



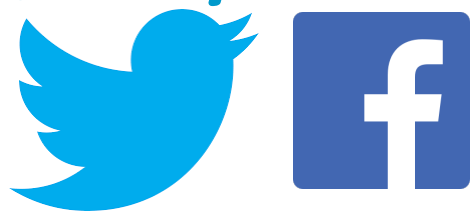
Career Services for Students with Disabilities: From Post-Secondary to Rewarding Careers –

Frank Smith, National Coordinator, NEADS;

Daniel Patterson, Communications and Social Media Support Officer, NEADS;

and **Laura Brawn**, Research and Development Officer, David C. Onley Initiative, Carleton University

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**National Educational Association
of Disabled Students**
Association nationale des étudiant(e)s
handicapé(e)s au niveau postsecondaire

Overview of the Landscape Project:

- The 'Landscape of Accessibility and Accommodation' project funded by Employment and Social Development Canada -- from 2016-2018 -- is a thorough examination of the current landscape of accessibility, services, accommodations, technical equipment and supports for students with disabilities at publicly-funded post-secondary institutions across Canada.
- This research contributes to the Government of Canada's emphasis on access to education and training for persons with disabilities, leading to their participation in the competitive labour market.
- Specifically, purpose of report is to support federal Accessible Canada Act.
- A CERIC funded project "Accessibility and Universal Design in Career Transitions Programming and Services," commenced in 2017 expanded the scope of research.

Landscape Project Overview – continued:

NEADS gratefully acknowledges significant grant funding support for this research from:

- Social Development Partnerships Program, Employment and Social Development Canada,
- The Ontario Human Capital Research and Innovation Fund, Government of Ontario,
- CERIC for a specific project “Accessibility and Universal Design In Career Transitions Programming and Services.”

The project included a team of researchers working across Canada in Ottawa, Toronto, at Simon Fraser University in British Columbia, Assiniboine Community College in Manitoba and Memorial University of Newfoundland and Labrador.

We employed 15 graduate students with disabilities to conduct most of the research in all locations across the country.

Reports Released as Part of the Landscape Project:

- Comparison of Full-time and Part-time Graduate Students with Disabilities using The Canadian Graduate and Professional Student Survey (2016) – NEADS, October 2018
- Comparison of STEM and Non-STEM Graduate Students with Disabilities using The Canadian Graduate and Professional Student Survey (2016) – NEADS, October 2018
- The Landscape of Accessibility and Accommodation for Post-Secondary Students With Disabilities in Canada report (2018) – NEADS, October 2018
- Post-Secondary Students With Disabilities: Their Experience Past and Present: An Analysis of the Statistics Canada 2012 Canadian Survey on Disability – NEADS, May 2018
- Currently analyzing Canadian University Survey Consortium data, 2015 Graduating University Student Survey which includes 36 universities and over 18,000 graduating university students across Canada of which 17% self-identify as having a disability.
- Final report to CERIC for project “Accessibility and Universal Design In Career Transitions Programming and Services” due end of February, 2019

Research findings from the Landscape Project:

Through our national consultations from fall 2016 to June, 2018 we have consistently heard several key messages:

- In many ways, accessibility remains silo'ed within post-secondary education; progress toward models of inclusion and universal design is slow and exists in pockets across the country;
- Good faith efforts to improve accessibility and inclusion for students with disabilities exist within the post-secondary system;
- Accessibility and inclusion efforts in the post-secondary environment have lagged behind the evolution of the student experience, and are limited to the academic (classroom and online learning) environment; in particular, accessibility in the co-curricular, professional development and work-integrated learning spaces needs to be developed;
- Students with disabilities are often lacking in non-academic experiences that can lead to employment including: summer employment, part-time work during school year, co-op placements and internships.

Research findings from the Landscape Project – continued:

- The intersectionality among universal design for learning, differentiated instruction, and essential requirements for courses, programs and disciplines in the context of accessibility and individual student's learner pathways has not been effectively understood within the post-secondary context;
- Significant transition barriers into, between, and out of levels of post-secondary education remain, with particular challenges faced by disabled students transitioning into post-secondary, and from post-secondary into the labour market;
- Accessibility and inclusion in the post-secondary environment are lagging behind technological advances; we continue to focus on specialized assistive solutions, as opposed to mainstream technological solutions, to accessibility challenges; and,
- Strong regional and provincial disparities exist with respect to institutional and provincial policies and practices around accessibility and inclusion in post-secondary education.

Canadian Survey on Disability (2012)

- NEADS has conducted a detailed analysis of the 2012 Canadian Survey on Disability (Statistics Canada) reporting on the education and employment experiences of Canadians with disabilities in college or university programs of study in 2012 and/or having been enrolled in post-secondary education at some point from 2007 to 2012.
- The analysis and report preparation were completed for NEADS by Adele Furrie, with funding from Employment and Social Development Canada, with funding from the Social Development Partnerships Program.
- The analysis and report was part of The Landscape Project.

Canadian Survey on Disability Analysis (2012)

- The NEADS Landscape Project presents a comprehensive picture of the landscape of accessibility and accommodations for persons with disabilities pursuing higher education in publicly funded colleges and universities.
- This project contributes to the secondary analyses of existing surveys by providing an analysis of the data collected in the 2012 Canadian Survey on Disability (2012 CSD).
 - Of the 3,775,910 Canadians with disabilities aged 15 years and older, there were 325,170 who:
 - are attending school at the time of the 2012 CSD interview AND are attending a post-secondary institution OR
 - who were not attending school at the time of the 2012 CSD interview but had since September 2007 AND has a post-secondary degree, diploma or certificate.
 - Of the 325,170 who are attending post-secondary institutions or who attended recently, 190,290 or 58.5% are currently attending.

Canadian Survey on Disability (2012) – continued

- Of the 3,775,910 adults with disabilities in Canada, 42% had some post-secondary education.
- University students with disabilities are younger, slightly more likely to be female, much less likely to identify as Indigenous, more likely to be an immigrant and slightly less likely to be a member of the visible minority population than non-university students with disabilities.
- Of those, 980,090 (62%) had some post-secondary non-university education and 605,100 (38%) report some post-secondary university education.
- Among the 980,080 Canadians with disabilities who report post-secondary non-university education, 21% are part of our research population; among the 605,100 who report post-secondary university education, 19.5% are part of our research population.

Canadian Survey on Disability (2012) – continued

University students with disabilities are:

- less likely to report more than one type of disability,
- less likely to be classified as having severe or very severe disability, and
- slightly more likely to have had their disability since before the age of 19 than non-university students with disabilities.

- For both research populations (non-university and university), the most prevalent type of disability is pain. This type of disability is frequently reported together with mobility and/or flexibility disabilities and/or disability as a result of a mental health condition.

- Among university students with disabilities, mental health was the second most prevalent disability reported; among non-university students, flexibility disability was the second most prevalent.

Canadian Survey on Disability (2012) - Accommodations

- Just over one in four (84,830 or 26.1%) of students surveyed needed assistive devices, support services, modification to curriculum or additional time for testing to follow courses.
- This need was higher among university students with disabilities, 32.2% needing at least one of these accommodations, the most prevalent need being for extended time for tests or exams with 64,730 students indicating requirement.
- **The unmet need for this type of accommodation was significantly higher among non-university students with disabilities** - over one in five survey respondents who needed this accommodation, as of 2012, had not been receiving it.

Education level:	University	College/Other
% of unmet need (extended time):	8.3%	21.1%

Employment of Persons With Disabilities – Statistics Canada data

- In 2011, the employment rate of Canadians aged 25 to 64 with disabilities was 49%, compared with 79% for Canadians without a disability.

Employment rate among persons aged 25 to 64	
Mild disability	68%
Moderate disability	54%
Severe disability	42%
Very severe disability	26%

- The difference in employment rates between persons with disabilities and those without a disability was lower among university graduates.
- Approximately 1 in 2 university graduates, with or without a disability, held a professional occupation. However, graduates with a disability were less likely to hold a management position and earned less than those without a disability, especially among men
(source: Martin Turcotte – Statistics Canada).

Career Educators Survey - Nation-wide Accessibility Research Opportunity for Post-Secondary Career Educators (Survey ran until January 15, 2019)

- Gathered perspectives on current practices and experiences on supporting students with disabilities in Career Education at Canadian post-secondary institutions. Part of the CERIC project.
- Survey's purpose was to examine the current landscape in Canadian Post-secondary Education of accessible and inclusive Career Education programming.
- Who could participate?
Canadian Post-secondary Career Services Professionals – e.g., Career Counsellor/Advisor, Employment/Co-op Placement Coordinator, Career Services Event Planner, Career Centre Director, etc.

Advancing Career Development for Graduate Students with Disabilities: A Snapshot of the 2016 CGPSS Data

- Component of Landscape of Accessibility project.
- Report's focus is on secondary analyses that was completed on questions concerning career education and professional development from the 2016 Canadian Graduate and Professional Student Survey (GCPSS).
- Analyzed student engagement in post-secondary institutions across cultures and demographics.

Advancing Career Development for Graduate Students with Disabilities: A Snapshot of the 2016 CGPSS Data

“...For students with disabilities, the potential for significant barriers to accessing the co-curricular learning environment exists. For instance and do not often have the staff resources to devote to working with other student services portfolios, such as the career educators on campus, in preparing them to work with students with disabilities.”

- Findings of report indicated that students with disabilities benefit greatly from extra-curricular employment/work experience opportunities, such as internships, co-op programming, volunteer opportunities and academic contests.

“Disability services centres on Canadian college and university campuses are funded to provide academic accommodations, but not accommodations in other learning environments”

Example of support for experiential learning:



The **Carleton University Accessible Experiential Learning (CUAEL)** and **Accessible Career Transitions (ACT)** programs are the result of collaboration between the Paul Menton Centre for Students with Disabilities and Career Services and Co-op

CUAEL <https://carleton.ca/cuael/>

- Ontario Government's Career Ready Fund
- Wage subsidies for approved positions
- Four fulltime staff, over 45 employer partners, on and off campus
- First placement began May 2018
- To date, has fulfilled 144 meaningful experiential learning placements for students with disabilities
- Until August 2019
- **ACT** will remain

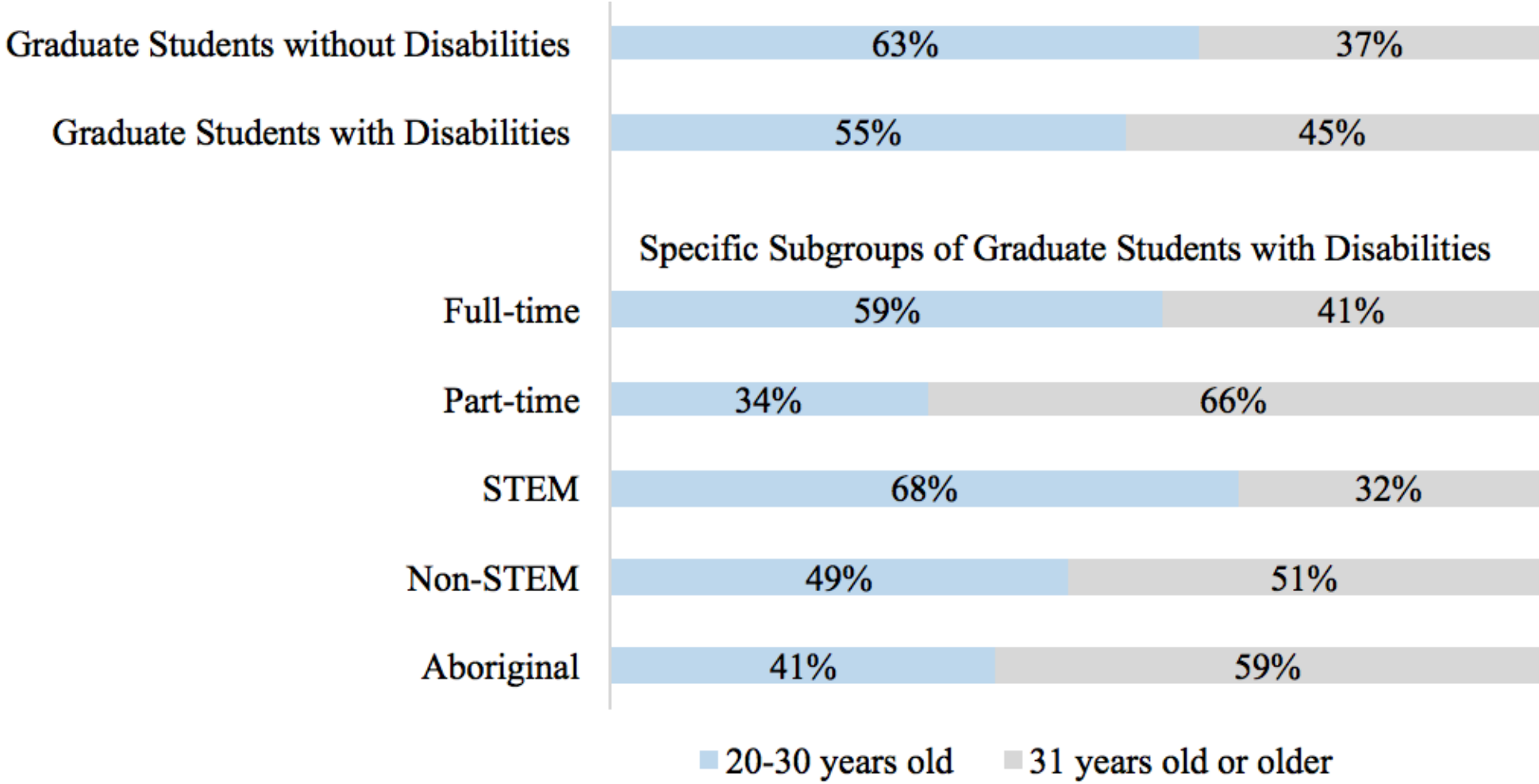
ACT <https://carleton.ca/career/act/>

- One fulltime Career Advisor
- Individualized, Ongoing Support for Students and recent graduates with Disabilities
- Works in conjunction with CUAEL
- Resume preparation, job fit, disclosure, accommodations, interview preparation...
- Employment-related workshops for students with disabilities

Questions for discussion:

1. What gaps exist in opportunities for co-curricular learning that are universally designed for students with various disabilities?
2. In general, how do the needs of master's students compare to those of doctoral students, in terms of: co-curricular learning opportunities; accommodations in the workplace; professional development; and transition to workplace needs?
3. What knowledge-base do we, as career educators, have in the specific challenges students with disabilities experience? In universal design? In employment accommodations? How can we (better) transform this knowledge into programming within our institutions?

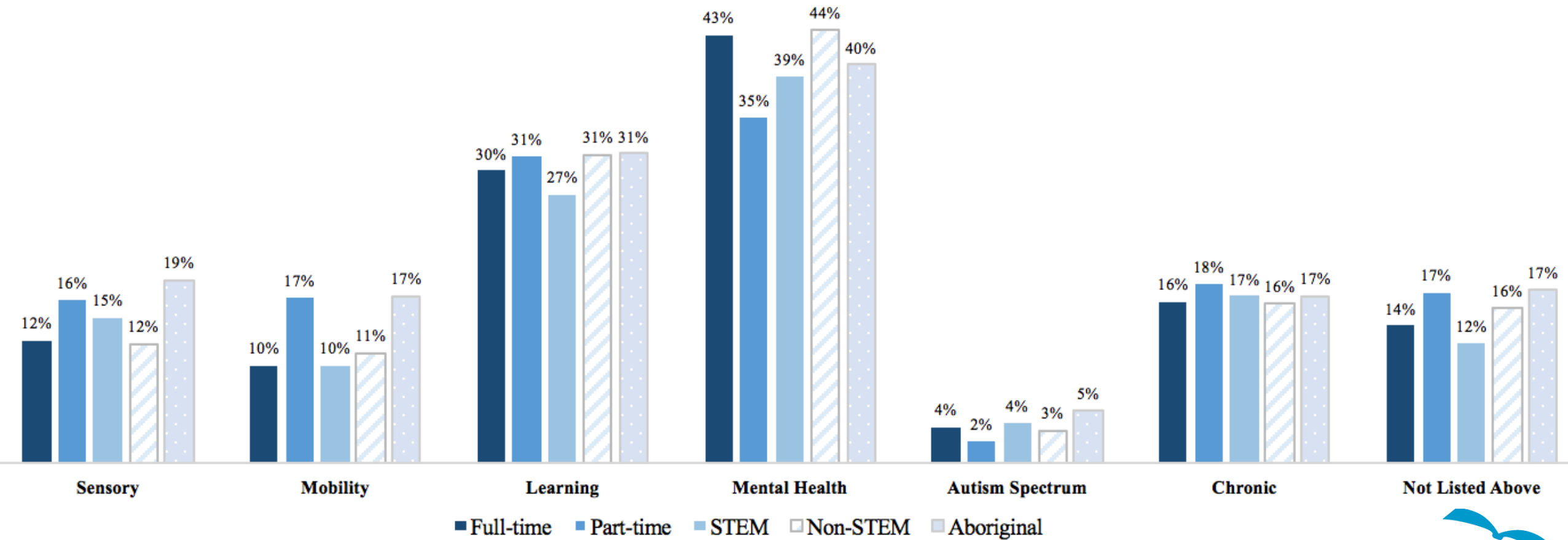
Advancing Career Development for Graduate Students with Disabilities: A Snapshot of the 2016 CGPSS Data Continued – age:



Questions for discussion:

1. What trends might exist in the age of students who engage in professional development and career education activities?
2. How might career educators take the age of students with disabilities into consideration in their program planning?
3. If STEM students are the youngest group of students with disabilities, what specific career-related challenges might these students experience in comparison to: STEM students without disabilities? Non-STEM students with disabilities?

Advancing Career Development for Graduate Students with Disabilities: A Snapshot of the 2016 CGPSS Data continued – disability type:

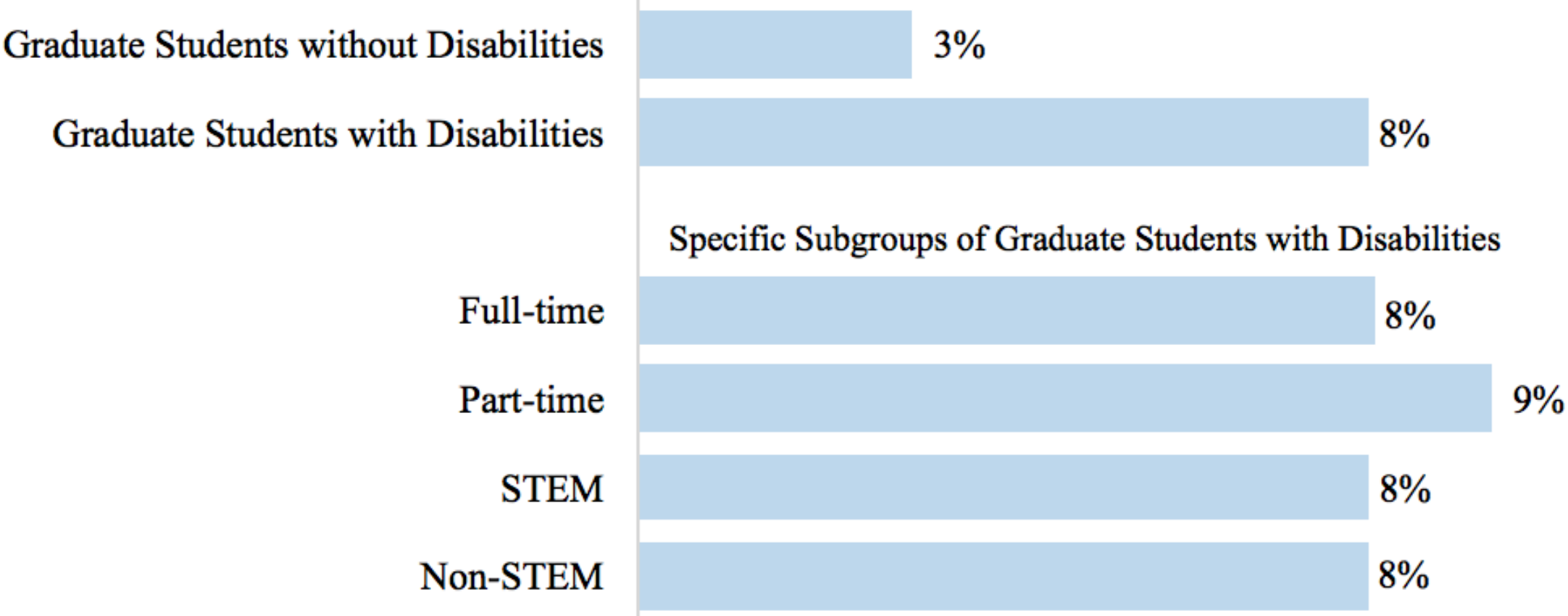


Specific Subgroups of Graduate Students with Disabilities

Questions for discussion:

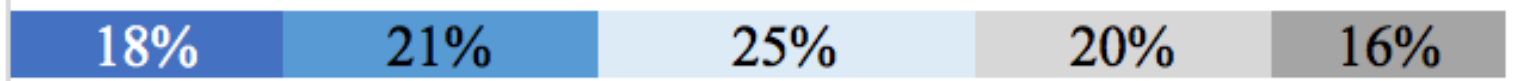
1. Are professional development opportunities designed in a way that the needs of students with various disabilities are accommodated using universal design principles?
2. Given mental health is the most common disability type, are career educators aware of the ways in which mental health disabilities are accommodated in the workplace?

Advancing Career Development for Graduate Students with Disabilities: A Snapshot of the 2016 CGPSS Data Continued – self-identifies as Aboriginal:

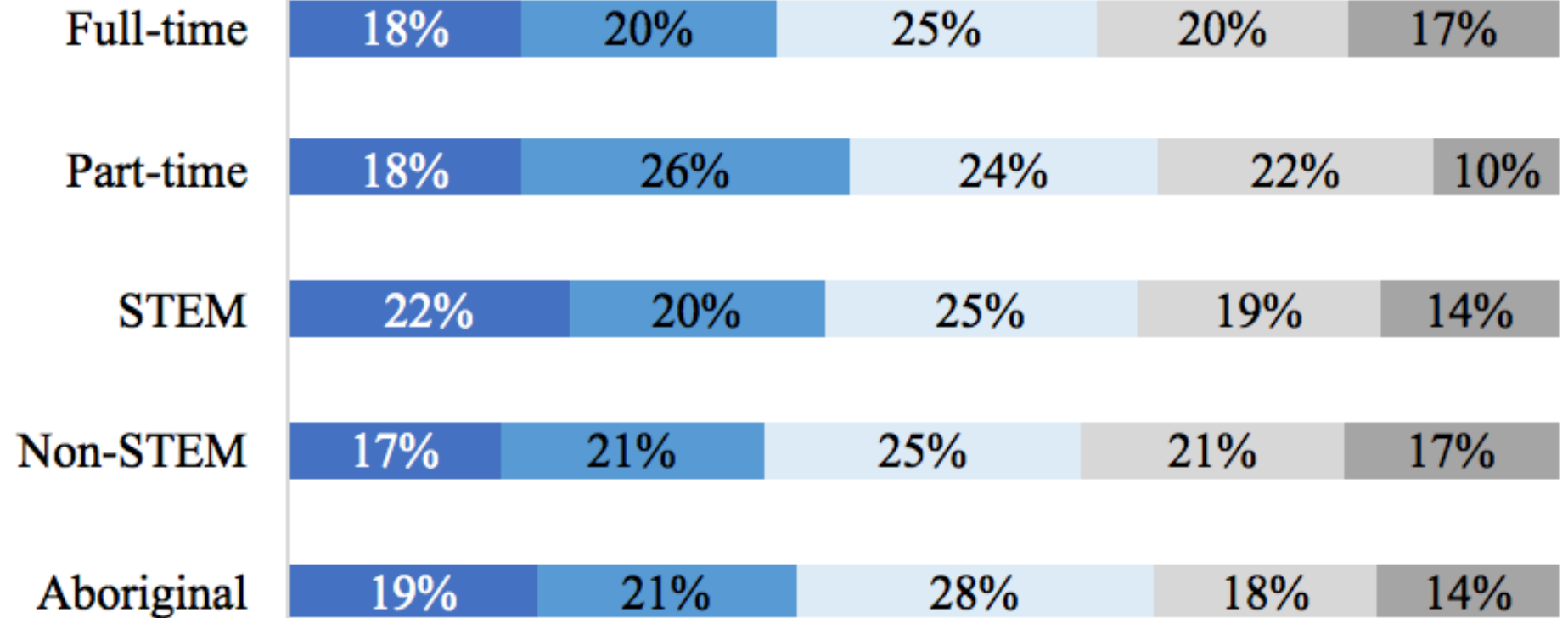


Advancing Career Development for Graduate Students with Disabilities: A Snapshot of the 2016 CGPSS Data Continued –
institutional efforts to accommodate disability/impairment:

All Graduate Students with Disabilities



Specific Subgroups of Graduate Students with Disabilities



■ Excellent ■ Very Good ■ Good ■ Fair ■ Poor

Questions for discussion:

1. In what ways are disabilities/impairments accommodated in various aspects of graduate programs, including different learning environments and professional development opportunities?

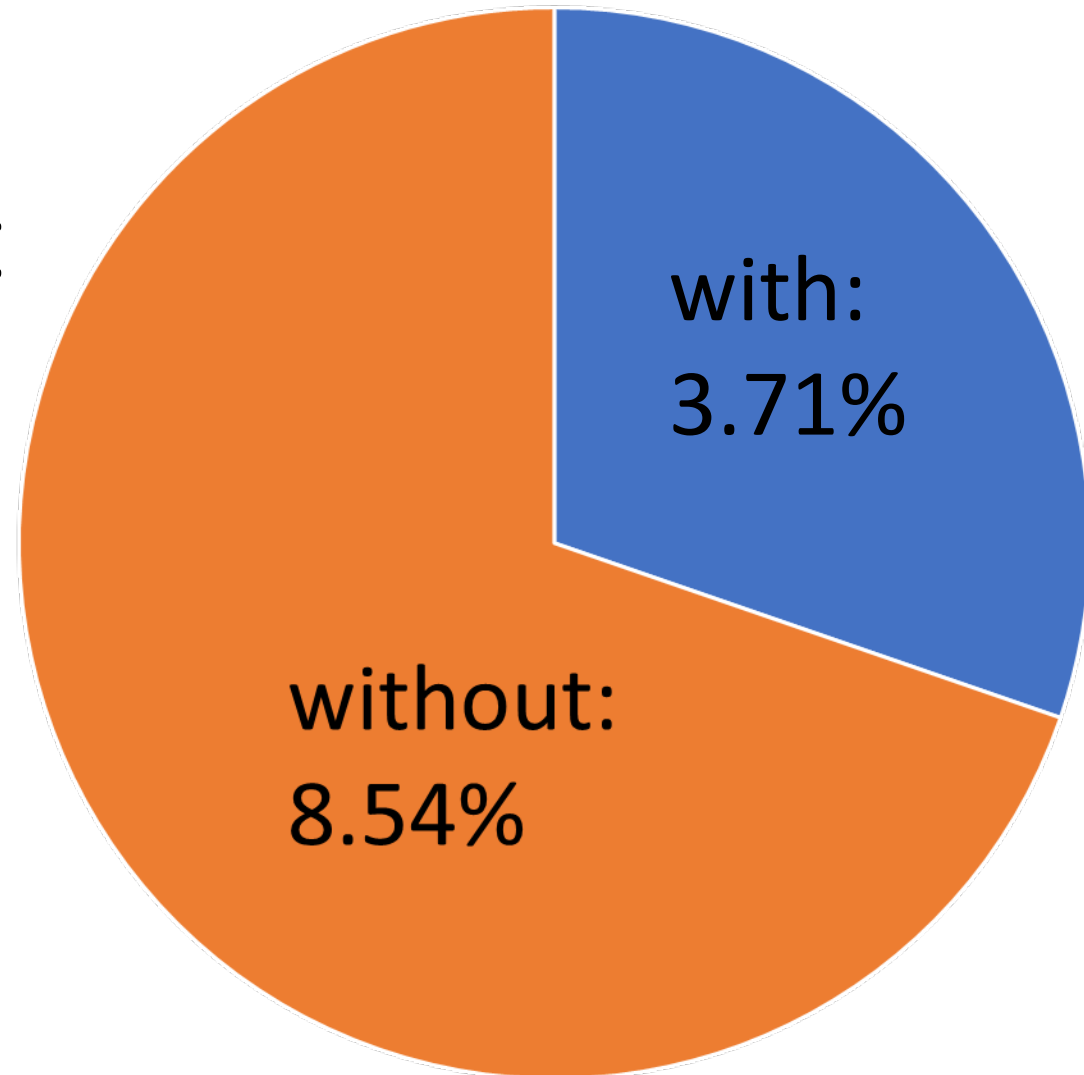
Advancing Career Development for Graduate Students with Disabilities: A Snapshot of the 2016 CGPSS Data Continued – disciplines and student disability status:

- Business Management
- Engineering
- Humanities
- Social Sciences

Percentage of students with/out disabilities in:

Business Management

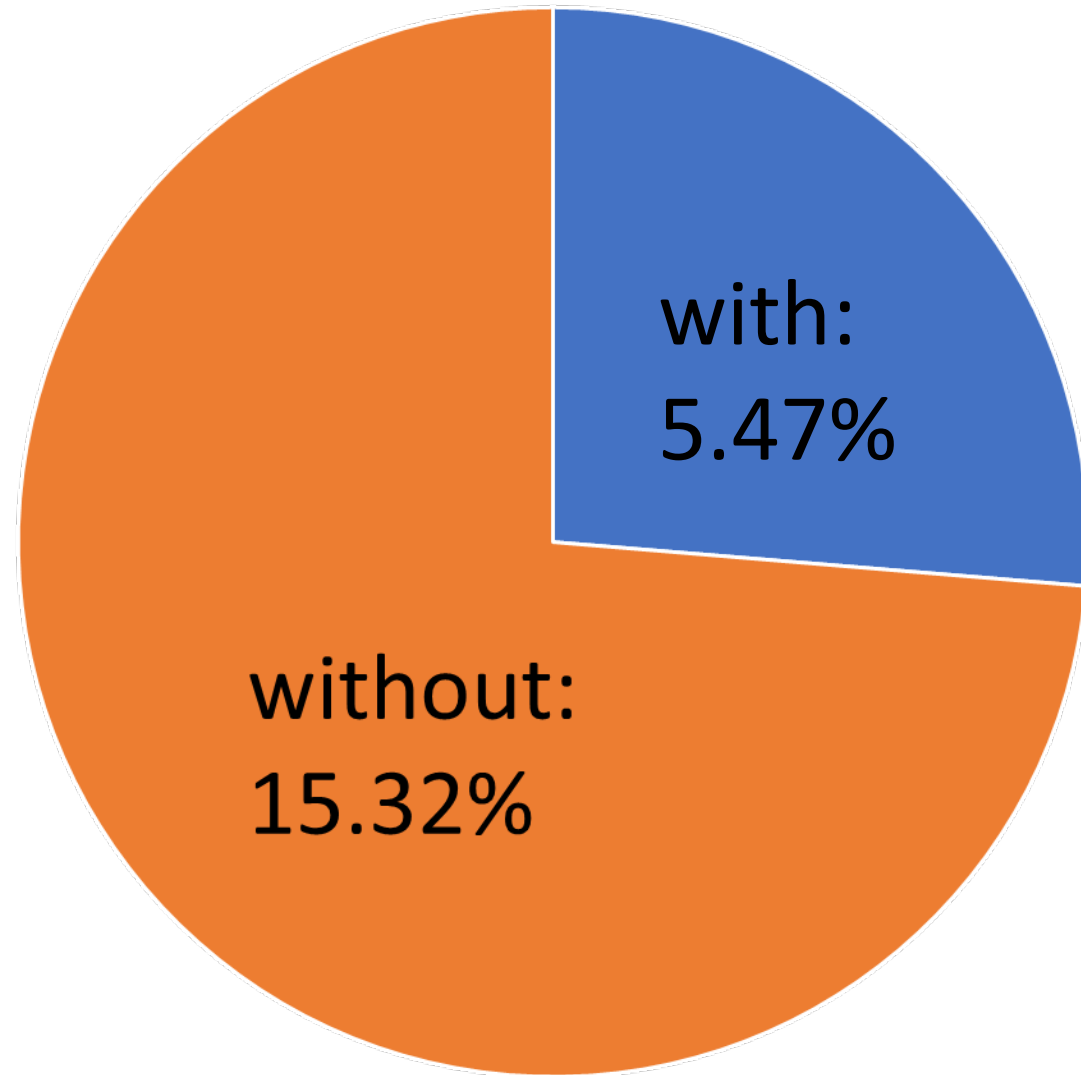
- With disabilities
- Without disabilities



Percentage of students with/out disabilities in:

Engineering

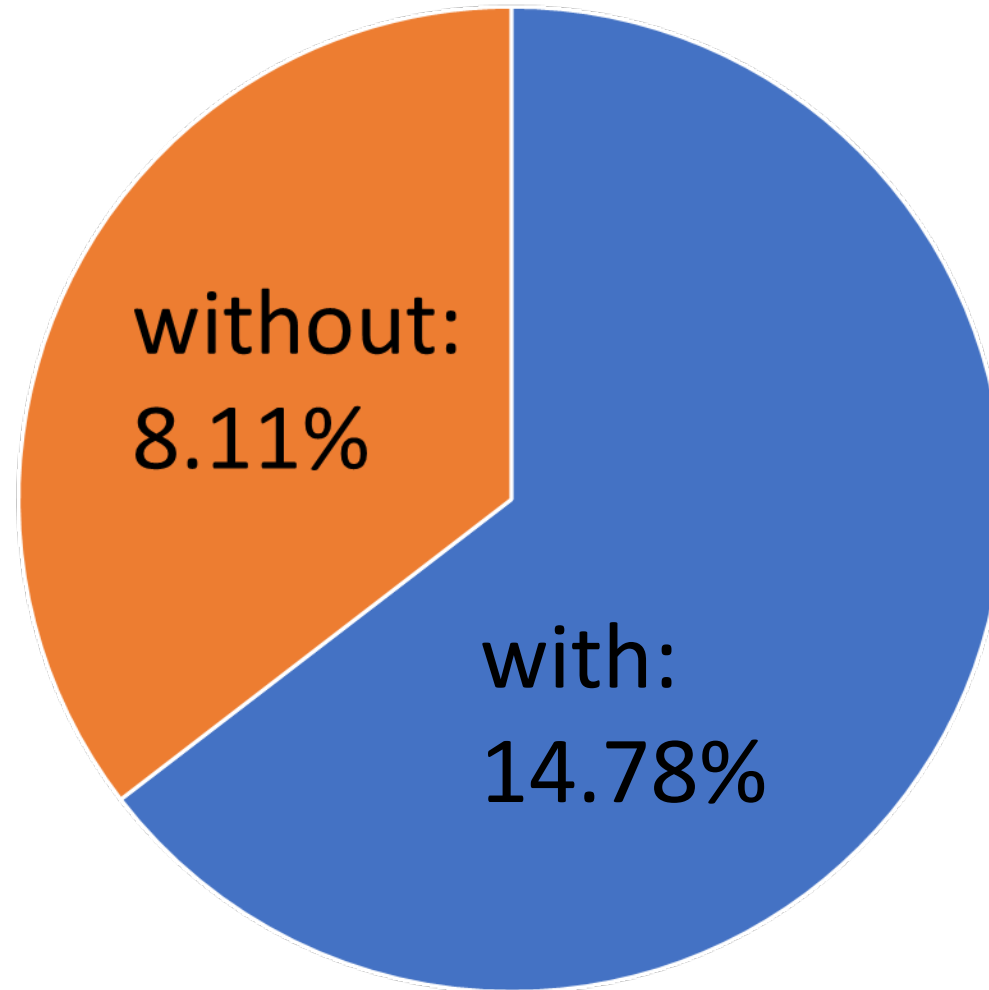
- With disabilities
- Without disabilities



Percentage of students with/out disabilities in:

Humanities

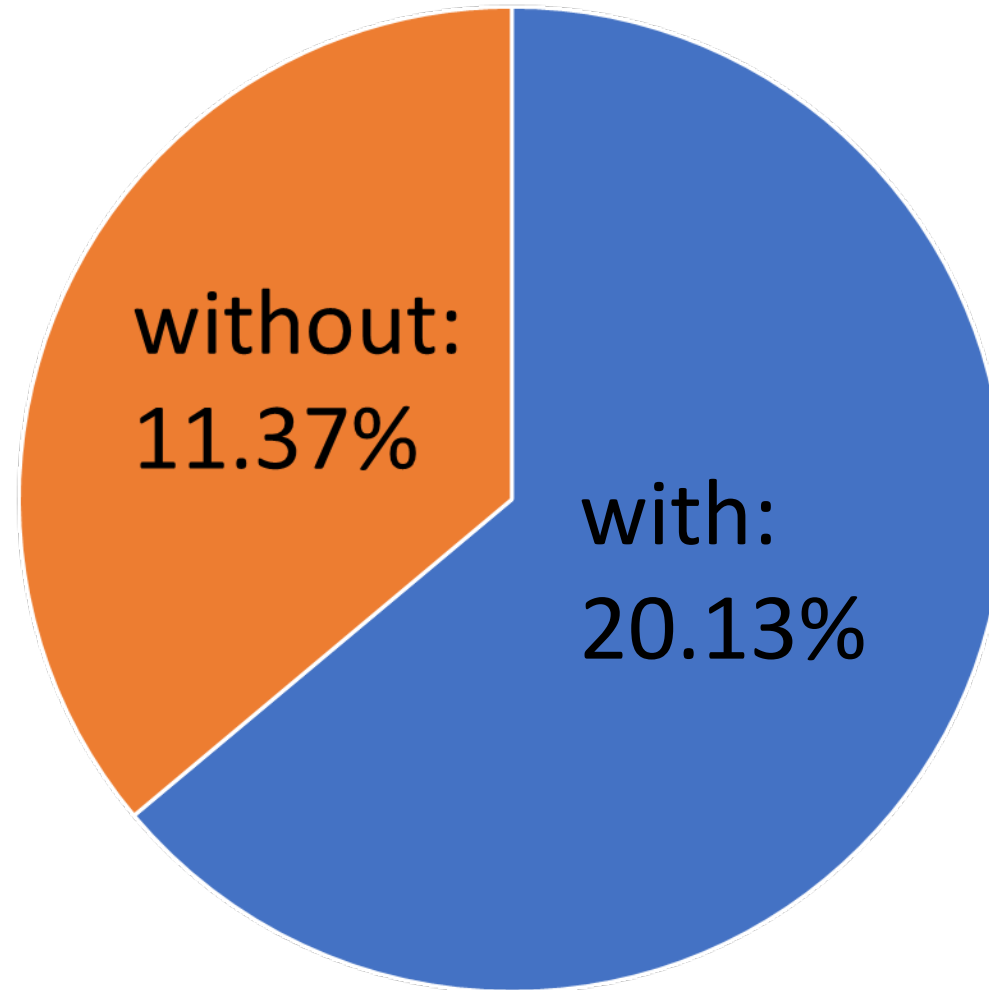
- With disabilities
- Without disabilities



Percentage of students with/out disabilities in:

Social Sciences

- With disabilities
- Without disabilities



Questions for discussion:

1. What draws students to different disciplines?
2. Why might more students with without disabilities be drawn to business/management and engineering programs?
3. How might students with disabilities be encouraged to enroll in business/management and engineering programs?
4. Why might students with disabilities be drawn to the humanities and social sciences?

Career Transitions – Questions for discussion:

1. What kinds of challenges might graduate students with disabilities experience in research based programs where there is an independent research component?
2. How might career educators take age of students with disabilities into consideration in their program planning?
3. What kinds of barriers to employment might graduate students with disabilities experience if they are not Canadian citizens or permanent residents?

Career Transitions – Questions for discussion - continued:

4. If students with disabilities are typically older, what does this mean for career trajectories? Are students with disabilities entering the workforce later in comparison to peers without disabilities?

5. In general, how do the needs of master's students compare to those of doctoral students, in terms of:

- co-curricular learning opportunities;
- accommodations in the workplace;
- professional development; and
- transition to workplace needs?

So what?

- What can we, as career educators, do going forward?

For Further Information:

Frank Smith, National Coordinator

frank.smith@neads.ca

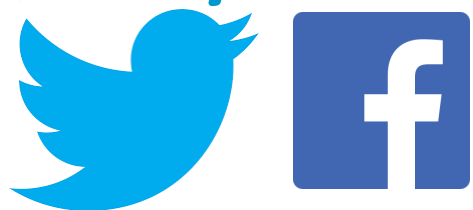
tel. (613) 380-8065, ext. 201

Rm. 514 Unicentre, Carleton University

Ottawa, Ontario www.neads.ca <http://breakingitdown.ca>

<https://www.disabilityawards.ca/>

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The logo for NEADS features the word 'NEADS' in a large, bold, dark blue sans-serif font. Above the letters 'A' and 'D' is a stylized graphic consisting of two curved, overlapping blue shapes that resemble a ribbon or a wing.

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handicapé(e)s au niveau postsecondaire