College for persons with disability, is it worth the effort?

What are the effects of education on employment levels for disabled persons?

Is education more important for people with disabilities than others when looking for employment?

Does the discrepancy between D and ND lessen with education?

College is hard for everyone but especially those with physical or neurological disabilities. This paper looks at data pertaining to employment rates among educational categories with comparison between US populations with a disability and those without. How beneficial is it for a person with a disability to obtain a college degree and is it worth the extraordinary effort that is required?

Motivation behind this project is from a statistic shared by +++++++ “85%”. This makes one question why they should invest the time and effort to attend college if they are disabled.

Many studies have been done to compare employment rates for DP to NDP. There is overwhelming evidence to show that DP have a substantially lower employment rates and wages than NDP.++++++++++++++insert data here+++++ Fewer studies are available that compare the effect of educational levels on the two populations. This project seeks to determine the employment rates at various educational levels for DP and NDP to see if there is a linear relationship.

Scholarly article infor here+++++++

<https://www.diverseeducation.com/demographics/disabilties/article/15105185/employability-and-college-graduates-with-disabilities>

3

====The percentage of persons with a disability who are gainfully employed takes a relatively sharp increase with the attainment of a baccalaureate degree. According to the Bureau of Labor Statistics in 2018, the rate at which these college graduates are employed compared to their high school graduate counterparts is significant at 28.5 percent, compared to only 15.6 percent, respectively.=====

2

https://www.bls.gov/news.release/pdf/disabl.pdf====In 2021, 19.1 percent of persons with a disability were employed, up from 17.9 percent in 2020, the Bureau of Labor Statistics reported today. For persons without a disability, 63.7 percent were employed in 2021, up from 61.8 percent in the prior year.===

According to a news release from BLS, in 2021 the employment rate for disabled persons was 19.1%. It then compares this to the rate of 63.7% for the non-disabled population. This rate has been relatively unchanged over the past decade.

2

<https://digitalcommons.csumb.edu/caps_thes_all/1272/> ….. reports factors preventing employment include lack of connection to services, discrimination in the workplace, and lack of social acceptance. The outcome of this is disabled people having lower self-esteem, and lower motivation to seek resources employment or resources to help find employment.

Historically, members of the disability community experience higher levels of unemployment rates due to their disabilities. The contributing factors are the poor connection to appropriate services and discrimination at work. Their lack of social acceptance results in individuals having lower self-esteem and less motivation to seek employment or locate resources to fulfill their employment needs.

2

https://www.proquest.com/openview/f44f2b38163f48f5ec0d9fd562072497/1?pq-origsite=gscholar&cbl=37110

A close-up of a document

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<https://nces.ed.gov/programs/coe/pdf/coe_tad.pdf>, =======the differences in not-in-laborforce percentages between persons with and without disabilities largely reflected the relative percentages of persons employed. The percentage of 25- to 64-yearolds with disabilities who were not in the labor force (70 percent) was higher than the percentage for those without disabilities (19 percent). While higher percentages of persons with disabilities were not participating in the labor force for all educational attainment groups in 2015, the largest differences were observed among those with lower levels of educational attainment. For example, among those who had not completed high school, the percentage of persons with disabilities not in the labor force (83 percent) was 51 percentage points higher than the percentage for those without disabilities (32 percent). The differences in the percentages for those not participating in the labor force were smaller at higher levels of educational attainment. For example, among those who had completed a bachelor’s or higher degree, the not-in-labor force percentage for persons with disabilities (51 percent) was 38 percentage points higher than the percentage for those without disabilities (14 percent 99 Employment percentage of 25- to 64-year-olds with and without disabilities, by educational attainment: 2015 Disabed persons with a bachelor or higher degree have a signidficantly lower employment rate than non disabled with less than a high school education. ( 45% vs 62%)=======

4

https://kesslerfoundation.org/info/education-and-employment-outcomes-people-disabilities-glass-half-full-or-half-empty

=====Comparisons of employment rates by education show a steep gradient for individuals with disabilities, both overall and for specific types of disability. The employment rate rises from 20% for those who have not completed high school to 33% for those whose education ended with high school graduation, to 53% for those with bachelor’s degrees. Second, this gradient in the improvement of employment outcomes is steeper for those with disabilities than individuals without disabilities. Third, earnings also rise sharply with education - people with disabilities who have a high school education earn an average $22,966, whereas those with graduate degrees earn an average of $66,899 − a jump of almost 200%.===== Across all education levels, employment and earnings disparities are significant between workers with and without disabilities. Employment rates for those without disabilities are unacceptably higher across all levels of education and across all types of disabilities. In addition, people without disabilities have higher annual income levels ranging from $6,505 per year for high graduates to $20,871 for those with graduate degrees.===============

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 https://files.eric.ed.gov/fulltext/EJ1236871.pdf

=====increase in students with disabilities attending college, the graduation rates of these students consistently lag behind their peers without disabilities. Although services provided by college disability service offices are designed to prevent discrimination and support student success, a limited body of research documents the effectiveness of services delivered to students with disabilities in college. Further, little is known about the perspectives of students with disabilities in the U.S., including in-depth qualitative research among diverse students. The purpose of this qualitative study was to explore the perceptions and experiences of eight college students with disabilities. Participants described disempowering experiences, empowering experiences, reported information about the impact of their families, and provided recommendations for stakeholders to better support individuals with disabilities. Implications for practice and future===============

4

https://thinkingautismguide.com/2018/02/why-is-autistic-unemployment-rate-so.html

In the United States, thirty-five percent of Autistic eighteen-year-olds go to college. Of those American Autistics with university diplomas, only 15 percent are employed. This 85 percent unemployment rate (among college-educated Autistic adults) is massive—the [general population’s unemployment rate (at all education levels) is only 4.5 percent](https://moneyish.com/heart/most-college-grads-with-autism-cant-find-jobs-this-group-is-fixing-that/).

+++ statistics here+++ barriers to employment

Barriers to education

2

 The college non-completion rate is 56% for persons with disabilities, compared to 40% among persons without disabilities. (KESSLER) Across all education levels, employment and earnings disparities are significant between workers with and without disabilities. Employment rates for those without disabilities are unacceptably higher across all levels of education and across all types of disabilities. In addition, people without disabilities have higher annual income levels ranging from $6,505 per year for high graduates to $20,871 for those with graduate degrees. (KESSLER)

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<https://files.eric.ed.gov/fulltext/EJ1236871.pdf>

discouragement

Other participants described accessing different types of services (e.g., support groups, academic accommodations, audiobooks), but noted that these services “just didn’t work” or even perpetuated “a counter-productive negative cycle” of failure.

dge and ineffective services and supports resulted in participants feeling discouraged and unprepared to excel in school

Isolation

1  
All students [**need to feel included**](https://press.uchicago.edu/ucp/books/book/chicago/L/bo3630345.html) in order to succeed in college. But when a student has a disability, inclusion can be more difficult to achieve. One study shows students with disabilities [**participate in fewer extracurricular activities**](http://dsq-sds.org/article/view/1593/1561), like clubs or on-campus events, than non-disabled peers. This is due to [**a lack of social inclusion**](http://dsq-sds.org/article/view/1593/1561), the study states. It also stems from the fact that many colleges and university programs "[**focus mostly on academic and physical accessibility**](http://dsq-sds.org/article/view/1593/1561)." The social parti

Insecurity

Insecurity. Participants reported feeling “depressed,” “inadequate,” and generally insecure when comparing themselves to their peers without disabilities.

Learning disabilities \_ reading.writing processing speed, orginazition, fatigue

Transportation

Funding

3

The gap in employment percentages between those with and without disabilities was smaller for those with a bachelor’s or higher degree (39 percentage points) than for those with an associate’s degree (47 percentage points), those with a high school credential (51 percentage points), and those who had not completed high school (47 percentag (https://nces.ed.gov/programs/coe/pdf/coe\_tad.pdf)

Data

Data includes persons age ++++098++++ from the years +++00000+++ and is broken down into DP and NDP as well as educational levels. DP is defined by +++++as ###+++. Data for individuals under age +++ and over age +++ has been excluded in order to focus on the main employment demographics.

Dependent variable is annual employment rate

Independent variables are disability status (DP or NDP), and educational levels (NOHS, HS, SCOL, and COL). Later the variable of annual salary will be introduced.

Compare employment levels dp/ndp

Look at education levels for DP

Look at education levels for NDP

Compare DP/NDP education effect.

For the %?? Of DP that complete their bachelors degree, only %?? Will find employment. Out of 1000 DP and 1000 NDP ### DP will complete degree where ###NDP will. Of that ## DP, ##?? Will be employed compared to ##?? Of the ##?? NDP graduates.

134 vs 346. 55% vs 73% 74 vs 253 As a disabled person I have a %7.4 likelyhood of graduating and finding employment vs %25.3 for a nondisabled equal.

Data clearly demonstrates an employment challenge for DP, but shows there is a substantial increase in employment levels for those with a college degree.

<https://www.diverseeducation.com/demographics/disabilties/article/15105185/employability-and-college-graduates-with-disabilities>

<https://www.brookings.edu/blog/the-avenue/2018/07/25/only-four-out-of-ten-working-age-adults-with-disabilities-are-employed/>

<https://www.tandfonline.com/doi/pdf/10.1080/1359432X.2017.1387536?needAcce>

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ADD chart with historical DP employment rate to show lack of improvement.

Table

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Discuss salary difference but emphasize non-monitay value of employment (inclusion, self esteem….)

1. College is hard for DP
2. Employment levels dp vs ndp
3. Education effect on dp – compare to ndp
4. Value of degree enough? Emploument & salary