

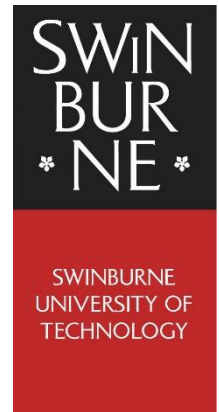
16 December 2021

Disability Employment Reforms Branch

GPO Box 9820

Department of Social Services

Canberra ACT 2601



Submitted Online

Dear Departmental Representatives,

Submission on Disability Employment Support Model

The Centre for Social Impact at Swinburne University of Technology (CSI-S) thanks the Department for the opportunity to make this submission.

CSI-S is a multi-disciplinary research centre established in 2014, and is a part of the national CSI Network. Our research strives toward positive social change through improving the systemic and organisational conditions that shape communities.

Our submission is attached. We would welcome the opportunity to discuss the research raised in this submission with the Department further.

In this regard, please do not hesitate to contact Professor Erin Wilson, Uniting Kildonan Chair in Community Services Innovation, on (03) 9214 8477 or ewilson@swin.edu.au.

Yours sincerely

A handwritten signature in black ink, appearing to be "Erin Wilson".

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Consultation on the Disability Employment Support Model

Responses are provided to some areas of the Discussion paper below, with the original numbering from the paper retained.

1. Who should be able to access a specialist disability employment program?

1.1 Who should be able to access a disability employment support program?

The United Nations Convention on the Rights of Persons with Disabilities (CRPD), to which Australia is a signatory, mandates that all people with disability, regardless of level of disability, have the right to employment. The World Health Organisation (2002) advocates a biopsychosocial approach to understanding of disability, recognising that it is important to distinguish between the impairment (i.e. the 'problem in body function or structure'), and the 'restrictions' to participation in employment that are the result of the combination of the impairment with other individual factors and broader environmental and social factors (WHO, 2002, p. 10). In this context, exclusion or restriction from work participation is understood to be the result of multiple interacting and interdependent factors (individual, workplace or society focused), not simply impairment or illness, all of which require intervention for employment to be achieved. Of importance in the CRPD, is that all people with disability, regardless of type and severity, have the same entitlements to employment and should be offered sufficient supports and adaptations to achieve it (Harpur et al., 2017). This sets up a standard against which to measure the focus of employment supports (as adopted by the Productivity Commission, 2021). In addition, it challenges assumptions about the 'capacity' of people with significant levels of work restriction and the type and intensity of support made available to them, or not.

In this context, a specialist disability employment support program should be available to ALL people with disability. The current eligibility criteria for Commonwealth disability employment programs screens out, or disincentivizes the provision of services to, many people with disability based on type of impairment (for example, intellectual disability), or severity of impairment frequently overly 'translated' as work 'capacity'. This is not only inconsistent with Australia's obligations under the CRPD but is not sensible in that it denies the provision of employment support to various cohorts.

Given the high rates of lack of participation in the labour force amongst people with disability, it is critical that mechanisms to enable access to specialist disability employment supports be reviewed and barriers to access be withdrawn. Rather than a 'work capacity' approach, the Centre for Social Impact, in work commissioned by Comcare and the Collaborative Partnership to Improve Work Participation (Wilson et al., 2021a), suggests that a different focus be adopted. We suggest that notions of work capacity that focus on inherent incapacity related to impairment are unhelpful and instead, in line with the WHO, that we adopt a focus on work participation that recognises the reliance on provision of suitable supports and removal of barriers to participation:

'Work participation is dependent on inclusive environments and provision of adaptations and supports (to mediate biopsychosocial factors), available throughout the timespan of injury/ illness/ impairment' (Wilson, et al., 2021a, p.22).

Given the lack of other funded specialist disability employment supports (even via NDIS funding), the Commonwealth provision of specialist disability services must be available to all people with disability.

1.2 Should a future disability employment support program include employment pathways such as casual and part-time employment, community engagement, voluntary work and short-term unpaid work experience?

A broad definition of 'economic participation' is necessary in order to offer the range of activities that contribute to participation in paid open employment. In the study by Wilson et al. (2021a) for Comcare and the Collaborative Partnership to Improve Work Participation, a Typology of Employment Support

Interventions was designed that captured the range of employment supports discussed in the literature and/or utilised in employment support activities for people with disability. This Typology (Appendix 1) identifies a wide range of activities that support the development of appropriate skills, knowledge, experience and social capital that contribute to work readiness and employment. If we accept the WHO and United Nations understanding of disability and the way work participation or restriction is constructed, then each individual will require a diverse and different set of employment supports to overcome the barriers to employment in their context.

The PhD research ('An investigation of the factors that promote economic participation of young people with intellectual disability', underway) of Jennifer Crosbie at CSI, has identified that for young people with moderate intellectual disability, a range of activities are valued as experiences of or contributors to economic participation. Given open employment is rarely full time for this group, this cohort finds a mix of work integrated learning (including in unpaid and paid activities), supported employment, open paid employment (casual or other), work experience and community activities are required. Each of these is considered to be valuable contributors to the economic participation opportunities of these young people to the extent that they provide meaningful and bonafide roles, with potential to learn new skills, and form or deepen social connections.

It is therefore important to enable a mix of activities as part of valuable employment supports and economic participation. These activities all contribute to employment outcomes. For example, high quality work experience builds a range of skills and necessary work attributes, while social connections and activities also builds skills as well as social capital necessary for linking to employment opportunities.

1.4 What is the role of the National Disability Insurance Scheme in supporting employment pathways, and how can this complement a future disability employment support program?

Currently the NDIS is available for a small proportion of people with disability. For those who are NDIS participants, only a portion receive funding to support employment, despite their desire for these supports. For those who do receive funding, they need to purchase employment supports from a market place of providers.

In 2021, CSI conducted research for Comcare and the Collaborative Partnership to Improve Work Participation that identified that little is known about the market place of employment providers (Wilson et al., 2021a). This research focused on a broad market of providers delivering services to the workers compensation and injury insurance sectors, those delivering Commonwealth labour market programs, and those delivering other types of employment supports (funded by the NDIS or the Information, Linkages and Capacity Building [ILC] program, now of DSS – formerly NDIA). This market is not well documented and it is not easy for individuals to find information about employment supports (other than Commonwealth labour market programs). The research also found that publicly available information about employment supports is general in nature (e.g. 'help you get a job'), using terminology that is obscure and does not clearly explain the sorts of supports that will be provided, nor for what duration or intensity.

Overall, the research recommended that an analysis of this broad market be conducted to better understand the types of supports provided and the gaps in provision. It is proposed that the Typology of Employment Support Interventions (Appendix 1) be used to classify the employment supports provided by different providers in the market. This would enable individuals to better understand the services they might choose to select and use their NDIS funding to purchase. In addition, this provides a mechanism to assess gaps and complementarities of programs.

Using the Typology, CSI assessed the employment supports available to people with disability via 33 Commonwealth labour market programs, as well as 54 employment participation projects funded via the ILC program, DSS (Wilson et al., 2021a). This analysis highlighted that employment services do not generally cover the whole ambit of employment supports, but each provide a subset. This leads to two valuable conclusions:

1. it is unlikely that any employment service will meet all the employment support needs of people

with disability, and

- 2) employment support programs/projects/services are complementary to each other, working well in tandem.

For example, while Commonwealth labour market programs (including DES) provide supports in the area of wage subsidies and support with job seeking, they do not generally focus supports on building foundational skills or building social capital towards employment (e.g. connecting to professional networks etc). In addition, people with disability are largely excluded from enterprise development activities within the Commonwealth labour market programs, due to the requirement to work full time. However, ILC funded projects provided a useful focus on enterprise, including micro enterprise development, for people with disability, among other focuses (Wilson et al., 2021a).

This data identifies the importance of allowing engagement with multiple employment programs and supports, so as to fully address the barriers to and needed supports of people with a disability. This should not be seen as 'double dipping' as there is evidence that programs do different things (not the same thing), and have different expertise. In this context, both the NDIS and the DSS (and other parts of government such as DESE and State and Territory governments) can play roles in funding and curating employment supports, but further work is needed to better analyse the respective contribution of each market segment and to communicate this to individuals with disability.

Until 2020, the Information, Linkages and Capacity Building (ILC) grants program was managed by the NDIA, and in 2020 it was transferred to the DSS to realise greater alignment with the Australian Disability Strategy. Research conducted by CSI (Wilson et al., 2021b) has identified the value of the employment support services/projects funded via the ILC (the Economic Participation round and the Economic and Community Participation round). In total, between 2019 and 2021, 54 projects were funded to support the economic participation of people with disability including those who are NDIS participants. As described in Wilson et al. (2021a), the supports provided by this cluster of activities differ from those of the Commonwealth labour market programs. Overall, most economic participation projects focus on supply side interventions, with strong clusters of activity in the areas of:

- increasing the capacity of jobseekers through 'Building foundation skills and work expectations' (41% of projects delivered activities here)
- supporting jobseekers in 'Building and mobilising professional/ employment networks' (39% of projects)
- 'Developing soft skills' of job seekers (35%);
- providing 'Career guidance and planning' to jobseekers (33%);
- supporting jobseekers with 'Work experience/ internships/ volunteering' (28%).

ILC funded projects also demonstrated a strong cluster of activity in demand side interventions, particularly in regard to increasing the capacity of employers and workplaces through 'Inclusive workplaces capacity building' (44%). As discussed above, the set of projects provided valuable complements to the Commonwealth labour market programs including DES. However, a major issue facing these employment supports is the precarity of their funding, being funded for only 1-2 years. In addition, with only 54 projects funded nation-wide, coverage is not comprehensive. In particular, Tasmania did not receive any funded projects, and rural and remote areas have a sparse allocation of projects.

The responsibility for funding such interventions, that do not duplicate but complement existing DES activity, is a critical area for clarification. Overall, the entire market and support system for employment needs a more detailed analysis and active curation to ensure that the breadth of employment supports are available for all people with disability including those who have NDIS funding, those who are eligible for Commonwealth labour market programs and those who are not. The Typology provides a useful framework to map the market against.

Young NDIS participants often have a range of capacity building funding that can support the

development of the broad skills that people with disability require in the workplace. For example, Speech Therapy can be utilised to support building workplace communication skills for young people seeking to enter employment, given their importance in the workplace. Likewise, community access supports can be used to build social capital that may lead to employment opportunities, for example through volunteering or joining a community based activity. Circles of support, a group of interested community members who come together to support a person with disability to plan their lives, are being used by some families where employment is a goal. There are examples of circles being used to support entry into employment by inviting community members with particular skills and networks into the circle for a short period. The establishment and ongoing facilitation of the circle can be funded by NDIS.

Young people with disability are generally gaining access to SLES funding when they leave school. This funding can be used flexibly to undertake much of the preparation work young people require prior to entering employment. Planning for entry into employment within a longer timeframe, which Arnett (2000) considers to be a period of emerging adulthood, enables the blending together of funding that is appropriate to meet a young persons' particular need at a particular time. In terms of transition to work, SLES could be considered bridging funding, supporting young people to move from school to the adult economic participation system and to adjust to post school life. Rather than a narrow pathway to employment via a DES at the completion of the SLES funding, young people with disabilities would benefit from having the opportunity to explore a broader range of options such as structured training that leads to a recognised qualification.

2. How can we simplify entry to the disability employment support model?

- 2.1 How can the assessment process be improved to connect people with disability to the right employment services?, and
- 2.2 What should be considered during the assessment process when determining support required to help a person reach their work potential?

The CSI research study for Comcare examines eligibility for employment supports (Wilson et al., 2021a). Eligibility for entry into systems, such as Commonwealth labour market programs or injury and compensation, frequently utilises biomedical definitions of impairment related 'incapacity'. Individuals are assessed for eligibility for income support, and depending on the outcome of this, then eligibility for various employment supports. The type of income support defines the types of employment support offered, entirely based on impairment and assessment of work capacity (hours able to be worked per week). Those with the highest level of work capacity restriction (including those with what is understood to be a 'manifest' entitlement to the Disability Support Pension [DSP]) receive the least opportunities for employment support. People who are assessed as having 0-7 hours work capacity are offered no employment supports via DES, instead relying on funding from the NDIS or the Jobactive. Those assessed as being eligible for the DSP are not directly referred to DES but, depending on whether assessed as having a work capacity of 0-7 or 8-14 hours per week, are eligible only for support from the NDIS. Most commonly that support results in placement within an ADE often on a supported wage. In this context, people in receipt of DSP who have 0-7 hours work capacity receive virtually no support to enter open employment.

This assessment process does not align with human rights obligations or recommendations of the WHO (WHO, 2002, p. 10), as discussed earlier that assert the right of all people with disability to employment and the provision of the appropriate supports and environment to enable them to activate this right. Work incapacity is not inherent to the individual but is a construction of the environment and the supports provided, working in combination with personal factors including impairment. Where a biopsychosocial paradigm is used, assessments are focused on identifying the wide diversity of factors restricting work participation (as emphasised in parts of the Injury and compensation system).

A range of literature identifies the barriers to employment that set up levels of work restriction. These

are represented in Table 1. In order to refer individuals to the most appropriate employment supports, barriers in each of these areas need to be assessed and the relevant employment supports determined. This approach understands that it is likely that multiple different types of support will be needed, with some of these being delivered by other areas of the service system such as health services. In workplace rehabilitation contexts, a plan is made that identifies these biopsychosocial factors and the actions and supports necessary to remediate them. Such an approach could be adopted in the disability employment system.

Table 1: Barriers to employment for use in assessment

Personal factors	e.g. age, gender, biopsychosocial health factors (including diagnosis, psychological dispositions such as motivation, recovery expectations, coping ability, beliefs about own ability to work, adjustment to injury), family and carer responsibilities, literacy and numeracy levels, socio-economic status, cultural factors, educational attainment
Service factors	e.g. timely access to quality health services, access to services and supports, timely and quality communication about services and entitlements, continuity of supports, design and culture of services/systems, administrative requirements, the work capacity certificate, engagement and coordination between stakeholders
Social factors	e.g. personal / family support, social networks
Vocational factors	e.g. appropriate skills, access to training, level of prior work experience, job search skills, pre-injury employment status
Job-related factors	e.g. type of occupation, availability of work customisation including modifications to tasks/duties, hours, duties and conditions, flexible working arrangements, range of suitable duties available
Workplace/ employer factors	e.g. employer size/industry, attitudes or employer (e.g. unconscious bias, perception of incapacity/ disability), employer track record, attitudes of colleagues, relationship with colleagues, skills/knowledge/resources of employer to support employment, inclusivity of workplace, availability of graduated RTW, availability of resources to support development of inclusive practice, relationship between worker and employer, organisational policies and procedures
Environmental factors	e.g. accessible infrastructure (transport) and communication, accessibility of the workplace
Societal factors	e.g. norms and attitudes, stigma, discrimination, cultural factors
Economic factors	e.g. market supply, financial incentives, labour market demand, income support policy and access

(Cameron et al., 2020; Immervoll et al., 2019; Collie et al., 2020; Crosbie et al., 2019; Iles et al., 2018; Sampson et al., 2016).

2.3 How can the assessment process stream an individual with disability toward the right type of employment support, depending on need and goal?

As discussed above, the newly developed Typology of Employment Support Interventions (Appendix 1) disaggregates the types of supports that can be provided. This enables supports to be matched to the needs and barriers identified in the assessment stage discussed above. Using the Typology of Employment Supports allows individuals to work with employment specialists to select the appropriate combination of supports to suit their individual circumstances. If there was greater investment in mapping the market of service providers and employment support activities (including both commercial and non commercial such as provided by the ILC funded projects), then individuals could be directed to the appropriate providers of each intervention selected from the Typology. This level of sophistication

does not currently exist in the market.

- 2.4 Are there different assessments needed at different stages of an individual's workjourney, as they prepare for work, find and maintain employment, and progress their career?

The assessment proposed above can and should be activated as circumstances change.

3. What employment services and supports would most help people with disability?

- 3.2 What type of services and support would best help a person with disability find and keep a suitable job, and progress their career? Who should provide this support?

A range of actions or initiatives have been suggested through our research, summarised below:

1. Employment interventions such as customised employment or individual placement and support (IPS) have substantial evidence to document their efficacy (see [Wilson & Campaign, 2020](#)). Similarly, local initiatives such as the Diversity Field Officer program (AFDO), the Integrated Practical Placement Program (Royal Children's Hospital and Holmsglen TAFE) and the Ticket to Work program (NDS) also have an emerging evidence base as to their efficacy. These models are well matched to demand from people with disability, especially young people, and their families (PhD research by J. Crosbie) but there is currently no programmatic, clear policy or funding support for such programs. While the NDIS offers a capacity to purchase needed employment supports, for those who are eligible, there is not a mechanism to foster and underpin the delivery of these supports, other than as part of a private marketplace. Our conclusion is that support is needed to develop ongoing *programs* of evidence-based employment supports. This is currently the case for the IPS component now being included within headspaces nationally through a DSS coordinated program. Employment service/support initiatives require a programmatic infrastructure rather than the ad hoc grants via the ILC (NDIA and now DSS).
2. A range of research highlights the need for customised job 'creation' or identifying of latent job opportunities through direct engagement with employers. This approach needs to be seen as complementary to but different from a focus on response to job vacancies. Customised employment literature (summarised in [Wilson & Campaign, 2020](#)), identifies the potential to unlock job opportunities, especially for people with significant disability, and including employment opportunities with very low number of hours per week matched to the incumbent's need and preference. Social enterprises too play a significant role in creating job opportunities and in matching opportunities to incumbents ([Barraket et al., 2020](#); [Barraket, Qian & Riseley, 2019](#); [Elmes, 2019](#); [Wilton & Evans, 2019](#)). Attention to and support for these types of employment supports is essential if we are to support ALL people with disability who want employment into a job that suits them. Without this attention and support, governments will fail to meet the needs of the diversity of people with disability and will not tap into latent employment opportunities within industry.

Given that there are many barriers to employment and a diverse set of supports to address these, it is necessary that Commonwealth specialist disability employment models enable interaction between these activities, seeing each as complementary. This also speaks to the cumulative journey of change towards ongoing employment, rather than a simple and single job placement/job attainment. Current models do not recognise or reward this necessarily composite and cumulative picture with micro or stepped outcomes along the way towards more secure employment.

- 3.4 How can people receiving disability employment services also be supported to address other barriers to employment (e.g. health service or housing assistance)?

Some approaches to the provision of employment support also are designed to address other needs and barriers. These approaches should be a part of any selection employment supports to best fit needs.

The project 'Improving Health Equity of Young People? The role of social enterprise' studied Work Integration Social Enterprise (WISE) in Australia to explore how they affect the social determinants of health (SDOH) equity for young people experiencing disadvantage ([Barraket et al., 2020](#)). The 3-year project found that effective WISE are able to:

- Increase young people's access to employment and/or their employability
- Improve young people's self-reported mental health and wellbeing
- Positively influence healthier behaviours, including healthy eating, reduced smoking, and drug use
- Significantly improve young people's confidence and social skills in professional and personal contexts
- Foster positive new relationships and connections.

How WISE produce these benefits is captured in the 'WISE Wellbeing model' documented in the project report ([Barraket et al., 2020](#): 43), and in the paper 'Designing inclusive workplaces for wellbeing: learnings from work integration social enterprise' (Joyce et al, in-press). The Policy Guide ([CSI, 2020](#)) produced by the research team suggests that investment in work integration social enterprises can help WISE to scale their business activities and related capacity to assist more young people.

How Disability Services can take a 'WISE'/social enterprise approach to shaping work conditions for young people with disability is currently being explored through two CSI research projects: 'ADEs as a pathway to open employment for young people with disability. Implementation of the Work Integrated Social Enterprise (WISE) model' (Information, Linkages and Capacity Building program, DSS); and 'WISE Workplace Inclusion Model for Well-being' (Lord Mayor's Charitable Fund). These projects will work with ADEs in Victoria to implement the WISE model to develop employment opportunities in the mainstream labour market for people with intellectual disability. The WISE model utilises a partnership approach to embed Work Integrated Learning (WIL) alongside a range of complementary supports to develop broad work readiness.

4. What employment services and supports would most help young people?

Drawing on PhD research conducted by Jennifer Crosbie 'The factors that lead to economic inclusion for young people with intellectual disability' (nearing completion, Centre for Social Impact, Swinburne University of Technology), the below responses to section 4 offer a range of opportunities for implementation.

4.1 What support do young people with disability need to successfully move out of education into suitable work?

Young people with disability need the same support to move out of education into suitable work as their peers, with 'scaffolding' (Wakefield & Waugh, 2014). That is, there should be default access to the same early career supports as all young people receive but for young people with disability, they need to be provided with extra support to engage with them, depending on the individual's needs.

Young people need support to build expectations that they will work from an early age, including engagement with career support and work experience from the age of 15 (Kohler et al., 2016). For example, early access to career education including access to information about their own strengths and interests and the world of work. For people with intellectual disability and Autism the adapted Discovery process could be utilised, which can be funded by NDIS.

Support for families to build their capacity to become a career ally, supporting the young person's career goals, is also needed (Doren et al., 2012). A number of Disabled Person's and Family Organisations are supporting families in this regard, such as Imagine More <https://imaginemore.org.au/projects-and->

grants/school-to-work/

Support to make choices and decisions and to plan their own career (Hagiwara et al., 2019; Stancliffe et al., 2020) is an element that could be delivered by peer support networks, in schools or community organisations for example.

Early exposure to work in mainstream workplaces is critical via tasters, work experience, paid work and internships (Carter et al., 2012; Carter et al., 2017; Wakefield and Waugh, 2014).

Post school education programs offered within community settings have led to improved employment outcomes for young people with disability within the United States (Whirley, 2020). The programs are offered as segregated, hybrid and integrated models. The provider is supported to include students with disabilities in all facets of campus life.

Opportunities to undertake work integrated learning in the form of internships and programs such as Project Search models (Persch et al., 2015). Recent Australian examples of demonstration work integrated learning programs have resulted in employment for the young people involved.

4.2 What best practices from existing DES or other employment programs help young people with disability find and maintain a job?

Collaborative models, in which DES providers join with schools, training providers, local businesses and others to collaborate at both the system and individual level, have demonstrated efficacy in supporting young people into employment (Kramer et al., 2018; Wakeford & Waugh, 2014).

Ticket to Work is an Australian example of a collaborative model in which locally based schools, DES', training providers and businesses work together to transition the young person from school into the open employment system. Ticket to Work is not universally available to young people in Australia, despite its good results. More information about the Ticket to Work approach is available at <https://tickettowork.org.au>

The use of locally based employment teams can support entry into employment for people with disability (Kramer et al., 2018). Employment teams are developed from the ground up, engaging the relevant services along with local businesses who are willing to offer employment opportunities. In this way, employers are engaged in developing solutions that meet their needs, which enhance the outcomes achieved.

Customised employment is an evidence informed model that supports the employment of people with disabilities who have high support needs (Wehman et al., 2018; Griffen, 2012; Riesen et al., 2015). The model requires the job coach to have a deep understanding of the jobseeker, usually developed by undertaking a Discovery Process (Griffin et al., 2012). Rather than placing the jobseeker into any available job, the job coach's role is to customise a role specifically for the job seeker or support them to establish a small business. Employers engage with the process by identifying tasks within the workplace that are well suited to the specific jobseeker, sometimes called job carving. While mainly used to support people with intellectual disability, there is growing interest in the efficacy of the model for other disability cohorts.

The Australian government has recently implemented the Individual Placement and Support model for young people with mental health conditions via the headspace network (Australian Government, Department of Social Services, n.d.). This model joins up employment support with the broader supports a young person requires to manage their mental health. This model has potential to be scaled and replicated for a broader range of cohorts.

4.3 Should there be assistance to prepare young people to think about work much earlier than after they leave school?

Evidence, particularly from the United States, has clearly established that young people with disability benefit from early exposure to employment preparation activities just as their peers do (Test et al., 2009; Kohler et al., 2016). The Taxonomy of Transition Focused Education (Kohler et al., 2016) is an evidence

informed transition focused education model that is widely used in the United States. Its focus is in five areas: Student- Focused Planning, Student Development, Interagency Collaboration, Family Engagement, and Program Structure. The taxonomy provides educators, young people and family members with a structured framework to guide the delivery of transition supports from the age of 15. Beamish et al. (2012) found that very few of the elements from the model were in place within Australian schools. More information about the Taxonomy is available at <https://www.cde.state.co.us/cdesped/transitnprogtxnmy>

In the United States, Employment First models are operating in many states, whereby the expectation is that employment will be the first option for the young person post school. An Employment First strategy focuses attention and resources on supporting young people to plan for employment post school and to access the activities that support later employment such as high quality career education, experiential learning and opportunities to undertake work based learning (Carter et al., 2017). An Employment First model also supports the alignment of policy and practice and acts to engage the broader community in supporting people with disability to gain employment post school. More information is available at <https://apse.org>

Think College is a technical assistance centre operating in the United States that supports families of people with disability to plan for their child to attend college. This type of assistance, which changes attitudes and provides capacity building supports, has demonstrated efficacy in improving opportunities for young people to gain accredited qualifications post school (Migliore et al., 2009). More information is available at <https://thinkcollege.net>

Ticket to Work networks have supported young people, schools and families to think about work while at school and connected young people with opportunities such as School Based Apprenticeships and Traineeships (ARTD Consultants, 2019). This model could be made more widely available to young people with disabilities via scaling up the model so that it is available Australia wide.

4.4 How can disability employment services work better with the education system to enhance employment prospects for young people?

Collaborative models underpin successful transition support models (Kohler, 2016; ARTD Consultants 2019; Carter et al., 2017). In the Australian context, policy interface issues have resulted in barriers to collaboration between schools and DES. Ticket to Work is an example of a model that has successfully joined up DES providers and schools to support the development of employment pathways for school leavers with disability. This model is based on evidence about what works and has the capacity to be scaled and replicated.

Specifically, DES providers could support schools to build a bank of local employers willing to provide work experience opportunities to young people with intellectual disability. They could also provide support to young people via work readiness programs delivered within schools. There are also opportunities for DES' to support young people with disability who want a part time or casual after school job. Streamlining current policy settings and incentivising DES providers to offer support to that cohort is required.

5. What support do employers need to attract, employ and retain people with disability?

5.1 What are the most important things that can be done to build an employer's confidence to employ a person with disability?

Despite being increasingly used, the concept of 'employer disability confidence' is not well defined and lacks theoretical foundation. In a recent study on this topic, researchers at Swinburne University of Technology and Deakin University (Qian-Khoo, Murfitt, and Wilson, forthcoming) examined the current broad descriptions of employer disability confidence from Australian and international literature and practices. This examination found that although knowledge, awareness and attitudes are commonly identified as elements of the concept and practice of employer disability confidence, existing definitions

and frameworks (e.g., Suter et al., 2007; Waterhouse et al., 2010; Department for Work and Pensions, ND) do not have a conceptual power to explain and project how change in knowledge, awareness and attitudes can lead to change in employers' actual hiring practice toward people with disability. While there are some measures to assist employers to understand, assess and develop inclusive practices, such as the Australian Network of Disability's Access & Inclusion Index, there is no direct pathway linking the measures of elements of 'confidence' to employment outcomes.

Researchers (Qian-Khoo, Murfitt and Wilson, forthcoming) have developed a new model to depict employer disability confidence, based on the Theory of Planned Behaviour (Ajzen & Madden, 1986; Ajzen, 2019) - a widely supported theoretical framework on beliefs, attitudes, intentions and behaviour. Ajzen (2019) suggests that intentions will lead to behaviour as long as the person has 'actual control' over the behaviour. While making employment of people with disability the explicit goal, the model incorporates a state of intention and readiness to employ, which entails addressing organisational barriers to employment. This is a critical intervening outcome often overlooked given the focus is usually on addressing the barriers to employment/recruitment access experienced by the jobseeker with disability rather than the obstacles to enacting an employment intention on the part of a would-be employer.

With the lack of understanding on the pathway from interventions targeting at attitude and beliefs in businesses, to change in intention and readiness to employ, and ultimately to disability employment outcome, it will be impossible to design effective policies and supports to strengthen employer disability confidence. Further research in this field should be invested in immediately and, most importantly, a theory-based action-oriented definition of employer disability confidence should be tested and refined, and an evidence pool be developed.

- 5.2 What services and supports does a disability employment support service need to offer employers to enable them to recruit people with disability, maintain their employment and promote career growth?

The Typology of Employment Support Interventions details the interventions targeting employers and workplaces that appear in the literature and in current interventions in use in Australia, together described as 'Demand side' interventions.

8. How do we drive high quality service and supports?

- 8.5 What is needed to lift workforce capability and the quality of the workforce delivering disability employment services and supports for both participants and employers?

The Typology of Employment Support Interventions (Wilson et al., 2021a) offers a mechanism to better identify and align the skill set of the workforce of employment services. CSI is conducting further work to align literature about best practice in each of the areas of the Typology that could be used to underpin curricula to skill the workforce.

9. How do we measure success?

9.1 What will success look like for:

- people with disability
- the community
- employers
- service providers
- Government

9.2 What data do we need to know if the program has been effective?

9.3 How can people with disability, employers and providers help to measure and report on the performance of the new program?

9.4 What do people with disability and employers need to make an informed choice to select the best provider for their needs and how should this information be made available?

Measuring outcomes

In our experience, measures of outcomes related to employment are overly gross and focus at the level of population change, for example, measuring labour market participation. These measures are often replicated when judging the efficacy of employment interventions and their effect on individuals. At this level, they do not capture either the sorts of changes (short term outcomes) that are necessary to build toward the long term impact on labour market participation rates, nor do they focus on employer or business capacity and behaviour.

Over the past two years, the Centre for Social Impact, via its Uniting Chair in Community Services Innovation and her team, have been developing a generic approach to outcomes measurement to capture the changes experienced by users of community services and community interventions. The framework, known as the Community Services Outcomes Tree, is available at <https://communityservicesoutcomestree.com/>. It has twelve domains (a simplified diagrammatic version is provided at Appendix 2). It is expected that most community services address outcomes across multiple domains, even when their dominant focus is in a single domain such as Employment. Both the domains and outcomes have been identified through an extensive literature review including domestic and international outcomes frameworks, outcomes literature, literature pertaining to each sector (e.g. employment) and various measurement instruments. This broad literature set has been thematized, generating domains and outcomes related to each, and sub thematized generating descriptors of concepts routinely captured within each outcome area. Literature reviews have continued until saturation has occurred, that is, where concepts are repeatedly found and endorsed, or have been targeted to address emerging areas of community service provision for which there is not yet an established consensus (for example, outcomes related to 'choice'). Our approach has been to disaggregate existing outcome statements (that often combine multiple outcomes), so that we can make transparent the outcome components of any intervention, enabling identification and collation of multiple discrete outcomes related to specific intervention design.

The Community Services Outcomes Tree includes the domain of '[Employment](#)' capturing 10 outcomes for individuals receiving service and supports targeting employment:

- career planning/knowledge
- relevant job skills
- relevant work experience
- job seeking skills

- positive work attitudes and appropriate behaviours
- gain employment
- reasonable accommodations and related supports
- maintain employment
- secure and sufficient work
- job satisfaction.

All of these include self employment in their outcome dimensions. There is also potential cross-over to other domains such as 'Learning, Skills and Development' and 'Choice and Empowerment' or 'Social Inclusion'. This highlights the notion that measuring outcomes is complex.

This list of outcomes, and the sub themes that sit within each outcome, helps articulate the many focuses needed in employment supports and interventions, and the varied outcomes across individuals and contexts. The attainment of employment (i.e. getting a job), in this light, is too gross a measure and does not fully address the outcomes aspired to by people with disability. For example, even for those who have employment, they advise that this employment may not be in a position they are satisfied with or that their career progression is blocked. At the other end of the spectrum, young people with disability need to build skills and understanding about the world of work, careers available to them matched with interests and capabilities. Simply gaining employment does not fully address the outcome of 'career planning/knowledge' which addresses longer term job suitability, satisfaction and maintenance which the evidence shows is enhanced when the match between interest and job is high.

The Community Services Outcomes Tree work also addresses mechanisms to collect data, particularly oriented to the pragmatics of data collection by under-resourced community agencies running employment-related interventions. While the Outcomes Tree has been developed to be compatible with diverse measurement instruments or link to indices in use in other systems, we have also developed a lean and pragmatic approach to data collection that can be used for each outcome. This approach asks two questions for each outcome (or for domain level), one pertaining to level of outcome achievement or change since participation in an intervention, and the second reflecting on the level of contribution that the intervention has made to this change (with a focus on contribution as a more accurate measure of attribution). It should be noted that as the outcomes represent concepts that largely require subjective rather than objective measurement, they require self report, with all the limitations of subjective interpretation. Similarly, objective measures (such as 'has a job') also have limitations as they reduce complex outcome experiences to singular dimensions that can miss critical ingredients of outcome (e.g. is the job suitable, of sufficient hours, ongoing etc). The Community Services Outcomes Tree website provides both a two-question set for each outcome (or at domain level), see the '[Relevant work experience' outcome question set as an example](#), as well as a [sample survey template](#) from which questions can be selected and further customised to assist services to measure outcomes related data.

Outcomes can also be measured in regard to employers and businesses and, in such cases, generally relate to capacity building outcomes. In a previous project ([Wilson, Campain & Hayward, 2019](#)), we explained that the literature on capacity building defined capacities as including knowledge, skills, attitudes, behaviours / actions, networks, infrastructure / resources, policies / legislation, and culture. If capacity building is the targeted outcome in regard to employers, then it is important to make clear which capacities are in focus as each demands different measures. It is also important to critique the link between any of these capacities and the longer term impact on employment of people with disability. As discussed above, concepts like 'employer disability confidence' are increasingly being used to anticipate or predict actual behaviour though the link between them is not proven. Rather, just as the outcomes for people with disability seeking employment are multiple and varied, so too are the outcomes for employers. Again, a focus on the gross measure of number of people with disability employed, undervalues or makes invisible the requisite changes needed by employers and in workplaces towards this goal. We are keen to work on outcomes identification and measurement methodologies at this level, particularly drawing on our work in using the Theory of Planned Behaviour as a possible metric.

The importance of nuanced and graduated outcomes definition is made clear when we consider approaches to incentivising or funding employment interventions and supports. Where interventions are linked to gross outcomes like increase in employment, activities drive to single outputs regardless of appropriateness (e.g. high volume but insecure or inappropriate placement or placement of people with lower levels of disability or fewer barriers to employment). Additionally, as factors external to the intervention also effect outcomes, some co-investors will be disincentivised to participate, for example in an outcomes-based payment project, where it is clear that the only outcomes measured are gross in nature and thereby unduly effected by market forces beyond the control of the program implementer.

Finally, a nuanced and graduated approach to outcomes measurement is essential to support the development of detailed program logic in the design of employment interventions. A common element of literature related to employment of people with disability or of return to work of injured employees, is that barriers to employment need to be identified and addressed. This requires the design of activities and interventions to address these barriers, each of which lead to different short term outcomes on a graduated scale. Work for Comcare and the Collaborative Partnership to Improve Work Participation (Wilson et al., 2021a) has identified that the design logic of some employment supports is not clear. We believe a clearer articulation of both barriers and different outcomes will improve the design and therefore the efficacy of these programs.

Measuring continuous quality improvement

CSI Swinburne together with Gen U and Annecto have been trialling a continuous quality improvement approach to monitor an inclusive and healthy workplace environment for people with an intellectual disability (ID). Currently workplaces have to navigate an array of recommendation documents for making workplaces more inclusive of disability and despite numerous government reports there has not been much traction with regards to the upscaling of these recommendations. Further there are a number of generic well-being employment models but they are not necessarily inclusive themselves of the needs of employers and employees with disabilities, particularly with an intellectual disability. We have been creating a set of tools that can integrate these different models and provide much more clarity to employers with the intention of providing a more seamless evaluation model that can be upscaled.

The first tool is a quality assessment to be completed by supervision and management staff. This tool brings together current workplace well-being models with a new Work Integration Social Enterprise (WISE) economic and development model that specifies criteria for an inclusive workplace (available at: <https://journeytowellbeing.switched.com.au/index.php/design-for-wellbeing/>). The model and evaluation tool is based on a 3 year research project about how social enterprises operationalise their mission to provide an inclusive workplace environment and generate health and well-being outcomes (Joyce et al., 2021). Providing more inclusive workplace environments is one of the key pillars to increase workplace participation amongst those experiencing disadvantage. At present we have designed a quality tool that includes both items on social inclusion and health and well-being that can be used by staff to rate their organisation.

The second tool is an adapted version of the Copenhagen Psychosocial Questionnaire (Pejtersen et al., 2010). There are no tools we are aware of that can measure the psychosocial workplace environment for people with an ID. There are qualitative guides which would be difficult to implement with the resource constraints of practice and quality of life instruments which are too generic for workplaces. We have adapted this tool with respect to the number of questions and simplified the language. We are currently testing this tool with our partner organisations and based on the findings of this will be aiming to test these tools with more workplaces in 2022 and 2023.

The intention is that an organisation employing people with an ID will be able to use these two tools annually to provide a snapshot of whether the workplace is meeting the needs of their employees. This will have the following benefits:

- Enable continuous quality improvement to ensure that the workplace continues to provide an inclusive and healthy environment for all staff
- Be able to communicate the benefits of their workplace to prospective employees and NDIS

funding recipients

- Reduce administration burden by having a quantifiable measure of the impact and quality of the workplace that can be easily aggregated.

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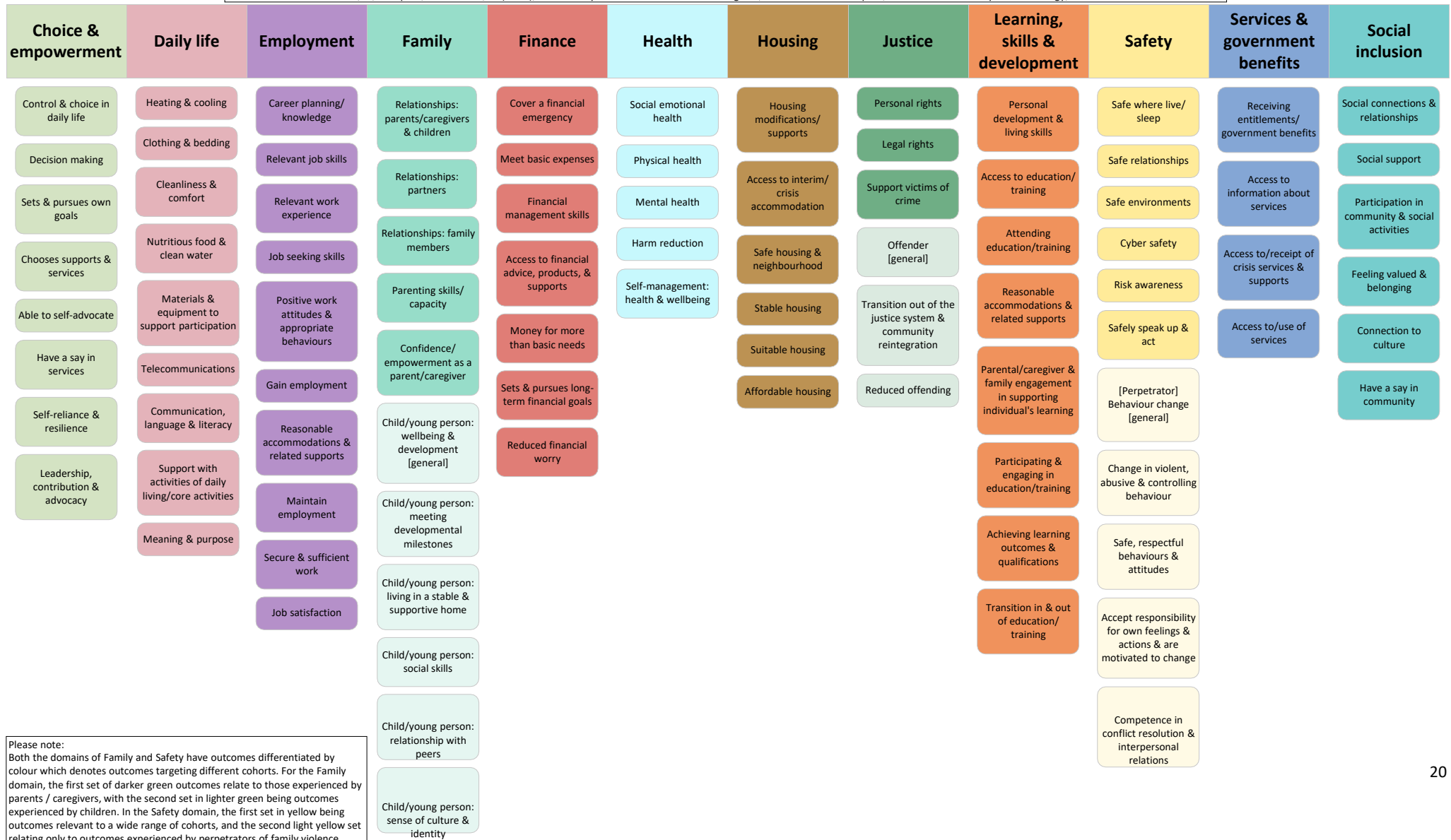
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Appendix 1: Typology of Employment Support Interventions

(Due to pdf-merge, this document is located at the end of this document)

Community Services Outcomes Tree v.14/10/21

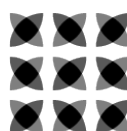
Wilson, E., Campain, R. & Brown, C. (2021), Community Services Outcomes Tree diagram, Centre for Social Impact, Swinburne University of Technology, Hawthorn.



Please note:
Both the domains of Family and Safety have outcomes differentiated by colour which denotes outcomes targeting different cohorts. For the Family domain, the first set of darker green outcomes relate to those experienced by parents / caregivers, with the second set in lighter green being outcomes experienced by children. In the Safety domain, the first set in yellow being outcomes relevant to a wide range of cohorts, and the second light yellow set relating only to outcomes experienced by perpetrators of family violence.

Typology of Employment Support Interventions

To increase work participation of people with work restrictions



Typology of Employment Support Interventions: to increase work participation of people with work restrictions

Summary

Supply side interventions: focusing on support to job seeker/ worker

Domain	Addressing personal factors	Service access and information	Financial assistance and incentives	Building and mobilising social capital (to link to employment)	Planning and preparation for work	Vocational skills development	Self-employment / entrepreneurship	Job search	(Pre) Placement support	Post-placement/ on the job support	Mass job creation
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Demand side interventions: focusing on support to employer/ workplace

Domain	Information	Financial assistance incentive	Recruitment services and support	Workplace / employer capacity building	Supports in the workplace
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Societal change interventions: to increase capacity to contribute to employment outcomes

Domain	Service capacity building	Community /regional capacity building	Structural/ macro change activities
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Supply side interventions: focusing on support to job seeker/ worker

Domain	Component focus	Elements /possible focus
Addressing personal factors	Addressing personal context	<p>Strategies to support personal circumstances affecting employment, e.g.</p> <ul style="list-style-type: none"> • Carer and parenting roles • Housing • Home modifications • Transport
	Addressing health context	<p>Strategies to support factors affecting health, e.g.</p> <ul style="list-style-type: none"> • Support to access health treatments • Health and wellbeing coaching
	Integration of health, disability and employment supports	<ul style="list-style-type: none"> • Collaboration between DES and mental health providers to support people through crisis times to stay in job • Planning for and capacity building re managing health/disability conditions whilst at work • Identifying attendant care and additional supports required in the workplace. • Education on effective skills/strategies for coping and RTW • RTW planning integrated into medical assessments • Engagement with other professionals/providers to support employment goal to ensure consistency of approach and holistic service delivery
	Building capacity of informal (family) supports to support employment	<ul style="list-style-type: none"> • Building the skills and knowledge, changing attitudes and expectations of supporters of people seeking work (target supporters at various points of life course) • Engagement with family/carers to explore and support employment directions • Employment services and families working collaboratively to support the person to find work
	Building foundation skills and work expectations	<ul style="list-style-type: none"> • Skills building re language, literacy, numeracy, driver training, digital skills, computer literacy (non job or vocational specific) • Life skills e.g. independent travel skills, managing money/income, personal hygiene and personal presentation • Interpersonal skills development, social and business communication • Building resilience • Building motivation and positive attitudes to work • Building expectations of person with disability about (open) employment at key points across life course (primary, secondary school and beyond) • Skills for independence: decision making, problem solving, planning and organising, self motivation and self determination, life skills and personal administration, flexibility, accountability • Working independently, time management and prioritising • Conflict resolution and negotiation skills

Supply side interventions: focusing on support to job seeker/ worker

Domain	Component focus	Elements /possible focus
Service access and information	Information provision (job seeker/worker)	Strategies to support personal circumstances affecting employment, e.g. <ul style="list-style-type: none"> • Carer and parenting roles • Housing • Home modifications • Transport
	Referrals/ connecting to services	Strategies to support factors affecting health, e.g. <ul style="list-style-type: none"> • Support to access health treatments • Health and wellbeing coaching
	Service co-ordination and navigation	<ul style="list-style-type: none"> • Collaboration between DES and mental health providers to support people through crisis times to stay in job • Planning for and capacity building re managing health/disability conditions whilst at work • Identifying attendant care and additional supports required in the workplace. • Education on effective skills/strategies for coping and RTW • RTW planning integrated into medical assessments • Engagement with other professionals/providers to support employment goal to ensure consistency of approach and holistic service delivery
Financial assistance and incentives	Financial support for personal factors	<ul style="list-style-type: none"> • Financial assistance to overcome personal barriers to work e.g. \$ to purchase clothing, pay for transport, subsidise childcare etc.
	Financial support for vocational training	<ul style="list-style-type: none"> • Financial assistance such as payment of course fees and associated costs
	Financial support related to employment	<ul style="list-style-type: none"> • Financial assistance such as to provide income support to return to work, e.g., to cover income loss when working on reduced hours • Financial assistance to purchase equipment/ modifications • Financial assistance to support job related relocation
Building and mobilising social capital (to link to employment)	Building and mobilising peer support	Build community connections (as link to jobs): <ul style="list-style-type: none"> • Putting peers in touch with each other • Expand / build 'buddy' and peer support • Mobilise networks to lead to jobs
	Building and mobilising professional/ employment networks	Professional networks (within chosen field) <ul style="list-style-type: none"> • Employer networking opportunities (including via employers/business people as mentors, meeting events, local groups etc) • Business to business networking (for self-employment) • Local/regional jobs and skills coordination networks • Mobilise networks to lead to jobs
	Building and mobilising community networks	<ul style="list-style-type: none"> • Support community participation as a means to build networks (and other capacities) • Build /harness links to community members and groups • Employment circles of support (building informal local networks around the individual) • Mobilise networks to lead to jobs

Supply side interventions: focusing on support to job seeker/ worker

Domain	Component focus	Elements /possible focus
Planning and preparation for work	Developing soft skills	<ul style="list-style-type: none"> • Workplace or 'core' work skills: teamwork, communication, reliability, workplace digital literacy, workplace norms, behaviours and expectations • Understanding rights and responsibilities in the workplace • Industry awareness: knowledge of work options, e.g. exposure to different employers, work types • Work readiness and motivation
	Career guidance and planning	<ul style="list-style-type: none"> • Identification of personal preferences, interests, skills etc. (e.g. Discovery) • Employment-related career assessment • Job readiness review/assessment and development • Career counselling • Identification/documentation of individual employment goals, individual's attributes, skills and qualifications, as well as any skills gaps • Developing a job/career plan (goals and steps) • Support to build and communicate a professional identity
	Assessments of work 'capacity' and need for supports	<p>For example:</p> <ul style="list-style-type: none"> • Assessment of employment barriers • Initial needs assessment • Job capacity assessment • Rehabilitation assessment • Vocational assessment • Workplace assessment • Certificate of capacity • Cognitive assessment • Driving assessment • Employment services assessment • Fitness for duty assessment • Functional assessment • Skills assessment
	Transition to work activities (School/ Education to work i.e. young people; ADE/ day service to open employment; prison to reintegration)	<p>Transition activities (usually grouped as a package covering range of other components in Typology):</p> <ul style="list-style-type: none"> • Transition plan/ plan of pathway to employment • Career guidance, including introducing/connecting employment consultants into education settings prior to school/course completion • Vocational training • Employer networking/connecting • Explore work options including 'try and test', work experience • Navigation support to access services, entitlements, employment options

Supply side interventions: focusing on support to job seeker/ worker

Domain	Component focus	Elements /possible focus
Vocational skills development	Vocational training	<ul style="list-style-type: none"> • Formal training with the opportunity to gain qualifications, including pre vocational such as pre apprenticeships • Help to find a course or connect to training • On the job training, including apprenticeships and School Based Apprenticeships, work-integrated training etc.
	Work experience/ internships/ volunteering	<p>Includes:</p> <ul style="list-style-type: none"> • Work experience • Internships (paid/unpaid) • Work trials (paid/unpaid) • Industry awareness experiences • Support to find work experience/volunteering • Support to set up work experience including assisting to onboard the participant at the start of the work trial or on the job support throughout the work experience. • Volunteering, and support to build volunteering skills, provision of support to volunteers e.g. volunteer buddies • Support to convert work experience into employment roles
Job search	Job search information resources	<ul style="list-style-type: none"> • Linking to job information via website/online, email etc. • Provision of an advice service re job search • Provision of job seeker resources (e.g. how to disclose disability)
	Job search skills building	<ul style="list-style-type: none"> • Building skills in job application, resume preparation and job search strategies • Building skills in interview preparation • Building skills for how job seeker can 'sell' themselves and their unique service offering
	Job search matching and assistance	<ul style="list-style-type: none"> • Job search matching and assistance • Support via a Job Coach/coaching • Active marketing of job seekers to employers such as engaging different employers to discuss a participant and their unique skills and abilities, how they may be able to provide value to their workplace, and potentially securing opportunities for a work trial or work experience

Supply side interventions: focusing on support to job seeker/ worker

Domain	Component focus	Elements /possible focus
(Pre) Placement support	Job commencement/ RTW and customisation	<ul style="list-style-type: none"> • Mentoring following an employment preparation intervention (i.e. bridge from pre employment intervention through job search to finding employment) • Job matching • Negotiating specific employment opportunity with employer • Job carving and job identification/creation, including working with employer to identify potential opportunities or roles for a specific individual • Task analysis including developing process outlines for specific parts of the role • Customisation of job/modify work tasks or scheduling including ensuring that a role or tasks within a role are accessible and match individual's specific abilities and passions. • Planning and supporting graduated entry/re-entry to work • Negotiating RTW to same or different job with same employer • Support to complete recruitment paperwork • Support to prepare for first day at work and induction • Developing a RTW plan
	Workplace modifications, equipment and disclosure	<ul style="list-style-type: none"> • Provision of information about workplace modification etc. • Support to access EAF • Provision/assessment of equipment or modifications needed, including communication devices • Financial assistance to purchase equipment/ modifications and special equipment necessary to that workplace • Provision of / financial support for Auslan interpreting services • Support to communicate reasonable accommodation needs (e.g. via workplace adjustment passport) • Support/resources re disclosure of disability/injury • Modification and customisation of workstations, equipment, facilities (including training in use of these)

Supply side interventions: focusing on support to job seeker/ worker

Domain	Component focus	Elements /possible focus
Post-placement / on the job support	On the job / workplace-based training	<ul style="list-style-type: none"> • Provision of or support access to workplace based training, formal or informal, including integrated training, apprenticeships etc. • On the job training
	Post placement support (limited or fixed period)	<ul style="list-style-type: none"> • Support to settle in to work • Support over initial period (e.g. 1st year) • Further job re-design • Support to make further workplace modifications • Support to meet employer expectations • Support to build work capacity (including graded increase in hours) • Work hardening activities, aimed at improving physical or psychological work tolerances
	Ongoing assistance in the workplace (day to day)	<ul style="list-style-type: none"> • On the job employment supports, such as intermittent support with daily work tasks • Ongoing customisation to suit new tasks, skills development etc. • Continuous on the job training • Provision of direct supervision and/ or group based support to enable meaningful work participation • Provision of supports to manage disability related behaviour or complex needs at work (e.g. onsite job coach to support behaviour related to psychosocial disability) • Provision of non f2f activities that directly relate to supporting person's employment • Provision of physical assistance and personal care delivered in the workplace
Mass job creation	Employment-focused social enterprises	<ul style="list-style-type: none"> • Work integrated social enterprise (WISE): offers employment, skills training, work experience and other supports usually in non-segregated workplace environments paying award wages
	Supported employment service (ADEs)	<ul style="list-style-type: none"> • Australian Disability Enterprises (ADEs): offers employment, skills training, work experience and other supports sometimes in segregated workplace environments and/or paying a supported wage

Demand side interventions: focusing on support to employer/ workplace

Domain	Component focus	Elements /possible focus
Information	Information provision/co-ordination (employer)	<ul style="list-style-type: none"> • Information hub of employment related resources • Phone advice service (e.g. navigating systems, financial incentives, obligations, strategies)
Financial assistance incentive	Financial assistance for wages	Support to identify and access financial incentives e.g. <ul style="list-style-type: none"> • Wage subsidies • Financial assistance to business to address added financial burden of supporting a person's return to work, for example by employing a casual worker to complete usual duties of person in addition to paying the person's wages while they recover at work • Financial assistance for work experience placements/internships • Access to supported employee wage
	Financial assistance for modifications	<ul style="list-style-type: none"> • Access to Employment Assistance Fund (i.e. financial support) or other funds for workplace modifications
	Other financial support/incentives	<ul style="list-style-type: none"> • Reduction or waiver of proportion of workers compensation premiums, exemption from increase in premium in workers compensation if worker is re-injured within set period
Recruitment services and support	Recruitment services/support	<ul style="list-style-type: none"> • Support to recruit (e.g., screen and match workers to jobs) • Provision of professional recruitment services • Job vacancy service • Job analysis
	Connecting to target cohort	<ul style="list-style-type: none"> • Support to connect to people with disability/work restriction (via a range of strategies including direct introduction, networking and meeting events, employer roles in local employment support groups) • Highlighting/introducing potential employees and their unique skills and abilities, how they may be able to provide value to their workplace, and potentially securing an opportunities for a work trial or work experience
	Hosting work experience/interns/ volunteers	<ul style="list-style-type: none"> • Resources and support to host/connect to work experience, interns, trainees, volunteers • Help to set up and manage individual or group internships • Provision of support to convert volunteering/work experience into employment roles • Probation period (for people with intellectual disability who do not perform well at interviews)

Demand side interventions: focusing on support to employer/ workplace

Domain	Component focus	Elements /possible focus
Workplace / employer capacity building	Skill building, training, resources	<p>Training and resources in:</p> <ul style="list-style-type: none"> • How to job carve and customise • Leadership skills re employment supports/ inclusive employment • Industry-specific skills and resources to support inclusive employment • Information and resources on how to support RTW • Develop or increase an employer’s skills, knowledge and/or confidence to employ a person with a disability • Social Procurement practice and opportunities
	Inclusive workplaces capacity building	<ul style="list-style-type: none"> • Support to improve/review workplace policies and practices to accommodate people with disability / work restrictions • Awareness raising and training activities re disability (including specific disabilities such as Deafness or Autism awareness) • Mental health awareness and first aid training • Attitude and behavioural change re specific disabilities • Mentoring of employers (by people with disability and without), including two-way mentoring (i.e. employee with disability - employer) • Cultural awareness training and capacity building (e.g. re Aboriginal and Torres Strait Islander with disability) • Direct practical coaching for employers to create mentally healthy workplaces
	Employer and stakeholder networks (to build inclusive workplace/ employer capacity)	<p>Shared learning and support via:</p> <ul style="list-style-type: none"> • Building local employer networks committed to supporting employment outcomes (includes vocational training providers, schools, services and others) • Collaborative and shared learning opportunities across employers • Networking events (e.g. employer and employment service provider breakfasts) • Inter-employer and agency collaboration on employment initiatives
Supports in the workplace	General support to employers	<ul style="list-style-type: none"> • Provision of ongoing workplace support, check in, problem solving • Provision of continual modification /upgrade of duties etc • Reviewing adequacy of supports • Monitoring employee’s performance to ensure standards are maintained
	New supports in the workplace	<ul style="list-style-type: none"> • Identify and develop new supports as needed • Develop peer advocates/peer supports in workplace

Societal change interventions: to increase capacity to contribute to employment outcomes

Domain	Component focus	Elements /possible focus
Service capacity building	DES/employment services capacity building	<ul style="list-style-type: none"> • Building skills and knowledge of staff relevant to specific disability, workplace adjustment and support strategies • Building collaboration between Disability Employment Services e.g. sharing vacancies they can't fill.
	Employment support services complaints handling	<ul style="list-style-type: none"> • Grievance procedures for users of employment support services • Investigation of complaints
	Schools / education and training organisations capacity building	<ul style="list-style-type: none"> • Building expectations about (open) employment throughout life course (primary, secondary school and further) – target teachers and key stakeholders
	Interagency collaboration	<ul style="list-style-type: none"> • Interagency forums and networks to plan and collaborate on employment support interventions
Community /regional capacity building	Development of local employment strategies	<ul style="list-style-type: none"> • Identifying local/regional employment needs, including areas of labour market shortage • Development of local/regional employment plans • Local/regional employment taskforce
	Financial support to local employment outcomes	<ul style="list-style-type: none"> • Fund to support activities in line with local employment needs • Access to a national or local funding pool to support regional employment initiatives
Structural/ macro change activities	Cross sectoral collaboration	<ul style="list-style-type: none"> • Inter-departmental/portfolio forums, networks, strategies within government to address structural barriers to employment, plan and collaborate on employment support interventions
	Policy interventions	<ul style="list-style-type: none"> • Strategies to encourage a) employers to employ and/or accommodate people with work restrictions or b) people with work restrictions to engage in or return to work. • Government-led behaviour change strategies (e.g. financial incentives, support for improving workplace accessibility, schemes to encourage employer involvement in RTW planning). • Procurement policy to favour suppliers who employ people with disability • National policy such as 'employment first' approaches
	Government agencies to drive wholesale reform	<ul style="list-style-type: none"> • Set up new agency to focus on employment of people with disability, and related barriers • Technical hubs to provide specialist advice on inclusive employment and employment supports
	Job creation (public sector)	<ul style="list-style-type: none"> • Job guarantee style program: guaranteed job, under-written by government, for target group. Usually rely on government and local government bodies to 'create' job opportunities • Public service employment targets for employees with disability

