

Improving Employment Outcomes for Post-Secondary Graduates with Disabilities

Summary Report



EMPLOYMENT
ACCESSIBILITY
RESOURCE NETWORK



Table of Contents

Letter from the President and CEO	3
Acknowledgements	4
Section 1: Socio-Demographics	5
Section 2: Barriers to employment among graduates with disabilities	7
Section 3: Possible Solutions.	10
Section 4: Recommendations	12
Section 5: Conclusion	17
Endnotes	19

Letter from the President and CEO

Across Canada, people with disabilities experience disproportionately lower rates of employment—including those with post-secondary qualifications. Research shows that many people with disabilities find it difficult to enter the workforce after graduation, while those who do often struggle to find stable jobs in line with their capabilities.

The implications of this are significant. Lower rates of employment put this segment of the population at greater risk of financial insecurity—so much so that, today, one in four Canadians with severe disabilities are living in poverty.¹

At United Way East Ontario, we are guided by a promise to our donors and our community: to invest resources where they are needed most and will have the greatest impact. That is why we work with community partners, employers, and other stakeholders to better understand and improve employment outcomes among the growing number of young people with disabilities, graduating from post-secondary education.

Our work in this area culminated in the creation of a research project, which provides extensive insight into the systemic challenges affecting students and graduates with disabilities—the findings of which are summarized in this report.

Our United Way has a long history of working to provide young people the support they need to succeed. But we don't do this alone. It takes everyone in our community to pull together.

In the context of this report, this means employers creating inclusive workplace cultures and equitable recruitment strategies. It means educators putting in place the necessary academic, emotional, and physical supports for students with disabilities—from early years through to post-secondary graduation. And it means collaborating with our community to create opportunities that will help post-secondary graduates with disabilities thrive at work.

It can no longer be the case that persons with disabilities are so vastly underrepresented in the labour market. We need to work together for a better future for all.

I hope you'll join us.



Michael Allen

President and CEO, United Way East Ontario

Acknowledgements

This report was created with the assistance of several community partners. In particular, United Way East Ontario would like to thank the David C. Onley Initiative, Brent Moore (University of Ottawa), Rachel Boutin (NRC), Julia Moran (CODA Media Consulting), Michelle Macland (formerly of YSB), Lena Turnbull (Mothercraft Ottawa), members of the EARN Steering Committee, and the Ottawa Employment Hub for their guidance and feedback. Also, members of United Way's Employment Accessibility Resource Network² provided ongoing consultation and support.

Finally, United Way East Ontario would like to acknowledge with sincere appreciation the work of Paula Quig, a lawyer specializing in Aboriginal law generously seconded to us from the Department of Justice Canada, for developing and authoring the full version of the report and CODA Media Consulting, who worked with UWEO to develop this summary document.



Section 01: Socio-Demographics

This section examines statistical data to provide a picture of the social and economic realities faced by persons with disabilities, and notably post-secondary graduates with disabilities. This helps to identify trends that may warrant consideration as we move towards initiatives that aim to improve employment outcomes for post-secondary graduates with disabilities.

Prevalence

- Approximately 22% of Canadians aged 15 and over, or about 6.2 million Canadians, have a disability.³
- In Ontario in 2017, 13.6% of people aged 15-24 had a disability.⁴
- In Ontario between 2011-12, approximately 46,700 post-secondary students registered with offices for students with disabilities at publicly funded post-secondary institutions (Ontario Ministry of Colleges and Universities). This number rose by 66% between 2003/4 and 2012.⁵
- Approximately 26% of women in Ontario identified as having one or more disability, compared to 22% of men.⁶
- In 2017, 891,740 people in Canada identified as a visible minority with a disability.⁷
- Indigenous people are disproportionately identified as unemployed and living with disability.⁸

Severity and type

Many factors influence the experiences of people with disabilities in the employment context, including the severity and type of their disability or disabilities.⁹

- In Ontario, 2,616,170 people reported a disability in 2017: 928,790 reported their disability as mild, 503,850 reported it as moderate, 568,800 reported it as severe, and 614,730 reporting it as very severe.¹⁰
- Mental health-related disabilities represent approximately 60% of the more than half a million (546,610) Canadians aged 15 to 24 years with disabilities. This is followed by learning-related and pain-related disabilities.¹¹
- A survey of 25,168 respondents at post-secondary institutions in Ontario revealed the most common disabilities among post-secondary education students are mental health conditions, followed by ADD/ADHD, learning disabilities, and chronic illnesses.¹²

Education and income

People with more severe disabilities often have lower rates of employment, lower income, and are at a greater likelihood of living in poverty, regardless of age.¹³

- Approximately 59% of working age adults with disabilities are employed compared to 80% of those without disabilities.¹⁴
- As the severity of disability increases, the percentage of employment decreases, falling from 76% among those with mild disabilities, to 31% among those with very severe disabilities.¹⁵
- However, university graduates with more severe disabilities, both women and men (28% and 32% respectively), were still less likely to be employed than women and men without disabilities who had high school or less (66% and 79%).¹⁶
- Twenty-eight percent of Canadians with severe disabilities live below Canada's official poverty line, versus 14% with milder disabilities, and 10% of non-disabled people as of 2017.¹⁷
- Among those with disabilities aged 15 and over living below Canada's official poverty line, women outnumber men at 622,300 versus 425,030.¹⁸

Finding support at higher levels of education are directly linked to higher rates of employment.¹⁹ Regardless of level of severity, employment rates for persons with disabilities were higher for those with post-secondary credentials than those with high school graduation or less.²⁰

According to Statistics Canada, in 2017:

- Just 3 in 10 men and women with severe disabilities aged 15-24 with a high school education or less were employed.²¹ Having a trade or college certificate, or CEGEP, increased the proportion working to nearly half for both men (49%) and women (48%).²²
- Among men with more severe disabilities, there was no difference in employment rates for those with university credentials and those with college or trade credentials, or CEGEP. Half of this group were employed regardless of the type of post-secondary education.
- Among women with more severe disabilities 58% with university credentials were employed, compared with 48% of those with college or trade credentials or CEGEP.²³

Section 02: Barriers to employment among graduates with disabilities

As noted at the outset of this report, post-secondary graduates with disabilities face daunting labour market realities. The following section sets out some key factors linked to decreased levels of employment and job satisfaction among post-secondary graduates with disabilities.

EDUCATION CONTEXT

Lack of Early Diagnosis, Interventions, and Accommodations

Difficulty accessing psychologists and/or physicians means many students do not receive a proper diagnosis of their disability in their early years. This can lead to inadequate provision of educational supports, accommodations, and programming.

Children who are not properly diagnosed in their early years with a disability may face being labeled as a “problem child” or have disciplinary issues. These students are therefore at a higher risk for suspension, expulsion, or misguided disciplinary actions.

Even where disabilities are properly diagnosed, challenges remain in ensuring the legal obligation to accommodate students with disabilities is respected.²⁴ For example, in a recent survey, 53.2% of parents surveyed reported that their child was not receiving proper academic accommodations and 68.2% of parents reported that schools were meeting half or less than half of their child’s academic needs.²⁵

Bullying: Impact on Academic Performance and Emotional Health

Students and graduates with disabilities are at increased risk of facing social isolation and bullying because of their disability.

According to Canadian Survey on Disability 2012, 1 in 4 persons with disabilities across Canada report being bullied at school due to their condition. More than 25% of persons with disabilities across Canada report being avoided or excluded at school due to their disability, with 37.9% of this demographic found in Ontario.²⁶

Bullying can have an overwhelming impact on students’ performance, emotional health, well-being, and ability to reach their full potential.²⁷ It can hinder a student’s ability to learn and thus impede their ability to obtain education that is critical to their development.²⁸

Access to Education

In Canada, persons with disabilities face barriers while trying to complete their education, which can lead to higher educational costs—or actually prevent them from completing their education altogether.²⁹ The proportion of persons with disabilities who report taking longer to achieve their desired educational level because of their condition

varies from 30% to 39% across Canada, with the largest proportion found in Ontario at 38.3%. In fact, 10% of persons with disabilities across Canada discontinued their education altogether because of their disability.³⁰

Lack of Work Experience During Educational Careers

Another barrier to positive employment outcomes among post-secondary graduates with disabilities is the lack of access to summer jobs and co-operative placements during secondary and post-secondary years. A repeated finding is that many students with disabilities lack access to education and training and are thus not “job ready”³¹ when they graduate from post-secondary education. This lack of previous work experience has been noted as one of the biggest barriers to employment for post-secondary graduates with disabilities.³²

EMPLOYMENT CONTEXT

Attitudinal Barriers

Research shows that some employers still hold negative attitudes and misconceptions with regard to people with disabilities, which can lead to discriminatory hiring and employment practices.³³

Fear of facing discrimination can lead people with disabilities to decide against disclosing their disabilities or trying to apply for a job. In a 2011 survey of employed graduates with learning disabilities by the Higher Education Quality Council of Ontario (HEQCO), 62% of respondents reported they chose not to reveal their disability, often for fear of being stigmatized.³⁴

Negative attitudes and misconceptions in respect to people with disabilities may also contribute to a workplace having inadequate accommodations and supports for employees with disabilities.

Lack of Inclusive Recruitment Practices

Inclusive recruitment practices include the genuine openness (or lack thereof) of a workplace to hire post-secondary graduates with disabilities. It can also include the act of intentionally or unintentionally screening out these individuals during recruitment and hiring if diversity practices are not in place and actively applied.

Inaccessible Workplaces

Employees with disabilities may be unable to thrive in their workplace because the workplace itself is inaccessible. This could include policies that are not inclusive, an environment that is physically inaccessible or a lack of workplace tools, such as assistive technologies (specialized computer hardware and software, websites, etc).³⁵ Federal and Provincial legal requirements set the foundation for these efforts through the AODA and the duty to accommodate outlined by the Canadian Human Rights Commission³⁶ and the Ontario Employment Standards Act.

Challenging Labour Market Realities

Challenging and ever-changing market realities influence post-secondary graduates' ability to acquire employment opportunities. They may face increased "gig economy" opportunities where they have short-term contracts, no benefits, no stability, and no vacation time. They may also be engaged in precarious employment where they lack the clarity of their rights as a worker. While some may thrive in this environment, including post-secondary graduates with disabilities, others engaged in precarious work find it too much to manage, and this may seriously impact job satisfaction rates and the longevity of career paths.³⁷



Section 03: Possible Solutions

While this issue is quite complex, the following solutions may all contribute to improved employment situations for graduates with disabilities.

Education – Early Years

All children—regardless of their family’s socio-economic status—should have access to physicians and psychologists who can diagnose their disability in the early years. This is key to the life-long success of a person with a disability, as it better equips both families and educators to support their development.

Also key is ensuring that schools and educators are readily equipped and properly trained to address the needs of all students with disabilities, regardless of the nature of these disabilities—and that accommodations that will address these needs are implemented consistently and thoroughly throughout the entirety of the academic careers of students with disabilities.

Educators must also be aware of and ready to implement aspects of the AODA into their classrooms and education plans. COVID-19 has catapulted us into a world where online and virtual learning is becoming more commonplace. It is of utmost importance that educators consider how disabilities—specifically learning disabilities and mental health issues—will affect how individualized education plans and classroom accommodations are applied across various learning environments and platforms.

Inclusive Recruitment Strategies

Post-secondary institutions must ensure admission policies and procedures are inclusive and facilitate equal access opportunities. Diversity and inclusion mandates should be in place to ensure that students of all identities are properly and equitably represented in all institutional, structural, and student-based programming or supports. Examples of proactive strategies in this area include targeted recruitment campaigns aimed at increasing the number of individuals with disabilities in particular areas of study such as science, technology, engineering, and mathematics (STEM) majors.

It is also important that potential employers adopt inclusive recruitment practices. This includes inclusive mission statements; recruitment-materials and practices; accessibility and accommodation offerings to all employees; and the creation of a culture that is both inclusive and accessible.

Increasing Opportunities for Early Work Experience

Community partners, employers, educators, and leaders should proactively engage students with disabilities at all levels with volunteering, summer work, part-time year-round employment, paid internships, and mentorship or co-operative opportunities directly tailored to their area of study. Career advisors at secondary and post-secondary institutions should be knowledgeable on disability, accessibility, and accommodation related issues. Career Services need to be equipped to support students with

disabilities and should be proactively engaging them in employment and career supports. This will make it easier to find employment following graduation.

Promoting Inclusive and Flexible Working Environments

It is crucial to embrace inclusive employment practices that support flexible and accommodating environments. Workplace accommodations are the primary source of this inclusivity, but a model of workplace diversity and fair and equitable hiring practices is also key. This means that the tone and culture must begin “at the top” and come from managers and business owners displaying a culture where all individuals are included and made to feel their contributions matter.

Fostering Partnerships

The development and fostering of key community partnerships that help organizations find and recruit persons with disabilities is key. Such partnerships allow for the creation of inclusive work environments with improved accommodations and employee retention. This again helps to ensure that persons with disabilities have equal access to the opportunities available to their counterparts without disabilities. It is also important for post-secondary institutions to form relationships with community employment partners to ensure a continuum of support for graduates with disabilities to find employment and transition into the labour market.

One example of this partnership is the Employment Accessibility Resource Network (EARN), a community initiative led by United Way East Ontario that seeks to increase the capacity of employers, service providers, and partners to effectively include people with disabilities in the workforce. EARN also facilitates direct and indirect connections between employers, disability-related service providers, and job seekers. Since 2012, over 5,000 persons with disabilities, including post-secondary graduates, have found employment locally through the efforts of the network partners.

Embracing Innovative Job Opportunities

There is benefit in thinking creatively about job opportunities for post-secondary graduates with disabilities. For instance, consumer-run businesses, community-based non-profits, and local social enterprises as well as community benefit agreements³⁸ may represent important sources of employment for post-secondary graduates with disabilities.³⁹ It has been argued that these organizations and groups already have the critical task of dispelling myths about the limitations and risks of hiring persons with a disability⁴⁰ and thus could have a key role to play in creating job opportunities for this segment of the population.

That said, there is a need to proceed cautiously in this space to ensure that social-economy organizations do not become another form of “sheltered workshop” that segregate people with disabilities and pay sub-minimum wage.

Section 04: Recommendations

Based on the considerations in this report, United Way East Ontario proposes the following recommendations.

Employers	
Theme	Recommendations
<p>Addressing attitudinal barriers and misconceptions</p> <p>The issue:</p> <p>Many employers still lack knowledge about disability issues, hold misconceptions about persons with disabilities, or are uncertain of the steps they can take to make their workplaces more inclusive.</p>	<ul style="list-style-type: none"> • Undertake awareness training focused on reducing discrimination and countering misconceptions • Learn more about employers' legal responsibilities • Revisit hiring practices through a lens of inclusion • Work with initiatives like EARN to understand the true costs and benefits of workplace accommodations
<p>Fostering inclusive work environments</p> <p>The issue:</p> <p>Even with accommodations in place, students sometimes still face stigma and discrimination and find themselves in non-inclusive workplaces⁴¹. Many fear disclosing their disability, even if it could improve their chances of success in their post-secondary programs and careers.</p>	<ul style="list-style-type: none"> • Ensure that all labour laws are being adhered to (AODA; Duty to Accommodate) • Design application processes with inclusivity in mind. Partner with local community employment agencies working with persons with disabilities to design inclusive recruitment processes and workplaces • Offer application assistance to persons with disabilities • Make inclusivity part of the workplace culture and explicitly state this in recruitment materials • Seek feedback from and include persons with disabilities in planning and decision making that will impact the workplace and conversations about inclusion and accessibility

<p><i>cont'd</i></p> <p>Fostering inclusive work environments</p>	<ul style="list-style-type: none"> • Leverage community partners such as employment service providers, and networks like EARN who can provide curated resources and expertise to support inclusive environments and practices • Implement inclusive workplace policies that allow for flexible working arrangements and accommodation plans for employees • Ensure adequate spaces and accessible entrances to facilitate travelling and manoeuvring • Make computer operating and communications systems accessible • Seek feedback on how shifting to new work environments impacts accessibility and prepare to adjust as required (virtual workspace, shared workspace) • Offer adjustable chairs and workstations • Install controls and tools, e.g. accessible door handles
<p>Supporting inclusive early work experience opportunities</p> <p>The issue:</p> <p>The present reality is that many graduates with disabilities have little to no work experience when they graduate from post-secondary institutions. This severely impacts their ability to find employment commensurate with their education and skills.</p>	<ul style="list-style-type: none"> • Structure flexible work experience opportunities to accommodate the episodic nature of certain mental-health disabilities • Work with career service officers and disability offices to ensure alignment in preparing post-secondary students with disabilities for entry into the workforce⁴² • Take proactive steps to engage with students with disabilities for both paid work and volunteer placements • Make any required workplace adjustments to accommodate students with disabilities

Educators	
Theme	Recommendations
<p>Addressing gaps in research and data</p> <p>The issue:</p> <p>We need an improved understanding of students who do and do not follow a path to post-secondary education, as well as what that path looks like for various subgroups of students.⁴³</p>	<ul style="list-style-type: none"> • Ensure the continuity of student records from the early years through to K–12 and post-secondary • Link individual student data to administrative data about programs and outcomes (e.g. graduation or dropout rates) • Collect individual-based information on student demographics to enable the identification of vulnerable groups⁴⁴
<p>Addressing attitudinal barriers and misconceptions</p> <p>This issue:</p> <p>There is a critical need for educators to have a better understanding of disability issues, including an improved understanding of the tools and systems that help students with disabilities succeed in their education. Education and awareness are also crucial to address the bullying of students with disabilities.</p>	<ul style="list-style-type: none"> • Make “educational psychology” required learning for all educators⁴⁵ • Implement a mandatory course in special education for all pre-service graduates that covers the nature of various disabilities, assessment and evaluation practices, accommodation and modification processes, and legal responsibilities⁴⁶ • Ensure teachers are knowledgeable about (and comfortable with) the use of technology for instruction and for student research, and working with exceptional students who use adaptive technologies⁴⁷ • Adopt strategies to address the bullying of students with disabilities. Approach this issue with an understanding of how multiple marginalized identities may intensify experiences of bullying

<p>Fostering inclusive learning environments</p> <p>This issue:</p> <p>Even where students with disabilities receive accommodations in education, they sometimes still find themselves in non-inclusive environments.⁴⁸ Adopting a “universal design” approach through which the needs of students with disabilities are taken into account in the very design of educational models and systems is key to ensuring the integration and full participation of persons with disabilities in educational institutions.</p>	<ul style="list-style-type: none"> • Tailor instructional materials and activities to a wide range of abilities • Provide opportunities to acquire information through multiple means of representation, expression, and engagement⁴⁹ • Make all essential course materials available to all students electronically⁵⁰ • Promote flexibility in learning spaces and adopt an inclusive approach to evaluation and assignments, allowing students to demonstrate comprehension of any subject through multiple options⁵¹
<p>Supporting inclusive early work experience opportunities</p> <p>The issue:</p> <p>Practical work experience during education increases students’ ability to secure employment after graduation. However, students with disabilities have access to fewer of these formative employment opportunities compared with their peers who have no disabilities.⁵²</p>	<ul style="list-style-type: none"> • Recognize that experiences of disability vary, depending on how one’s disability intersects with other aspects of identity • Create targeted work experience strategies that are targeted to students with disabilities to ensure there is equal representation in the participation in these programs • Ensure formative employment opportunities are accessible to those with severe disabilities • Structure flexible work experience opportunities to accommodate the episodic nature of certain mental-health disabilities • Allow for flexibility in secondary and post-secondary curricula to better enable students with disabilities to balance academic and workplace demands • Increase the number of individuals with disabilities in particular areas of study such as science, technology, engineering, and mathematics (STEM) majors to ensure they reflect current job market demands

Research bodies	
<p>Addressing gaps in research and data</p> <p>The issue:</p> <p>There are many gaps in research on the employment realities for post-secondary students with disabilities, particularly in eastern Ontario. Such research is crucial to understanding how we might move most effectively toward improved employment outcomes for post-secondary graduates with disabilities within our region.</p>	<ul style="list-style-type: none"> • Improve access to local-level data on the experiences of post-secondary graduates with disabilities • Gather data on the intersections between disabilities and factors such as gender, gender identity, sexual orientation, race, culture, and socio-economic status • Focus research on the factors linked to the pursuit of post-secondary education among students with disabilities • Provide data on those who self-identify as Indigenous and as living with a disability, as well as the realities faced by students with disabilities who identify as LGBTQ2 or who have multiple marginalized identities
Community partners	
<p>Bridging the gap – school to work transition</p> <p>The issue:</p> <p>Students with disabilities represent a pool of future graduates from diverse fields of study. A competitive, productive, and innovative environment depends on our collective ability to leverage these skilled post-secondary graduates with disabilities.</p>	<ul style="list-style-type: none"> • Coordinate expertise, resources, and activities across the community to ensure the effective creation and delivery of programs that can bridge supports from graduation to employment • Bridge the gap between the post-secondary experience and the “world of work” by providing a coordinated approach to connecting career advisors to community organizations that provide employment supports to people with disabilities • Educate and inform post-secondary graduates on the resources available to them upon graduation and ensure they are connected before they graduate • Support students with disabilities to have a plan in place for their post academic career



Section 05: Conclusion

When it comes to improving employment outcomes for post-secondary graduates with disabilities, it is clear that interventions must go beyond the transition period between school and work. Rather, addressing this issue requires interventions at various key points throughout the entire educational careers of students with disabilities, starting with the early years.

It is also important that we move forward in a manner that is respectful of the fact that post-secondary graduates with disabilities are not a homogenous group. Instead, their experiences of disability will vary depending on the intersection between those disabilities and their other identities.

Finally, there is an urgent need to proactively ensure that students with disabilities receive the academic, emotional and physical supports, and accommodations they need to succeed in educational settings, as well as practical learning opportunities that will allow them to thrive in the employment world.

Our hope is that with this report and the subsequent conversations it sparks, we are able to bring together organizations, educators, employers, and government partners in a way that energizes solutions to ensure equitable employment and education practices for all Canadians.

As we launch this report, United Way East Ontario will:

- Work with community partners to leverage their expertise and knowledge to develop four employer workshops that will help employers become more inclusive and accessible in their recruitment and employment practices;
- Support the creation of employer education in conjunction with the local post-secondary institutions and other partners that will focus specifically on equipping them to attract, hire, and retain students and recent graduates with disabilities in their workforce;
- Conduct research across our communities to understand the talent gap for persons with disabilities, including youth and recent graduates;
- Continue to convene the community through the EARN initiative to support employer education, accessibility and workplace inclusion, and;
- Leverage our networks to coordinate feedback from the community to advocate and inform all levels of government.

To improve employment outcomes for graduates with disabilities, United Way East Ontario recommends that:

Businesses

- Leverage local networks like EARN to learn from community partners and to gain access to the virtually untapped talent pool of persons with disabilities.
- Evaluate current post-secondary and general recruitment practices to identify barriers to employment for persons with disabilities; seek feedback from community experts; commit to making systemic changes to make their workplaces more inclusive, accessible and accommodating; and increase the representation of persons with disabilities in their respective workplaces.

Government

- Consult with the local community to leverage their wealth of knowledge and expertise when developing, planning, implementing, and evaluating programs that will impact persons with disabilities especially students and youth with disabilities who are our future workforce.

The launch of this report will closely align with the much-anticipated release of findings from the David C. Onley Initiative⁵³ (DCOI) which was led by Carleton University. DCOI was a partnership between the four major post-secondary institutions in East Ontario, on which EARN collaborated with a particular focus on employer engagement. The goal of this project was to develop knowledge, resources, and tools to support students with disabilities in their employment readiness and career aspirations.

They also developed the successful #AbleTo (<https://ableto.ca>) marketing campaign that builds awareness around the gaps and opportunities that exist when students and recent graduates with disabilities are included in the labour market. It was an honour to support this work and we anticipate that the findings from this local project will further support the recommendations and desired outcomes of this report.

Endnotes

1. Morris, S., Fawcett, G., Brisebois, L., & Hughes, J. (2018, November 28). *A demographic, employment and income profile of Canadians with disabilities aged 15 years and over, 2017*. Statistics Canada. Catalogue no. 89-654-X2018002. ISBN 978-0-660-28689-1. <https://www150.statcan.gc.ca/n1/en/catalogue/89-654-X2018002>
2. United Way East Ontario (2019). *What is EARN?* Employment Accessibility Resource Network (EARN). <https://earn-paire.ca/about-2/>
3. Morris, S., Fawcett, G., Brisebois, L., & Hughes, J. (2018, November 28). *A demographic, employment and income profile of Canadians with disabilities aged 15 years and over, 2017*. Statistics Canada. Catalogue no. 89-654-X2018002. ISBN 978-0-660-28689-1. <https://www150.statcan.gc.ca/n1/en/catalogue/89-654-X2018002>
4. Statistics Canada. *Table 13-10-0374-01 Persons with and without disabilities aged 15 years and over, by age group and sex, Canada, provinces and territories*. DOI : <https://doi.org/10.25318/1310037401-eng>
5. Baltman-Cord, A., & Holmes, A. (2013). *Building bridges: Linking employers to postsecondary graduates with disabilities (Ontario Chamber of Commerce Membership Survey)*. Ontario Chamber of Commerce. http://occ.ca/wp-content/uploads/BuildingBridges_online-1.pdf
6. Statistics Canada. *Table 13-10-0374-01 Persons with and without disabilities aged 15 years and over, by age group and sex, Canada, provinces and territories*. DOI : <https://doi.org/10.25318/1310037401-eng>
7. Statistics Canada. *Table 13-10-0374-01 Persons with and without disabilities aged 15 years and over, by age group and sex, Canada, provinces and territories*. DOI : <https://doi.org/10.25318/1310037401-eng>
8. Statistics Canada. (2018, December 11). *Labour Market Experiences of First Nations people living off reserve: Key findings from the 2017 Aboriginal Peoples Survey*. Pages 10 to 15. <https://www150.statcan.gc.ca/n1/pub/89-653-x/89-653-x2018003-eng.htm>
9. Statistics Canada. *Table 13-10-0375-01 Severity of disability for persons with disabilities aged 15 years and over, by age group and sex, Canada, provinces and territories*. DOI : <https://doi.org/10.25318/1310037501-eng>
10. Statistics Canada. *Table 13-10-0375-01 Severity of disability for persons with disabilities aged 15 years and over, by age group and sex, Canada, provinces and territories*. DOI : <https://doi.org/10.25318/1310037501-eng>
11. Statistics Canada. (2018, November 28). *Canadian Survey on Disability, 2017*. <https://www150.statcan.gc.ca/n1/daily-quotidien/181128/dq181128a-eng.htm>
12. American College Health Association. (2016, Spring). *National college health assessment II: Ontario Canada reference group executive summary*. Hanover, MD: American College Health Association. http://oucha.ca/pdf/2016_NCHA-II_WEB_SPRING_2016_ONTARIO_CANADA_REFERENCE_GROUP_EXECUTIVE_SUMMARY.pdf
13. Statistics Canada. (2018, November 28). *Canadian Survey on Disability, 2017*. Page 1. <https://www150.statcan.gc.ca/n1/daily-quotidien/181128/dq181128a-eng.htm>
14. Statistics Canada. (2018, November 28). *Canadian Survey on Disability, 2017*. Pages 1 and 2. <https://www150.statcan.gc.ca/n1/daily-quotidien/181128/dq181128a-eng.htm>
15. Statistics Canada. (2018, November 28). *Canadian Survey on Disability, 2017*. Page 2. <https://www150.statcan.gc.ca/n1/daily-quotidien/181128/dq181128a-eng.htm>
16. Morris, S., Fawcett, G., Brisebois, L., & Hughes, J. (2018, November 28). *A demographic, employment and income profile of Canadians with disabilities aged 15 years and over, 2017*. Statistics Canada. Catalogue no. 89-654-X2018002. ISBN 978-0-660-28689-1. <https://www150.statcan.gc.ca/n1/en/catalogue/89-654-X2018002>
17. Statistics Canada. (2018, November 28). *Canadian Survey on Disability, 2017*. Page 2. <https://www150.statcan.gc.ca/n1/daily-quotidien/181128/dq181128a-eng.htm>
18. Morris, S., Fawcett, G., Brisebois, L., & Hughes, J. (2018, November 28). *A demographic, employment and income profile of Canadians with disabilities aged 15 years and over, 2017*. Statistics Canada. Catalogue no. 89-654-X2018002. ISBN 978-0-660-28689-1. Page 12. <https://www150.statcan.gc.ca/n1/en/catalogue/89-654-X2018002>
19. Morris, S., Fawcett, G., Brisebois, L., & Hughes, J. (2018, November 28). *A demographic, employment and income profile of Canadians with disabilities aged 15 years and over, 2017*. Statistics Canada. Catalogue no. 89-654-X2018002. ISBN 978-0-660-28689-1. Page 12. <https://www150.statcan.gc.ca/n1/en/catalogue/89-654-X2018002>
20. Morris, S., Fawcett, G., Brisebois, L., & Hughes, J. (2018, November 28). *A demographic, employment and income profile of Canadians with disabilities aged 15 years and over, 2017*. Statistics Canada. Catalogue no. 89-654-X2018002. ISBN 978-0-660-28689-1. Page 12. <https://www150.statcan.gc.ca/n1/en/catalogue/89-654-X2018002>

21. Morris, S., Fawcett, G., Brisebois, L., & Hughes, J. (2018, November 28). *A demographic, employment and income profile of Canadians with disabilities aged 15 years and over, 2017*. Statistics Canada. Catalogue no. 89-654-X2018002. ISBN 978-0-660-28689-1. Page 12. <https://www150.statcan.gc.ca/n1/en/catalogue/89-654-X2018002>
22. Morris, S., Fawcett, G., Brisebois, L., & Hughes, J. (2018, November 28). *A demographic, employment and income profile of Canadians with disabilities aged 15 years and over, 2017*. Statistics Canada. Catalogue no. 89-654-X2018002. ISBN 978-0-660-28689-1. Page 13. <https://www150.statcan.gc.ca/n1/en/catalogue/89-654-X2018002>
23. Morris, S., Fawcett, G., Brisebois, L., & Hughes, J. (2018, November 28). *A demographic, employment and income profile of Canadians with disabilities aged 15 years and over, 2017*. Statistics Canada. Catalogue no. 89-654-X2018002. ISBN 978-0-660-28689-1. Page 13. <https://www150.statcan.gc.ca/n1/en/catalogue/89-654-X2018002>
24. Canadian human rights commission (2017). *Left Out: Challenges faced by persons with disabilities in Canada's schools*. In collaboration with the Canadian Association of Statutory Human Rights Agencies. Page 4. <https://www.chrc-ccdp.gc.ca/eng/content/left-out-challenges-faced-persons-disabilities-canadas-schools>
25. Ontario Human Rights Commission (2018, March). *Policy on accessible education for students with disabilities*. Page 25. <http://www.ohrc.on.ca/en/policy-accessible-education-students-disabilities>
26. Canadian human rights commission (2017). *Left Out: Challenges faced by persons with disabilities in Canada's schools*. In collaboration with the Canadian Association of Statutory Human Rights Agencies. Page 6. <https://www.chrc-ccdp.gc.ca/eng/content/left-out-challenges-faced-persons-disabilities-canadas-schools>
27. Block, N. (2014, April). *The Impact of Bullying on Academic Success for Student With and Without Exceptionalities: A research paper submitted in conformity with the requirements for the degree of Master of Teaching*. Ontario Institute for Studies in Education, Toronto University. Page 11. https://tspace.library.utoronto.ca/bitstream/1807/67006/1/Block_Nadine_F_201406_MT_MTRP.pdf
28. Raskauskas, J., & Modell, S. (2011, September 1). *Modifying Anti-Bullying Programs to Include Students with Disabilities*. Teaching Exceptional Children. <https://doi.org/10.1177/004005991104400107>, as cited in Block, N. (2014, April). *The Impact of Bullying on Academic Success for Student With and Without Exceptionalities: A research paper submitted in conformity with the requirements for the degree of Master of Teaching*. Ontario Institute for Studies in Education, Toronto University. Page 11. https://tspace.library.utoronto.ca/bitstream/1807/67006/1/Block_Nadine_F_201406_MT_MTRP.pdf
29. Canadian human rights commission (2017). *Left Out: Challenges faced by persons with disabilities in Canada's schools*. In collaboration with the Canadian Association of Statutory Human Rights Agencies. Page 3. <https://www.chrc-ccdp.gc.ca/eng/content/left-out-challenges-faced-persons-disabilities-canadas-schools>
30. Canadian human rights commission (2017). *Left Out: Challenges faced by persons with disabilities in Canada's schools*. In collaboration with the Canadian Association of Statutory Human Rights Agencies. Page 3. <https://www.chrc-ccdp.gc.ca/eng/content/left-out-challenges-faced-persons-disabilities-canadas-schools>, as cited in Statistics Canada (2015, November 30). *Canadian Survey on Disability, 2012: Concepts and Methods Guide*. <https://www150.statcan.gc.ca/n1/pub/89-654-x/89-654-x2014001-eng.htm>
31. Collin, C., Lafontaine-Émond, I., & Pang, M. (2013, March 29). *Persons with Disabilities in the Canadian Labour Market: An Overlooked Talent Pool* (Publication No. 2013-17-E). Library of Parliament. Pages 3 and 4. <https://lop.parl.ca/staticfiles/PublicWebsite/Home/ResearchPublications/BackgroundPapers/PDF/2013-17-e.pdf>
32. Expert Panel on Youth Employment (2016, March 26). *Understanding the Realities: Interim report of the Expert Panel on Youth Employment, 2016*. Employment and Social Development Canada. Page 10. <https://www.canada.ca/en/employment-social-development/corporate/youth-expert-panel/interim-report.html>
33. Collin, C., Lafontaine-Émond, I., & Pang, M. (2013, March 29). *Persons with Disabilities in the Canadian Labour Market: An Overlooked Talent Pool* (Publication No. 2013-17-E). Library of Parliament. Pages 3 and 4. <https://lop.parl.ca/staticfiles/PublicWebsite/Home/ResearchPublications/BackgroundPapers/PDF/2013-17-e.pdf>
34. Baltman-Cord, A., & Holmes, A. (2013). *Building bridges: Linking employers to postsecondary graduates with disabilities* (Ontario Chamber of Commerce Membership Survey). Ontario Chamber of Commerce. Page 22. http://occ.ca/wp-content/uploads/BuildingBridges_online-1.pdf
35. Collin, C., Lafontaine-Émond, I., & Pang, M. (2013, March 29). *Persons with Disabilities in the Canadian Labour Market: An Overlooked Talent Pool* (Publication No. 2013-17-E). Library of Parliament. Pages 3 and 4. <https://lop.parl.ca/staticfiles/PublicWebsite/Home/ResearchPublications/BackgroundPapers/PDF/2013-17-e.pdf>
36. Canadian human rights commission (2020). *What is the Duty to Accommodate?* <https://www.chrc-ccdp.gc.ca/eng/content/what-duty-accommodate>
37. Jetha, A. (2018, September 6). *For millennials, employment is a public health challenge*. The Conversation. <https://theconversation.com/for-millennials-employment-is-a-public-health-challenge-102028>

38. Toronto Community Benefits Network (n. d.). *What Is Community Benefits Agreement, Or CBA?* https://www.communitybenefits.ca/what_is_community_benefits_agreementorcba; Innovation, Science and Economic Development Canada (2019, May 8). *Start, build, and grow a social enterprise: Start your social enterprise.* https://www.ic.gc.ca/eic/site/053.nsf/eng/h_00006.html
39. Prince, M. (2014, May 12). *Canadians with Disabilities, Labour Market Challenges, and Employment Opportunities in the Social Economy.* Canadian Journal of Nonprofit and Social Economy Research. 5(1), 6–20. <https://www.anserj.ca/index.php/cjnsr/article/view/161>
40. Prince, M. (2014, May 12). *Canadians with Disabilities, Labour Market Challenges, and Employment Opportunities in the Social Economy.* Canadian Journal of Nonprofit and Social Economy Research. 5(1), 6–20. <https://www.anserj.ca/index.php/cjnsr/article/view/161>
41. Martin, J. K., Stumbo, N. J., Martin, L. G., Collins, K. D., Hedrick, B. N., Nordstrom, D., & Peterson, M. (2011). *Recruitment of students with disabilities: Exploration of science, technology, engineering, and mathematics.* Journal of Postsecondary Education and Disability. <https://eric.ed.gov/?id=EJ966130>
42. Baltman-Cord, A., & Holmes, A. (2013). *Building bridges: Linking employers to postsecondary graduates with disabilities (Ontario Chamber of Commerce Membership Survey).* Ontario Chamber of Commerce. Page 22. http://occ.ca/wp-content/uploads/BuildingBridges_online-1.pdf
43. Gallagher-Mackay, K. (2017, May 16). *Data Infrastructure for Studying Equity of Access to Postsecondary Education in Ontario.* Higher Education Quality Council of Ontario. <http://www.heqco.ca/en-ca/Research/ResPub/Pages/Data-Infrastructure-for-Studying-Equity-of-Access-to-Postsecondary-Education-in-Ontario-.aspx>
44. Gallagher-Mackay, K. (2017, 16 mai). *Data Infrastructure for Studying Equity of Access to Postsecondary Education in Ontario.* Higher Education Quality Council of Ontario. <http://www.heqco.ca/en-ca/Research/ResPub/Pages/Data-Infrastructure-for-Studying-Equity-of-Access-to-Postsecondary-Education-in-Ontario-.aspx>
45. Learning Disabilities Association of Ontario (n. d.). *Response to Ontario College of Teachers Consultation: Preparing Teachers for Tomorrow.* <http://www.ldao.ca/documents/PreparingTeachersforTomorrow.pdf>
46. Learning Disabilities Association of Ontario (n. d.). *Response to Ontario College of Teachers Consultation: Preparing Teachers for Tomorrow.* <http://www.ldao.ca/documents/PreparingTeachersforTomorrow.pdf>
47. Learning Disabilities Association of Ontario (n. d.). *Response to Ontario College of Teachers Consultation: Preparing Teachers for Tomorrow.* <http://www.ldao.ca/documents/PreparingTeachersforTomorrow.pdf>
48. Martin, E. (2017, May 4). *Enabling employment: post-secondary education needs to equip students with disabilities with skills for the work world.* The Conference Board of Canada. https://www.conferenceboard.ca/topics/education/commentaries/hot-topics-in-education/2017/05/04/Enabling_Employment_Post-Secondary_Education_Needs_to_Equip_Students_with_Disabilities_with_Skills_for_the_Work_World.aspx?AspxAutoDetectCookieSupport=1
49. CAST (2018). *The UDL Guidelines.* <http://udlguidelines.cast.org>
50. CAST (n. d.). *5 Examples of Universal Design for Learning in the Classroom.* Understood. <https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/5-examples-of-universal-design-for-learning-in-the-classroom>
51. CAST (n. d.). *5 Examples of Universal Design for Learning in the Classroom.* Understood. <https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/5-examples-of-universal-design-for-learning-in-the-classroom>
52. Tompa, E., Samosh, D., & Boucher, N. (2020, January 28). *Skills Gaps, Underemployment, and Equity of Labour-Market Opportunities for Persons with Disabilities in Canada.* Future Skills Centre. <https://fsc-ccf.ca/research/skills-gaps-underemployment-and-equity-of-labour-market-opportunities-for-persons-with-disabilities-in-canada/>
53. READ Initiative (2020). *David C. Onley Initiative for Employment & Enterprise Development.* Carleton University. <https://carleton.ca/read/projects/active-projects/onley-initiative/>



EMPLOYMENT
ACCESSIBILITY
RESOURCE NETWORK



United Way
East Ontario

This project is funded in part by the
Government of Canada and the
Government of Ontario

Thank you to RBC
for its generous
support.



For more information
please visit our website at
earn-paire.ca

