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The Quality of Postsecondary Education and Work Among Young Adults with Disabilities:

Results of a Micro-Survey

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I. Introduction

Overview

From 2020 through 2024, Eviance and its partner organizations engaged in a major project called *Innovating for Inclusive & Equitable Post-Secondary Education: A Pathway to Realizing the Sustainable Development Goals (SDGs)*. Project activities have been diverse and are detailed at the project website (<https://www.inclusivpse.ca/>).

An important component of the project has been our own survey of PSE students with disabilities, for which the present report provides findings. The survey was designed to capture details like those that can be obtained from the Canadian Survey on Disability (CSD) but by pursuing a simpler, summary line of inquiry. Our survey explores the education and work experiences of young adults with disabilities who are currently attending postsecondary education, or who attended in the past five years. The survey was designed to pinpoint what students with disabilities need and want for improved experiences at universities and colleges, and for transitions from postsecondary to good-quality paid employment. The survey was also designed to serve as a simple model for universities and colleges to use when designing their own surveys should they wish to capture, reflect upon, and respond to the high-level experiences of students, graduates, and non-graduates with disabilities in PSE and the labour force.

Following this Introduction, Section II of the report provides background information on the survey and on the respondents who participated in it. Section III provides an exploration of respondents' experiences in PSE, including an analysis of the quality of PSE that respondents have received. Section IV looks at employment of students, graduates, and non-graduates who were working for pay when the survey was conducted, and an analysis of the quality of that employment. Section V looks at the relationships between the quality of PSE the respondents have received and the quality of paid work they obtained, if any, following their PSE studies. Section VI provides a summary of key findings and Section VII provides a conclusion with recommendations. The report's Appendices provide further details on issues explored in the body of the report.

Eviance

The Canadian Centre on Disability Studies (CCDS) Inc. operating as Eviance is a nationally focused organization dedicated to societal change. We ensure that human rights and equity are addressed at the personal level through lived experiences. Our intended impact is to enhance intersectional action-based solutions that advance human rights, and equity-focused decision making in Canada. It is important to us as an organization to provide sustainable solutions to systemic issues around equity and human rights, while also showing up for issues experienced by the diverse disability networks we work with. Accordingly, our work is guided by and furthers the social justice intent of the *Universal Declaration of Human Rights*, the United Nations'

Convention on the Rights of Persons with Disabilities (CRPD), and other international social justice frameworks.

We offer a unique *focus on intersectionality and human rights* in community-based research and practice with consideration of diverse marginalized groups of people with disabilities and their families and allies. We understand that people with disabilities represent a complex, heterogeneous, multilayered social position that is shaped by geographic location, culture, and experiences of race/ethnicity, gender, age, sexual orientation, class, and ability. Thus, we employ methods that identify and address the intersecting and systemic experiences of diverse people with various disabilities. Our work recognizes that people with disabilities may hold positions of power and privilege, as well as face heightened risks of violence, poverty, exclusion, and barriers in access to basic needs and human rights.

Our knowledge of disability rights issues at the local and national level is complemented by our knowledge and experience in research and evaluation. We have extensive experience in disability rights monitoring, human rights training and education, applied social research and utilization focused evaluations. Our work is intended to be useful for a wide range of audiences including people with lived experience of disability, Disabled People's Organizations and other disability organizations, other non-profit organizations, governments, funders and the general public. Our work is also guided by best practices in accessibility and knowledge mobilization.

II. This Survey and Its Respondents

The Survey Itself

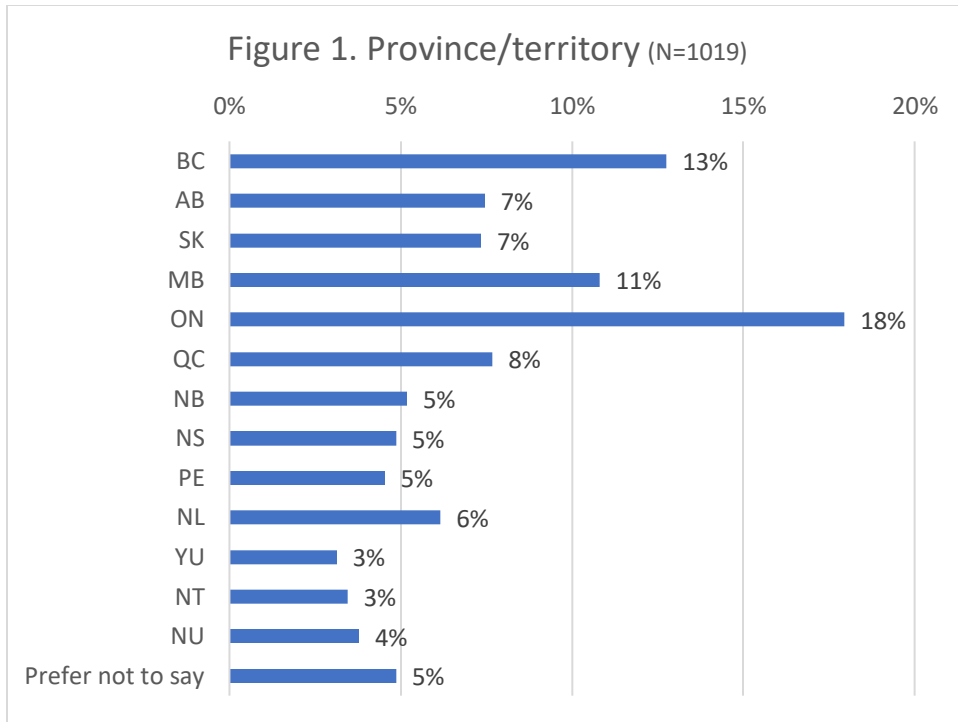
We conducted this survey on the SurveyMonkey online platform from September 26 through November 9, 2023, inclusive. Prior to opening the survey to respondents, ethics proposals were submitted to and approved by the research ethics boards of Eviance and participating academic partners (Toronto Metropolitan University and St Francis Xavier University). We received useable data from 1019 respondents. Most of these respondents (95%) accessed the English version of the survey, with the remaining 5% accessing the French version. Further details are provided in the discussion on methodology in Appendix 1.

The Respondents

Geographic Distribution

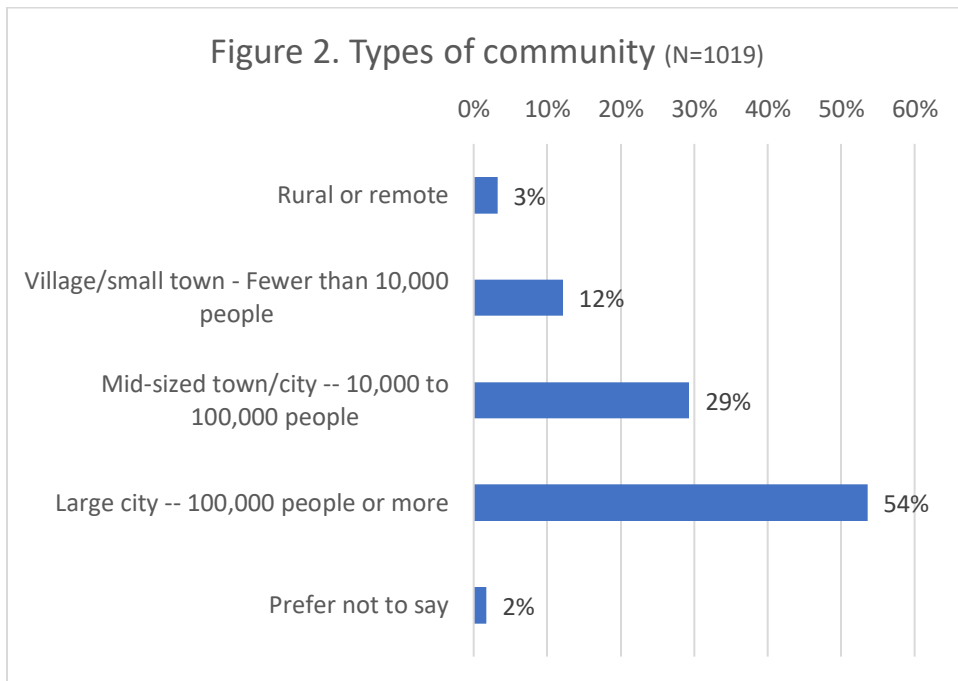
Figure 1 shows the geographic distribution of the survey respondents. Most were from Ontario (18%) and British Columbia (13%), with a sizeable share (26%) from across the prairie provinces (AB, SK, and MB), a few (8%) from Quebec, a large contingent (21%) from the Atlantic provinces (NB, NS, PE, and NL), and one in ten (10%) from the northern territories (YU, NT and NU).¹

¹ The 2017 Canadian Survey on Disability (CSD) yields a similar percentage for young adults with 18 to 34 years of age with disabilities who were attending or who recently attended PSE (i.e., in the past 5 years) and who lived in British Columbia (14%). The other percentages based on the CSD, however, are quite different than the present survey's distribution for young adult current or recent PSE students with disabilities. In the CSD, only 21% were from the prairie provinces compared with our 26%, 40% compared with our 18% from Ontario, 17% compared with our 8% from Quebec, 8% compared with our 21% from the Atlantic provinces, and fewer than 1% compared with our 10% from the northern territories. See Crawford, C., Hardie, S., Wicklund, E. & Brind'Amour, A. (2022). *Inclusive Postsecondary Education and Decent Work: Effective Links for Young Adults with Disabilities*. Winnipeg: Canadian Centre on Disability Studies Inc., operating as Eviance, Table 2.3.a.



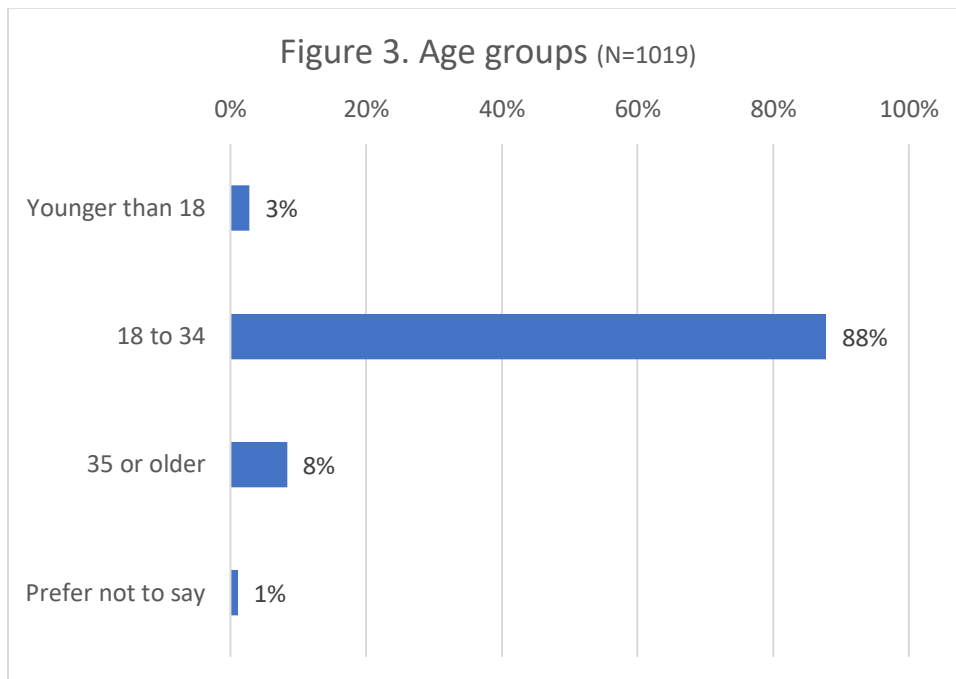
Types of Community

Most of the survey's respondents (54%) live in large cities with 100,000 or more people (Figure 2). One in three (29%) live in mid-sized towns and cities with fewer than 100,000 people. Just over one in ten (12%) live in villages and small towns of fewer than 10,000 people, and 3% live in rural or remote communities.



Age

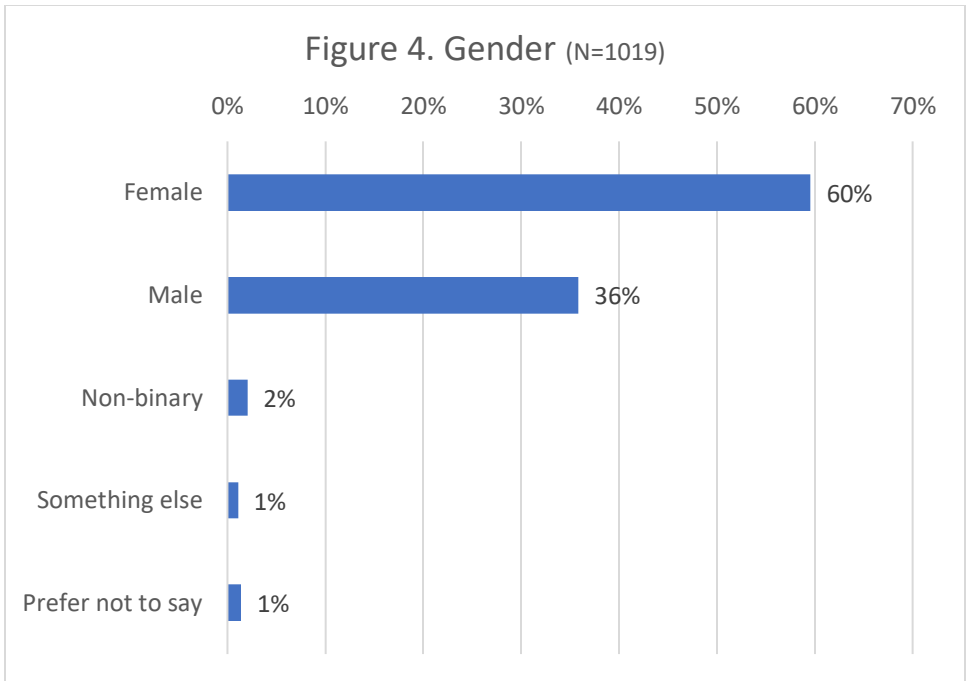
A large majority of survey respondents (88%) were from 18 to 34 years old (Figure 3). A few were younger than 18 (3%) and a few were older than 34 (8%).



Gender

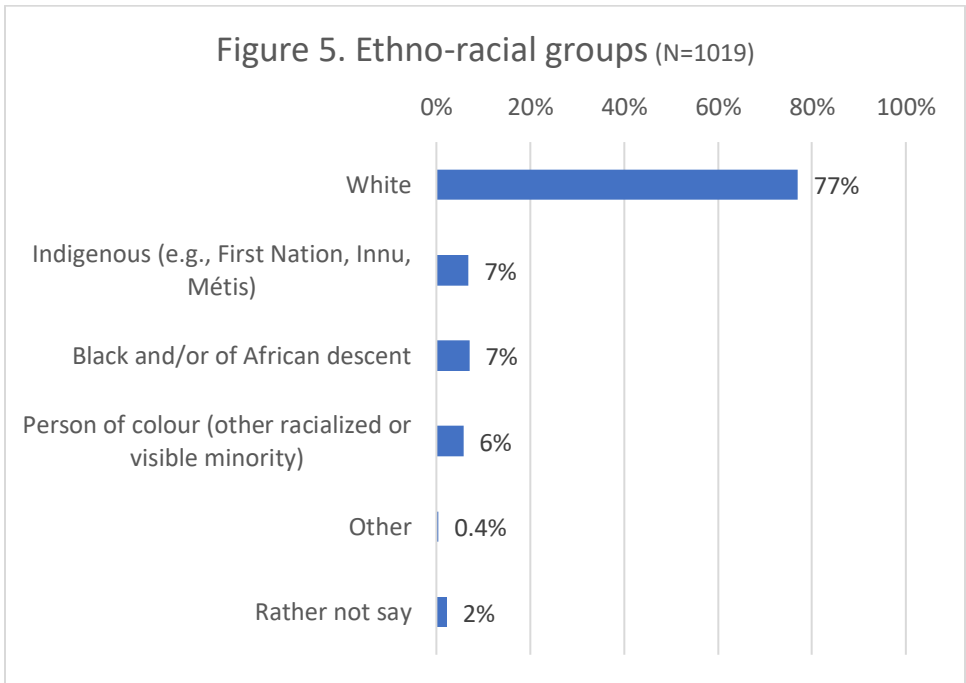
Most respondents (60%) identified as female 36% as male (Figure 4). The others identified as non-binary (2%), something else (1%), or preferred not to say (1%). The male-female split among respondents is consistent with other recent research on the postsecondary education of young adults with disabilities.²

² See, for instance, Crawford, C., Hardie, S., Wicklund, E. & Brind'Amour, A. (2022). *Inclusive Postsecondary Education and Decent Work: Effective Links for Young Adults with Disabilities*. Winnipeg: Canadian Centre on Disability Studies Inc., operating as Eviance. Available at https://www.inclusivepse.ca/_files/ugd/e2041e_5301505c874647188f9b65128259284e.pdf



Ethno-Racial Differences

As shown in Figure 5, most respondents were white (77%). Indigenous respondents (First Nation, Innu, Métis) comprised 7% of respondents, as did 7% who self-identified as Black or of African descent. Persons of colour (i.e., other racialized persons or visible minorities) made up 6%, a few (less than 1%) gave other ethno-racial backgrounds), and 2% preferred not to provide this information.



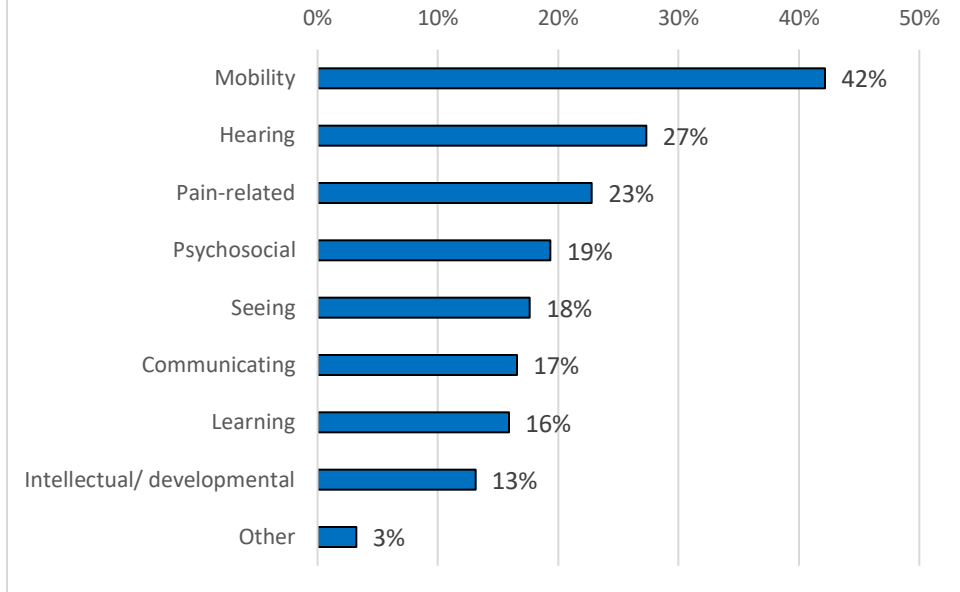
Types of Disability

Towards the end of the survey, respondents answered a point-blank question (Q39) that asked whether they have a disability. Respondents also answered four other questions that were asked earlier in the survey about their needs for disability-related supports in PSE (Q6 and Q8) and/or in employment (Q32). Appendix 1c and 1d provide more details on the 465 individuals who answered “yes” to the point-blank question and the other 554 respondents who answered “yes” only to one or more of the questions about needing disability-related supports for PSE or work. Virtually all who answered “yes” to the point-blank question also said they need one or more disability-related supports for PSE or work. The groups are similar in other ways as well, as explained in Appendix 1d. As the survey was broadcasted to and billed as one for PSE students and graduates with disabilities to answer, we considered respondents who answered “yes” to any of these questions as having a disability.

Figure 6 shows the kinds of disabilities reported by respondents who answered “yes” to the point-blank question about whether they consider themselves to have a disability. Most of these individuals (42%) reported physical disabilities, such as in mobility, bending, reaching, or grasping. Next-most widely reported were disabilities in hearing (27%) and that are pain-related (23%). Those with psychosocial disability comprised nearly one in five of these respondents (19%), followed by seeing (18%), communicating (17%), learning (16%), and intellectual / developmental disabilities (13%). A few respondents (3%) reported various other disabilities not shown in Figure 6. In addition, 12% of survey respondents overall reported that they are d/Deaf.³

³ Among d/Deaf respondents who also said in response to the point-blank question that they have a disability, only 44% said their disability was in the domain of hearing. The other d/Deaf individuals who reported disability on the point-blank question often provided multiple responses for disabilities in other domains. Those were in the physical domain (31%), and in pain (24%), seeing (25%), communicating (26%), learning (15%), psychosocial well-being (e.g., mental health) – 11%), and intellectual/ developmental disability (14%).

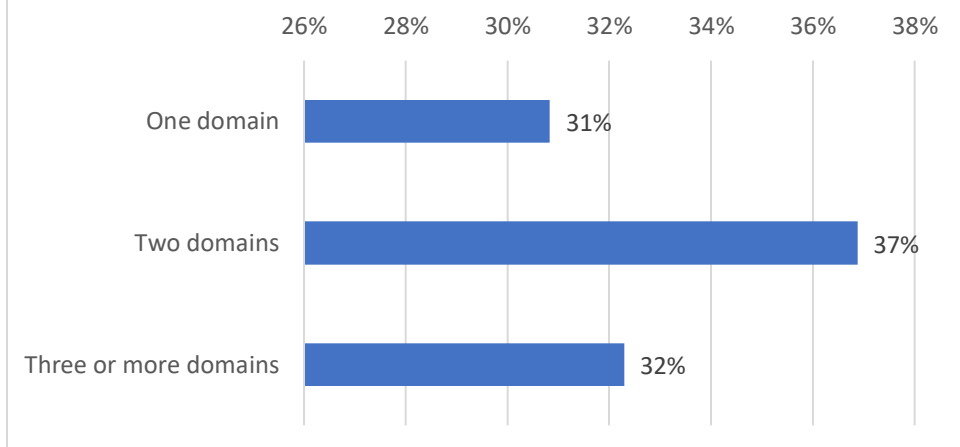
Figure 6. Types of disabilities of respondents who said they have a disability in response to point-blank question 39 (N=465)



Complexity of Disability

Most respondents who reported disability in response to the point-blank question 39 did so across several of the domains shown in Figure 6. For instance, fewer than a third (31%) reported disability in only one of these domains (Figure 7), compared with more than a third (37%) who reported disabilities in two, and nearly another third (32%) who reported disabilities across three or more domains.

Figure 7. Number of reported domains of disability per Figure 6 (N=465)

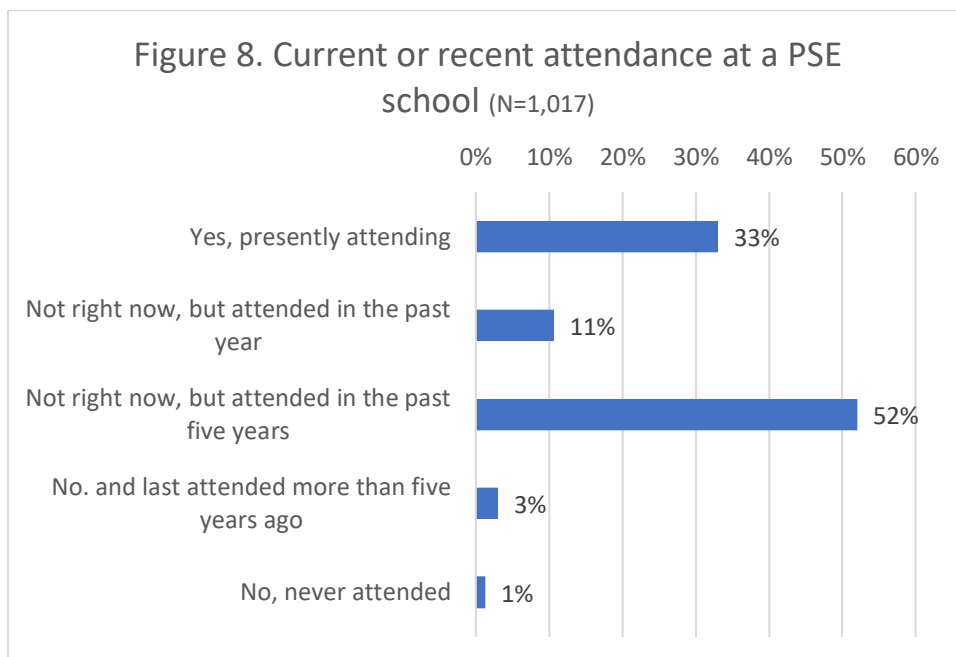


III. Experiences in Postsecondary Education

This section of the report provides findings on the postsecondary education experiences of survey respondents. It explores current and recent attendance in PSE, types of PSE schools attended, graduation from PSE, needs met and unmet for accessible built-environmental features and for other disability-related supports in PSE, non-reimbursed disability-related costs and income adequacy in PSE, perceptions of safety, being valued, and being included in PSE as students with disabilities, involvement with and level of satisfaction with that involvement with informal and formal support groups while in PSE, mentors and the difference(s) they have made, satisfaction with the PSE school most recently attended, and the quality of PSE received. The discussion on the quality of PSE provides details by gender, ethno-racial differences, types of disability, student financial situations, and by types of community. It also examines the relationships between the components of PSE quality and the extent to which young adults with disabilities graduate from PSE and feel satisfied with their PSE schools.

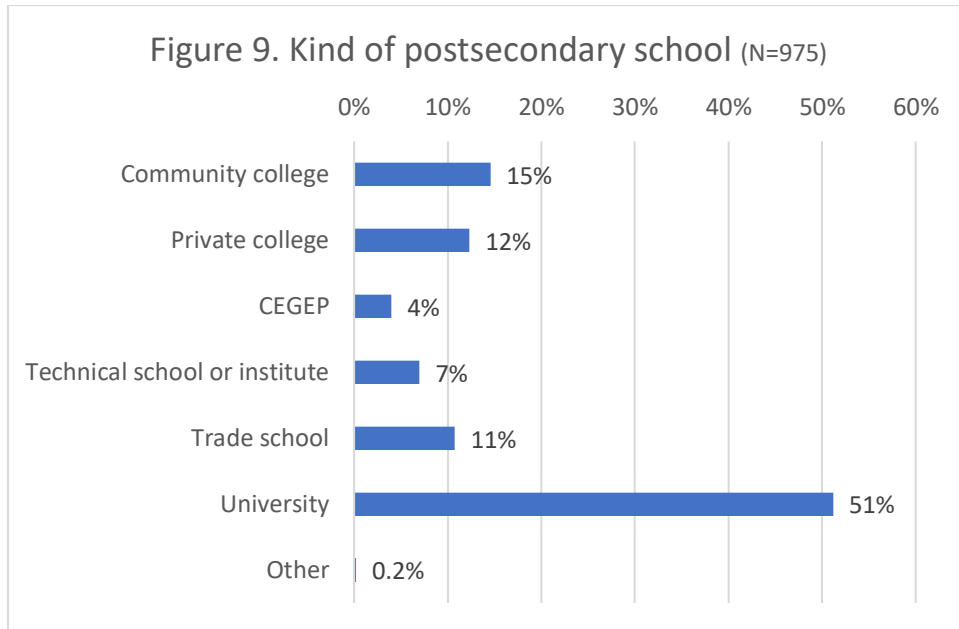
Current and Recent Attendance in PSE

Most respondents (96%) attended a PSE school at some point in the past five years (Figure 8). A third of respondents (33%) were attending when the survey was conducted, and about one in ten (11%) attended in the past year. A little over half (52%) last attended sometime between two and five years ago. A few last attended more than five years ago (3%) or said they had never attended PSE (1%).



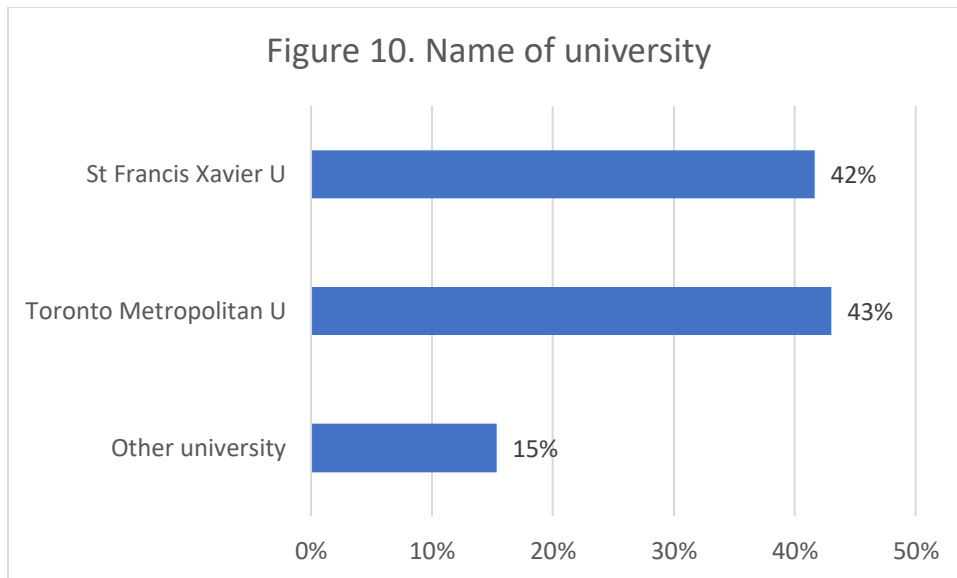
Types of PSE Schools Attended

Figure 9 shows that slightly over half of respondents (51%) were attending or recently attended university. About one in five currently or recently attended either community college (15%) or Collège d'enseignement general et professionnel⁴ (CEGEP – 4%). About one in ten (11%) attended trade school. The rest currently or recently attended private college (12%) or technical school (7%). Very few (0.2%) attended various other unspecified PSE schools.



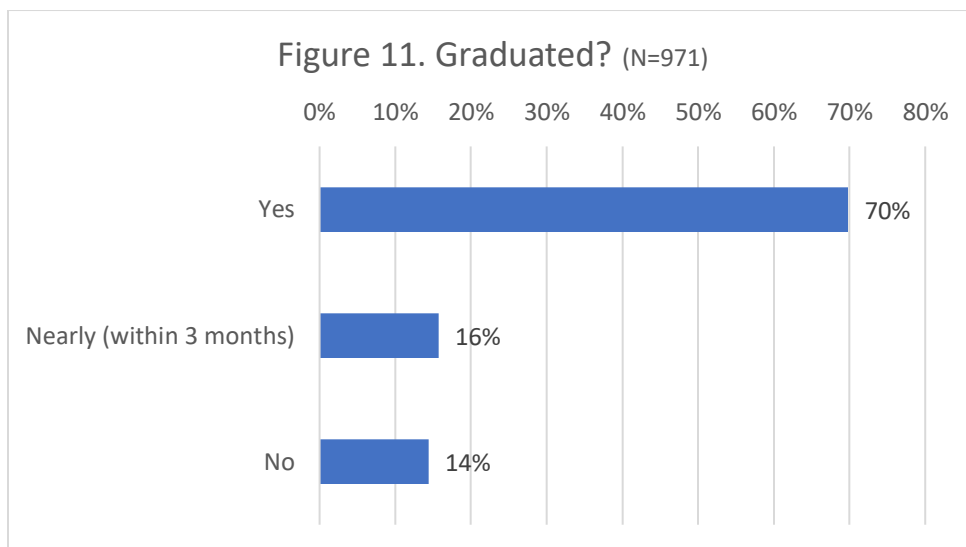
Most survey respondents attended one of the partner universities for this project, with students at St Francis Xavier University comprising 42% and students at Toronto Metropolitan University, 43% (Figure 10). Another 15% attended various other universities, which are listed in Appendix 2. Almost all these universities (96%) are Canadian, with another 4% in the United States and 1% in another country.

⁴ CEGEPs are general and professional teaching colleges.



Graduation from PSE

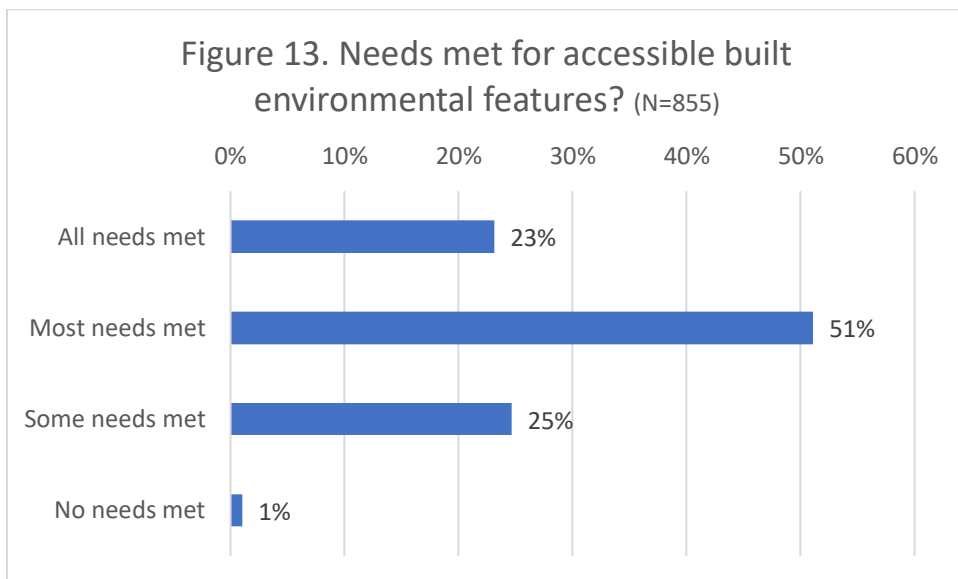
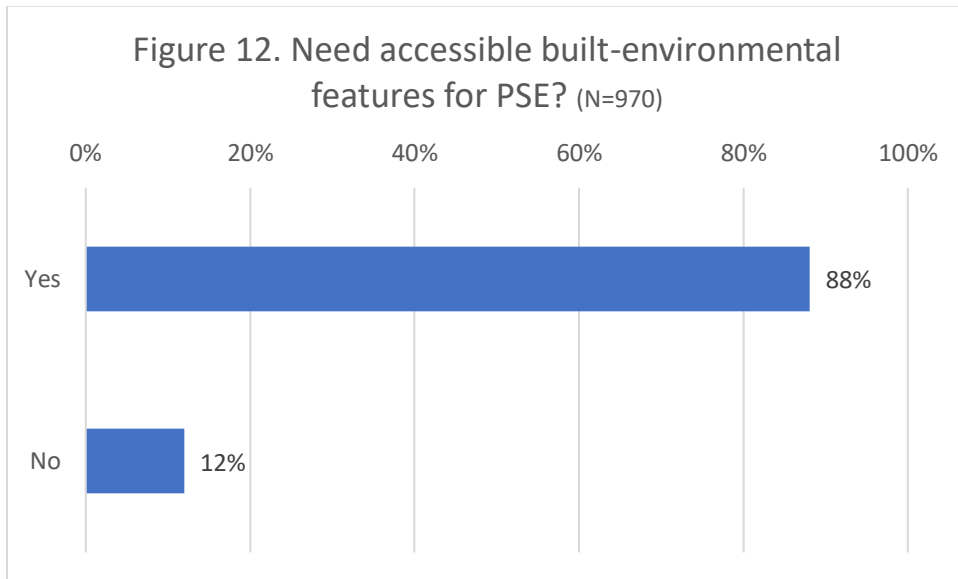
Most survey respondents had either graduated (70%) or were within three months of graduating from their PSE school (16%). The other 14% had not graduated, meaning their graduation was more than three months away or they had left PSE without graduating (Figure 11).



Needs Met and Unmet for Accessible Built-Environmental Features in PSE

Most respondents (88%) said they need(ed) built accessible, adapted, or modified building features to attend PSE (Figure 12). Among those respondents, nearly a quarter (23%) said all their built-environmental needs have been met and about half (51%) said that most of those needs have been met (Figure 13). However, another quarter (25%) said that only some of their needs have been met. Very few (1%) said that none of their needs have been met in this area.

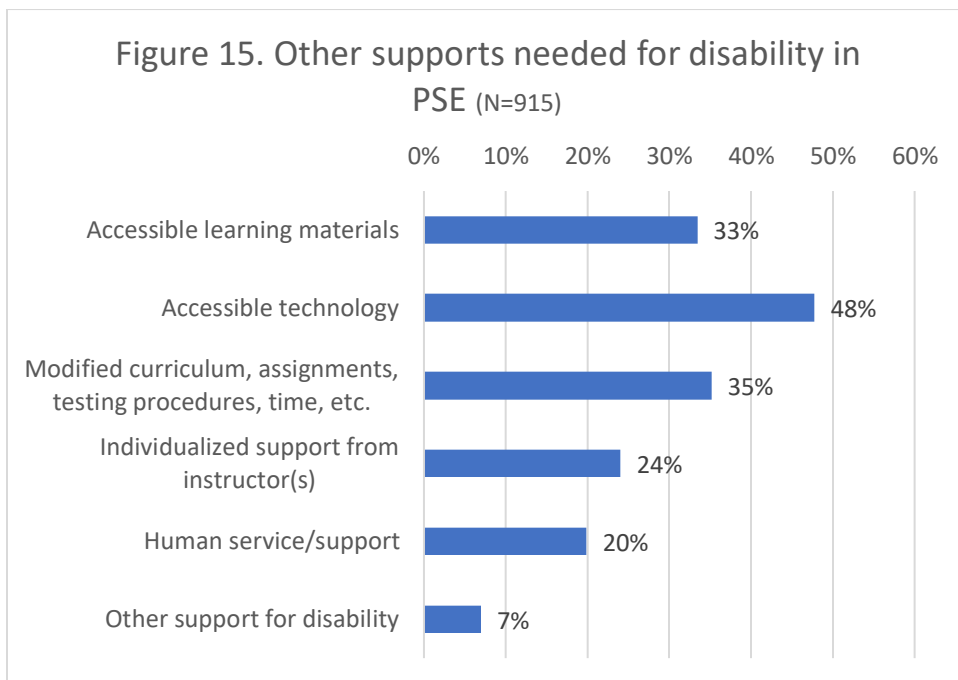
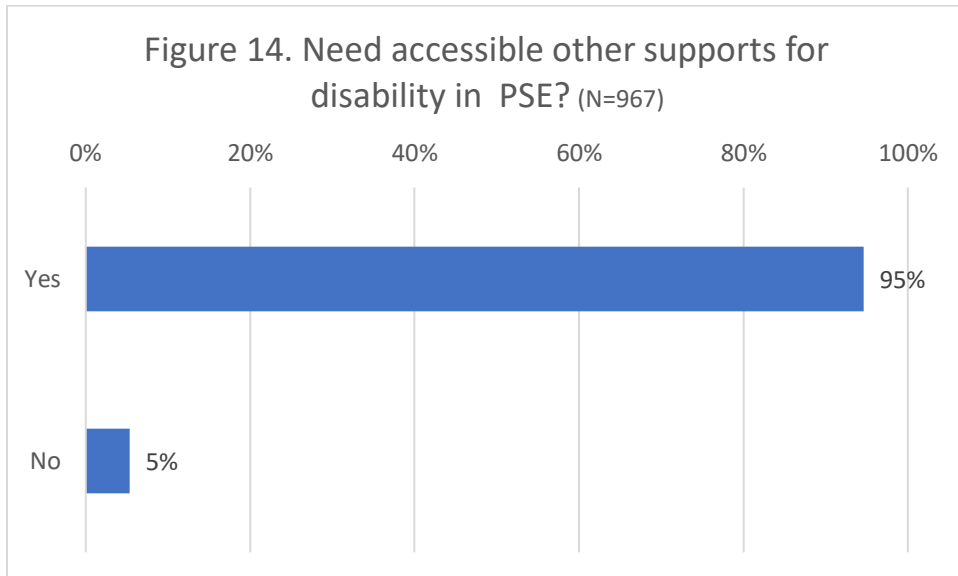
This finding makes sense because, if those needs had not been met, most participants with such needs would not have attended PSE in the first place and would not have had an opportunity to answer “yes” to needing built environmental features while attending PSE.



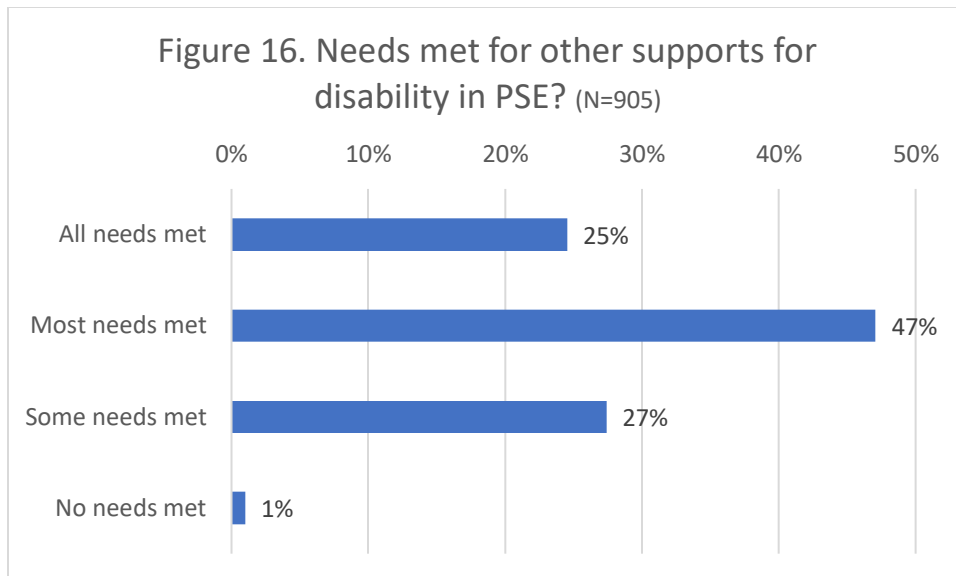
Needs Met and Unmet for Other Supports for Disability in PSE

Aside from accessible built environmental features, a very high proportion of respondents (95%) require(d) other supports for disability in PSE (Figure 14). These include the supports shown in Figure 15: accessible learning materials, such as large print texts, machine readable files, audio versions of texts, etc. (33%); accessible technologies, such as adapted keyboard, accessible smart phone, digital notetaker, screen reader, Braille printer, etc. (48%); modified curriculum, assignments, testing procedures, and/or modified time for completing assignments and exams (35%); individualized support from one or more instructors (24%); human service or support,

such as an attendant, tutor, or sign-language interpreter (20%); and various other supports for disability that were somewhat unique to each individual survey respondent (7%).

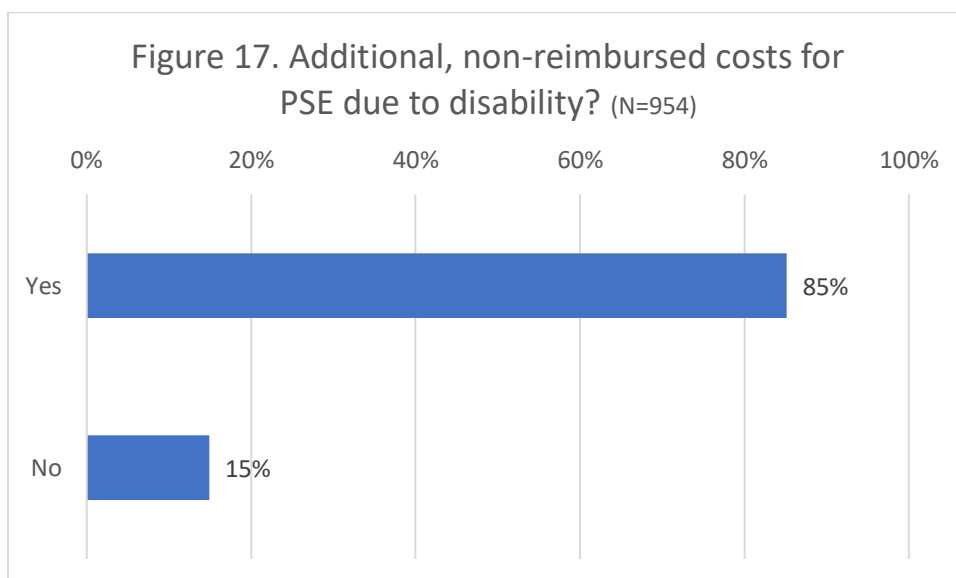


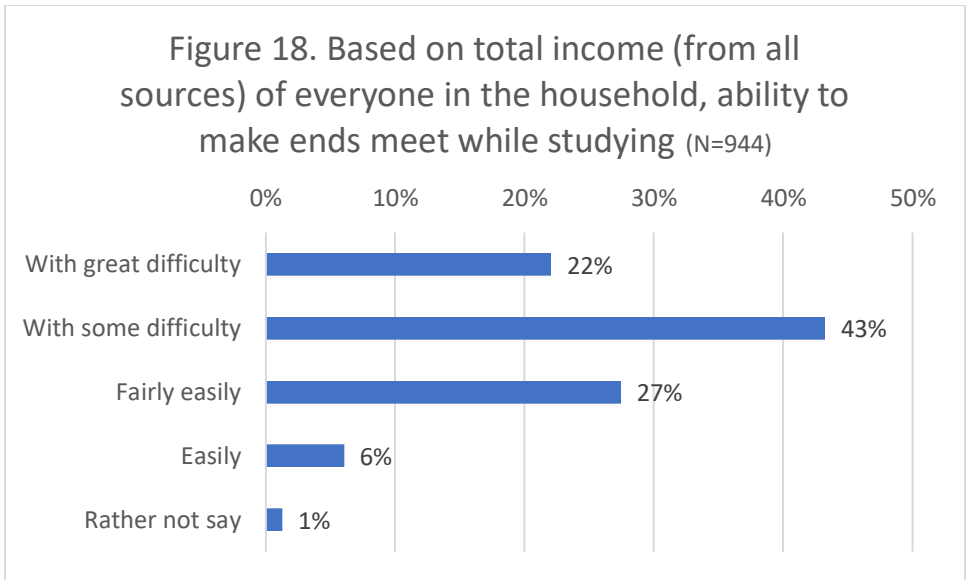
The needs have been fully met for a quarter of respondents (25%) who need(ed) one or more of these other supports for disability in PSE (Figure 16). The needs of nearly half (47%) have been mostly met. This leaves the needs of more than a quarter, which have been only partially met (27%) or completely unmet (1%). As with the need for built-environmental support, supports in many cases are essential conditions for participating in PSE and for a respondent to answer “yes” to the question about whether they experience(d) various needs while attending PSE. So, it is not surprising that very few have had such needs in PSE that go completely unmet.



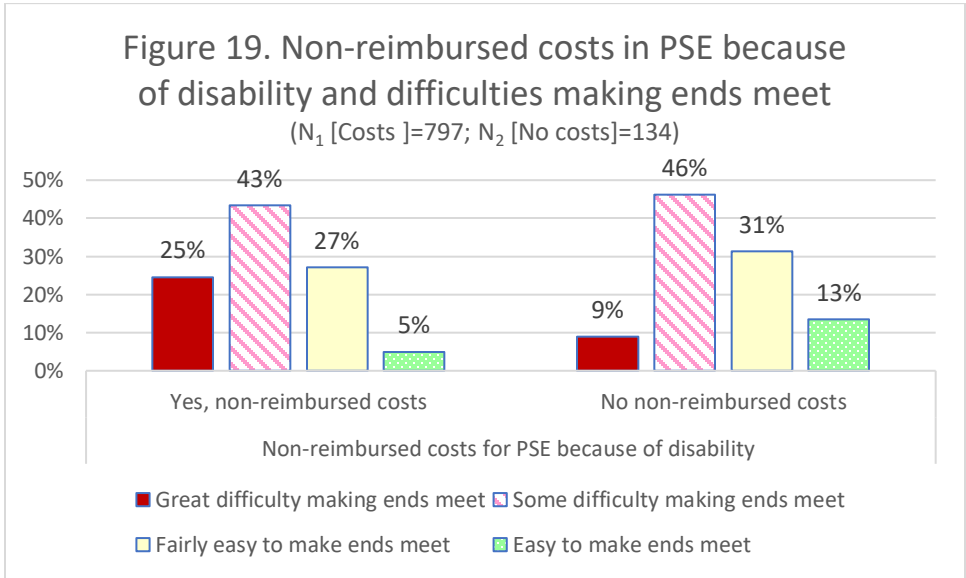
Additional Disability-Related Costs and Income Adequacy in PSE

More than eight in ten respondents (85%) have (had) additional, non-reimbursed costs for PSE that have arisen because of disability (Figure 17). Looking at the income adequacy of respondents (Figure 18), two-thirds have had difficulties making ends meet while studying, with 22% experiencing great difficulty and more than four in ten (43%) experiencing some difficulty. Only a third said it has been either fairly easy (27%) or easy (6%) to make ends meet while studying.



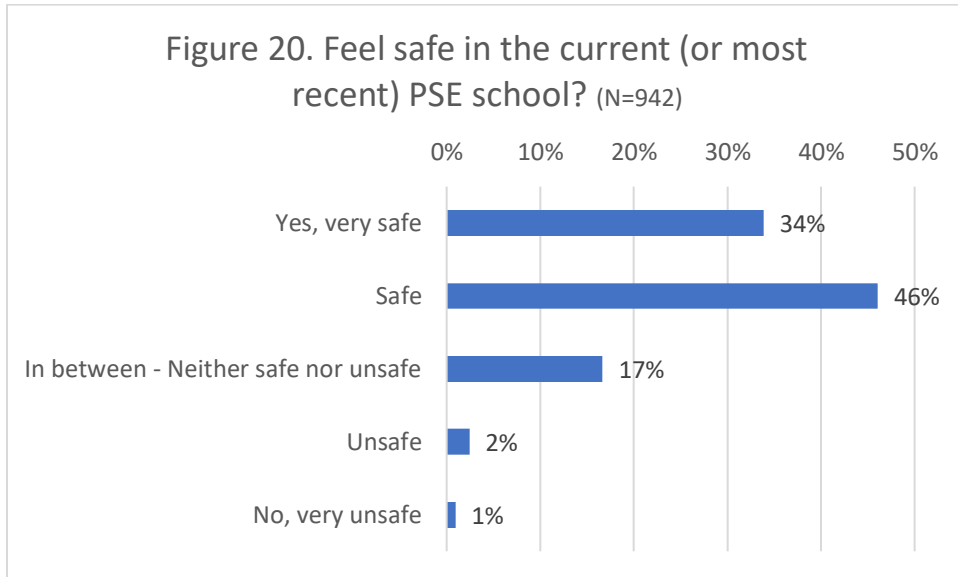


Compared with respondents who have not incurred additional expenses for PSE because of disability, respondents who have covered these expenses are much more likely to say they have had great difficulties making financial ends meet (9% versus 25%, respectively – Figure 19). In contrast, 13% of those who have not incurred these additional expenses said it has been easy to make ends meet while studying compared with only 5% of those who have incurred the additional expenses. These findings are statistically significant ($p < .05$). They point to how a student who takes on additional costs for PSE because of disability is more likely to experience financial difficulties, and how a student with disabilities who experiences financial difficulties is more likely to be carrying additional disability-related costs.

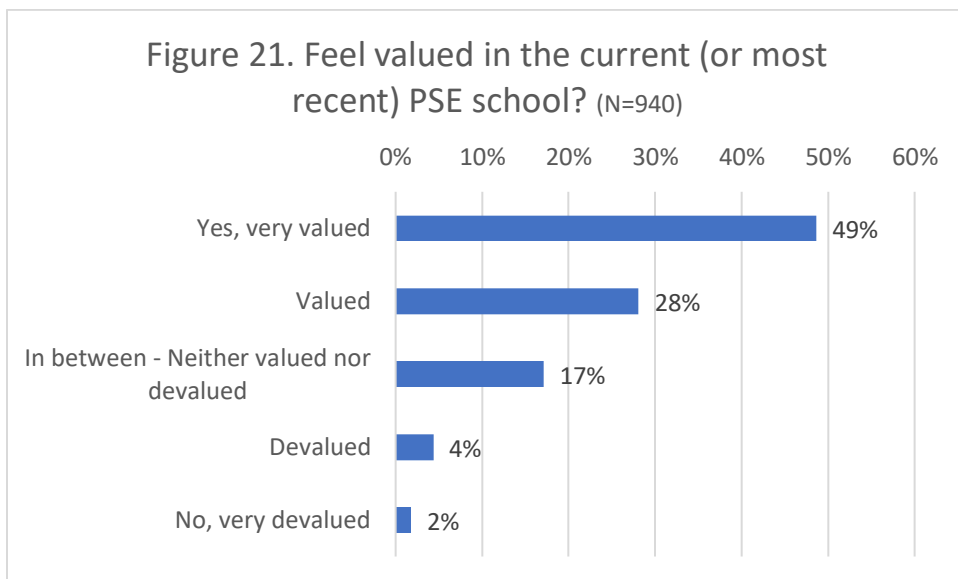


Experiences of Safety, Being Valued, and Being Included in PSE as a Student with Disabilities

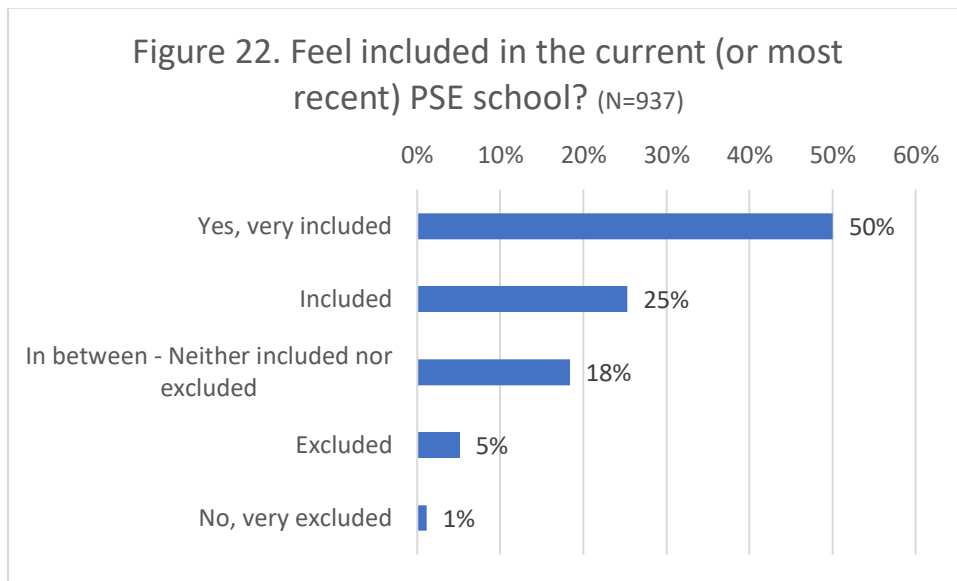
Most respondents said they feel (felt) either safe (46%) or very safe (34%) at their PSE school (Figure 20). Nearly one in five (17%), however, reported ambivalent feelings about safety (i.e., they feel/felt neither safe nor unsafe), and another 2% said they feel (felt) unsafe (2%), with another 1% feeling very unsafe.



Similarly, most respondents said they feel (felt) either valued (49%) or very valued (28%) at their PSE school (Figure 21). More than one in four, however, said they feel (felt) neither valued nor devalued (17%), devalued (4%), or very devalued (6%).

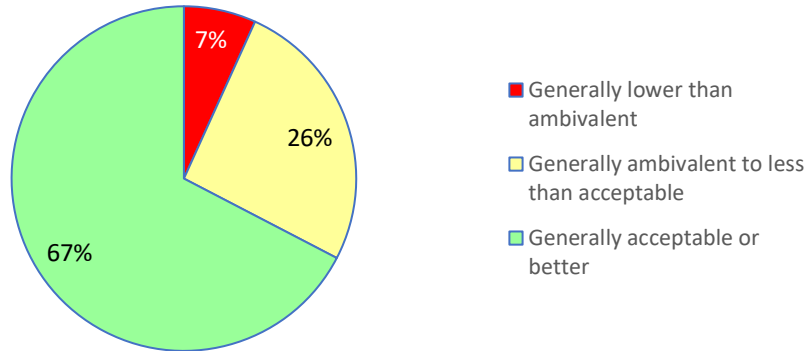


Again, most respondents said they feel/felt either included (50%) or very valued (25%) at their PSE school (Figure 22). Nearly one in four, however, said they feel (felt) neither included nor excluded (18%), or excluded (5%), or very excluded (1%).



The answers to those questions are not entirely equivalent. For instance, many students who rate their experiences highly on one of the measures shown in Figures 20 to 22 also do so on the other two measures. However, some students may feel positive about one measure and not-so-positive about one or two others. If a strong majority of students with disabilities should, at the very least, feel safe, valued, and included as an acceptable minimum standard, Figure 23 shows that two-thirds (67%) feel their school has, generally speaking, consistently met that standard across all three measures. The remaining third generally feel either ambivalent across all three measures to somewhere between ambivalence and the acceptable standard (26%), or generally feel at best unsafe, devalued, and excluded across the three measures (7%). While 23.5% feel that their PSE school has consistently enabled them to feel *very* safe, included, *and* valued, less than 1% feel their school has consistently left them feeling *very* unsafe, excluded, *and* devalued. Those latter two findings are not shown on Figure 23 but were derived based on an aggregation of the data from the three variables.

Figure 23. Feelings of safety, veing valued, and included: composite score (N=944)

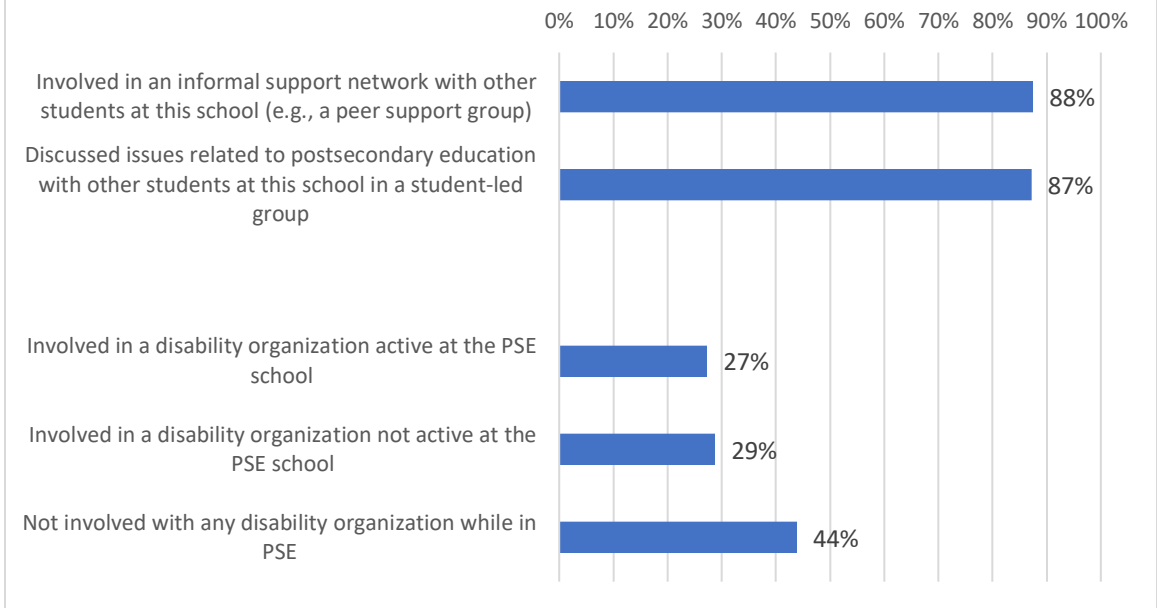


Involvement with Support Groups While in PSE

Figure 24 shows that most respondents (88%) have been involved with an informal support network with other students at their PSE school for practical and emotional support. The same figure shows that most students (87%) also discussed issues related to postsecondary education with other students at their PSE school in a student-led association, self-help group, or other student-led group. A little over half of respondents were involved in a disability organization while attending PSE, either with a disability organization active at their PSE school (27%) or with an organization that was not active at the school (29%). Nearly half of survey respondents (44%) were not involved with any (formally organized) disability organization while attending PSE.

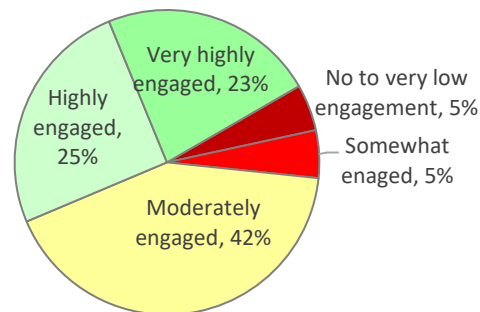
Figure 24. Engagement of respondents with various informal and formal organizations with a focus on disability

(N=929)



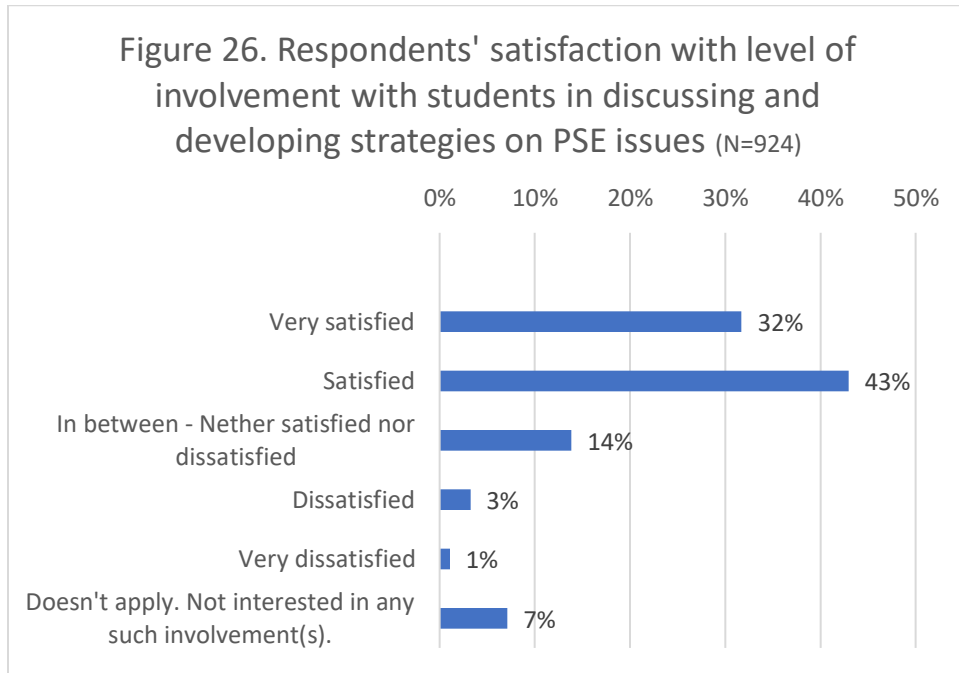
Looking across these measures, 23% of respondents were very highly engaged by participating in an informal student support network, discussing PSE issues with others in a student-led organization, and were involved with a disability organization active on their PSE school campus (Figure 25). Another 25% were highly engaged in such activities, but generally where the disability organization was not active on campus. About four in ten (42%) were moderately active in that they were involved in several of these groups. A few (5%) were somewhat engaged by being active in one group on average. The rest (5%) were generally not active in any of these groups.

Figure 25. Level of social engagement of survey respondents with student support networks and disability organizations: composite score (N=931)



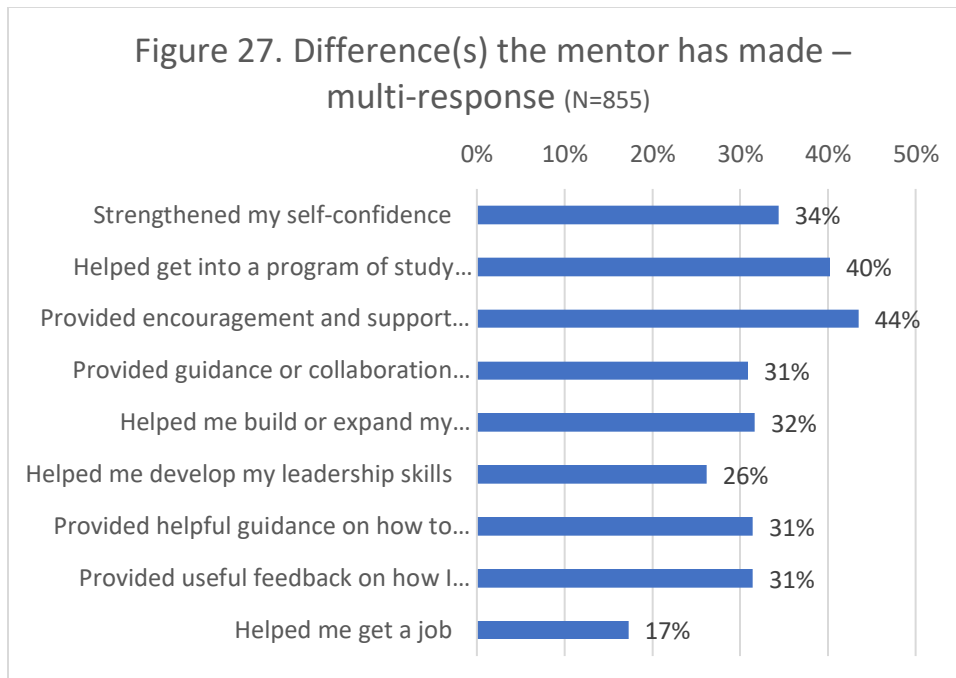
Satisfaction With Involvements with Support Groups

Generally, respondents seemed pleased with their level of involvement with students in discussing and developing strategies on postsecondary education: about four in ten (43%) were satisfied and about a third (32%) were *very* satisfied (Figure 26). About one in seven were neither satisfied nor dissatisfied (14%). A few were dissatisfied (3%) or very dissatisfied (1%). For 7% the question did not apply because they were not interested in (more of) this kind of involvement with other students.

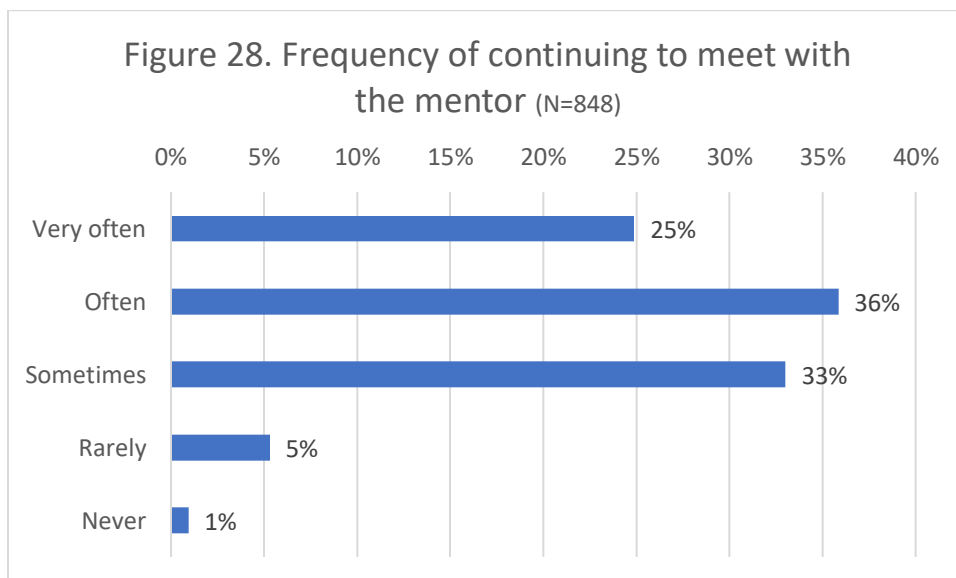


Mentors and the Difference(s) They Have Made

A large majority of respondents (93%) said a faculty member or other staff person at their PSE school had been like a mentor to them. Differences the mentor(s) have made are diverse and are shown in Figure 27. These include strengthening the respondent's self-confidence (34%); helping them get into a program of study the respondent wanted (40%); providing encouragement and support for growth and improvement (44%); providing guidance or collaboration for research (31%); helping to build or expand the respondent's professional network (32%); helping the respondent develop their leadership skills (26%); providing the respondent helpful guidance on how to succeed in their studies (31%); providing useful feedback on how the respondent can best interact with others (31%); and helping the respondent to get a job (17%). Those ways of helping accounted virtually all responses to the survey question.

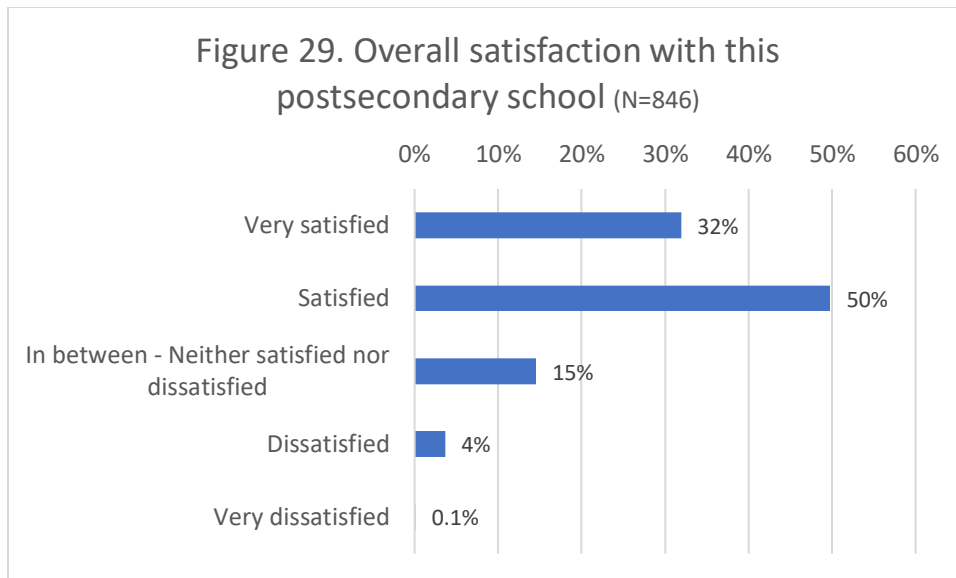


More than half of respondents continue to meet with their mentor often (36%) or very often (25%). A third (33%) continue to meet with their mentor at least sometimes. Only a few rarely (5%) or never (1%) meet with their mentor (Figure 28).



Satisfaction with the PSE School

A large majority of respondents said they are either satisfied (50%) or very satisfied (32%) with their PSE school (Figure 29). A few are either dissatisfied (4%) or very dissatisfied (less than 1%). About one in seven (15%) are ambivalent and neither satisfied nor dissatisfied.

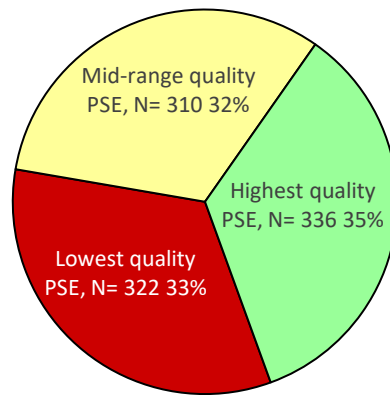


Measuring the Quality of PSE

Figure 30 shows the distribution of survey responses across an intuitively meaningful scale that subdivided respondents into three approximately equal groups according to the lowest, mid-range, and highest quality of PSE that the respondents were experiencing or had experienced in the past five years. The scale is based on thirteen separate measures of PSE quality; details are provided in Appendix 3a. A total of 968 respondents provided useable information on which we were able to base this scale. Where a high level of PSE quality is experienced, respondents generally have all or most of the supports they require for participation in their courses, have less rather than greater financial difficulties during their studies, and feel safe, valued, and included at their PSE school, and express a high degree of satisfaction with that school. Where PSE quality is lowest, many needs are only partially met or are completely unmet, respondents are more likely to experience financial difficulties, feel ambivalent or less positively about being safe, valued, and included at their PSE school, and their satisfaction levels with that school are comparatively low. Mid-range quality PSE falls between these two extremes.

In addition, another 44 respondents (4% of all 1019 respondents) were neither attending PSE when the survey was conducted, had not attended in the past five years, or never attended PSE, and 7 respondents (.01% of all) provided no useable information across the measures on which we based the scale of PSE quality. These 51 respondents are not represented in the scale shown in Figure 30 or in the discussions on PSE quality that follow.

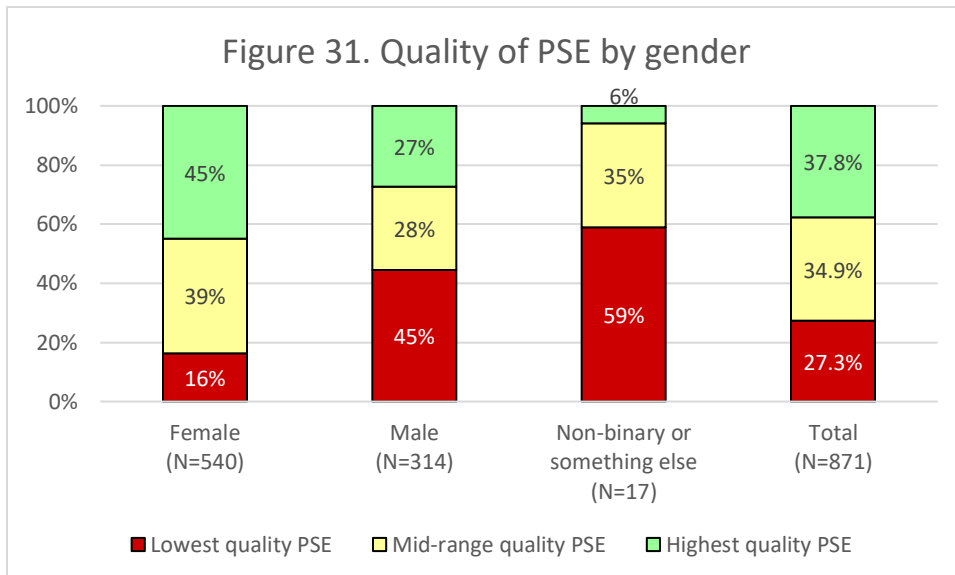
Figure 30. Quality of PSE, valid responses (N=968)



Quality of PSE by Gender

Figure 31 shows PSE quality by gender. Female respondents were much less likely than males to experience low-quality PSE (16% versus 45%) and much more likely than males to experience high quality PSE (45% versus 27%). That finding is statistically significant ($p < .05$). The high percentage (59%) of respondents in low-quality PSE who self-identified as gender non-binary or something else also warrants attention. The difference between the latter individuals and females at 16.3% is statistically significant ($p < .05$). While the difference between gender non-binary respondents and those who self-identified as males is not statistically significant.

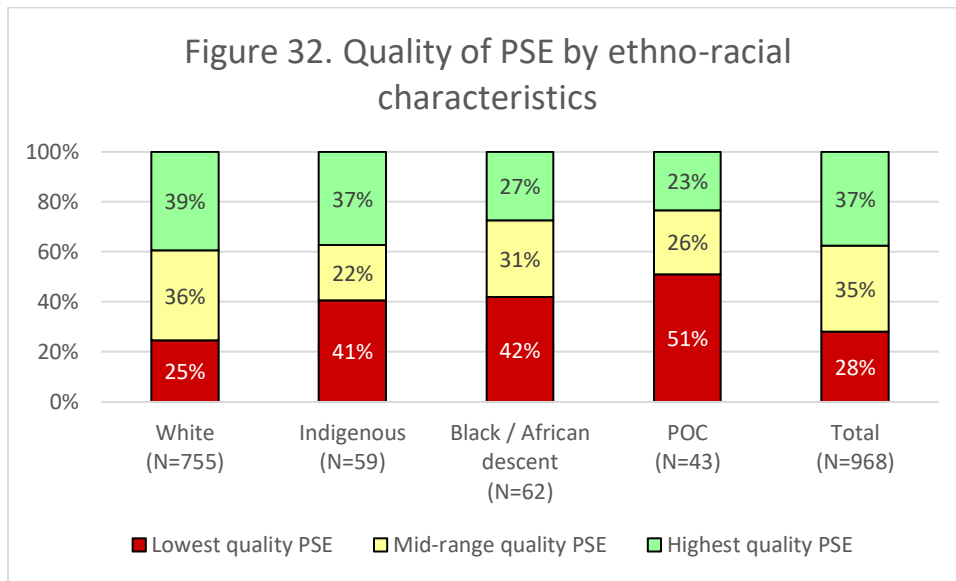
Figure 31. Quality of PSE by gender



Quality of PSE by Ethno-Racial Differences

Figure 32 shows the experiences of PSE quality by the ethno-racial characteristics of survey respondents. Respondents who self-identified as white were the most likely of all to report the highest quality of PSE at 39%, compared with Indigenous respondents at 37%, respondents who

are Black/of African descent at 27%, and persons of colour at 23%. When compared against all others taken together as shown on Figure 32, the findings for white respondents are statistically significant ($p < .05$). The intergroup differences, however, while warranting attention, are not statistically significant because of the comparatively low numbers of respondents who did not self-identify as white in our survey. One exception is the very high concentration of people of colour in low quality PSE at 51% compared with only 24.8% among white respondents. That finding is statistically significant ($p < .05$).



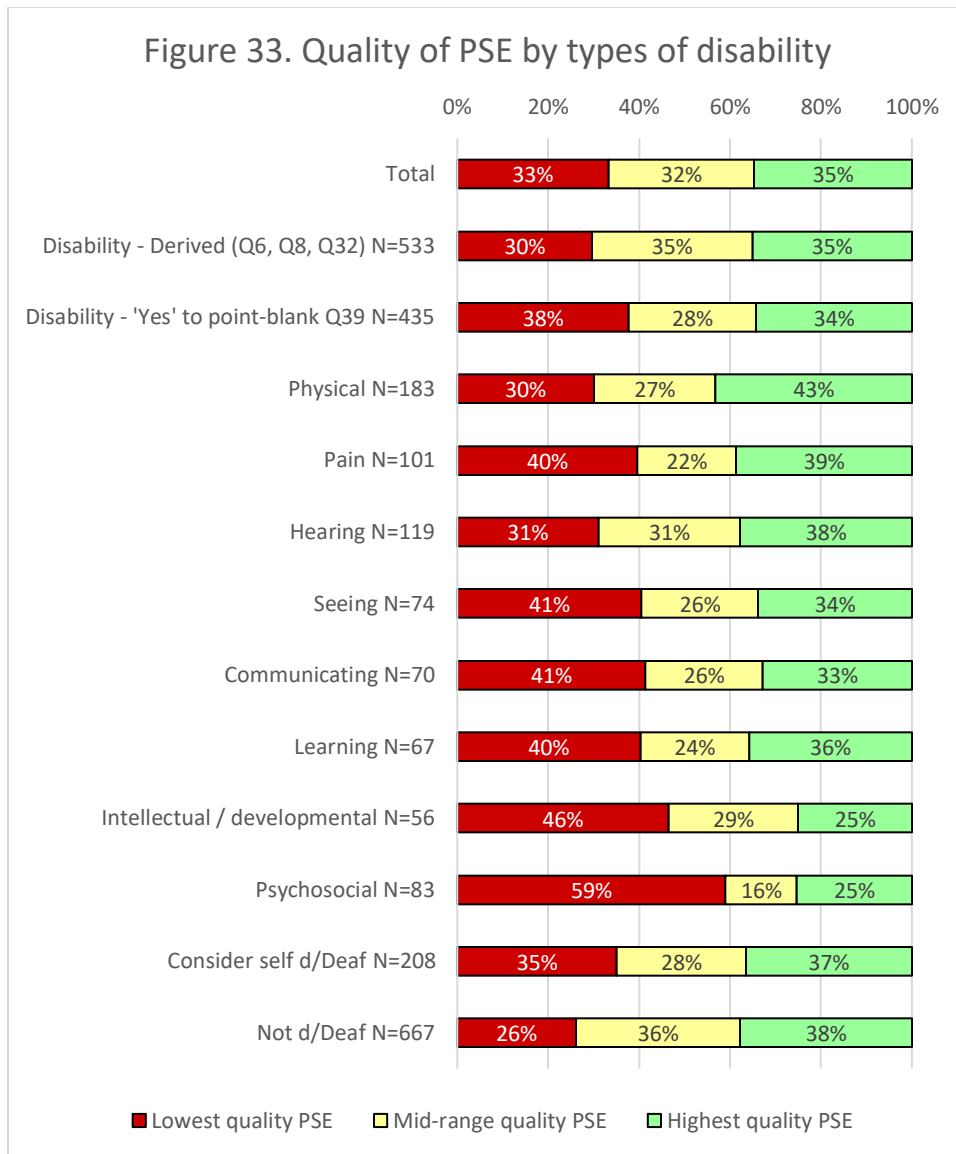
Quality of PSE by Types of Disability

To draw attention to noteworthy differences in the quality of PSE experienced by people with various disabilities, we assumed that a substantial difference would be one where a group of respondents is either 15% more likely or 15% less likely than respondents overall to experience a given quality of PSE. Figure 33 provides some illuminating details. Overall, 33% of survey respondents experienced low-quality PSE. Respondents who are substantially more likely than expected to experience low-quality PSE are those with disabilities caused by pain (40%) and disabilities in the areas of seeing (41%), communicating (41%), and who have an intellectual/developmental disability (46%) or psychosocial disability (59%). Compared with 35% overall who experience the highest quality of PSE, those who are substantially under-represented are respondents with intellectual/developmental disability and people with psychosocial disability (both at 25%). People with psychosocial disability are also substantially less likely than the 32% of respondents overall to report mid-range quality of PSE. In other words, people with psychosocial disability are significantly over-represented among those who experience low-quality PSE and substantially under-represented among those who experience high-quality and even mid-range quality PSE. Except for people with an intellectual/developmental disability, those previously mentioned are also substantially less likely than the 32% of respondents overall to experience mid-range-quality PSE. For these respondents, experiences are tilted away from mid-range quality PSE and towards low-quality rather than

towards high-quality PSE. People with an intellectual/developmental disability are substantially less likely than the 35% overall to experience high-quality PSE. These individuals' PSE experiences trend towards lower quality PSE.

On a more positive note, those with disability derived through one or more of the social-model questions about disability (Q6, Q8, and Q32) are about as likely as others to experience low-, mid-range, and high-quality PSE (Figure 33). So are people with disabilities reported in response to the point-blank question (Q39). What helps keep the latter group's overall scores high are the fairly large numbers and somewhat higher-than-expected percentages for people with a disability in hearing and for those who have physical disabilities. The latter are substantially less likely than others to experience mid-range quality PSE (27% versus 32% overall), a little less likely to experience low-quality PSE (30% versus 33%), and substantially more likely to experience high-quality PSE (43% versus 35% overall). The low and mid-range percentages for people with disabilities in the areas of seeing, communicating, and learning are also offset by nearly expected levels of representation in high-quality PSE.

People who do not consider themselves to have a disability in response to the point-blank question (Q39) but reported being d/Deaf have nearly expected distributions across the three levels of PSE quality. Those who did not answer "yes" to the point-blank question and said they are not d/Deaf are substantially under-represented among those in low-quality PSE and are represented at slightly higher-than-expected levels in mid-range and high-quality PSE.



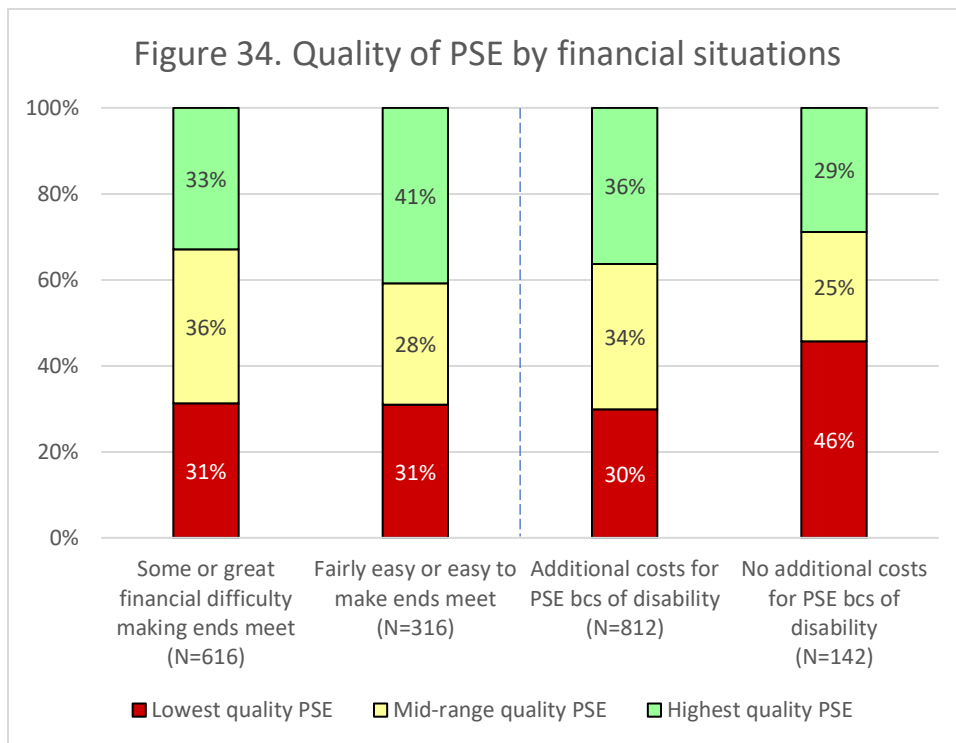
Quality of PSE by Student Financial Situations

Figure 34 shows two sets of findings related to student finances. To the left is the extent to which respondents experience the three qualities of PSE by the degree of difficulty they have (had) making financial ends meet while studying. Those who can easily or fairly easily make financial ends meet are more likely to experience high-quality PSE than respondents who have some or great financial difficulty (41% versus 33%, respectively). Those who are in an easier financial situation are also less likely than those in greater financial difficulty to experience mid-range quality of PSE (28% versus 36%, respectively). The differences are statistically significant ($p < .05$). Regardless of the degree of financial difficulty, the same percentage (31%) experience low-quality PSE.

The right-hand side of Figure 34 shows that those who have not incurred additional non-reimbursed costs for PSE because of disability are much more likely to experience low-quality

PSE than those who have taken on the costs (46% versus 30%, respectively). That finding is statistically significant ($p < .05$). The right-hand side of Figure 34 also suggests that those who have incurred additional expenses for PSE seem to be a little more likely than those who have not incurred such costs to experience high-quality PSE (36% versus 29%, respectively). However, that finding is not statistically significant. In contrast, it *is* statistically significant ($p < .05$) that those who have incurred such costs are more likely than those who have not to experience at least mid-range quality PSE (versus 34% versus 25%). The findings based on the right-hand of Figure 34 may seem a little counter-intuitive but suggest that, where there is an additional price to be paid for PSE because of disability, those who find some way of covering those costs are more likely to enjoy higher quality PSE than those who do not meet those costs – or, at least, those who meet the costs are not as likely to experience low-quality PSE and are more likely to experience mid-range quality PSE.

Further analysis found that, those who have additional costs for PSE because of disability, but who can nonetheless make financial ends meet easily or fairly easily while studying, are most likely to experience high-quality PSE (42%), a finding that is statistically significant ($p < .05$).



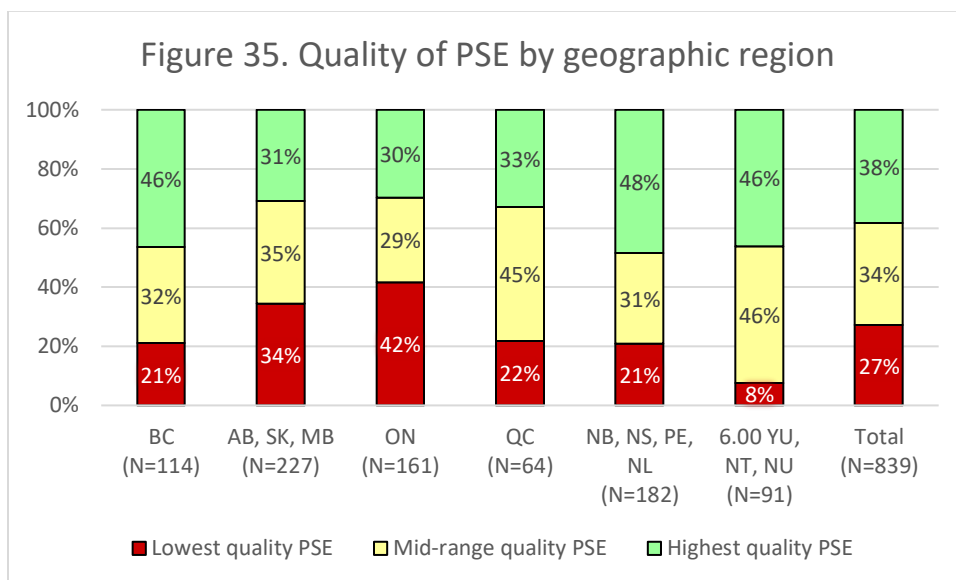
Quality of PSE by Geographic Region

Those who are substantially less likely than the overall average shown in Figure 35 to be in low-quality PSE (at 27.2% overall) are PSE students with disabilities in British Columbia (21.1%), Quebec (21.9%), the Atlantic provinces (NB, NS, PE, and NL – 20.9%) and the northern territories (7%). Those who are substantially more likely than the overall average to be in low-

quality PSE are those who live in the prairie provinces (AB, SK, MB – 34.4%) and Ontario (41.6%).

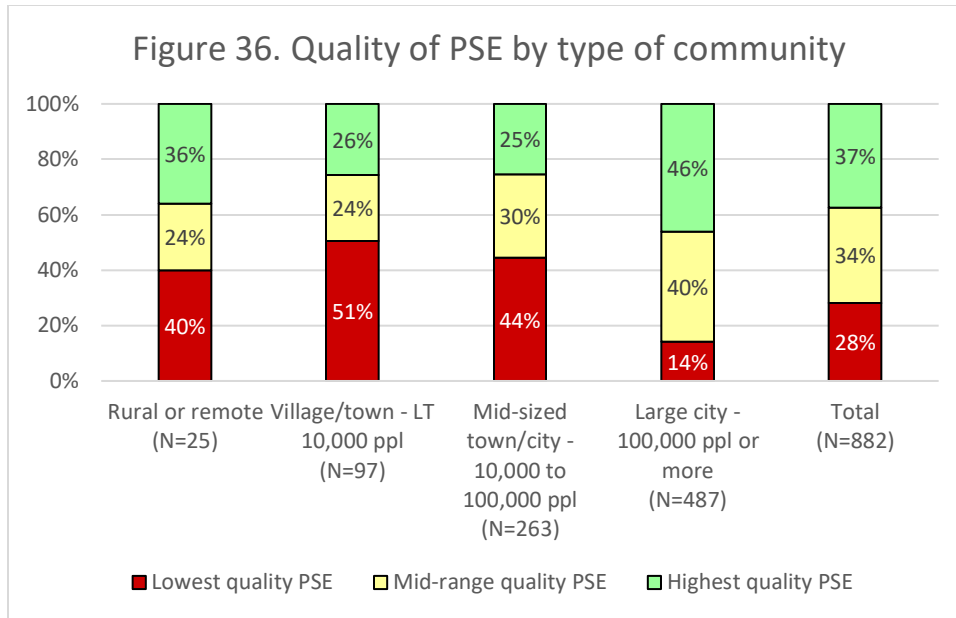
Compared with the overall average of 38.4% in high-quality PSE, those who are substantially more likely to be in high-quality PSE are those who live in British Columbia (46.5%), the Atlantic provinces (48.4%), and the northern territories (46.2%). Those who are substantially less likely than expected to experience high-quality PSE are those who live in the prairie provinces (30.8%) and Ontario (29.8%).

Compared with the level of participation in low-quality PSE in Ontario as shown in Figure 35, which is Canada's largest region population-wise, the lower percentages in low-quality PSE in British Columbia, the Atlantic Provinces and the northern territories are statistically significant ($p < .05$). Compared with Ontario, the higher percentage in high-quality PSE in the Atlantic provinces also reflects a statistically significant difference ($p < .05$).



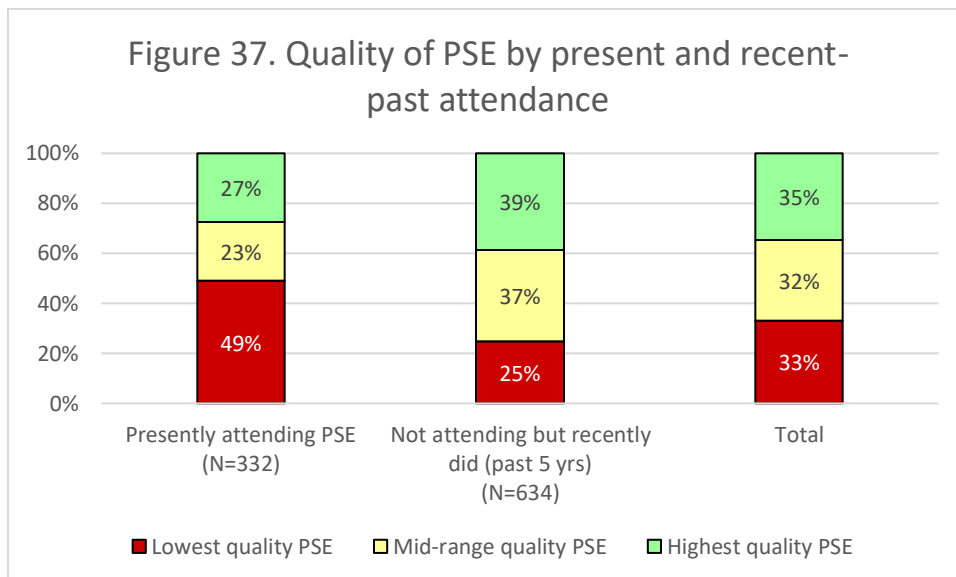
Quality of PSE by Type of Community

Figure 36 shows the quality of PSE by type and size of community. Most of the statistically significant findings are in the contrasts between large cities and the other types of communities. For instance, compared with respondents in villages and small towns with less than 10,000 residents, among whom 26% of respondents have experienced high-quality PSE, nearly twice the proportion (46%) in large cities have experienced high-quality PSE. Residents of large cities are also nearly twice as likely to experience high-quality PSE as their counterparts in mid-sized towns/cities with 10,000 to 100,000 residents ((46% versus 25%, respectively). These findings are statistically significant ($p < .05$). Similarly, students living in large cities are only about a third as likely as their counterparts in rural or remote communities (14% versus 40%) to experience low-quality PSE ($p < .05$).



Quality of PSE by Present and Recent-Past Attendance

Somewhat surprisingly as shown by Figure 37, respondents who are presently attending PSE are much more likely to be experiencing low-quality PSE than those who are not attending who but did at some point in the past five years (49% versus 25%). The reasons for the difference are not immediately clear. Perhaps hindsight endows recollections of PSE experiences with more favourable impressions than the glare of the present-moment actualities of getting through one's program of studies. Regardless, the findings are statistically significant ($p < .05$).



Quality of PSE by Graduation

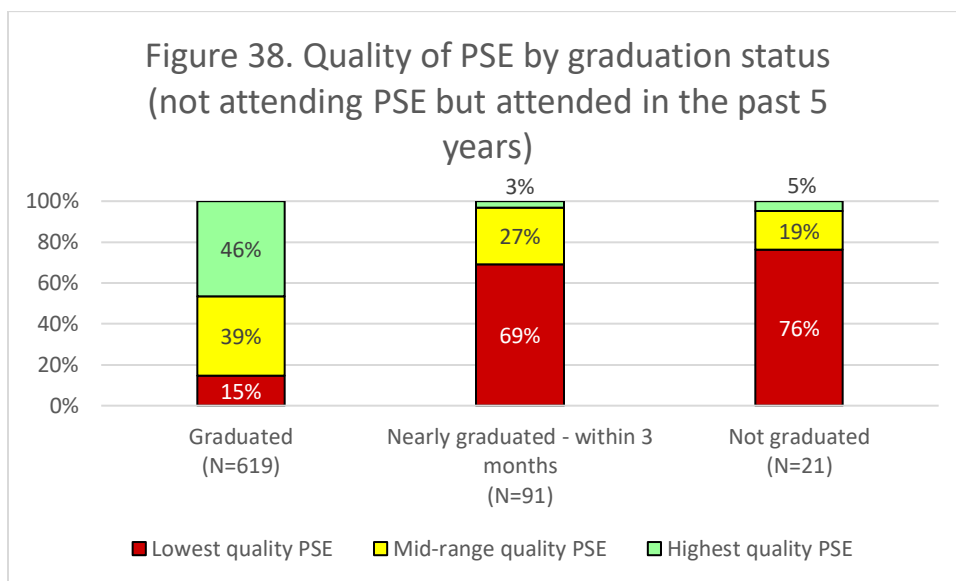
Figure 38 shows the quality of PSE in relation to whether survey respondents graduated from PSE. The data for this figure focus on respondents who recently attended PSE but were not

attending when the survey was conducted.⁵ The figure shows that, among those who have graduated, nearly half (46%) experienced high-quality PSE. Among those who have not graduated, only 5% have experienced high-quality PSE. Conversely, among those who have not graduated, three-quarters (76%) experienced low-quality PSE compared with only 15% among those who have graduated. Although the total number of non-graduates is low, the findings are statistically significant ($p < .05$).

The differences in the percentages between those who expect to graduate in the next three months and those who have not graduated are not statistically significant. The differences between those who expect to graduate in the next three months and those who *have* graduated are significant only among those who have experienced low-quality and high-quality PSE ($p < .05$).

Of some interest, those presently attending PSE, as shown in Figure 37 (above) are in much the same situation as those who attended at some point in the past five years and hope to graduate soon in Figure 38. For reasons that are not immediately clear, high percentages in both figures who are attending (49%) and who are not attending but hope to graduate soon (69%) are experiencing or have experienced low-quality PSE.

Overall, the findings strongly suggest that good-quality PSE enables and supports students to graduate and that low-quality PSE has more than a little to do with their not graduating.



The Dimensions of PSE Quality by Graduation

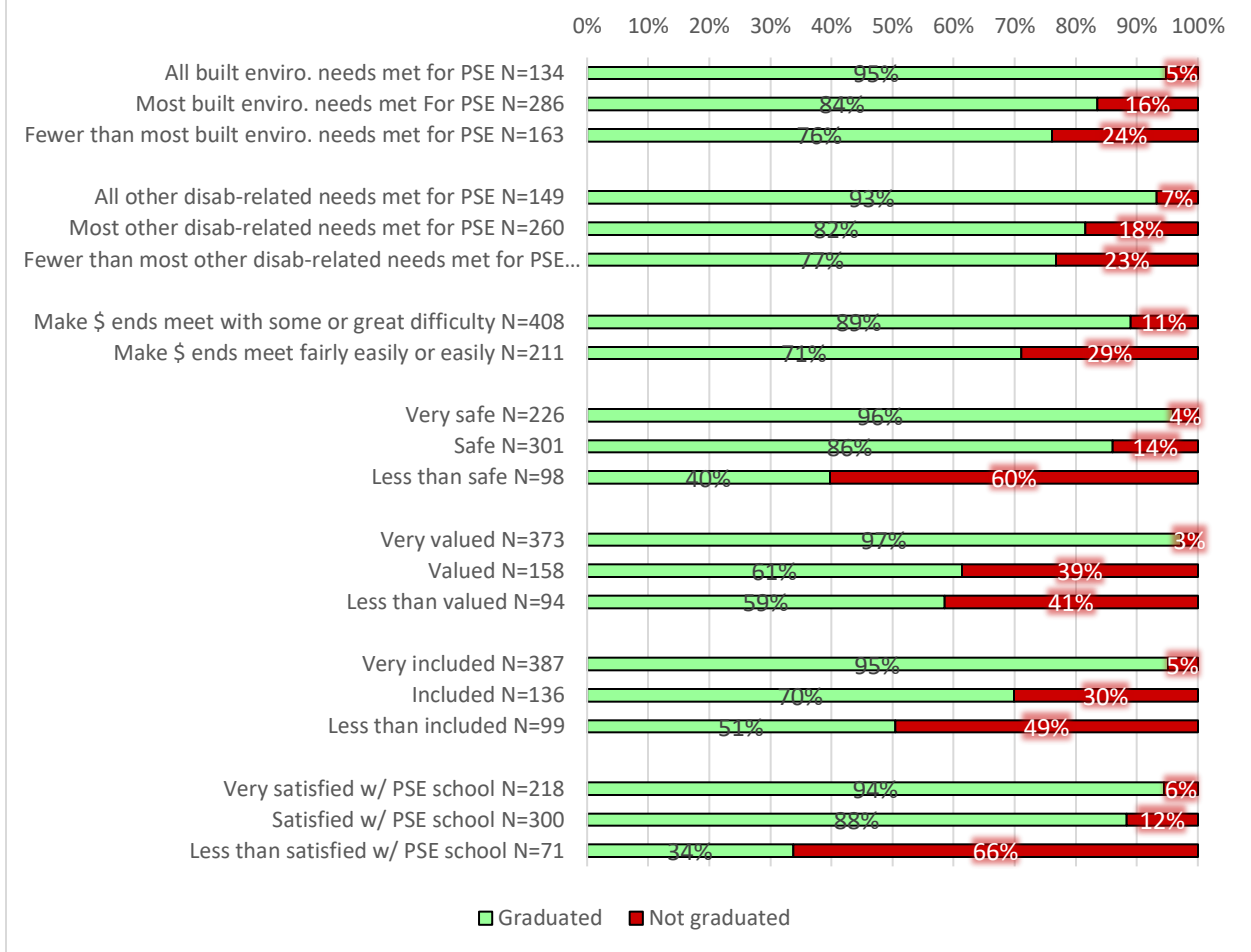
Figure 39 shows the rates of graduation from PSE by the dimensions of PSE quality that respondents experienced. These are respondents who were not attending PSE when the survey was conducted but who had attended PSE at some point in the previous five years. The general

⁵ The data were filtered to exclude respondents who were attending PSE when the survey was conducted and those who last attended more than five years ago or who had never attended.

pattern is that, where the components of PSE quality are in place to a high degree, the likelihood of graduation increases. For instance, among those whose needs for accessible PSE buildings have been fully met, 95% graduated compared with only 76% graduating where fewer than most of the needed built-environmental have been available. The same general observation holds up for other supports for disability in PSE, such as for human support, accessible technologies, modified/adapted instructional materials curriculum, testing procedures, etc. Some 93% have graduated where all these needs have been met compared with only 77% where fewer than most needs have been met. Similarly, where respondents have felt very safe, very valued, or very included, high proportions have graduated (96%, 97%, and 95%, respectively). Where respondents have felt less than safe, valued, or included, lower proportions have graduated (40%, 59%, and 51%, respectively). Where respondents have felt very satisfied with their PSE school, 94% have graduated compared with only 34% where respondents have felt less than satisfied. As discussed above for the general findings on PSE quality, financing is an outlier area. Here, the pattern was reversed with 89% graduating among those experiencing some level of financial difficulty compared with only 71% whose financial situation has not been so difficult. The reasons for the discrepancy are not immediately clear and are beyond scope for the present discussion.

The only relationships shown in Figure 39 that are *not* statistically significant are for the graduation rates among those with most (versus all or fewer than most) needs met for built-environmental and other disability-related supports in PSE. Otherwise, all the other differences in graduation rates shown in Figure 39 are statistically significant ($p < .05$).

Figure 39. Graduation rates by components of PSE quality (among respondents not attending but who attended in the past 5 years)



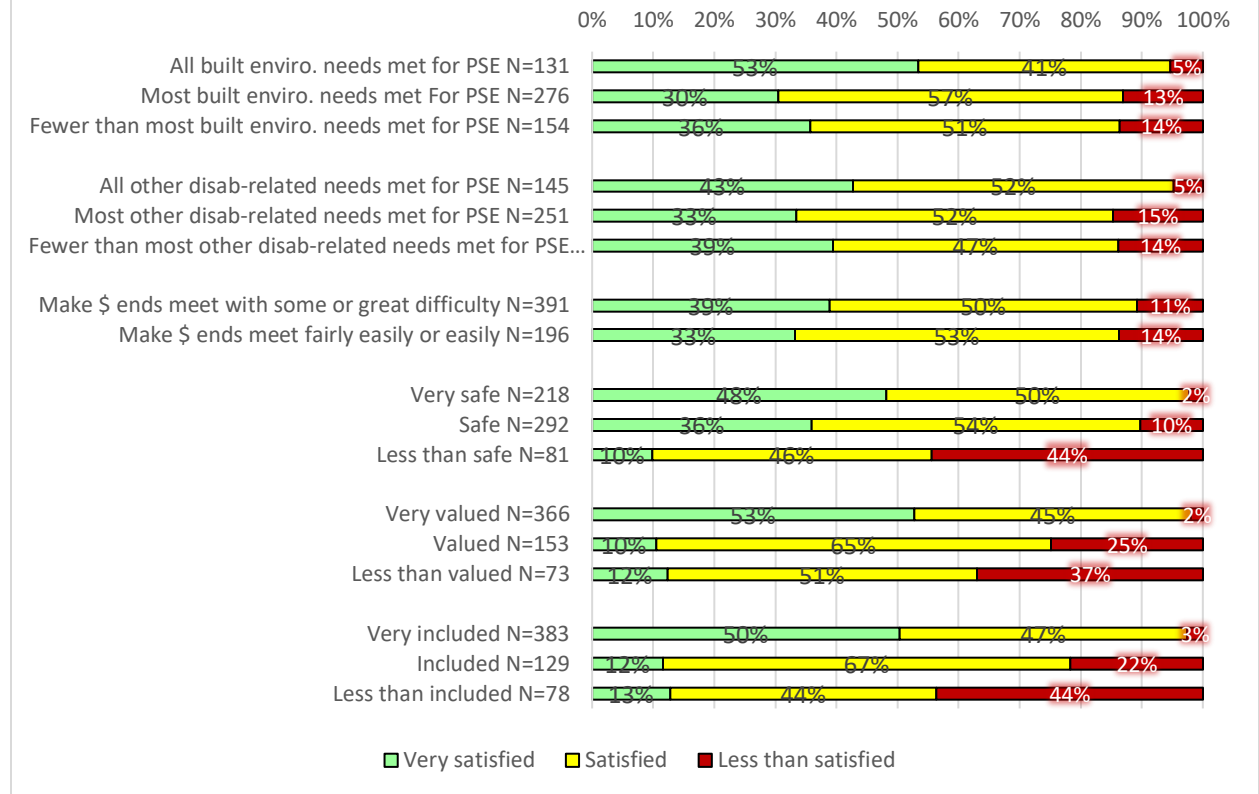
Dimensions of PSE Quality by Student Satisfaction with PSE Schools

With a few exceptions, the levels of student satisfaction with their PSE schools, as shown in Figure 40, are also generally highest where the dimensions of PSE quality are fully in place. For example, where all needed built-environmental features or other supports for disability are in place, respectively 53% and 46% are very satisfied with their PSE school. Where fewer than most built-environmental or other supports for disability have been in place, respectively only 36% and 39% are very satisfied with their PSE school. The same general pattern prevails where students feel very versus less than safe, valued, and included. As with graduation, the exception to the general pattern is where students have had financial difficulties. These individuals are more likely to be satisfied with their PSE school than students with disabilities who have not had financial difficulties.

In the analysis on student satisfaction, statistically significant relationships ($p < .05$) between being very satisfied and less than satisfied with PSE schools prevail where all needs for accessible built-environmental features and other needs for disability in PSE have been met, and

where PSE students with disabilities feel very safe versus less than safe, and where they feel valued and included, or very valued and very included versus less than valued and less than included.

Figure 40. Satisfaction with PSE school by other components of PSE quality (among respondents not attending but who attended in the past 5 years)

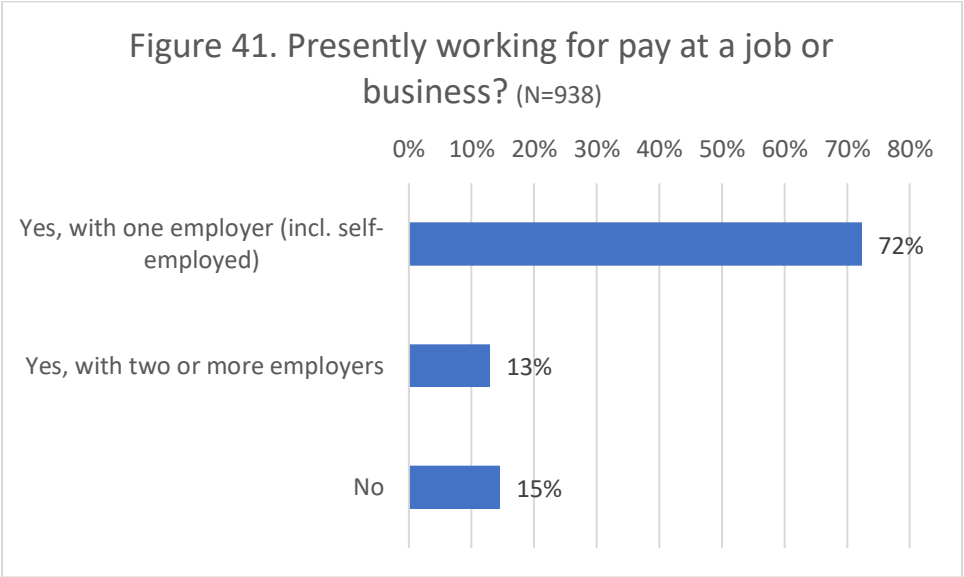


IV. Experiences in Employment

This section of the report looks at the experiences of respondents in paid employment. The discussion explores the extent to which the respondents were working at a job or business when the survey was conducted and, for those who had jobs, the extent to which respondents can use their knowledge, skills and experience at work, the reasonableness of their work hours, whether respondents are paid reasonably well for the time and effort they put into their job, respondents' job security, co-worker respectfulness, the need for and availability of supports for disability on the job, and job satisfaction. The discussion briefly explains the scale that was derived to measure the quality of work held by respondents, and briefly examines the quality of work held by respondents across a range of socio-demographic differences.

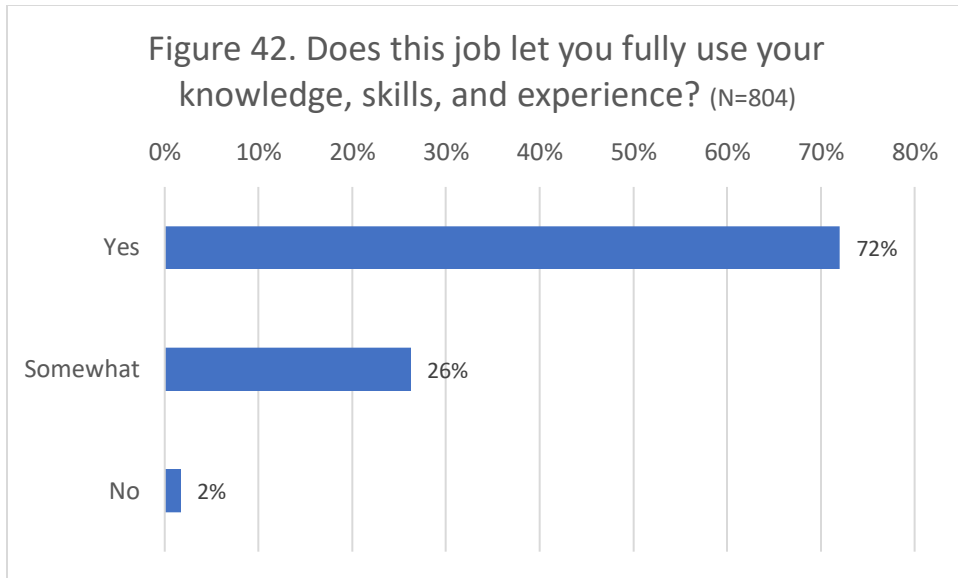
Working?

Figure 41 shows that most respondents have a job with one employer (72%) or with two or more employers (13%). About one in seven respondents (15%) were not working at a job or business when the survey was conducted.



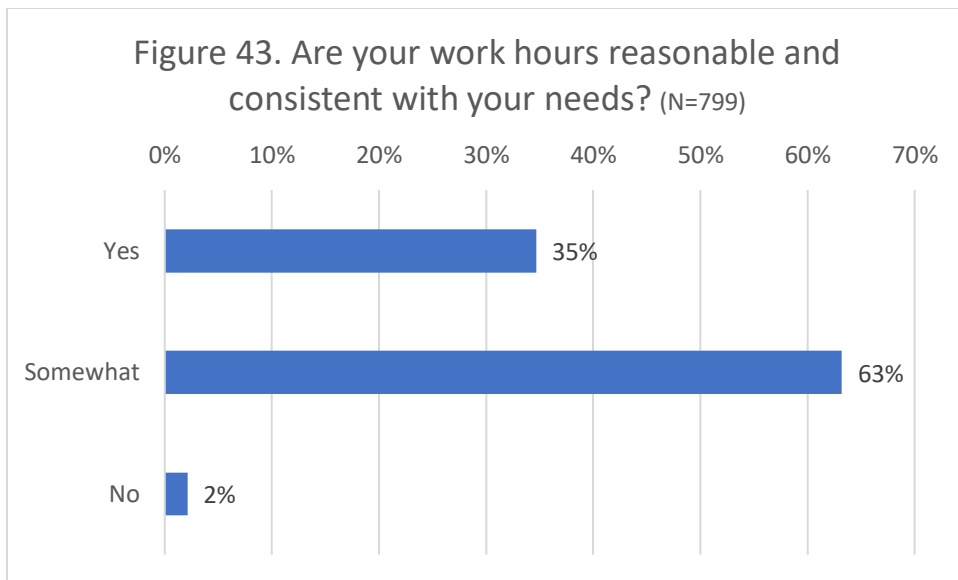
Skills Utilization

Nearly three-quarters of respondents (72%) feel their job lets them fully use their knowledge, skills, and experience (Figure 42). Just over another quarter (26%) say their job somewhat lets them do those things. Only 2% said it does not provide scope for such things.



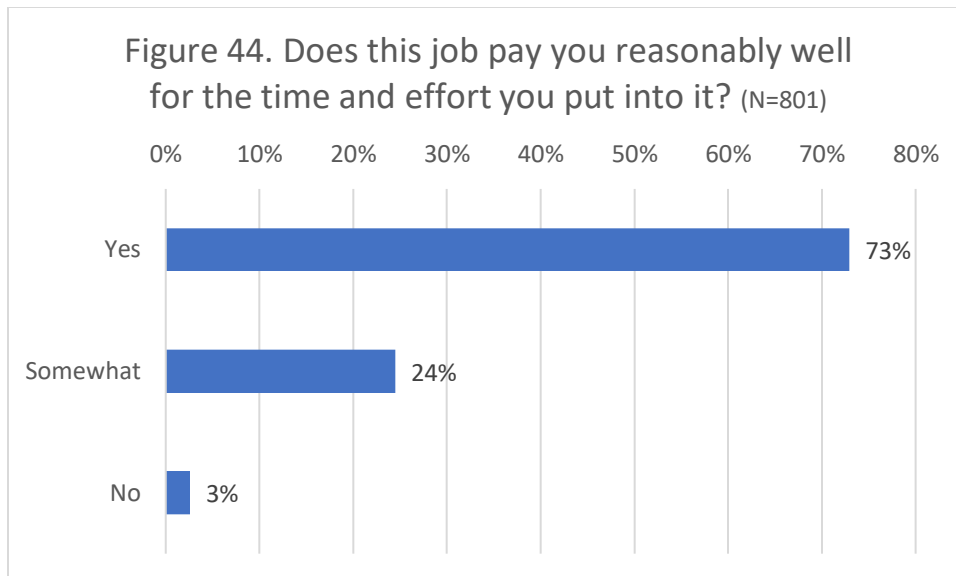
Reasonableness of Work Hours

Slightly over a third of respondents (35%) feel their work hours are reasonable and consistent with their needs (Figure 43). Nearly two-thirds (63%) said their work hours are somewhat reasonable and consistent with their needs. Only a few (2%) said their work hours are neither reasonable nor consistent with their needs.



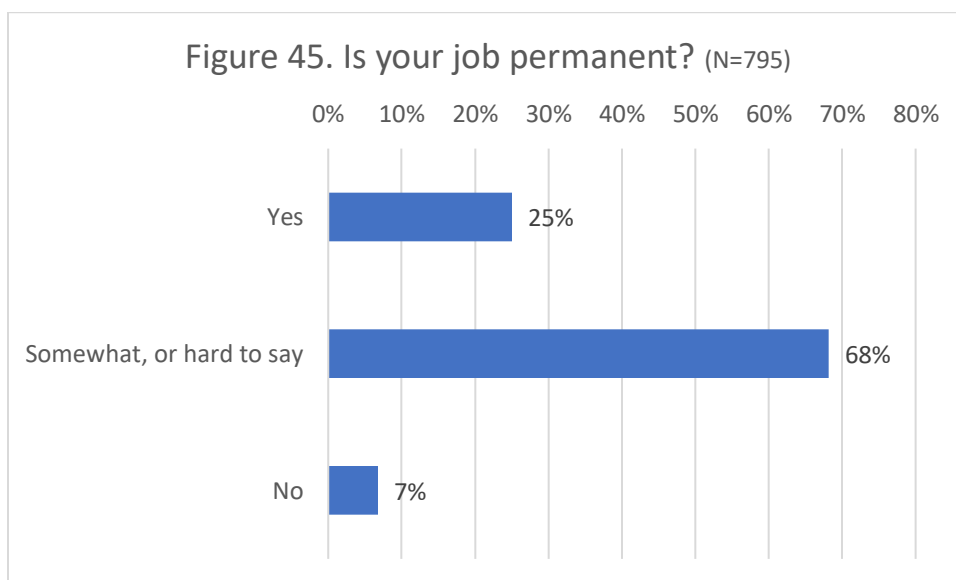
Fairness of Pay

Most respondents (73%) feel their job pays them reasonably well for their time and effort (Figure 44). About a quarter (24%) say their job somewhat pays them reasonably well. A few (3%) feel their job does not pay them reasonably well for the time and effort they provide.



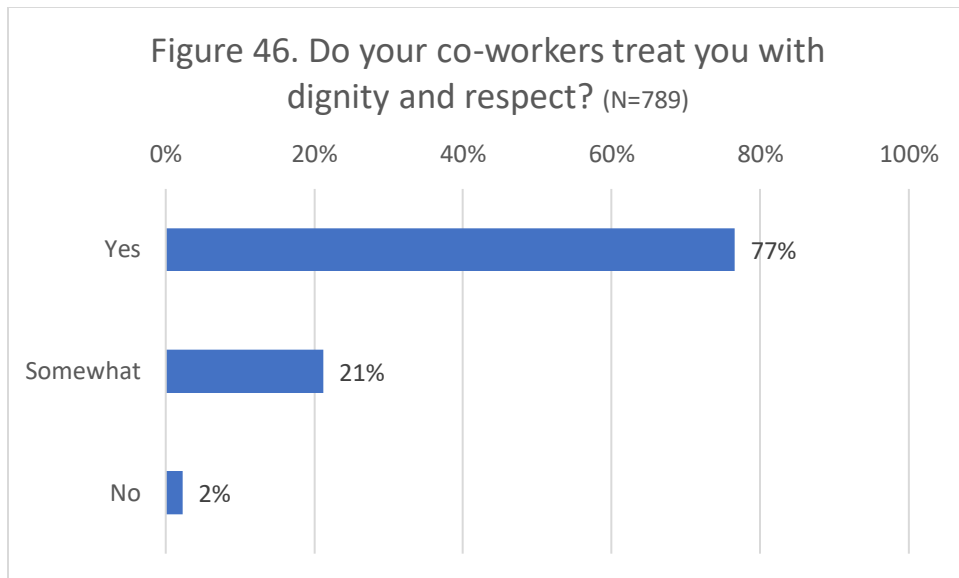
Job Security

Considering respondents' only job or the main job of respondents who worked two or more, a quarter of respondents (25%) have jobs that they consider permanent (Figure 45). More than two-thirds (68%) said their job is somewhat permanent or that it is hard for them to say. The remaining 7% hold jobs that are not permanent, e.g., the work could be casual, contract-based, seasonal, etc.



Co-worker Respectfulness

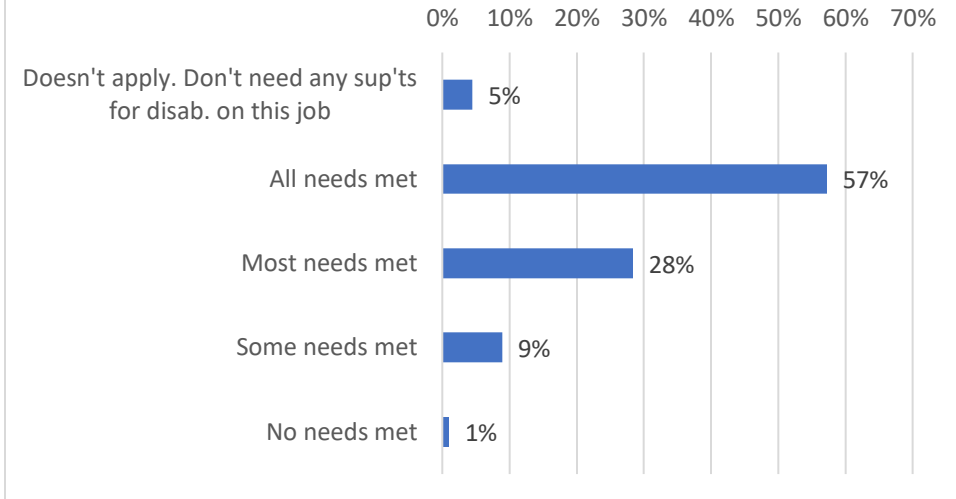
At the workplaces of most respondents (77%), their co-workers treat them with dignity and respect (Figure 46). About one in five, however (21%) said their coworkers only somewhat treat them with dignity and respect. A few respondents with jobs (2%) said their co-workers do not treat them with dignity and respect.



Supports for Disability on the Job

Only 5% of respondents working at a job or business said they do not need any supports at work so they can do their job safely and effectively with a disability (e.g., job accommodations such as modified hours or days of work, accessible building features, technologies, or other supports – Figure 47). Nearly six in ten (57%) respondents working at a job or business said all their needs for job-related support for disability have been fully met, and more than a quarter (28%) said that most of their needs for job-related supports for disability have been met. This leaves 9% with only some of these needs met and 1% with none of these needs met. As with disability-related supports for PSE, such supports for employment are often necessary conditions without which a person may not be able to meet the job's requirements and retain their employment. In that context, it is understandable why few respondents with jobs have such needs that go largely or entirely unmet.

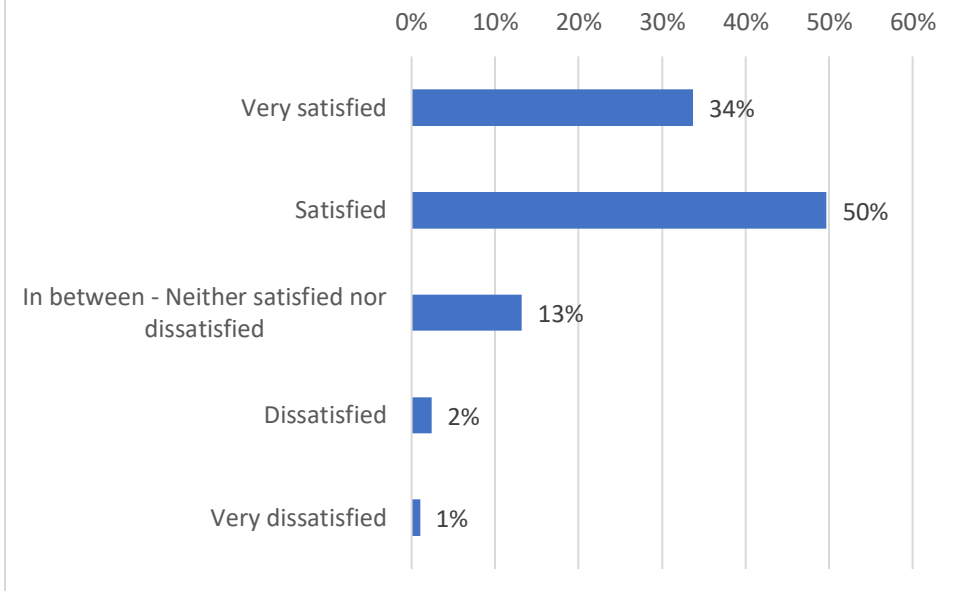
Figure 47. Do you receive the supports you need to do your job safely and effectively with a disability? (N=797)



Job Satisfaction

Overall, most employed respondents seem happy with their job, with 50% satisfied with it and another 34% very satisfied (Figure 48). About one in eight feel somewhat blasé in that they are neither satisfied nor dissatisfied with their job. Only a few are outright dissatisfied or very dissatisfied with their job (2% and 1%, respectively).

Figure 48. Overall satisfaction with this job (N=795)



Measuring the Quality of Work

Figure 49 shows the distribution of survey responses across a scale that subdivided respondents into three approximately equal groups that reflect the lowest, mid-range, and highest quality of paid work that the respondents were experiencing when the survey was conducted. The figure includes a fourth category representing respondents who were not working for pay at a job or business when the survey was conducted. The scale is based on seven separate measures of work quality; details are provided in Appendix 3b. A total of 942 respondents provided useable information for constructing the scale.

Where a high level of job quality is experienced, a respondent is among those who are most likely to have paid work that:

- Enables the respondent to use their knowledge, skills, and experience at work.
- Pays reasonably well for the time and effort put into the job.
- Provides hours of work that are reasonable and consistent with the respondent's needs.
- Is permanent rather than short-term.
- Is conducted in a workplace where coworkers treat the respondent with dignity and respect.
- Provides all or most of the supports for disability that the respondent needs so they can perform their work effectively and safely (such as accessible building features, technologies, or other supports), and
- Provides the respondent with job satisfaction.

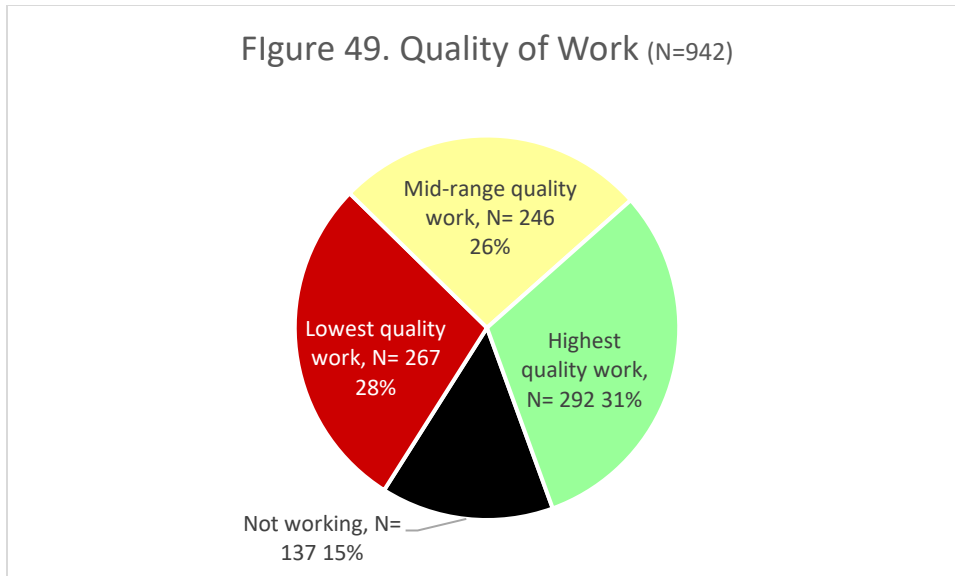
Low-quality work is where comparatively few of these criteria are met. Mid-range quality work falls between the two extremes.

77 respondents (7.5% of all 1019 respondents) provided no useable information across the measures on which the scale of work quality is based. These 77 respondents are not represented in Figure 49 or in the discussions on the quality of work that follow.

Figure 49 shows that, along with the 15% who were not working when the survey was conducted, 28% of respondents had low-quality work, 26% had mid-range quality work, and 31% had high-quality work. Ideally the upper two levels of work quality would each have included about 28% of respondents. However, given the distribution of scores on the derived master scale for the quality of work, it was not feasible to subdivide the respondents any more finely into the three categories of work quality.⁶

⁶ There was a high concentration of respondents with a single score on the threshold between the upper two categories. Had those respondents' scores been a little more broadly dispersed across the master scale which was developed as a first step in developing the four-point scale, it may have been possible to shift a few more respondents out of the upper category into the middle one.

Figure 49. Quality of Work (N=942)



The Quality of Work by Socio-Demographic Differences

A key focus of this research is on the relationship between the quality of PSE and the quality of work young adults with disabilities hold, and on factors within PSE that could perhaps be scaled up to maximize the chances of students obtaining high-quality work. Accordingly, the discussion on the quality of work is less detailed than in Section III on the quality of PSE.

In the discussion that follows, $\pm 15\%$ was taken as a marker of a substantial difference between the overall (or expected) average percentage of respondents in a given category of work quality. For instance, 11% of females shown in Figure 50 are jobless compared with 14% of respondents overall. The minus 3-percentage point difference works out to $-3\% \pm 14\% = -21\%$ below the expected percentage. The $\pm 15\%$ was applied to all the categories shown in Figure 50 and attention is drawn in the discussion that follows to any substantial differences. Sub-groups of survey respondents have also been flagged in the discussion and in Figure 50 with an asterisk where they have a statistically significant different likelihood of holding high-quality jobs instead of being jobless.

On a positive note, some respondents are 15% or less likely than expected to be jobless (at 14% overall) *and* 15% or less likely than expected to be in low quality work (at 27% overall) *and are also* 15% or more likely than expected to be in mid-range quality work (at 26% overall) *and* in high-quality work (at 32% overall). These respondents are females,* respondents with disability derived on the basis of the social-model questions on disability (Q6, Q8, and Q32),* respondents living in the Atlantic provinces (NS, NB, PE, and NL) or the northern territories (YU, NT, and NU),* those living in large cities with 100,000 or more inhabitants,* and those who have graduated from PSE and no longer attending.* Nearly half (45%) of PSE graduates* shown on Figure 50 hold high-quality jobs.

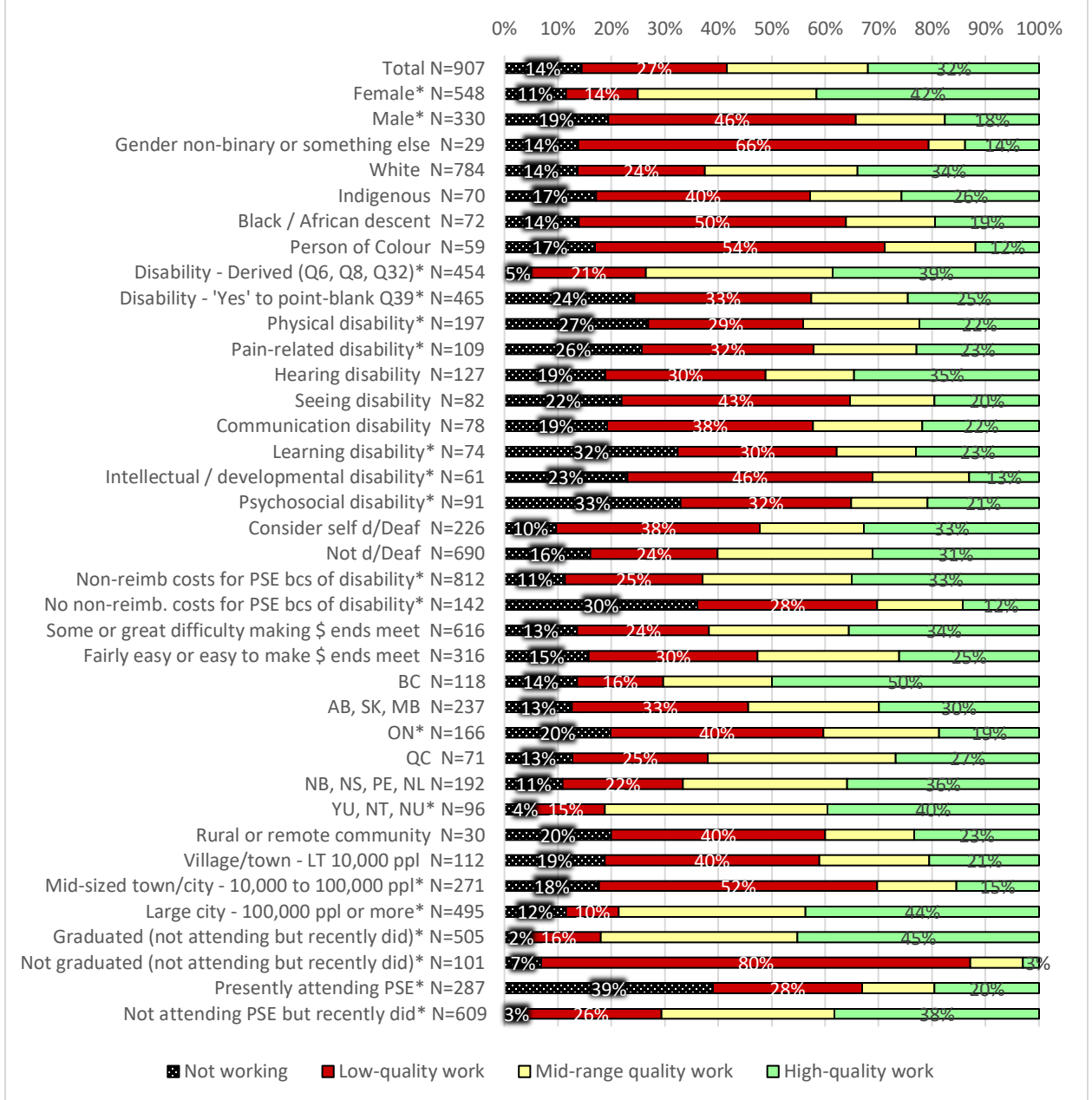
Also faring better than expected are residents of British Columbia. While about as likely as expected to be jobless, they are substantially more likely than expected to hold high-quality work and substantially less likely to have low-quality and mid-range quality jobs. As well, people who self-identify as d/Deaf are substantially less likely than expected to be jobless and about as likely as expected to hold high-quality jobs. Offsetting those positive notes, however, is that d/Deaf persons are also substantially less likely than expected to hold mid-range quality work and are substantially more likely than expected to hold low-quality work.

Less positively, some respondents are 15% or more likely than expected to be jobless (at 14% overall) *and* 15% or more likely than expected to be in low quality work (at 27% overall) *and are also* 15% or less likely than expected to have mid-range quality work (at 26% overall) *and* high-quality work (at 32% overall). These respondents are males,* Indigenous persons, Persons of Colour, respondents who answered "yes" to the point-blank question (Q39) about whether they have a disability,* respondents with pain-related disability* and disabilities in the areas of seeing or communication, those with an intellectual/developmental* or psychosocial disability,* residents of Quebec, and residents of rural or remote communities, villages or towns with fewer than 10,000 inhabitants, and mid-sized towns or cities with 10,000 to 100,000 inhabitants.*

Also faring less well than expected are respondents who do not self-identify their gender as male or female, and respondents with physical,* hearing, and learning* disabilities. Those who have not graduated from PSE* and who are not attending PSE but attended within the past 5 years also fare substantially less well than respondents overall. However, because they have at least some PSE, they do somewhat less poorly than could be the case in that they are substantially less likely than respondents overall to be entirely jobless. That said, they are overwhelmingly more likely than expected to hold low-quality work. For reasons that are not immediately clear, respondents *without* non-reimbursed costs for PSE due to disability* also fare less-well than expected in that they are substantially more likely than expected to be jobless and substantially less likely to hold mid-range and high-quality jobs. Perhaps it is no surprise that respondents presently attending PSE also fare more poorly than other respondents on average, being much more likely to be jobless and much less likely to have mid-range or high-quality jobs. No doubt the time and effort required for PSE removes many of these respondents from opportunities for *any* employment, let alone high-quality employment. These respondents' participation in low-quality jobs is within the expected $\pm 15\%$ of the average, however.

Overall, respondents whose averages are most in line with the expected values are people who self-identify as white, non-d/Deaf, and who have some or a great deal of difficulty making financial ends meet while in PSE.

Figure 50. Quality of work by socio-demographic and other details



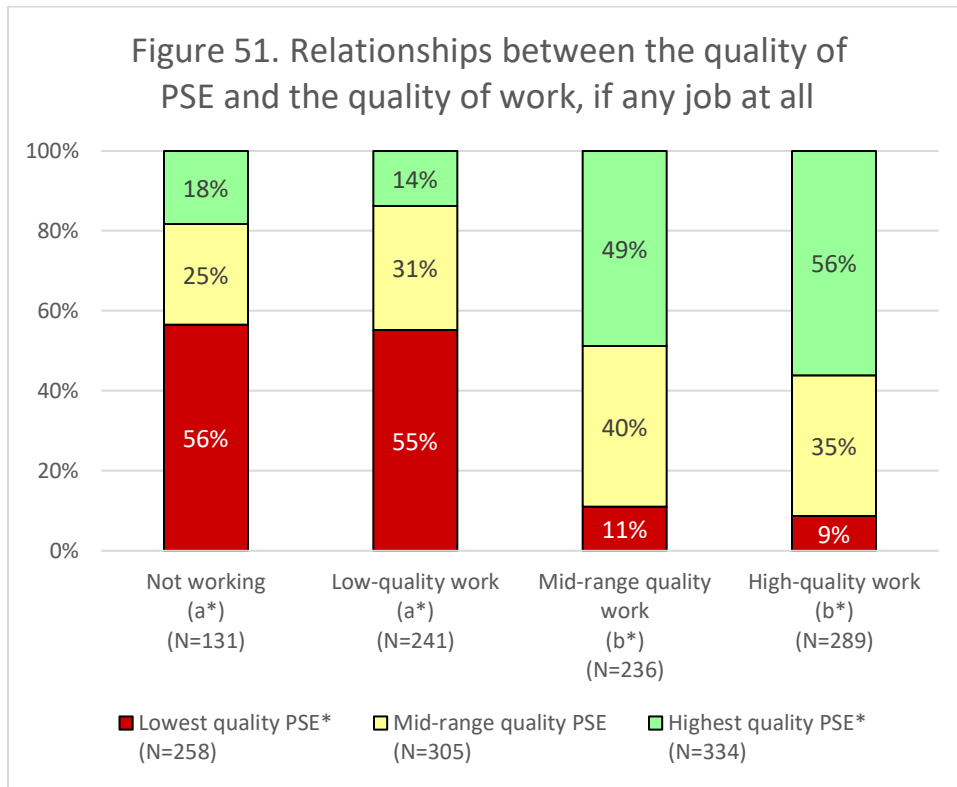
V. The Quality of PSE and the Quality of Work

Overall

Figure 51 shows relationships between the quality of PSE respondents experienced and the quality of work they hold, if indeed they have any job at all. The bars labelled with (a*) and (b*) for quality of work reflect statistically significant differences ($p < .05$) when compared with one another and with the coloured segments labelled with (*) for the quality of PSE. The two bars

labelled with (a*) for joblessness and low-quality work generally do not have statistically significant differences between one another, and neither do the two bars labelled with (b*) for mid-range and high-quality work.

The basic pattern is fairly clear: Those who have high-quality work are much more likely than those who are jobless to have experienced or be presently attending high-quality PSE (56% versus 18%). Those who are jobless are much more likely than those with high-quality work to have had or be presently attending low-quality PSE (56% versus 9%). The same basic pattern holds true for respondents with mid-range and low-quality work: those with better jobs are more likely to have had or be presently attending high-quality PSE, and those with poorer jobs are more likely to have had or be presently attending low-quality PSE. The quality of PSE, then, can make a large and statistically significant difference in terms of the economic trajectory of young adults with disabilities.

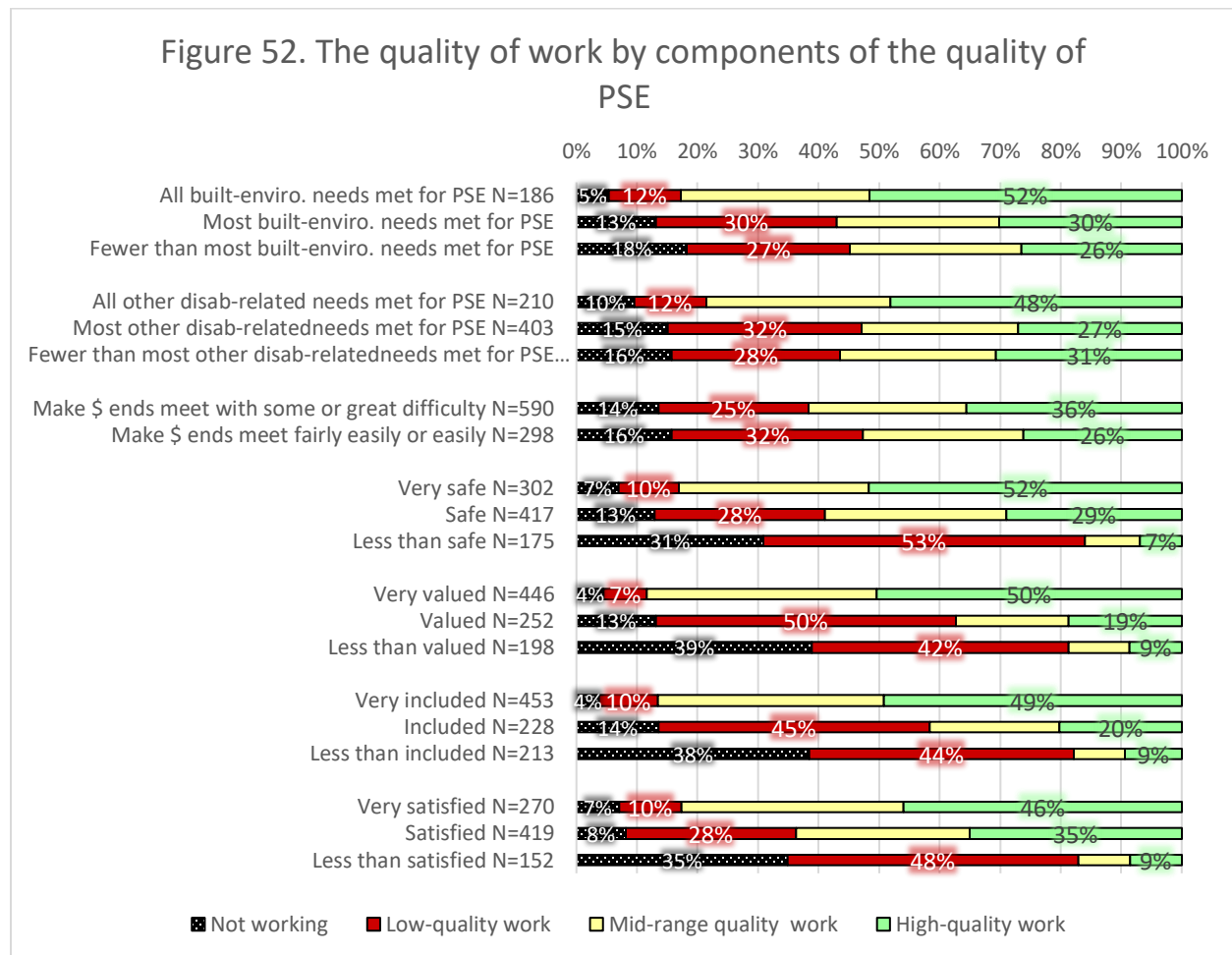


By the Components of PSE Quality

Like the discussion in Section III demonstrated about the relationship between the dimensions of PSE quality and graduation, Figure 52 shows that the more fully the dimensions of high-quality PSE are in place, the greater the likelihood that PSE students with disabilities will obtain good-quality work and the lower the likelihood they will be jobless. For instance, where all needs for accessible built-environmental or other disability-related supports are in place for those who need such supports, 52% and 45%, respectively, have good-quality employment. Where fewer than most of these needs have been met, only 26% and 31% respectively have

good-quality work. Where built-environmental and other disability-related needs for PSE are fully satisfied, only 5% and 10%, respectively, are jobless. Where fewer than most of those needs have been met, 18% and 16%, respectively, are jobless. The proportions in low-quality work are also lowest where such needs have been fully addressed.

Except for one cluster of exceptions, the differences between being joblessness and having high-quality work are consistently statistically significant for the items shown in Figure 52 ($p < .05$). The exceptions are where students with disabilities have some or great difficulties making financial ends meet while studying. These individuals seem to do better in terms of having a job and having high-quality work than individuals who have been able to make financial ends meet easily or fairly easily. However, the differences between the numbers and percentages of respondents in the four categories of job quality do not reflect statistically significant differences, regardless of the level of respondents' financial difficulties during their PSE studies.



Hypothetically, it should be feasible to conduct logistic regression analysis to identify which of the factors in Figure 52 have contributed most strongly to joblessness, low-quality employment, and high-quality employment for the respondents to the survey. However, the results would only have been valid for the survey participants and not for young adults with disabilities

currently or recently attending PSE more generally in Canada. As such an analysis would be time consuming and of limited value to conduct, it is beyond scope for the present report.

VI. Summary

This report has provided results based on a survey of young-adult postsecondary education students, graduates, and non-graduates with disabilities. Eviance conducted the survey with partner organizations in the late fall of 2023. The survey is one component of a major project called *Innovating for Inclusive & Equitable Post-Secondary Education: A Pathway to Realizing the Sustainable Development Goals*.

The survey of students was designed to capture details like those that can be obtained from Statistics Canada's much larger and more complex Canadian Survey on Disability but by means of simpler, summary lines of inquiry. The survey we designed explores the education and work experiences of young adults with disabilities who are currently attending postsecondary education, or who attended in the past five years. The survey was designed to pinpoint what students with disabilities need and want for the improvement of colleges and universities, and for transitions from postsecondary to good-quality paid employment. The evaluative framework that informed the survey's design could serve as a simple model for universities and colleges to use when designing their own surveys for capturing, reflecting upon, and responding to the experiences of students, graduates, and non-graduates with disabilities in PSE and the labour force.

Demographic details reported, here, show a diverse mix of respondent characteristics across the lines of gender, ethno-racial diversity, income, types of disabilities, and regions of the country. As intended, most respondents were 18 to 34 years of age. Most were living in large cities with 100,000 or more inhabitants, but nearly half lived in smaller towns/cities, villages, and a few lived in rural or remote areas. A little more than half were females, which is consistent with other recent, Canada-level research on young adults with disabilities in PSE. While most respondents self-identified as white, nearly a quarter were Indigenous, Black/of African descent, or Persons of Colour. While most respondents have physical disabilities (e.g., mobility, reaching, bending, grasping), more than half reported a range of other disabilities. Six in ten respondents reported disabilities in two or more domains of physical, sensorial, cognitive, or emotional functioning.

About a third of respondents were attending PSE when the survey was conducted, leaving most of the rest having last attended within the past year or within the past five years. Half of attendees were attending or recently attended university, with the others having attended a variety of other PSE schools, mostly community colleges and CEGEPs. Most respondents were attending or had recently attended one of the two partner universities for this project, namely Toronto Metropolitan University or St Francis Xavier University. However, about one in seven attended other universities, most of which are in Canada. Most respondents had graduated from PSE or anticipated graduating within the next three months. Large majorities of respondents needed accessible built-environmental features or various other supports for disability so they could attend PSE, and most of these respondents' needs for support had been

fully or partially met. Most respondents have had non-reimbursed additional costs for PSE because of disability, and most have experienced at least some financial difficulties in their recent PSE studies. Those most likely to experience financial difficulties are those who have had additional non-reimbursed expenses for PSE because of disability. Most respondents said they have felt either safe or very safe, valued or very valued, and included or very included while at their PSE school. A notable minority, however, have felt less than fully safe, valued, and included. While most respondents have been involved with various informal support groups with other students, and more than half have been involved with a formally organized disability organization during their PSE studies, more than four in ten have not been involved with a disability organization while in PSE. About half have been highly or very highly engaged with one or more of these informal groups or formal organizations. About three-quarters of respondents reported being satisfied or very satisfied with their level of involvement with other students in discussing and developing strategies on PSE issues. Most respondents said a faculty member or other PSE staff person has been a mentor to them, with numerous positive benefits for the respondents. Seven in ten continue to meet their mentor(s) often or very often. Overall, more than eight in ten respondents said they were satisfied or very satisfied with their PSE school.

As explained in Appendix 3a, a measure was developed to summarize the quality of PSE that respondents currently or recently attending have experienced. Where high-quality PSE is experienced, respondents generally have had all or most of the supports they require(d) for participation in their courses, have had less rather than greater financial difficulties during their studies, have felt safe, valued, and included at their PSE school, and have been highly satisfied with that school. Where PSE quality is lowest, many needs have been only partially met or completely unmet, respondents have been more likely to experience financial difficulties, to feel ambivalent or less positively about being safe, valued, and included at their PSE school, and their satisfaction levels with that school are comparatively low. Mid-range quality PSE falls between these two extremes.

Female respondents for the present survey have been most likely to experience high-quality PSE. Indigenous students, students of Black/African descent, and People of Colour have been considerably more likely than white respondents to experience low-quality PSE. While the quality of PSE varies by type of disability, those with psychosocial and developmental/intellectual disabilities are among those most likely to experience low-quality PSE, as are respondents with disabilities resulting from pain and those with disabilities in the areas of seeing, communicating, and learning. Respondents living in large cities are considerably more likely than their counterparts in other types of communities to experience high-quality PSE and are considerably less likely to experience low-quality PSE. Those presently attending PSE are more likely to report low-quality PSE than students no longer attending.

In terms of employment, most respondents were working at a job or business when the survey was conducted. For most employed respondents, their job enables them to fully use their knowledge, skills, and experiences at work. For about a third of working respondents, their job

provides hours of work that are reasonable and consistent with their needs; for six out of ten, their job only somewhat provides reasonable work hours. Nearly three-quarters of employed respondents' jobs pay reasonably well. Only a quarter of working respondents' jobs are permanent, with nearly seven in ten having jobs that are only somewhat permanent or difficult to determine. Nearly eight in ten working respondents are in jobs where co-workers treat them with dignity and respect. More than nine in ten need one or more supports for disability so they can perform their job tasks safely and effectively, and those needs for support on the job have usually been fully or mostly met. About half of working respondents are satisfied with their job and another third are very satisfied with it.

As with PSE, a three-point measure was derived to summarize the quality of working respondents' paid work at a job or business. Appendix 3b provides details. High-quality work more likely than lower quality work to:

- Enable the respondent to use their knowledge, skills, and experience at work.
- Pay reasonably well for the time and effort put into the job.
- Provide hours of work that are reasonable and consistent with the respondent's needs.
- Be permanent rather than short-term.
- Be conducted in a workplace where coworkers treat the respondent with dignity and respect.
- Provide all or most of the supports for disability that the respondent needs so they can perform their work effectively and safely (such as accessible building features, technologies, or other supports), and
- Provide the respondent with job satisfaction.

Low-quality work is where comparatively few of these criteria are met. Mid-range quality work falls between the two extremes. A fourth category was developed for respondents who were not working when the survey was conducted.

The extent to which respondents are jobless, in low-quality work, or in high-quality work varies considerably by their social-demographic characteristics and their levels of met and unmet need for various supports because of disability. Details are provided in Section IV of this report.

Bottom lines of this report are that:

- Graduates are more likely than non-graduates to report high-quality PSE.
- Generally, where each of the individual components of PSE quality are fully in place and available to students with disabilities, the students are considerably more likely than where those components are not fully in place to report being satisfied with their PSE school and to graduate.

- Students with disabilities who have experienced high-quality PSE are more likely than those who have experience low-quality PSE to obtain high-quality jobs and are notably less likely to be jobless.
- Where each of the individual components of PSE quality are fully in place and available to students with disabilities, the students are also considerably more likely in relation to each of those components to hold high-quality jobs and are considerably less likely to be jobless or to have low-quality work.

VII. Recommendations and Conclusion

The quality of PSE that young adults with disabilities experience can have important implications for their labour market trajectory. High-quality PSE contributes to graduation and positive employment outcomes whereas low-quality PSE contributes to non-graduation, joblessness, and low-quality employment. Write-in comments from respondents to our survey often revolved around the importance of ensuring the conditions needed for student success in PSE and as discussed in the present report are fully in place.

Accordingly, we recommend the following:

- Universities and colleges should ensure the conditions discussed in this paper are fully in place for furthering the success of students with disabilities in PSE. These conditions include fully accessible facilities and programs, such as their built and digital environments, curricula, instructional methods, student assignments and evaluation procedures, instructional resources, technologies for teaching and learning, human supports for students, as well as the more individualized attention that students may require for success.
- To ensure responsiveness, transparency, and accountability to students and taxpayers, universities and colleges should institute practical, effective measures to monitor and evaluate the extent to which the above-mentioned conditions are in place, and the extent to which students with disabilities are making use of those supportive conditions.
- PSE professors, instructors, and administrators should actively collaborate with their colleagues to share experiences and best practices. Universities and colleges should institute the needed technological and administrative conditions, including incentives, to facilitate the collaboration and to ensure it occurs.
- To determine whether, to what extent, and how such collaboration is producing positive results, the quality of the PSE school's education should be regularly monitored and assessed, not only through assessments of student academic achievement, but also for continuous PSE school improvement through student satisfaction surveys and graduate follow-up tracking. Our survey could perhaps inform the design of such ongoing monitoring and assessment procedures.

It is our hope that this study and the survey on which it is based will provide stimulus and contribute to realizing these recommendations so high-quality PSE and good employment outcomes will become more widely available to young adults with disabilities. PSE schools are better positioned than most other social institutions make a major positive difference, here. They are uniquely well-positioned to make that difference for students with disabilities whose

rates of graduation and employment, and level of earnings, have long lagged substantially behind those of others in Canada.

Appendix

Appendix 1. Methodology and More About the Survey and Respondents

1.a. Timeframe, Platform, Broadcasting, Platform, and Ethics Approval

We conducted this survey on the SurveyMonkey online platform from September 26 through November 9, 2023, inclusive.

Prior to opening the survey to respondents, we completed and submitted separate ethics proposals and received approvals from the research ethics boards of Eviance and participating academic partners. This included submission of explanatory background materials and the survey questionnaire to Eviance’s community-based Research Committee. Following minor revisions and approval, a full ethics proposal inclusive of the survey questionnaire was then submitted to Toronto Metropolitan University’s (TMU) Research Ethics Board. After incorporating the minor revisions TMU’s board requested and receiving its approval, we submitted a shorter ethics proposal to and received approval from St. Francis Xavier University’s Research Ethics Board.

1.b. Useable Data

We received useable data from 1019 respondents.⁷ Most of these respondents (95%) accessed the English version of the survey, with the remaining 5% accessing the French version. Videoed American Sign Language (ASL) clips were provided for all components of the English version as were videoed clips in Langue des signes québécoise or Langue des signes du Québec (LSQ) for the French version. The text for the English version of the survey questionnaire is available in Appendix 4. Brief overviews of the PSE and work-related components of the survey are provided in the opening paragraphs of Sections III and IV of this report.

1.c. The Presence of Disability

The questions on respondent demographics were asked towards the end of the survey. One of these questions asked point-blank:

Q39. Do you consider yourself to have a disability?”.

Question 39 was, in effect, a question about whether the respondent thought the individual (biomedical or functional impairment) model of disability applied to their situation. Earlier on in the survey, however, two questions based on a social model approach to disability were asked about the need for disability-related support in PSE. The respondent could answer “yes” or “no” to these questions:

Q6. While studying at this postsecondary school, do (did) you need accessible, adapted, or modified building features to attend classes?

Q8. While studying at this postsecondary school, do (did) you need any other support for disability to follow your courses? For example, assistive devices, support services or

⁷ We filtered the original raw data to remove entries performed by one or more BOTs and/or individuals who participated in the survey more than once and entered identical responses in write-in fields on separate occasions.

other assistance, modified curriculum, additional time for assignments or for testing, etc.

Also, before the point-blank question 39, a further question was asked of respondents who were working at a job or business about their need for disability-related support at work:

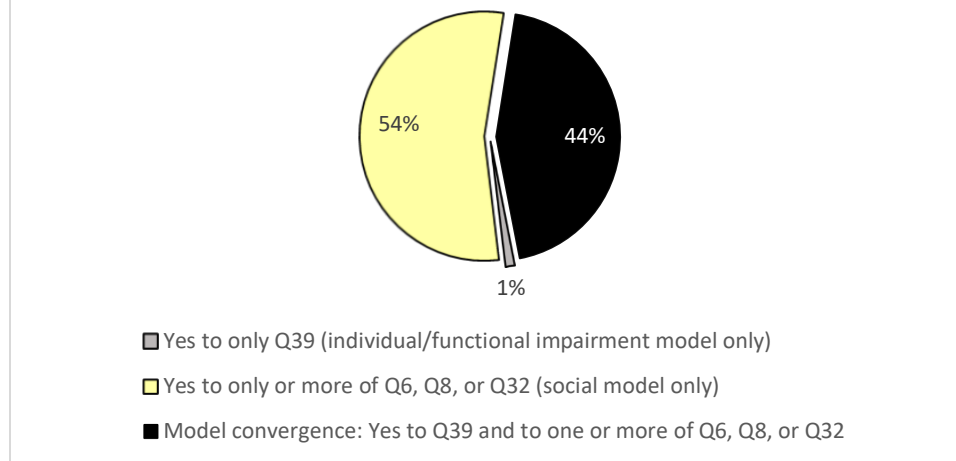
Q32. Do you receive the supports you need to do your job safely and effectively with a disability? For instance, modified hours or days of work, accessible building features, technologies, or other support.

The respondent could indicate that Q32 was not applicable because they did not need any supports for disability on their job, or they could answer whether all, most, some, or none of their needs for support were met. If the respondent answered that all, most, some, or none of their disability-related support needs at work were met, the respondent was indicating that, regardless of whether the need had been met, they in fact needed one or more supports on the job because of disability.

We reasoned that, if a person answered “yes” to *any* of questions Q6, Q8, Q32 or Q39, they were indicating the presence of disability regardless of their answer to point-blank question 39. Appendix Figure 1.1 provides high-level details on the interconnections between the “yes” responses to these questions.

Appendix Figure 1.1 shows that slightly over half of the survey respondents (54%) said they needed one or more supports for PSE or work but did not answer “yes” to also having a disability on a point-blank question about the matter. These respondents' disabilities are represented by a purely social model approach to disability. We refer to these respondents below as the “derived” group because they answered “yes” to any of Q6, Q8, or Q32. Only 1% said in response to the point-blank question that they have a disability and did not also need disability-related support in PSE or at work. In effect, very few indicated that *only* the individual (functional impairment or biomedical) model of disability applies to them. More than four in ten (44%) said “yes” to having a disability in response to the point-blank question *and* in response to one or more of the other social-model indicators of disability. These individuals' disabilities are reflected in the convergence between the social and individual models of disability. For the discussion that follows, a “yes” to any of these questions satisfied our requirements for including the respondent in the analysis as a person with disabilities.

Appendix Figure 1.1. Relationship between the point-blank question and derived indicator for respondents' disabilities



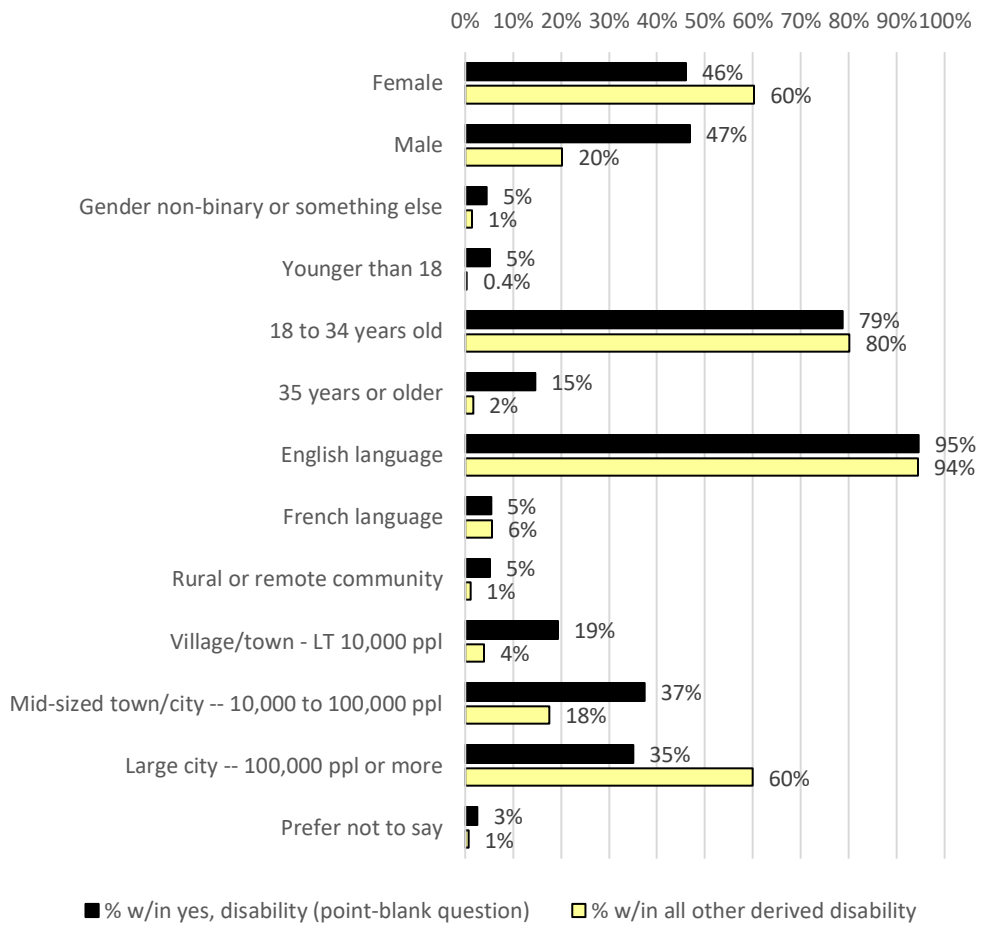
1.d. Comparative Demographics

Appendix Figures 1.2.a-c show comparative socio-demographic and other details for the populations represented in Appendix Figure 1, above. The black bars in Appendix Figures 2.a-c represent those who answered “yes” to Q39, almost all of whom also answered “yes” to one or more of Q6, Q8, or Q32. The yellow bars in Appendix Figures 2.a-c are the same respondents as represented by the yellow segment of the pie chart above in Appendix Figure 1. These respondents indicated the presence of disability *only* through one or more of the social-model questions Q6, Q8 or Q32. The Figures in Section II of this report provide overall views of the demographic characteristics of all survey participants regardless of which questions they answered about disability.

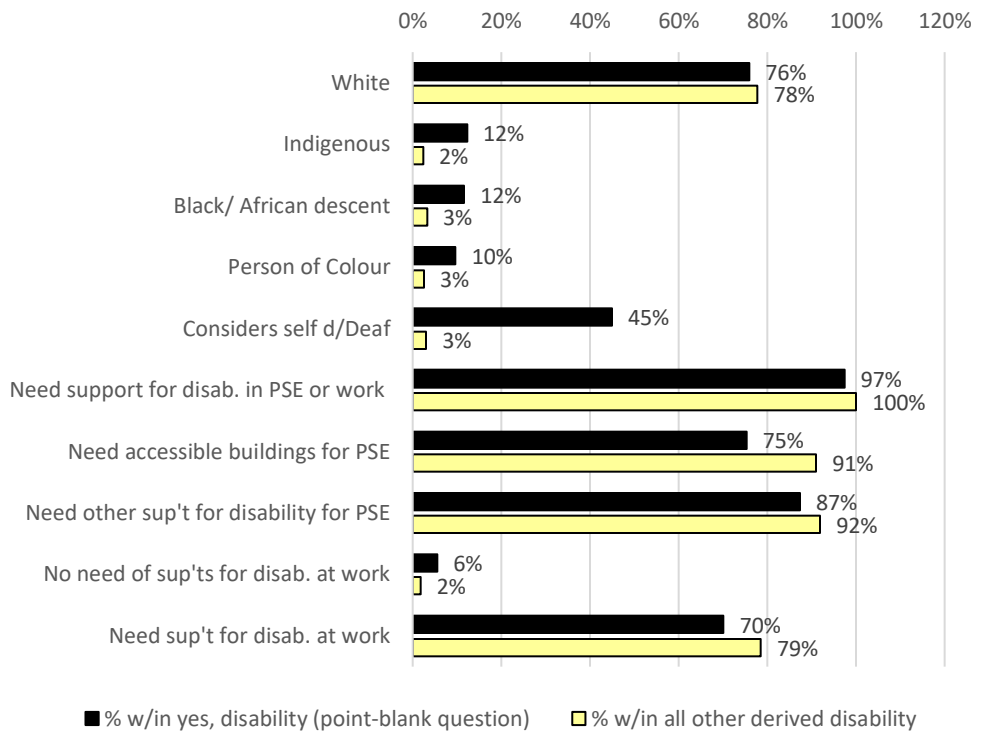
Appendix Figure 1.2.a shows that in many ways the two major groups of people with disabilities are similar. For example, eight in ten of the point-blank and derived groups (79% and 80%, respectively) are from 15 to 34 years of age. The ratio of English-to-French as the main language of the participants is virtually the same across the point-blank and derived groups (95% -to-5%, and 94% -to-6%, respectively). Appendix Figure 1.2.b shows that most respondents in the point-blank and derived groups self-identify as ethno-racially white (76% and 78%, respectively). Almost all in the point-blank and derived group (97% and 100%, respectively) need one or more supports for disability in PSE or work. Also shown in Appendix Figure 1.2.b, most in the point-blank and derived group need accessible buildings for PSE (75% and 91%, respectively). Very high percentages of those in the point-blank and derived groups (87% and 92%, respectively) need other disability-related support for PSE, such as assistive devices, support services or other assistance, modified curriculum, additional time for assignments or for testing, etc. High percentages in the point-blank and derived groups also need disability-related support for their employment (70% and 79%, respectively).

There are some notable differences between the point-blank and derived group, however. For example, As shown in Appendix Figure 1.2.a, and taking missing data into account, at least 60% of the derived group are females compared with only 46% of the point-blank group. Respondents in the point-blank group are much less likely than in the derived group to live in large cities of 100,000 or more people (35% versus 60%, respectively). Those in the point-blank group are more likely to live in rural or remote communities (5% versus 1%), in villages and towns of less than 10,000 inhabitants (19% versus 4%), and in mid-sized towns and cities with 10,000 to 100,000 inhabitants (37% versus 18%). As shown in Appendix Figure 1.2.b, respondents in the point-blank group are more likely than in the derived group to self-identify as indigenous (12% versus 2%), Black or of African descent (12% versus 3%), and Persons of Colour (10% versus 3%). Appendix Figure 1.2.c shows that half of the point-blank group (50%) were attending PSE when the survey was conducted compared with only about one in five of the derived group (18%). Conversely, as shown in Appendix Figure 1.2.c, about three-quarters of the derived group (74%) last attended PSE sometime from one to five years ago, compared with only about a quarter (26%) of the point-blank group. While the need for accessible buildings for PSE is high in the point-blank group at 75%, it is even higher in the derived group at 91% (Appendix Figure 1.2.b). Those in the derived group are more likely than in the point-blank group to be working with a single employer (at least 73% versus 60%) and are considerably less likely to be jobless (4% versus 24% – Appendix Figure 1.2.c). Those in the derived group are also in somewhat more widespread need of disability-related support at work than respondents in the point-blank group (79% versus 70% – Appendix Figure 1.2.b).

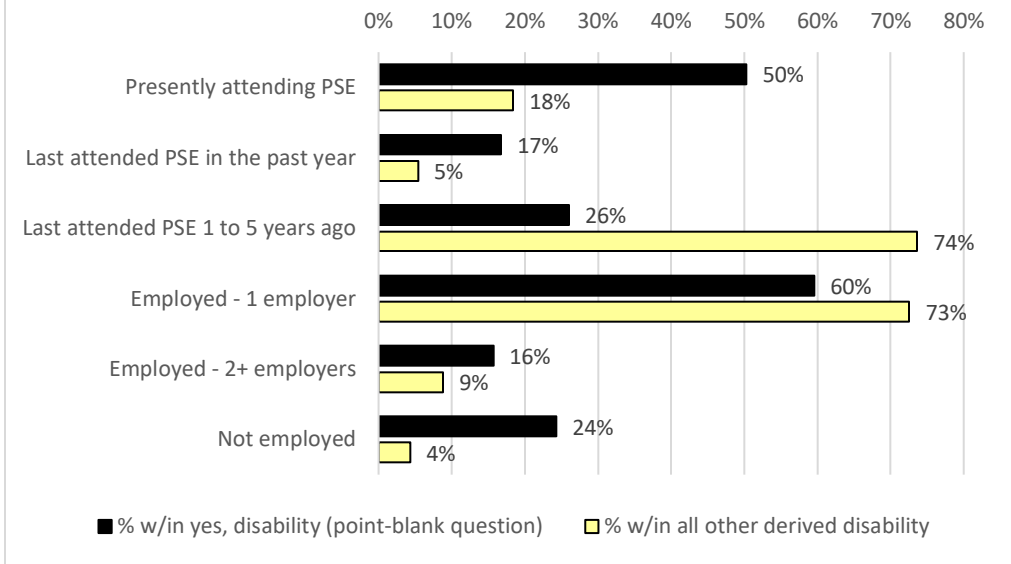
Appendix Figure 1.2.a. Percentages answering "yes" to a point-blank question on disability and/or derived "yes" based on need(s) for disability-related support in PSE or at work, by gender, age, and type of community



Appendix Figure 1.2.b. Percentages answering "yes" to a point-blank question on disability and/or derived "yes" based on need(s) for disability-related support in PSE or at work*, by ethno-racial diversity and disability



Appendix Figure 1.2.c. Percentages answering "yes" to a point-blank question on disability and/or derived "yes" based on need(s) for disability-related support in PSE or at work*, by participation in PSE and work



* Missing data are not shown in Appendix Figures 1.2.a-c but were retained when generating the percentages. Accordingly, percentages within some groupings (e.g., age groups, gender, type and size of community, employment status) may not add to 100%.

Appendix 2 – Universities That Survey Respondents Attended

Appendix Table 2.1. Names of other universities of survey respondent (in addition to Toronto Metropolitan University [N=216] and St Francis Xavier University [N=209])

a. Other Canadian Universities	Number of respondents
Algoma University	6
Brandon University	1
Carleton University	2
Kwantlen Polytechnic University	1
Laurier University	1
Laval University	1
McGill University	2
Memorial university	1
Mount Saint Vincent University	1
Queens University	2
Royal Roads University	1
University College of the North	1
University of British Columbia	7
University of Calgary.	1
University of Guelph	1
University of Lethbridge	1
University of Manitoba	19
University of New Brunswick	1
University of Ottawa	2
University of Québec at Montreal	2
University of Toronto	4
University of Victoria	1
University of Winnipeg	5
Western University	1
Wilfrid Laurier University	3
York University	2
Yorkville University	1
Subtotal	71

Appendix Table 2.1. Names of other universities of survey respondent (in addition to Toronto Metropolitan University [N=216] and St Francis Xavier University [N=209]) – Continued

b. Universities in the United States	Number of respondents
City University of New York	1
City University of Seattle	1
Columbia University	1
Grand Canyon University	1
<i>Subtotal</i>	4

c. Other International Universities	Number of respondents
Université à Madagascar	1
<i>Subtotal</i>	1
Total	76

Appendix 3. Derived Measures of the Quality of PSE and Work

3.a. The Quality of PSE

We derived a master scale based on thirteen subscales to measure the quality of PSE the respondent experienced at the school they were presently attending or had most recently attended in the past five years. The assumption was that it is a good thing for a student who has needs for various supports in PSE because of disability to have those needs completely or mostly addressed, and to have other positive experiences in the areas we explored. The subscales we developed were for the following areas:

- a. Extent to which the respondent's needs have been met for accessible, adapted, or modified building features to attend classes.
- b. Extent to which the respondent's needs have been met for accessible learning materials (e.g., large print texts, machine readable files, audio versions of texts, etc.).
- c. Extent to which the respondent's needs have been met for accessible technologies for learning (e.g., adapted keyboard, accessible smart phone, digital notetaker, screen reader, Braille printer, etc.).
- d. Extent to which the respondent's needs have been met for modified curriculum, assignments, testing, time, and other procedures.
- e. Extent to which the respondent's needs have been met for individualized support from instructor(s).
- f. Extent to which the respondent's needs have been met for human service for disability (e.g., attendant, interpreter, tutor), and
- g. Extent to which the respondent's needs have been met for individualized other needs for disability-related support in PSE.

- h. Extent to which the respondent has been able to make financial ends meet while in PSE, i.e., income adequacy.

- i. Extent to which the respondent's feels (felt) safe while at the PSE school.
- j. Extent to which the respondent's feels (felt) valued while at the PSE school.
- k. Extent to which the respondent's feels (felt) included while at the PSE school.
- l. Level of respondent satisfaction concerning involvements with other students in discussing and developing strategies on postsecondary education.
- m. The respondent's overall level of satisfaction with the PSE school.

We developed seven subscales a through g by recoding the original data about the extent to which respondents had needs in several areas and the extent to which their needs had been met. For instance, if a person needed a) accessible built environmental features and none of their needs had been met, a value of 1 was assigned on the subscale for this issue. If some of

their needs had been met, a value of 2 was assigned. A 3 was assigned where most needs were met and 4 was assigned where all needs in this area were met. Where a person had no needs for accessible built-environmental features, a value of $-.00001$ was assigned on the subscale. This value served as a place holder for missing data for the present and other subscales that enabled us to perform a range of statistical procedures without having to drop cases with missing data.

For the subscales on needs b through g, only one question asked about the extent to which needs in those areas had been met. While it is only an imprecise measure, we adopted this approach when designing the survey rather than adding another six questions to probe the extent to which needs had been met in each area. We applied the answer to the single answers about the extent to which needs were met to each of the variables in in which a respondent said they had needs. So, for example, if a respondent needed b) accessible learning materials, a scale was devised that used the single variable on needs-meeting to assign values of 1 through 4 respectively according to whether needs for learning materials had been completely unmet, only partially met, mostly met, or fully met. We did the same for needs in the areas c through g.

For the subscale on the ability to make financial ends meet, we assigned a value of 1 for with great difficulty, 2 for with some difficulty, 3 for fairly easily, and 4 for easily. Where the question was not answered, we assigned a value of $-.00001$.

The scales for feeling safe, valued, and included, and for the respondent's overall satisfaction with their PSE school, were based on questions with five response options. We assigned 1 for very unsafe, very unvalued, very devalued, or very dissatisfied, a value of 5 for feeling very safe, very valued, very included, or very satisfied, and values 2 through 4 for the other response options, with 3 being the assigned value for the midway point between the highest and lowest values. The same general procedure was followed for the subscale on the respondent's level of satisfaction with involvement with other students in discussing and developing strategies on postsecondary education. However, this question allowed a sixth response option for "Doesn't apply. Not interested in (more) discussion of these issues with other students." That response option and other missing data for this question (i.e., for where the question was not answered) were assigned a value of -0.00001 .

These procedures resulted in thirteen subscales. We then added the numeric values across those subscales to construct a master scale. A respondent with a raw master score of $-.00013$ answered none of the questions, or answered none of twelve and also said they were not interested in discussing PSE issues with other students. A total of 51 respondents had missing data across all the subscales, or 5% of our total sample.⁸ The maximum value a respondent

⁸ These cases with missing data were removed from our calculations when we divided cases with valid data in the master scale into roughly equal thirds representing the lowest, mid-range, and highest levels of PSE quality.

could have obtained for the most positive response options across all the subscales would have been 57. However, the maximum score was 50, which only one respondent obtained. Generally, then, respondents did not obtain “perfect” scores across all measures of PSE quality. We then divided the scores greater than 0 on this master scale into three approximately equal thirds and assigned the missing values to a separate fourth category. The category with the lowest third of positive scores represents students whose scores on the master scale were comparatively low which we here refer to as low-quality PSE. The other two categories of positive scores represent students with the mid-range and highest quality of PSE across the subscales.

A total of 51 respondents’ data were missing on the master scale for PSE quality. Most of these individuals (44) last attended school more than five years ago or never attended PSE and were not asked the questions about their present or recent PSE experiences. Seven others declined to answer any of the questions about their PSE experiences that we used to construct the master scale for PSE quality. The 51 respondents whose data were missing on the master scale for PSE quality were dropped from the analyses in the body of the report, which are based the three-point summary measure of PSE quality.

3.b. The Quality of Work

We followed essentially the same procedures as for PSE (above) to develop seven subscales that measured the quality of work across the following areas:

- a. Extent to which the job enables full use of the respondent’s knowledge, skills, and experience.
- b. Extent to which the job pays reasonably well for the time and effort the respondent dedicates to it.
- c. Extent to which the job’s work hours are reasonable and consistent with the respondent’s needs.
- d. Extent to which the job is permanent.
- e. Extent to which co-workers treat the respondent with dignity and respect.
- f. Extent to which the respondent receives the support they need to do the job safely and effectively with a disability, such as modified hours or days of work, accessible building features, technologies, or other supports.
- g. The respondent’s overall satisfaction with the job.

Most of these subscales for measuring the quality of work are based on questions that provided three response options (e.g., yes, somewhat, no). We respectively assigned values of 3, 2, and 1 for these responses, and $-.00001$ where a question was not answered. The question about receiving the disability-related supports needed to do the job safely and effectively had five response options. Four of these indicated that all, most, some, or no needs for such supports have been met, which we coded as 4, 3, 2, and 1, respectively. Where a person said the

question “doesn’t apply” because they “don’t need supports for disability on this job”, a value of -.00001 was assigned, which was also assigned for respondents who did not answer this question. The question about overall satisfaction with the job had five response options, which we coded respectively as 5, 4, 3, 2 and 1 for very satisfied, satisfied, in between (neither satisfied nor dissatisfied), dissatisfied, and very dissatisfied. Again, missing data were assigned a value of -.00001.

As with the master scale for PSE, we then added the scores across the subscales to construct a master scale for the quality of work and divided the positive values in that scale into three approximately equal thirds of respondents to represent the lowest, mid-range, and highest quality of work that respondents are experiencing. People who were not working were assigned to a fourth category on the quality of work scale for “Not working”. Respondents whose data were entirely missing across these variables (77 cases) were dropped from the analyses in the body of the report, which are based on the four-point summary measure of work quality for the remaining 942 respondents.

Appendix 4. English Survey Questionnaire (Text)

Welcome!

We want to hear from you!

Introduction and purpose: This survey explores the education and work experiences of young adults with disabilities who are currently attending posts-secondary education, or who attended in the past five years. The survey aims to pinpoint what students with disabilities need and want for the improvement of colleges and universities, and for transitions from post-secondary to good-quality paid employment.

Partner organizations and financial sponsor: The survey is one component of a larger research project led by Eviance called Innovating for Inclusive & Equitable Post-Secondary Education: A Pathway to Realizing the Sustainable Development Goals. The project is funded and administered by Eviance and its partner organizations with financial support from Employment and Social Development Canada. The partner organizations are the Canadian Centre on Disability Studies operating as Eviance, Toronto Metropolitan University (TMU), St. Francis Xavier University (StFX), the National Education Association of Disabled Students (NEADS), the Council of Canadians with Disabilities (CCD), and ARCH Disability Law Centre.

What you are being asked to do: We are asking you to voluntarily complete this online survey. It should take about 15 to 20 minutes.

Topics include general details about your current or most recent post-secondary school and your experiences while studying there; your satisfaction with your post-secondary school and how things could be improved; a few details about your paid employment if you have a job; and a few demographic details about you. Most of the questions are yes/no and multiple choice.

You will be asked to consent twice: You will be asked for your first consent before entering the survey and again at the end of the survey. The two consents will demonstrate your full consent to participate.

Potential benefits: There is no direct benefit to you from taking part in this study. However, we hope this survey and the overall research study will help make post-secondary education more inclusive, supportive, and rewarding for diverse young adults with disabilities and therefore for all students. We also hope it will help facilitate their transitions to good-quality paid work. We value your participation and hope you feel that your responses will be helping us to achieve these goals. By reviewing the research findings based in part on this survey, you may also gain new knowledge and opportunities to network with individuals and organizations involved in this work.

Research will be published on the following websites:

[Toronto Metropolitan](#) University or

[Inclusive PSE](#) or

[Eviance](#)

[Spatializing Care Lab](#)

Research will be published as soon as the analysis is completed so check the website for any updates. Findings from this survey will also be presented at the project's National Social Labs (which are like workshops on selected themes), at the end of the project, and in the final project report.

Potential risks to you: Eviance and the partner organizations have taken steps to ensure the active engagement

of people with disabilities throughout the design, development, evaluation, and application of this research and on this survey more specifically. Accordingly, there are **few identifiable risks** to you by participating in the survey. If any of the survey questions make you uncomfortable or upset, simply skip over any questions you do not wish to answer. You can stop participating at any time by closing your browser. If you choose not to respond to some of the questions or choose to leave the survey before completing it, this will have no impact on your current or future relationship with the principal investigator, any member of the research team, or any of the partner organizations. If you close your browser before getting to the end of the survey, and do not confirm your second consent to participate and its **SUBMIT** button at the end of the survey, your information collected up to that point will not be used.

As a convenience, a list of free resources is provided at the end of the survey. The list provides services for you to call if you feel uncomfortable or upset by the survey or experiences it may bring up. We encourage you to use those resources if you feel you need them. We also encourage you to find a space that provides visual privacy so no one can see your answers or your reactions to the questions.

Your identity will be anonymous and confidential: The survey is anonymous and as such it will not be collecting information that will easily identify you, such as your name or other unique identifiers. Your Internet Protocol (IP) address could be tracked through the survey platform (SurveyMonkeyTM) if the IP tracking option for the survey were switched on. However, this option is not being switched on and the survey will not be collecting this information.

How the information you provide will be protected and stored: This survey uses SurveyMonkeyTM, which is an American (USA) company. Consequently, US authorities under the provisions of the USA Freedom Act (formerly known as the Patriot Act) may access the survey data. However, your responses to the survey will be completely anonymous: no personally identifying information about you, or your IP address, is being gathered.

To further protect the information you provide, the data will be stored under digitally locked online folder in Eviance's SharePoint site. The only people with access to the folder and its data will be members of the research team. There will be no data sharing permissions. The names and contact information for the research team are provided below.

Your responses will only be presented in aggregate with those of all other participants. As the information you provide is anonymous, your name will never appear in reports, publications, or promotional materials. When the research is completed, the information you provide will be destroyed within 8 years.

Incentive for participation: As an incentive to participate in the survey, once you have completed it you can also participate in a separate random draw and could be selected to win one of fifty Amazon.ca gift cards, valued at \$50 (Canadian dollars). Your contact information for the draw will be gathered in a separate database that will not be linked to the information you provide for the survey. Details about the draw are provided on the last page of the survey.

Your rights as a research participant: Participation in the survey is completely voluntary. You can withdraw your consent at any point, up to clicking the 'submit survey' button at the end of the survey. However, because the survey is anonymous, once you click the 'submit survey' button, we will not be able to determine which survey answers belong to you, and so we will not be able to withdraw your information from our study.

Please note that by clicking the 'submit survey' button at the end of the survey you are providing your consent to participate. However, by consenting to participate you are not waiving any of your legal rights as a research participant.

This study has received approval from the Toronto Metropolitan University Research Ethics Board (2023-051) and the St. Francis Xavier University Research Ethics Board (#26556), and the Eviance Ethics Committee.

Questions?

If you have any questions about this research, please feel free to contact members of the research team. If you do choose to reach out to the research team, please note that your identity will no longer be anonymous, but the research team will have no way of connecting your identity to your survey response.

Principal Investigator

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Other Research Team Members:

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Olivia Boonstra – olivia.boonstra@eviance.ca
Dr. Cameron Crawford - cameron.crawford@eviance.ca

Concerns?

If you have any questions or concerns about your rights or treatment as a respondent for this survey, please contact the following:

For students at TMU – Contact the Toronto Metropolitan University Research Ethics Board at rebchair@torontomu.ca (416) 979-5042.

For students at StFX – Contact the St. Francis Xavier University Research Ethics Board at clomore@stfx.ca (902) 867-5387.

For post-secondary students elsewhere than at TMU or StFX – Contact the Chairperson of the Eviance Ethics Committee, Dr. Peter Dunn, at pdunn@wlu.ca.

Please print a copy of this page for your future reference.

Your first consent to participate

I am 16 years of age or older. I have read and understand the information that has been provided about the survey.

* 1. Your first consent:

Yes, I give my first consent to participate in this survey.

No, I do not consent to participate in this survey.

You can skip or change answers

If you don't want to answer a question, just skip it.

If you want to change an answer, no problem. Just click "Prev" to go to the answer you want to change, make the change, then click "Next" to get back to where you left off.

Great!

Now for some questions about your postsecondary experiences.

2. Are you presently attending a postsecondary school, or did you attend in the past five years? For example, a college, CEGEP, trade school, technical school, or university.

- Yes, presently attending.
- Not right now, but attended in the past year.
- Not right now, but attended in the past five years.
- No, and last attended more than five years ago.
- No, never attended.

Your postsecondary experiences

3. What kind of postsecondary school?

- Community college
- Private college
- CEGEP
- Technical school or institute
- Trade school
- University
- Other

4. Which university is (was) this?

- Toronto Metropolitan University
- St. Francis Xavier University
- Another university not shown, here (please specify)

5. Have you graduated from your program at this school?

- Yes
- Nearly (e.g., within 3 months)
- No

6. While studying at this postsecondary school, do (did) you need accessible, adapted, or modified building features to attend classes?

- Yes
- No

7. How fully were your needs for these building features satisfied?

- All needs met
- Most needs met
- Some needs met

No needs met

8. While studying at this postsecondary school, do (did) you need any other support for disability to follow your courses? For example, assistive devices, support services or other assistance, modified curriculum, additional time for assignments or for testing, etc.

Yes

No

9. Which of the following supports for disability do (did) you need? Click any that apply.

Accessible learning materials (e.g., large print texts, machine readable files, audio versions of texts, etc.)

Accessible technology (e.g., adapted keyboard, accessible smart phone, digital notetaker, screen reader,

Braille printer, etc.)

Modified curriculum, assignments, testing, additional time, and other procedures

Individualized support from instructor(s)

Human service (e.g., attendant, tutor, interpreter, etc.)

Other support for disability

10. How fully were your needs for these supports satisfied?

All needs met

Most needs met

Some needs met

No needs met

11. Because of disability, have you had additional costs for postsecondary education that are not (were not) covered by any public or private plan or that will not be reimbursed?

Yes

No

12. Thinking of the total income (from all sources) of everyone in your household while you are (were) doing your postsecondary studies, how would you say you are (were) able to make ends meet while doing your studies?

With great difficulty

With some difficulty

Fairly easily

Easily

Rather not say

13. Do (did) you feel safe at this postsecondary school?

Yes, very safe

Safe

In between – Neither safe nor unsafe

Unsafe

No, very unsafe

14. Do (did) you feel valued at this postsecondary school?

Yes, very valued

Valued

- In between – Neither valued nor devalued
- Devalued
- No, very devalued

15. Do (did) you feel included at this postsecondary school?

- Yes, very included
- Included
- In between – Neither included nor excluded
- Excluded
- No, very excluded

16. As a result of the COVID-19 pandemic (and its variant viruses), which of the following statements apply to you? Select all that apply.

- Some of my courses were postponed or cancelled by my postsecondary school (e.g., courses requiring in-person attendance)
- I was not able to complete some or all of my courses (e.g., because I had the virus, or I had to care for a family member with the virus)
- A planned work placement or training was delayed or cancelled (e.g., internship, co-op placement, other work-related training)
- I was not able to complete my degree, diploma or certificate as planned
- None of the above

Connecting with others

17. While at this school, are (were) you involved in an informal support network with other students for emotional or practical support (e.g., a peer support group)?

- Yes
- No

18. While attending this school, have you discussed (did you discuss) issues related to your postsecondary education with other students in a student-led association, self-help group, or other student-led group?

- Yes
- No

19. While attending this postsecondary school, are (were) you involved in a disability organization?

- Yes, a disability organization that is active at my postsecondary school
- Yes, but the organization is not active at my postsecondary school (e.g., the organization pursues other aims, such as employment, poverty reduction, accessible housing, etc.)
- No

20. How satisfied are you with your present level of involvement with students in discussing and developing strategies on postsecondary education issues?

- Doesn't apply. Not interested in (more) discussion of these issues with other students.
- Very satisfied
- Satisfied
- In between – Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

Mentorship

21. While at this school, has any faculty member or other staff person been like a mentor for you? For example, they may have supported you by providing advice, encouragement, guidance, or social connections.

- Yes
- No

22. What difference has this mentor made for you? Select all that apply.

- Strengthened my self-confidence
- Helped me get into a program of study I wanted to get into
- Provided encouragement and support for growth and improvement
- Provided guidance or collaboration for research
- Helped me build or expand my professional network
- Helped me develop my leadership skills
- Provided helpful guidance on how to succeed in my studies
- Provided useful feedback on how I can best interact with others
- Helped me get a job
- Other (please specify)
- None of the above

23. How often are you still meeting or connecting with this mentor?

- Very often
- Often
- Sometimes
- Rarely
- Never

Your satisfaction with this postsecondary school

24. How would you rate your overall satisfaction with this postsecondary school?

- Very satisfied
- Satisfied
- In between – Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

25. What's one thing that could be done to improve the quality of postsecondary education you are experiencing (have experienced) at this school?

Okay. Now for a few questions about your employment

26. Are you presently working for pay at a job or business?

Yes, with one employer (including self-employed)

Yes, with two or more employers

No

Answer for your main job if you have more than one.

27. Does this job let you fully use your knowledge, skills, and experience?

Yes

Somewhat

No

Answer for your main job if you have more than one.

28. Does this job pay you reasonably well for the time and effort you put into it?

Yes

Somewhat

No

Answer for your main job if you have more than one.

29. Are your work hours reasonable and consistent with your needs?

Yes

Somewhat

No

Answer for your main job if you have more than one.

30. Is your job permanent?

Yes

Somewhat, or hard to say

No

Answer for your main job if you have more than one.

31. Do your co-workers treat you with dignity and respect?

Yes

Somewhat

No

Answer for your main job if you have more than one.

32. Do you receive the supports you need to do your job safely and effectively with a disability? For instance, modified hours or days of work, accessible building features, technologies, or other support.

- Doesn't apply. Don't need supports for disability on this job.
- All needs met
- Most needs met
- Some needs met
- No needs met

Answer for your main job if you have more than one.

33. How would you rate your overall satisfaction with this job?

- Very satisfied
- Satisfied
- In between – Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

Now to wrap up with a few questions about you.

You're almost done!

34. In which province or territory do you live?

- British Columbia
- Alberta
- Saskatchewan
- Manitoba
- Ontario
- Quebec
- New Brunswick
- Nova Scotia
- Prince Edward Island
- Newfoundland and Labrador
- Yukon
- Northwest Territories
- Nunavut
- Prefer not to say

35. What kind of community do you live in? Please answer to the best of your knowledge.

- In a rural or remote community
- In a village or town with less than 10,000 people
- In a mid-sized town or city – about 10,000 to 100,000 people
- In a large city – about 100,000 people or more
- Prefer not to say

36. In what age group are you?

- Younger than 18
- 18-34
- 35 or older
- Prefer not to say

37. What is your gender?

- Female
- Male
- Non-binary
- Something else
- Prefer not to say

38. Which of the following groups do you belong to? Please select any that apply.

- Caucasian (white)
- Indigenous (e.g., First Nation, Innu, Métis)
- Black and/or of African descent
- Person of colour (other racialized or visible minority)
- Rather not say
- Other (please specify)

39. Do you consider yourself to have a disability?

- Yes
- No

40. What type(s) of disability do you have? Select all that apply.

- Physical (e.g., mobility, bending, reaching, grasping)
- Pain-related
- Hearing
- Seeing
- Communicating
- Learning
- Intellectual/ developmental
- Psychosocial (e.g., mental health)
- Other

41. Do you consider yourself d/Deaf?

- Yes
- No

Your comments

42. Please feel free to provide any comments or suggestions.

Your rating

43. Please rate this survey

Resources

After this page comes a question together your second consent to participate in this survey.

>>If you require support, you are encouraged to access one of the following support services.

IN SOUTHERN ONTARIO

Distress Centres of Greater Toronto

<https://www.dcoqt.com/home-support>

The line provides telephone support to individuals in the community who are at risk. Highly trained volunteer responders (with the support of professional staff) connect with callers 24 hours a day, 7 days a week, 365 days a year.

Call: 416-408-4357

Gerstein Crisis Centre

<https://gersteincentre.org/>

Services include 24/7 telephone support, in-person mobile crisis team, community support referrals, substance use crisis management, follow-up and access to short-term crisis beds. Over-the-phone interpretation services are available 24/7 in over 180 languages through RIO Network.

Call (416) 929-5200.

IN NOVA SCOTIA

Nova Scotia Provincial Mental Health and Addictions Crisis Line

<https://mha.nshealth.ca/en>

Provides crisis intervention for children, youth and adults experiencing a mental health crisis or mental distress. The service is available 24 hours a day, seven days a week.

Call: 1-855-429-8167

IN ONTARIO OR NOVASCOTIA

Good 2 Talk

<https://good2talk.ca/>

<https://good2talk.ca/novascotia/>

Good2Talk offers free, confidential support to post-secondary students 24/7.

Ontario – Call 1-866-925-5454

Nova Scotia – Call 1-833-292-3698.

Text GOOD2TALKON to 686868

FOR INDIGENOUS PEOPLE ACROSS CANADA

Hope for Wellness Helpline

<https://www.hopeforwellness.ca/>

Hope for Wellness Helpline is available 24/7 to all Indigenous people across Canada. Call or chat online.

Call: 1-855-242-3310

Please print a copy of this page for your future reference.

Your second consent to participate

I have answered the questions in this survey that I feel comfortable answering.

* 44. Your second consent

O Yes, I give my second consent to participate in this survey. In doing so, I allow the information I have provided to be used in accordance with the information about consent I read at the beginning of the survey.

>>>If you clicked "Yes", select "Next" at the bottom of your screen to SUBMIT your information.

O No, I do not consent to participate in this survey and do not want any of the information I have provided to be used.

>>> If you clicked "No", select "Next" at the bottom of your screen. Your information will not be used.

That's it! Thanks for completing this survey!

Consider entering a draw to win...

If you would like to enter a random draw, you could be selected to win one of fifty Amazon.ca gift cards valued at \$50 (Canadian dollars). By clicking the link below, you will be taken to a separate questionnaire that will ask only for your email address. That information will not be linked in any way to the information you have provided for the present survey.

Only winners of the draw will be notified. The information you provide for the draw will be destroyed once winners have been notified and the gift cards have been distributed.

>> Click [here](#) If you would like to enter your email address in the random draw. You will exit the current survey. If you don't want to enter the random draw, select "Next" at the bottom of your screen to exit the survey.

(For people who chose not to participate in the survey) **Thanks anyways!**