Increasing School Based Apprenticeship & Traineeship options for young people with a disability
What is ‘Ticket to Work’?

- Ticket to Work (TTW) was piloted in 2012 as a School Based Apprenticeship and Traineeship (SBAT) program.
- TTW created for students with mild to moderate intellectual disabilities across two Special Schools.
- Developed after considerable scoping research.
- Underpinned by a TTW Partnership Network (in each school) as well as TTW Working Groups.
- Program philosophy embraced by all TTW partners - every young person with disability is entitled to participate in the community, source appropriate employment and be socially included.
Some Statistics

- 2011 PriceWaterhouseCoopers report ‘Disability expectations: Investing in a better life, a stronger Australia’ (p. 9):
  - Only 50% of Australians with a disability are likely to be employed, compared to 60% for the OECD, and 70% for the top eight OECD countries;
  - 45% of Australians with a disability live in/near poverty, more than double the OECD average.

- Students with disability are far more likely to leave school before completion of Year 12 or its equivalent, further limiting the likelihood of a successful post-school transition.

- ABS ‘Social Trends March 2012 (4102.0)’ identified that only 38% of young people aged 18-24 with disability had completed Year 12.
Scoping Research

- Critical need for more work-based learning opportunities during a student’s final years of schooling.
- Likelihood of a young person with a disability completing an apprenticeship/traineeship almost on par with those without disability.
- Students with disability in apprenticeship/traineeship have greater rates of completion than those in other VET training – embedded on-the-job training a key reason.
- Supportive intervention strategies – career counselling, supportive training environment, natural supports, disability diversity recognition, self efficacy, and travel confidence.
- Stakeholder and agency involvement in SBAT is critical for success.
- Marketing and sourcing SBATs critical.
Ticket to Work Partnership

- TTW Partnership built around organisations sharing common program goals, a willingness to share their differing core competencies and a willingness to collaborate (potentially with organisations that under other circumstances would be competitors for funding or clients etc).

- Members include: Schools, DEECD, DHS, BGK LLEN, IE LLEN, Disability Employment Services, Group Training Organisation, Registered Training Organisation, Workplace Learning Coordinators, NDCOs, local government.
Ticket to Work Partnership

- Started as one Partnership Network across the two regions (Berendale School and Montague CEC).
- Broke into two geographical TTW Partnership Networks.
- Working Groups – ‘Research’ and ‘Marketing’.
- Goodwill, expertise and small financial contribution shared.
Pilot Partnership Activities

- Partnership meetings
- Preparation of partnership governance materials
- Strategic marketing planning (branding, marketing planning, collateral development)
- Research planning (research methodology plan, development of research instruments)
- Program model development (pathways planning, information resources, student applications, student interviews, pre-employment training, work experience, employment sourcing, monitoring process)
Partnership Member Feedback

Members were surveyed to evaluate the partnership approach and outcomes:

1. Indicated increased levels of understanding and awareness of youth disability, SBATs, the region, employment barriers, organisational impact.

“The Partnership Network was very successful in building a coalition of diverse organisations and agencies with a common commitment to improving youth disability employment outcomes. The regular meetings and the activities helped to ensure that understanding and awareness of various sectors was shared with one another.”
2. Indicated increased levels of influence in terms of program development, research, policy, youth disability employment.

“In the latter part of 2012 we could see an increased emphasis on research and policy work. This was probably due to all members having a better understanding of what had been achieved and any gaps that had now come to their attention. As a result the new ‘National Ticket to Work Network’ means we can grow a partnership model for increasing SBATs for young people with disability across Australia.”
Partnership Member Feedback

3. Were able to build upon existing relationships, establish new relationships, be part of a coalition, increased knowledge of various sectors.

“Regular meetings meant that I was able to build many new relationships and partnerships.”

“Being a partner has enabled me to create links with organisations that I was not aware of”
4. Benefits of included sharing organisational knowledge, gaining access to other experts, reputation building, providing direct service to young people, connecting with SBAT stakeholders.

“I am influencing the decision making of families who support young people with a disability to take up employment pathways.”

“The partnership is a success in getting so many different organisations to sit around a table and for nearly two years.”

“It requires close cooperation between many players to support clients and stakeholders to achieve an outcome.”

“I hope to see Ticket to Work grow further in the coming years, particularly into other areas across Australia”
SBAT Selection Process

- Pathways planning with students.
- Parent / student information session re. Ticket to Work SBATs.
- Applications received (including identification of 3 industry areas).
- Selection Committee interviews held with students (3 x panel members, 1 x school staff member there as student advocate/support).
- Students offered SBAT opportunity (those not selected advised).
- Parent / student meets individually with school and key partners.
- Students participate in ‘Pre-Employment Training program’.
- Work experience arranged in selected industry area.
- Employers sourced.
- Sign-ups take place (commencement surveys undertaken).
Disability Employment Services

DES providers can commence a student as a Eligible School Leaver if they meet the below criteria:

- Registering in their final year of secondary school and
- Have a permanent residential address within the DES providers ESA
- Have evidence they are receiving the Disability Support Pension or
- Attract additional educational funding due to their disability.
Disability Employment Services

Role of the DES provider:

- Provide weekly support to the trainee and employer
- Regular contact with the RTO
- Regular contact with the school
- Provide Disability Awareness Training to the employer
- Career counselling for the student prior to employer sourced
SBAT Monitoring Process

- Monitoring by DES, GTO, school and others throughout SBAT.
- Employer Network meetings held.
- Regular TTW Network meetings held (approx. 1 per term).
- Ongoing liaison between key partners, between meetings.
- School liaison with parents (and other partners as required).
2012 Data and Outcomes

2012 students:
- 14 students commenced SBAT in 2012. As at 2013:
  - 2 x left SBAT early (during 2012)
  - 4 x completed SBAT
  - 4 x rolled into work or traineeship with their SBAT employer
  - 1 x moved into Futures for Young Adult Program
  - 3 x continuing their SBAT in 2013

2012 Employers:
- Mix of sole, mid, multi-national businesses (and non-profit)
- Industry areas – business admin, hospitality, horticulture, retail, automotive
Student Feedback

100% of students said …
- They feel positive about working in the future
- They feel more confident about using transport to get to work
- Their role expanded in the workplace as their confidence and understanding increased
- Received support in the workplace
- Would recommend Ticket To Work

67% of students said …
- They feel positive about finishing school
- They felt more confident about finding work in the future
- They knew who to go to for assistance to find an apprenticeship, traineeship or employment

I feel less scared about working.

I’m more confident and I can talk to clients better.

The ASBA helped me physically and mentally. I’ve learned so much from my employer.
Parent Feedback

100% of parents said …
• Their child seemed more confident about getting along with colleagues
• They saw improvement in their child’s ability to manage their time, get up for work and cope with a full day of work
• They had a better understanding of apprenticeships, traineeships and vocational training
• They would recommend ASBAs to others

50% of parents said …
• They felt very/somewhat confident about their child being employed after leaving school
• They felt very/somewhat confident that what their child learnt during their ASBA would benefit them in the future

I’m thrilled that my son has been offered ongoing permanent part-time employment with his ASBA employer!
Employer Feedback

All employers saw improvement in their student’s ability to …
• Get along with others in the workplace
• Take instructions in the workplace
• Adhere to workplace practices and policies
• Adhere to/manage time for set tasks
• Cope with a full day of work

100% of employers said …
• They were adequately briefed about their student prior to him/her commencing in the workplace
• They would consider employing another Ticket To Work ASBA student
• The would recommend a Ticket to Work ASBA to other employers

"Janice added so much to our workplace, not only was she an extra pair of hands, but she encouraged our staff to become mentors."
Ticket to Work Recognition

Ticket to Work Video

- Video produced by Sandringham College VET Media students in late 2012.
- Interviews with some:
  - School staff
  - SBAT students
  - Employers
  - TTW partners
- [http://www.youtube.com/watch?v=bwo4zDaMwG8](http://www.youtube.com/watch?v=bwo4zDaMwG8)
Ticket to Work Expansion

- After interest from Victorian metro and rural areas we developed a ‘National TTW Network’.
- Now receiving interest across Australia.
- Those who join receive access to all branding, research, operational materials, support – why re-invent the wheel.
- Collegiate support, wider capacity to advocate, wider research opportunities, stimulate innovation, increase number of students with disability in SBATs across Victoria / Australia.
National TTW Network

- Model is transferrable so could be used / adapted across Australia.
- Maintaining the brand is important.
- Three criteria to join:
  1. Students have a recognised disability
  2. Ticket to Work must be managed by a local partnership
  3. Program reporting and communication required - complete an annual report and attend two national TTW Network meetings per year
- Place-based, grass-roots, breaks barriers in local regions.
Governance

- BGK LLEN is Lead Agent of the National Ticket to Work Network.

- National Network members: representatives from Local Network, DES representative, NDCO representative

- Looking to expand National Network to include representatives from national sector bodies (eg. NDIS, DES, GTO, ACCI).

- Looking to seek funding for governance, coordination, national marketing, independent research and evaluation.
Future Scalability

- **Goal 1:** stimulate interest in Ticket to Work as a partnership model that can increase SBAT opportunities for students with disability.

- **Goal 2:** provide coordinated and centralised support to partnerships wanting to establish a Local Ticket to Work Network.

- **Goal 3:** source funding that will sustain the National Ticket to Work Network, enabling it to broaden the capacity of the Lead Agent and expand the program delivery sites in 2013 and beyond.

- **Options:** government funding; corporate / philanthropic funding; fee-for-service.
Interest in Ticket to Work

- **Network facilitators:** Any organisation can apply to lead Ticket to Work in their region (provided they meet criteria).

- **LLENs and Partnership Brokers:** May be able to coordinate a Ticket to Work Network given their roles as local whole-of-community partnership developers.


- **Ticket to Work webpages:**
  
  www.tickettowork.org.au
  
  www.bgklllen.org.au/partnerships/national-ticket-to-work-network
More information

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