



Presentation of Main Findings

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- Mikael Brooks, University of New Hampshire

BACKGROUND

Introducing the Study

- Anniversary of ADA
- Today's recent college graduates grew up with the ADA

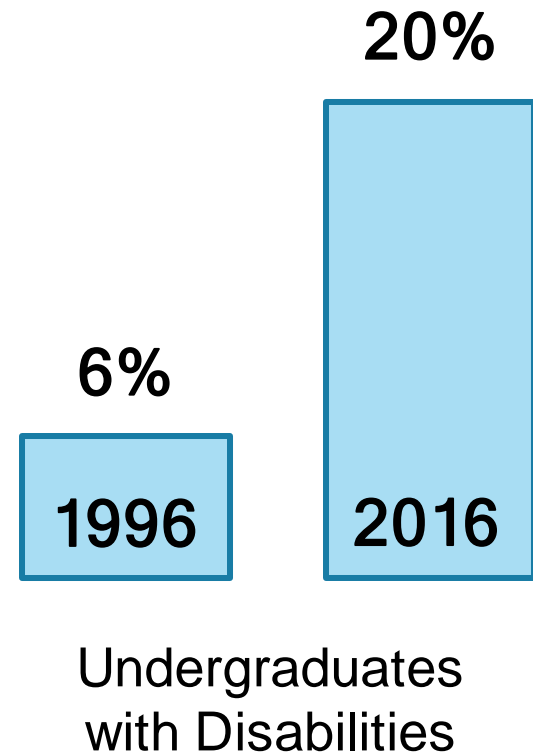


Americans with Disabilities Act

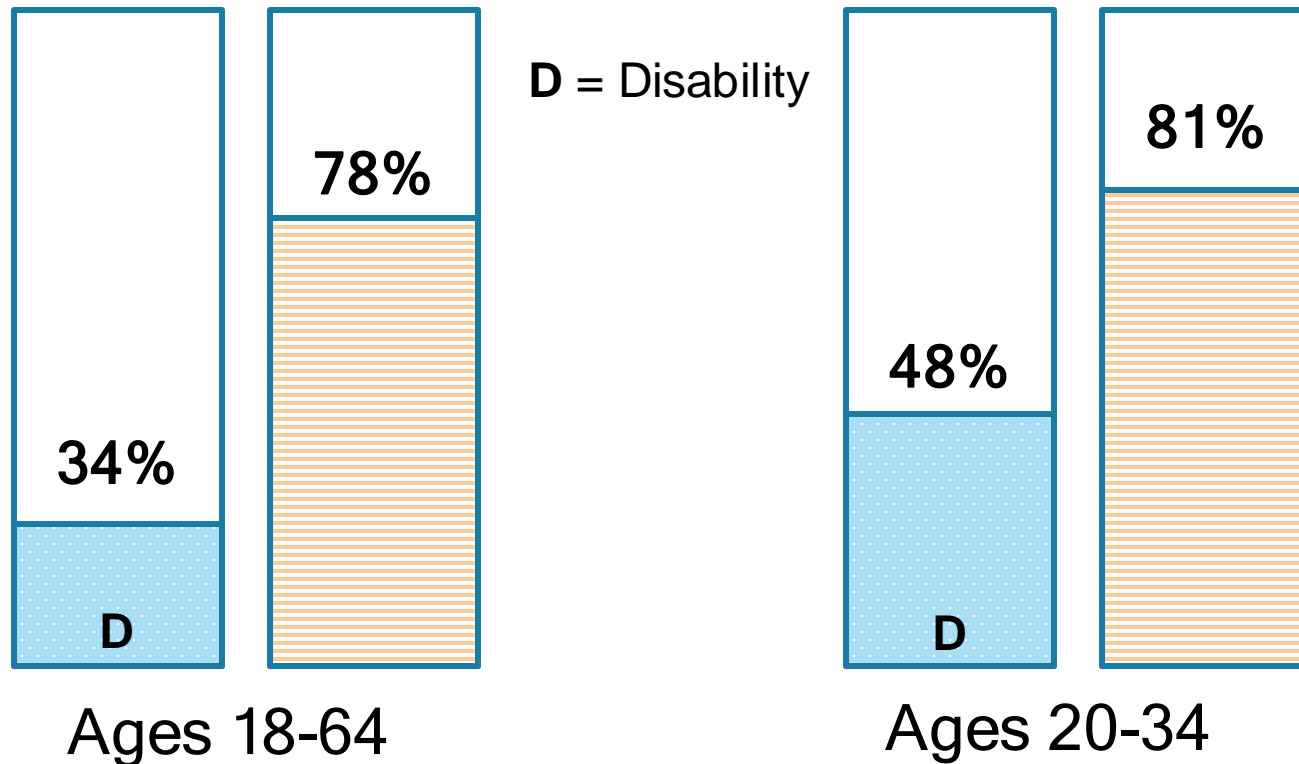
#ThanksToTheADA

Increased Participation in Higher Ed

- Since the ADA, number of college students with disabilities has more than tripled
- 6% in 1995-96 (Horn & Berktold, 1999)
- 20% in 2016 (National Science Foundation, 2019)



Employment Gap Persists: Labor Force Participation Rate



(Kessler Foundation & UNH, 2020)

(U.S. Bureau of Labor Statistics, 2020)

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?

SURVEY RESULTS

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

Respondents with Disabilities

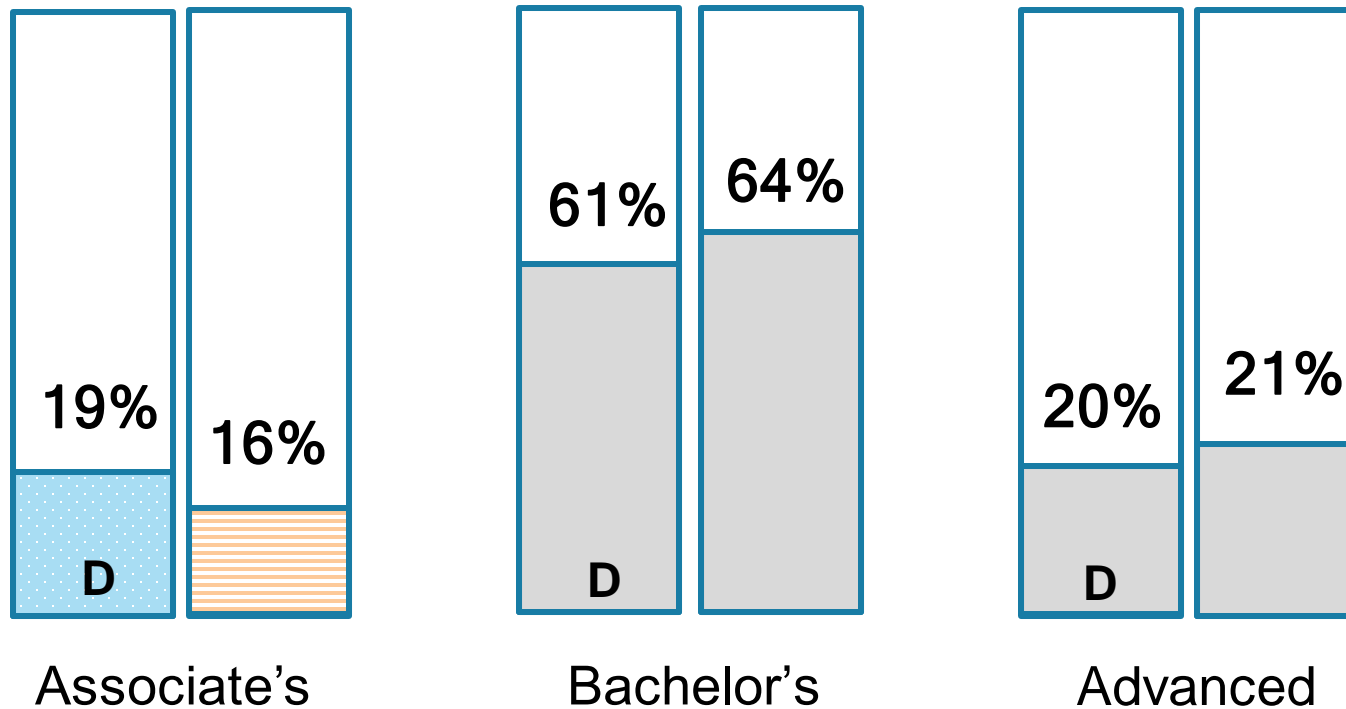
Disability Type	%
Hearing	5.3
Vision	11.3
Lower mobility	10.9
Upper mobility	11.0
Cognition	17.8
Learning	12.2
Mental health	23.1
IDD	1.2
Other	1.2

DEGREE & INSTITUTION

Degree Type

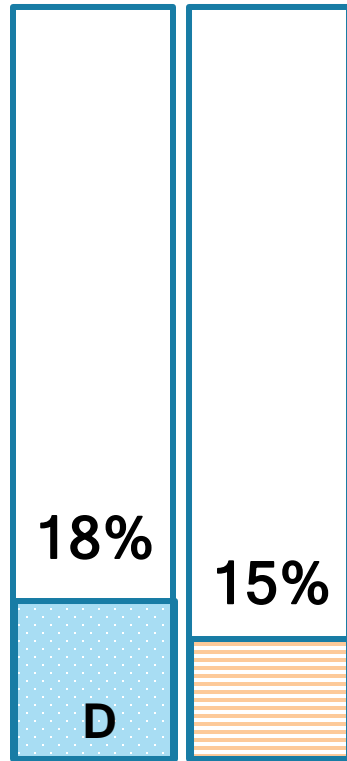
- Reported on undergraduate experiences, even if advanced degree

D = Disability

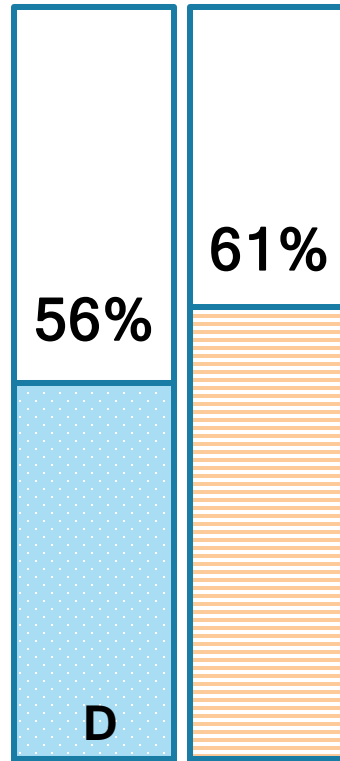


Institution Type

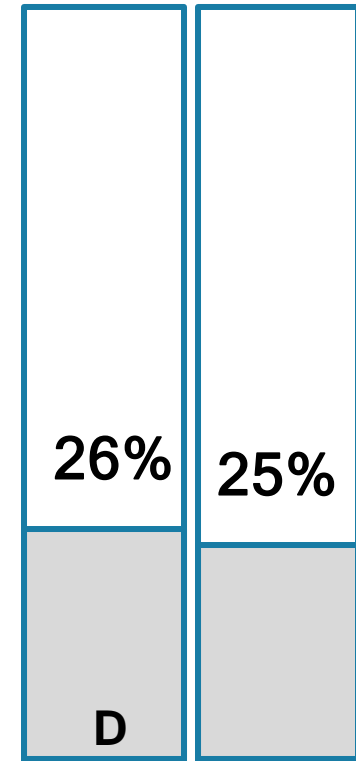
D = Disability



Community college



State college or university



Private college or university

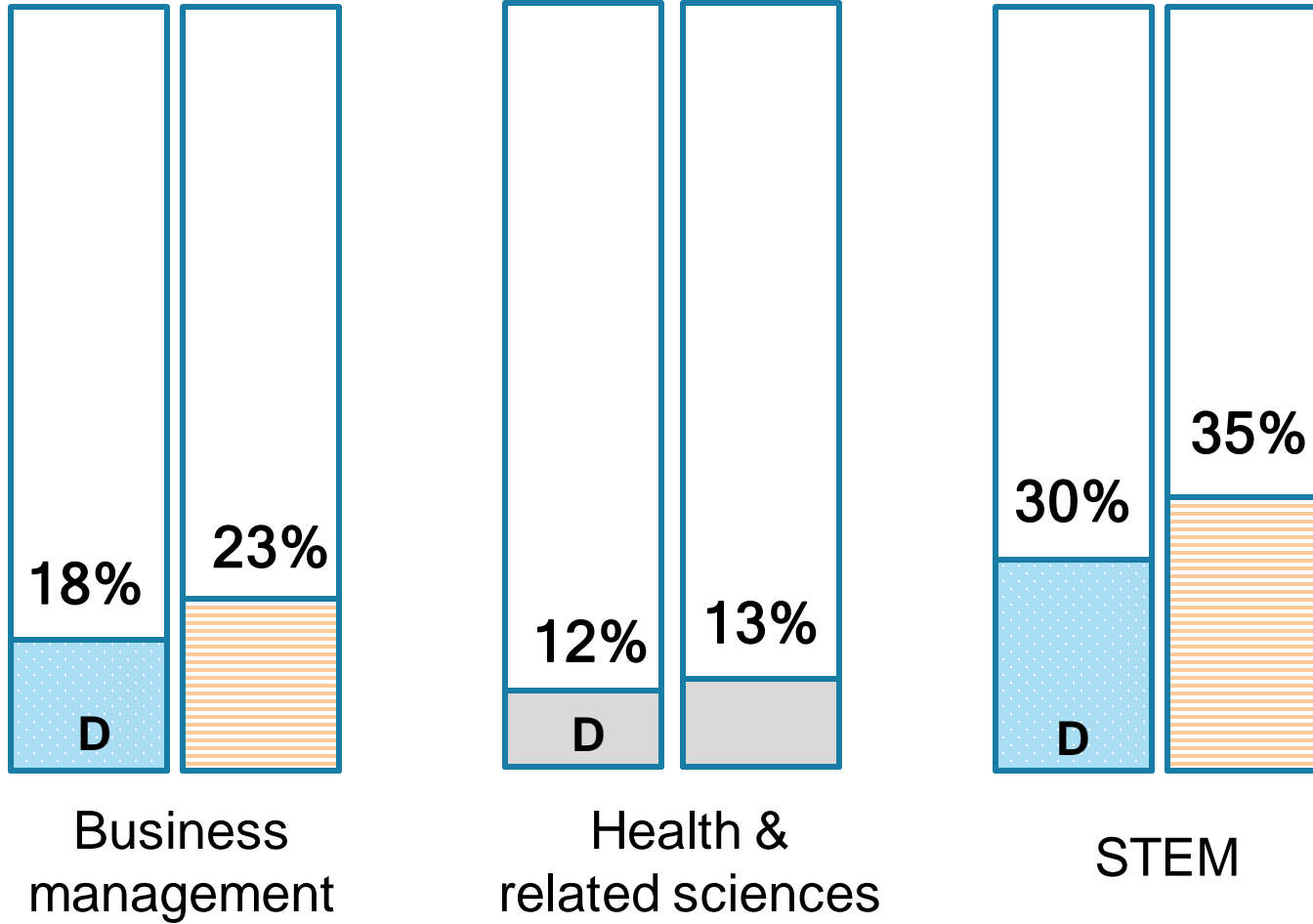
Reasons Degree from Community College

Reason	Dis. %	No Dis. %
Financial (lower cost)	48	44
Easier to get to*	38	29
Better chance of acceptance	28	28
Better match for interests	20	15
Schedule better fits commitments	16	15
Other	16	15

- RCG with disabilities more likely ever took courses at community college: 50% vs 44%

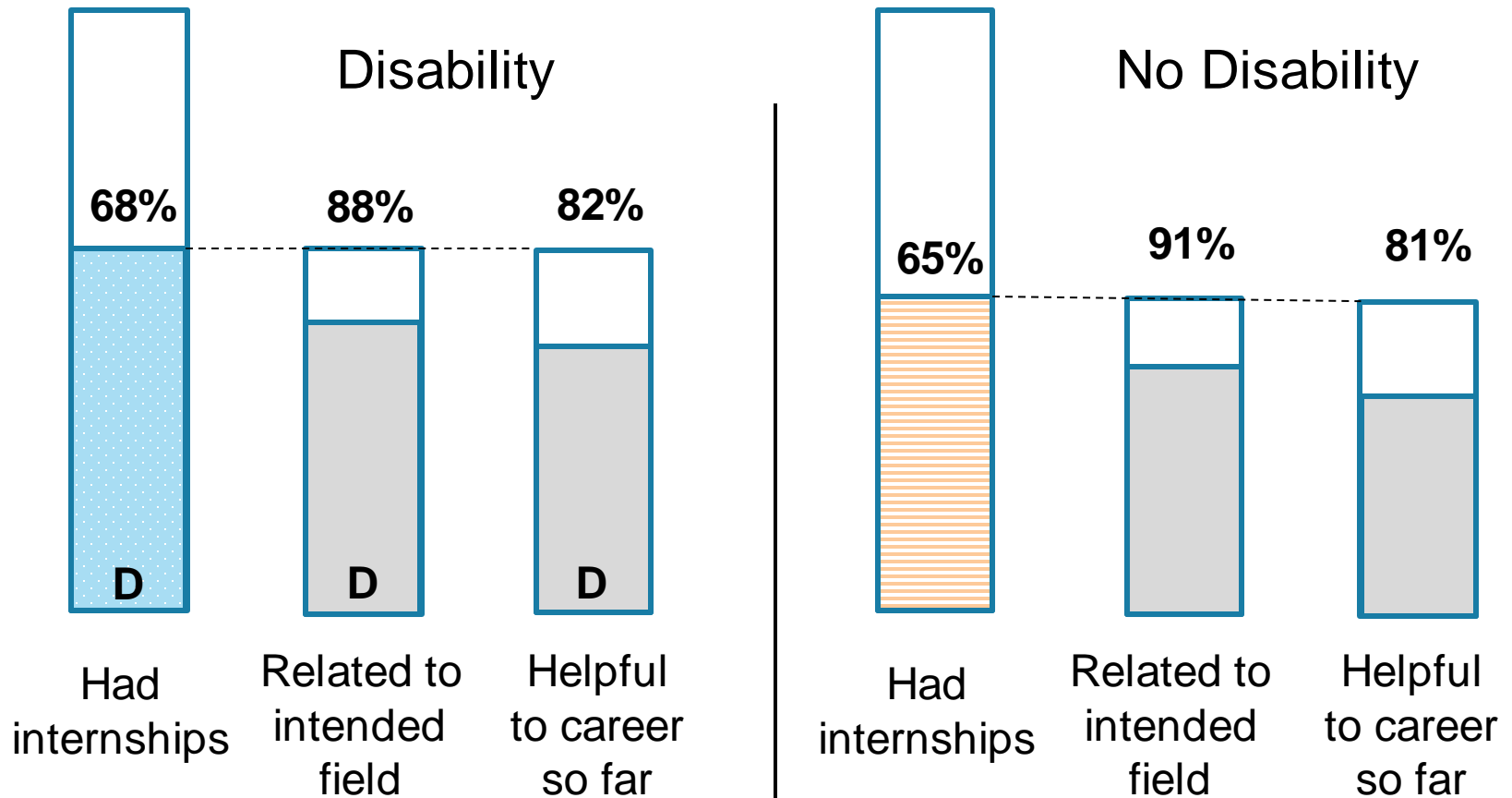
College Major

D = Disability



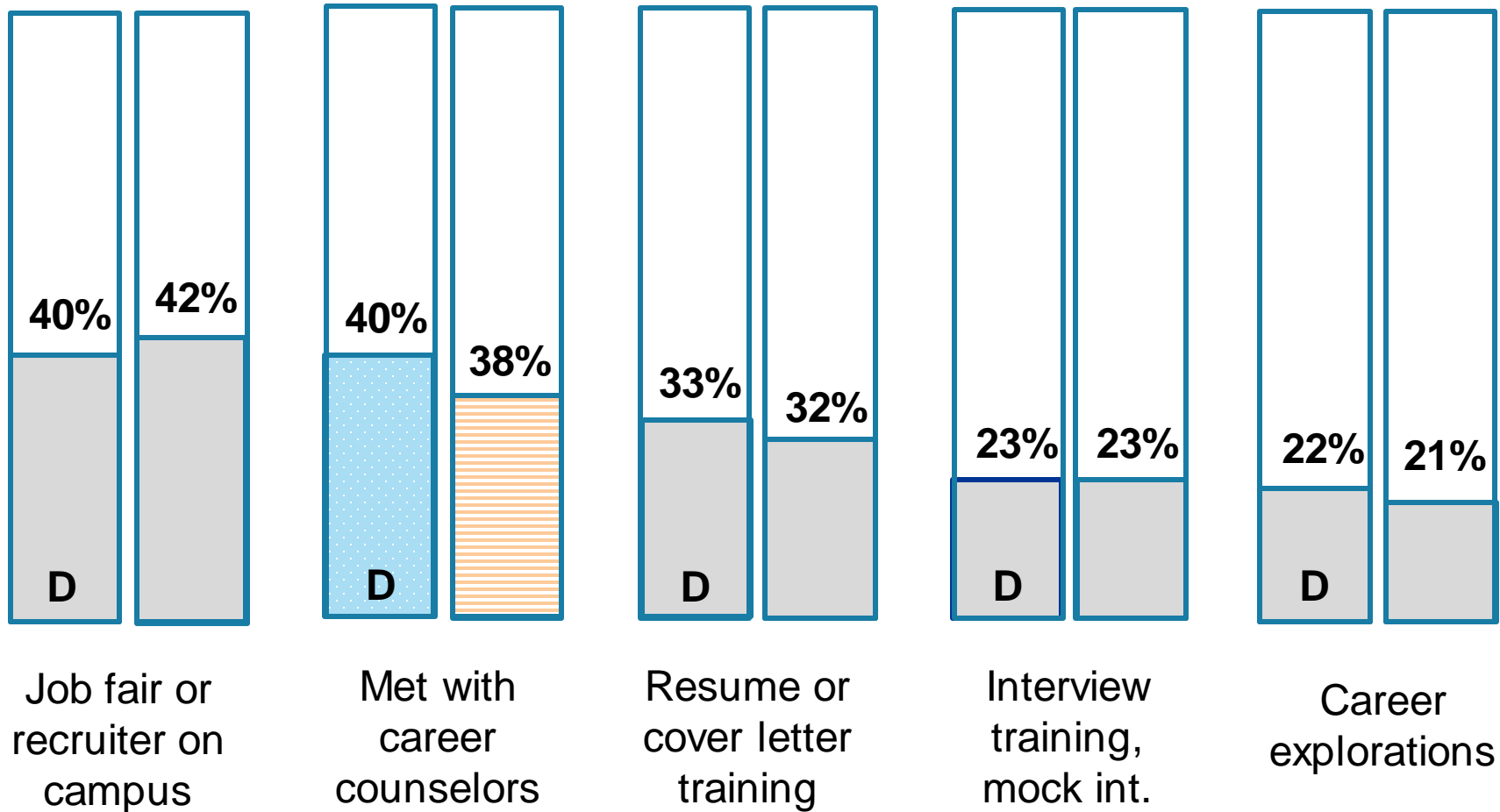
CAREER PREPARATION DURING COLLEGE

Career Helpfulness of Internships

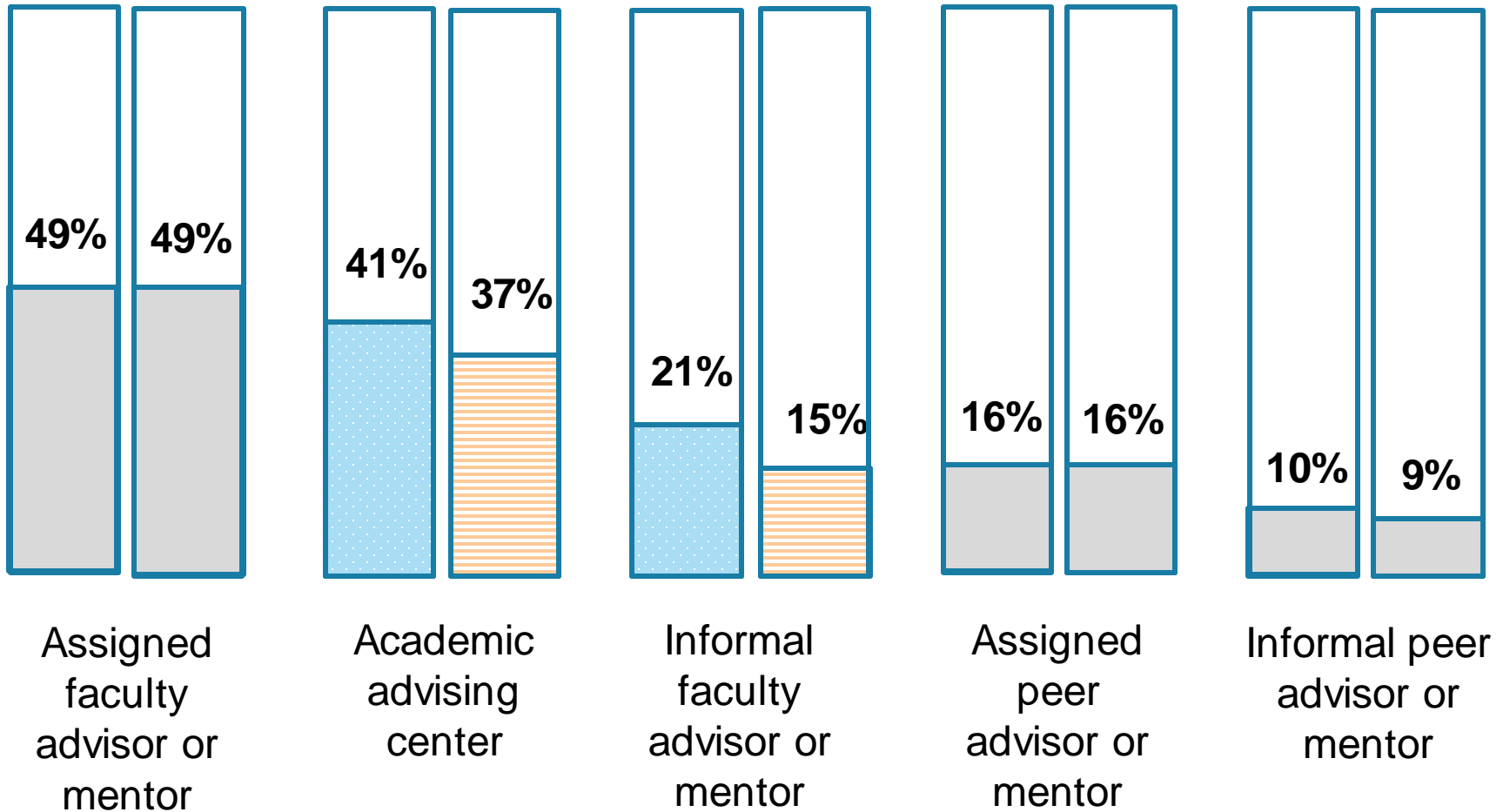


Career Services Used During College

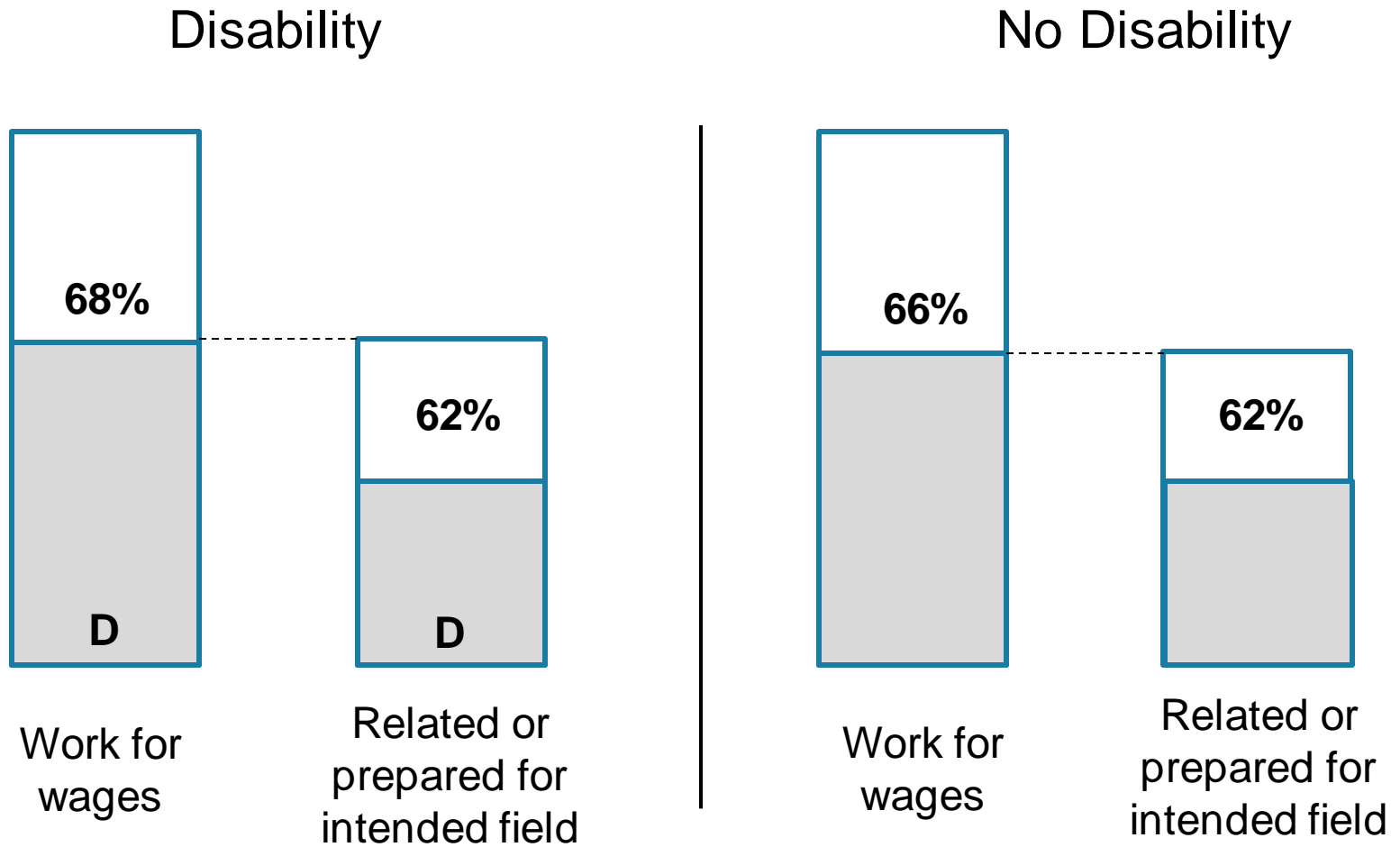
D = Disability



Academic Advising



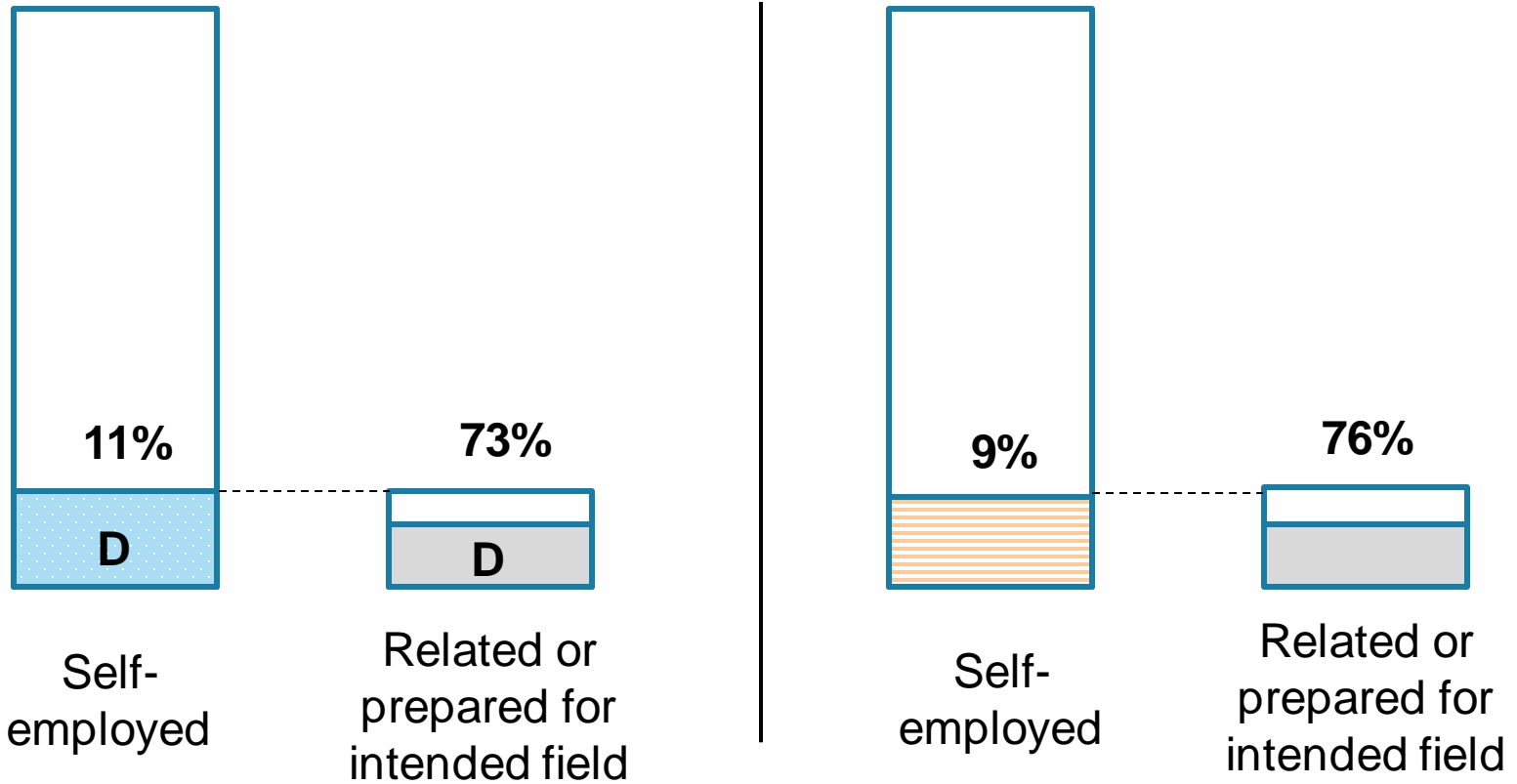
Work for Wages at a Typical Job During College



Self-Employed During College

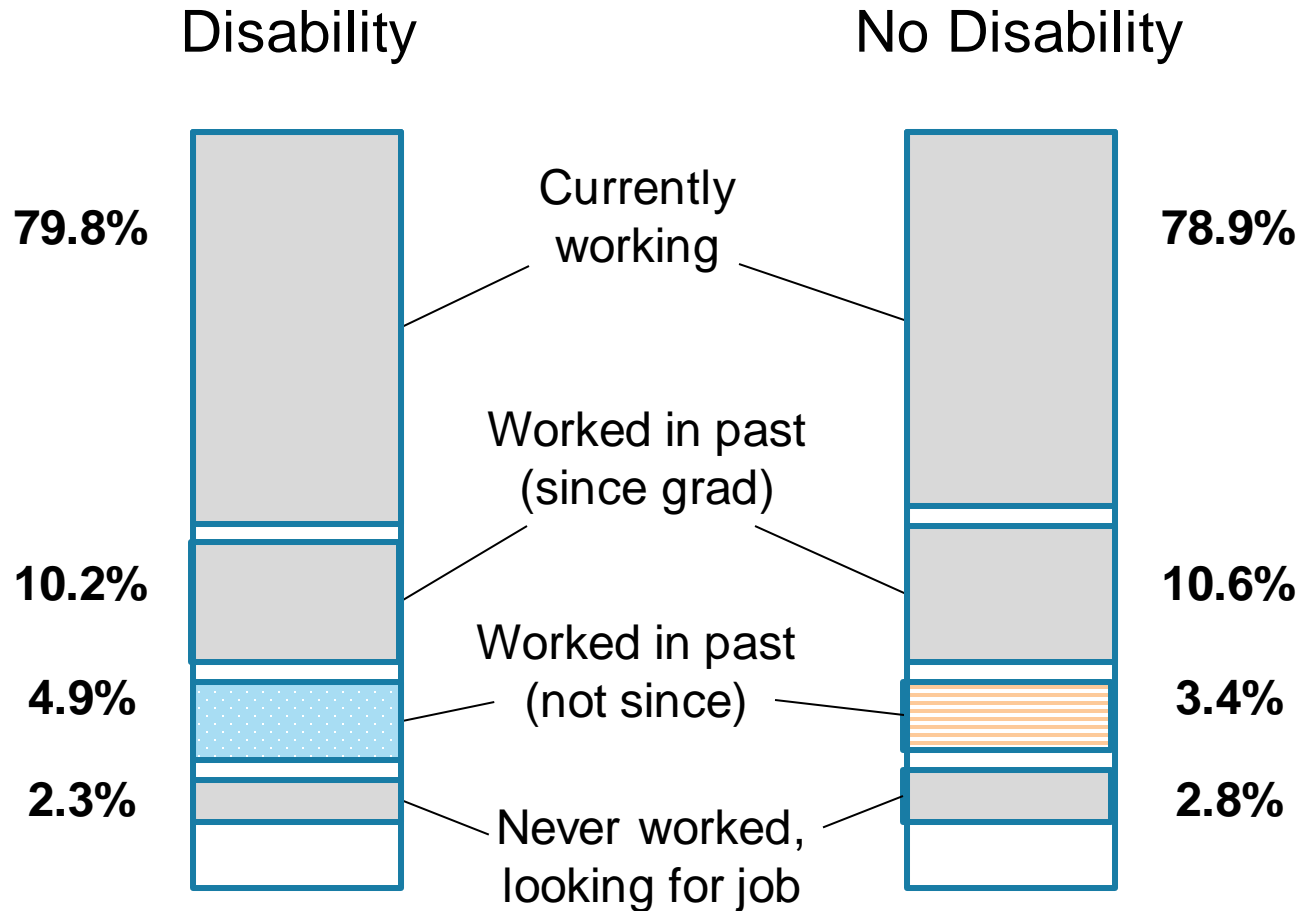
Disability

No Disability

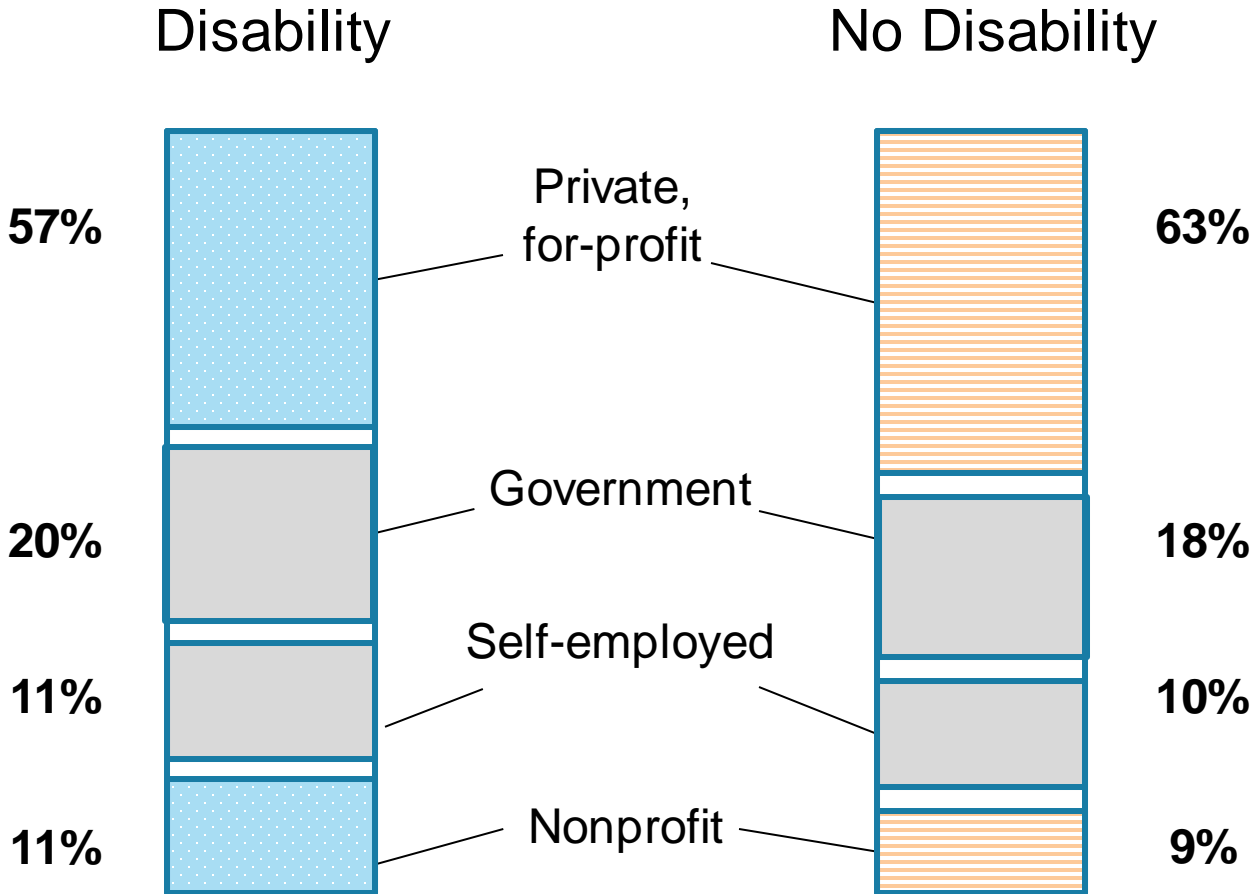


POST-COLLEGE EMPLOYMENT

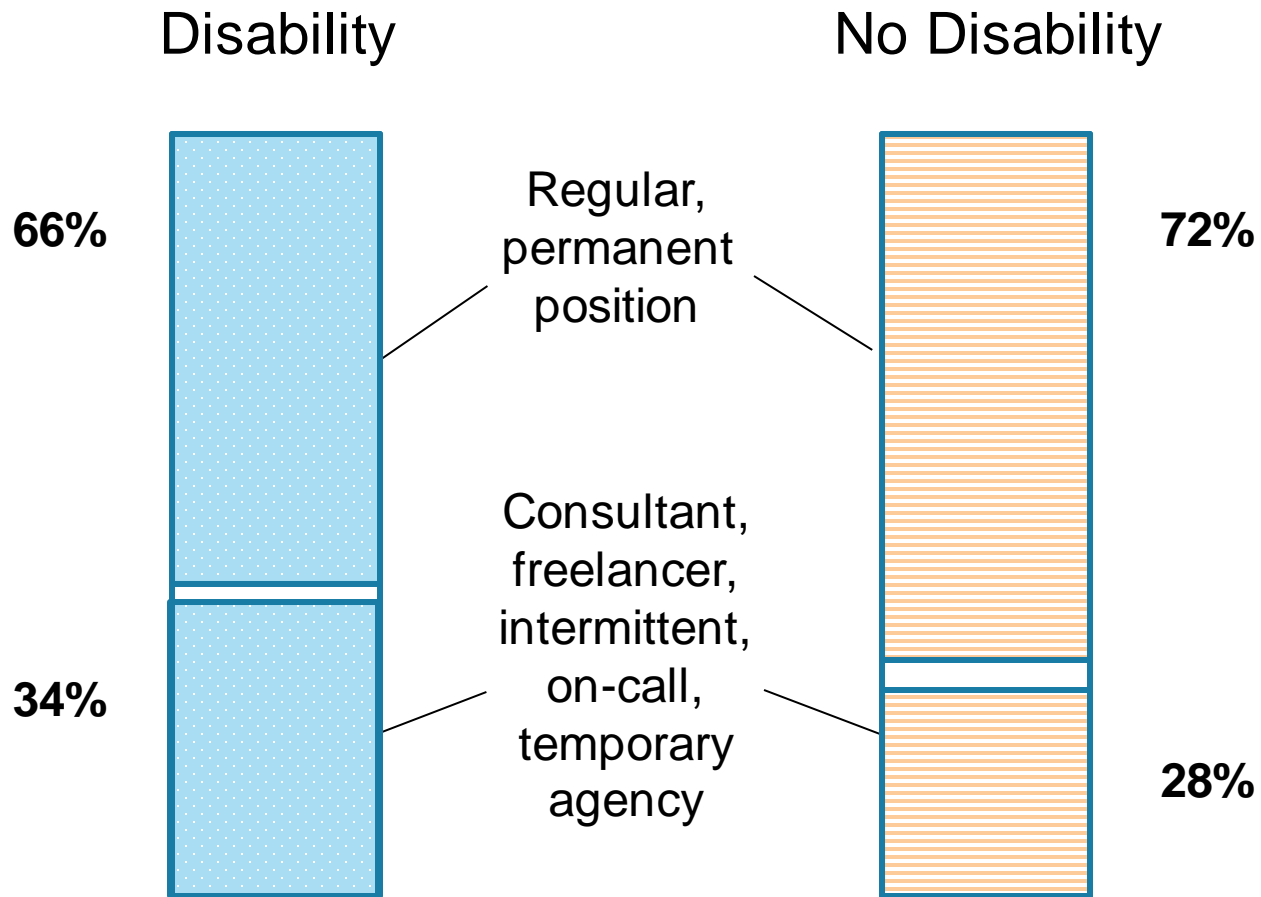
Striving to Work



Sector



Working Arrangement



Top 5 Job Categories

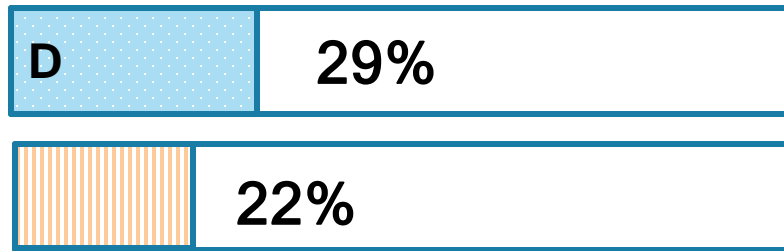
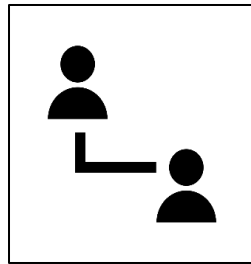
Job Category	Dis. %
Health	12
Engineering	10
Teaching	10
Clerical	15
Sales, marketing	15
Subtotal	15

Job Category	No Dis. %
Health	12
Engineering	10
Computer-related	10
Teaching	9
Sales, marketing	8
Subtotal	49

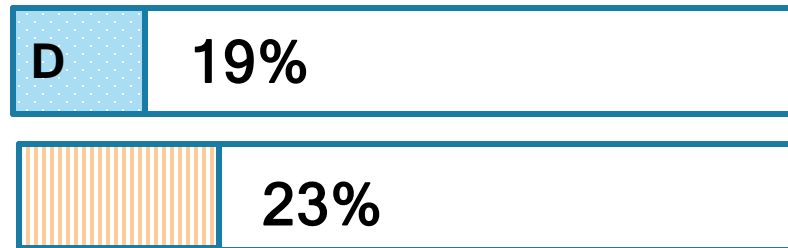
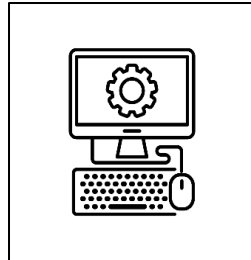
Job Category, continued

- Bachelor's degree:

Person-related, helping



STEM



Earnings (Hourly Wage)

Hourly wage*	Dis. %	No Dis. %
\$7.25 or less	4	3
\$7.26 – 14.99	28	20
\$15.00 – 21.99	33	31
\$22.00 – 40.00	27	35
> \$40.00	9	10
Average	\$25.66	\$27.99
Median	\$18.00	\$20.00

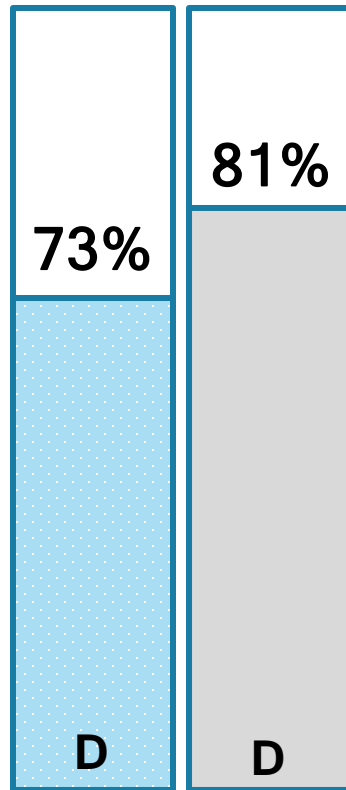
Job Search Barriers

Barrier	Dis. %	No Dis. %
Not enough training	44	48
Employers assume can't do job*	37	25
Lack of transportation	31	24
Less pay than others*	31	21
Negative employer attitudes*	29	16
Not enough education	21	22
Other	17	14

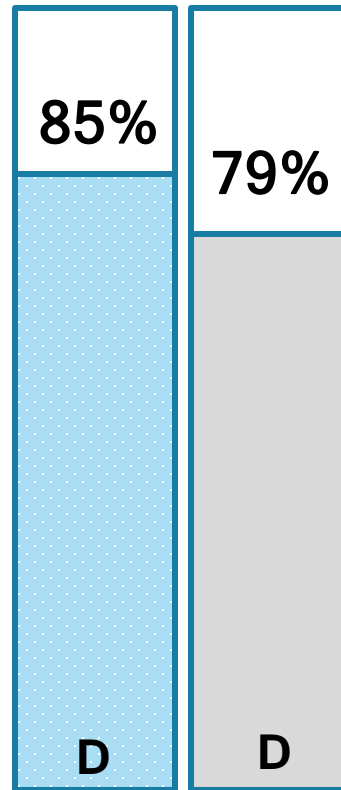
IMPACT OF COLLEGE ON POST-GRAD EMPLOYMENT

College Major: Impact on Employment

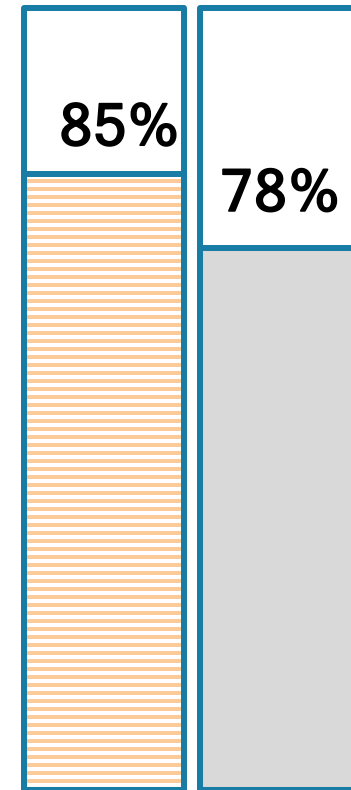
D = Disability



Health sciences vs. other majors



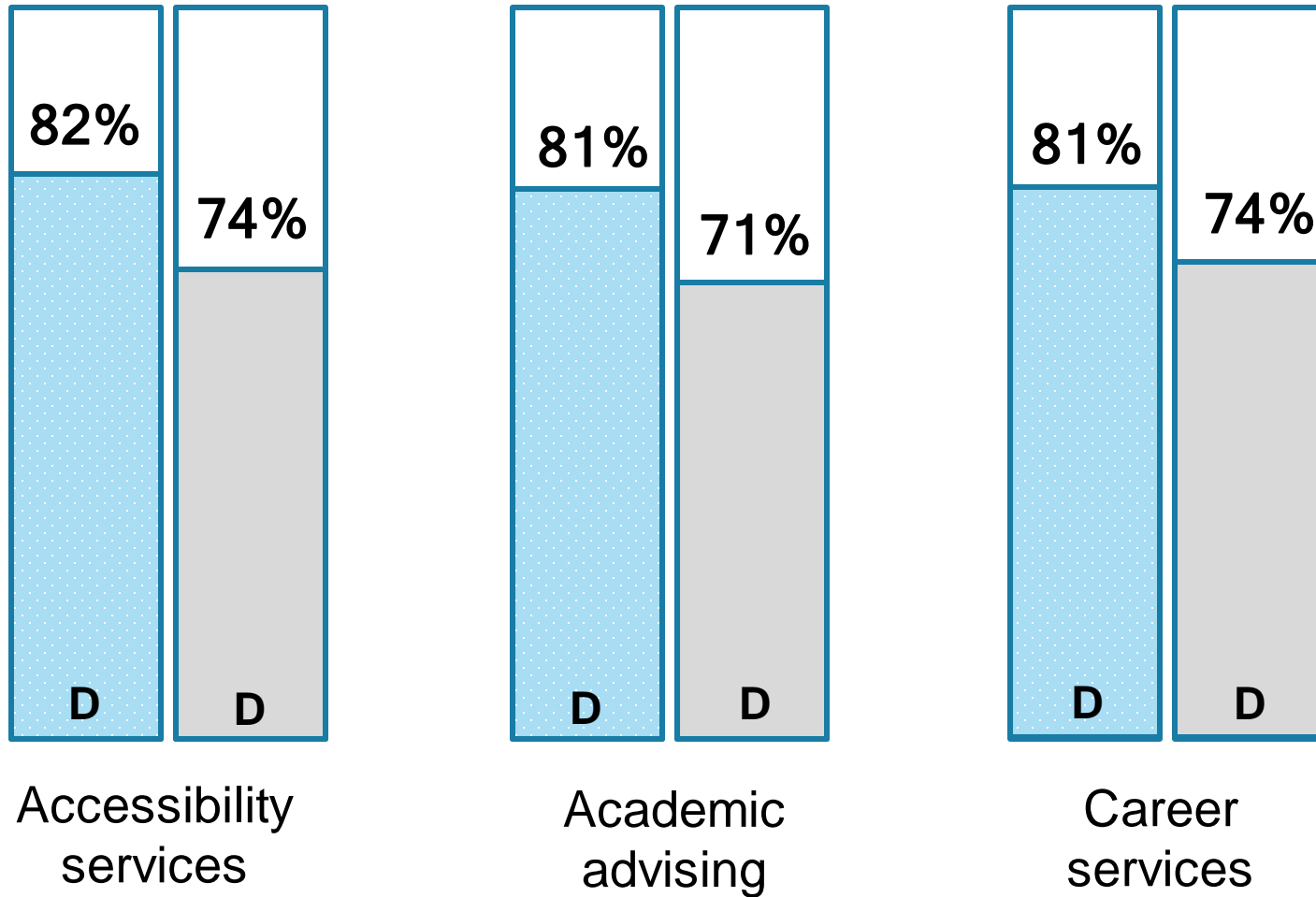
Education vs. other majors



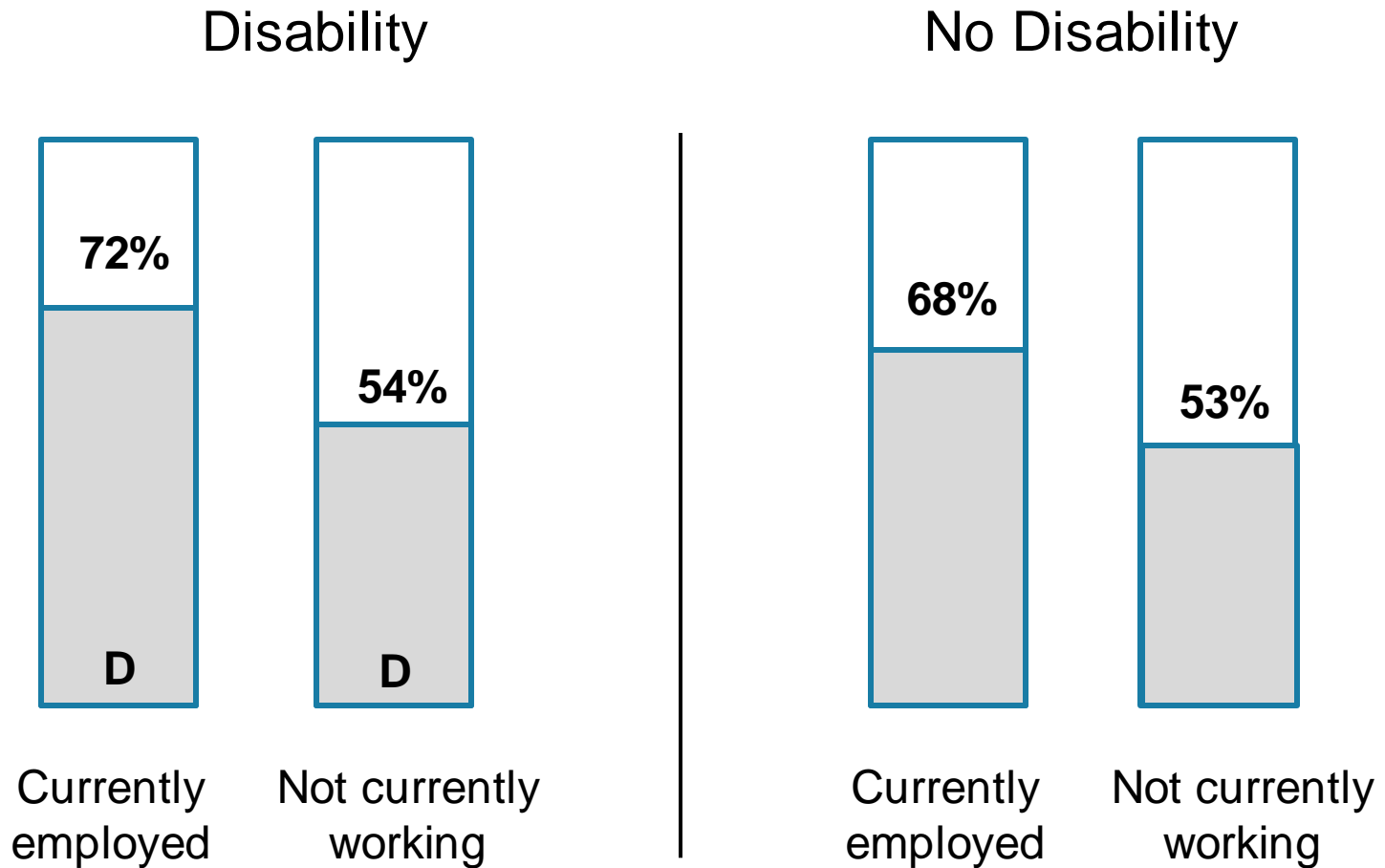
Computer science vs. other majors

Services Used: Impact on Employment

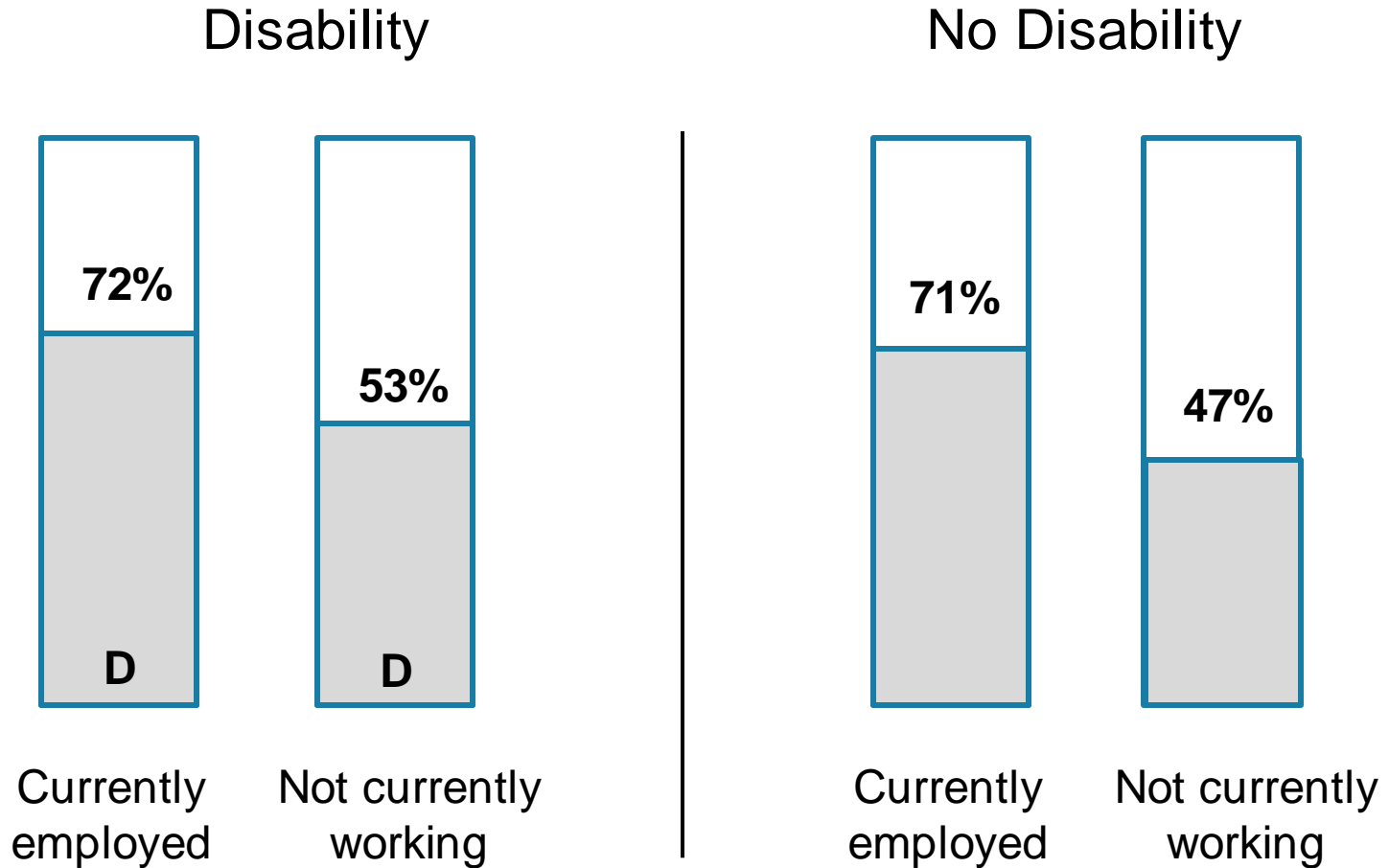
D = Disability



Internships: Impact on Employment



Work during College: Impact on Employment



PREVIEW OF FUTURE ANALYSES

Further Analyses Planned

- Quantitative:
 - Outcomes by disability type
 - Variation by type and location of institution
- Qualitative:
 - Advice for future college students to help prepare for work after graduation

Sample of General Comments

- Examples of general advice given by RCG:

“Learn how to interview...”

“Experience is everything. If you can, job shadow someone in your field...”

Sample of Disability-Specific Comments

- RCG with mental health disabilities:

“Take everything a day at a time...”

“Be open and do not be afraid to ask for help...”

“Know you’re not alone...”

“Your difficulties do not make you unemployable...”

KEY TAKEAWAYS

Employment Prospects Post-College

- A college education pays off for people with disabilities
- 90% of RCG with disabilities reported holding jobs after college
- RCG with disabilities were as likely to be employed post-college as their peers without disabilities

Community College as Pathway to Employment

- RCG with disabilities were more likely than those without disabilities to use community college as a steppingstone toward completion of a 4-year degree
- About 1 in 5 RCG with disabilities earned their primary degree from community college
- Reasons cited for attending community college include lower cost, greater ease of access

Engagement in Career Preparation Activities

- RCG who engaged in career preparation activities like internships, career counseling services, and paid employment during college were more likely to be working after graduation
- RCG with disabilities engaged in career preparation activities during college as much as their peers without disabilities

Engagement in Career Prep., continued

- Because engagement in career preparation is associated with greater likelihood of post-college employment, and
- Because RCG with disabilities are participating at equivalent rates as RCG without disabilities
- Important to ensure that services (e.g., advising, career counseling) and opportunities (e.g., internships) at college are fully accessible, inclusive, and universally designed to benefit all students equitably

Striving to Work

- RCG with disabilities are striving to work
- About 1 in 5 who were currently employed overcame job search barriers related to transportation, negative employer attitudes, and employers assuming they could not do the job
- Despite being as likely to be employed as peers without disabilities after graduation, inequities remain in average earnings, typical hours worked, working arrangements, and job satisfaction

Majoring and Working in STEM

- RCG with disabilities were less likely to have majored in STEM fields and less likely to be working in STEM-related jobs after graduating
- Among computer science majors, there was no increased likelihood of post-college employment for RCG with disabilities, as there was for RCG without disabilities

Second Webinar



The ADA Generation and the Workplace: A Dialog with Recent College Graduates

June 24, 2020 from 12:00 to 1:00pm

Question & Answer

- Help us improve future offerings and submit of questions for second webinar