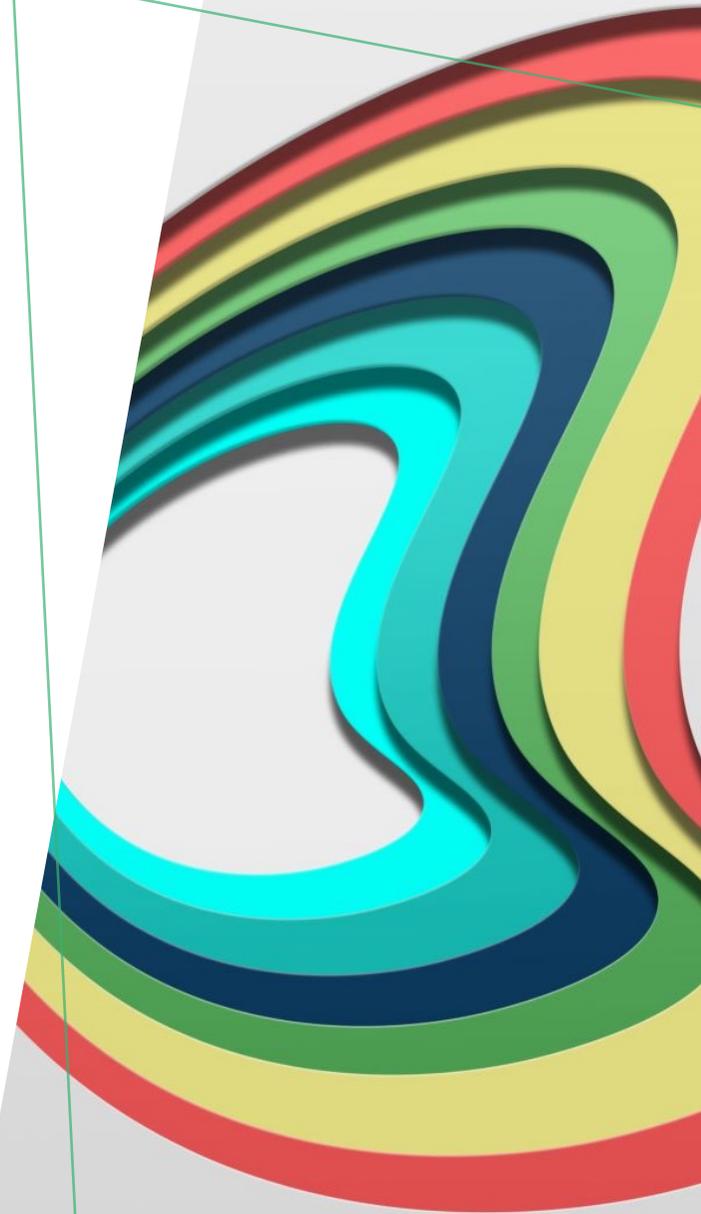


MADELINE OUELLETTE & LAUREN MATTHEWS

*LEVERAGING
POST-SECONDARY
EDUCATION FOR
EMPLOYMENT*



AGENDA

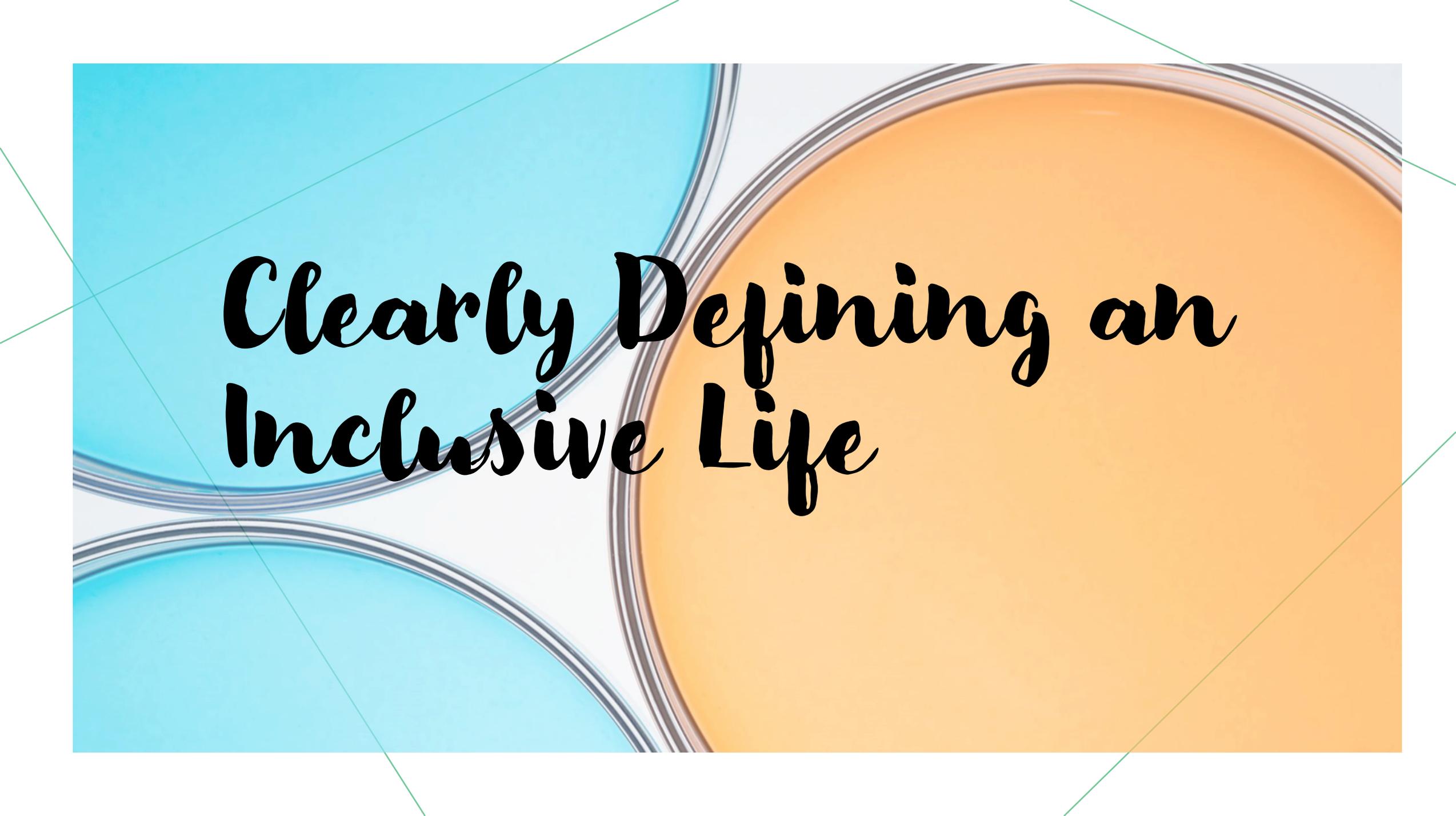
The socially valued role of a student

Following the normative pathway

Alumni stories

Employment Stats

Breakout Room



*Clearly Defining an
Inclusive Life*

The image features a soft-focus background of a tree-lined path. The path is a warm, golden-brown color, receding into the distance. The trees on either side are lush green, with many small, round fruits hanging from the branches. The lighting is bright and natural, creating a serene atmosphere. The text 'NORMATIVE PATHWAY' is centered in the upper half of the image, written in a white, elegant serif font. A thin, light blue line runs diagonally across the bottom right corner of the image.

*NORMATIVE
PATHWAY*

LEVERAGING THE STUDENT ROLE

Universities have an understanding that beyond institutions of higher learning for the sake of learning, they have a responsibility to support a trajectory towards a career path for their students. This is evident when we look at the experiential opportunities beyond the classroom that are often embedded or partnered with campuses or faculties, and are available to all university students.

Example: a faculty of education student might...

LEVERAGING THE STUDENT ROLE

Students we work for leverage their student role, merely by seeking access to all of these existing pathways and opportunities, coherent with the same ways every university student is benefiting to and contributing from university.

Although obviously beneficial to all students, these opportunities have the potential to significantly alter the life trajectory of students with developmental disabilities who have experienced exclusion from not only academic spaces, but exclusion from the entire normative pathway into adulthood that other young adults access by default starting in K-12.

Lakeland
COLLEGE



Lakeland
COLLEGE

Lakeland
COLLEGE

LEAD
LEARN
SINCE

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LAKELANDCOLLEGE.CA



Kelly Kinders

Kelly's Post Secondary Journey



SIMON FRASER UNIVERSITY - BC

An SFU student started their post-secondary education with the goal of becoming the announcer for the Vancouver Canucks. He was often reminded by others that this was an unrealistic career goal. The inclusion facilitators that worked with him however, focused instead on identifying the pathways that anyone else would take to work towards this goal.



UNIVERSITY OF BRITISH COLUMBIA - BC

A UBC student interested in computers had been labeled “unemployable” (now language would be ‘high barriers to employment’) by employment service providers. He enrolled in the Computer Science program at UBC, and leveraged the relationships and career building opportunities on campus and within the computer science faculty to find paid, high value employment in marine science.



EMPLOYMENT STATS

Stats Canada most recent data on disability and employment:

31% employment rate of adults with developmental disabilities (compared to 80.1% national avg)

28% poverty rate overall , 61% poverty rate if living alone, 40% poverty rate if living with a single parent

Median yearly income: \$19,160

37% "unmet needs due to cost"

EMPLOYMENT STATS

“A higher level of education is associated with a higher employment rate. This was true for both individuals without and with disabilities, regardless of the severity of the disability. More particularly, the differences between persons with disabilities and those without a disability were significantly smaller among those who had a higher level of education.”

<https://www150.statcan.gc.ca/n1/pub/75-006-x/2014001/article/14115-eng.htm>

2021 BC EMPLOYMENT STATS



Approximately 74% of students have paid employment for Summer 2021, that aligns with their career goals and/or program of study



Approximately 55% of students were employed while taking courses in their program of study during the 2020—2021 academic year



4 students employed through a Co-Op, or Work Study at their campus



2020 ALBERTA EMPLOYMENT STATS

Approx. **70%** of students that completed their studies were employed.

Approx. **61%** of completing students are employed in positions within their field of study.

Approx. **75-80%** of returning and new students were employed in 2020

2021

ALBERTA EMPLOYMENT STATS



Approx. **62%** of students worked part-time in addition to their academic studies



2 students were employed on a full-time basis during this reporting period in addition to their studies. **2** students worked at more than one place of employment.



Approx. **1/3** of students are employed in positions related to their respective programs of study.

*BREAKOUT
ROOM*





THANK YOU