILDA 2018 survey were highly variable.

Source: ARTD Ticket to Work Survey 2018, HILDA Survey 2018

Table 7. Workforce status by level of Ticket to Work participation.

Workforce status	Higher participation	Higher participation	Lower participation	Lower participation
	Count	Per cent	Count	Per cent
Employed	17	77%	17	55%
Unemployed	5	23%	8	26%
Not in the labour force	0	0%	6	19%
Total	22	100%	31	100%

3 missing/ unsure.

Source: ARTD Ticket to Work Survey 2018, HILDA Survey 2018

Table 8. Highest completed year of school, Ticket to Work vs HILDA comparison group.

Highest completed year of school	Ticket to Work		HILDA Comparison Group	
	n	%	n	%
Year 12 or equivalent	52	95%	36	52%
Year 11 or equivalent	2	4%	8	12%
Year 10 or equivalent	1	2%	13	19%
Year 9 or equivalent	0	0%	9	13%
Year 8 or equivalent	0	0%	1	1%
Year 7 or equivalent	0	0%	1	1%
Attended primary school but did not finish	0	0%	1	1%
Total	55	100%	69	100%
Missing	1			

Source: ARTD Ticket to Work Survey 2018, HILDA Survey 2018

Table 9. Attainment of further qualifications, Ticket to Work vs HILDA comparison group.

Highest complete qualification	Ticket to Work		HILDA Comparison Group	
	Count	Per cent	Count	Per cent
Bachelor Degree but not Honours	0	0%	1	2%
Diploma (2 years full-time or equivalent)	0	0%	1	2%
Certificate level IV	0	0%	1	2%
Certificate 3	8	14%	3	5%
Certificate 2	7	13%	1	2%
Certificate 1	3	5%	3	5%
No qualifications	38	68%	51	84%
Total	56	100%	61	100%
Missing	0		8	

Source: ARTD Ticket to Work Survey 2018, HILDA Survey 2018

Table 10. Level of independence, Ticket to Work vs NDIS comparison group.

	Ticket to Work		NDIS Comparison Group	
	Count	Per cent	Count	Per cent
Yes, and its about right	34	63%	22	32%
No, I have the same or less	3	6%	21	31%
Yes, and I would like more	17	31%	25	37%
Total	54	100%	68	100%
Missing	2			

Source: ARTD Ticket to Work Survey 2018 and 2015 NDIS Framework Outcomes Pilot Study

Table 11. 'Going out as often as desired', Ticket to Work vs SDAC comparison group.

Going out	Ticket to Work		SDAC Comparison Group	
	Count	Percent	Count	Percent
Go out as often as desired	45	83%	73	65%
Go out, but not as often as desired	9	17%	40	35%
Total	54	100%	113	100%
Missing	2			

Source: ARTD Ticket to Work Survey 2018 and ABS Survey of Disability, Ageing and Carers, Australia: Summary of Findings—2015.

Table 12. Participation in social and recreational activities, Ticket to Work vs HILDA comparison group.

	Ticket to Work				SDAC Comparison Group			
	Yes (n)	No (n)	Yes (%)	No (%)	Yes (n)	No (n)	Yes (%)	No (%)
Visited relatives/ friends	50	4	93%	7%	29	1	95%	5%
Went out with relatives / friends	51	3	94%	6%	23	7	76%	24%
Religious or spiritual group activities	11	28	28%	72%	3	27	10%	90%
Voluntary or community service activities	10	30	25%	75%	5	25	16%	84%
Performing Arts group activity	7	34	17%	83%	0	30	0%	100%
Art/ craft or practical hobby group activities	9	30	23%	77%	0	30	0%	100%
Sport or physical recreation with others	25	18	58%	42%	13	17	43%	57%
Other recreational or special interest groups	17	29	37%	63%	4	26	12%	88%

Source: ARTD Ticket to Work Survey 2018 and ABS Survey of Disability, Ageing and Carers, Australia: Summary of Findings—2015.

Appendix 2. Participation data

1. Level of participation

Table 3. Level of participation in work preparation activities while at school.

Level of participation	Count	Percent
One activity	7	13%
Two activities	26	46%
Three activities	20	36%
Four activities	3	5%
Total	56	100%

Source: ARTD Ticket to Work Survey 2018

Table 4. Grouped level of participation.

Level of participation	Count	Percent
Higher participation*	23	41%
Lower participation**	33	59%
Total	56	100%

*3 or more work preparation activities.

**2 or less preparation activities.

Source: ARTD Ticket to Work Survey 2018

Table 5. Job search difficulty by level of Ticket to Work participation.

Experienced difficulties getting work	Higher participation	Lower participation	Higher participation	Lower participation
	Count	Count	Percent	Percent
Yes	13	19	68%	83%
No	6	4	32%	17%
Total	19	23	100%	100%

14 missing/ unsure.

Source: ARTD Ticket to Work Survey 2018

2. Australian School based Apprenticeship or Training (ASbAT)

Table 6. Number of participants that undertook an Australian School based Apprenticeship or Traineeship.

Participated in an ASbAT	Count	Percent
Yes	28	52%
No	26	48%
Total	54	100%
Missing/ unsure	2	

Source: ARTD Ticket to Work Survey 2018

Table 7. Current employment status by participation in ASbAT during high school by Ticket to work participation.

Workforce status	Participated in an ASbAT	Did not participate in an ASbAT	Participated in an ASbAT	Did not participate in an ASbAT
	Count	Count	Percent	Percent
Employed	21	11	78%	46%
Unemployed	4	9	15%	38%
Not in the labour force	2	4	7%	17%
Total	27	24	100%	100%

5 missing/ unsure.

Source: ARTD Ticket to Work Survey 2018, HILDA Survey 2018

Table 8. Job search difficulty by participation in ASbAT.

Experienced difficulties getting work	Participated in an ASbAT	Did not participate in an ASbAT	Participated in an ASbAT	Did not participate in an ASbAT
	Count	Count	Percent	Percent
Yes	13	17	62%	89%
No	8	2	38%	11%
Total	21	19	100%	100%

16 missing/ unsure.

Source: ARTD Ticket to Work Survey 2018

3. Vocational education and Training

Table 9. Number of participants enrolled in vocational education and training in school.

Participated in vocational training during school	Count	Percent
Yes	36	67%
No	18	33%
Total	54	100%
Missing/ unsure	2	

Source: ARTD Ticket to Work Survey 2018

Table 10. Workforce status by vocational education in school by Ticket to work participation.

Workforce status	Participated in vocational training during school	Did not participation in vocational training	Participated in vocational training during school	Did not participation in vocational training
	Count	Count	Percent	Percent
Employed	23	10	70%	56%
Unemployed	7	5	21%	28%
Not in the labour force	3	3	9%	17%
Total	33	18	100%	100%

5 missing/ unsure.

Source: ARTD Ticket to Work Survey 2018, HILDA Survey 2018

Table 11. Job search difficulty by enrolment in vocational education.

Experienced difficulties getting work	Participated in vocational training during school	Did not participate in vocational training	Participated in vocational training during school	Did not participate in vocational training
	Count	Count	Percent	Percent
Yes	22	9	79%	69%
No	6	4	21%	31%
Total	28	13	100%	100%

15 missing/ unsure. The chi-square statistic is 0.42. The p-value is .516923. The result is not significant at $p < .05$.
Source: ARTD Ticket to Work Survey 2018

4. After school Jobs

Table 12. Number of participants that participated in an after school job.

After school job	Count	Percent
Yes	15	27%
No	41	73%
Total	56	100%
After school job	Count	Percent

Source: ARTD Ticket to Work Survey 2018

Table 13. Workforce status by participation in an after school job by Ticket to work participation.

Workforce status	Had an after school job	Did not have an after school job	Had an after school job	Did not have an after school job
	Count	Count	Percent	Percent
Employed	10	24	67%	63%
Unemployed	5	8	33%	21%
Not in the labour force	0	6	0%	16%
Total	15	38	100%	100%

3 missing/ unsure.

Source: ARTD Ticket to Work Survey 2018

Table 14. Job search difficulty by participation in an after school job during high school.

Experienced difficulty getting work	Had an after school job	Did not have an after school job	Had an after school job	Did not have an after school job
	Count	Count	Percent	Percent
Yes	10	22	83%	73%
No	2	8	17%	27%
Total	12	30	100%	100%

14 missing/ unsure

Source: ARTD Ticket to Work Survey 2018

5. Participation in work experience

Table 15. Number of participants who engaged in work experience while at high school.

Work experience	Count	Percent
Yes	50	89%
No	6	11%
Total	56	100%

Source: ARTD Ticket to Work Survey 2018

Table 16. Workforce status by participation in work experience while at high school by Ticket to Work participation.

Workforce status	Participated in work experience	Did not participate in work experience	Participated in work experience	Did not participate in work experience
	Count	Count	Percent	Percent
Employed	30	4	63%	80%
Unemployed	13	0	27%	0%
Not in the labour force	5	1	10%	20%
Total	48	5	100%	100%

3 missing/ unsure.

Source: ARTD Ticket to Work Survey 2018

Table 17. Job search difficulty by participation in work experience during high school.

Experienced difficulties getting work	Participated in work experience	Did not participate in work experience	Participated in work experience	Did not participate in work experience
	Count	Count	Percent	Percent
Yes	28	4	74%	100%
No	10	0	26%	0%
Total	38	4	100%	100%

14 missing/ unsure.

Source: ARTD Ticket to Work Survey 2018

6. Microbusiness

Table 18. Number of participants that had a microbusiness while at school.

Microbusiness	Count	Percent
Yes	2	4%
No	50	96%
Total	52	100%
Missing/ unsure	4	

Source: ARTD Ticket to Work Survey 2018

Table 19. Workforce status by microbusiness during school by Ticket to work participation.

Workforce status	Had a microbusiness during school	Did not have a microbusiness during school	Had a microbusiness during school	Did not have a microbusiness during school
	Count	Count	Percent	Percent
Employed	0	31	0%	63%
Unemployed	1	12	100%	24%
Not in the labour force	0	6	0%	12%
Total	1	49	100%	100%

6 missing/ unsure.

Source: ARTD Ticket to Work Survey 2018, HILDA Survey 2018

Table 20. Job search difficulty by microbusiness during school.

Experienced difficulty getting work	Had a microbusiness during school	Did not have a microbusiness during school	Had a microbusiness during school	Did not have a microbusiness during school
	Count	Count	Percent	Percent
Yes	1	30	100%	75%
No	0	10	0%	25%
Total	1	40	100%	100%

15 missing/ unsure.

Source: ARTD Ticket to Work Survey 2018

7. Customised employment

Table 21. Number of participants that participated in Customised Employment while at school.

Customised Employment	Count	Percent
CE	7	13%
No CE	49	88%
Total	56	100%

Source: ARTD Ticket to Work Survey 2018

Table 22. Workforce status by Customised Employment during school by Ticket to work participation.

	Participated in customised employment	Did not participate in customised employment	Participated in customised employment	Did not participate in customised employment
Workforce status	Count	Count	Percent	Percent
Employed	3	31	50%	66%
Unemployed	2	11	33%	23%
Not in the labour force	1	5	17%	11%
Total	6	47	100%	100%

3 missing/ unsure.

Source: ARTD Ticket to Work Survey 2018, HILDA Survey 2018

Table 23. Job search difficulty by Customised Employment during school.

	Participated in customised employment	Did not participate in customised employment	Participated in customised employment	Did not participate in customised employment
Experienced difficulty getting work	Count	Count	Percent	Percent
Yes	3	29	75%	76%
No	1	9	25%	24%
Total	4	38	100%	100%

14 missing/ unsure.

Source: ARTD Ticket to Work Survey 2018

8. NDIS Plan

Table 24. Number of participants who have an NDIS plan.

NDIS Plan	Count	Percent
Yes	21	55%
No	17	45%
Total	38	100%
Missing/ unsure	18	

Source: ARTD Ticket to Work Survey 2018

Table 25. Workforce status by NDIS plan status.

Workforce status	NDIS plan	No NDIS plan	NDIS plan	No NDIS plan
	Count	Count	Percent	Percent
Employed	12	11	63%	65%
Not employed	7	6	37%	35%
Not in the labour force	0	0	0%	0%
Total	19	17	100%	100%

20 missing/ unsure

Source: ARTD Ticket to Work Survey 2018

Table 26. Job search difficulty by NDIS plan status.

Experienced difficulties getting work	NDIS plan	No NDIS plan	NDIS plan	No NDIS plan
	Count	Count	Percent	Percent
Yes	11	12	79%	80%
No	3	3	21%	20%
Total	14	15	100%	100%

27 missing/ unsure.

Source: ARTD Ticket to Work Survey 2018

9. Assistance from a Disability Employment Service

Table 27. Number of participants who received DES assistance.

DES assistance	Count	Percent
Yes	32	70%
No	14	30%
Total	46	100%
Missing/ unsure	10	

Source: ARTD Ticket to Work Survey 2018

Table 28. Current workforce status by DES assistance status.

Workforce status	DES assistance	No DES assistance	DES assistance	No DES assistance
	Count	Count	Percent	Percent
Employed	26	3	81%	23%
Not employed	6	10	19%	77%
Not in the labour force	0	0	0%	0%
Total	32	13	100%	100%

11 missing/ unsure.

Source: ARTD Ticket to Work Survey 2018

Table 29. Job search difficulty by DES assistance status.

Experienced difficulties getting work	DES assistance	No DES assistance	DES assistance	No DES assistance
	Count	Count	Percent	Percent
Yes	19	10	70%	100%
No	8	0	30%	0%
Total	27	10	100%	100%

5 missing/ unsure.

Source: ARTD Ticket to Work Survey 2018

-
- ¹ Stafford, L et al (2017) Why one size fits all approach to transition in Disability employment services hinders employability of young people with physical and neurological disabilities in Australia.
- ² UN Committee on the Rights of Persons with Disabilities, General Comment No. 4 (2016) Article 24: Right to inclusive education, 2 September 2016, CRPD/C/GC/4, available at: <http://www.ohchr.org/EN/HRBodies/CRPD/Pages/GC.aspx>
- ³ Department of Social Services (DSS) (2016) National Disability Strategy Secondary implementation plan Driving Action 2015 – 2018 Australia
- ⁴ Children with Disability Australia 2015, *Post school transition: the experiences of students with disability*, Children with Disability Australia, Clifton Hill,
- ⁵ Emerson E. & Llewellyn G. (2014) *Left Behind: 2014. Monitoring the Social Inclusion of Young Australians with Disabilities. Technical Report 1, 2014.* Centre for Disability Research and Policy, University of Sydney, Sydney.
- ⁶ Yu, P. (2009a), '*Social participation of youth with disability: A study with the first seven waves of HILDA*', Australian Government Department of Families, Housing, Community Services and Indigenous Affairs
- Yu, P. (2009b), '*Social inclusion among youth growing up with disability*', Australian Government Department of Families, Housing, Community Services and Indigenous Affairs
- ⁷ Kraemer, B. and Blacher, J. (2001). Transition for Young Adults with Severe Mental Retardation: School Preparation, Parent Expectations, and Family Involvement. *Mental Retardation*, 39(6), pp.423-435.
- ⁸ Winn, S. and Hay, I. 2009, 'Transition from school for youths with a disability: issues and challenges', *Disability and Society*, vol. 24, no. 1, pp. 103-115.
- ⁹ Honey, A., Kariuki, M., Emerson, E., Llewellyn, G. (2014). Employment status transitions among young adults, with and without disability. *Australian Journal of Social Issues*, 49(2), 151-170.
- ¹⁰ OECD (2010), *Sickness, Disability and Work: Breaking the Barriers: A Synthesis of Findings across OECD Countries*, OECD Publishing, Paris, <https://doi.org/10.1787/9789264088856-en>
- ¹¹ Sheppard, L., Harrington, R. & Howard, K. (2017). Effective school to employment transitions. Research to Action Guide, Rapid Review. NDS Centre for Applied Disability Research. Available at www.cadr.org.au
- ¹² Carter, E.W., D. Austin, and A.A. Trainor, Predictors of postschool employment outcomes for young adults with severe disabilities. *Journal of Disability Policy Studies*, 2012. 23(1): p. 50-63.
- ¹³ Lindsay, S., et al., An ecological approach to understanding barriers to employment for youth with disabilities compared to their typically developing peers: views of youth, employers, and job counselors. *Disability and Rehabilitation*, 2015. 37(8): p. 701-711.
- ¹⁴ Talor, D.L., R.L. Morgan, and C.A. Callow-Heusser, A survey of vocational rehabilitation counselors and special education teachers on collaboration in transition planning. *Journal of Vocational Rehabilitation*, 2016. 44(2): p. 163-173.
- ¹⁵ Tilson, G. and M. Simonsen, The personnel factor: Exploring the personal attributes of highly successful employment specialists who work with transition-age youth. *Journal of Vocational Rehabilitation*, 2013. 38(2): p. 125-137.
- ¹⁶ Wehman, P., et al., Predictors of Successful Transition from School to Employment for Youth with Disabilities. *Journal of Occupational Rehabilitation*, 2015. 25(2): p. 323-334.
- ¹⁷ Taylor, D.L., R.L. Morgan, and C.A. Callow-Heusser, A survey of vocational rehabilitation counselors and special education teachers on collaboration in transition planning. *Journal of Vocational Rehabilitation*, 2016. 44(2): p. 163-173

-
- ¹⁸ Haber, M.G., et al., What Works, When, for Whom, and With Whom: A Meta-Analytic Review of Predictors of Postsecondary Success for Students With Disabilities. *Review of Educational Research*, 2016. 86(1): p. 123-162.
- ¹⁹ Siperstein, G.N., M. Heyman, and J.E. Stokes, Pathways to employment: A national survey of adults with intellectual disabilities. *Journal of Vocational Rehabilitation*, 2014. 41(3): p. 165-178
- ²⁰ Carter, E.W., et al., Engaging Communities in Identifying Local Strategies for Expanding Integrated Employment During and After High School. *Ajidd-American Journal on Intellectual and Developmental Disabilities*, 2016. 121(5): p. 398-418.
- ²¹ Carter, E.W., D. Austin, and A.A. Trainor, Predictors of postschool employment outcomes for young adults with severe disabilities. *Journal of Disability Policy Studies*, 2012. 23(1): p. 50-63.
- ²² Wehman, P., et al., Predictors of Successful Transition from School to Employment for Youth with Disabilities. *Journal of Occupational Rehabilitation*, 2015. 25(2): p. 323-334
- ²³ Haber, M.G., et al., What Works, When, for Whom, and With Whom: A Meta-Analytic Review of Predictors of Postsecondary Success for Students With Disabilities. *Review of Educational Research*, 2016. 86(1): p. 123-162
- ²⁴ Cocks, E., S.H. Thoresen, and E.A.L. Lee, Employment and related economic outcomes for Australian apprenticeship and traineeship graduates with disabilities: Baseline findings from a national three-year longitudinal study. *Journal of Vocational Rehabilitation*, 2013. 39(3): p. 205-217.
- ²⁵ Wehman, P., et al., Competitive Employment for Youth with Autism Spectrum Disorders: Early Results from a Randomized Clinical Trial. *Journal of Autism & Developmental Disorders*, 2014. 44(3): p. 487-500.
- ²⁶ Joshi, G.S., E.C. Bouck, and Y. Maeda, Exploring employment preparation and postschool outcomes from students with mild intellectual disability. *Career Development and Transition for Exceptional Individuals*, 2012. 35(2): p. 97-107.
- ²⁷ Kohler, P.D., et al., Taxonomy for transition programming 2.0: a model for planning, organizing, and evaluating transition education, service, and programs. 2016, Kalamazoo Michigan: Western Michigan University.
- ²⁸ Taylor, D.L., R.L. Morgan, and C.A. Callow-Heusser, A survey of vocational rehabilitation counselors and special education teachers on collaboration in transition planning. *Journal of Vocational Rehabilitation*, 2016. 44(2): p. 163-173
- ²⁹ Tilson, G. and M. Simonsen, The personnel factor: Exploring the personal attributes of highly successful employment specialists who work with transition-age youth. *Journal of Vocational Rehabilitation*, 2013. 38(2): p. 125-137.
- ³⁰ Wehman, P., et al., Competitive Employment for Youth with Autism Spectrum Disorders: Early Results from a Randomized Clinical Trial. *Journal of Autism & Developmental Disorders*, 2014. 44(3): p. 487-500.
- ³¹ Joshi, G.S., E.C. Bouck, and Y. Maeda, Exploring employment preparation and postschool outcomes from students with mild intellectual disability. *Career Development and Transition for Exceptional Individuals*, 2012. 35(2): p. 97-107.
- ³² Grigal, M., D. Hart, and A. Migliore, Comparing the transition planning, postsecondary education, and employment outcomes of students with intellectual and other disabilities. *Career Development for Exceptional Individuals*, 2011. 34(1): p. 4-17.
- ³³ Hagner, D., et al., Outcomes of a family-centered transition process for students with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 2012. 27(1): p. 42-50.
- ³⁴ Miles Morgan Australia, Guidelines for facilitating the career development of young people with disabilities: a research paper for the Career Industry Council of Australia. 2012, Career Industry Council of Australia Greensborough Victoria.

-
- ³⁵ Kohler, P.D., et al., Taxonomy for transition programming 2.0: a model for planning, organizing, and evaluating transition education, service, and programs. 2016, Kalamazoo Michigan: Western Michigan University
- ³⁶ Hagner, D., et al., Outcomes of a family-centered transition process for students with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 2012. 27(1): p. 42-50
- ³⁷ Meadows, D., Where have all our students gone? School to postschool transition in Australia. *Australasian Journal of Special Education*, 2009. 33(2): p. 87.
- ³⁸ Pleet-Odle, A., et al., Promoting high expectations for postschool success by family members: a "To-Do" list for professionals. *Career Development and Transition for Exceptional Individuals*, 2016. 39(4): p. 249-255.
- ³⁹ Taylor, D.L., R.L. Morgan, and C.A. Callow-Heusser, A survey of vocational rehabilitation counselors and special education teachers on collaboration in transition planning. *Journal of Vocational Rehabilitation*, 2016. 44(2): p. 163-173
- ⁴⁰ Joshi, G.S., E.C. Bouck, and Y. Maeda, Exploring employment preparation and postschool outcomes from students with mild intellectual disability. *Career Development and Transition for Exceptional Individuals*, 2012. 35(2): p. 97-107.
- ⁴¹ Kohler, P.D., et al., Taxonomy for transition programming 2.0: a model for planning, organizing, and evaluating transition education, service, and programs. 2016, Kalamazoo Michigan: Western Michigan University
- ⁴² Cimera, R.E., S. Burgess, and P.L. Bedesem, Does providing transition services by age 14 produce better vocational outcomes for students with intellectual disability. *Research and Practice for Persons with Severe Disabilities*, 2014. 39(1): p. 47-54.
- ⁴³ Kohler, P. D., Gothberg, J. E., Fowler, C., and Coyle, J. (2016). *Taxonomy for transition programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs*. Western Michigan University. Available at www.transitionta.org.
- ⁴⁴ Smith Family 2014, *Young people's successful transition to work: what are the pre-conditions?*, The Smith Family research report, The Smith Family, [Sydney],
- ⁴⁵ Siperstein, G, Parker, R & Drascher, M (2013), 'National snapshot of adults with intellectual disabilities in the labor force', *Journal of Vocational Rehabilitation*, vol.39, no.3, pp.1-27.
- ⁴⁶ Hawkins, A, Rasheed, E 2016, Ticket to Work pilot outcomes study: a quasi-experimental evaluation of pathways from school to economic and social inclusion, ARTD Sydney <http://www.tickettowork.org.au/wp-content/uploads/2016/06/Ticket-to-work-pilot-outcomesstudy-2016.pdf>.
- ⁴⁷ Hawkins, A, Rasheed, E (2016), Ticket to Work Network Analysis ARTD consultants Sydney
- ⁴⁸ Hawkins, A. (2016). Realist evaluation and randomised controlled trials for testing program theory in complex social systems. *Evaluation*, 22(3), 270 – 285.
- ⁴⁹ Australian Human Rights Commission (2016) National Inquiry into Employment Discrimination Against Older Australians and Australians with Disability
- ⁵⁰ Stafford, L et al (2017) Why one size fits all approach to transition in Disability employment services hinders employability of young people with physical and neurological disabilities in Australia.
- ⁵¹ Newman, L., Wagner, M., Knokey, A.-M., Marder, C., Nagle, K., Shaver, D., Wei, X., with Cameto, R., Contreras, E., Ferguson, K., Greene, S., and Schwarting, M. (2011). The Post-High School Outcomes of Young Adults With Disabilities up to 8 Years After High School. A Report From the National Longitudinal Transition Study-2 (NLTS2) (NCSER 2011-3005). Menlo Park, CA: SRI International. Available at www.nlts2.org/reports/
- ⁵² Kohler, P. and Field, S. (2003). 'Transition-focused education: Foundation for the future', *The Journal of Special Education*, 37(3), 174-183

-
- ⁵³ ABS, Cat. No. 4221.0, Schools, Australia, 2017
- ⁵⁴ 2014 Brotherhood of St Laurence 'Investing in our Future' report
- ⁵⁵ Wagner, M. (1991b). Sticking it out: Secondary school completion. Youth with disabilities: How are they doing? Menlo Park, CA: SRI International.
- ⁵⁶ Stodden, R., Dowrick, P., Stodden, N. & Gilmore, S. (2001). A review of secondary school factors influencing post school outcomes for youth with disabilities. Honolulu: National Center for the Study of Postsecondary Educational Supports, University of Hawaii at Manoa.
- ⁵⁷ ABS.gov.au. (2011). 4438.0 - Disability, Vocation and Education Training, 2009. [online]
- ⁵⁸ Foundation for Young Australians (2016), "The New Work Mindset". Available at: <http://www.fya.org.au/wp-content/uploads/2016/11/The-NewWork-Mindset.pdf>
- ⁵⁹ International Labour Organisation ILO 2012 *Asia-Pacific: Quality and quantity of jobs dropping*, ILO, Geneva.
- ⁶⁰ Luecking, R. and Fabian, E (2000) 'Paid Internships and Employment Success for Youth in Transition', Career Development for Exceptional Children, vol. 23, no. 2, 2000, pp. 205–221
- ⁶¹ Apprenticeship Support Australia (ASA) (2018) *Skillsroad 2018 Youth Census*.
- ⁶² NDIS Annual report 2017-2018
- ⁶³ Mavromaras, K., Moskos, M., & Mahuteau, S. (2016). Evaluation of the NDIS: Intermediate Report. Adelaide: Flinders University
- ⁶⁴ Benz M. R., Lindstrom L., Yovanoff P. (2000). Improving graduation and employment outcomes of students with disabilities: Predictive factors and student perspectives. *Exceptional Children*, 66, 509–529. doi:10.1177/001440290006600405
- ⁶⁵ Wagner M. M., Newman L. A., Javitz H. S. (2014). The influence of family socioeconomic status on the post-high school outcomes of youth with disabilities. *Career Development and Transition for Exceptional Individuals*, 37, 5–17. doi:10.1177/2165143414523980
- ⁶⁶ Joshi G. S., Bouck E. C., Maeda Y. (2012). Exploring employment preparation and postschool outcomes for students with mild intellectual disability. *Career Development and Transition for Exceptional Individuals*, 35, 97–107. doi:10.1177/0885728811433822
- ⁶⁷ Wehman P., Sima A. P., Ketchum J., West M. D., Chan F., Leucking R. (2015). Predictors of successful transition from school to employment for youth with disabilities. *Journal of Occupational Rehabilitation*, 25, 323–334. doi:10.1007/s10926-014-9541-6
- ⁶⁸ Carter E. W., Austin D., Trainor A. A. (2012). Predictors of postschool employment outcomes for young adults with severe disabilities. *Journal of Disability Policy Studies*, 23, 50–63. doi:10.1177/1044207311414680



SYDNEY
MELBOURNE
MAIL
WEB
TEL

LEVEL 4, 352 KENT ST
LEVEL 4, 401 COLLINS ST
PO BOX 1167 QVB NSW 1230
ARTD.COM.AU
02 9373 9900


ARTDCONSULTANTS