

# Ticket to Work pilot outcomes study



A quasi-experimental evaluation of pathways from  
school to economic and social inclusion

Report for National Disability Services

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## Acknowledgments

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We would like to thank the young people that participated in the study.

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The findings and views reported in this paper, however, are those of the author and should not be attributed to either DSS or the Melbourne Institute

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# 1. Key Findings

This study aimed to measure the longer term employment, social participation and independence outcomes of young people who participated in Ticket to Work.

The Ticket to Work initiative aims to improve economic and social participation for young people with disability through vocational/career development and early contact with work environments whilst at school. The initiative is delivered through a network including schools, post school providers and employers.

The study used a treatment and comparison group design. The treatment group was comprised of those who had participated in the Ticket to Work pilot whilst at school and had been out of school for 1 to 3 years. The comparison group was comprised of similarly aged young people with comparable disability types identified in the following data sets:

- Household, Income and Labour Dynamics in Australia (HILDA)
- ABS Survey of Disability, Ageing and Carers (SDAC)
- National Disability Insurance Scheme (NDIS) participants

The study was limited by the small sample size of Ticket to Work pilot participants available for analysis. While the findings are very positive, they should be treated with caution—more reliable findings will be possible by the end of 2016 when a larger sample for follow-up is available from a greater number of networks.

At this stage, the key findings are:

- Ticket to Work participants indicated higher levels of social participation, quality of life and wellbeing than the comparison group.
- Of the total Ticket to Work participants, 86% are employed compared with 21% in the comparison group.
- All Ticket to Work participants had completed Year 12 compared with just over 50% in the comparison group.
- 100% of Ticket to Work participants had gained further education qualifications compared with 36% of the comparison group.
- Ticket to Work participants were on award or above award rates of pay equivalent to their colleagues without disability.
- Of those in employment, 42% of those in the comparison group were in full time employment compared with just 17% of Ticket to Work participants.
- Of those in employment, on average, the comparison group spent 14 months unemployed after completing full time education compared with just 2 months for Ticket to Work participants.
- The majority, 71% of Ticket to Work participants, felt that their level of independence was 'just right' compared with 32% of NDIS participants.

## 2. Introduction

### 2.1 Issue

Australian young people with disability are not successfully transitioning from school into further training or employment. Unfortunately, this contributes to long-term, often lifelong, disadvantage. Young Australians with disability are more likely to drop out of school early, be excluded from the labour force, have fewer educational qualifications, experience poverty and be socially isolated (ABS 2010; ABS 2012, OECD 2000; Australian Government 2011; National People with Disabilities and Carers Council and FaHCSIA 2009, Winn and Hay 2009, Yu 2009).

There is abundant evidence on the social and economic benefits of work for people with disability and their families. People who work contribute to society, gain financial independence, enjoy a better standard of living, experience improved physical and mental wellbeing, have expanded social networks and have opportunities to develop their career, demonstrate and expand their skills and knowledge (Buckup S 2009, Waddell & Burton, 2006).

Despite this, on finishing school, young people with disability are far less likely to participate in post-secondary education or employment and are more likely to move out of the labour force (AIHW, 2011; Newman *et al.*, 2009; Stodden & Dowrick, 1999). Once they move out of the labour force, they are less likely to ever gain access to the labour force again, affecting the life-long wellbeing of the person (Siperstein, Perker & Drascher 2013).

Young people with disability are significantly worse off than young people without disability in most aspects of life, though not for a lack of aspiration. Emerson, Honey and Llewellyn (2008) compared the wellbeing and aspirations of young people with disability with those of other Australian adolescents and young adults and found the goals and aspirations of young people in both groups were similar, but were not being achieved for young people with intellectual disability as they were not successfully transitioning into employment, affecting their long term economic and social outcomes.'

### 2.2 Reason of poor post school outcomes

The reason why these aspirations are not being met is a lack of vocational opportunities and pathways in the transition from school. This traps people with disabilities into non-vocational alternatives (such as day services) with poor open employment prospects. (Cocks et al 2013)

'Currently for many young people with disability, school to work transition is a variable and ad hoc process' (Children with Disability Australia, 2015). Feedback from young people and parents indicates that they feel like they 'have been dropped

off a cliff' once they leave school and reach adulthood (Stewart et al.2001, Stewart D et al 2010, SELLEN 2014, Children with Disability Australia, 2015).

It has been consistently 'identified that it is crucial that young people with a disability receive the support required to participate in the workforce as early as possible to drive effective long-term employment outcomes and maximise the benefits of improved standards of living and social inclusion that come with employment' (Deloitte 2011).

Currently, many young people with intellectual disability (unlike their non-disabled peers) are not getting the early opportunities to participate in the workforce, Young people with intellectual disability often do not get access to work experience, career development or part time after school employment and there is little expectation to take an open employment pathway (Wakeford, Waugh 2014, Inclusion Australia 2014). There is a pervasive culture of low expectation resulting in a lack of opportunities for Australian students with disability, particularly in relation to genuine sustainable employment, a view sometimes held by the young people themselves, parents, employers, educators and government. (Wakeford, Waugh 2014). It has been found that prolonged exposure to 'horizon-limiting views and experiences' may see these beliefs become internalised and the person's capacity to recognise their potential diminished (PwC 2011).

The imperative to improve school to open employment outcomes has been cited and highlighted in multiple Senate inquiries, government reports, action plans, agreements and strategies:

- National Disability Employment Framework Discussion Paper, Department of Social Services 2015
- A New System for Better Employment and Social Outcomes Top of Form Bottom of Form, Department of Social Services 2015
- National Disability Strategy 2010-2020, Council of Australian Governments 2011
- National Education Reform Agreement, Council of Australian Governments 2013
- A Stronger Fairer Australia, Government of Australia, 2010
- WORKability II: National Inquiry into Employment and Disability, Australian Human Rights Commission 2005
- Laying the Groundwork 2011-2014, Department of Families, Housing, Community Services and Indigenous Affairs 2012
- National Education Agreement, Commonwealth of Australia, 2009
- Shut Out Report, National People with Disabilities and Carers Council and FAHCSIA, 2009
- Disability Care and Support Inquiry Report, Productivity Commission, 2011
- National Mental Health and Disability Employment Strategy, Department of Employment and Workplace Relations, 2008

While it is significant that school to work transition has been a mainstay in recent inquiries, it is more significant that the actual process of post school transition has remained ill-defined and practically unaddressed (Children with Disability, 2015).

This lack of cohesive publicly funded services in adulthood is a wasteful public policy gap because most individuals with intellectual disabilities are capable of working and participating in typical activities in their communities as adults when accompanied by the right support (Brown, Shiraga, & Kessler, 2006).

Failing to address the gaps in school-to-work transition for young people with disability is costly to individuals, but also the economy as 'high and increasing dependence on welfare payments by people with disabilities has been identified as unsustainable in Australia' (OECD 2011). Closing the gap between employment rates for people with and without disabilities by just one-third would result in a cumulative \$43 billion increase in Australia's GDP over the next decade in real dollar terms. (Deloitte 2011)

## **2.3 Predictors of post school employment outcomes**

We know that support during school is vital to the career trajectory of a young person with disability. Evidence from overseas and Australia indicates that connecting a young person with the world of work *before* they leave school greatly improves their chances of securing ongoing employment. It has been identified that most people with intellectual disabilities who are currently employed, had their first job before turning 21, indicating that early intervention and school to work support are key. (Siperstein, Perker & Drascher 2013)

Other countries have long focused on transition research, policy and practice for young adults with disability. In the United States, improving school transition to meaningful employment has been a long-standing emphasis of policy and legislative initiatives focused on transition-age youth and young adults with disability for over 25 years. (National Council on Disability, 2008; Phelps & Hanley-Maxwell, 1997; US Department of Education Office, 2002). This focus has also included extensive longitudinal studies which aimed to identify predictors of post school open employment success, most notably the National Longitudinal Transition Study ([www.nlts2.org/reports/](http://www.nlts2.org/reports/)) See Box 1.



**Box 1: Perspective of Dr Richard Luecking**

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

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

*Can we elevate everyone’s expectations accordingly?*

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

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

Dr Richard Luecking TransCen, Inc, [www.transcen.org](http://www.transcen.org)

High-quality transition services for all students with disabilities have been consistently equated with the following elements:

1. **High expectations and the assumption of employability for all young people with disability** (Kramer & Blacher, 2001; Lehr et al., 2004; Thoma, 1999; Wagner, Newman, Cameto, Levine, & Marder, 2007, Miles Morgan 2012).
2. **Locally-based cross sectoral partnership networks** and practices that reflect collaboration with schools, external partners, community agencies and organisations that might be involved in supporting students in their post-school environments (Noonan et al., 2008; Repetto et al., 2002; Wehman, 2010, Luecking 2009, Lee & Carter 2012).
3. **Participation in paid and unpaid work experiences during the last years of secondary school** is consistently the most significant indicator of post school success. Young people with disability who exit school with a job are more likely to maintain a positive career trajectory than those who do not. Having held a paid, community-based job while still in high school was strongly correlated with post-school employment success (Benz, Lindstrom, & Yovanoff, 2000; Benz, Yovanoff, & Doren, 1997; Bullis et al., 1995; Luecking 2009; Luecking & Fabian (2000) Rabren, Dunn, & Chambers, 2002 Rowe et al. 2013).
4. **Vocational development while at school for young people with disability** provides students with authentic opportunities to acquire important work skills and values, inform their vocational decision making and shape their career aspirations for the future (Grigal, Hart, and Migliore 2011, Vondracek & Porfeli, 2006, Miles Morgan 2012).



## **2.4 Ticket to Work**

### **2.4.1 Ticket to Work history**

In 2011, representatives from a diverse range of organisations in Melbourne - who all shared a common desire to improve the transition and employment outcomes of young people with intellectual disability - collaborated to explore how local young people with disability could be better supported by the community to initiate successful pathways to employment.

This collaborative group tasked themselves with researching and identifying new approaches and models that could be utilised to meet their overarching goal. The network consisted of a wide range of knowledge and expertise covering the education, training, employment and disability sectors. After extensive scoping research, the Ticket to Work model was developed and piloted with 12 students in 2012. These students are the subjects of this outcome investigation.

During 2013, and as Ticket to Work gathered momentum and interest, organisations in other regions began to express interest in replicating the model in their local areas. It became clear that the model was desirable and could address transition and employment needs for an even greater number of young people with disability in other parts of Australia. The grass-roots nature of the model could easily accommodate up-scaling and replication in new regions.

A National Ticket to Work Network was established to support the accreditation of new Local Ticket to Work Networks and assisted them to implement the model in their regions. In October 2013, the National Ticket to Work Network received Commonwealth funding through the National Disability Employment Initiative (NDEI) to further expand and grow the initiative. The modest funding allowed for the employment of a National Manager. In 2015, National Ticket to Work received one year's funding from DSS to continue the National office and evaluate the model.

Today, local Ticket to Work Networks are all still delivered through goodwill without additional funding except for the 4 networks in NDIS trial sites.

### **2.4.2 Ticket to Work Model**

The Ticket to Work model was developed by combining various 'success factors' from the research literature as listed above. Ticket to Work aims to redress the poor employment and social and economic exclusion rates currently experienced by young people with disability using evidence-based interventions.

Ticket to Work takes a 'collective impact' approach and combines 'typical' pathways planning, transition activities and employment experiences to help young people find

the best path for them. The initiative is made possible by Ticket to Work's partnership networks made up of both mainstream and disability-specific supports.

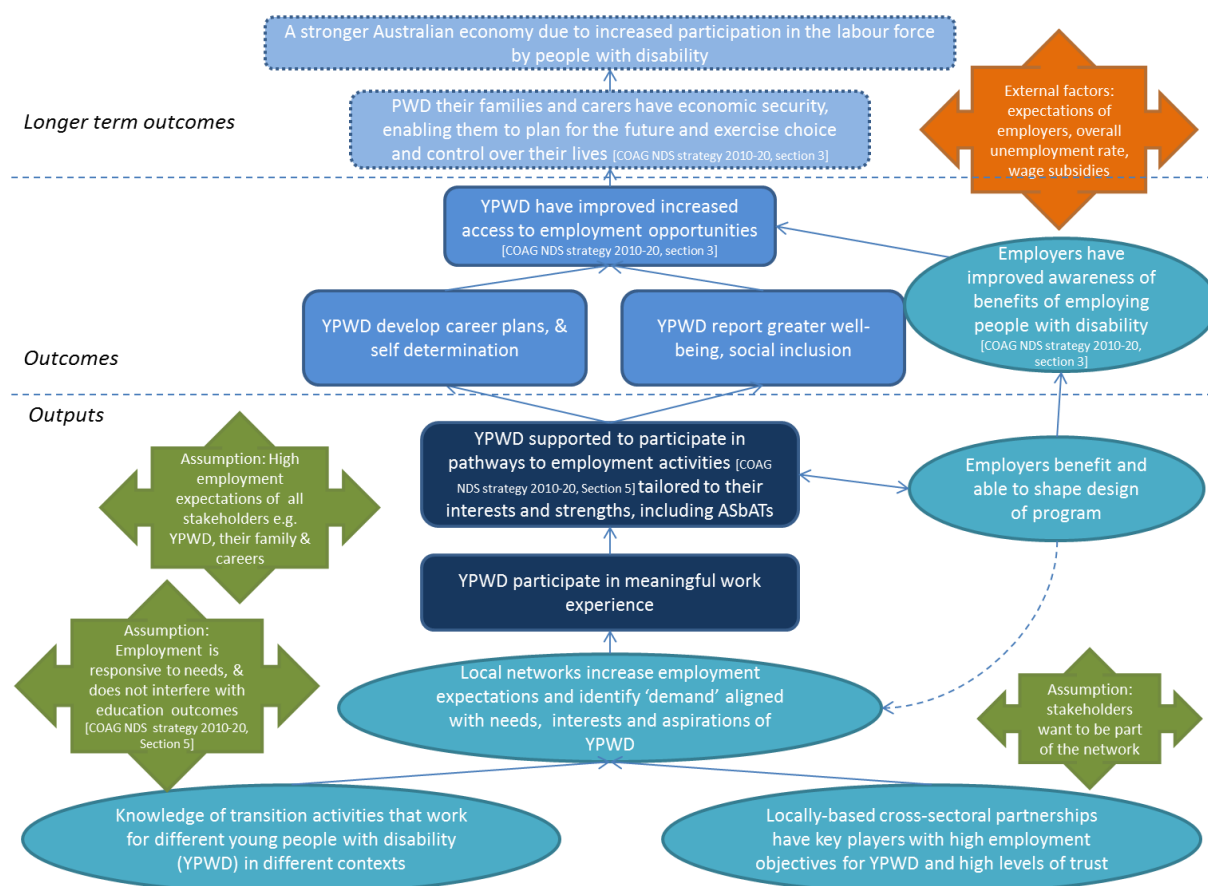
Ticket to Work aims to raise the employment aspirations of young people with disability, participants commence transition to employment whilst they are in school and have the dedicated support of a range of organisations. Ticket to Work is preparing young people with disability for the workplace and giving them an employment pathway that will support them to move into a successful life beyond school

### **The Ticket to Work model:**

1. Brings together disability-specific and mainstream representatives from a variety of sectors to work strategically to improve employment outcomes
2. Supports young people in gaining access to early experiences and to supports that positively influence their views of themselves as workers
3. Prepares young people with disability for the workplace and gives them an employment pathway that is typical of other young adults
4. Increases opportunities for on-the-job learning experience before leaving school
5. Changes the culture of low expectations and increases aspirations and opportunities.

### **2.4.3 Ticket to Work Program Logic**

The Ticket to Work logic is in line with the National Disability Strategy to increase the economic security, civic life, wellbeing and transition from education to employment of people with disability (Council of Australian Governments, 2011).



## 2.4.4 Ticket to Work structure

Ticket to Work's current structure is a simple one: a National Office that oversees and supports many local partnership networks. These Local Ticket to Work Networks operate across Australia. The National office is run by National Disability Services (NDS) and local Ticket to Work networks are co-ordinated by various local organisations with the support of the National Office.

The National Office works with local communities wanting to establish their own local Ticket to Work networks, spotlighting research, strategies and practices that produce optimal employment and career achievement for young people with disability.

The Local Networks bring together a range of partners in local regions who work together to provide young people with access to career development, workplace preparation, work experience, vocational skills and Australian School Based Apprenticeships and Traineeships (ASbATs). The local networks are coordinated by an intermediary who has been accredited by the National Office to deliver the Ticket to Work model using evidence based practice.

Each Local Network supports young people with disability to participate in the same 'typical' transition activities that their peers without disability generally partake in as a matter of course. The Local Networks use their combined skills to ensure these activities are provided in a supportive manner and in a way that reflects the individual

needs of students and the local context. In many cases, this negates the need for specialised disability focus programs. The network 'blends and braids' its collective resources to address the transition needs of the individual young person.

## 2.5 Ticket to Work monitoring data

Ticket to Work has grown rapidly since going national in early 2014. Over this short period of time, a large number of young people, employers, schools and organisations are participating in a Local Ticket to Work Network and/or related activity as indicated below. Ticket to Work has supported over 1000 young people and engaged over 400 employers. These young people are employed across a wide range of industry areas, mainly in small to medium sized enterprises.

**Table 1. Data on current and recent Ticket to Work participants**

Target Group	2014-2015 Outcomes
Young people with disability	<ul style="list-style-type: none"> <li>• 1025 young people commenced in work experience and work preparation activities</li> <li>• 490 young people have started an Australian School-based Apprenticeship or Traineeship</li> <li>• 90 per cent of the trainees are still in their apprenticeship or traineeship or have completed their apprenticeship/traineeship</li> </ul>
Employers	<ul style="list-style-type: none"> <li>• 455 employers across a diverse range of sectors have supported young people in their workplaces (work preparation, work experience and/or employed a school-based trainee)</li> </ul>
Schools	<ul style="list-style-type: none"> <li>• 169 schools are offering Ticket to Work activities to their students with disability</li> </ul>
Local Ticket to Work Networks	<ul style="list-style-type: none"> <li>• 32 Local Networks are operational and offering Ticket to Work activities to students, schools and employers</li> <li>• 281 organisations and agencies are now part of a Local Ticket to Work Network</li> </ul>

## 2.6 Purpose of the evaluation

The purpose of the research study was to measure the longer term employment, social participation and independence outcomes of young people who participated in Ticket to Work.

### 3. Method

The study used a quasi-experimental treatment and comparison group design. The treatment group comprised those who had participated in Ticket to Work and had been out of school for 1-3 years.

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 (HILDA)
- ABS Survey of Disability, Ageing and Carers (SDAC)
- National Disability Insurance Scheme (NDIS) participants

The study collected the same data on employment, social participation and independence for Ticket to Work participants as was available in these data sets for the comparison group. This data allowed for a comparison of longer term outcomes that could be attributed to the benefits of Ticket to Work over and above the base case, or business as usual.

The study was limited by the small sample size of Ticket to Work participants available for analysis. While there were only 12 participants in the pilot, 7 could be contacted for follow-up and are included in this analysis.

The study sought to answer the following key research questions:

- What outcomes have been achieved by Ticket to Work participants that can be attributed to Ticket to Work? Specifically
  - Outcomes in terms of participation in education and employment
  - Outcomes in terms of social participation
  - Outcomes in terms of independence

To answer this question, the study aimed to:

- Compare the economic participation of Ticket to Work participants with young people with intellectual disability captured in the Household Income and Labour Dynamics Survey Australia (HILDA)
- Compare the social participation of Ticket to Work Participants with young people with intellectual disability captured in the Survey of Disability Ageing and Carers (SDAC)
- Compare the Independence levels of Ticket to Work Participants with NDIS participants

## 3.1 Data Sources

The data sets used for the analysis included:

- Household Income and Labour Dynamics Survey (HILDA), University of Melbourne: The HILDA survey is a household-based panel study which began in 2001. It collects information about economic and subjective wellbeing, labour dynamics and family dynamics. Data from Wave 14 has been used for this analysis. Further details of the survey can be found on The University of Melbourne HILDA survey web page – (<https://www.melbourneinstitute.com/hilda/>)
- Survey of Disability Ageing and Carers (SDAC), ABS: SDAC is conducted throughout Australia and captures information on characteristics, education and employment, long-term health conditions, assistance and social and community participation. Data from the 2012 SDAC survey has been used for this analysis. Further details of the survey can be found on the ABS SDAC web page – (<http://www.abs.gov.au/ausstats/abs@.nsf/mf/4430.0>)
- National Disability Insurance Agency Data (2015), Data from the *National Disability Insurance Scheme Outcomes Framework Pilot Study: Summary Report*. Further details of the survey can be found on The NDIS Website – ([www.ndis.gov.au/news/outcomes-framework](http://www.ndis.gov.au/news/outcomes-framework))
- Ticket to Work Participant Data, NDS: This data was collected by NDS. This captures data on 7 of the 12 participants from the original pilot group who were involved in Ticket to Work in 2012-2013 and left secondary school 1 to 3 years ago.

## 3.2 Data Captured

The participant survey collected the same items as collected in the data sources above. The questions on economic participation were framed as in the HILDA survey, those on social participation were framed as in the SDAC survey and those on Independence levels were framed as in the NDIS Outcome Framework. Additional questions specific to the Ticket to Work initiative were also added about the experience of being part of Ticket to Work and the support and assistance provided through local Ticket to Work networks.

Data was collected by NDS using structured telephone interviews.

### 3.2.1 Sample size

Comparison of the outcomes achieved for Ticket to Work participants and the comparison group was achieved by identifying all participants in the HILDA SDAC and NDS data with similar ages and disability types. These approaches yielded relatively small sample sizes as identified in the table below.

**Table 2. Total sample sizes, Ticket to Work and Comparison Groups**

Data set	n
Ticket to Work	7
HILDA Survey	56
SDAC Survey	42

The sample for comparison from the HILDA dataset was based on the following selection criteria:

- Young people within the ages of 18 – 25
- People with intellectual disability who have difficulty learning and understanding

The sample for comparison from the SDAC dataset was based on the following selection criteria:

- Young people within the ages of 20 – 24<sup>1</sup>
- People with intellectual disability who have difficulty learning and understanding

The sample of participants in Ticket to Work who had completed the program between 1-3 years was limited to 12 participants of whom 7 could be contacted for participation in the study and all were aged between 20-24.

### 3.3 Limitations

There were some limitations of the study including:

- The sample size of the Ticket to Work group was too small to reach definite conclusions about the outcomes attributable to Ticket to Work.
- The HILDA comparison group includes participants in open employment and supported employment (sometimes referred to as sheltered workshops or Australian Disability Enterprises (ADEs)), whereas Ticket to Work participant employment is restricted to open employment only. Tickets to Work outcomes only include young people with disability in the *open* labour market.
- Limited access to SDAC survey results prevented a thorough analysis of each of the social participation variables.
- Some of the respondents in the HILDA comparison groups have acquired disability rather than have had a disability since birth.

Implications for further research using a larger sample size are discussed in the conclusion to this report.

<sup>1</sup> The age group chosen from SDAC survey was not 18 – 25 years as that of HILDA due to the limitations of access to data. 20 – 24 years was the standard categorization used in the SDAC comparison. Since the age group of the Ticket to Work participants is within 20-24 this is a fair comparison group.



## 4. Findings

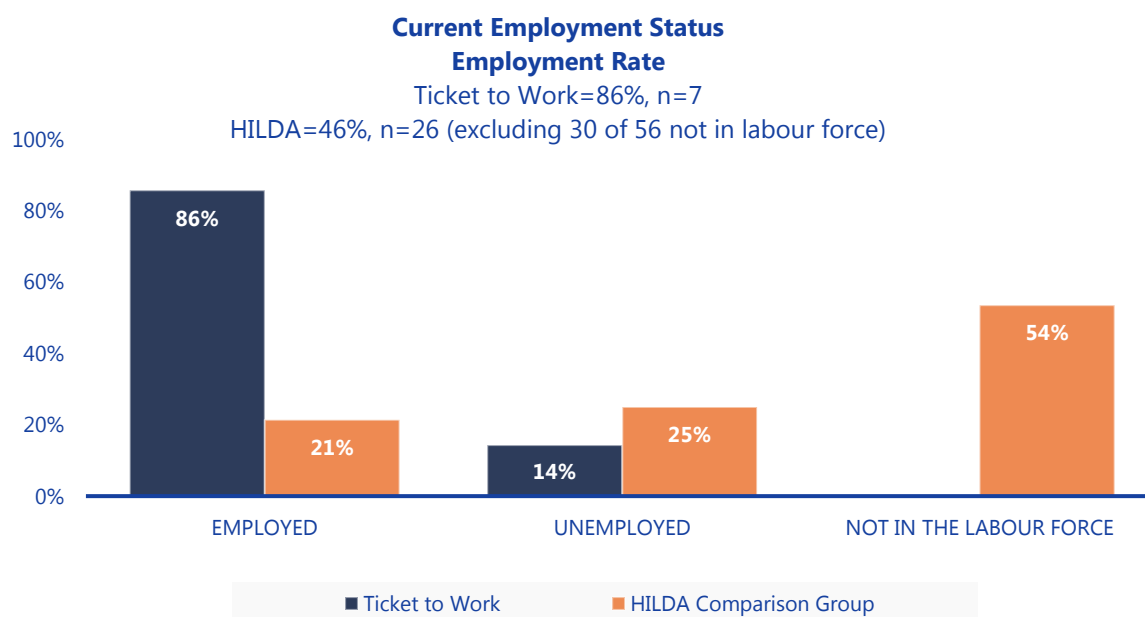
### 4.1 Ticket to Work participants have higher rates of economic participation

#### 4.1.1 Ticket to Work participants have higher employment rates.

The employment rate of 86% in the Ticket to Work group is much higher than the comparison group employment rate of 46%.<sup>2</sup> Out of the 7 Ticket to Work participants, 6 are employed at award or above award rates (equivalent to their work colleagues without disability). From the comparison group, 12 young people with disability are employed including one who is self-employed. It is unclear whether the other 11 were on award wages, ADE wages or supported wages. HILDA data does not discriminate between supported employment (ADE), open employment or the supported wage system, therefore, the 21% of those employed from the HILDA comparison group may include young people on sub-minimal wages (paid below award rates).

A total of 30 of the 56 people from the comparison group were categorised as not being part of the labour force, whereas all the Ticket to work participants were part of the labour force. Employment status is compared in Figure 1.

**Figure 1: Current employment status Ticket to Work vs comparison group**



<sup>2</sup> A chi-square test was done to assess if the difference between the two groups was significant across all variables of employment, education and social participation. However, the validity of the results was compromised due to small size and non-representative nature of the ticket to work sample. Hence the chi-square statistics and p-value have not been reported here.

Alt text: Figure 1 is a bar chart showing the current employment status in the two groups. It has three categories including employed, unemployed and not in the labour force.

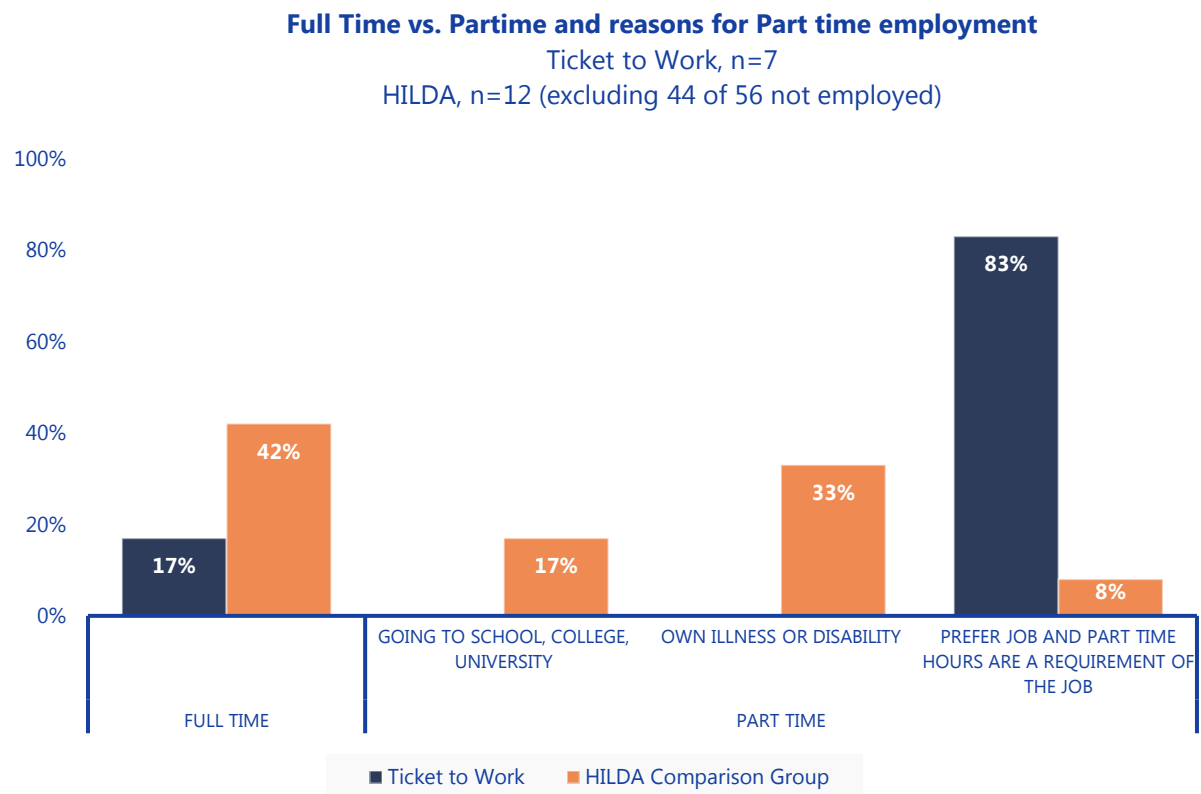
Employed: Bars compare 86% of Ticket to Work participants employed versus 21% of those from the HILDA Comparison group

Unemployed: Bars compare 14% of Ticket to Work participants employed versus 25% of those from the HILDA Comparison group

Not in the labour force: Bars compare 0% of Ticket to Work participants employed versus 54% of those from the HILDA Comparison group

Of the 6 employed participants of Ticket to Work, only one is employed full time (17% of the employed participants) compared with 5 out of 12 employed in the comparison group (42% of employed comparison group). Reasons for part time employment are shown in Figure 2. The employed Ticket to Work participants are working an average of 24 hours per week. All Ticket to Work participants working part time stated that they preferred it over full time work.

**Figure 2: Full time vs part time and reason for part time. Ticket to work vs comparison group**



Alt text: Figure 2 is a bar chart showing the proportion in full time and part time employment in the two groups also showing the corresponding reasons for choosing part time employment. The two categories are that of full time and part time employment with sub categories of reasons of part time employment.

Full Time: Bars compare 17% of employees in full time employment versus 42% of those from HILDA comparison group

Part Time where the reason for part time work is going to school, college or university: Bars compare 0% of the employees from Ticket to Work versus 17% of those from HILDA comparison group.

Part Time where the reason for part time work is own illness or disability: Bars compare 0% of the employees from Ticket to Work versus 33% of those from HILDA comparison group.

Part Time where the reason for part time work is prefer job and part time hours are a requirement of the job: Bars compare 83% of the employees from Ticket to Work versus 8% of those from HILDA comparison group.

The overall job satisfaction is higher in the Ticket to Work group at 8.5 than the comparison group at 7.6 as shown in Table 3 below. In comparison, Ticket to Work participants were more satisfied with:

- the work they were doing
- their working hours
- their work/life balance
- their pay rate

The only area where the comparison group showed a higher level of satisfaction was in job security. The comparison group indicated that they had slightly better job security. This may be due to the inclusion of people in supported employment, eg ADEs in the control group's (HILDA) definition of employment.

**Table 3. Overall job satisfaction, Ticket to Work vs. HILDA comparison group**

	<b>Ticket to Work (mean, standard deviation)</b>	<b>HILDA (mean, standard deviation)</b>
Overall Job Satisfaction	8.5, 3.2	7.6, 3.1
Work itself	8.6, 3.1	7.7, 3.1
Working Hours	8.8, 3.2	7.4, 3.0
Work Life Balance	8.7, 3.2	8, 3.6
Pay	7.7, 3.2	6.7, 3.6
Job Security	8.5, 3.0	8.6, 3.5

As shown in Table 4, Ticket to Work participants, on average, spent less time unemployed than the HILDA comparison group after leaving full time education.

**Table 4. Proportion of time spent unemployed and looking for work after finishing full time education, Ticket to Work vs. HILDA comparison group**

	<b>Average proportion of time unemployed</b>
Ticket to Work, n=7	2 months
HILDA , n=50	14 months

The one Ticket to Work participant who recently became unemployed has been actively looking for work independently, but has not received any job offers. Out of the unemployed people from the HILDA comparison group, 13 have been actively looking for work with the main difficulties in finding work listed in Table 5 below.

**Table 5. Main difficulties finding a job, HILDA comparison group**

	Number of young people (HILDA)
Overall ill health or disability	2
Transport Problems	3
No jobs in the line of work	1
Too many applicants for the job	2
No Jobs	4
Other difficulties	1

Based on data from the Australian Institute of Health and Welfare's Disability Services National Minimum Data Set (DSNMDS), Inclusion Australia determined that in 2012-13, just 6.9% of people with intellectual disability aged 15 to 64 reported work in the open labour market as shown in Table 6 below. Thirty-nine percent are participating in the labour market (open employment, ADE and unemployment) leaving the vast majority of people with intellectual disability excluded from the labour market having most likely taken non-vocational pathways such as day services post school.

**Table 6. Employment status of people with intellectual disability,**

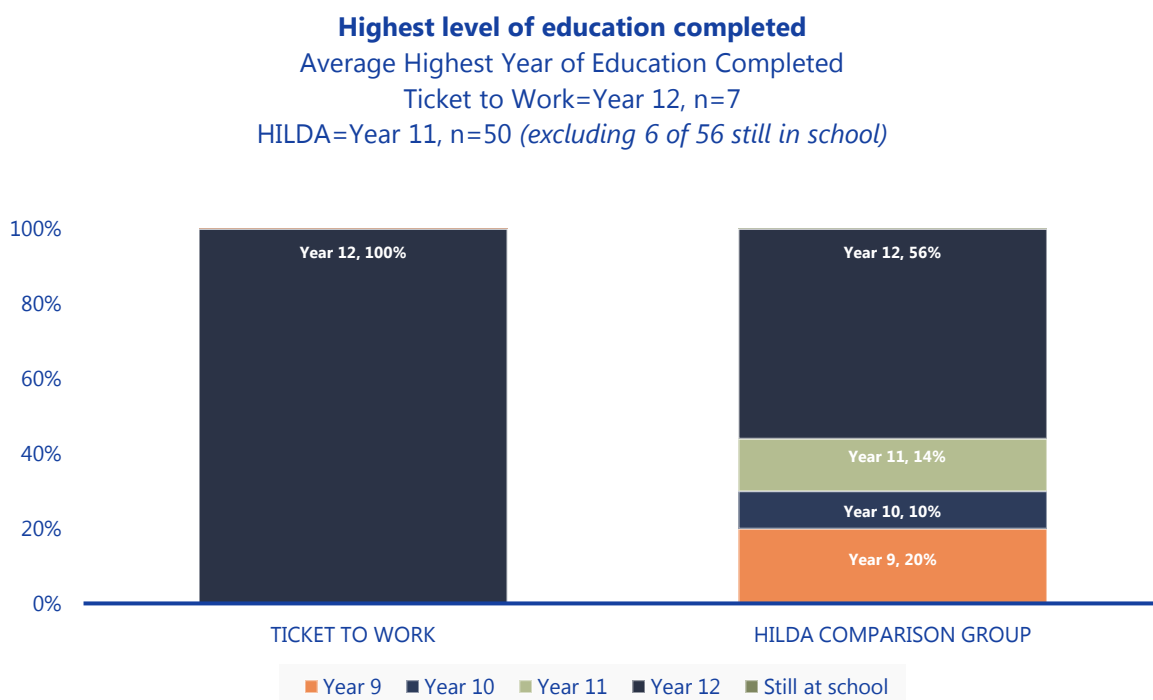
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Total Population</b>	71,701	70,614	72,226	76,673	77,320	79,319	83,791	86,614	85,550	84,082
<b>15 - 64 Years</b>	59,962	59,316	60,708	63,787	64,328	66,315	68,843	71,016	70,304	69,354
<b>Employed</b>	8,595	9,887	6,718	9,544	10,503	10,401	9,188	10,589	8,103	4,805
<b>Unemployed</b>	6,689	8,567	10,295	6,794	6,716	8,012	10,743	10,403	12,677	13,121
<b>Not in the Labour Force</b>	23,616	23,918	25,417	25,804	29,546	30,846	30,182	30,395	29,615	27,899
<b>Not Stated</b>	7,239	3,171	3,475	6,760	2,639	3,742	3,693	4,658	5,165	8,751
<b>ADEs</b>	13,823	13,773	14,803	14,885	14,924	15,142	15,037	14,971	14,744	14,778

#### 4.1.2 Ticket to Work participants have higher rates of participation in education/ training and higher qualifications

Ticket to Work participants are more likely than the comparison group to complete school and hold further qualifications. The average year of secondary education completed by all the participants of Ticket to Work was Year 12 compared with Year 11 in the comparison group. 100% of the Ticket to Work participants completed secondary school and went on to complete at least one certificate qualification. In comparison, only about 56% of young people with disability from the comparison group completed Year 12 with the other 44% being early school leavers. From the comparison group, 55% of young people with disability enrolled to obtain a post school qualification while only 36% actually completed the qualification they enrolled in (see Figure 4).

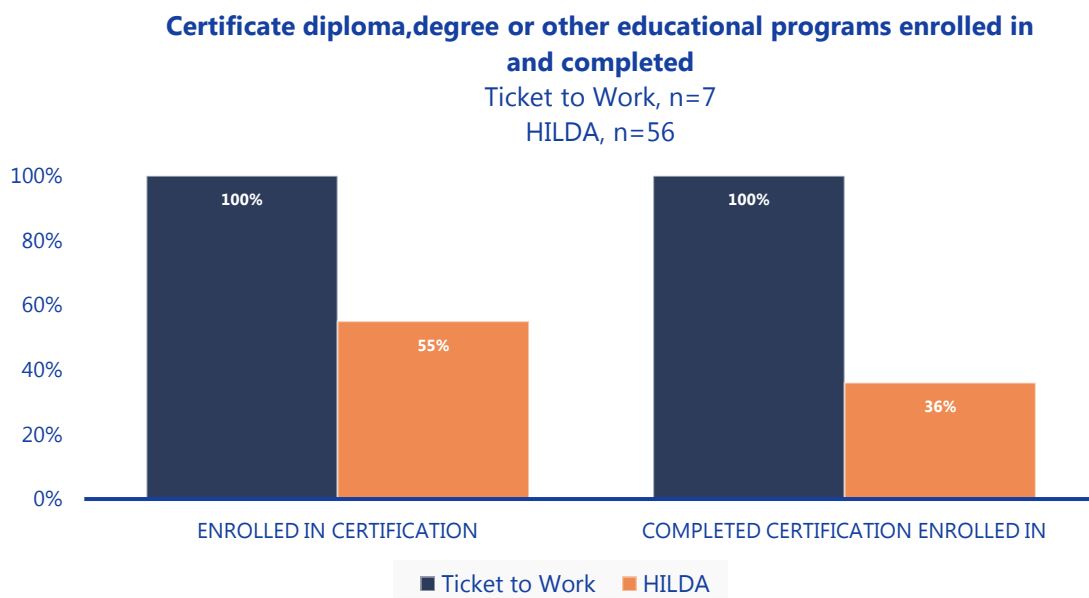
Education and Training is important as it is an indicator of employment success. A young person with disability is 10% more likely to be employed if they completed secondary education and 20% more likely to be employed if they completed a postsecondary qualification. (Newman et al 2011).

**Figure 3. Secondary school education status, Ticket to Work vs. comparison group**



Alt text: Figure 3 is a stacked bar chart comparing secondary school education status between the two groups. The bar on the left shows that 100% of the Ticket to Work participants completed Year 12 of school, while the bar on the right shows 20% completed Year 9, 10% completed year 10, 14% completed Year 11 and 56% completed Year 12 in the HILDA comparison group.

**Figure 4. Post school education status, Ticket to Work vs. comparison group**



Alt text: Figure 4 is a bar chart comparing proportion of participants who enrolled in certificate diploma, degree or other education programs versus those that completed it.

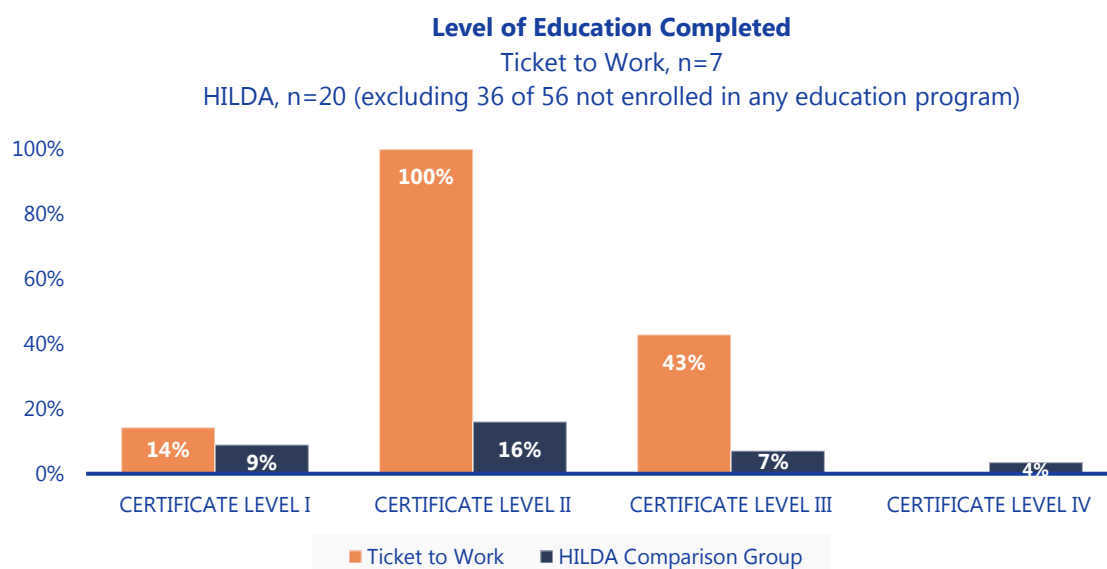
Enrolled in Certification: Bars compare 100% of Ticket to Work participants enrolled in certification versus 55% of those from the HILDA comparison group

Completed in Certification: Bars compare 100% of Ticket to Work participants enrolled in certification versus 36% of those from the HILDA comparison group

As indicated in Figure 5, the level of qualification (certification) was higher for Ticket to Work participants with 100% completion of Certificate II compared with 16% of the comparison group. Forty three percent of Ticket to Work participants had completed a Certificate III compared with seven percent in the HILDA group.

None of the young people in either group pursued a diploma, bachelor's degree or higher. Interestingly, one Ticket to Work participant suggested that, through Ticket to Work, young people with disability should also be able to explore higher education pathways. This participant felt that university pathways were not available as an option despite student aspirations to attend university. This reinforces the need for more inclusive higher education initiatives in Australia such as those delivered at Flinders University (Up the Hill initiative) and at Sydney University (Inclusive Education Program) which both provide support and mentoring for students with intellectual disability to attend lectures and experience university life.

**Figure 5. Qualification Level, Ticket to Work vs. comparison group**



Alt text: Figure 5 is a bar chart showing the level of qualification of the two groups. It shows four categories of comparison including Certificate Level I, Certificate Level II, Certificate Level III and Certificate Level IV.  
 Certificate Level I: Bars compare 14% of Ticket to Work participants having completed the level versus 9% of those in the comparison HILDA group  
 Certificate Level II: Bars compare 100% of Ticket to Work participants having completed the level versus 16% of those in the comparison HILDA group  
 Certificate Level III: Bars compare 43% of Ticket to Work participants having completed the level versus 7% of those in the comparison HILDA group  
 Certificate Level IV: Bars compare 0% of Ticket to Work participants having completed the level versus 4% of those in the comparison HILDA group

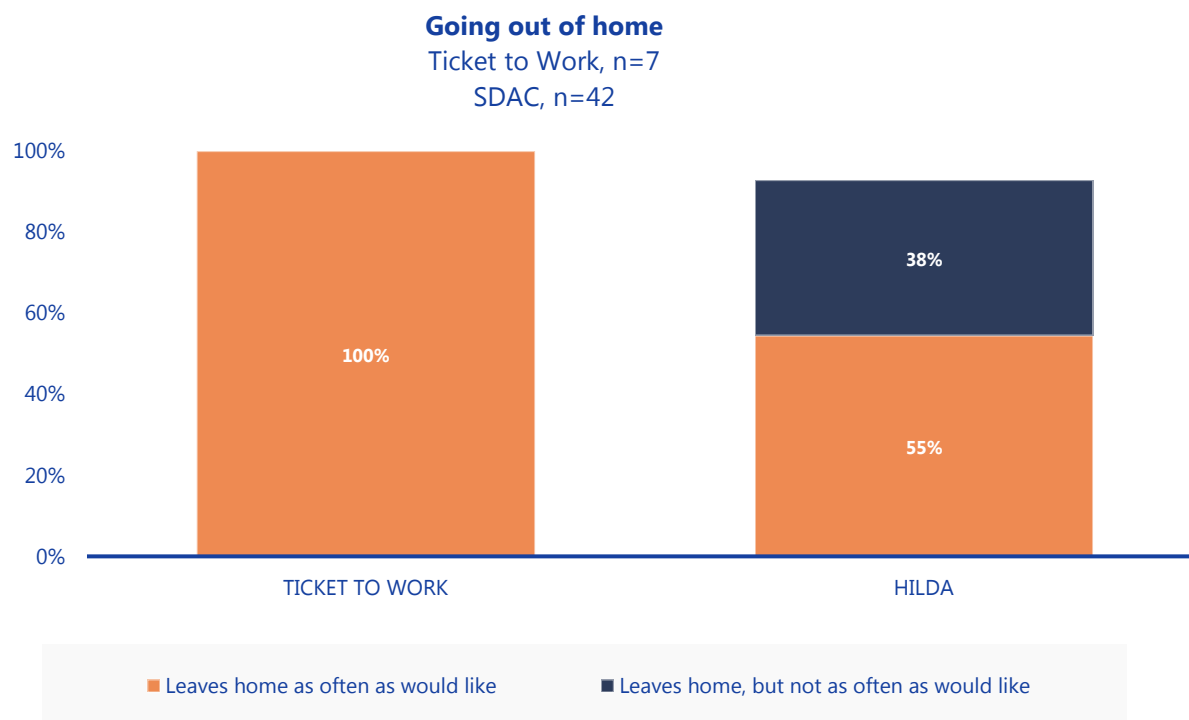
## 4.2 Ticket to Work participants are more socially included

The graphs below demonstrate the social participation and independence of three groups, Ticket to Work participants, SDAC comparison group and NDIS outcomes. All participants involved in Ticket to Work leave home to participate in activities as often as they like. In the HILDA comparison group, 38% the total number of young



people with disability felt that, even though they leave home, it was not as often as they would like.

**Figure 6: Social independence, Ticket to Work vs. SDAC Comparison Group,**



Alt text: Figure 6 is a stacked bar chart comparing the level of social independence in the two groups. The bar on the left shows 100% of the participants from the Ticket to Work group leave home as often as would like while the one on the right shows 55% of the Ticket to Work participants leave home as often as would like and 38% leave home but not as often as they would like.

We compared Ticket to Work participants with NDIS participants when looking at their independence and asked if they have more independence than they did two years ago. All the Ticket to Work participants felt that their independence had increased in the last two years compared with 63% of the surveyed NDIS participants. When asked about their current level of independence, 71% of Ticket to Work participants felt that their level of independence is just right compared with 32% of NDIS participants. Table 7 below summarises the responses of NDIS participants 16+ and Ticket to Work participants to the question, 'Do you have more independence than you did two years ago?'

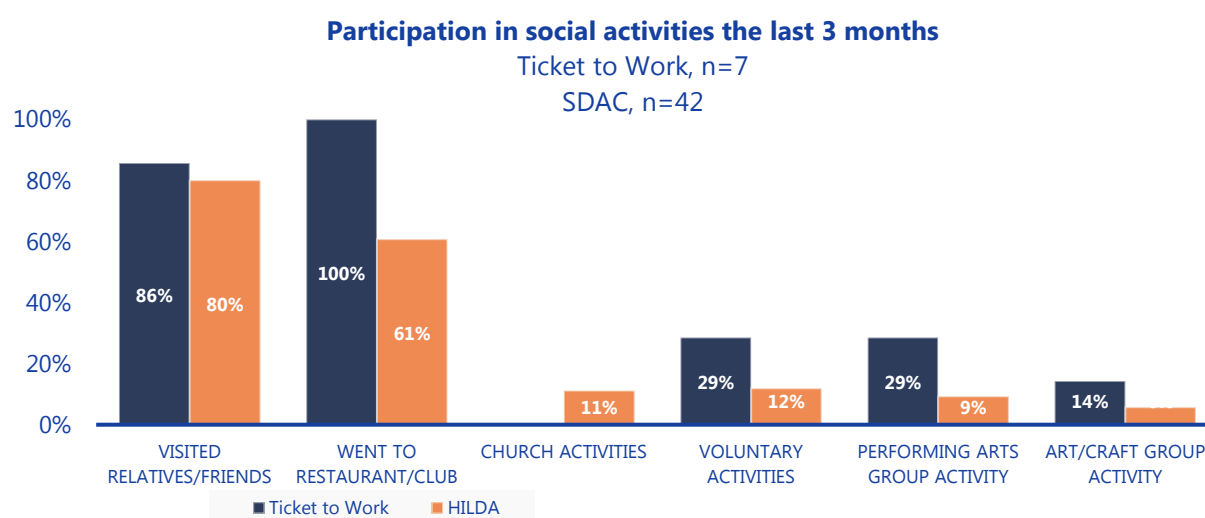
**Table 7. Level of independence**

Response	NDIS participant Age 16+	Ticket to Work participant. Age 20 to 23
Yes, and it's about right	32%	71%
Yes and I would like more	31%	29%
No, I have the same or less	37%	0%

Data from NDIS outcomes framework pilot study (2015)

Promoting the participation and inclusion of people with disability in social and community life is a key policy within the Council of Australian Governments' National Disability Strategy 2012-2020. Ticket to Work participants are more likely to have participated in social activities within the last three months compared with the SDAC group in all areas other than in 'church activities'.

**Figure 7: Participation in social activity, Ticket to Work vs. SDAC comparison Group**

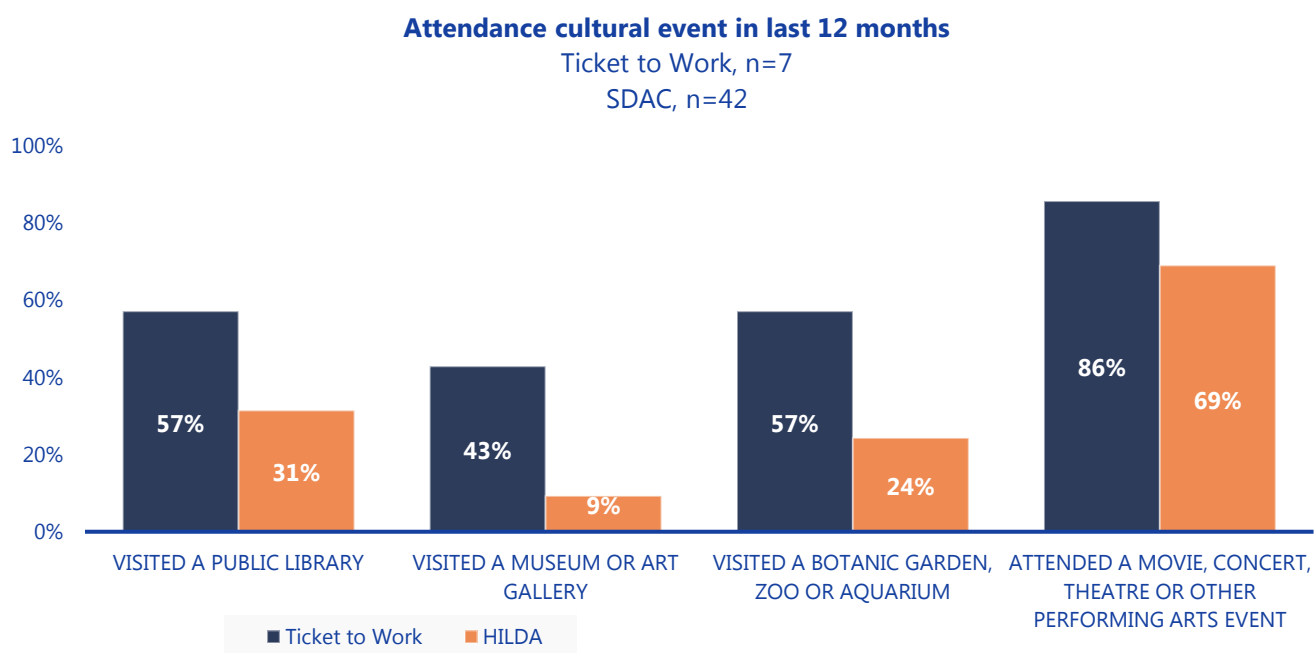


Alt text: Figure 7 is bar chart comparing the participation in social activities the last 3 months between the two groups. It has 6 categories including:

Visited Relatives/Friend: Bars compare 86% of Ticket to Work participants versus 80% of those from the SDAC comparison group  
Went to Restaurant/ Club: Bars compare 100% of Ticket to Work participants versus 61% of those from the SDAC comparison group  
Church Activities: Bars compare 0% of Ticket to Work participants versus 11% of those from the SDAC comparison group  
Voluntary Activities: Bars compare 29% of Ticket to Work participants versus 12% of those from the SDAC comparison group  
Performing Arts Group Activity: Bars compare 29% of Ticket to Work participants versus 9% of those from the SDAC comparison group  
Art/Craft Group Activity: Bars compare 14% of Ticket to work participants versus 6% of those from the SDAC comparison group

Culture and arts can contribute to the well-being of individuals with a disability as well as their carers, families, friends and communities (Arts Access Australia, 2005). Through the Cultural Ministers Council, state and federal governments have agreed to work together to improve the opportunities and choices people with a disability have to engage with, and participate in, the arts (Cultural Ministers Council 2009). Ticket to Work participants have greater access and participated in more culture and art events than the comparison group.

**Figure 8: Attending cultural events**



Alt text: Figure 8 is bar chart comparing the participation in cultural activities the last 12 months between the two groups. It has 4 categories including:

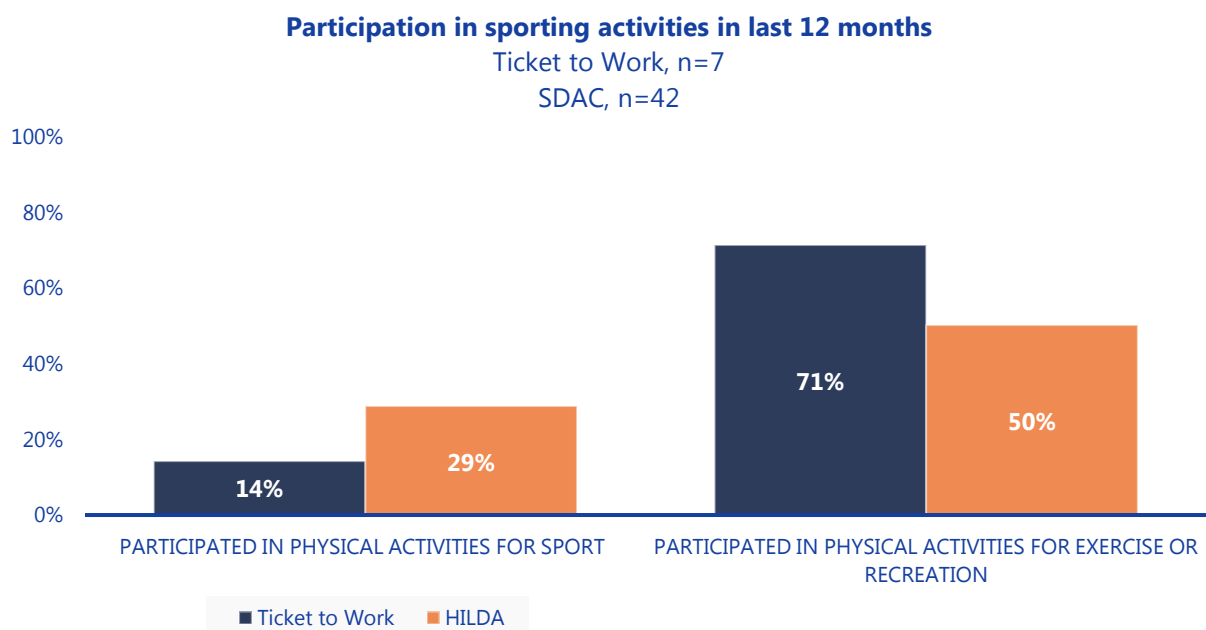
Visited a Public Library: Bars compare 57% of Ticket to Work participants versus 31% of those from the SDAC comparison group

Visited a Museum or Art Gallery: Bars compare 43% of Ticket to Work participants versus 9% of those from the SDAC comparison group

Visited a Botanic Garden, Zoo or Aquarium: Bars compare 57% of Ticket to Work participants versus 24% of those from the SDAC comparison group

Attended a Movie, Concert, Theatre or Other Performing Arts Event: Bars 86% of Ticket to Work participants versus 69% of those from the SDAC comparison group

**Figure 9: Participation in sporting activities.**



Alt text: Figure 9 is bar chart comparing the participation in sporting activities the last 12 months between the two groups. It has 2 categories including:  
Participated in physical activities for sport: Bars compare 14% of Ticket to Work participants versus 29% of those from the SDAC comparison group  
Participated in physical activities for exercise or recreation: Bars compare 71% of Ticket to Work participants versus 50% of those from the SDAC comparison group

Disability can adversely affect a young person's ability to engage in social activities and recreation and can limit their opportunity for development and social inclusion. (Australian Institute of Health and Welfare 2011). The participation rate in sport for those with an intellectual disability was 42% (ABS 2009). People with intellectual disability have the lowest level of participation in sport of all disability types. Fourteen percent of Ticket to Work participants had participated in physical activities or sport in the last 12 months compared with 29% of those from the SDAC comparison group. Seventy one percent of Ticket to Work participants had participated in physical activities for exercise or recreation in the last 12 months compared with 50% of those from the SDAC comparison group.

## **4.3 Ticket to Work participants, their experiences and aspirations**

### **4.3.1 Details on the Ticket to Work participants**

All Ticket to Work participants had an intellectual disability and 42% had a dual disability. The dual disabilities included 'intellectual disability/autism' and 'intellectual disability/motor dyspraxia'. The Ticket to Work participant's ages ranged from 20 to

23 years of age when surveyed. All had participated in Ticket to Work in 2012/2013 and had completed Year 12 at a special school. All had been out of school for 1 to 3 years at the time of interview. All Ticket to Work participants were in the labour market, with 86% working for award or above award wages.

One participant was living independently with his brother, the others were living at home with their parents. Twenty eight percent of participants were not receiving any government pension, benefits or allowance. This is significant as less than 3% of people with intellectual disability earn a wage as their main source of income (NCID 2013). Of those receiving government pension support, 4 out of 5 were receiving the disability support pension and the other was on youth allowance.

All participants undertook work experience while at school with an average of two work experience periods during their schooling. All participants undertook a school based traineeship while at school, as well as vocational training and work readiness activities. They all completed their traineeships. The usual completion rate of traineeship/apprenticeship for a student with a disability is 42%. (Ball 2005).

Fifty-seven percent of participants were employed by the same employer they had through their school based apprenticeship. Those that had changed employer had also changed industry which indicates the transferable nature of the skills they have developed. One young person began to look for a job in another industry after he came to realise that his industry couldn't offer him stable employment. Another young person decided to change jobs as he was not getting enough hours. Another participant's employer closed down. One young person had two jobs, one of which was with the employer who supervised his traineeship (who could not offer additional hours) and the other to increase his income. This ability to negotiate the labour market indicates the high level of career maturity of the young people involved.

When asked about key supports in their transition from school, the young people listed family, staff at their school and their managers as the greatest supports.

**Table 8. Source of support moving from school**

% of Ticket to Work Participants	
Staff at my school	71%
Family	86%
Friends	28%
DES consultant	57%
Supervisor/manger	71%

### 4.3.2 Experience of Ticket to Work

All participants were positive about their experience of Ticket to Work and the support it provided in starting their adult lives. Around 86% felt that participating in Ticket to Work helped them ‘a lot’ in their move from school to their life today while the rest felt it helped ‘a little’. All of the participants would recommend Ticket to Work to others. One participant felt that Ticket to Work could provide more options and career guidance in exploring academic pathways rather than purely vocational pathways.

When we asked participants about their experiences of Ticket to Work while at school, comments included:

*“Ticket to Work gave me options and allowed me to find the right job.”*

*“Without Ticket to Work I would not have a job.”*

*“Ticket to Work helped me find a job. I benefitted a lot from that because my employer liked my work and I learned a lot from him. I’d like to thank Ticket to Work for that.”*

*“Ticket to Work has helped me and the DES has played a big role in my employment.”*

*“Ticket to Work has helped me achieve my goals such as saving for a house, insurance and other goals. It is helping me be set up for life.”*

*“I gained experience.”*

*“It helped me to find a good work placement.”*

*“I gained so much more independence. I’ve even been on holidays with friends and I have my own personal car.”*

*“Ticket to Work gives you a great start and support.”*

### 4.3.3 Aspirations

Past participants of Ticket to Work were asked, ‘What do you want for your future?’ and ‘Are you on track to achieve your goals?’ they responded:

*“To buy a house, have my own insurances and buy a new car if I need it. I want to live on my own and maybe one day start a family. I want to move up in gardening and start to get acting jobs. My ultimate goal is to ‘go from bottom to top’ in acting. I feel that I am on track to achieve these things.”*

*“I want to get my drivers’ licence. I have my learners’ permit. I might look at increasing my days at work. I feel I am on track.”*

*“I want to become a barista, and I feel on track.”*

*“I have to thank Autobarn (his first employer) because I was doing customer service there and that gave me more confidence ... I've been making a lot of new friends as well. I drive now - got my P's last year. Bartending is something I really like doing - I learn something new every day. I love being around my friends. I want to become a really highly skilled bartender, to learn more drinks and serve others. In time I should be more experienced. The more I do it and learn, the better I get ... I would love to be in a business but I'm not sure what yet. .... I'd like to save up and go overseas on a holiday, alone or with friends. I feel I am track to achieving all these things.”*

*“I want to play professional golf if I am good enough. I feel on track.”*

*“I am fine with my work and life as it is and I want it to continue (as is).”*

*“I would very much like to qualify for my dream job, which is getting into the acting industry. At the moment I am focused on saving money to pursue my goals. I feel on track.”*

#### **4.4 Case Study: Nomaan**

Nomaan is a 21 year old kitchen steward at Melbourne's Crown Casino and an aspiring actor. A former student at Berendale School, a school for students with mild to moderate Intellectual disability, Nomaan became a participant in Ticket to Work during school when he saw an opportunity to pursue his career interests and learn more about the world of work.

Ticket to Work offered Nomaan extra support to pursue his employment goals. The Bayside and Greater Kingston (BGK) local Ticket to Work Network met with Nomaan to find out about his strengths and aspirations. After identifying an interest in cars and automotive technology, the Network looked at how they could support him to pursue this interest.

Nomaan commenced a Certificate II in Automotive Technology with Brighton Honda while completing his final year of school. Marriot Employment Options, a member of the BGK Ticket to Work network, provided regular support to Nomaan and his employer to ensure that the experience was as rewarding as possible for both parties.

Nomaan enjoyed automotive technology, but could see that the sector was slowing and may not be able to provide stable employment, so he made the decision to pursue other work. After finishing school Nomaan did food and beverage work at a cafe and at Hungry Jacks.



In December 2014, with the support of Marriott Employment Options, Nomaan started work at Crown Casino as a kitchen steward. He has now been with Crown for over a year and thoroughly enjoys his work, particularly the 'venue jumping' aspect of his role where he rotates through various restaurants at Crown, as he gets to experience many cuisines and kitchen environments.

Nomaan is looking for growth opportunities within Crown and is hoping to move into a Food and Beverage Attendant role as he likes the idea of serving and being around customers. He is also looking at other study and career options such as studying motor sport technology or joining the police force. At the moment, he is focused on saving money to pursue his goals as he has big plans for the future.

'I would very much like to qualify for my dream job which is getting into the acting industry.'

Nomaan is thrilled with what he's achieved so far and the confidence he has built through work and training. He attributes a lot of his success to the support he received through Ticket to Work.

'Ticket to Work has really helped me, and Marriott DES has played a big role in my employment. I would recommend it to other students.'

If I think about where I am today, I don't think I could have done it without Ticket to Work. If I compare myself from 18 to 21, I've got so much more independence. I've even gone on holidays with friends. I've got my own personal car and finances. I couldn't ask for a lot more at the moment.'

## 4.5 Conclusion

The results from this study are promising, but the sample size for the quasi-experimental outcomes analysis is too small to be conclusive. We discuss the implications of these findings in the light of all available evidence about the value of Ticket to Work in the next section.

## 5. Discussion

The body of evidence on which Ticket to Work was developed, and the indicative outcomes measured for pilot participants in this evaluation and current monitoring data, suggest that Ticket to Work is likely to generate substantial positive economic participation and social inclusion outcomes for young people with disability.

Ticket to Work went national in 2014 and has grown rapidly from the 12 pilot participants in 2012. There have now been over 1000 young people who have participated (with 490 starting an Australian School-based Apprenticeship or Traineeship) from 169 schools in 39 networks with 90 per cent of trainees starting an apprenticeship or traineeship completing or still currently participating in their apprenticeship/ traineeship (see Table 1).

The previous Ticket to Work evaluation (Wakeford, Waugh 2014) indicated that Ticket to Work found that 95% of young people involved believed that Ticket to Work would assist them to complete their schooling and source meaningful employment post-school. It also found that all of the parents/carers believed that Ticket to Work was improving the likelihood of the young person with disability moving into paid employment post-school.

While the outcomes and monitoring data are promising and extend the findings of previous studies, the sample size was too small (and restricted to one network) to be conclusive. Further data analysis towards the end of 2016 will be able to test the validity of these indicative findings and the extent to which they reflect the experiences of all Ticket to Work participants.

The next evaluation piece of the Ticket to Work model is to explore the key delivery mechanism that underpins Ticket to Work: the local Ticket to Work networks. These largely unfunded local networks consist of stakeholders relevant to school-to-work transition and are the foundation of the Ticket to Work model.

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