

NDIS and Employment

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DEA conference, August 2016

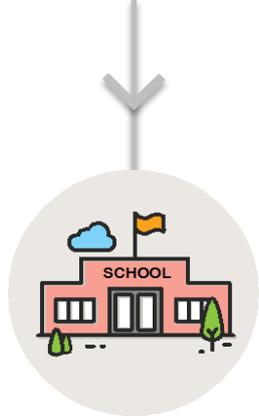


Delivered by the
National Disability
Insurance Agency

Session outline



- NDIS and Employment
 - *Opportunities and challenges*



- Case Study – School Leaver Employment Supports
 - *What is SLES?*
 - *Why this approach?*
 - *What's next by State / Territory*
 - *What have we learned – challenges along the way*



- Let's hear from you





NDIS and employment



- Opportunities:
 - Fund reasonable & necessary supports to enable people to work
 - Investment approach – lifelong
 - Dovetail with mainstream supports - education, health, open employment services
- Challenges:
 - Trial to transition to full scheme – long horizon
 - Mainstream interface principles
 - Reform in the existing employment sector





Employment: an ordinary life



“For me an ordinary life is being able to access employment and be able to get around the workplace independently”. Sharyn Craven

People with disability “don’t want anything special. They just want to get out and do the same kind of stuff as everybody else. They want to get a job”. Kirsten Deane





Case study: School Leaver Employment Supports





How does SLES connect with NDIS?



- SLES stands for **School Leaver Employment Supports**.
- There are various initiatives under the NDIS. **SLES is one example of a reasonable and necessary support.**
- SLES is focused on **improving employment opportunities for Year 12 school leavers.**
- To be approved for **SLES, applicants must also be eligible for NDIS.**



What is SLES?



- ✓ One pathway for school leavers
 - Other options?
 - ✓ Straight to open employment / DES
 - ✓ Supported employment / ADEs
 - ✓ Education, volunteering, community participation...
- ✓ An employment-focussed NDIS support for Year 12 school leavers
 - ✓ Time-limited (2 years)
 - ✓ Bundled approach to funding
 - ✓ Provider choice





What type of supports?



SLES supports will be tailored to meet individual employment goals. This may include:

- Pre-employment supports
- Work towards job in open labour market
- Work experience, job site training, travel training
- Individually designed
- Link to ongoing support – DES or other



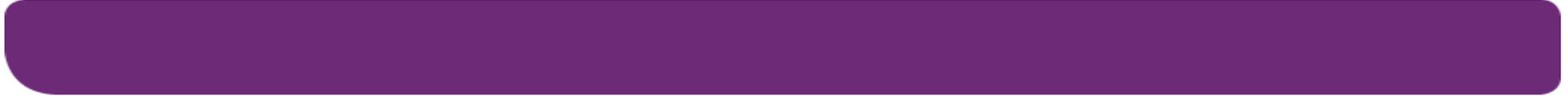
Work experience in
open employment



Job site training



Travel training





Why introduce SLES?



- ✓ Early plans showed little emphasis on employment (9%)
- ✓ Culture of low expectations: participants, families, planners, community
- ✓ Proactive approach to change the trajectory
- ✓ Start young to set up expectations for employment
- ✓ School transition – major life change
- ✓ Opportunity to trial in Tasmania and ACT due to age cohort



SLES trial data: young people



- ACT and Tasmania: 120 students identified by education (Sept 2015)
 - 91 identified for SLES (about 30 either side referred to DES or other supports)
 - *ACT: 54 identified → 38 added to Plans → 26 provider connections*
 - *Tasmania: 37 identified → 31 added to Plans → 22 provider connections*
- Contracted IA to deliver workshops to drive informed choice (Jan 2016)
 - 105 attendees (young people & families)
 - 90% were more informed about employment pathways (survey)
 - LACs attended in Tasmania
 - Separate session for NDIA staff in ACT



SLES trial data: providers



- During trial – providers ‘expressed’ an interest in delivering SLES
 - ACT = 17, Tasmania = 22
 - Provider booklet developed for young people and families (only during trial)
 - To drive interest and increase market capacity (30%)
 - Do we have the right types of providers, is there enough choice?
- August 2016:
 - ACT: 4 providers with participants
 - Tasmania: 7 with participants





Messages from the sector



How do we claim?	Standard process, in arrears
How do we report?	Provider reporting tool – coming
How will success be measured?	Reporting tool and satisfaction
How will we find young people and connect with them?	Local networks
How do we register to become a SLES provider?	Standard process, finding & keeping a job
What is the process for identifying students? i.e. schools	Teachers identify
What if a student is deemed suitable for SLES but not eligible for NDIS?	Other pathways
What if a student is deemed non-suitable for SLES but eligible for NDIS?	Other funded supports, employment
How do the SLES funded supports complement DES?	Underway



What have we learned?



- ✓ Slow take-up, generational change
- ✓ System improvements needed
- ✓ Deeper understanding of employment across NDIA staff and sector
- ✓ Informed choice takes time to foster
- ✓ Importance of Local Area Coordinator function
- ✓ Role for Regional Employment Champions
- ✓ Ripple effect of SLES across the regions



What's next for SLES?



Region	What's happened	Next steps
ACT	<ul style="list-style-type: none">- Year 2 of SLES for 2015 cohort- 2016 Year 12 students – teachers have completed assessments	<ul style="list-style-type: none">- Analysis of data to determine pathways
Tasmania	<ul style="list-style-type: none">- Year 2 of SLES for 2015 cohort- 2016 Year 12 students – teachers have completed assessments	<ul style="list-style-type: none">- Analysis of data to determine pathways
NSW	<ul style="list-style-type: none">- 2016 Year 12 students – teachers have completed assessments for all year 1 Districts & NBM	<ul style="list-style-type: none">- Analysis of data to determine pathways- Hunter (now and previous)
Victoria	<ul style="list-style-type: none">- Briefings for principals, teachers in NEMA, Barwon, Central Highlands (late August)	<ul style="list-style-type: none">- Teachers will complete assessments- Analysis of data to determine pathways- Principals, teachers briefings for Loddon (phasing 1 May 2017)



Challenges moving forward



- Regional variances in experience of school transition programs – difficult to move from the ‘known’ to the ‘unknown’
- State / territory phasing schedules are complex & resultant messages
- Multiple pathways to access NDIS: defined programs, non-defined, early intervention
- Rapid increases in sector workforce – NDIA, LACs, providers
- Scale of change is unprecedented
- Planning processes mixed: first plans (guided), plan reviews, new participants testing eligibility



Let's hear from you



- Questions
- Challenges moving forward
- Things you would like us to consider

