

# MILLENNIALS IN TRANSITION: BRIDGING THE EMPLOYMENT GAP OF YOUNG ADULTS WITH DISABILITIES

Bethany LaLonde

CUNY LEADS Job Developer

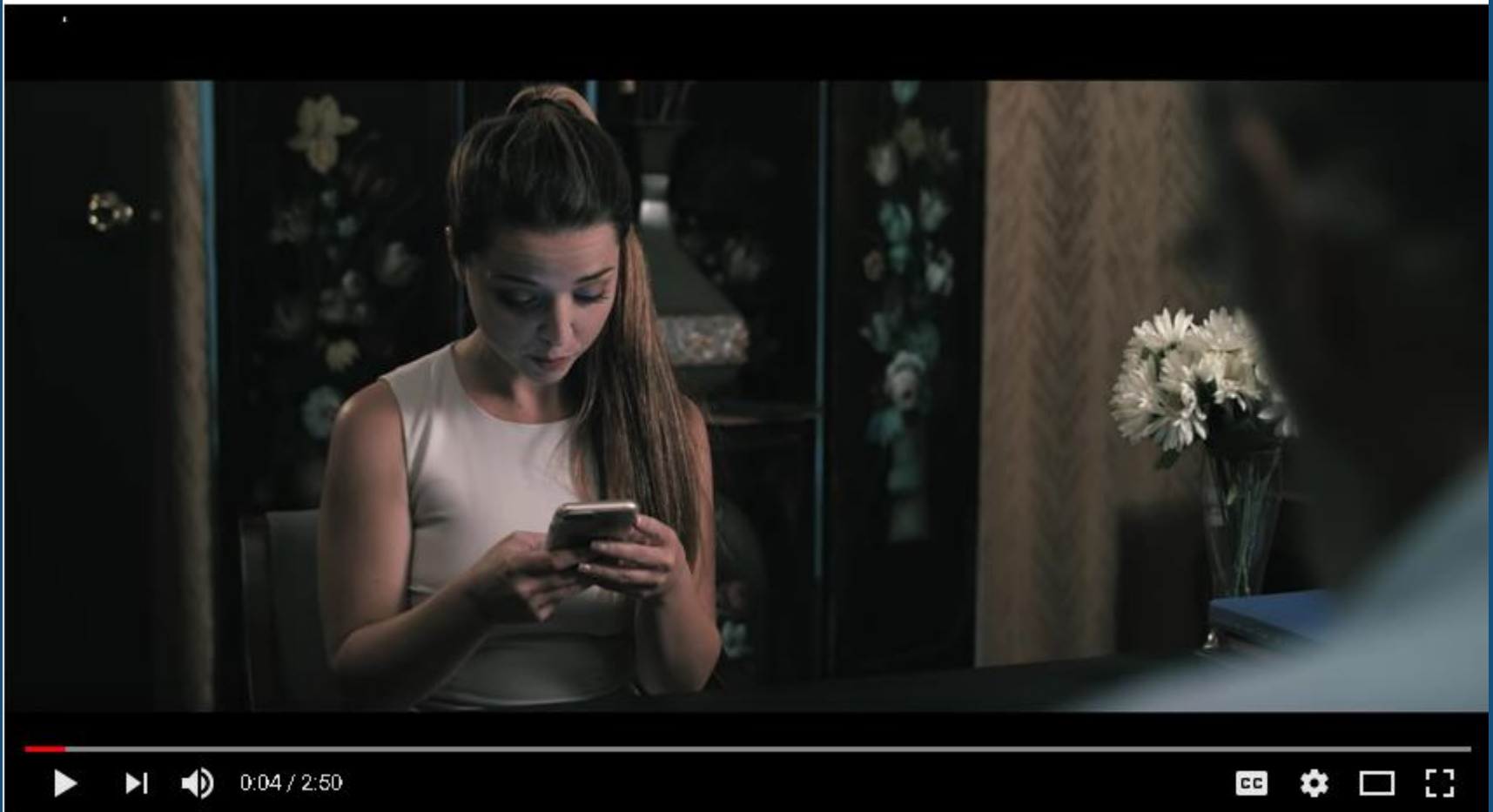
Center for Student Accessibility

College of Staten Island

# OBJECTIVES

- WHO are these Millennials and WHY are they so important?
- WIOA and transition for youth with disabilities
- Challenges facing Millennials with Disabilities in transition
- Best practices to support a diverse and inclusive workforce
- Resources for further support

# MILLENNIALS – THE STEREOTYPE



A Millennial Job Interview

<https://www.youtube.com/watch?v=Uo0KjdDJr1c&feature=youtu.be>

Obama's New Boss / Syria Face-off / McCain vs. Brzezinski / PLUS: Summer's best movies & more

# TIME

## THE ME ME ME GENERATION

Millennials are lazy, entitled narcissists who still live with their parents

Why they'll save us all

BY JOEL STEIN



### Millennials:

- 80 million strong (in the US)
- “More connected than ever”
- 70% check their phones every hour
- Average millennial sends and receives 88 texts per day
- Average millennial has worked 7 jobs by age 26





# MILLENNIALS – THE REALITY



<https://www.youtube.com/watch?v=B8DPOPh5Gvk>

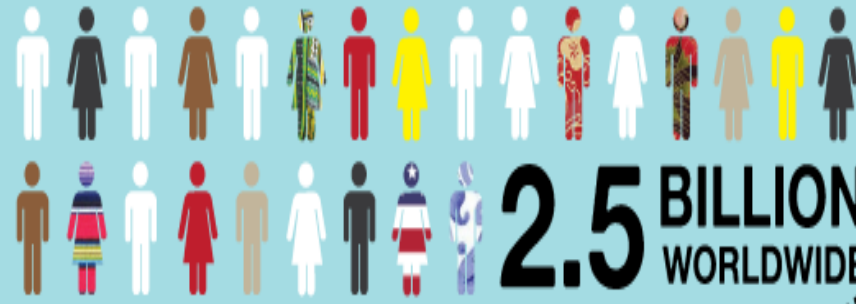
# WHO ARE MILLENNIALS?

BORN BETWEEN 1980 2000

GREW UP ALONGSIDE TECHNOLOGY

LARGEST GENERATION YET

80 MILLION IN THE U.S

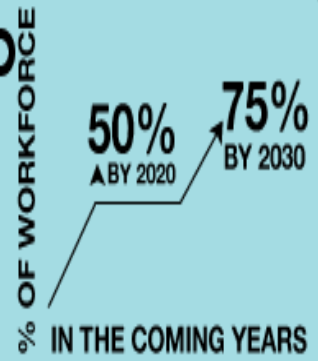


MOST ETHNICALLY & RACIALLY DIVERSE



DOMINANCE OF SOCIAL NETWORKS

# DO THEY MATTER?



MAKE A DIFFERENCE W/ THEIR WORK

- CONFIDENT
- HAVE HIGH EXPECTATIONS
- ACHIEVEMENT ORIENTED



# THE MILLENNIAL STATE OF MIND

THE LARGEST  
GENERATION  
on our planet



10,000 MILLENNIALS  
TURN 21  
everyday in America  
Which means...

79 MILLION MILLENNIALS  
(born between 1965 and 1980)  
vs. 48 Million Generation Xers

# WORKFORCE INNOVATION AND OPPORTUNITY ACT - WIOA

- Signed into law on July 22, 2014 (PL)113-128
- Enhances access to employment, education, training, and support services
- At least 20% of funds must be used for work experiences for youth
- Emphasis on career pathways and sector partnerships to promote employment in the most in-demand industries and occupations



# TRANSITION PLANNING

## Vocational Rehabilitation

- Participants are individually instructed in how to be successful members of the workforce
- Individuals are paired with a specialist who determines their needs and makes recommendations
- Incorporates standardized vocational assessments to identify the needs, strengths, and interests of the student

## Personal Futures Planning (PFP)

- Tailoring the transition planning process to meet the unique, individual needs of the student
- Involves the key people in the student's life, and considers the student's career goals, strengths, available resources, and attempts to identify potential obstacles
- Regularly scheduled discussions with the student's transition team
- Assessments are suited to the specific needs of the student

# UNIVERSAL DESIGN FOR TRANSITION

- Multiple means of representation, engagement, and expression
- Focus on mentoring and experiential learning
- Self-determination
- Self-advocacy
- Assistive technology



# MILLENNIALS IN THE WORKPLACE

- **The Center for Talent Innovation (CTI):**
  - **30% of Millennial professionals have a disability**
- **Millennials are the first generation whose education largely began AFTER the passage of the Americans with Disabilities Act in 1990**
- **CTI Findings:**
  - **57% of employees with disabilities feel stalled in their careers**
  - **47% feel they would never achieve a position of power at their company no matter how high-performing or qualified they are**
  - **60% with disabilities (vs. 44% of those without disabilities) expend energy repressing parts of their personas at work**

# MILLENNIALS IN THE WORKPLACE

*Disclosing a disability is a personal choice and is not mandatory unless an accommodation is requested.*

- **The hiring process must be made accessible and accommodations must be provided if requested**
- **If disclosure does not occur, the employer cannot directly or indirectly ask about a disability or medical condition**
- **Many disabilities covered under the ADA are not apparent to others (invisible disabilities)**
- **The decision to not disclose a disability during hiring is not a “lie.” It is a legally protected right.**





# Millennials and Invisible Disabilities

- 62% of employees with disabilities have invisible disabilities (CTI)
- Neurodiversity is the idea that neurological differences like Autism and ADHD are the result of normal, natural variation in the human genome.

Neurodiversity includes:

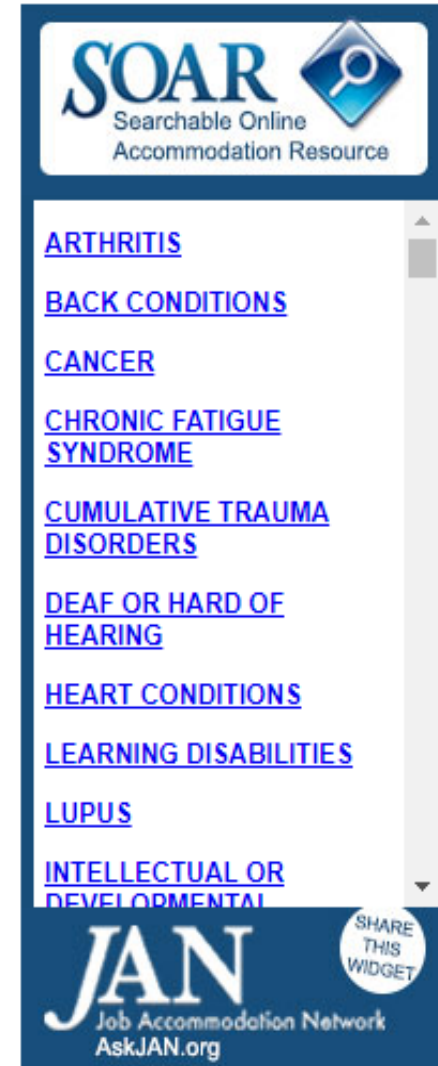
Dyspraxia, Dyslexia, Attention Deficit Hyperactivity Disorder, Dyscalculia, Autism Spectrum, Tourette Syndrome, mental health-related disabilities, and Learning Disabilities

# REASONABLE ACCOMMODATIONS

When determining specific reasonable accommodations, *remember:*

- The individual requesting the accommodation is the best source of information
- Consider what has worked in the past
- The most expensive accommodations are not always the best

If you are unsure, the Searchable Online Accommodation Resource (SOAR) database through JAN can help:  
<https://askjan.org/soar/index.htm>



**SOAR**  
Searchable Online  
Accommodation Resource

[ARTHRITIS](#)

[BACK CONDITIONS](#)

[CANCER](#)

[CHRONIC FATIGUE SYNDROME](#)

[CUMULATIVE TRAUMA DISORDERS](#)

[DEAF OR HARD OF HEARING](#)

[HEART CONDITIONS](#)

[LEARNING DISABILITIES](#)

[LUPUS](#)

[INTELLECTUAL OR DEVELOPMENTAL](#)

**JAN**  
Job Accommodation Network  
AskJAN.org

SHARE THIS WIDGET

# TIPS FOR SUCCESS IN THE WORKPLACE

- More opportunities for mentoring
- Engage in the use of technology with apps, blogs, and social media platforms
- Encourage collaboration through working in teams to accomplish learning goals
- Promote social responsibility to incorporate shared experiences and personal philosophies
- Demonstrate how to be life-long learners
- Support Universal Design in the workplace

# UNIVERSAL DESIGN FOR EMPLOYMENT

1 OUT OF EVERY 7 PEOPLE HAVE A DISABILITY  
**1** out of every **7** people need: **better access.**  
yet **everyone** will benefit from: **increased usability.**  
**more opportunity.**



***“Universal Design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.”***

**– Ron Mace (Founder of The Center for Universal Design)**



# Universal Design and the Workplace

A universally designed workplace could:

- Potentially eliminate the need for specialized accommodations
- Provide a safer and more productive environment for all employees
- Would not necessarily eliminate the need for individualized accommodations
- Provide the employer and employee with a set of key principles and guidelines needed to develop and implement effective accommodations



# CUNY LEADS

CUNY LEADS is a unique program of the City University of New York (CUNY) created to provide students with disabilities the skills to make realistic academic and career choices that will result in successful career outcomes.

## Services for LEADS students may include:

- Academic Advisement
- Career Counseling
- Resume preparation assistance
- Job seeking skills
- Internship assistance
- Job seeking assistance
- Advocacy Skills

**For more information on CUNY LEADS:** <http://www2.cuny.edu/current-students/student-affairs/student-services/disability/cuny-leads/>

# include nyc

*Love, equity, and access for young people with disabilities*

- **Project Possibility** provides intensive, direct support for young adults with disabilities, age 16-26.
  - Participants create and implement a practical plan designed to lead to job training, employment, higher education, or other productive community engagement.

How to contact Include NYC:

Phone: 212-677-4650

Email: [info@includenyc.org](mailto:info@includenyc.org)

Website: <http://www.includenyc.org/>



# Transition & College Access Centers

**Transition & College Access Centers**  
Division of Specialized Instruction and Student Support  
Corinne Rello-Anselmi, Deputy Chancellor  
2017-2018





# Transition & College Access Center



## Mission Statement

The Transition & College Access Center will support schools and families with facilitating a seamless transition for students with IEPs from school to adult life, in preparation to be productive members of society.

## Vision Statement

Through expanded linkages, targeted professional development for staff and student-centered learning opportunities, all students will be provided with experiences that will foster their academic, social-emotional and vocational excellence and facilitate multiple pathways to graduation and postsecondary success. All served youth will acquire and develop competencies in advocacy, self-determination, college and career readiness and 21<sup>st</sup> century skills.

# Transition and College Access Centers:



- Develop and provide transition-focused information, resources and linkages to students, families and staff to facilitate and expand age-appropriate transition planning practices
- Engage community business organizations to establish, maintain and increase work-based learning opportunities and employment access for students
- Train school staff in the use of age-appropriate transition assessments to inform student-centered transition planning activities
- Increase family engagement in the transition and postsecondary planning process through student and family centered workshops that are developed and delivered based on identified needs
- Develop and lead ongoing research-based professional development for staff in the areas of college and career readiness and transition planning services

# Work-Based Learning Opportunities Include:

	Training Opportunities Program (TOP)	Summer Youth Employment Program (SYEP)
<b>Eligibility</b>	Student must be 14 – 21 years of age, currently enrolled in public HS, and have an IEP	Student must be 14 – 21 years of age, currently enrolled in public school, and have a disability
<b>Service Dates</b>	Sept – June End date: May 25, 2018	July (1 <sup>st</sup> week) through August (2 <sup>nd</sup> week)
<b>Hour Cap</b>	15 hours / week – includes weekends; students can work until 7pm	<b>Younger youth (14 – 15 years of age)</b>
		20 hours / week
		<b>Older youth (16 – 21 years of age)</b>
		25 hours / week
<b>Worksite</b>	Student /school identifies work site	Work sites are identified by TCAC/TCC/schools
<b>Application Deadline</b>	Schools must apply on behalf of the student. Application deadline: March 23, 2018	Download and print application from <a href="http://www.nyc.gov/dycd">www.nyc.gov/dycd</a> . You must submit the paper application to TCAC/TCC. Lottery based. Application deadline: March 30, 2018*

# For More Information



## **Transition Coordination Center (TCC)**

28-11 Queens Plaza North, 2<sup>nd</sup> Floor

Long Island City, NY 11101

718-391-6862

Email: [TCC@schools.nyc.gov](mailto:TCC@schools.nyc.gov)

## **Transition & College Access Center (TCAC)**

### **Boys & Girls High School**

1700 Fulton Street, First Floor, Room G170

Brooklyn, NY 11213

718-804-6790

Email: [BklynTCAC@schools.nyc.gov](mailto:BklynTCAC@schools.nyc.gov)

## **Transition & College Access Center (TCAC)**

### **DeWitt Clinton High School**

100 West Mosholu Pkwy S. First Floor, Room 150

Bronx New York 10468

718-581-2250

Email: [BxTCAC@schools.nyc.gov](mailto:BxTCAC@schools.nyc.gov)



# RESOURCES

## **ADA National Network - <https://adata.org/>**

- The ADA National Network promotes the voluntary implementation of the ADA through technical assistance, training, and information dissemination.

## **Equal Employment Opportunity Commission (EEOC) - [www.eeoc.gov](http://www.eeoc.gov)**

- The U.S. EEOC provides enforcement guidance on reasonable accommodation and undue hardship under the Americans with Disabilities Act.

## **Job Accommodation Network (JAN) - [www.askjan.org](http://www.askjan.org)**

- JAN answers questions about accommodations and the Americans with Disabilities Act for employers and people with disabilities.

## **K. Lisa Yang and Hock E. Tan Institute on Employment & Disability - <http://digitalcommons.ilr.cornell.edu/yti/>**

- The Yang-Tan Institute (formerly the Employment and Disability Institute), conducts research and provides continuing education and consultation on many aspects of disability in the workplace.

## **LEAD Center - <http://www.leadcenter.org/>**

- The LEAD Center's work focuses on promoting innovation in policy, employment and economic advancement to advance individual and systems level change for all people with disabilities.

## **NCWD for Youth - <http://www.ncwd-youth.info/who/youth/>**

- The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) assists state and local workforce development systems to better serve all youth, including youth with disabilities and other disconnected youth.

## **Office of Disability Employment Policy (ODEP) - [www.dol.gov/odep/](http://www.dol.gov/odep/)**

- The U.S. Department of Labor's ODEP supports High School/High Tech, the Business Leadership Network, and other programs and provides technical assistance, resources for employers, and links to state liaisons.

# REFERENCES

Association of People Supporting Employment First. (2009). Establishing a national employment first agenda. Retrieved May 6, 2017 from: <http://www.apse.org/wp-content/uploads/2014/01/FINAL-Employment-First-Paper-101.pdf>

Hewlett, S.A. (2017). Millennials with Disabilities: A large invisible talent cohort with innovative potential. Inc.: <https://www.inc.com/sylvia-ann-hewlett/millennials-with-disabilities-a-large-invisible-talent-cohort-with-innovative-potential.html>

Hobbes, M. (2017). Millennials are Screwed. Huffington Post: <http://highline.huffingtonpost.com/articles/en/poor-millennials/>

Job Accommodation Network. (2011). Effective accommodation practices: universal design and assistive technology in the workplace. Retrieved May 6, 2017 from: <https://askjan.org/media/eaps/udatEAP.doc>

Sherbin, L. & Kennedy, J.T. (2015). Disabilities and Inclusion: Global Findings. Center for Talent Innovation. Taken from: <http://www.talentinnovation.org/publication.cfm?publication=1590>

Stein, J. (2013). Me Me Me Generation. Time Magazine: <http://time.com/247/millennials-the-me-me-me-generation/>

Thoma, C.A., Bartholomew, C. C. and Scott, L.A. (2009). *Universal Design for Transition: A Roadmap for Planning and Instruction – 1st Edition*. Baltimore, MD: Paul H. Brookes Publishing.



# THANK YOU!!

**Bethany LaLonde, MSW**  
**CUNY LEADS Job Developer**  
**College of Staten Island**  
**Center for Student Accessibility**  
**2800 Victory Boulevard, 1P - 101**  
**Staten Island, NY 10314**  
**Telephone: (718) 982-2121**  
**Email: [Bethany.Lalonde@csi.cuny.edu](mailto:Bethany.Lalonde@csi.cuny.edu)**