



# Consultation Paper – Transition to Work (TtW) 2022–2027

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## Consultation Paper Response Form

**Guidance:** You are invited to provide feedback to any or all of the questions in the Consultation Paper in the relevant sections below.

Provide your organisation's name and other details as applicable, to assist the department consider your feedback.

Please use the "Consultation Paper Other Feedback" section for any additional comments.

Organisation Name:	Anglicare SA		
Contact Name:	Tina Merrow	Contact Phone:	[REDACTED]
Contact Email:	[REDACTED]		

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## Question for feedback – Eligibility

3.1 What primary risk factors that contribute to young people disengaging from work or education should be used to determine eligibility for Transition to Work services?

Feedback to Question 3.1

In addition to the current eligibility requirements to access TtW, several risk factors that contribute to young people disengaging in opportunities to further their development and ability to secure meaningful, sustainable employment should be considered to widen eligibility criteria;

- ñ Intergenerational unemployment - known history of families seeking government financial support.
- ñ History of Child Protection concerns, previous or current care experience, or currently under the Guardianship of the Chief Executive (history of trauma caused by multitude of factors). There is currently a lack of targeted support services for young people leaving the Care System - and Transition To Work could assist with that.
- ñ Having a parent or legal carer in the correctional system
- ñ Lack of family supports, or adult mentors to guide young people on their pathway.
- ñ Currently a carer for a parent or sibling accessing NDIS or with significant illness
- ñ Assessed as homeless or in unstable housing
- ñ Suspected disability or learning impairment (undiagnosed)
- ñ Diagnosed, undiagnosed or suspected mental health
- ñ Disclosure of Domestic or Family Violence
- ñ Early School Leaving
- ñ For direct registrations - those who are partially attached to the labour market and not attending school - but are working more than 8 hours a week. For example, a person not attending school and working two, five-hour shifts a week is ineligible for the program.
- ñ Clearer and more streamlined accessibility for young people looking to transfer from DECD FLO Services (South Australia) with greater communication between DESE and DECD

Where the eligibility criteria provides greater expectation for TtW providers to service more young people with disability, greater consideration needs to take place regarding TtW providers ability to access the range of supports and incentives that DES providers currently have access to

## Questions for feedback – Maximum duration of service

4.1 What characteristics should be used to determine whether a young person has complex, non-vocational barriers and requires the maximum of 24 months of servicing?

Feedback to Question 4.1

In addition to participants being actively involved in the service, and the JSCI playing an important part in determining eligibility, the following characteristics and system changes should be considered when determining a participants eligibility to access 24 months of servicing;

- ñ An approved suspension period/Medical Suspension which impacts on the participants ability to maintain education or employment
- ñ Participant is currently in the process of seeking supports to address barriers, and is actively engaged with the service working towards building their employability skills to gain employment (such as participants with multiple barriers; disability and mental health)
- ñ Circumstance change resulting in housing/homelessness impacting on potential or current employment
- ñ Circumstance change such as relationship breakdown, domestic violence, family violence, family death resulting in multiple issues such as mental health, grief and loss
- ñ Diagnosed disability, activity engaged with the service, but due to disability, difficulties in securing employment
- ñ Cultural considerations, such as intergenerational trauma, family illness, caring responsibilities and family loss.

A holistic assessment is needed with indicators that determine the complexity of need for a young person. For example AnglicareSA's youth services currently use satisfaction surveys and outcome measurement tools like the Personal Wellbeing Index to gain insights into the wellbeing of young people and impact of the service, with findings used and collated for service and practice improvement.

A mix of specific measures has been developed for, to demonstrate the following:

- 1) How much did we do? (i.e. quantity of service delivery, including number of young people supported, hours and type of supports provided)
- 2) How well did we do it? (i.e. quality of service delivery, including responsiveness to referrals, referral outcomes, housing stability, change in independent living skills, change in community connectedness, young person's feedback)
- 3) Is anyone better off? (i.e. impact of service delivery, including number of young people exiting with goals achieved, improved wellbeing using tools like Children Youth Resilience Measure).

AnglicareSA monitors and measures outcomes for young people across their life domains using our Youth Wellbeing Assessment (YWA). The YWA has been adapted from The State of Queensland (Department of Child Safety, Youth and Women) Youth Wellbeing Assessment, Common Assessment Tool (CAT) Guide.

The YWA covers eleven `issues' domains and two `change' domains. Completion of the YWA informs support plans for young people to connect with family and community, and to engage in education, training and employment pathways, maintain safe housing and build their skills to maintain their own health and wellbeing across these domains. To ensure sustainable change in young people's lives it is fundamental to address issues holistically, including recognising the inter-relationship between all domains of the young person's life. The YWA is reviewed 6-monthly with the young person to track changes and assess their progress and outcomes.

Alongside the Youth Wellbeing Assessment, self-assessment tools such as the Child Youth Resilient Measure assists in gaining insight into the experience of the young person, including their own perception of strengths and areas for development. Between these resources, the

service has a holistic insight into every young person, which will inform practice and help understand service impact and effectiveness.

In addition:

- ñ System changes on ESS - TtW staff should be provided with the ability to update and add specific barriers to the participants ESS profile, which should also include the ability the change/update barriers once a barrier has been overcome. Having this ability will assist in the participant having an accurate record, and assist in making an accurate determination whether the participant requires a full 24 month service

- ñ Updated questions in the JSCI, with inclusions such as:

- + geographical isolation, social isolation and internet connectivity
- + the length of time a young person has been disengaged from EET
- + assessment for a disability and additional support

## Questions for feedback – Maximum duration of service (Continued)

4.2 In addition to extending the maximum duration of service, are there any other changes to service settings that are needed to support Transition to Work effectively service an increased number of young people with complex, non-vocational barriers?

Feedback to Question 4.2

Providers should be required to demonstrate that they are embedded in their local community and that be in addition to collaborative mechanisms for engaging with local employers and industry and mainstream services such as schools, TAFE, health providers and industry, they have collaborative partnerships with:

- ñ local, state and federal funded support services,

- ñ including statutory services local homelessness, AOD, family violence and youth justice and community services to ensure that they can effectively service and integrate supports for young people with complex non-vocational barriers

Providers should ensure all staff receive the adequate training and /or to employ a dedicated staff member with relevant qualifications to support young people with complex non-vocational barriers .

TTW providers should also be enabled to facilitate a referral for an Employment Self-Assessment with a Centrelink Social Worker for reclassification, in addition to being able to update a young person's JSCI.

The requirement for young people to participate in 25 hours of activities should recognise activities that contribute to a young persons' health and well-being that leads to work readiness rather than just work readiness. This could include activities that are being undertaken in other services and recognised as an important part of work readiness and a young person's employment plan.

- ñ As described in 4.1 - Building a profile on ESS relating to potential barriers, with the ability to update the profile once barriers have been successfully eliminated or supported and no longer a barrier will assist in mapping a young person's service journey, providing an evidenced based approach to determining whether the young person should receive the full 24 month service.

- ñ Regular assessments conducted by the TtW consultant at set milestones of each service quarter to assist in 24 months servicing eligibility.

TtW as a service would benefit from having funded Social Work or other Allied Health positions such as Mental Health or Drug and Alcohol positions. These positions allow TtW staff to concentrate solely on Learning and Earning. These positions can be responsible for holistic assessments and act as 'Community Connectors' to ensure that young people get the assistance they need on their pathway to education and employment. This adds a holistic lens to the program.

### Questions for feedback – Maximum duration of service (Continued)

4.3 What circumstances should determine whether a young person is transferred to online services or to an Enhanced Services Provider at the end of their service period in Transition to Work?

Feedback to Question 4.3

#### Online Servicing:

- ñ Proven history of employment or underemployed with good engagement in face to face servicing
- ñ History of engagement in employability skill building activities with Transition to Work
- ñ Profile of employability skills and participant confidence assessment (4.1)
- ñ Participant choice , in conjunction with the TTW providers assessment and leads to the conclusion that the young person has capabilities to self-service in online servicing

#### Enhanced Servicing:

- ñ Young person is unable to move past significant barriers to employment
- ñ Young person is not engaging in employment or successfully engaging in education
- ñ Poor attendance and engagement with existing TTW servicing (lower than 50% engagement rate)
- ñ History of TtW Servicing assessed, Participant Profile, TtW consultant recommendations determine Enhanced Servicing pathway
- ñ Young person's choice - participant chooses Enhanced Servicing pathway

## Questions for feedback – Improving attendance at the Initial Appointment

5.1 Would a mechanism that helps facilitate commencement of young people in the service be desirable?

Feedback to Question 5.1

The once off payment suspension is supported to encourage young people to attend their initial appointment on the basis that this is not a function of the Transition to Work Service, and is a consistent approach in all Job active servicing.

The government will need to make this clear to all young people referred to the service that this is not a Transition to Work function.

In addition to once off payment suspension, the department could improve:

- ñ Better advertising distinguishing comparison in service offers on the departmental websites when potential job seekers are going through checks online to assess their eligibility for government financial assistance
- ñ Improved advertising at Centrelink offices such as video clips, posters etc to assist potential clients in identifying the right service fit
- ñ Offering of Information sessions by the TTW providers
- ñ An additional incentive payment for referrals/participants from Centrelink to assist with any additional costs such as transport to get to their first initial appointment
- ñ TTW Liaison consultants linked to Centrelink Offices to better inform Centrelink staff or potential participants of service offerings

## Questions for feedback – Improving attendance at the Initial Appointment (Continued)

5.2 What is your preferred approach to achieving commencement and why?

Feedback to Question 5.2

- ñ Face to face servicing is the preferred and most successful method of engagement used in initial consultations with participants referred to the Transition to Work Service. The initial meeting supports the formation of a culture of reciprocity where young people feel accountable to themselves and staff, and know that the staff are accountable to them. The initial face to face appointment can be an individual or group appointment.
- ñ Face to face serving provides opportunities to build meaningful relationships, greater connection and has a higher probability of continued engagement in the service, vs initial contact with a young person via other methods of contact such as telephone or virtual meetings.
- ñ Observation of a young person's skills and capabilities can commence at the initial stage of servicing through a face to face connection. The TtW provider can assess Language, Literacy and Numeracy Skills, confidence and body language.
- ñ Face to face servicing assists in avoiding any communication breakdowns, especially with participants whom have hearing or visual impairment.
- ñ Where TtW providers sit within an organisation with existing community service support programs, the young person has an opportunity to link in and commence addressing any potential barriers to employment at the initial meeting through immediate referral.
- ñ Where group initial appointments are used as a method of contact, this can assist in alleviating anxiety, create an opportunity to young people to connect with others, create greater ownership of the service and a sense of safety.

53% of AnglicareSA TtW participants surveyed (Aug2020) Strongly agreed that having interaction with other young people at TtW helps motivate them to participate in activities

## Questions for feedback – Improving attendance at the Initial Appointment (Continued)

5.3 What issues, if any, do you see with making attendance at the first appointment subject to the income support payment suspension mechanism?

Feedback to Question 5.3

ñ An initial appointment can be rescheduled several times by a young person who has not commenced with the service. As rescheduling is completed by the Transition to Work consultant, the payment suspension mechanism may appear to be coming from the Transition to Work provider. This may be confusing for the young person, and may add to misinformation about the service.

ñ Where the suspension of income support has commenced, and as identified above, a young person may need to reschedule an appointment several times, this could impact on the young person's financial ability to support themselves, in turn, creating additional barriers and immediate crisis that impact on the young person's ability to gain employment. The impact of income support suspension could further impact

- Housing & accommodation
- Mental Health
- Travel via public transport or car
- Ensure they can eat regularly to maintain health
- Pay their bills on time and not accrue debt
- Their vulnerability to financial abuse
- May be vulnerable to maladaptive ways to earn money



## Questions for feedback – Performance Management Framework

6.1 What elements should the department use to measure achievement of Education Outcomes?

Feedback to Question 6.1

The Department should consider measuring both **progressive** educational measures as well as **outcome** measures. This is particularly critical with the expanded inclusion of disadvantaged cohorts with complex non-vocational barriers. Young people need to develop both foundational and transversal skills, that are valued by employers, and that will build capabilities and skills that can be applied in relational and everyday contexts of life and work. These core skills are an important foundation for young people, particularly those who are experiencing disadvantage, to progress ongoing learning and participation throughout their lives.

Progressive measures should include:

- ñ Cert II qualifications and pre-apprenticeship courses
- ñ Cert II qualifications that directly lead to an Employment or Hybrid outcome
- ñ Industry specific tickets and licensing that builds the participants profile of employability skills to assist with further assessment and pathway assistance.
- ñ In rare instances, education outcomes could recognise participation for participants that have partially completed qualifications (Cert III and above); where significant circumstance has led to the participants inability to complete the qualification or put the qualification on hold.

The Department should acknowledge that for some young people with complex issues just attending a program is an achievement on its own, therefore allowance should be given for this. Having Allied Health or Social Work positions will assist with this. The measurement of an increase in life skills through this holistic structure then measures life capabilities and educational outcomes.

## Questions for feedback – Performance Management Framework (Continued)

6.2 How should the department seek to ensure job seekers and employers are receiving quality of service from Transition to Work Providers?

Feedback to Question 6.2

- ñ The establishment of Youth Advisory committees, youth groups and employer consortiums would enable the department a direct line to the people affected by Transition to Work and the people working with the Transition to Work providers. The establishment of such groups also demonstrates that the Transition to Work provider is looking for feedback from participants and employers to improve the quality of service delivered by Transition to Work.
- ñ Another option could be for Transition to Work providers to provide employee's of the program, employers that work with us and a selection of participants for the department to interview and seek feedback from as part of the annual performance review.
- ñ The feedback process could also relate to the Wage Subsidy or PaTH process. Providing an opportunity, or requirement for employers to provide feedback to the department about their experience with the Transition to Work provider.

## Questions for feedback – Performance Management Framework (Continued)

6.3 What improvements could be made to the current review and allocation of the Funded Places process?

Feedback to Question 6.3

Review of annual funded places should be a 6 monthly process. The current timing each quarter, and in some cases, spontaneous notification of changes within a few weeks without consultation with the provider is detrimental to the delivery of services.

ñ The annual funded places directly impacts the modelling and planning for Transition to Work Services.

ñ Cuts to annual funded places significantly impact on current staff resourcing, with significant decreases in funded places leading to loss of employment to TTW staff.

The ability to scale up services to meet an increase in demand is a great benefit in the Transition to Work model. It is especially useful for providers with other services operating where staff can be utilised to assist an increase in demand - whilst recruiting is occurring

## Questions for feedback – Performance Management Framework (Continued)

6.4 What factors should the department account for when determining Funded Places?

Feedback to Question 6.4

As noted in 6.3 - when scaling down of a providers annual funded places, the result has large impacts on staffing levels. Where decreases in annual funded places are considered, taking into account the impacts on provider staffing in order to scale down the service should be considered. With the advent of COVID-19 there has been increasing insecurity for young people, staff and other service providers.

Retaining quality staff when there is ambiguity of funded places is difficult

## Questions for feedback – Performance Management Framework (Continued)

6.5 How should performance be benchmarked in the new model?

Feedback to Question 6.5

In addition to the current performance benchmarks, the department should consider the local/regional vacancies being advertised in relation to the age, skills, and suitability of participants, and the impacts on their ability to gain employment. For example:

- ñ The availability of public transport -and the impacts this has on young people and their ability to get to and from work safely.
- ñ The requirement of having a drivers licence and reliable vehicle to gain employment, and how this limits access to employment opportunities in key industry areas.
- ñ The expectations of employers and qualification and experience levels, and the number of entry level positions available for young people
- ñ Partnerships formed

Some suggested additional measures could include;

- ñ The number of young people engaging in activities to build their employability skills (As identified in above areas, the ability to build on a young person's profile on ESS to track their growth in employability skills and capabilities).
- ñ Activities and performance of collaborative mechanisms that enhance opportunities for young people, whether that's pre-employment courses, education or employment
- ñ How a young person is tracking in their growth and independence and whether they are working on their multiple personal issues.

## Question for feedback – Youth Advisory Sessions

7.1 Is there anything that the department should change or improve in the way that Youth Advisory Sessions are currently running?

Feedback to Question 7.1

Due to limited utilisation of the Youth Advisory Session take up, It is difficult to provide substantive feedback evaluating the current Youth Advisory Session Model.

Promotion of Youth Advisory Sessions should be a key area identified for improvement, which could include:

- ñ Targeted promotional videos linked to the participants online profile
- ñ Mandatory requirement for participants to have viewed specific service offering advertisements to ensure that they are aware of opportunities, and elect whether they are interested
- ñ Candidates utilised in promotional materials to be current or past service users that can personalise their experience

## Questions for feedback – Other Policies

8.1 Do you think the Transition to Work program settings have the right balance to ensure national service standards, while also allowing Providers the flexibility needed to enable local collaboration and engagement in their communities?

Feedback to Question 8.1

The current non-competitive nature of the Transition to Work service does not limit the services ability to establish productive networks and collaboration with community, and should already be embedded in current practice.

Improvements can be made by the Department of Education, Skills and Employment to encourage Transition to Work providers operating within certain regions to work more collaboratively to address local/regional issues that may increase education or employment opportunities for young people accessing services. This could include:

- ñ Working with Training organisations to develop targeted training for a region where there is projected industry growth
- ñ Developing pre-employment programs where there is an identified need
- ñ Sharing and access to resources to support service users
- ñ Working together to organise local job fairs
- ñ Advocacy for local and regional issues

## Questions for feedback – Other Policies (Continued)

8.2 What role can the Transition to Work service play in ensuring that young people are engaged in the design and delivery of policy and services?

Feedback to Question 8.2

Where youth groups or youth advisory committees are set up within the Transition to Work service, these mechanisms could be utilised to support young people's voice and agency in future service design and policy.

These mechanisms could also assist in obtaining service user feedback.

The Department should also consider resourcing the establishment of a National Youth Advisory Group. This could be facilitated through the NYEB and would enable young people to contribute to:

- ñ service development, design and refinement, through lived experience perspectives
- ñ Development of strategies and programs at local, state and national levels

Participate in key decision making groups e.g., to the Community Investment Committee, Local Jobs and Skills Taskforce, organisation boards and NYEB Governance Groups



## Questions for feedback – Other Policies (Continued)

8.3 Is there anything in the current service settings that might be seen as limiting youth engagement?

Feedback to Question 8.3

Engagement in the service can be dependent on perceived expectations due to lack of targeted promotion and advertising of the Transition to Work. Where the Transition to Work service offerings can be accurately promoted, this may alleviate certain anxieties and increase overall participation and the initial phase of the service

Where multiple referrals have been made for the young person, such as TtW, Online servicing and DES, this can create confusion not only for the young person but also the providers, and further impact on the young person's willingness and ability to engage in the service

Access to transport is a key barrier for young people's engagement in training and work opportunities, especially in outer urban and regional/rural areas. Limitations include:

- ñ Public transport cost, availability, or schedules that are not aligned to the timing or location of education opportunities that may be several towns away, or to take up work, especially shift work of casual jobs.
- ñ No access to finance, a car or licensed individual to gain the hours of experience needed to gain a driver's license which excludes jobs that ask for, or internally lock out young people without, a license and/or car.

## Questions for feedback – Other Policies (Continued)

8.4 What do you think constitutes best practice with regard to supporting the mental health of Participants in an employment service and how do we improve the ability of the service to deliver to this standard?

Feedback to Question 8.4

Mental health and the incorporation of mental health services into the Transition to Work service delivery offering should be further considered and explored to ensure the core focus of the service is maintained, and that young people still access professional medical support to address significant mental health issues.

As previously mentioned, Social Work or other Allied Health Positions should be considered. Not necessarily to do all the work themselves but act as 'Community Connectors' to ensure that the participant is getting the help and support that they need. This person would do a holistic assessment and provide the participant with support to gain the services they need.

Transition to Work providers should establish a clear service plan when addressing mental health issues which should include;

- ñ Clear procedures and guidelines around reporting, escalation and engagement of emergency services during severe mental health crisis
- ñ Establishing a network of mental health support agencies for direct professional help around mental health
- ñ Upskilling staff, or recruitment of key personnel to directly address minor mental health issues
- ñ Developing/incorporating mental health/crisis support plans with young people experiencing a mental health crisis or suicidal ideation
- ñ Incorporating focused mental health group work for young people engaging in the TtW service to develop their own capabilities to recognise mental health issues, build on self-care strategies and be able to reach out services in their local communities to assist in addressing their mental health issues now or in the future

## Questions for feedback – Other Policies (Continued)

8.5 What are appropriate servicing strategies or principles in situations where there are longer waitlists for Specialist services, in contrast to locations where there are readily available Specialist mental health services?

Feedback to Question 8.5

- ñ Investment in training and resources that are co-designed with mental health providers, young people and TTW services
- ñ National rollout of training working with young people with mental health challenges
- ñ Investment in staffing with specialised qualifications
- ñ Mechanisms which enable sharing of best practice
- ñ Collaboration with mainstream providers to avoid duplication of service offers and best practice in ensuring intersecting and working together.
- ñ Funded Social Work or Allied Health roles

## Questions for feedback – Other Policies (Continued)

8.6 What are the features of a service that acknowledges the significant mental health challenge across the youth caseload and embeds appropriate responses into the default service offer, including by addressing particular issues such as disclosure and stigma?

Feedback to Question 8.6

ñ All services should work within a Trauma Informed Framework

ñ Active collaboration and building of partnerships between services that enhance service accessibility

ñ Multidisciplinary teams - where the core focus is still employment, but staff are equipped to deal with circumstantial crisis and able to offer short term supports

ñ Employment plans that include positive health and wellbeing planning

ñ Youth specialist providers

## Consultation Paper Other Feedback

If there are any comments you wish to provide that are not already captured, please provide them below.

Feedback to Consultation Paper - Other

### Updates to Systems:

- ñ An assessment/tick box system in ESS where the TtW consultant can document skillsets/ employability skills or tickets and licencing to assist in developing an accurate participant profile. This profile can be used to determine further servicing needs, barriers and transition pathways
- ñ Ability for the TtW Consultant to update barriers in the system, identifying whether these have been addressed or the addition of new barriers to assist in determining the participants pathway
- ñ Mandatory requirement for participants reporting their income to upload payslips. Where this function is not being adhered to - participants are alerted to make contact with the TTW Provider to submit evidence

