The ADA Generation:
Recent College Graduates with Disabilities Speak Out
Introduction

Andrew Houtenville
Professor of Economics
University of New Hampshire
Captions are Available

- After selecting Closed Caption (CC), Show Subtitle and the captions will appear on the bottom.
- If you pick View Full Transcript, a running transcript of the captions will appear on the side.
- Select Subtitle Settings to adjust the caption size.
- Also...if you prefer to use Streamtext, here is the link: https://www.streamtext.net/player?event=UNH
Today’s Agenda

• 12:00-12:10  Andrew Houtenville, PhD
  - Introductions
  - Summarize KFNEDS-RCG top line results

• 12:10-12:20  Liz Cardoso, PhD
  - Youth with disabilities entering STEM careers

• 12:20-12:45  John O’Neill, PhD
  - The ADA generation: The lived experience of RCG
    • Annemarie Veira, BA, MS
    • Bryce Stanley, BA, MS, Ph.D. Candidate
    • Hieu Dang, AA, BA, MS

• 12:45-1:00  Questions and Answers
Kessler Foundation Survey Series

• **2015** Kessler Foundation National Employment and Disability Survey: Workers with Disabilities
  - KFNEDS:WD [https://kesslerfoundation.org/kfsurvey15](https://kesslerfoundation.org/kfsurvey15)

• **2017** Kessler Foundation National Employment and Disability Survey: Supervisor Perspectives

• **2020** Kessler Foundation National Employment and Disability Survey: Recent College Graduates
KFNEDS:RCG Research Questions

• 30 years after the ADA, to what extent is college paying off for people with disabilities?
• Are college students with disabilities engaging in career preparation during college in ways that are like their peers without disabilities?
• Are they successfully transitioning to work after they graduate?
• How do employment outcomes (job characteristics, job quality) of recent college graduates with and without disabilities compare?
Sample Characteristics

- 4,738 respondents from all 50 states
- Ages 20 to 35
- Graduated in previous 5 years
- 49% men, 49% women, 2% non-binary, trans
- 61% White, 11% Black, 17% Hispanic
- 35% annual household income < $45,000
- Quotas: 49.8% self-reported disability
College Major

- Business management
  - 18% D
  - 23% non-D
- Health & related sciences
  - 12% D
  - 13% non-D
- STEM
  - 30% D
  - 35% non-D

D = Disability
Career Services Used During College

D = Disability

- Job fair or recruiter on campus: 40% (D), 42% (total)
- Met with career counselors: 40% (D), 38% (total)
- Resume or cover letter training: 33% (D), 32% (total)
- Interview training, mock int.: 23% (D), 23% (total)
- Career explorations: 22% (D), 21% (total)
Career-Related Internships

<table>
<thead>
<tr>
<th>Disability</th>
<th>Had internships</th>
<th>Related to intended field</th>
<th>Helpful to career so far</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>68%</td>
<td>88%</td>
<td>82%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No Disability</th>
<th>Had internships</th>
<th>Related to intended field</th>
<th>Helpful to career so far</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>65%</td>
<td>91%</td>
<td>81%</td>
</tr>
</tbody>
</table>
# Job Search Barriers

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Dis. %</th>
<th>No Dis. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not enough training</td>
<td>44</td>
<td>48</td>
</tr>
<tr>
<td>Employers assume can’t do job*</td>
<td>37</td>
<td>25</td>
</tr>
<tr>
<td>Lack of transportation</td>
<td>31</td>
<td>24</td>
</tr>
<tr>
<td>Less pay than others*</td>
<td>31</td>
<td>21</td>
</tr>
<tr>
<td>Negative employer attitudes*</td>
<td>29</td>
<td>16</td>
</tr>
<tr>
<td>Not enough education</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
<td>14</td>
</tr>
</tbody>
</table>
Job Category

- Bachelor’s degree:

  Person-related, helping

  - 29% D
  - 22% 

  STEM

  - 19% D
  - 23% 

Presentation

Liz Cardoso

Professor of Counseling
Hunter College
NSF MIND Alliance Goal

• To increase the quantity and quality of students with disabilities from racial/ethnic minority backgrounds receiving community college and baccalaureate degrees in STEM disciplines and entering the STEM workforce or graduate education.
Activities

• Summer and Fall Institutes
• Career Assessment, Planning and Counseling
• Field trips/science literacy training
• Teacher/ School Counselor workshops
• Parent/ family workshops
• University support- Disability Services
• Mentoring/Role modeling/Tutoring
• Research/Internship opportunities
• Employment readiness
Outcomes

• Served a total of 712 students (secondary school, community college, and university levels) with disabilities from racial and ethnic minority backgrounds received high-quality STEM educational and career development services.
Outcomes

• High School: 83% graduation rate, 20% transitioned to 2-year college or 4-year college and 5% obtained employment.

• Community College: 73% graduation rate, 38% transition 4-year college, 33% STEM employment

• Four Year College: 71% college graduation rate, 12% transitioned to graduate school, 74% completed graduate school and 25% obtained STEM employment.
Lessons Learned

- Summer and Fall Institutes
- Role Modeling/Tutoring/Mentoring
- Exposure to Internships
- Exposure to careers in the STEM
- Exposure to individuals in STEM with disabilities and with STEM careers
- 1st time with other students who had disabilities and similar interests
Experiences of Minority College Students with Disabilities in STEM

• MIND Alliance provided a sense of belonging and interpersonal support (family, peers, faculty, mentors, advisors and staff).

• Accommodations challenges when individualized (great influence on academic outcome, self-esteem, self determination).

• Support services facilitating peer and University supports.
A Discussion: The Lived Experience of Recent College Graduates with Disabilities

John O’Neill-Moderator

Director
Center for Employment and Disability Research
Kessler Foundation
Panelists-Recent College Graduates

Annemarie Veira, BA, MS
• Coordinator, Disability Resources, School of Visual Arts, NYC

Bryce Stanley, BA, MS
• PhD candidate in Economics, University of New Hampshire

Hieu Dang, AA, BA, MS
• Benefits Counselor, Center for Independence of the Disable, New York (CIDNY)
Panelist Questions

• While in college, what was the biggest barrier you faced and overcame?
• How did your disability influence your college education?
• What was your opinion of college career and disability services?
• What was your experience like after graduating and entering the labor force?
• What survey findings were most meaningful for you?
• What survey findings were most surprising to you?
Question & Answer

• Time for questions!

Closing Comments

• Slides will be archived on the Kessler Foundation website:
  https://kesslerfoundation.org/KFSurvey2020-Webinar

• Please take the survey

Thank You!