



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

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## Question for feedback – Assessment, referral and eligibility

4.1 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 4.1

The Department's proposal to include a new assessment of risk factors identified within the initial assessment to better identify young people who face a heightened risk of experiencing employment barriers should assist providers in identifying additional young people with complex vocational and non-vocational barriers to enter the Transition to Work (TtW) program.

██████████ has identified several key areas (barriers) that indicate a young person may present with higher level needs in order to gain long term sustained employment. We have gathered data in this area through the delivery of tailored programs designed to assist young people from a range of different backgrounds and demographics throughout Australia. These include:

Gateway Pre-employment Support Services, as well as In-Training Mentoring Support delivered to apprentices assessed as requiring high level support through the Australian Apprenticeship Support Network (AASN).

The Cycle of Change program - a pre-vocational program designed that assisted 300 disengaged youth with high levels of disadvantage to participate in experiential vocational learning.

The RIDE program designed to assist those marginalised and disengaged young people to gain the skills, confidence and knowledge to complete study and gain employment.

The Industry Specialist Mentoring for Australian Apprentices (ISMAA) mentoring program - providing specialist support to high-risk apprentices in the Civil Construction in Victoria, South Australia and Queensland industry to enable the successful completion of their apprenticeships.

A range of vocational and pre-vocational education support services delivered to young people participating in courses delivered through our Registered Training Organisations (RTOs) including EST PaTH programs.

Through the delivery of support services within each of these settings ██████████ have identified a range of criteria that identify young people as requiring a higher level of tailored support in order to assist them in overcoming various barriers to employment. As identified in the Department's consultation paper many of these barriers are non-vocational in nature. These include:

Mental Health

Low household income, unstable family/low level of parental support

Unstable accommodation or homelessness

Transport barriers

Domestic violence

Learning difficulty

Alcohol and other drug abuse (both individual and within the household).

We would also note however that obtaining information from youth about these issues may present its own barriers to employment - as many young people experiencing these barriers will be uncomfortable or unwilling to divulge this information to a new entity. This is particularly the case with the higher-than-average proportion of young indigenous Australians that present with barriers to employment. Therefore, ██████████ would welcome a collaborative approach with other organisations and providers in the development of tools and methods used to gather information and assess young people's eligibility to participate in Transition to Work (TtW) where young people are required to show that they have barriers to employment.

## Questions for feedback – Maximum duration of service for participants

5.1 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 5.1

An assessment process could be used to determine whether a young person has complex non-vocational barriers to employment for individuals. As participants are registered into TtW and providers start to deliver services several additional indicators could emerge that could determine whether a young person may require an additional six months of support through TtW.

The types of indicators that may result in a young person receiving 24 months of servicing could apply to participants presenting with barriers in any of the areas outlined in 4.1, that is;

### Mental Health

Low household income, unstable family/low level of parental support

Unstable accommodation or homelessness

Transport barriers

Domestic violence

Learning difficulty

Alcohol and other drug abuse (both individual and within the household)

We acknowledge that some young people that initially present with a lower level of disadvantage may require additional support to complete TtW successfully. This could be due to existing barriers that did not initially present at registration, or changes in individual circumstances that prompt an escalation in support.

These participants should also be considered for qualification for up to 24 months of servicing through TtW, as some of these barriers are unlikely to be completely removed over the initial 18 month TtW period so will still enhance the risk that an individual will not obtain long term, sustainable employment if they leave the program within 18months.

A TtW model that allows providers some flexibility in the assessment of a young person's support needs could enhance outcomes. Providers could extend participation where the individual's circumstances change, and the provider has assessed them as requiring an elevated level of support in order to complete the program.

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

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

Feedback to Question 5.2

In addition to extending the maximum duration of the service the Department could consider including mentoring support in its Transition to Work services approach to market. Mentoring is proven to enhance outcomes for young people when provided to participants of employment and training/education in Australia. The exact role these mentors play within the overall program delivery may vary between service providers, but the role of a mentor in instilling participants with a sense of value and worth that strengthens confidence, motivation, and self-esteem, and encouraging participants to address goals cannot be understated.

The Department may consider extending the mentoring support provided under TtW to continue throughout placement into employment where the individual, in the case of apprenticeships and traineeships, cannot access mentoring through allied services such as AASN In-Training Support. This extended mentoring is aimed at supporting the individual to retain employment. This is particularly aimed at individuals with high support needs.

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

5.3 What circumstances in a young persons' life should determine whether they are transferred to online services or to an Enhanced Services provider at the end of their service period in Transition to Work?

Feedback to Question 5.3

At the completion of a TtW program where an individual has not gained employment. Consistent with the New Employment Services Model (NESM) principal of Jobseeker choice, TtW participants would have the ability to choose between referral from TtW to online services or referral to enhanced services. [REDACTED] recommends that TtW participants that have presented with complex non-vocational barriers are referred to enhanced services on completion of TtW, to better provide an enhanced level of wrap around support to these individuals.

These non-vocational barriers could include the following areas;

Mental health issues

Low household income, unstable family/low level of parental support

Unstable accommodation or homelessness

Transport barriers

Domestic violence

Learning difficulty

Alcohol and other drug abuse (both individual and within the household)

Other indicators that a young person may require additional support post TtW (and therefore be transferred to enhanced services) may include one or more work placements falling through within the TtW program, or specialist advice from the mentor of a client receiving higher support levels within TtW.

For example, a young person from an indigenous background is receiving mentoring while participating in TtW. The young person did not present with any of the barriers above, although on completion of the TtW program (at 18 months) the Mentor reported that their engagement and levels of trust had lifted and that a more 'hands on' engagement could enhance their ability to remain engaged in future employment services.

## Questions for feedback – Improving attendance at the initial appointment

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

Feedback to Question 6.1

██████ encourage the Department to consider an incentivised approach to commencement. This could be particularly impact-full where the incentive is tied to one of the common areas of disadvantage that participants present with. For example: the provision of a transport voucher to individuals that attend their TtW referral appointment could provide individuals with a strong incentive to attend their appointment while also removing any transport barriers to future attendance. As it is not a direct financial incentive this type of incentive could be implemented relatively simply, without the need to change employment services contracts or legislation. The attachment of such an incentive to RapidConnect could enhance referral outcomes through this avenue, as vulnerable job seekers would then have an incentive attached to attending their first referral appointment.

Creating a TtW participant journey could be a framework by which an individual could be incentivised to commence as it will create a pathway of achievable milestones linked to recognition and reward. Engaging young people in a positive manner leading up to their commencement and on their first referral appointment enhances the engagement of young people with the Transition to Work program. IntoWork recommend an incentivised approach to program referral may yield better referral results, as well as enhance longer term engagement in the program (see 6.2).

However, ██████ support the government's approach that "once the young person commences in the service by attending the initial appointment, no further use of the income support payment suspension mechanism would apply while they remain in the Transition to Work service". This is a positive move as once the young person has commenced whilst they remain engaged they understand that there would be no potential threat to apply the temporary suspension of income payment support.

## Questions for feedback – Improving attendance at the initial appointment (Continued)

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

Feedback to Question 6.2

██████████ preferred approach to achieving commencement would be to encourage the Department to consider an incentivised approach to attendance. This could be a combination of a participant journey (refer response 6.1) or the provision of an incentive that is tied to one of the common areas of disadvantage that participants present with. If they still don't engage then the proposed suspension of income support could be considered.

For instance: the provision of a transport voucher to individuals that attend their TtW referral appointment could provide individuals with a strong incentive to attend their appointment while also removing any transport barriers to future attendance. As it is not a direct financial incentive this type of incentive could be implemented relatively simply, without the need to change employment services contracts or legislation. The attachment of such an incentive to RapidConnect could enhance referral outcomes through this avenue, as vulnerable job seekers would then have an incentive attached to attending their first referral appointment.

A similar approach has been successfully employed by ██████████ within its RIDE program - a program that assists disengaged youth with high levels of disadvantage to engage in vocational education and training. Under RIDE young participants are provided with a bike while attending - and this is used in several experiential learning activities throughout the program.

## Questions for feedback – Performance Framework

7.1 What elements should the Department use to measure achievement of Education Outcomes?

Feedback to Question 7.1

The determining of skills gaps and barriers to employment is a cornerstone to developing young people and



ultimately gaining employment. We believe that achievement of education outcomes will be a key area of the Transition to Work program and a key measure of a participant's engagement. Given the nature of TtW cohorts, education outcomes will be predicated upon the needs of each individual.

The conducting of an assessment to determine training needs both accredited and non-accredited of each person would provide the basis to create an individualised development plan that supports the TtW jobs plan. This plan would map out the development and training needs (educational requirements) and provide completion milestones. These completion milestones would form the basis of measuring education outcomes.

Elements of these development would include:

- Commencement of the agreed activity
- Progression of the agreed activity (attendance)
- Completion of the agreed activity

These three elements would be applied to all activity on the development plan. For example if a young person wanted to work within the hospitality industry and had none of the mandatory requirements to gain entry level employment the development plan may contain the Responsible Serving of Alcohol certification. This is a certification that all workers in a licenced venue must hold to gain employment. Applying the above elements there would be an enrolment date, course attendance date, progression in completing the content and a completion date. This allows for quantifiable recording of achievements.

Utilising the above approach aligns with many of the accredited courses that may be required to build up a young person's skills to gain employment. It also aligns to the broader VET sector which many TtW participants may become involved in via an apprenticeship or traineeship.

The approach provides the TtW provider with a documented program plan of development and provides measurement against the effectiveness of the development plan, as well as giving TtW providers more flexibility when enrolling participants into multiple courses where this benefits the individual.

The plan may not be completed if a participant was placed into employment but recognises the value of education in assisting the participant to remain engaged while the TtW provider delivered a suite of services that lead to sustainable employment outcomes.

## Questions for feedback – Performance Framework (Continued)

7.2 How should the Department seek to ensure job seekers and employers are receiving quality of service from Transition to Work providers?

Feedback to Question 7.2

The Department could explore several methods of evaluating whether job seekers and employers are receiving quality of service from Transition to Work providers:

*Self evaluation tool for providers:*

This method could involve providers self-evaluating the quality of services that they have delivered as well as outlining any continuous improvement strategies designed to enhance the quality of services through scheduled reporting. The advantage of this method is that it will promote continuous improvement in service quality within each local region. This could be particularly important in TtW as one provider will service each region. ████████ notes that a strength of the one provider model is that it promotes collaboration and information sharing between providers, although this could be at the expense of continuous improvement (an element that can be driven through competition).

*Candidate and Employer surveys:*

Could be used to assist in assessing quality of services delivered to these two groups. Surveys will be most effective when linked to an outcome point. This could be a mid and end point for candidates, or linked to employer incentive payments. An example of a program that linked employer survey responses to an incentive point was the Industry Skills Fund (ISF). Under this program employers were sent a survey that captured feedback on the quality of the skills advice that was given to them through a contracted provider. This survey was tied to the employer's grant application form, which became accessible to the employer after they completed the short survey. This promoted a very high response rate amongst employers - enabling the Department to collect high amounts of data relating to the quality of advice delivered under this program.

## Questions for feedback – Performance Framework (Continued)

7.3 Are there any other meaningful measures that could be included in the Provider Performance Framework?

Feedback to Question 7.3

Another meaningful measure that could be included in the Provider Performance Framework could be an overall work readiness assessment. [REDACTED] acknowledges that not all young people that participate in TtW will remain employed, and that some will not successfully complete a work placement within the programs duration. However this does not mean that TtW did not enhance the employability of these individuals or leave them better prepared to effectively engage in employment and training in the future. In fact, there is data to suggest (ie *Australian Council of Social Service: Faces of Unemployment 2020*) that continued engagement in employment and training programs (such as Transition to Work) can promote a higher level of self worth, self awareness and overall engagement within the community in young people.

Therefore the Department could also consider an overall work readiness assessment of participants that were not retained, or those that were referred to enhanced services without completing a work placement under TtW to capture effectiveness of TtW services delivered to candidates with high levels of disadvantage in enhancing their overall work readiness. The individual development plan suggested in 7.1 could form part of this approach.

## Questions for feedback – Performance Framework (Continued)

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

Feedback to Question 7.4

The proposed retention of the up front payment model will enable providers to invest in human capability development for all the young people on their caseloads. This is important as many of the young people participating in TtW will present with high needs, and an upfront payment model will enhance the ability of providers to attach appropriate and tailored supports to each participant in a responsive manner.

██████ envisages that there will be situations where providers will be presented with highly challenging cohorts that will require a tailored and bespoke service delivery model to enable them to effectively engage participants and deliver outcomes.

To assist providers to engage with these cohorts the Department could consider creating a shared funding pool that TtW providers can access to deliver (approved) special projects that enhance their ability to engage participants from highly challenging cohorts. This pool could function in a similar way to shared funding pools that exist within other Government programs, such as the Local Jobs Fund under the Local Jobs Program.

For example:

A TtW provider identifies that a low proportion of indigenous clients referred to their program attend their first appointment. Subsequent engagement with local indigenous community groups and elders informs the provider that two local indigenous communities in the region are highly disengaged from employment and training services and would benefit from some targeted engagement activities delivered by a local indigenous elder. The TtW provider works with the local indigenous community groups to design a project that incorporates local expertise delivered through its existing TtW staff in the region as well as assistance through community elders, and designs a bespoke program that can be safely delivered within the affected communities. The provider then applies for additional funding through the shared funding pool to deliver this project. Once funding is approved by the Department the TtW leads the delivery of the bespoke activities within these communities.

## Questions for feedback – Performance Framework (Continued)

7.5 What factors should the Department account for when determining Funded Places?

Feedback to Question 7.5

In addition to each region's statistical employment data there may be value in also assessing other non-vocational elements when determining Funded Places. These could include areas such as average household income (a symptom of financial disadvantage), current and projected mental health support places (where data is available) and homelessness numbers.

It is also well documented that youth employment has been significantly disrupted due to the COVID19 pandemic (ie *National Youth Commission Interim Youth Report 2020*). Although it is still difficult to quantify the long term effects of this disruption on youth unemployment we can start to see some emerging trends in youth engagement in employment - particularly in some areas of regional Australia such as Far-North Queensland and Regional Victoria that could be used to assist the Department in allocating Funded Places.

## Questions for feedback – Performance Framework (Continued)

7.6 How might performance be benchmarked in the new model?

Feedback to Question 7.6

█ sees merit in the Department's proposal to de-link Outcome Targets from provider payments in the new model, as well as the recognition of the impact that providers will be able to have on young people with more complex non-vocational barriers that the proposed change in access to all 12 week Outcome Payments provides.

There is a degree of difficulty in establishing a 'one size fits all' system for evaluating performance - this is due to the complex nature of TtW participants' needs, the proposed extension of TtW eligibility to include more 'high needs' participants and the broad and differing needs of participants throughout various regions in Australia.

█ proposes that the Department considers a general, high level performance framework, and invites local organisations to nominate targets and strategies within its procurement process. This would prompt providers to carefully consider quality and performance benchmarks when designing TtW services, as well as providing the Department with additional flexibility when considering the overall effectiveness and value for money of responses.

A high level performance framework could outline what elements of service delivery the Department will measure providers' performance on (these could include elements such as the number of clients referred to who are registered, the number of clients enrolled in education, training and hybrid outcomes, the number of participants that complete, engagement levels of participants and employers) as well as when they will measure them (such as every 6 months, or at the 6/12/18/24 month points of a participant's program life-cycle). Providers could then define the local area outcomes that they propose to achieve against these benchmarks within their tender response.

## Question for feedback – Youth Advisory Sessions

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

Feedback to Question 8.1

Youth Advisory Sessions (YAS) appear to be a valuable mechanism for engaging youth that participate in TtW. They provide a structured mechanism for delivering additional information to youth in a structured yet flexible manner.

██████ recommend the following mechanisms to improve YAS:

1. Extending eligibility to include more TtW participants.

This could broaden the level of participant engagement with YAS and TtW as a whole.

2. Extending YAS to incorporate 'specialist' or targeted YAS to specified high needs cohorts within regions, such as indigenous Australians.

This would enhance the ability of the Department and providers to gather data from these program users on their specific needs - to better tailor and coordinate services

3. Linking YAS to TtW service delivery in a more meaningful way

Research shows that young people are more likely to engage in services that they feel that they are empowered by (*National Youth Commission: Interim Youth Report 2020*). Furthermore, the National Youth Commission interim report states that young people universally express a desire to contribute to the design and delivery of services positioned to assist them. Providing TtW participants with the ability to contribute to the design of new or tailored TtW services (through YAS) could greatly enhance TtW, as well as the engagement of its participants.

New TtW elements identified by youth through YAS could be designed by youth in partnership with the region's TtW provider delivered through access to a shared funding pool, as outlined in 7.4.

Questions for feedback – Other Service Settings to improve outcomes

9.1 Is there anything in the Transition to Work program that should change in order to have the right balance between ensuring national service standards are maintained, while also allowing providers the flexibility needed to enable local collaboration and engagement in their communities?

Feedback to Question 9.1

An opportunity to create the right balance between ensuring national service standards are maintained while also allowing providers the flexibility needed to enable local collaboration and engagement with communities could be the provision of a shared funding pool or other mechanism that service providers can access to tailor engagement with local communities.

This could be used to engage with several activities designed to promote continuous improvement, enhance the quality of service delivery, engage youth in program design and delivery and address challenges within local communities with significant barriers. Examples could include local culturally sensitive engagement or ambassador program with local indigenous communities, or language interpreted information sessions delivered in partnership with local CALD communities to build youth confidence and awareness of services and encourage participation.



9.2 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 9.2

As outlined in 8.1 an opportunity exists to utilise Youth Advisory Sessions to embed an element of youth engagement in the design and delivery of policy and services.

Research shows that young people are more likely to engage in services that they feel that they are empowered by. Furthermore, the *National Youth Committee Interim Report* states that young people universally express a desire to contribute to the design and delivery of services positioned to assist them. Providing TtW participants with the ability to contribute to the design of new or tailored TtW services (through YAS) could greatly enhance TtW, as well as the engagement of its participants.

New TtW elements identified by youth through YAS could be designed by youth in partnership with the region's TtW provider and approved youth-lead projects could be delivered through access to a shared funding pool, as outlined in 7.4.

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

Feedback to Question 9.3

██████ has identified some current settings that might be seen as limiting youth engagement.

Firstly, the consultation document mentions referral to services through jobactive (JA) could include more robust policing of penalty measures for youth that fail to attend a TtW registration appointment after being referred. Youth - particularly those with higher levels of disadvantage (i.e. mental health, indigenous, risk of homelessness) could be better engaged with a measure that encourages them to attend rather than or as a precursor to one that penalises them for non-attendance. Incentive measures such as transport vouchers could be used to facilitate this, as well as potentially alleviate barriers to continued participation in TtW.

As mentioned in 6.2 an incentivised approach to engagement has been employed by ██████ within its RIDE program - a program that assists disengaged youth with high levels of disadvantage to engage in vocational education and training. Under RIDE young participants are provided with a bike while attending - and this is used in several experiential learning activities throughout the program.

Although not specifically a TtW service setting ██████ notes that there is a cohort of school aged (14-18) participants that remain either disengaged or at risk of disengagement from school prior to being referred to TtW. Ensuring that TtW program settings allow for these participants (particularly those young people at risk of leaving secondary school) to be referred into TtW as an early intervention will promote higher levels of program engagement and outcomes. This may include adjusting future program settings to include a 'hybrid' TtW/secondary school program to assist schools in identifying and referring disengaged students as early as possible.

9.4 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 9.4

A best practice model with regard to supporting mental health of participants in an employment service would include TtW service providers providing an appropriate triage of candidates to identify clients both experiencing and at risk of experiencing mental health barriers, then robust referral mechanisms to support clients with non-vocational mental health barriers. Acknowledging that employment and training in themselves are key contributors to strong or weak mental health, the regular engagement and support that TtW will provide will also build confidence in participants' ability to secure meaningful employment and remain positive and engaged about their experience.

Mentoring is a proven mechanism to facilitate this and is particularly effective when delivered by qualified personnel. Although mentors will not typically be well-equipped to work with young people who present with highly complex issues such as abuse and homelessness, the provision of qualified mentors to assist in triaging and referring these participants promotes continued engagement where participants present with these barriers.

Regular engagement and mentoring support through TtW must be supported by strong linkages to local, specialist mental health front-line services, which includes genuine two-way referrals under a best practice model.

Provision of a shared funding pool or other mechanism that assists service providers to access to local allied health services would also enhance the quality and timeliness of mental health support provided to TtW participants.

9.5 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 9.5

'High touch' mentoring models (that could include mentors that have undergone specialised training such as mental health first aid) can be used to provide some interventions where specialist services are not immediately available - although the TtW providers will not be well resourced to provide specialist, long-term effective mental health support in lieu of specialist services.

Where there is an identified need for additional specialist services within a region - provision of a shared funding pool could assist a local provider to activate additional specialist services in the region through a project proposal approved by the Department. These services could be provided through access to Tele Psych support (or other face to face alternative). This method of providing mental health support has proven highly effective through COVID as a mechanism to engage participants in support services in a more accessible format and could be used to provide alternative avenues to mental health support for TtW where providers encounter long wait lists for specialist services in a region.

For example: A TtW provider identifies a long waitlist for mental health services in a regional city, although there are shorter waitlists for similar services with a provider in the capital city. It builds a proposal for that provider to provide some services to TtW clients in the regional city, funded through the shared funding pool. Once approved the TtW provider activates a referral mechanism with the mental health services provider to provide faster access to front-line mental health services to its TtW clients in the regional city.

- 9.6 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 9.6

Best practice mental health support in the context of an employment and training program should include the following features:

### *1. Risk, needs and responsivity assessment*

This is a critical first step. When developing assessment tools service providers should consider its ability to effectively assess the needs of the young person and their community, as well as their responsivity to the program and program activities.

Assessment tools may also benchmark non-vocational needs against Maslow's Hierarchy of needs in order to ensure that programs can identify and address underlying barriers that young participants may present with.

Initial assessments can then inform tailored TtW support plans. Participant involvement in these support plans is important, as it positively impacts trust and engagement in program activities and builds participant self-confidence.

### *2. Cultural sensitivity*

As young Indigenous Australians are more likely to present with non-vocational barriers (such as mental health) than their non-Aboriginal peers, programs that are sensitive to the needs and circumstances of young Indigenous participants and ensure cultural relevance is at the forefront of the design, delivery and implementation of support and assessment tools for Indigenous participants will have more likelihood of effectiveness. This can be achieved through strong, collaborative partnerships with local indigenous community groups and stakeholders in the design and delivery of services. Similar practices may also be employed by providers when working with young people from other cultural backgrounds, such as CALD groups to better engage and support program participants from these communities.

### *3. Provider-participant relationship*

Programs that build warm, open and non-judgemental relationships between the practitioners and young people are more likely to engage participants (and promote better overall mental health). To facilitate this type of interaction, service providers should ensure that activities and communication focuses on the positive reinforcement of good behaviours, identification and the recognition of strengths with participants, as well as open, honest and respectful communication between all parties.

Programs should include access to trained mentors. The exact role these mentors play within the overall program delivery may vary between service providers, but the role of a mentor in instilling participants with a sense of value and worth that strengthens confidence, motivation, and self-esteem, and encouraging participants to address goals cannot be understated.

Although mentors will not typically be well-equipped to work with young people who present with highly complex issues such as abuse and homelessness, the provision of qualified mentors to assist in triaging and referring these participants promotes continued engagement where participants present with these barriers.

### *4. Intra- and inter-agency coordination*

Strong linkages and referral networks with a range of specialist service providers (including mental health frontline services) is extremely important, as TtW providers will not be equipped to assist clients with complex and/or long term mental health barriers themselves.

## 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

As the Department has identified in its consultation paper [REDACTED] believes that a key feature to Transition to Work's success is the ability for providers to deliver high quality and tailored services to participants through the provision of smaller caseloads.

The targeted nature of TtW, along with smaller participant caseloads allows providers to design specialized and tailored support services for young people, while enabling them to effectively assess and address barriers to sustainable, long term employment that participants may present with.

