



So Why Am I Here Today

### **Objectives For Today**

- Participants will be able to recognize and explain potential obstacles that students who are deaf and hard of hearing may encounter in the workforce.
- Participants will be able to identify strategies help students to overcome workplace obstacles or barriers.
- Participants will be able to describe the difference between entitlement and eligibility and how it affects a student's future.
- Participants will be able to list secondary transition resources and organizations that will support their students.



**Stories from The Career Road** 

"I tried so hard and got so far But in the end, it doesn't even matter"

~Linkin Park~



### What The Research Says

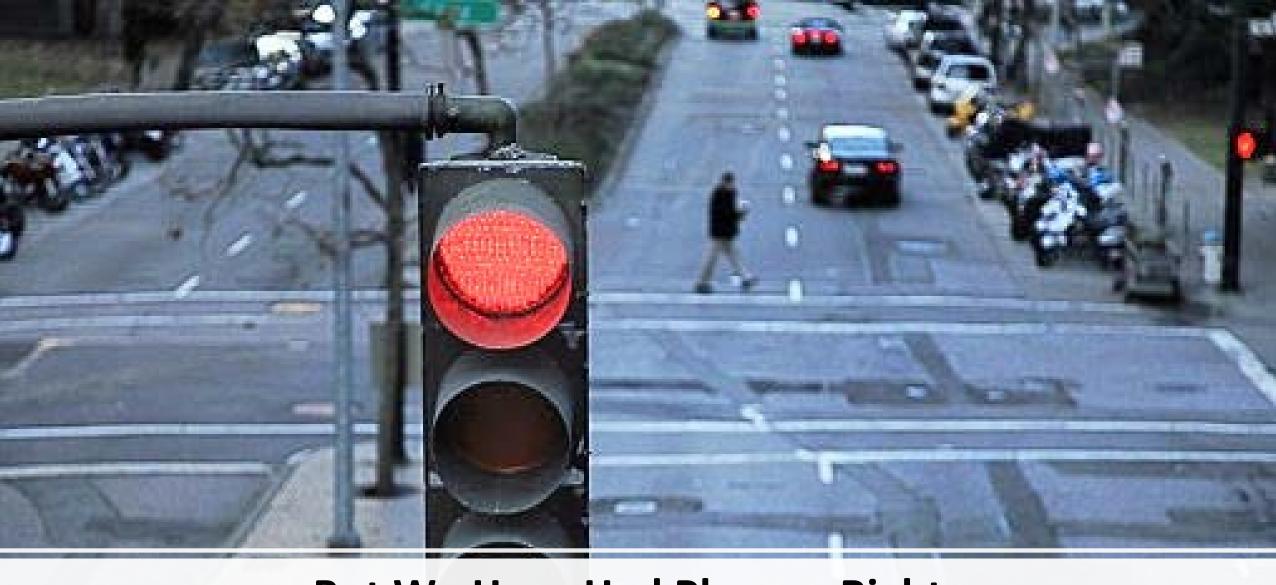
The National Longitudinal Study-2 (NLTS-2) data indicate that:

- 19% of students with disabilities attended four-year colleges and universities, compared to 40% of students without disabilities. Students with disabilities are more likely to attend two-year colleges or vocational schools.
- 35% of students with disabilities who enter four-year colleges and receive disability services from the college graduate, whereas 55% of students without disabilities graduate.
- Students with disabilities continue to demonstrate poorer employment outcomes than do other young adults (e.g., fewer hours per week, lower salaries, reduced benefits).

(Newman et al., 2011)

### What The Research Says

- Young adults with disabilities lag behind their peers without disabilities in lifeskills areas like managing household responsibilities and obtaining a driver's license (Newman et al., 2009; Wagner et al., 2005).
- Post-secondary transition planning has been successful in closing some of these gaps and has helped some students with disabilities to fulfill their postschool roles in the areas of work, living, and community. The result has been several improvements in post-school outcomes (e.g., employment rates, enrollment in post-secondary schools) for youth with disabilities. However, these improvements have not been enough.



**But We Have Had Plans.....Right** 

### But The Data Still Says

- 42.9% of deaf people have opted out of the labor force, more than double the rate of hearing people (20.8%)
- The low labor force participation rate is not due to a lack of interest in employment.
- People who are deaf/hard of hearing are underrepresented in key job growth sectors such as health care, education, careers in math and science, business, etc.

But The Data Still Says

- Employment rates for deaf people have not increased from 2008 to 2017.
- Employment and wage gaps get larger when factors such as race, ethnicity, gender, and disability are considered
- Garberoglio, C.L., Palmer, J.L., Cawthon, S., & Sales, A. (2019). Deaf People and Employment in the United States: 2019. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Deaf Center on Postsecondary Outcomes.

### **More Data**

Studies have reported a gap of 20-30% in wage earnings for individuals who are deaf or hard of hearing.

In addition the likelihood of unemployment and underemployment for individuals with a hearing impairment is nearly double that of a hearing person.

- **Unemployment** is the term for when a person who is actively seeking a job is unable to find work.
- **Underemployment** occurs when a person does not work full time or takes a job that does not reflect their actual training and financial needs.

### Impact of Unemployment / Underemployment

#### **Employment**

- Ability to obtain and maintain employment.
- Loss of wages and earnings potential ( \$30,000)
- Structural Employment (i.e. lack of advancement).

#### **Delays in life**

• Personal – Moving out, buying a house, getting married, having a family,

**Medical / Mental health** 

# So Why Are We Here?





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Plan, Engage, and Navigate The Career Road

### From Planning To Engagement

#### Plan

 Plan – An intention or decision about what one is going to do.



### **Engage**



Engage – Participate or become directly involved in.



### **Understanding The Laws**

#### **Section 504 of the Rehabilitation Act**

 Section 504 is the part of the Rehabilitation Act that prohibits discrimination against, and requires positive actions to assist, qualified individuals with disabilities in all programs, services and activities that receive Federal financial assistance or are conducted by Federal agencies

#### **Americans With Disabilities Act**

• The Americans with Disabilities Act of 1990 (ADA) makes it unlawful to discriminate in employment against a qualified individual with a disability.



| Every Students Succeeds Act<br>(ESSA)   | K-12 Guidance Plan<br>(Chapter 339)                                 | Individuals with Disabilities Education Act (IDEA)  |
|---|---|---|
| All Students  | All Students  | Individual Student  |
| Career Readiness Indicator  | K-12 Comprehensive Plan   | IEP Transition Plan beginning at age 14 if not sooner.  |
| Career Portfolio  | Career and Education Work Standards                                 | Postsecondary goals related to:  • Postsecondary Education and Training • Employment • Independent Living |
| Collaboration between<br>teachers, counselors, school<br>administrators and<br>community workforce. | Advisory council with community workforce and interagency supports. | IEP Team/ including when necessary interagency support.   |

### **Career Planning While In School**

### **IDEA** Transition Planning

Is designed to be within a resultsoriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

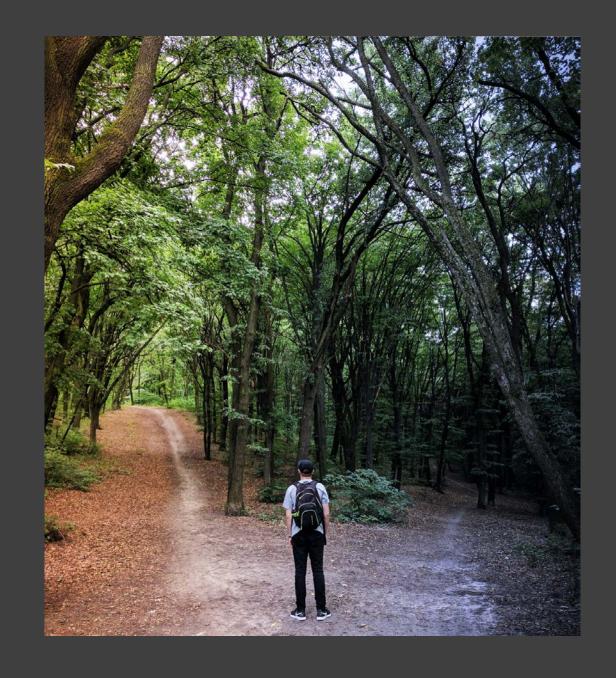


# Where One Road Ends, Another Begins

From Entitlement

To

Eligibility



### So Then....

- Assist students and families in planning and navigating the transition between high school and post-secondary life.
- Help students and families understand the various people and agencies who can assist youth who are deaf/hard of hearing in the transition process.
- Identify and understand the laws and prepare students to able to self-advocate when necessary.
- Help students and families understand the stages of the career road.
- Provide resources for students and families for navigating the career road.





### **More Than Disney World**





# The Career Journey: Preparing For Employment

The Middle School Years

The High School Years

 Who Can Help: School Personnel, Agencies, and Organizations

Understanding The Career Road

# Preparing For Employment: Middle School

- Participate in career and interest assessments.
- Identifies career interests, preferences, talents, and skills.
- **Set** career and employment goals.
- **Identify** the skills and training needed for the occupation.
- **Collaborate** with counselor to identify courses of studies in effort to work towards completing the goal.
- Assesses executive skills and develops a plan to remediate any identified weaknesses.
- Role play employment situations.
- Volunteers in school, around the house, and in the community.

# Preparing For Employment: High School

- Reference and revise career plan/portfolio.
- Participate/lead IEP meeting to greatest extent possible.
- Collaborate with teachers, counselors, etc. to identify courses of studies including CTE Programming, in effort to work towards completing the goal.
- Practice Self-Advocacy and Disability Disclosure
- Participate in employment situations in school (career days, interview days, training programs, etc.)
- Volunteer in school, around the house, and in the community
- Obtain and maintain part-time employment



# The Career Journey: Identifying Supports

- Hearing Support Teachers and Special Education Teachers
- Transition Coordinators, Guidance Counselors, Career Counselors
- Intermediate Unit Hearing Support Staff
- Intermediate Unit Transition Personnel
- School District and IU Administrators
- Audiologists
- Office of Vocational Rehabilitation
- Youth Workforce
- Career Link
- Disability Specific Organizations
- Mentors



# Secondary Transition Programs (Entitlement)

Career and Technical Educational Program

School Based Program

Intermediate Unit Programs

Contracted Services

# Agency Supports (Eligibility)

- Department of Labor
- Workforce Innovation and Opportunity Act: Youth Workforce Providers (WIOA Youth Program)
- Office of Vocational Rehabilitation
- Pennsylvania Career Link
- Benefits Counseling
- Other Agencies

## Department of Labor and Industry: Vision For Youth

• Increase opportunities for <u>all youth</u> to experience work-based learning through summer employment, pre-apprenticeship, Registered Apprenticeship, internships, job shadowing, mentoring, and other experiences in the workplace, including developing employability skills.

 https://www.dli.pa.gov/Businesses/Workforce-Development/Pages/WIOA.aspx

# Workforce Innovation and Opportunity Act: Youth Work Force Providers

- The Workforce Innovation and Opportunity Act (WIOA) of 2014 enacted a comprehensive youth employment program for serving eligible youth, ages 14-24, who face barriers to education, training, and employment.
- Funds for youth services are allocated to states and local areas based on a formula. The WIOA Youth Program focuses primarily on out-of-school youth, requiring local areas to expend a minimum of 75% of WIOA youth funds on them. The program includes 14 program elements that are required to be made available to youth participants. WIOA prioritizes work experience through a 20% minimum expenditure rate for the work experience program element.
- Local programs provide youth services in partnership with American Job Centers and under the direction of local Workforce Development Boards.



# MontcoWorks \* NOW

NAVIGATING OPPORTUNITIES IN THE WORKFORCE

A Service of Montgomery County Intermediate Unit

https://mciu.org/office-of-student-services/montcoworks-now/



OFFICE OF VOCATIONAL REHABILITATION

Office of Vocational Rehabilitation

ODHH is an office of the Pennsylvania
 Department of Labor & Industry, working to
 reduce barriers faced by people who are
 deaf, hard-of-hearing or deaf-blind, their
 families and care providers, in order to
 improve their quality of life and economic
 security.

# Pennsylvania Career Link®

https://www.pacareerlink.pa.gov/jponline/





# Milestone 1: Assess (Career Awareness)

 A roadmap offers many routes, but it's up to an individual to decide where they want to go.

 The first step in the career journey is evaluating and assessing current interests, values, and skills.

(What I want, What I have, What I need)

https://cpd.uncg.edu/careerroadmap

## Training vs Education

- Training is the process of learning something with a goal of performing a specific skill or behavior.
- Education is the systematic process of learning something with a goal of acquiring knowledge. In education, a person learns facts, concepts, and theories.

| Training                              | Education                                   |
|---------------------------------------|---|
| Pursuit of ability                    | Pursuit of knowledge                        |
| Improves performance and productivity | Develops a sense of reasoning and judgement |
| Method of skill development           | Method of gaining knowledge                 |
| Teaches certain tasks                 | Teaches general concepts                    |
| Practical application                 | Theoretical orientation                     |
| Short-term process                    | Long-term process                           |
| Narrow scope                          | Wide scope                                  |
| Related to employment                 | General learning                            |
| Prepares for present job              | Prepares for a future job                   |

### **Assessment Areas**

### Typical Areas We Assess

- Academic skills
- Interests, preferences, and skills.
- Understanding relevant laws
- Self-advocacy Skills
- Executive Skills

### **Don't Forget These**

- Career Awareness
- Career Acquisition
- Career Retention Skills
- Workplace culture / Location
- Potential Workplace Barriers
- Needs related to employment based on hearing loss (i.e Accommodations, Technology, etc.)

### **Assessment Resources**

#### **Formal**

- Adaptive behavior and independent living assessments
- Aptitude tests
- Interest inventories
- Intelligence tests
- Achievement tests
- Personality or preference tests
- Career development measures
- On the job training evaluations
- Measures of self-determination

#### Informal

- Interviews
- Questionnaires
- Direct observations
- Environmental Assessments
- Curriculum-based assessments
- Interest inventories
- Preference assessments
- Transition planning inventories

Assessing
Potential
Workplace
Barriers









### **Assessment: The Work Environment**

**In-Person** 

Virtual / Hybrid







### **Assessment: Accommodations**

- Work Area Adjustment (including virtual)
- Listening Devices
- Phones/ Tablets
- Modification of Non-Essential Duties

- Prior Notice (Agendas, Changes, etc.)
- Travel
- CART
- Emergency Notification Systems



Milestone 2:

Understand and explore and career options.



### Why Exploration?

 Career Exploration improves a student's knowledge of careers through obtaining insight into various career options.

 Provides information on the necessary skills and training that are needed for an individual to be successful in a career pathway

### **Career Exploration Examples**

Career Investigation Project

Tours of Local Employers

Career Fair

 Job Shadow / Virtual Job Shadow

 Career and Technical Education Program Tours

Identify Career Pathways

Career Interviews

Create A Career Plan

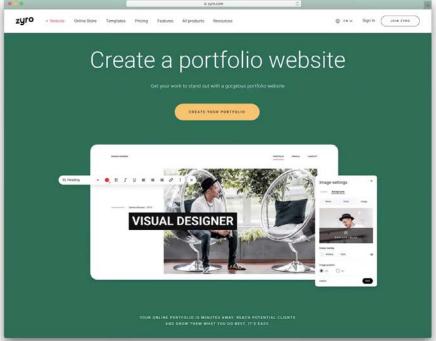


## Milestone 3: Promote

- Students demonstrate knowledge of their values and skills.
- Students use their knowledge and skills promote themselves in a compelling professional brand.
- Students learn how to create an effective resume and cover letter, master a job interview, enhance your online presence, and much more.













#### 28 Best Free Job Posting Sites





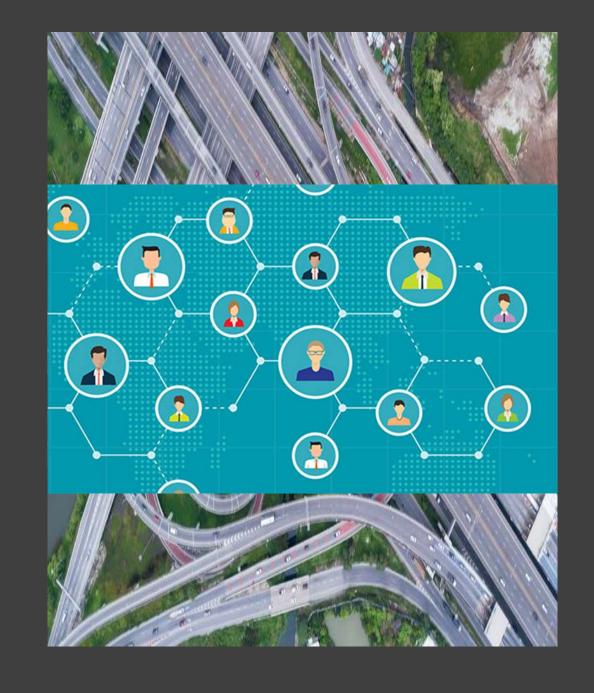






## Milestone 4: Connect

- Develop and grow a professional network (interests, causes, career and industry organizations, etc.)
- Identify agencies and organizations that can connect and support individuals in obtaining and maintaining employment.





### **Utilize The Ecosystem**

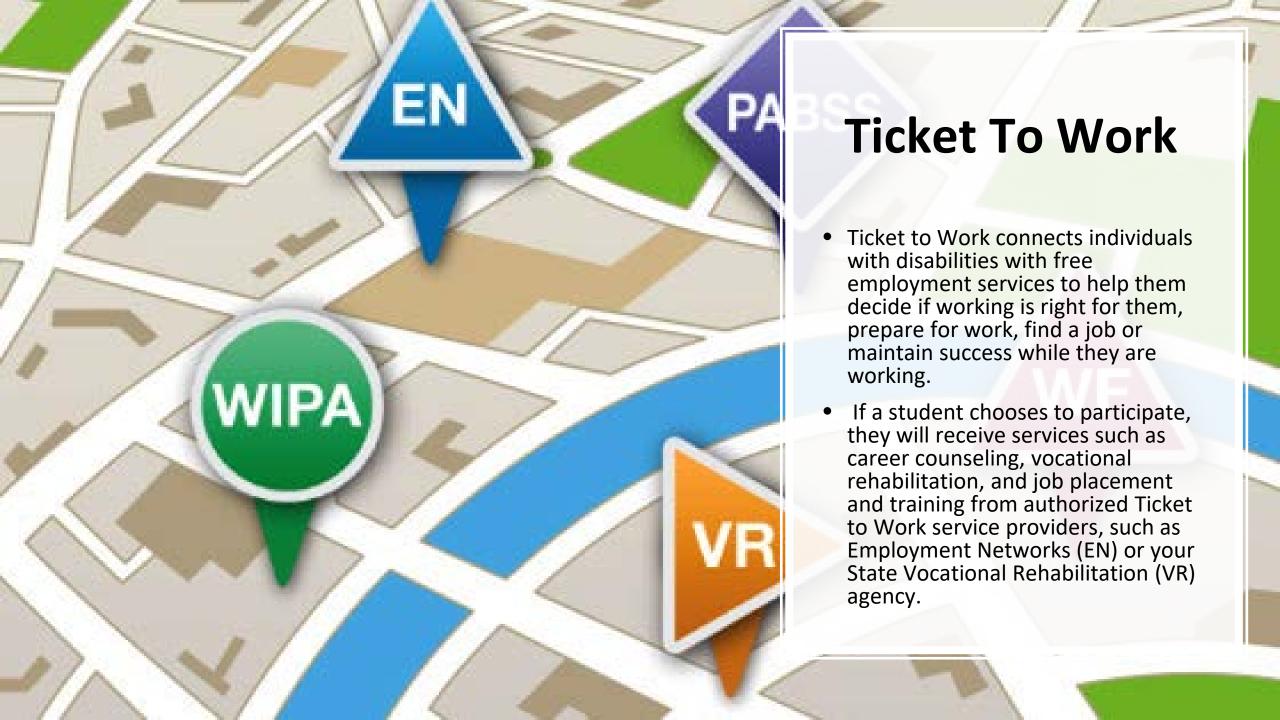
- Volunteer Experiences
- Internships
- Mentorships
- Entry Level Jobs
- Deaf owned Businesses

# Ticket To Work: Who Qualifies



Everyone age 18 through 64
 who receives Social Security
 Disability Insurance (SSDI)
 and/or Supplemental
 Security Income (SSI)
 benefits because of his or
 her disability is eligible to
 participate in the Ticket to
 Work Program. Participation
 in the Ticket to Work
 Program is free and
 voluntary.

https://choosework.ssa.gov/ findhelp/



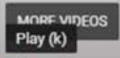






# Ticket To Work: Deaf and/or Hard of Hearing

https://youtu.be/cqPC7BfvNPY











## Workforce Employment Networks

- Career Planning
- Job Leads and Job Placement
- Ongoing Employment Support
- Benefits Counseling
- Training Program





### **Employment Network**

- Benefits / Work Incentives
   Counseling
- Career Planning / Counseling
- Job Search and Placement
- Ongoing Employment Supports
- Assistance With Accommodations

# Vocational Rehabilitation

- Intensive Training
- Education
- Rehabilitation
- Career Counseling
- Job Placement Assistance
- Benefits Counseling





# **Engaging With Employers**

• Disability: IN is a nonprofit resource for business disability inclusion worldwide.

 Their network of over 400 corporations expands opportunities for people with disabilities across enterprises.

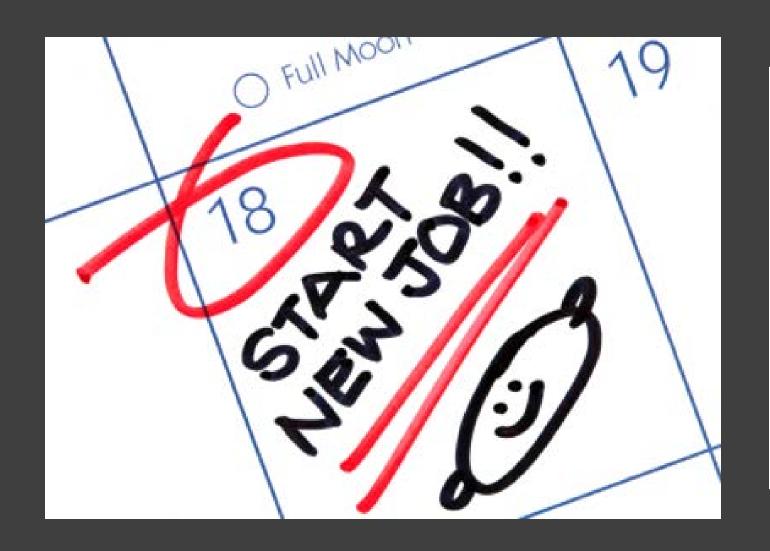
## Milestone 5: Engage



### **Preparing For Employment**

Through participation in educational and community activities students can enhance their skill set as they seek employment. Sample skills that can be acquired through engaging in educational and community activities include:

- Career Awareness and Preparation
- Career Acquisition (Getting a Job)
- Career Retention and Advancement
- Entrepreneurship



## Milestone 6: Arrival

**Self-Advocacy** 







KNOWLEDGE OF RIGHTS

LEADERSHIP SKILLS

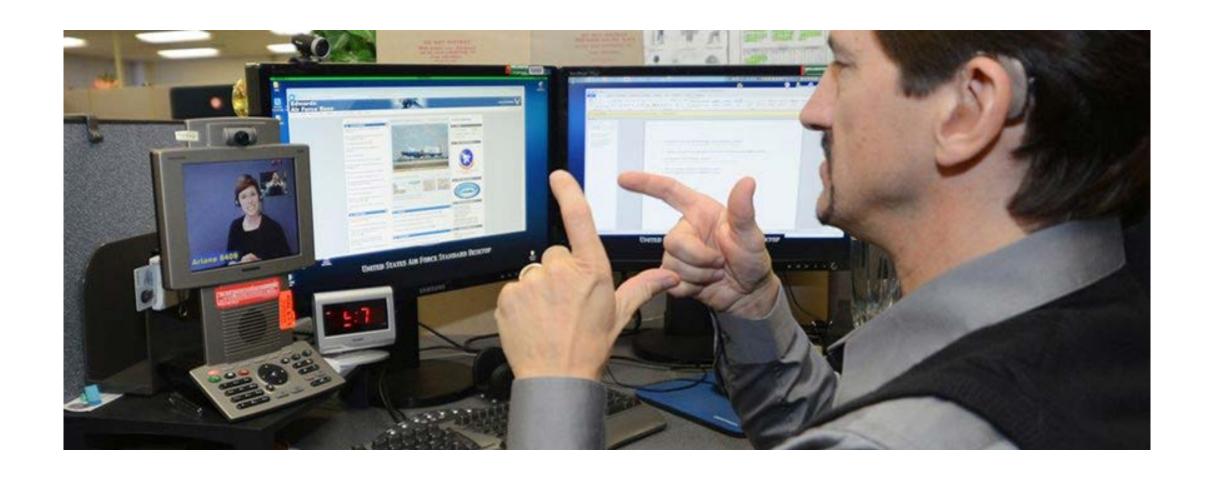




KNOWLEDGE OF SELF COMMUNICATION SKILLS

Disability Disclosure





## On The Job Tools





# Mitigating The Detours

## Mentor





# Community Agencies and Supports



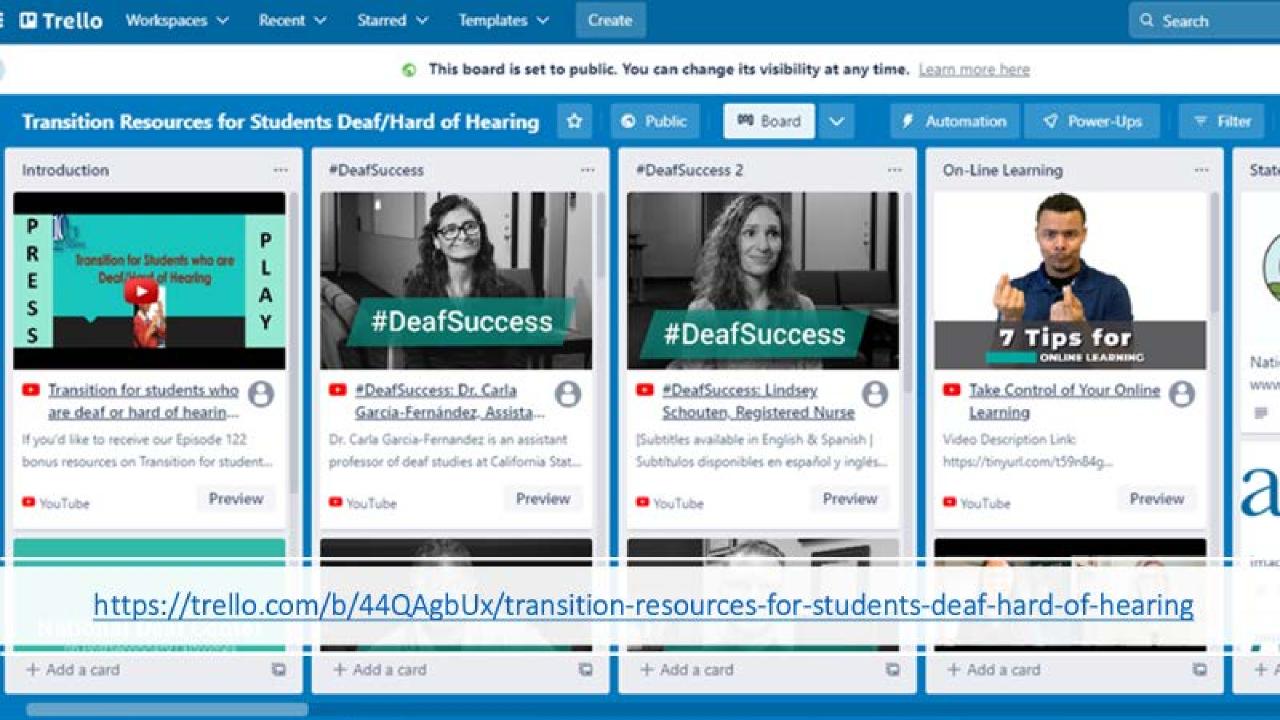
"To Climb Mountains, You Have To Train To Climb Mountains" – Author Unknown

### **Lasting Thought**

"I look up to the sky And now the world is mine I've known it all my life I made it, I made it! I used to dream about, the life I'm living now I know that there's no doubt. I made it, I made it!"

~Kevin Rudolf~







## www.pasecondarytransition.com

Planning For and Navigating
The Road To
Employment



