**Submission to the House of Representatives Standing Committee on Education and Employment Inquiry into School to Work Transition, 9 August 2017**

## Executive Summary and Recommendations

The Committee in its call for submissions to this Inquiry has expressed particular interest in the school to work transition of young people with disability which is the focus of this submission.

School to work transition in Australia for young people with disability is complex and reliable data on the size and make-up of the cohort remains inadequate.

Employers are willing to partner successful transition of young people with disability into sustained employment but require support to ensure they are accessible and inclusive and governments need to make it easy for them to connect with high quality providers.

Sustained employment outcomes may improve with the introduction of the National Disability Insurance Scheme (NDIS) and associated School Leaver Employment Supports (SLES) but significant numbers of young people with disability who are ineligible for the NDIS will rely on a poorly performing Disability Employment Service (DES) unless high quality providers expand their services under the new program due to commence in July 2018.

Governments should ensure only high quality services based on evidence-based practice and staffed by skilled, employer-focused team members are allowed to enter and remain in the NDIS SLES or DES markets. Transparent performance data based on sustained employment outcomes should be regularly published so that both young people and employers can make informed choices about which providers will best meet their needs.

**Improve data on young people with disability approaching school leaving age and transitioning to employment**

**Recommendation 1**

Governments should take advantage of the recently completed Nationally Consistent Collection of Data on School Students to ascertain the number and type of disability experienced by young people in education as they approach school leaving age and that this data is shared so that the provision and nature of transition services can be accurately scoped. Ideally the Federal Government should undertake longitudinal surveys to understand the transition pathways of young people with disability leaving school.

**Address employers’ perceptions of cost and risk and build their disability confidence**

**Recommendation 2**

The Federal Government should draw on research that promotes the business benefits of employing people with disability; provide quality information that responds to ‘cost and risk’ concerns and work, health and safety issues and encourage employers to tap into free Government funded resources such as JobAccess. Employers should work with a suitably skilled and trusted advisor to build their disability confidence to hire and retain people with disability.

**Make it easy for employers and improve job matching of candidates to roles**

### Recommendation 3

DES services need to operate a dual customer focus, equally meeting the needs of jobseekers and employers. Providers need to invest the time to better understand employers, their culture, job roles and inherent requirements to improve job matching and long-term retention. The Federal Government should fund brokerage services to make it easier for large employers to navigate multiple providers.

**Support young people with disability to have relevant skills and be work ready**

### Recommendation 4

Staff working in schools and the NDIS system need to be better informed about successful programs that can offer sustained employment for young people with disability. SLES should only be delivered by providers who have demonstrated their effectiveness to deliver open employment outcomes for young people with disability (based on the lessons from successful NSW Transition to Work providers).

### Recommendation 5

The proven *place then train* model should more widely be offered to young people with intellectual disability to achieve sustainable jobs in open employment.

**Recommendation 6**

Training provided to young DES jobseekers should be linked directly to a vacancy with an employer who is disability confident. Pre-employment training should follow demand-led principles and link to real employers with real jobs – not training for training sake. It should also be designed with employers; include opportunities to visit the workplace and meet staff; offer work tasters and integrate vocational placement into classroom training.

### Recommendation 7

The ACT Government vocational traineeship for people with disability should be evaluated and if found to be successful, could be expanded to multiple Departments and

private sector employers.

### Recommendation 8

AND’s proven Stepping Into program could be accessed by more employers and could become an important feeder into employer’s graduate programs as well as for skilled roles more generally.

## About the Australian Network on Disability

Founded in 2000, Australian Network on Disability (AND) now serves 180 members from across the public, private and non-profit sectors. Together they employ 1.3 million Australians or approximately 11% of the workforce. Employers join AND to build their capacity to welcome people with disability as customers and employees. Our mission is to create a disability confident Australia.

## Context of school to work transition for young people with disability in Australia

Outcome 5: Learning and Skills of the National Disability Strategy 2010-2020[[1]](#endnote-1) states that “*People with disability achieve their full potential through their participation in an inclusive high quality education system that is responsive to their needs. People with disability have opportunities to continue learning throughout their lives*.” One of the four policy directions is to: “*improve pathways for students with disability from school to further education, employment and lifelong learning*.”

We need to ensure young people with disability are able to successfully navigate the transition from school to work and take advantage of the associated social participation, enhanced income and quality of life that employment can bring.

Young people with disability are likely to interact with the income support system; the school, VET and higher education systems; and possibly the mental health system and employment programs such as the Disability Employment Service (DES) and *jobactive*. Employers too will likely interact with more than one of these programs. It is critical that navigating multiple systems must be as coherent and simple as possible for both young people with disability and employers.

The labour force participation rate of people with disability has remained at around 53 percent for more than 20 years.[[2]](#endnote-2) Addressing the issues associated with low levels of workforce participation among young people with disability will require concerted effort across a range of factors including, but not limited to:

* improvements in education and training systems to ensure people with disability have the skills required for a modern and evolving workforce (primarily a function of State and Territory Governments);
* improved and informed community knowledge about the diversity and abilities of people with disability
* progress to reduce discrimination
* the successful implementation of the National Disability Insurance Scheme including the School Leaver Employment Support program
* improvements to the Disability Employment Services program funded by the Australian Government.

**Improve data on young people with disability approaching school leaving age and transitioning to employment**

New evidence from the recently established Nationally Consistent Collection of Data on School Students and published by the Education Council state there were over 674,000 or 18 percent of students in Australian schools receiving adjustments for disability in 2015.[[3]](#endnote-3) This is double

the 336,000 young people with disability attending school (or 10 percent of all young people) estimated by the ABS Survey of Disability, Ageing and Carers’ for the same year.

In preparing this submission AND was unable to find precise data on the number of young people with disability approaching school leaving (16-18) and then transitioning to employment (19-24). It was also not possible to get a clear picture of the type of disability. (see Appendix A for more on this). Without this data, it is difficult to determine the scope and nature of transition services required.

**Recommendation 1**

Governments should take advantage of the recently completed Nationally Consistent Collection of Data on School Students to ascertain the number and type of disability experienced by young people in education as they approach school leaving age and that this data is shared so that the provision and nature of transition services can be accurately scoped. Ideally the Federal Government should undertake longitudinal surveys to understand the transition pathways of young people with disability leaving school.

## Increase employer’s skills and disability confidence

Employers need to be considered as valuable partners in maximising outcomes for young people with disability as they transition from school to the workplace (either via higher education or directly.)

There are more than a million Australians with disability in the workforce and many stories of people with disability taking their place in organisations and forging long term and successful careers. However, there are well documented concerns expressed by employers that hiring people with disability can be associated with increased risk and cost.[[4]](#endnote-4) Australian data on the business case for employing people with disability is based on academic research published in 1999 and 2007. AND’s submission to the Federal Government’s review of the Disability Employment Service recommends they fund quality academic Australian research that documents the benefits of employing people with disability and addresses perceptions of additional cost and risk, including for work, health and safety and preferably, by industry. We have also recommended that the Federal Government establish a clearing house of successful strategies (perhaps published on the JobAccess website) so that good practice becomes common practice.

Key findings from our work with employers confirm:

* Employers need a trusted provider with recognised expertise to assist them to identify and make changes to their recruitment practices; develop a workplace adjustment policy and help build disability confidence among hiring managers and supervisors.
* Disability Employment Services (DES) providers are not currently resourced or skilled to provide the deep level of engagement and education and partnership work required to help large, complex employers become accessible and inclusive.
* Employers also benefit from the opportunity to trial the employment of people with disability. Work experience, traineeships, internships and part-time jobs whilst at school and vacation employment all provide good opportunities for young people with disability to improve their work ready skills and assist employers to mitigate fears regarding cost and risk.

### Recommendation 2

The Federal Government should draw on research that promotes the business benefits of employing people with disability; provide quality information that responds to ‘cost and risk’ concerns and work, health and safety issues and encourage employers to tap into free Government funded resources such as JobAccess. Employers should work with a suitably skilled and trusted advisor to build their disability confidence to hire and retain people with disability.

## Make it easy for employers to connect to young people with disability

Across Australia, employers’ lack of awareness and confidence in systems that help recruit and retain people with disability. The absence of an effective system to match the needs of jobseekers with disability and vacancies contributes to the in low employment outcomes for people with disability. AND contends that rather than having the wrong attitude, employers remain unaware of what to do and how to go about it, and they don’t utilise Disability Employment Services and other government funded supports[[5]](#endnote-5), as much as they could, perhaps due to a lack of awareness or because these services do not meet their needs.

The Federal Government contracts Disability Employment Services (DES) to a network of providers across Australia. It aims to help individuals with injury, disability or a health condition to secure and maintain sustainable open employment. The DES program operates under the terms of the *Disability Services Act 1986*. The Australian Government funds the DES system at a cost of nearly $1billion annually and currently more than 120 providers are contracted to deliver the service.

The DES program is currently under review. AND has made a [submission](https://engage.dss.gov.au/des_reform_nov16-submissions/1484715312/) to the Australian Government which contains a number of recommendations.[[6]](#endnote-6) AND contends that nationally, the DES system is not performing strongly enough for job seekers or employers. At September 2016, 32 per cent of participants were in employment three months after completing a period of assistance in DES. This figure is down from a high of 38 per cent in 2013.[[7]](#endnote-7) Recently published [data](http://lmip.gov.au/default.aspx?LMIP/Downloads/DisabilityEmploymentServicesData/DESOutcomeRatesbyDisabilityType) by DSS shows than less than 50 percent of jobs are sustained for 52 weeks.[[8]](#endnote-8)

For employers getting the right person for the job – the job match – is critical. Employers consistently report concerns that with most DES providers the focus is on the jobseeker at the expense of employer; not enough time is spent understanding the employer’s business and job roles/core competencies; there is a failure to refer candidates who can meet employers vacancies (poor job match); there are too many employment service providers approaching employers and employers don’t know which ones offer quality service; ongoing support for employment is unreliable and ineffective, and the system is difficult to navigate.[[9]](#endnote-9)

Strong performing DES providers who invest deeply in employer engagement and form partnerships are having success. Those taking a transactional approach are not having success. AND has long advocated for a demand-led approach where DES providers have a dual customer approach, focusing equally on the needs of employers and job seekers with disability. A recent US study of more than 100 employers associated with the successful Marriot Foundation Bridges from School to Work Program documents the importance of this approach.[[10]](#endnote-10) Large employers also benefit from brokerage services so that they are not overwhelmed with approaches from large numbers of individual DES providers. There is concern that the new contract which will take affect from July 2018 may result in many more providers operating the market, leading to an overwhelming number of approaches to employers.

### Recommendation 3

DES services need to operate a dual customer focus, equally meeting the needs of jobseekers and employers. Providers need to invest the time to better understand employers, their culture, job roles and inherent requirements to improve job matching and long-term retention. The Federal Government should fund brokerage services to make it easier for large employers to navigate multiple providers.

## Fund evidence-based programs that support young people with disability to have relevant skills and be work ready

Disability is diverse, often complex and may change over time. Governments should only fund evidence-based programs delivered by skilled providers that can effectively meet the diverse needs of young people with disability. See Appendix B for more detail on the programs currently available.

AND supports long term career planning for people with disability, including at school and beyond, including with the NDIS and DES. A complex skill set is required to do this well (to understand the local labour market, be knowledgeable about types of disability and the impact on their employment journey; and understand the local provider market). Determining need, in the journey to sustained employment, cannot be undertaken in a single meeting as no two individuals with disability are the same.

Early NDIS plans showed little emphasis on employment (only 9 percent) and there is a culture of low expectations among participants, families, planners, Local Area Coordinators and the community including employers.

The School Leaver Employment Support (SLES) is a new program now being rolled out to eligible NDIS participants. It aims to provide them with a supported pathway from school into open employment and is based on the most successful elements of the NSW Transition to Work program. Evidence from the NSW program found that over a 10 year period only a small number (15 percent) of providers were able to achieve open employment for more than 20 participants. These overwhelmingly adopted a focus on employment outcomes; had an emphasis on providing training in a work environment; were person-centred; responsive to changing work needs; focused on building effective partnerships between stakeholders in the transition process (schools, parents, employers, etc.); were culturally competent services; and responsive to the needs of people living in rural and remote areas.[[11]](#endnote-11)

### Recommendation 4

Staff working in schools and the NDIS system need to be better informed about successful programs that can offer sustained employment for young people with disability. SLES should only be delivered by providers who have demonstrated their effectiveness to deliver open employment outcomes for young people with disability (based on the lessons from successful NSW Transition to Work providers).

Despite overall poor performance, there is strong evidence that under the DES system a number of providers are able to achieve extremely high outcomes (in excess of 70 per cent with 26 week outcomes) using the *place then train* model which works closely with employers and jobseekers with moderate intellectual disability to customise roles. This approach should be adopted widely so that individuals with moderate intellectual disability have an effective choice between sheltered and open employment.[[12]](#endnote-12)

### Recommendation 5

The proven *place then train* model should more widely be offered to young people with intellectual disability to achieve sustainable jobs in open employment.

**Recommendation 6**

Training provided to young DES jobseekers should be linked directly to a vacancy with an employer who is disability confident. Pre-employment training should follow demand-led principles and link to real employers with real jobs – not training for training sake. It should also be designed with employers; include opportunities to visit the workplace and meet staff; offer work tasters and integrate vocational placement into classroom training.

The ACT Government introduced a traineeship program for people with disability and received over 200 applications for nine positions offered in 2017. Key indicators to track for this program are: number of trainees who complete; number of trainees who transition to a paid position in the ACT Government or elsewhere upon completion of the traineeship.

### Recommendation 7

The ACT Government vocational traineeship for people with disability should be evaluated and if found to be successful, could be expanded to multiple Departments and private sector employers.

AND’s Stepping Into program is a paid internship scheme that matches talented university students with disability with roles in leading Australian businesses. It has been operating since 2005 and more than 800 undergraduates with disability have been successfully matched with a paid internship during this time.

### Recommendation 8

AND’s proven Stepping Into program could be accessed by more employers and could become an important feeder into employer’s graduate programs as well as for skilled roles more generally.

**Appendix A: Detailed data on young people with disability approaching school leaving age and transitioning to employment**

New evidence from the recently established Nationally Consistent Collection of Data on School Students and published by the Education Council state there were over 674,000 or 18 percent of students in Australian schools receiving adjustments for disability in 2015.[[13]](#endnote-13) This is double the 336,000 young people with disability attending school (or 10 percent of all young people) estimated by the ABS Survey of Disability, Ageing and Carers’ for the same year.

In preparing this submission AND was unable to find precise data on the number of young people with disability approaching school leaving (16-18) and then transitioning to employment (19-24). Just under 7,000 young people aged 15-18 were receiving NDIS plans at 31/3/17[[14]](#endnote-14) and there were 11,729 young people aged under 21 receiving DES services in June 2017. Our best estimate is that across Australia:

* around 4,000 young people will leave school and be eligible for the Disability Support Pension (and the NDIS) each year;[[15]](#endnote-15)
* An unknown number (but likely many more than this) will not qualify for DSP or NDIS but will require specialist support to ensure they successfully transition to employment.

Data on the type of disability experienced by young people is also unclear. Intellectual disability is a significant cohort but the proportion is not consistent across data sets partly due to different definitions. For example, around half of the Education Council data collection were categorised as having “cognitive disability” and 52 percent of DSP recipients aged 16-20, have intellectual disability as their primary medical condition. The [2009 evaluation of the NSW Transition to Work program](https://www.adhc.nsw.gov.au/__data/assets/file/0006/240666/Evaluation_of_the_Transition_to_Work_Program_Executive_Summary.pdf)[[16]](#endnote-16) found that 63 percent of the 1,153 young people who completed the two year program had an intellectual disability; 8 percent had physical disability and 7 percent had autism. While type of disability is not always relevant in ascertaining support services, there is strong evidence that for people with moderate intellectual disability on the job training is much more successful than classroom based learning because of their difficulty in transferring learning to a different environment.

**Education completion and outcome data**

AND strongly supports the principle of long-term career planning and support through the life-course so that young people with disability can maximise their potential either through sustained open employment in part time or full-time hours or vocational or University education leading to meaningful employment.

People with disability continue to have lower levels of educational attainment than people without disability[[17]](#endnote-17) - in 2015, among people aged 20–24, 64% of people with disability had completed Year 12 or equivalent, compared with 81% of people without disability. While 15 percent of people with disability have attained a Bachelor degree or higher, this is less than half the number of people without disability attaining this level of education (31 percent). It is unlikely the gap is solely due to the number of young people with an intellectual disability who would not be able to attend or complete University level education.

Of the 43,945 people who responded to the 2016 survey of VET graduates, 2,942 or 6.7 percent were people with disability (compared with people with disability making up 15 percent of the working age population and 8 percent of those aged 15-34 years). People with disability are also less likely to obtain employment after completing a VET course (56 percent for people with disability compared with 79 percent for people without disability in 2016).[[18]](#endnote-18) This may also be due to a reduced ability to achieve part time employment while studying or because courses do not routinely offer vocational placements in the workplace.

#### Appendix B: detailed comments on current programs serving young people with disability

#### School Leaver Employment Support for NDIS participants

School Leaver Employment Support (SLES) aims to provide eligible NDIS participants with a supported pathway from school into open employment.  It is being rolled out across Australia as the NDIS is embedded. SLES is available for up to two years and aims to offer 15-18 hours of support over 48 weeks of the year. Based on the most effective elements of the NSW Transition to Work (TTW) Program, the bundle of support can include work experience, on-the-job training, travel training and other activities that assist with preparing a young person with disability for work. It should be linked to ongoing support such as DES. SLES was piloted in Tasmania and the ACT but outcomes have not yet been published.

Evidence from the NSW Transition to Work program found that only a small number of providers were able to achieve open employment. 109 providers were funded to deliver the program for 6,035 school leavers in the 10 years between 2004 and 2013. Of these, 15 percent (17) achieved an open employment outcome for more than 20 young people; 55 percent (60) achieved more than 1 but less than 20 outcomes and 30 percent (32) achieved no open employment outcomes at all.[[19]](#endnote-19)

The 2009 Evaluation of the TTW[[20]](#endnote-20) recommended that:

“The following factors have a significant place in the criteria for any future assessment of TTW service provider status: The experience level and professional qualifications of TTW program staff in the areas of program management, career development, work placement, human resource management, and disability support in an employment context. The capacity of, and the methodologies used by, the organisation to develop and maintain effective relationships with employers. The organisation’s conceptual approach to the TTW program (i.e. its concept of the program is primarily a work-related versus disability related program). Its proven track record (where appropriate) of successfully placing people with disabilities in meaningful, sustained employment. Its ability to generate and take advantage of economies of scale.”

Unfortunately non or poor performing providers continued to be funded in the NSW program despite this strong recommendation. It is important that SLES learns these lessons and does not open the market to providers without demonstrated effectiveness to deliver open employment outcomes for young people with disability. It is concerning that according to the NDIS Participant and provider FAQs April 2017: “*Any provider registered with the NDIA can deliver SLES supports*.”

It is not clear what data will be provided to young people who qualify for SLES to ensure they can choose the highest performing provider to meet their needs.

**Australian Disability Enterprises and support for people with moderate intellectual disability**

We need to ensure that as young people with disability (including those with moderate intellectual disability) prepare to leave school they are offered the appropriate supports and programs that will allow them to successfully participate in open employment. Most (85 percent) of young people with disability participate in mainstream education[[21]](#endnote-21) and the expectation should be that their future offers mainstream or open employment. AND notes also there is evidence that open employment delivers better quality of life outcomes for people with intellectual disability than either sheltered employment or day care programs.[[22]](#endnote-22) It is also clear that sheltered or supported employment is not a pathway to open employment. In 2014, 159ADE supported employees left ADEs to move into open employment – less than 1 percent of the 20,000 who are employed on average for 25 hours per week. We note that in 2010 at least 30 percent of people working in these forms of sheltered employment do not have intellectual disability.[[23]](#endnote-23)

**Young jobseekers in the DES system**

As cited previously, outcomes for DES are generally poor with only 32 per cent of participants in employment three months after completing a period of assistance in DES. However detailed data is published by the federal government to help jobseekers and employers choose effective performers. The most important performance data in the disability employment system is employment placement converted to a 52 week outcome by primary disability grouping and labour market which is available in the DES system.

While school leavers with disability are more likely to qualify for the Disability Support Pension (DSP), increasingly the DES system serves jobseekers on Newstart or Youth Allowance who have mutual obligations to participate in job search. In the five years to August 2016, the proportion of DES recipients receiving DSP declined from 23 to 13 percent.[[24]](#endnote-24) It is not clear if there are sufficient DES providers with the skills to assist people who are DSP recipients transition to sustained employment.

The DES program currently assists about 3,600 secondary school students known as Eligible School Leavers. The current cohort are typically in their final year of school and are eligible for DES on the basis of the person having *significant disability,* such that they attract individual education assistance from their school and/or are in receipt of the Disability Support Pension.

The Federal Government has announced that from 2018 there will be a trial to extend DES eligibility to an additional 1,000 secondary school students with disability with less significant support needs, and who do not attract specific education assistance from their school. The purpose of the trial is to see if DES can support this cohort.

AND supports the principal that as much as possible training provided to DES jobseekers (including young people with disability) are linked directly to a vacancy with an employer who is disability confident. The brokerage for large employers outlined above should support this. Pre-employment training should follow demand-led principles and link to real employers with real

jobs – not training for training sake. It should also be designed with employers; include opportunities to visit the workplace and meet staff; offer work tasters and integrate vocational placement into classroom training.

#### Students with disability in the vocational education system

AND notes the ACT Government has introduced a traineeship program for people with disability and that they received over 200 applications for nine positions offered in 2017. Key indicators to track for this program would be: number of trainees who complete; number of trainees who transition to a paid position in the ACT Government or elsewhere upon completion of the traineeship. If the program is successful on these indicators AND would recommend that it be expanded so that more people studying a vocational course can receive work experience and transition to employment.

**Undergraduates with disability**

Graduate research[[25]](#endnote-25) tells us that tertiary students with disability find it more difficult to secure employment opportunities after graduation.  56 per cent of students with disability report being in full time employment, four months after completion. That is 13 per cent lower than the average statistic for all graduates (69 per cent).

AND’s Stepping Into program is a paid internship scheme that matches talented university students with disability with roles in leading Australian businesses. It has been operating since 2005 and more than 800 undergraduates with disability have been successfully matched with a paid internship during this time.

For students, it's a chance to gain vital work experience during study. For business it is a talent pipeline that helps cultivate an inclusive and diverse workplace culture. AND coordinates attracting talented students, assessing eligibility, managing student and workplace briefings and the evaluation process and feedback.

Please see AND’s website for [Stepping Into success stories](http://www.and.org.au/pages/success-stories.html).

**Endnotes**

1. National Disability Strategy 2010-2020 - *Progress Report to the Council of Australian Governments 2014.* [↑](#endnote-ref-1)
2. ABS 4430.0.10.001 Survey of Disability, Ageing and Carers 2015, first results released 29/4/16. [↑](#endnote-ref-2)
3. Education Council, *Improving educational outcomes: Emergent data on students with disability in Australian schools*, 20 December 2016. [↑](#endnote-ref-3)
4. For example: Australian Human Resources Institute (AHRI), Recruiting people with a disability: an employer perspective, Research Report, August 2011. DEEWR, Employer perspectives on recruiting people with disability and the role of Disability Employment Services, August 2011. NCVER, What would it take? Employer perspectives on employing people with a disability, Peter Waterhouse, Helen Kimberley, Pam Jonas and John Glover, Group Training Association of Victoria, 2010. Australian Chamber of Commerce and Industry, ACCI’s plan for the employment of people with a disability, 2008. 2007 Employer Survey Papers: Employer Attitudes towards Recruiting and Retaining Job Seekers from Particular Equity Groups. Paper by TNS Social Research for the then Department of Education, Employment and Workplace Relations. Department of Family and Community Services, Report of the Review of the Employer Incentives Strategy, March 2003. Peck, B & Kirkbride, ‘Why businesses don’t employ people with disabilities’, in Journal of Vocational Rehabilitation,vol.16, no.2, pp.71–5. 2001. [↑](#endnote-ref-4)
5. For example [JobAccess](https://www.jobaccess.gov.au/) [↑](#endnote-ref-5)
6. [AND Submission to DES 2018 Reform](https://www.and.org.au/pages/policy-2018-des-discussion-paper-submission-985.html), January 2017. [↑](#endnote-ref-6)
7. [Labour Market Assistance Outcomes, September 2016](https://docs.employment.gov.au/node/37461) [↑](#endnote-ref-7)
8. [DES Outcomes by Disability Types](http://lmip.gov.au/default.aspx?LMIP/Downloads/DisabilityEmploymentServicesData/DESOutcomeRatesbyDisabilityType), June 2017. [↑](#endnote-ref-8)
9. Employment of People with Disability, 29/10/15.DEEWR employer survey cited in Minister Ellis Review of Employment Services Issues Paper, December 2012.DEEWR, Employer perspectives on recruiting people with disability and the role of Disability Employment Services, August 2011.NCVER, What would it take? Employer perspectives on employing people with a disability, Peter Waterhouse, Helen Kimberley, Pam Jonas and John Glover, Group Training Association of Victoria, 2010 [↑](#endnote-ref-9)
10. *Employer Preferences in Hiring Youth with Disabilities* by Simonsen, Monica; Fabian, Ellen and Luecking, Richard G. Journal of Rehabilitation. Jan-Mar 2015. [↑](#endnote-ref-10)
11. Miles Morgan Australia Pty Ltd and Innov8 Consulting Group, *From Protection to Productivity, Evaluation of the Transition to Work Program,* NSW Department of Family and Community Services, November 2009. [↑](#endnote-ref-11)
12. See Inclusion Australia, Designing Evidence Based Transition-to-Work and Open Employment Support for People with Intellectual Disability, submission to DEF Issues Paper, June 2015. [↑](#endnote-ref-12)
13. Education Council, *Improving educational outcomes: Emergent data on students with disability in Australian schools*, 20 December 2016. [↑](#endnote-ref-13)
14. COAG Disability Reform Council Quarterly report, 31 March 2017. [↑](#endnote-ref-14)
15. Estimate based on DSS data showing there were 21,301 recipients of DSP aged 16-20 at September 2016; approximately 4,000 for each year and assume school leavers are either 16,17, or 18. [↑](#endnote-ref-15)
16. Miles Morgan Australia Pty Ltd and Innov8 Consulting Group, *From Protection to Productivity, Evaluation of the Transition to Work Program,* NSW Department of Family and Community Services, November 2009. [↑](#endnote-ref-16)
17. Australian Institute of Health and Welfare 2017. *Disability in Australia: changes over time in inclusion and participation in education.* Cat. no. DIS 69. Canberra: AIHW. [↑](#endnote-ref-17)
18. *Total VET Graduate Outcomes 2016* published by NCVER. [↑](#endnote-ref-18)
19. Analysis by Inclusion Australia based on NSW Government published outcome data. [↑](#endnote-ref-19)
20. Miles Morgan Australia Pty Ltd and Innov8 Consulting Group, *From Protection to Productivity, Evaluation of the Transition to Work Program,* NSW Department of Family and Community Services, November 2009. [↑](#endnote-ref-20)
21. [↑](#endnote-ref-21)
22. See for example Foley, K., Jacoby, P., Einfeld, S., Girdler, S., Bourke, J., Riches, V., & Leonard, H. (2014). *Day occupation is associated with psychopathology for adolescents and young adults with Down syndrome.* BMC Psychiatry: MS ID 2209894761098404, JWF MS ID: 12888\_2014\_266. [↑](#endnote-ref-22)
23. 2010 FAIA study cited in DES Issues Paper, May 2015. [↑](#endnote-ref-23)
24. DSS, *New Disability Employment Services from 2018 Discussion Paper*,1 November 2016 [↑](#endnote-ref-24)
25. [GradStats 2015](http://www.graduatecareers.com.au/research/researchreports/gradstats/) [↑](#endnote-ref-25)