

# EXPLAINING THE EVIDENCE FOR REFORM SERIES

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## PAPER 2: UNDERSTANDING THE ELEMENTS OF EMPLOYMENT SUPPORT

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### HEADLINES

1. Employment supports have been narrowly defined. This has meant an extremely limited range of supports provided to people with intellectual disability.
2. Evidence shows that employment supports must be designed to address barriers to employment.
3. Employment support needs identified by people with disability do not appear to be matched by available employment supports.
4. There is substantial evidence about the employment supports that work for people with intellectual disability.

### INTRODUCTION

The delivery of employment services and supports to enable people with a disability to be employed has a long history in Australia (Paper 1). The shape of these services and supports has shifted over time. For people with intellectual disability, the nature and extent of these supports has largely been shaped by:

- attitudes about the rights and work capacity of people with intellectual disability
- conceptualisation of the nature and breadth of employment support, linked to knowledge of evidence about them.

A fundamental feature of the contemporary delivery of employment supports in Australia is their marketisation. This includes government commissioned active labour market programs (such as Disability Employment Services) and supports funded by the NDIS directly to individuals, all of which are undertaken by a 'market' of providers (Paper 1).

In a market environment, Considine (2022) argues that the methods or approaches of service delivery are 'treated by government [as funders] as a black box... [meaning] there would be autonomy for the agents to use their own methods and to develop unique service approaches' (p. 6). While the intention of this kind of 'black box' commissioning was to foster a diverse market with a breadth of service offerings, when combined with narrow funding parameters (based on narrowly specified outcomes), the result for disability employment services has been a contraction of service types available (Considine, 2022).

It is in this context that this review summarises the evidence in relation to the way employment supports and services are understood in the research literature, alongside an analysis of the types of support currently available in Australia for people with intellectual disability.

## WHAT ARE EMPLOYMENT SERVICES AND SUPPORTS?

Employment support interventions have previously been characterised as including those that ‘focus on the employer, client [i.e. person with disability], healthcare provider or system more broadly’ (Ho et al., 2017, p. 5, bracket added).

Multiple studies have characterised these as broadly being described as:

- Supply side interventions (focusing on support to the job seeker/worker), and
- Demand side interventions (focusing on support to the employer/workplace).

A range of evidence has also highlighted the importance of broader, community or societal level activities. For example, the literature in relation to school to work transition has evidenced the strong role of multi-agency collaboration and community or regional networks (see Paper 3). For this reason, Wilson et al. (2021) identified a third focus of employment supports:

- Societal change interventions (to increase capacity to contribute to employment outcomes).

Employment support interventions can focus on delivering supports within any one or more of these areas.

## WHAT IS THE LOGIC OF EMPLOYMENT SERVICES AND SUPPORTS – WHAT ARE THEY DESIGNED TO ADDRESS?

Leaving aside the policy drivers that shape employment support design (discussed in Paper 1), research evidence is aligned in explaining the logic of employment supports as needing to be designed to address the barriers to employment for people with disability. Broadly, the international and Australian literature on employment supports identifies the range of barriers to work participation as being located across a diverse set of domains.

Barriers to employment experienced by people with disability are often multifaceted, intertwining individual-level socio-demographic characteristics with vocational, non-vocational and structural barriers to gaining and maintaining work (Devine et al., 2021, p. 2).

The OECD (2018) proposes a focus on a holistic identification of barriers using a biopsychosocial lens and aligning appropriate interventions and supports.

Given that employment supports should be shaped to address barriers to employment, it is important to articulate these. A broad set of barriers to employment is explored in Table 1. As evidenced by Devine et al. (2021), the experience of ‘multiple barriers across these domains can amplify challenges to gaining and maintaining employment’ (p. 11).

Table 1. Barriers to work participation (adapted from Wilson et al., 2021, p. 126)

|                                    |  |
|------------------------------------|--|
| <b>Personal factors</b>            | 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, confidence), family and carer responsibilities, literacy and numeracy levels, socio-economic status, financial difficulties/debt, cultural factors, homelessness/housing; experiences of violence and abuse, lack of family or informal help or assistance |
| <b>Service factors</b>             | e.g. timely access to quality health and employment 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  |
| <b>Social factors</b>              | e.g. personal/family support, social networks  |
| <b>Vocational factors</b>          | e.g. appropriate skills and qualifications, level of education and training, access to training, level of prior work experience/history, job search skills, pre-injury employment status, length of unemployment   |
| <b>Job-related factors</b>         | 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   |
| <b>Workplace/ employer factors</b> | e.g. employer size/industry, attitudes of 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   |
| <b>Environmental factors</b>       | e.g. accessible infrastructure (transport) and communication, accessibility of the workplace   |
| <b>Societal factors</b>            | e.g. norms and attitudes, stigma, discrimination, cultural factors   |
| <b>Economic factors</b>            | e.g. market supply, financial incentives, labour market demand, income support policy and access; insufficient resourcing for people with disability to meet disability-related needs  |

(Cameron et al., 2020; Immervoll et al., 2019; Collie et al., 2020; Crosbie et al., 2019; Iles et al., 2018; Sampson et al., 2016; Devine et al., 2021).

For people with intellectual disability, the interaction of intellectual disability with each of these barriers adds complexity. Given that people with intellectual disability have lifelong deficits in conceptual, social and practical adaptive skills (American Psychiatric Association, 2013) alongside individual strengths, addressing the above barriers in the context of intellectual disability requires the dual focus on ‘the fit between the individual’s capacities and the context within which the individual is to function’ (Wehmeyer & Craig, 2013, p. 9).

Using this set of understandings about what constructs the barriers to employment, Wilson et al. (2021) propose that:

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 (p. 8).

As explained in Paper 1, this understanding sits well with obligations under Australia’s *Disability Discrimination Act 1992*.

In this context, employment supports and services are necessarily diverse so as to address the range of barriers present. They can be highly individualised, designed to address the individual’s barriers to employment (including supply, demand and societal level barriers), or they can be offered as an established ‘program’ of supports, where a predetermined set of components is identified as matching the needs of an identified cohort. In such cases, a programmed approach to replicable

delivery (for example, the headspace Individual Placement and Support program) enables offering of a consistent intervention design at a local or even national scale.

Some researchers have noted that the poor performance of employment services, such as DES, in Australia can be at least partially attributed to a failure to ‘address the complex array of vocational, non-vocational and structural barriers more commonly experienced by job-seekers with disabilities’ through appropriate policy and program design (Devine et al., 2021, p. 14).

## UNDERSTANDING THE MENU OF EMPLOYMENT SUPPORTS

Using the three focuses of employment supports – supply, demand and societal – A Typology of Employment Support Interventions, related to people with disability, illness or injury, has been developed to identify the ‘menu’ of employment supports that are either offered by programs, or that evidence identifies as having efficacy.

This ‘menu’ shifts the focus to selecting the suite of complementary (and sometimes sequential) supports required, rather than an overly narrow employment service focus on training and placement into existing job vacancies. This is consistent with the vision of the Department of Social Services (2017), writing about changes brought about by the NDIS, and forecasting ‘employment supports as a flexible suite of services’ (p. 18).

The ‘menu’ or Typology is provided at Appendix 1. While there is room to further validate and expand the Typology, this approach offers a set of categories and descriptors, based on research literature and documentation of Australian disability employment interventions (Wilson et al., 2021). A summary of the categories of employment support from the Typology is provided at Table 2 below.

Table 2: Main categories of the Typology of Employment Support Interventions (Wilson et al., 2021)

| Domain  | Component focus of employment services/supports   |
|---|---|
| <b>Supply side interventions (focusing on support to job seeker/worker)</b> |   |
| Addressing personal factors   | Addressing personal context   |
|   | Addressing health context   |
|   | Integration of health, disability and employment supports   |
|   | Building capacity of informal (family) supports to support employment   |
|   | Building foundation skills and work expectations  |
| Service access and information  | Information provision (job seeker/worker)   |
|   | Referrals/connecting to services  |
|   | Service co-ordination and navigation  |
| Financial assistance and incentives   | Financial support for personal factors  |
|   | Financial support for vocational training   |
|   | Financial support related to employment   |
| Building and mobilising social capital (to link to employment)              | Building and mobilising peer support  |
|   | Building and mobilising professional/employment networks  |
|   | Building and mobilising community networks  |
| Planning and preparation for work   | Developing soft skills  |
|   | Career guidance and planning  |
|   | Assessments of work ‘capacity’ and need for supports  |
|   | Transition to work activities (School/Education to work i.e. young people; ADE/day service to open employment; prison to reintegration) |
| Vocational skills development   | Vocational training   |
|   | Work experience/internships/volunteering  |
| Self-employment/entrepreneurship  | Business skills and development   |
|   | Access to capital and business resources  |
| Job search  | Job search information resources  |

|  |  |
|--|--|
|  | Job search skills building   |
|  | Job search matching and assistance   |
| (Pre) Placement support  | Job commencement/RTW and customisation   |
|  | Workplace modifications, equipment, and disclosure                                 |
| Post-placement/on the job support  | On the job/workplace-based training  |
|  | Post placement support (limited or fixed period)                                   |
|  | Ongoing assistance in the workplace (day to day)                                   |
| Mass job creation  | Employment-focused social enterprises  |
|  | Supported employment service (ADEs)  |
| <b>Demand side interventions (focusing on support to employer/workplace)</b>                     |  |
| Information  | Information provision/co-ordination (employer)                                     |
| Financial assistance incentive   | Financial assistance for wages   |
|  | Financial assistance for modifications   |
|  | Other financial support/incentives   |
| Recruitment services and support   | Recruitment services/support   |
|  | Connecting to target cohort  |
|  | Hosting work experience/interns/volunteers   |
| Workplace/employer capacity building   | Skill building, training, resources  |
|  | Inclusive workplaces capacity building   |
|  | Employer and stakeholder networks (to build inclusive workplace/employer capacity) |
| Supports in the workplace  | General support to employers   |
|  | New supports in the workplace  |
| <b>Societal change interventions (to increase capacity to contribute to employment outcomes)</b> |  |
| Service capacity building  | DES/employment services capacity building  |
|  | Employment support services complaints handling                                    |
|  | Schools/education and training organisations capacity building                     |
|  | Interagency collaboration  |
| Community/regional capacity building   | Development of local employment strategies   |
|  | Financial support to local employment outcomes                                     |
| Structural/macro change activities   | Cross sectoral collaboration   |
|  | Policy interventions   |
|  | Government agencies to drive wholesale reform                                      |
|  | Job creation (public sector)   |

Thinking about the focus and activities of employment supports and services in this way, helps align the selected activities to the barriers to employment and enables tailoring of these to each individual. It also opens the ‘black box’ (Considine, 2022) of employment services to make transparent the activities that they provide. This is fundamental to service selection by people with disability, a core principle of disability policy in Australia, and particularly explicit in the NDIS.

## WHAT TYPE OF EMPLOYMENT SUPPORTS ARE CURRENTLY PROVIDED?

There are four problems when trying to assess the adequacy of employment supports and services for people with disability in relation to the types of supports offered:

1. There is no comprehensive list that identifies the providers of employment services and supports for people with disability (beyond the active labour market programs of the Commonwealth government) so the size of the market is not known.
2. There is no agreed terminology or typology that describes the different supports and services, their focus or approach.

3. The 'black box' approach to the market of employment services means that there is little detail available about the services provided.
4. The supports provided within 'supported employment services' or Australian Disability Enterprises have largely been overlooked in the literature, and therefore inadequately understood.

Overall, this means that, even if a full list of providers was available, there is not an easy way to compare the services on offer and then to match these against either the demand for different types of support, or the evidence base for the efficacy of each.

Several recent studies have focused on capturing and classifying the types of employment support interventions delivered to people with disability in Australia (Wilson et al., 2021; Brown & Mallet, 2021). While the studies had slightly different parameters, where Brown and Mallet (2021) largely focused on Autism, Psychosocial and Intellectual disability, Wilson et al. (2021) included a focus on interventions for all people with disability and those experiencing work 'incapacity' through illness or injury. Both have used a version of a Supply/Demand typology to classify interventions, with Wilson et al. (2021) providing frequency analysis of employment supports at a more detailed level of support type, and Brown and Mallet (2021) extending their analysis to employment supports provided by State and Territory jurisdictions.

Taken together, the two studies provide a description of many employment services and supports available to people with disability in Australia, funded via the Commonwealth (labour market programs), the States and Territories (mapped in Brown & Mallet, 2021, only), and the non government (disability) sector.

Both studies have found that employment interventions are heavily weighted toward supply side interventions i.e. focused on jobseekers with disability, with far fewer focused on addressing barriers relating to employers and workplaces.

Wilson et al. (2021) used the limited descriptions of employment programs that were publicly available to estimate the relative frequency of employment support activities. This study compared 33 Commonwealth labour market programs, including the DES program as specific to people with disability, with 54 employment programs for people with disability funded by the DSS Information Linkages and Capacity Building (ILC) grants program 2019-2021 (see Appendix 2 and 3 for details). Table 3 presents this analysis. The analysis uses a traffic light system to highlight in which categories of employment support is the delivery of services of high (green) or low (red) frequency.

The most frequent focus areas of Commonwealth labour market programs are:

- Service co-ordination and navigation, delivered by 45% of Commonwealth labour market programs, and
- Work experience/internships/volunteering (36%).

Not all activities delivered by the Commonwealth labour market programs are delivered by DES (as the Commonwealth's flagship specialist disability service), which largely focuses on Service access and information; Job search; Pre and Post placement support.

By contrast, the most frequent focus areas of ILC employment projects are:

- Inclusive workplaces capacity building (for employers) delivered by 44% of ILC programs
- Building foundation skills and work expectations (41%), and
- Building and mobilising professional/employment networks (39%).

The analysis also shows that many areas of employment support are not currently provided by either of these two main sectors of employment services/supports for people with disability.

In the main, ILC employment funding is concentrated in areas where there are gaps or limited focus of Commonwealth labour market programs. For example, the domain of self-employment and entrepreneurship is one that is supported by ILC employment projects with 20% supporting 'Business skills and development', where only 6% of Commonwealth programs do so. It should also be noted that Commonwealth programs in this area, until recently, had strict eligibility criteria that excluded many people with disability, particularly those able to only work part time, hence creating a noted gap to which some ILC-funded programs responded. Another example of 'gap' response is that of 'Building and mobilising professional/employment networks' of jobseekers where 39% of ILC employment projects are focused, along with the related 'Building and mobilising peer support' where 19% of ILC employment projects are focused.

While this complementarity offers a mechanism to enhance the range of employment supports available to people with disability, it is problematic that gaps are only filled by precariously funded employment services that are not funded to scale, and hence have limited geographic coverage.

Finally, it should be noted that, of the 54 ILC-funded projects, only 19% explicitly targeted people with intellectual disability (Qian-Khoo et al., 2021), and none of the Commonwealth labour market programs did so, though DES has a small population (3%) of people with intellectual disability as participants. In the Brown and Mallet (2021) study, a small number of programs targeted people with intellectual disability, largely in the areas of customised employment, work integrated training, and micro-enterprise programs.

Table 3: Traffic light diagram of frequency of support types across systems

*Key: % of services/supports offering the intervention focus*

|                |
|----------------|
| <b>0-10%</b>   |
| <b>11-33%</b>  |
| <b>34-66%</b>  |
| <b>67-100%</b> |

| Group   | Domain                         | Component focus of employment supports or services                    | ILC Economic Participation projects 2019-2021 % of projects (n=54) | Commonwealth labour market programs % of programs (n=33) |
|---|--------------------------------|---|--|--|
| <b>Supply side interventions (focusing on support to job seeker/worker)</b> | Addressing personal factors    | Addressing personal context   |  | 0  |
|   |                                | Addressing health context   |  | 9  |
|   |                                | Integration of health, disability and employment supports             |  | 3  |
|   |                                | Building capacity of informal (family) supports to support employment | 4  | 0  |
|   |                                | Building foundation skills and work expectations                      | 41   | 15   |
|   | Service access and information | Information provision (job seeker/worker)                             |  | 9  |
|   |                                | Referrals/connecting to services                                      |  | 27   |
|   |                                | Service co-ordination and navigation                                  |  | 45   |
|   |                                | Financial support for personal factors                                |  | 6  |

| Group  | Domain   | Component focus of employment supports or services  | ILC Economic Participation projects 2019-2021 % of projects (n=54) | Common-wealth labour market programs % of programs (n=33) |
|--|--|---|--|---|
|  | Financial assistance and incentives                            | Financial support for vocational training   |  | 6   |
|  |  | Financial support related to employment   |  | 24  |
|  | Building and mobilising social capital (to link to employment) | Building and mobilising peer support  | 19   | 3   |
|  |  | Building and mobilising professional/employment networks  | 39   | 9   |
|  |  | Building and mobilising community networks  | 6  | 9   |
|  | Planning and preparation for work                              | Developing soft skills  | 35   | 24  |
|  |  | Career guidance and planning  | 33   | 18  |
|  |  | Assessments of work 'capacity' and need for supports  |  | 24  |
|  |  | Transition to work activities (School/Education to work i.e. young people; ADE/day service to open employment; prison to reintegration) | 2  | 12  |
|  | Vocational skills development                                  | Vocational training   | 11   | 24  |
|  |  | Work experience/internships/volunteering  | 28   | 36  |
|  | Self-employment/ entrepreneurship                              | Business skills and development   | 20   | 6   |
|  |  | Access to capital and business resources  | 4  | 0   |
|  | Job search   | Job search information resources  | 2  | 18  |
|  |  | Job search skills building  | 6  | 18  |
|  |  | Job search matching and assistance  | 4  | 21  |
|  | (Pre) Placement support  | Job commencement/RTW and customisation  | 4  | 12  |
|  |  | Workplace modifications, equipment, and disclosure  |  | 9   |
|  | Post-placement/ on the job support                             | On the job/workplace-based training   | 7  | 9   |
|  |  | Post placement support (limited or fixed period)  | 2  | 15  |
|  |  | Ongoing assistance in the workplace (day to day)  |  | 9   |
|  | Mass job creation  | Employment-focused social enterprises   |  | 0   |
|  |  | Supported employment service (ADEs)   |  | 3   |
| Demand side interventions (focusing on support to employer/ workplace) | Information  | Information provision/co-ordination (employer)  |  | 9   |
|  | Financial assistance incentive                                 | Financial assistance for wages  |  | 27  |
|  |  | Financial assistance for modifications  |  | 6   |
|  |  | Other financial support/incentives  |  | 9   |
|  | Recruitment services and support                               | Recruitment services/support  | 4  | 21  |
|  |  | Connecting to target cohort   | 9  | 9   |
|  |  | Hosting work experience/interns/volunteers  | 4  | 15  |



| Group  | Domain                                | Component focus of employment supports or services             | ILC Economic Participation projects 2019-2021 % of projects (n=54) | Commonwealth labour market programs % of programs (n=33) |
|--|---------------------------------------|--|--|--|
|  | Workplace/ employer capacity building | Skill building, training, resources                            | 11   | 9  |
|  |                                       | Inclusive workplaces capacity building                         | 44   | 18   |
|  |                                       | Employer and stakeholder networks                              | 2  | 12   |
|  | Supports in the workplace             | General support to employers                                   | 17   | 9  |
|  |                                       | New supports in the workplace                                  |  | 0  |
|  |                                       |  |  |  |
| <b>Societal change interventions (to increase capacity to contribute to employment outcomes)</b> | Service capacity building             | DES/employment services capacity building                      |  | 6  |
|  |                                       | Employment support services complaints handling                |  | 6  |
|  |                                       | Schools/education and training organisations capacity building |  | 3  |
|  |                                       | Interagency collaboration                                      |  | 0  |
|  | Community/ regional capacity building | Development of local employment strategies                     |  | 6  |
|  |                                       | Financial support to local employment outcomes                 |  | 6  |
|  | Structural/macro change activities    | Cross sectoral collaboration                                   |  | 3  |
|  |                                       | Policy interventions   |  | 0  |
|  |                                       | Government agencies to drive wholesale reform                  |  | 0  |
|  |                                       | Job creation (in public sector)                                |  | 0  |

In assessing the availability of different types of employment services and supports represented in the above table, it should also be remembered that NDIS individualised funding cannot be used to supplement access to Commonwealth labour market programs. In addition, many if not all the ILC activities listed were not functioning within the individualised funding market, having received limited term funding from the DSS to provide services.

### SUPPORTS PROVIDED BY ADEs

Supports provided by ADEs have not been included in the assessment above as there is very little available literature that documents the types of supports provided.

ADEs provide a range of employment supports. Their historical purpose has been job creation via commercial activity paired, in many cases, with training and vocational rehabilitation. More recently, an additional focus is on the transitioning of employees into open employment via a range of activities. Supports that have been identified via a small set of research activities<sup>1</sup> conducted by the Centre for Social Impact are captured in Table 4 below. This is only a sample set of employment supports and more work is needed to better understand the employment supports offered by ADEs, and their potential to also offer supports for people in open employment settings. Data from the NDIA (2020) identifies that NDIS participants have a higher level of satisfaction with on-the-job

<sup>1</sup> Research activities include a one year research project to develop and document the WISE-Ability model (Cambell et al., 2022); case studies conducted by CSI for an extension of the WISE-Ability model, and desktop review of ADEs noting the descriptions of employment supports offered.

support provided in ADEs than that provided in open employment. NDIS participants reported that the ‘support received in ADEs helped participants understand their work tasks and roles and provided reassurance’ (NDIA, 2020, p. 65).

Table 4: ADE employment support activities discussed in case studies and desk top review:

| Typology of Employment Support Interventions |   | ADE Employment support activities  |
|--|---|--|
| Domain                                       | Component of employment support or service                            |  |
| Supply side                                  |   |  |
| Addressing personal factors                  | Integration of health, disability and employment supports             | Welfare and behaviour support, mental health and emotional support   |
|  | Building capacity of informal (family) supports to support employment | Support families and carers  |
|  | Building foundational skills and work expectations                    | Support to gain drivers licence (to enable independent travel to work)   |
|  |   | Life skills coaching, social media training, cultural awareness training   |
|  |   | Personal health and hygiene, and communication training  |
| Service access and information               | Referrals/connecting to services                                      | Service access and referrals   |
| Planning and preparation for work            | Developing soft skills  | Support to set up superannuation   |
|  |   | Workplace expectations training  |
|  | Career guidance and planning  | Discovery process  |
|  |   | Annual individual employment planning (and NDIS plan support)  |
|  |   | Identifying and costing clear employment goals   |
|  | Assessments of work ‘capacity’ and need for supports                  | Ongoing assessment of support needs built into NDIS plan   |
|  |   | Risk assessment  |
|  | Transition to work activities   | Planning pathway to employment   |
| Employer networking and connecting           |   |  |
| Vocational skills development                | Vocational training   | Specialised (accessible) technical skills training, Certified TAFE training  |
|  |   | Use and maintenance of industrial equipment; working with chemicals certificate  |
|  | Work experience/internships/ volunteering                             | Offer range of work activities and fields to try or ongoing roster across different areas (within the ADE)                                       |
|  |   | Build work skills via experience   |
|  |   | Work trial set up with possible open employers (trials set up to suit individual eg stretched over multiple weeks with only a few days per week) |
|  |   | Work with employers to set up ‘job shadow’ opportunities   |
| Job Search                                   | Job search matching and assistance                                    | Job matching via employer visits   |
| (Pre) placement support                      | Job commencement/RTW and customisation                                | Tailors work opportunities   |
|  | Workplace modification, equipment and disclosure                      | On the job support via configured machinery/ equipment customisation   |
| Post-placement/on the job support            | Post placement support  | On the job support via process aids  |
|  |   | Visit to open employer worksite to check employee wellbeing  |

|                                   |  |   |
|-----------------------------------|--|---|
|                                   | Ongoing assistance in the workplace (day to day) | Post-placement support to employees in open employment                                  |
|                                   |  | Supportive and instructive supervision (for set number of hours per day) in ADE         |
|                                   |  | Intensive support on the job that tapers as skills build (within ADE)                   |
| Mass job creation                 | Supported employment service (ADEs)              | Creation of tailored job opportunities  |
| <b>Demand side</b>                |  |   |
| Recruitment services and supports | Connecting to target cohort                      | Job matching via employer visits, get to understand the role (to facilitate best match) |
| Supports in the workplace         | General support to employers                     | ADE staff 'on call' to support open employer following recruitment of staff from ADE    |

Overall, one informant in CSI research summed up the focus of support provision for many ADEs:

the whole purpose is about supporting that person to be able to learn the skills so they can do it more independently or quicker or whatever it might be (Helen, disability enterprise staff, interviewed October 2022).

This emphasises a fundamental underpinning of ADE employment support activities discussed by informants, that of ongoing capacity building. It should be noted however, that informants also reported difficulty in finding adequate funding in individual NDIS plans to offer an adequate range and intensity of employment supports via ADEs.

## EVALUATION OF THE COMMONWEALTH FUNDED DISABILITY EMPLOYMENT PROGRAMS

Two of the major Commonwealth government funded employment services for people with disability are Disability Employment Services and JobAccess (see Paper 1), both included in the analysis above. Both have been evaluated. Taken together, the relevance and effectiveness of these existing major employment services for people with intellectual disability is poor.

### JOBACCESS

JobAccess is largely an information and resource service, offering a website and telephone advice line, access to the Employment Assistance Fund (EAF) (to fund workplace modification and equipment), a complaints service and an abuse hotline, and an employer-facing service (the National Disability Recruitment Coordinator [NDRC]) to build the inclusion capacity of large businesses. A commissioned evaluation found that, overall:

JobAccess is effective in helping people with disability maintain employment. However, it appears to be less effective in assisting people with disability to find work, in assisting employers to create vacancies for, and hire people with disability and in ensuring people with disability receive fair and just treatment (Colmar Brunton, 2019, p. 11).

In particular, both the EAF and the telephone advice service were seen to be effective in supporting people with disability to maintain jobs and increase their productivity at work. However, while the NDRC did build skills and knowledge about disability inclusion, it was 'not felt to consistently result in specific job vacancies for people with disability or the employment of people with a disability' (Colmar Brunton, p. 11).

There is no focus on the relevance of JobAccess to people with intellectual disability, or employers who employ them, in the JobAccess evaluation. The Employment Assistance Fund webpage does mention the potential to fund ‘specialist support’ for people with ‘learning disorders’ but, in general, descriptions of funding emphasise purchasable equipment or physical workplace modifications, though disability awareness training for the workplace is also included (<https://www.jobaccess.gov.au/people-with-disability/funding-changes-workplace>). Eligibility criteria for EAF exclude anyone working less than 8 hours per week.

### *Disability Employment Services*

Outcomes from DES have long been identified as needing improvement, particularly for some cohorts. A mid-term review in 2020 (BCG, 2020) identified a range of ongoing problems including a lack of specialist skills and professionalism among DES providers; limitations on innovation and tailoring of supports to meet individual needs due to restrictive funding models; poor integration with NDIS and resulting confusion among participants and providers; and increasing costs not aligned with increased outcomes. Recommendations for reform included a focus on developing capacity for increased differentiation of services to better match cohort needs, and increased freedom for services to specialise by industry or disability type (BCG, 2020). Additionally, Inclusion Australia (2022) have argued that DES reforms have resulted in funding cuts to services for people with intellectual disability, meaning that services are disincentivised from supporting people with higher support needs.

## WHAT DO WE KNOW ABOUT THE EXPRESSED EMPLOYMENT SUPPORT NEEDS OF PEOPLE WITH INTELLECTUAL DISABILITY IN AUSTRALIA?

People with intellectual disability have unique needs and the barriers they experience to employment are a complex intersection of personal characteristics, characteristics related to intellectual disability, and broader workplace and system barriers (as discussed above). Given that people with intellectual disability comprise a substantial proportion of NDIS participants, data relating to NDIS participants and employment provides a helpful insight into the experience of people with intellectual disability in Australia in relation to both their needs for and their experience of employment services.

### **PREVALENCE OF PART TIME WORK**

It is common for people with intellectual disability to seek to work part time, or be assessed as having a low to very low ‘capacity’ of hours able to be worked per week. In 2020, only 13% of NDIS participants with intellectual disability, aged 15-24, who had employment in non ADE settings, worked 30 hours or more per week. Most (34.5%) worked 8-15 hours per week, followed by 29% who worked 0-8 hours per week. A similar pattern was evident for people with Down Syndrome and Autism (NDIA, 2020). This pattern changes in ADE settings where a higher proportion (27%) worked 30 hours or more per week (NDIA, 2020). NDIS participants with Intellectual Disability, Down syndrome and Autism are more likely to work 30 or more hours a week when working in an ADE than in open employment (NDIA, 2020).

Table 5: NDIS participants who work 30+ hours per week (NDIA,2020)

| Disability                   | 15-24 year-olds    |                | 25+ year-olds      |                |
|------------------------------|--------------------|----------------|--------------------|----------------|
|                              | Non ADE employment | ADE employment | Non ADE employment | ADE employment |
| Intellectual disability      | 13%                | 27%            | 21%                | 35%            |
| Autism                       | 11%                | 19%            | 26%                | 27%            |
| Down syndrome                | 5%                 | 10%            | 9%                 | 28%            |
| <b>All NDIS participants</b> | 18%                | 23%            | 45%                | 30%            |

A complicating factor in interpreting this data is the extent to which people with intellectual disability have been adequately supported to work the hours they wish to work, or even to consider employment as an option. NDIA (2020) data suggests that interest in getting a job (across all disability cohorts) decreases with the number of daily living activities that require support (and functional difficulties) and the decreasing size of the NDIS plan budget. However, there has been significant critique about the extent to which employment has been considered in the planning process involving people with significant disability. Crosbie (2022) argues that conceptualisation of people with intellectual disability as ‘non workers’ in Australia’s income support regime (via DSP), sets up low expectations and cuts off formal supports to seek employment from an early age.

Overall, there are a range of reasons for the high prevalence of part time work among people with intellectual disability. Both Meltzer et al. (2016) and Crosbie (2022) identify issues with health and fatigue, as well as active engagement in other highly valued areas of life such as recreational and social activities, and volunteering. The need to meet DSP eligibility requirements has also been identified (which places limits on the number of hours that can be worked per week), as has an unmet need for increased work hours (Meltzer, 2016).

The implications of these patterns are that suitable employment supports for people with intellectual disability need to enable part time employment participation, and also need to ensure that the level of support provided is adequate to activate the level of participation in employment desired.

### **ADEQUACY OF EXISTING EMPLOYMENT SUPPORT FOR NDIS PARTICIPANTS**

In 2020, NDIS participants reported different levels of satisfaction with the pre-employment and on-the-job supports they received, with people aged 25 years and over more likely to rate their employment supports as inadequate overall.

Of those aged 15-24 seeking work (pre employment), only around one third (35%) felt that they were being adequately assisted (37% of people with intellectual disability, 36% of people with Autism, and 19% with Down syndrome). Similarly, only 30% of those aged 25 and over felt adequately assisted (32% of people with intellectual disability or Down syndrome, 40% with Autism) (NDIA, 2020).

In addition, 26% of NDIS participants in 2020 aged 15-24 seeking work, said that the main reason they did not currently have a job was lack of support to get or keep a job (with 12% of those aged 25 and over identifying this also). Between 14% (those aged 25 and over) and 18% (under 25 year-olds) felt the main reason was they simply could not find a job. The percentage of NDIS participants 15-24 years who did not have a job but would like one was roughly consistent on entry to the Scheme and four years later (51%) (NDIA, 2020). Taken together, the data highlights substantial gaps in pre-employment support provision.

On entry to NDIS, only around a quarter to a third of participants working in ADEs could see a pathway from the ADE to open employment including 36% of 15-24 year-olds and 25% of those 25 and older (NDIA, 2020).

Once people gained employment, in general, their satisfaction with the level of employment support provided was higher. Of NDIS participants with intellectual disability who had paid employment (where most were in ADEs), 81% of those aged 15-24, and 48% of those aged 25+ said they got the support they needed to do their job (on the job). The level of satisfaction with the adequacy of support provided in the job was less for people with Autism (72% felt they got the support they needed) (NDIA, 2020). This data is obscured by the combination of both ADE and non-ADE employment. As reported below, higher numbers of those working in ADEs felt they received the support they needed with 91% being most satisfied with the support they received on-the-job from ADEs (NDIA, 2020).

Participants working in an ADE were more likely to say they get the support they need to do their job (within each disability type), whereas participants in open employment with full award wages were less likely. Participants most commonly received support to do their job from their employer (NDIA, 2020, p. 19).

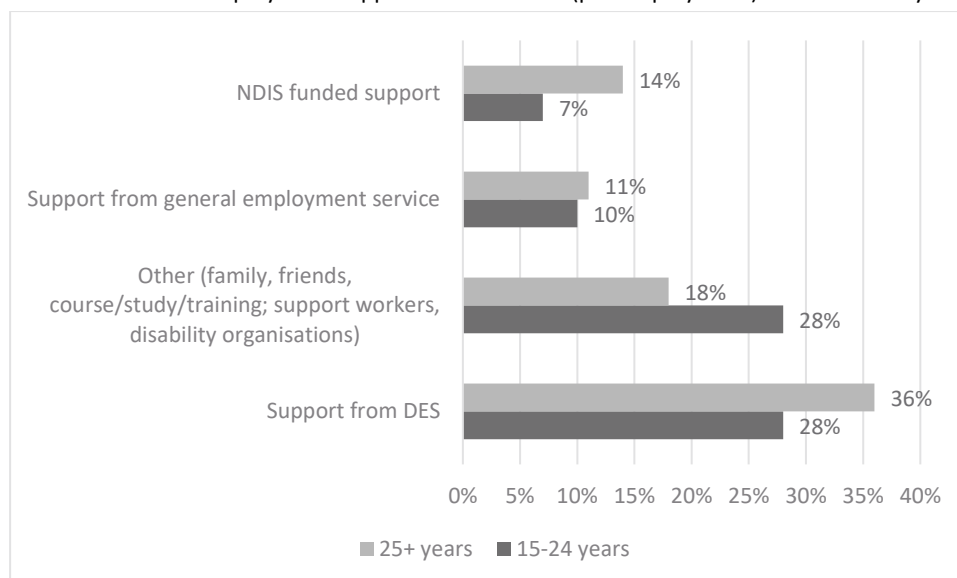
In general, the adequacy of support provided, both on-the-job and to seek a job, decreases over time with age (NDIA, 2020, p. 61), though this is not true for people with intellectual disability who have higher levels of satisfaction with the adequacy of their employment supports (NDIA, 2020), possibly because most are in ADEs where support is higher.

## WHO PROVIDES EMPLOYMENT SUPPORT TO NDIS PARTICIPANTS?

### *Pre employment/job seeking*

The most common employment support to seek work for NDIS participants was DES. However, despite being the most common support, only 36% of NDIS participants with a disability aged 15-24 were getting support from a DES (and 19% of people with Down syndrome) (NDIA, 2020). Only 10-11% of NDIS participants were receiving support to find a job via a general employment service.

Table 6: Source of employment supports to seek work (pre employment) at time of entry to NDIS (NDIA, 2020)



The levels of employment support increased after the first review of the NDIS plan after entering the NDIS. For participants who did not have a job but were being assisted to find one at first review:

- DES support lifted to around 42% of participants in each age category,

- NDIS funded support increased substantially to 24% for 15-24 year-olds (possibly linked to SLES), and marginally to 16% for those aged 25 and over
- support from a general employment services provider increased marginally to 8% for young people and decreased substantially (by about 10%) to only 5% for those aged 25 and over (NDIA, 2020).

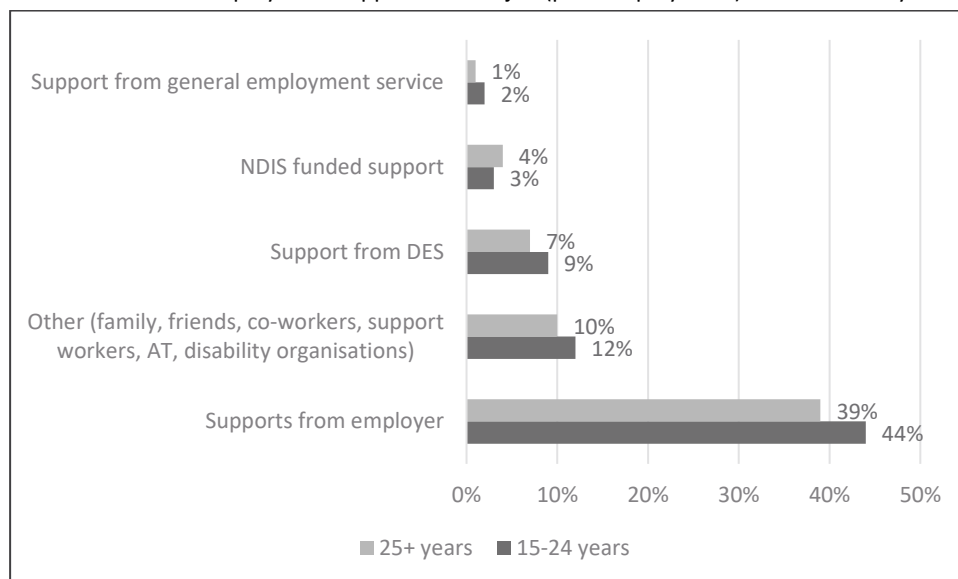
Notably, support from 'others' (family, friends etc.) dropped by 6% for those aged 25 years and over, after the point of first review. This is consistent with data from Crosbie (2022), specific to people with intellectual disability, where family members indicated their exhaustion in carrying the employment support in the absence of employment services, and began to withdraw support over time, accepting employment within ADEs or placement in a day service as a suitable solution.

Overall, even at its highest point in this data (i.e. post first review), less than half of NDIS participants who did not have a job but would like a job were receiving support from a DES, with far lower levels for other types of supports, leaving participants without adequate employment supports to find work. Given all other data about the exclusion from job seeking supports by people with intellectual disability, it is reasonable to assume the level of support for this group would be even lower.

### *Post employment*

Once in employment, supports provided for participants to do their job, predominantly came from the employer, and from other sources, with both DES and NDIS funded supports being largely absent:

Table 7: Source of employment supports on the job (post employment) at time of entry to NDIS (NDIA, 2020)



Following the first NDIS review of plan after commencement as an NDIS participant, for those with a paid job who were receiving support, supports across all areas increased. Substantial increases were noted in regard to:

- support from employer (increasing to 60% in both age categories)
- NDIS funded support (increasing to 15% for 15-24 year-olds, and 16% for those aged 25 years and over)
- support from DES (increasing to 26% for young people, and 18% for those aged 25 years and over) (NDIA, 2020).

This data does suggest that the needed, but absent, supports to those with paid work did increase following engagement with NDIS.



## TYPES OF EMPLOYMENT SUPPORT DESIRED

As discussed above, employment supports are best framed in relation to identified barriers to employment. The NDIA participant data, identifies the barriers participants identified to employment.

In 2020, between 52-70% of NDIS participants cited the most frequent ongoing barriers to employment as a mix of highly contextualised factors, including:

- participant's disability or poor health
- anxiety
- lack of confidence
- difficulties with communication/language/comprehension
- difficulties with the interview process
- living in a remote or low employment area (NDIA, 2020, p. 20).

In addition, around 4% of NDIS participants in 2020 seeking work, identified the main barrier to employment as the difficulty of travel (NDIA, 2020).

The NDIA affirms that these findings align with other qualitative research conducted by the Agency,

regarding the need to ensure base-level needs are met before participants have the ability to think about employment (NDIA, 2020, p. 75).

In particular, the research found that for participants aged 25 and over,

having supports to meet base level needs (such as daily living, stable accommodation, mental and physical health), person-centred supports to find a job, and strong social and informal networks ... [were] instrumental to gaining employment (NDIA, 2020, p. 128).

In 2021, NDIA also obtained qualitative data from participants and their supporters about barriers and enablers to employment, which identified the main barriers to be:

- A feeling that their disability and employment needs were not always well understood.
- A lack of clarity around what employment funding and supports were available.
- A lack of post-school training and education options appropriate for people with intellectual disability, autism spectrum disorder, and/or psychosocial disability and a lack of clarity about what NDIS supports and services are available to undertake further education.
- A lack of self-confidence that they are employable people (NDIA, 2022, p. 4).

The 2020 data also provides insight into the types of support participants with disability most felt would assist them into employment. These included:

- getting work experience (51% of those aged 15-24, 22% of those aged 25+),
- more support from a DES provider (45% of those aged 15-24, 29% of those aged 25+),
- having a mentor (42% of those aged 15-24, 19% of those aged 25+)
- more support for further study/getting a qualification (26% of those aged 15-24, 23% of those aged 25+)
- educating employers (37% of those aged 15-24, 22% of those aged 25+)
- help with transport and travel (23% of those aged 15-24, 18% of those aged 25+)



- more support from family and support workers (22% of those aged 15-24, 14% of those aged 25+)
- more assistive technology (around 7%) (NDIA, 2020, p. 72).

NDIA statistical modelling (NDIA, 2020) identified a range of employment support and employment-related activities that functioned as drivers that positively impacted on employment success, captured in Table 8.

Table 8: Employment support activities and factors related to employment success of NDIS participants

| Drivers of employment success  | Success factors by age group |               | Success by type of employment |
|--|------------------------------|---------------|-------------------------------|
|  | 15-24 year-olds              | 25+ year-olds | Open employment               |
| Job seeking or engaging in other informal employment activities              | ✓                            | ✓             | ✓                             |
| Having received assistance to find a job                                     | ✓                            | ✓             |                               |
| Completing TAFE, obtaining a tertiary diploma or being a university graduate | ✓                            | ✓             | ✓                             |
| Having employment goals in NDIS plan   | ✓                            |               | ✓                             |
| Working in an unpaid job   | ✓                            | ✓             |                               |
| Self-employment  |                              |               | ✓                             |
| Being involved in community, cultural or religious group in last 12 months   |                              |               | ✓                             |
| Knowing people in the community  |                              |               | ✓                             |

Building on this, the NDIA notes that qualitative research has identified the need for:

- person centred planning to ensure employment options are better matched to participant skills and interests
- receiving individualised and person centred supports to build skills for work
- support to become empowered and support with navigating employment pathways
- family's and person's social networks to support development of self-confidence and career aspirations
- building the capacity of employers, staff and employment service providers (NDIA, 2020).

Providing these kind of employment supports is frequently highly individualised, as explained by one parent of a teenager with Autism:

Teaching how to deal with his disabilities in the work situation would be really helpful and then sort of being like being a translator between him and a prospective work place (NDIA, 2020, p. 157).

This is consistent with specific employment supports identified by people with intellectual disability in a study by Meltzer et al. (2016). Specific employment supports that were desired or valued were identified to be:

- 'practical help in the workplace to learn how to do new tasks, complete tasks and gain assistance with difficult tasks' (Meltzer et al., 2016, p. 23), including enabling swapping tasks for variety or to gain new skills and experiences;
- having identified people in the workplace (for example, supervisor, colleagues or peers, sometimes as part of a formal 'buddy' system) to provide support and practical assistance, troubleshoot, and resolve issues with colleagues;

- personal development opportunities such as planning meetings (Meltzer et al., 2016).

While self-employment has also been identified as a driver of success in open employment, only a small proportion of NDIS participants (around 1% of 15-24 year-olds) identify it as an employment outcome (NDIA, 2020, 2022). NDIA 2020 data identifies that common self-employment fields of work for NDIS participants include:

- Business (6% 15-24 year-olds; 4% for 25+ year-olds)
- Dog walking (6% 15-24 year-olds)
- Lawn mowing (5% 15-24 year-olds)
- Cleaning (4% 15-24 year-olds)
- Farming (4% 25+ year-olds)
- Health (3% 25+ year-olds)
- Retail (3% 25+ year-olds)
- Construction (2% 25+ year-olds) (NDIA, 2020).

Self-employment was the type of employment where NDIA participants felt least supported in getting the supports needed on the job. Around half of 15-24 year-olds, and less for those aged 25 and over, felt support was inadequate (NDIA, 2020, p. 64). Understanding more about the opportunities for self-employment and the support required would better help shape the employment supports delivered.

Synthesising this data, Table 9 provides a list of identified employment support types, matching the needs of NDIS participants and people with intellectual disability discussed above.

Table 9: Synthesis of employment supports identified by NDIS participants across data linked to Typology categories

| Domain  | Component focus of employment supports or services                    | Identified employment supports for NDIS participants   |
|---|---|--|
| <b>Supply side interventions (focusing on support to job seeker/worker)</b> |   |  |
| Addressing personal factors   | Addressing personal context   | Help with transport and travel<br><br>Support for daily living, stable accommodation, mental and physical health<br><br>Address difficulties with communication/language/comprehension<br><br>Specialised support to address living in a remote or low employment area |
|   | Addressing health context   | Support for mental and physical health   |
|   | Integration of health, disability and employment supports             | Address barrier of disability or poor health   |
|   | Building capacity of informal (family) supports to support employment | Family and person's social networks can support development of self-confidence and career aspirations.<br><br>Support from family and support workers  |
|   | Building foundation skills and work expectations                      | Support to become empowered<br><br>Self-confidence that they are employable people<br><br>Address anxiety or lack of confidence  |
| Service access and information  | Information provision (job seeker/worker)                             | Clarity around what employment funding and supports were available   |
|   | Referrals/connecting to services                                      |  |
|   | Service co-ordination and navigation                                  | Support with navigating employment pathways  |

|  |   |   |
|--|---|---|
| Financial assistance and incentives  | Financial support for vocational training   | Clarity about what NDIS supports and services are available to undertake further education  |
|  | Financial support related to employment   | Clarity around what employment funding available  |
| Building and mobilising social capital (to link to employment)               | Building and mobilising peer support  | Having a mentor   |
|  | Building and mobilising professional/employment networks  |   |
|  | Building and mobilising community networks  | Involved in community, cultural or religious group.<br><br>Knows people in the community<br><br>Strong social and informal networks as instrumental to gaining employment   |
| Planning and preparation for work  | Developing soft skills  | Individualised and person centred supports to build skills for work   |
|  | Career guidance and planning  | Person centred planning to identify skills and interests matched to employment  |
|  | Assessments of work 'capacity' and need for supports  | Employment goals in NDIS plan   |
|  | Transition to work activities (School/Education to work i.e. young people; ADE/day service to open employment; prison to reintegration) |   |
| Vocational skills development  | Vocational training   | Support for further study/getting a qualification TAFE, tertiary diploma or university study.<br><br>Post-school training and education options appropriate for people with intellectual disability, autism spectrum disorder, and/or psychosocial disability |
|  | Work experience/internships/volunteering  | Working in an unpaid job<br>Getting work experience<br>Changing tasks or sites within a workplace   |
| Self-employment/entrepreneurship   | Business skills and development   | Self-employment   |
| Job search   | Job search matching and assistance  | Job seeking   |
|  |   | Assistance to find a job  |
| (Pre) Placement support  | Job commencement/RTW and customisation  | Being a translator between worker with disability and a prospective workplace   |
|  | Workplace modifications, equipment and disclosure   | Assistive technology  |
| Post-placement/ on the job support   | On the job/workplace-based training   | Practical help in the workplace to learn or complete tasks  |
|  | Post placement support (limited or fixed period)  |   |
|  | Ongoing assistance in the workplace (day to day)  | Formal 'buddies' and supportive relationships to support and troubleshoot within the workplace  |
| <b>Demand side interventions (focusing on support to employer/workplace)</b> |   |   |
| Recruitment services and support   | Recruitment services/support  | Being a translator between worker with disability and a prospective workplace   |
| Workplace/ employer capacity building  | Skill building, training, resources   | Educating employers<br><br>Teaching how to deal with person's disabilities in the work situation  |
|  | Inclusive workplaces capacity building  | Building the capacity of employers and staff  |

This range of employment supports covers a span well beyond the existing provision by DES, and highlights a need for an expanded access to a wider range of employment supports. It should be noted, however, that only a small portion of this data has been identified as specific to people with intellectual disability.

## RESEARCH EVIDENCE ABOUT EMPLOYMENT SUPPORT TYPES FOR PEOPLE WITH INTELLECTUAL DISABILITY

While people with intellectual disability benefit from employment supports addressing the full range of barriers to employment, research evidence highlights the efficacy of particular employment supports for people with intellectual disability.

In particular, evidence for the following employment supports is well established.

- Supported employment
- Customised employment
- Work integrated training.

### SUPPORTED EMPLOYMENT

Supported employment, as used in the US, has a strong evidence base for people with significant needs. Its four phases focus on getting to know the jobseeker; job development and matching; training and support; and job retention and support (Schall et al., 2015; Wehman, 2012). Using a ‘place then train’ approach, supported employment requires the provision of training and support on job sites provided by employment specialists. These specialists need to:

know how to help identify meaningful consumer choice, arrange for funding, identify jobs in the community, approach employers, work with concerned parents, help with social security income (SSI) determination issues, arrange transportation, and—most importantly—effectively train clients to achieve required work standards (Wehman et al., 2018, p. 133).

Importantly, specialists are trained within a supported employment model. The model includes fidelity elements that are not currently supported within the Australian system, including ‘commensurate wages and benefits’ based on ‘emphasising capacity and capabilities’ (Wehman et al., 2018, p. 133). These elements are achieved via a strong match between the strengths of the jobseeker and the needs of the business. Another feature not well supported in the Australian context is the level of ongoing support to address workplace changes and ongoing needs (Wehman et al., 2018).

Open employment outcomes for supported employment in the US are achieved at the level of 20% and 25% of people with intellectual and developmental disability (Wehmeyer et al., 2019).

### CUSTOMISED EMPLOYMENT

Customised employment is an element of supported employment, focusing on direct negotiation with employers to unlock job opportunities through high levels of customising of job roles so that they are suitable to specific individuals (Inge et al., 2018). Customised employment is typically a lengthy process, commencing with a discovery phase identifying the individual jobseeker’s strengths, interests and support needs. It develops job roles through job carving, negotiation and creation via deep understanding of each workplace, and through the use of microenterprises (Riesen et al.,

2015). Customised employment also offers time unlimited support to both the individual with the disability and their employer (Wehman et al., 2018). Given the employment support is highly customised, and has been shown to be effective for people with significant disability, studies have shown that the mean duration from commencement of the customised employment process (at step 1 Discovery) to job placement is 128 days (range = 11 to 374 days) (Luecking & Luecking, 2006). The Discovery process, the first step of customised employment, typically takes between 20-60 hours, but averages 30 (Smith et al., 2018). (A fuller summary of the customised employment process and employment support activities can be found in Wilson & Campain, 2020).

Customised employment has been included as one component of other programs, including integrated work-learning programs such as ProjectSEARCH (Moore & Schelling, 2015) and, in Australia, Ticket to Work (Wakeford & Waugh, 2014).

## **WORK INTEGRATED LEARNING**

Work-integrated learning incorporates a range of models and programs, including internships during school years (Daston et al., 2012; Wehman et al., 2018), school-based apprenticeships and traineeships (such as used in Ticket to Work in Australia), and the ProjectSEARCH model. ProjectSEARCH- style programs have been run in multiple countries and in Australia and typically involve intensive work-site training, which may have some on-site classroom components with the majority of time spent in work-based learning where skills are learned and practiced in real workplace environments (Schall et al., 2015). Employees rotate through blocks of time in different work areas (or internships) for 10-12 weeks each, supported by teachers and employment specialists. The model has been successful with people with intellectual disability and those with significant needs (Wehman et al., 2018), with results in the UK attaining a 50% employment rate for people with intellectual disability (Kaehne, 2016).

## **EMPLOYER LEVEL INTERVENTIONS**

Several studies have identified a lack of attention paid to employment supports targeting employers and workplaces in the context of increasing employment outcomes for people with intellectual disability.

A key finding of this review is that the research has predominantly focused on individual level strategies to provide employment-related support rather than workplace environments. This is despite disability discrimination legislation and frameworks, such as the social model of disability, in which an individual's participation is considered a function of both individual and environmental factors (Bigby & Frawley, 2010). This finding is consistent with Ellenkamp et al.'s (2016) recent systematic review, which similarly concluded that little research in the past 20 years has investigated work environment-related factors that might enhance competitive employment outcomes for people with intellectual disabilities (Cheng et al., 2018, p. 324).

In particular, Cheng et al. (2018) identify the need for interventions at 'the organisational level' that target tailored job design, and better fit between employer needs and the abilities of job seekers with intellectual disability (Cheng et al., 2018, p. 325).

## IMPLICATIONS

Employment supports for people with disability have been narrowly conceptualised and funded in Australia, with little attention paid to unpacking the activities and elements that comprise effective support. Most employment supports have been focused on supports for jobseekers, with few focused on supports for employers and workplaces. NDIS participants identify a need for a range of supports that span a wide array of categories related to supply, demand and societal interventions. However, there is a need for a strong focus on supports that match individual needs and barriers, and the design of supports to address barriers is considered international best practice.

There is ample evidence that people with intellectual disability benefit from employment supports that focus on employment customisation, teach work skills in situ, and offer ongoing support. As argued by Inclusion Australia:

The evidence is very clear about what works. People with an intellectual disability need a system that delivers:

- Personalised strengths-based assessment, including in job and community settings
- Job customisation and placement
- On the job training
- Ongoing support
- Workforce development
- Reduction of system complexity (Inclusion Australia, 2022, p. 7).

However, these employment supports do not appear to be readily available in Australia, aside from a few ad hoc programs.

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## APPENDIX 1: TYPOLOGY

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

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

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

| Domain  | Component focus  | Elements/possible focus   |
|---|--|---|
| <b>Service access and information</b>                                 | Information provision (job seeker/worker)                | <ul style="list-style-type: none"> <li>• Providing information e.g. via hub of employment related resources including rights and obligations (e.g. re RTW or workers compensation)</li> </ul>   |
|   | Referrals/connecting to services                         | <ul style="list-style-type: none"> <li>• Referring to interventions such as psychological, pain management counselling, physiotherapy</li> <li>• Referring/connecting to Commonwealth/State government programs</li> <li>• Referring to community services and connecting/supporting access to non vocational services e.g. arranging financial support for childcare and study</li> </ul>                    |
|   | Service co-ordination and navigation                     | <ul style="list-style-type: none"> <li>• Supporting access to and management of services such as via case management or support co-ordination</li> </ul>  |
| <b>Financial assistance and incentives</b>                            | Financial support for personal factors                   | <ul style="list-style-type: none"> <li>• Financial assistance to overcome personal barriers to work e.g. \$ to purchase clothing, pay for transport, subsidise childcare etc.</li> </ul>  |
|   | Financial support for vocational training                | <ul style="list-style-type: none"> <li>• Financial assistance such as payment of course fees and associated costs</li> </ul>  |
|   | Financial support related to employment                  | <ul style="list-style-type: none"> <li>• Financial assistance such as to provide income support to return to work, e.g., to cover income loss when working on reduced hours</li> <li>• Financial assistance to purchase equipment/modifications</li> <li>• Financial assistance to support job related relocation</li> </ul>  |
| <b>Building and mobilising social capital (to link to employment)</b> | Building and mobilising peer support                     | <p>Build community connections (as link to jobs):</p> <ul style="list-style-type: none"> <li>• Putting peers in touch with each other</li> <li>• Expand/build 'buddy' and peer support</li> <li>• Mobilise networks to lead to jobs</li> </ul>  |
|   | Building and mobilising professional/employment networks | <p>Professional networks (within chosen field)</p> <ul style="list-style-type: none"> <li>• Employer networking opportunities (including via employers/business people as mentors, meeting events, local groups etc)</li> <li>• Business to business networking (for self-employment)</li> <li>• Local/regional jobs and skills coordination networks</li> <li>• Mobilise networks to lead to jobs</li> </ul> |
|   | Building and mobilising community networks               | <ul style="list-style-type: none"> <li>• Support community participation as a means to build networks (and other capacities)</li> <li>• Build/harness links to community members and groups</li> <li>• Employment circles of support (building informal local networks around the individual)</li> <li>• Mobilise networks to lead to jobs</li> </ul>   |

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

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

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

| Domain                                   | Component focus                           | Elements/possible focus  |
|--|---|--|
| <b>Vocational skills development</b>     | Vocational training                       | <ul style="list-style-type: none"> <li>Formal training with the opportunity to gain qualifications, including pre vocational such as pre apprenticeships</li> <li>Help to find a course or connect to training</li> <li>On the job training, including apprenticeships and School Based Apprenticeships, work-integrated training etc.</li> </ul>  |
|  | Work experience/ internships/volunteering | <p>Includes:</p> <ul style="list-style-type: none"> <li>Work experience</li> <li>Internships (paid/unpaid)</li> <li>Work trials (paid/unpaid)</li> <li>Industry awareness experiences</li> <li>Support to find work experience/volunteering</li> <li>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.</li> <li>Volunteering, and support to build volunteering skills, provision of support to volunteers e.g. volunteer buddies</li> <li>Support to convert work experience into employment roles</li> </ul> |
| <b>Self-employment/ entrepreneurship</b> | Business skills and development           | <ul style="list-style-type: none"> <li>Small business and (micro) enterprise training, including skills in business planning and implementation, entrepreneurship skills</li> <li>Skill building and support for business plan development</li> <li>Coaching, mentoring and support in business enterprise</li> <li>Provision of work experience in enterprises</li> </ul>   |
|  | Access to capital and business resources  | <ul style="list-style-type: none"> <li>Access to financial supports for business</li> <li>Micro-franchising</li> <li>Provision of back-of-house, administrative and other functions to support micro businesses of people with significant disability</li> <li>Supporting access to business networks, markets and supply chains</li> </ul>  |
| <b>Job search</b>                        | Job search information resources          | <ul style="list-style-type: none"> <li>Linking to job information via website/online, email etc.</li> <li>Provision of an advice service re job search</li> <li>Provision of job seeker resources (e.g. how to disclose disability)</li> </ul>   |
|  | Job search skills building                | <ul style="list-style-type: none"> <li>Building skills in job application, resume preparation and job search strategies</li> <li>Building skills in interview preparation</li> <li>Building skills for how job seeker can 'market' themselves and their unique service offering</li> </ul>   |
|  | Job search matching and assistance        | <ul style="list-style-type: none"> <li>Job search matching and assistance</li> <li>Support via a Job Coach/coaching</li> <li>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</li> </ul>   |

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

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

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

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

## Demand side interventions: focusing on support to employer/workplace

| Domain                                  | Component focus                                | Elements/possible focus  |
|---|--|--|
| <b>Information</b>                      | Information provision/co-ordination (employer) | <ul style="list-style-type: none"> <li>• Information hub of employment related resources</li> <li>• Phone advice service (e.g. navigating systems, financial incentives, obligations, strategies)</li> </ul>   |
| <b>Financial assistance incentives</b>  | Financial assistance for wages                 | Support to identify and access financial incentives e.g. <ul style="list-style-type: none"> <li>• Wage subsidies</li> <li>• 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 additional to paying the person's wages while they recover at work</li> <li>• Financial assistance for work experience placements/internships</li> <li>• Access to supported employee wage</li> </ul> |
|   | Financial assistance for modifications         | <ul style="list-style-type: none"> <li>• Access to Employment Assistance Fund (i.e. financial support) or other funds for workplace modifications</li> </ul>   |
|   | Other financial support/incentives             | <ul style="list-style-type: none"> <li>• 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</li> </ul>   |
| <b>Recruitment services and support</b> | Recruitment services/support                   | <ul style="list-style-type: none"> <li>• Support to recruit (e.g., screen and match workers to jobs)</li> <li>• Provision of professional recruitment services</li> <li>• Job vacancy service</li> <li>• Job analysis</li> </ul>   |
|   | Connecting to target cohort                    | <ul style="list-style-type: none"> <li>• 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)</li> <li>• Highlighting/introducing potential employees 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</li> </ul>                            |
|   | Hosting work experience/interns/volunteers     | <ul style="list-style-type: none"> <li>• Resources and support to host/connect to work experience, interns, trainees, volunteers</li> <li>• Help to set up and manage individual or group internships</li> <li>• Provision of support to convert volunteering/work experience into employment roles</li> <li>• Probation period (for people with intellectual disability who do not perform well at interviews)</li> </ul>   |



## Demand side interventions: focusing on support to employer/workplace

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

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

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

## APPENDIX 2: DESCRIPTIVE LIST OF ILC EP GRANTS (2019-20, 2020-21)

| GRANT TITLE   | LEAD AGENCY   | PROJECT/INTERVENTION  | TARGET COHORT  |
|---|---|---|--|
| <b><i>BUSINESS MATTERS</i></b>  | AMES Australia  | Enterprise and business training for Arabic speakers with a lived experience of disability through peer-support and an education program focussing on business development and entrepreneurship.  | CALD Arabic speakers with a lived experience of disability   |
| <b><i>EMPLOYING THE AUTISM AND NEURODIVERSITY ADVANTAGE AT WORK</i></b>                                 | Specialisterne Centre Australia Limited                                 | The project will build the capacity of employers to diversify their hiring processes and support more inclusive practices to ensure people with Autism and neurodiverse people can thrive at work.  | Autistic and neurodiverse jobseekers   |
| <b><i>THE UPSTART PROGRAM</i></b>   | Star Health Group Limited   | The project will develop inclusive pathways into employment in health, disability, local council and community organisations.   | People with psychosocial and related disability with a focus on the CALD, LGBTQIA+ and ATSI communities in Bayside Peninsula and Southern Melbourne. |
| <b><i>ANGLICARE SQ RESIDENTIAL AGED CARE INCLUSIVE EMPLOYMENT PROGRAM</i></b>                           | The Corporation of the Synod of the Diocese of Brisbane                 | The project will continue to leverage of the success featured on the Employable Me segment and will support the employment of people with intellectual disabilities within the Residential Aged Care setting.   | People with intellectual disability in the Toowoomba region  |
| <b><i>PATHWAYS TO EMPLOYMENT</i></b>  | Aspergers Victoria Incorporated   | Create long-term employment and social inclusion opportunities for teenagers with Autism through working with individuals, employers and industries to facilitate work experience opportunities with suitable employers.  | Autistic teens at school   |
| <b><i>FROM SCHOOL TO WORK, CREATING MEANINGFUL EMPLOYMENT PATHWAYS FOR STUDENTS WITH DISABILITY</i></b> | The Institute for Family Advocacy & Leadership Development Incorporated | Delivering webinars, workshops, resources, conferences, networking and support across the states and territory with the aim to inspire, increase confidence and motivate students with disability and their families to action so the outcome of obtaining meaningful employment can be realised. | Students with disabilities and their families across Australia   |

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| <b>MORE THAN JUST A JOB 2.0</b>                                  | The New South Wales Council for Intellectual Disability | Supporting people to develop skills and confidence to participate in the workforce through one-on-one programs and the development of peer groups of participants to share experiences and supportive relationships. The project will also work with large/mid-size employers to increase their capacity to employ people with intellectual disability into meaningful work. | People with intellectual disability                          |
| <b>BREAKING OUT OF SILOS</b>                                     | The Onemda Association Inc.                             | The project will develop a collaborative model which builds stakeholder capacity to support young people with intellectual disabilities into paid & casual employment whilst at school.  | Young people with intellectual disabilities                  |
| <b>TEAMHEALTH TWO-WAY MENTORING FOR PSYCHO-SOCIAL DISABILITY</b> | Top End Association For Mental Health Incorporated      | The project will offer a two-way mentorship program to build workplace capacity through peer developed training modules and providing individual peer-led mentorship for people with a psychosocial disability.  | People with psycho-social disability                         |
| <b>INCLUSIVE VOLUNTEERING PROGRAM- PATHWAYS TO EMPLOYMENT</b>    | Volunteering and Contact ACT Limited                    | Working with volunteer involving organisations in the Canberra Region, NSW and Tasmania to support those organisations to involve volunteers living with disability as a pathway to employment and support individuals to find appropriate volunteering roles.   | PWD in Canberra, NSW and Tasmania                            |
| <b>DISCOVER ME - MICRO ENTERPRISE, EXPLORING POSSIBILITIES.</b>  | Community Living Project Incorporated                   | Building knowledge around customised micro enterprise, design processes and supporting people through the discovery process. Done through peer support for PWD and their families living to discover and design their own customised micro enterprise, set up sustainable business mentoring & build their business management capacity.                                     | People with disabilities and their families across SA        |
| <b>ASPIRE</b>  | Consumers of Mental Health WA (Inc).                    | Create new employment pathways for people with psychosocial disability to become peer support workers, through placement support and capacity building for peer workers and employers.   | People with psychosocial disability in WA                    |
| <b>'CHARGED UP FOR WORK'</b>                                     | Edge Employment Solutions Incorporated                  | Create individualised employment opportunities for high school students with disabilities not readily available through the Disability Employment Services or National Disability Insurance Scheme (NDIS) models.  | High school students with disabilities in metropolitan Perth |
| <b>THE VOLUNTEER &amp; GROW PROGRAM</b>                          | Ethnic Community Services Co-operative Limited          | Promote economic participation by facilitating placements and providing support to PWD experiencing vulnerabilities to participate in meaningful volunteer roles in local community organisations and businesses.  | PWD from vulnerable backgrounds                              |

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| <b>THE RED BUSINESS CLUB</b>   | Healthy Group of Companies Pty Ltd  | Offer a range of back office, marketing, route to market, and business mentoring functions to enterprises that are run for or by entrepreneurs with a disability.  | Entrepreneurs with disability   |
| <b>THE ROAD TO EMPLOYMENT</b>  | Julia Farr Association Incorporated | A series of workshops with families, teachers and PWD at key points in their lives, to raise their employment expectations and increase awareness of employment pathways, a mentoring program as well as working alongside employers to increase employer's capacity to work with people living with disability.                               | People/student with disability and their families                                   |
| <b>'THE CAMPAIGN'</b>  | Jewish Care (Victoria) Inc.         | Development of an action plan that will increase the employment of people with a disability into small and medium enterprises (SMEs) through engagement, increased knowledge and awareness.  | PWD in Victoria   |
| <b>Y CONNECT</b>   | YWCA Australia                      | Empower women living with a disability through building confidence, connections and professional development. It will assist participants in setting meaningful career goals and building their professional identity while engaging with a mainstream women's organisation.   | Women with disability in the Toowoomba region                                       |
| <b>SHARED EXPERIENCE</b>   | The Personnel Group Limited         | A pilot project designed to provide structured accredited training, work experience and casual and ongoing employment for PWD to support community services within Young, NSW. The training will provide a sustainable career pathway for PWD to train and work as Support Workers in the NDIS and other community services.                   | Young PWD aged 18-30 in Young, NSW  |
| <b>WESTERN SYDNEY BACKSWING PROGRAM</b>  | Sydwest Multicultural Services      | A capacity building program with marketing projects delivered by CALD PWD in Western Sydney focusing on methods to change the perspective of employers with respect to PWD and with a view to simultaneously improving the work skills of PWD and connecting PWD to employers.   | PWD from culturally and linguistically diverse (CALD) backgrounds in Western Sydney |
| <b>MENTORING PROGRAM TO ENHANCE EMPLOYMENT OPPORTUNITIES FOR VISUALLY IMPAIRED PERSONS</b> | Canberra Blind Society Inc          | A community designed mentoring pilot program to be delivered to 10 government agencies and 5 commercial organisations to employ Vision Impaired Persons, with a range of activities designed to reduce stereotypes/preconceptions and increase employment opportunities for young people living with visual impairment.                        | PWD aged 18 – 64 years in the ACT   |
| <b>EMPLOYMENT CONNECTIONS FOR PEOPLE WITH DOWN SYNDROME</b>                                | Down Syndrome Australia             | The project will develop and pilot a Work Readiness program for participants; develop a series of videos to be broadcast through a National awareness campaign and the creation of an Employment Connection program to support employers who are interested in employing a person with Down Syndrome. Creation of an Employment Connection for | Young people with Down Syndrome in Australia  |

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| <b>EMPLOY ME</b>  | Brain Injury Association of Tasmania Inc.      | participants, with mentoring and a Website to provide information to people with Down Syndrome who are looking for work.<br>To increase capability and confidence, improve job readiness and employment related skills and access to skilled and networked employer groups and employment support. It will build knowledge and capability; improve recruitment and support of PWD; support job design, workplace assessments and reasonable adjustments for PWD. | PWD from 15-64 years, including young PWD, Aboriginal and Torres Strait Islander PWD and PWD living in rural and remote areas – Tas, SA and King Island  |
| <b>EMPOWERING EMPLOYMENT PATHWAYS</b>                                     | Empowering People in Communities (EPIC) Inc    | Project to offer employment opportunities and skills development for PWD through the operation of a canteen.   | PWD aged 15-64 in Kalgoorlie WA and the Pilbara/Goldfields regions in WA.  |
| <b>NATIONAL EXPANSION OF SCIA EMPLOYMENT SERVICE</b>                      | Spinal Cord Injuries Australia                 | The national expansion of SCIA Employment Service through virtual platforms and local community connections for people with a spinal cord injury or other physical disabilities.   | People with a spinal cord injury or other physical disabilities throughout Australia   |
| <b>IMPACT YOUNG PEOPLE'S ECONOMIC PARTICIPATION IN DERBY AND MOWANJUM</b> | World Vision Australia                         | Weekly opportunities to come together to learn through carefully structured activities, develop skills and have fun to help build confidence and skills to participate in paid employment or start their own small businesses.   | Aboriginal and Torres Strait Islander people with Psychological disability, Developmental delay disability and Foetal Alcohol Spectrum disorder in the age groups 7-30 years in the remote communities of Derby Town and Mowanjum Community, WA. |
| <b>AIM HIGHER</b>   | Community Bridging Services (CBS) Incorporated | The Aim High Project (project) aims to deliver improved job readiness, employment related skills and knowledge to raise the job goals of young and/or Indigenous PWD living in remote and metropolitan areas. Will also support participants to increase the number of open employment work experience placements.   | Young and/or Aboriginal and Torres Strait Islander PWD aged 12-17 (Years 9-11) throughout SA   |
| <b>THE HOSPITALITY INCLUSIVE PROJECT</b>                                  | Community Bridging Services (CBS) Incorporated | The services provided through this pilot project will be provision of five Vocational Educational and Training (VET) hospitality units of competency including work placements.  | PWD with low to moderate support needs, aged 14-24 years in Adelaide   |
| <b>UNLEASHED 2021</b>   | Youth Disability Advocacy Network Inc.         | A job-readiness program which teaches skills and knowledge regarding employment. It will provide a two day training program including a networking and showcase event and an interactive online learning module.   | Aboriginal and Torres Strait Islander, CALD PWD and also those living in remote and very remote areas (MMM 6-7) aged 15-30 years in WA   |

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| <b>SUNSHINE COAST<br/>INTENTIONAL<br/>PARTNERSHIPS FOR<br/>EMPLOYMENT<br/>NT PEER WORKFORCE</b> | Equity Works<br>Assoc. Inc                                   | Improve access to employment through person-centred action plans with workshops and training sessions to PWD/their supporters with access to person centred careers planning (action plans) and deliver workshops and training sessions to employers.  | Young PWD in the Sunshine Coast,<br>Queensland   |
|   | Top End<br>Mental Health<br>Consumers<br>Organisation<br>Inc | 3 activities: mentoring and supporting 12 PWD (psychosocial disability) to complete Cert III/IV in community services fields of their choice; delivering workshops across the NT to build capacity of workplaces to hire and retain people with psychosocial disability; run networking events | People with psychosocial disability 18-50yrs; priority cohorts Aboriginal and Torres Strait Islander communities, CALD and young people; LGBTIQ in Darwin, Katherine, Tennant Creek and Alice Springs. |
| <b>IGNITE ABILITY EDUCATE</b>   | Settlement<br>Services<br>International<br>Limited           | A project based program teaching the fundamental skills of entrepreneurship, developing comprehensive business skills and networking capacity.   | Culturally and linguistically diverse communities (CALD) and young people with a disability.   |
| <b>EMPLOY-ABILITY</b>   | People with<br>Disabilities<br>(W.A.)                        | Connect to potential employment opportunities in targeted sectors within the region while aiming to build capacity and confidence of small to medium-sized businesses to be more welcoming, confident and accessible to PWD (PWD).   | Young PWD aged 15-30 years, Perth  |
| <b>MENTAL HEALTH, WORK<br/>AND YOU</b>  | Mental Health<br>And Wellbeing<br>Australia<br>Limited       | Develop and deliver a work ready program with two components: 1) coaching sessions for individuals with lived experience of mental ill health – designed to facilitate entry into the workforce 2) a coaching/advisory service for employers.  | CALD and Aboriginal and Torres Strait Islander PWD with psychosocial disabilities aged 18-50 throughout NSW, Queensland, South Australia, Victoria and Western Australia                               |
| <b>NGIYANI WORKING<br/>TOGETHER</b>   | Mirri Mirri<br>Productions<br>Pty Ltd                        | Deliver job readiness workshops in high schools with high proportions of Indigenous PWD and develop resources for employers.   | Aboriginal and Torres Strait Islander PWD aged 15-30 in NSW  |
| <b>AUDIO ABILITY PROGRAM</b>  | Community<br>Media Training<br>Organisation<br>Ltd           | Audio Ability Program – provides free training, mentoring and work placement in media/creative skills as part of a blended learning/mentoring and professional development/work placement program.   | Aboriginal and/or Torres Strait Islander communities, Cultural and Linguistically Diverse communities and young people with a disability in NSW, Queensland and Victoria                               |
| <b>AUTISM EMPLOYABLE 2</b>  | Autism<br>Queensland<br>Limited                              | Inclusive participant-led autism-specific employment access programs. AQ will increase delivery of autism-awareness workshops to employers to increase awareness and understanding of the benefits of employing  | People with autism predominantly 17-30 years of age in SE Queensland   |

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| <b>START UP WOLLOTUKA</b>   | Challenge Community Services  | people with autism. Professional staff with autism expertise will work individually with participants with autism along with autistic mentors. Delivery of a six module course delivered by Peer Facilitators and supported by Peer Mentors designed to develop self-employment opportunities, along with facilitated access to local businesses willing to employ PWD. | Aboriginal and Torres Strait Islander PWD and young PWD aged 15-30 years in Western Sydney, Newcastle and Tamworth, NSW  |
| <b>'MY CREATIVE ENTERPRISE' MICRO-ENTERPRISE INCUBATOR PILOT</b>  | Bedford Phoenix Incorporated  | A pilot program to provide participants with business training and business-to-business networking opportunities. The program aims to develop self-employment opportunities for PWD.  | Aboriginal and Torres Strait Islander PWD and young PWD in Panorama, Elizabeth and Port Lincoln, South Australia.  |
| <b>INCLUSIVE EMPLOYABILITY</b>  | Australian Refugee Association Incorporated                             | The project will provide: career planning and mentoring for the priority cohort with training courses and workshops with pre and early employment mentoring for the participants and employers.   | CALD and refugee PWD aged 18-65 in Adelaide  |
| <b>PATHWAYS TO EMPLOYMENT FOR CULTURALLY AND LINGUISTICALLY DIVERSE PEOPLE WITH A DISABILITY</b>          | Vietnamese Community in Australia/ South Australia Chapter Incorporated | Pathways to Employment: a project designed to increase employment related skills/access to employer groups/support networks for the targeted cohort through a range of activities including workshops, job readiness programs, one-on-one coaching/mentoring and employer networking events   | Cultural and Linguistically Diverse communities; young people with a disability; and communities living in remote/very remote areas (aged 18-64 and drawn from the cohort of all disabilities) in SA |
| <b>GROWING AND SUSTAINING THE INTEGRATED PRACTICAL PLACEMENT PROGRAM FOR YOUNG ADULTS WITH DISABILITY</b> | Holmesglen Institute of TAFE  | Expansion of existing Integrated Practical Placement (IPP) program, which provides YPWD work skills in a simulated workplace, to increase the employment opportunities of YPWD through the delivering of job readiness skills and meaningful employment opportunities.  | YPWD (18-30 years old). The relevant disabilities are intellectual disability, developmental delay and Global Development Delay in Melbourne and regional Victoria                                   |
| <b>HERE 4 HOSPITALITY</b>   | Youth Projects Limited  | An intensive industry target employment program focusing on pre-readiness skills and mentoring for participants including accredited hospitality skills training and support for employers to be able to support PWD in the workplace through accredited on the job traineeships.   | Young PWD with intellectual disability (PID) and psychosocial disability aged 16-25 in Victoria  |
| <b>RUNNING WILD CONSERVATION CADETSHIPS</b>   | Running Wild...Youth  | A Cadetship will be delivered in partnership with four organisations, which will provide training and work placement in environmental activities.   | PWD (aged 15-64 years) with priority cohorts those living in remote areas and young people with a disability in Southern   |



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|---|--|---|--|
|   | Conservation Culture Inc.                |   | Moreton Bay Islands (SMBI), Karragarra, Lamb, Russell, and Macleay, Queensland.  |
| <b>COMMUNITY EMPLOYMENT PARTNERSHIPS – PHASE 2</b>                          | Belonging Matters Inc.                   | Expand an existing Rotary Employment Partnership program established in 2019 with the University of Melbourne. The program will develop the job readiness skills of participants and will build ‘open’ employer networks to facilitate employment opportunities for participants.                                       | Young PWD – focus on intellectual disability and developmental delay in Victoria   |
| <b>IMPLEMENTATION OF THE WORK INTEGRATED SOCIAL ENTERPRISE (WISE) MODEL</b> | Swinburne University of Technology       | A program working with Australia Disability Enterprise to implement the new WISE model to develop the job readiness of participants, deliver employer-networking opportunities, and improve employer attitudes. The program aims to provide participants a pathway to open employment.                                  | Young PWD with the priority cohort those with intellectual disability, psychosocial disability, other neurological, development delay, ‘other’ physical disability and global developmental delay in Geelong |
| <b>THE JOURNEY OF WORK</b>  | WISE Employment Ltd                      | The applicant will undertake a 12 month demonstration project that will build employment related skills includes components of the psychosocial and vocational rehabilitation (Employ Your Mind) program and the Optimal Health Program to manage mental, physical, social and spiritual health in the context of work. | Aboriginal and Torres Strait Islander people with Psychosocial disability aged 18-64 years in North-East Melbourne   |
| <b>EMPLOYMENT BUDDY PROGRAM</b>   | Avon Community Employment Support Centre | Aims to improve the job readiness of participants and improve employer attitudes. It will be achieved through participant and employee education and by enabling participants to ‘sample’ eight hours of work experience. The package will be delivered in a consortium arrangement.                                    | PWD aged 15- 30 years in Perth, WA   |
| <b>CREATIVE INDUSTRIES ACCESS CONSULTANT DEVELOPMENT PROGRAM</b>            | Accessible Arts                          | The applicant proposes a comprehensive package to deliver job readiness skills, professional networking and self-employment pathways in the art sector.   | PWD (aged 18-64 years) targeting CALD in NSW and ACT   |
| <b>GENERATION AUSTRALIA JUNIOR WEB DEVELOPER</b>                            | Generation Australia Ltd                 | Identifies vacancies prior to course commencement and curriculum development – specifically, the program is adapted/co-designed with each cohort and involves intensive training/coaching/job placement support, custom build for the actual job roles in demand.   | Young people with a disability (aged 18-30) in Vic and NSW   |
| <b>SUPPORT FOR YOUNG ABORIGINAL PEOPLE WITH DISABILITY</b>                  | Orange Local Aboriginal Land Council     | Collaborative workshops involving both participants and employers will develop the job readiness of participants, the capacity and attitudes of potential employers, and employment networking opportunities.   | PWD aged 15-35 years’ old from Aboriginal and Torres Strait Island communities, CALD, and communities living in remote and very remote areas in  |

|                                 |                               |  |  |
|---------------------------------|-------------------------------|--|--|
| <b>LIFE AFTER SCHOOL</b>        | The Northcott Society         | A skills development program, empowering potential and employment opportunities. The project will run two programs concurrently. The first will be for students in Years 10-12 preparing to leave school. The second program is aimed at recent school leavers aged 16-18 who are seeking employment.                            | Coonabarabran, Bathurst, Gilgandra, and Orange<br>Young PWD (aged 15-18), not NDIS eligible, including high functioning individuals with Autism Spectrum Disorder, ADHD, Dyslexia and other social and emotional challenges in Sydney, Wollongong and Tamworth |
| <b>AN EYE TO THE FUTURE 2.0</b> | Blind Citizens Australia      | Moving beyond changing perceptions to changing behaviours within the workplace: training and work-related supports for PWD; connecting & linking PWD to employers & employment networks; increasing the capacity of employers to employ PWD by delivering tailored remote working assistance applicable to people who are blind. | Youth with disability, specifically persons who are blind or vision impaired throughout Australia  |
| <b>LET'S GET WORKING</b>        | Centre for Participation Inc. | Let's Get Working: an initiative for PWD to gain work, employment and enterprise experience in the Farm to Table sector, including production, supply chains, ecommerce and hospitality.   | Cultural and Linguistically Diverse communities, young PWD and communities living in remote/very remote areas (aged 15-64 and drawn from the all disabilities cohort) throughout Victorian Wimmera region.   |

## APPENDIX 3: DESCRIPTIVE LIST OF COMMONWEALTH EMPLOYMENT SUPPORTS AND SERVICES INCLUDED IN THIS ANALYSIS

| PROGRAM  | LEAD AGENCY        | PROVIDING SUPPLY SIDE INTERVENTIONS | PROVIDING DEMAND SIDE INTERVENTIONS | PROVIDING SOCIETAL CHANGES INTERVENTIONS | TARGET COHORT   |
|--|--------------------|-------------------------------------|-------------------------------------|--|---|
| <b>CAREER TRANSITION ASSISTANCE</b>                        | DESE               | Yes                                 | -                                   | -  | Job seekers aged 45 and over  |
| <b>COMMUNITY DEVELOPMENT PROGRAM</b>                       | NIAA               | Yes                                 | Yes                                 | -  | Job seekers living in remote Australia  |
| <b>COMPLAINTS RESOLUTION AND REFERRAL SERVICE</b>          | DSS                | -                                   | -                                   | Yes                                      | Users of DES, ADE, and/or Disability Advocacy services  |
| <b>DISABILITY EMPLOYMENT SERVICES</b>                      | DSS                | Yes                                 | Yes                                 | -  | People with disability or health condition aged 14-66   |
| <b>DISABLED AUSTRALIAN APPRENTICE WAGE SUPPORT PROGRAM</b> | Services Australia | Yes                                 | Yes                                 | -  | Australian apprentices with disability or Australian apprentices who have acquired a disability during apprenticeship and their employers |
| <b>EMPLOYER LIAISON OFFICERS</b>                           | DESE               | -                                   | Yes                                 | -  |   |
| <b>EMPLOYMENT ASSISTANCE FUND</b>                          | DSS                | Yes                                 | Yes                                 | -  | People with disability  |
| <b>ENTREPRENEURSHIP FACILITATORS</b>                       | DESE               | Yes                                 | -                                   | -  | Open to anyone wanting to start a business, with a focus on mature age and young Australians in selected regions                          |
| <b>HARVEST TRAIL SERVICES</b>                              | DESE               | Yes                                 | Yes                                 | -  |   |
| <b>INDIVIDUAL PLACEMENT AND SUPPORT PROGRAM</b>            | DSS                | Yes                                 | -                                   | Yes                                      | Young people with mental illness aged up to 25  |
| <b>JOBACCESS</b>   | DSS                | Yes                                 | Yes                                 | -  | People with disability and carers   |
| <b>JOBACTIVE</b>   | DESE               | Yes                                 | Yes                                 | -  |   |
| <b>LAUNCH INTO WORK</b>                                    | DESE               | Yes                                 | Yes                                 | -  | Primarily focused on female job seekers, although men may be able to participate  |
| <b>LOCAL JOBS PROGRAM</b>                                  | DESE               | Yes                                 | Yes                                 | Yes                                      | Job seekers from 15 employment regions (expanded to 51 employment regions from 1 July 2021)   |

| PROGRAM  | LEAD AGENCY | PROVIDING SUPPLY SIDE INTERVENTIONS | PROVIDING DEMAND SIDE INTERVENTIONS | PROVIDING SOCIETAL CHANGES INTERVENTIONS | TARGET COHORT   |
|--|-------------|-------------------------------------|-------------------------------------|--|---|
| <b>MATURE AGE HUB</b>                                | DESE        | Yes                                 | Yes                                 | -  | People aged 45 and over   |
| <b>NATIONAL DISABILITY ABUSE AND NEGLECT HOTLINE</b> | DSS         | -                                   | -                                   | Yes                                      |   |
| <b>NATIONAL DISABILITY COORDINATION OFFICER</b>      | DESE        | -                                   | -                                   | Yes                                      |   |
| <b>NATIONAL DISABILITY RECRUITMENT COORDINATOR</b>   | DSS         | -                                   | Yes                                 | -  |   |
| <b>NATIONAL WORK EXPERIENCE PROGRAM</b>              | DESE        | Yes                                 | Yes                                 | -  | Job seekers aged 17 and over  |
| <b>NEW BUSINESS ASSISTANCE WITH NEIS</b>             | DESE        | Yes                                 | Yes                                 | -  | People aged 18 or older when starting a new business                                |
| <b>NEW EMPLOYMENT SERVICES TRIAL</b>                 | DESE        | Yes                                 | Yes                                 | -  | jobactive participants in Adelaide South (SA) and the Mid North Coast (NSW)         |
| <b>PARENTSNEXT</b>                                   | DESE        | Yes                                 | Yes                                 | -  | Parents/carers with a young child under 6 (new criteria in place from 1 July 2021)  |
| <b>PATH EMPLOYABILITY SKILLS TRAINING</b>            | DESE        | Yes                                 | -                                   | -  | Job seekers aged 15-24  |
| <b>PATH INDUSTRY PILOTS</b>                          | DESE        | Yes                                 | -                                   | -  |   |
| <b>PATH INTERNSHIPS</b>                              | DESE        | Yes                                 | Yes                                 | -  | Job seekers aged 17-24  |
| <b>PATHWAY TO WORK (PILOT)</b>                       | DESE        | Yes                                 | Yes                                 | -  | Job seekers aged 45-70  |
| <b>REGIONAL EMPLOYMENT TRIALS</b>                    | DESE        | Yes                                 | Yes                                 | Yes                                      | Job seekers living in one of the 10 RET regions; or looking to move to a RET region |
| <b>RELOCATION ASSISTANCE TO TAKE UP A JOB</b>        | DESE        | Yes                                 | -                                   | -  | Job seekers relocating to take up ongoing work                                      |
| <b>SKILLS AND TRAINING INCENTIVE</b>                 | DESE        | Yes                                 | -                                   | -  | People aged 45-70   |
| <b>SUPPORTED EMPLOYMENT</b>                          | DSS & NDIA  | Yes                                 | Yes                                 | -  | NDIS participants (aged 7-64); DECoS participants                                   |

| PROGRAM  | LEAD AGENCY | PROVIDING SUPPLY SIDE INTERVENTIONS | PROVIDING DEMAND SIDE INTERVENTIONS | PROVIDING SOCIETAL CHANGES INTERVENTIONS | TARGET COHORT                             |
|--|-------------|-------------------------------------|-------------------------------------|--|---|
| <i><b>SUPPORTED WAGE SYSTEM</b></i>            | DSS         | Yes                                 | Yes                                 | -  | Employees with disability aged 15 or over |
| <i><b>TIME TO WORK EMPLOYMENT SERVICES</b></i> | DESE&NIAA   | Yes                                 | -                                   | -  | Indigenous prisoners aged 18 and over     |
| <i><b>TRANSITION TO WORK</b></i>               | DESE        | Yes                                 | Yes                                 | -  | Young people aged 14-24                   |
| NUMBER OF PROGRAMS (N=33)                      |             | 28                                  | 22                                  | 6  |   |