

**THE CANADIAN HEARING SOCIETY
LA SOCIÉTÉ CANADIENNE DE L'OUÏE**



CANADA'S INNOVATION STRATEGY

*Achieving Excellence: Investing in People, Knowledge and Opportunity
and
Knowledge Matters: Skills and Learning For Canadians*

Presentation to the Innovation Summit

by

The Canadian Hearing Society

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Introduction

Founded in Toronto in 1940, the Canadian Hearing Society (CHS) is a community-based, multi-service, non-profit agency serving the needs of the deaf, deafened and hard of hearing communities throughout Ontario. It is the largest agency of its kind in Canada. It employs approximately 350 individuals in 13 regional offices and 16 sub-offices. A significant part of CHS's early mandate continues to this day, namely, advocating for and promoting the rights of deaf, deafened and hard of hearing consumers.

CHS is pleased to participate in one of the Innovation Summits to share ideas and formulate recommendations on innovation challenges and priorities. In this paper, we will present statistics on unemployment/underemployment and level of education, related barriers to innovations and literacy, training, post secondary education and employment opportunities, our concerns regarding Employment Assistance for Persons with Disabilities (EAPD) deficiencies, double taxation imposed on accommodations required by deaf and hard of hearing post-secondary students and consumers, barriers created by Human Resources Development Canada and issues that weaken Canada's Innovation Strategy.

Lastly, this paper will present recommendations directed to Human Resources Development Canada and Industry Canada that we hope will make innovations and opportunities more accessible to deaf, deafened and hard of hearing Canadians.

Some Statistics

- Almost 1 in 4 Canadians experience some degree of hearing loss.
- 1 in 10 Canadians with hearing loss are Deaf people who use sign language and/or captioner.
- 20% of Deaf Canadians are employed, 42% are underemployed and 38% are unemployed (Canadian Association of the Deaf, 1998).
- 85% of Deaf Ontarians are underemployed and unemployed (CAD, 1998).
- 48% of Deaf Canadians are unemployed (Statistics Canada, 1992).
- Recent studies indicate that large numbers of persons, especially deaf, deafened and hard of hearing consumers from northern and rural Ontario, have become victims of layoffs from private businesses and governments.

A 1992 Statistics Canada report noted that:

- 2% of Deaf Canadians held university degrees, compared to 14% of the general population.
- 13% of Deaf Canadians received certificate/diploma.

- 8 % of Deaf Canadians obtained post-secondary education.
- 25% of Deaf Canadians received high school education.
- 52% of Deaf Canadians obtained elementary education.

The Ontario Ministry of Education and Training’s *Literacy Survey of Ontario’s Deaf and Hard of Hearing Adults, 1998* reported that deaf and hard of hearing individuals are less likely to be employed and they earn less on the average than other Ontarians. This finding reflects their older age profile, their relatively low level of education, and their low literacy levels.

Research studies have showed that a high unemployment/underemployment rates, low rates of full-time employment among those employed and low rates of participation in postsecondary education and skill training programs. Currently, large numbers of deaf and hard of hearing youth are receiving income maintenance. Unemployment of young deaf adults appears to be increasing; with 24% of deaf youth in one study unemployed 3-4 years after high school and an astonishing 40% of deaf youth with additional disabilities in the same study unemployed.

This is of particular significance to the deaf and hard of hearing community. Post-secondary education is crucial to that community. As Dr. Carol Musselman of the Ontario Institute for Studies in Education at the University of Toronto wrote in a 1998 letter to then Minister of Education and Training David Johnson:

D/deaf and hard of hearing individuals are disadvantaged educationally and vocationally. Information from Statistics Canada shows that few D/deaf and hard of hearing individuals complete secondary or post-secondary education. For example, only 3.1% attain a university degree, compared to 10.2% of the non-disabled population, a figure which falls to 1.7% among those who are profoundly deaf. It is thus not surprising that labour force is only 52% compared to 77.9% for non-disabled peers. In addition to the human cost, the inability of D/deaf and hard of hearing individuals to fully participate in society incurs a social cost in the form of decreased productivity and the need for additional social welfare and mental health services.

A Comparison of Conditions Before and After Implementation of EAPD

| Before EADP (VRDP) – 1997 | After EAPD - 2001 |
|---|---|
| - 1,062 VRS clients served | - 463 Ontario Disability Support Program Support to Employment clients served |
| - 200 Ontarian deaf and hard of hearing post-secondary students | - 107 Ontarian deaf and hard of hearing post-secondary students |

- 148 deaf and hard of hearing post-secondary students attending foreign institutions in 1997
- 140 Canadians (90 Ontarians) were enrolled at Gallaudet University in 1990
- 126 Canadians (89 Ontarians) were enrolled in the National Technical Institute for the Deaf in 1996
- 35 students were enrolled in adult continuing education at Milton in 1997
- 42 students registered in the LINC program at the Bob Rumball Centre for the Deaf
- 147 students registered in the CHS Literacy programs
- More and more deaf and hard of hearing candidates, applicants and post-secondary college and university graduates (both Ontario and out-of-province and foreign post-secondary institutions)
- More and more deaf literacy applicants and students
- Fewer and fewer deaf and hard of hearing permanent welfare recipients
- More and more deaf and hard of hearing professional and highly skilled individuals
- 98 deaf and hard of hearing post secondary students attending foreign institutions in 2001.
- 56 Canadians (42 Ontarians) were enrolled in Gallaudet University in 2001
- 69 Canadians (55 Ontarians) were enrolled in the National Technical Institute for the Deaf in 2002
- 16 students were enrolled in adult continuing education at Milton in 2002
- 16 students registered in the LINC program at the Bob Rumball Centre for the Deaf
- 95 students registered in the CHS Literacy programs
- Fewer and fewer deaf and hard of hearing candidates, applicants and post-secondary college and university graduates (both Ontario and out-of-province and foreign post-secondary institutions)
- Fewer and fewer deaf literacy applicants and students
- More and more deaf and hard of hearing permanent welfare recipients
- Fewer and fewer deaf and hard of hearing professional and highly skilled individuals

Stereotypes About Deafness

Deafness is not a disease, disorder or health impairment, nor is it a threat to the health and safety of others. For example, research studies have shown that deaf and hard of hearing drivers have better safe-driving records. However, the Canadian Medical Association has taken the position that hearing loss poses threat to safe driving.

Recently a number of deaf applicants and parents of deaf children have been denied permanent entry into Canada under the medical inadmissibility provisions in the Immigration Act, which permit refusal on the grounds that admission could cause “excessive demands on health or social

services.” This is an invitation to arbitrarily deprive deaf immigrants who could otherwise add immeasurably to our economy and social fabric, entry into Canada.

Deaf and hard of hearing employees have better punctuality and attendance records in the workplace than hearing counterparts. The record also shows that if a few simple precautions are followed, deaf, deafened and hard of hearing employees pose no greater safety risk on the job than employees with normal hearing.

Furthermore, Dupont studies documented that deaf, deafened and hard of hearing workers had a 98% average or above average safety record, among the highest of all the disabled workers and workers in general.

Serious attitudinal barriers may be evident in the expectations, perceptions, beliefs and behaviours of employers regarding the employability and capability of deaf and hard of hearing persons. An example is an employer’s concern that training will take longer and be more difficult.

In fact, there are numerous deaf and hard of hearing individuals employed in a variety of fields, whether in skilled occupations such as carpentry or in professions such as medicine, law, politics or business. The continued underemployment of deaf individuals is a result of deep-rooted discrimination that progressive organizations are striving to have removed.

Barriers to Employment Opportunities

Most providers of public services are in violation of the Supreme Court of Canada’s Eldridge decision. They have failed to provide sign language interpreters and TTYs (telephone devices for deaf people) to make their offices accessible to deaf and hard of hearing Canadians for such services such as health care, education, job interviews, social assistance, legal aid, etc.

While many government offices and community organizations have TTYs, their employees are not trained how to use these devices, rendering them useless. Often these devices get disconnected or are neglected by new staff who are unfamiliar with the equipment.

The lack of a Canadians with Disabilities Act and provincial employment equity acts give employers permission not to hire persons with disabilities, including deaf and hard of hearing persons.

Deaf and hard of hearing people face barriers to access to career education curriculum, career supports services and part-time, full-time, volunteer, work internship, co-operative education and summer employment opportunities. These include:

- Lack of qualified career education and career support services available to deaf and hard of hearing high school and post-secondary students in Ontario.
- Lack of standards and guidelines for career education programs/services for deaf and hard of hearing high school and post-secondary education students.

- Lack of “deaf friendly” career education and career supports service development.
- Lack of qualified career specialists/employment consultants who are in the specialization of career education of deaf and career/work counselling in the field of deafness.
- Lack of student work experience programs, leadership and volunteer opportunities on and off high school and post-secondary campuses.
- Lack of student development training and activities to train deaf and hard of hearing school students to become civil responsible citizens and foster the healthy of Deaf community leadership.
- Lack of high school and post-secondary work placement programs for part-time, full-time, volunteer work, community participation, employment placement, work internship, co-operative education, summer employment and apprenticeship training programs offered by employers and provincial and federal governments.

Barriers to Career Training and Post-Secondary Education Opportunities

Educational institutions and specialized agencies serving deaf and hard of hearing students and consumers are experiencing extreme difficulty recruiting qualified deaf and hard hearing university and colleges graduates to fill staff teaching and career/work counselling positions.

Deaf and hard of hearing youth and adults are frustrated that they are unable to commence or continue their post-secondary studies and skill training in Canada or the United States for the following reasons:

- Rising tuition costs.
- Dramatic reductions in government funding.
 - Changing from grants to loans.
 - Imposing taxes on disability-related supports and out-of-country bursaries for students with disabilities. For example, students attending foreign post-secondary institutions receive Revenue Canada tax bills ranging from \$5,000 to \$10,000 each year.
- No government funding available for sign language interpreters and captioners in private vocational schools.
- Changing admission requirements prevent deaf and hard of hearing students from entering teacher training programs in the education of the deaf and hard of hearing. For example, deaf candidates with degrees from foreign or out-of-province schools must first obtain a Bachelor of Education degree from a university in their own province-even though these institutions are not accessible to deaf and hard of hearing students.

- Lack of accommodation funds to cover the cost of sign language interpreters for summer or part-time jobs for those post-secondary students who are not clients of Human Resources Development Canada, the Ontario Disability Support Program or Ontario Works.
- Double taxation on both sign language interpreters and deaf employment insurance recipients who use funds from HRDC to purchase sign language interpreting service.

21st Century Challenges and Social Trends

The world is changing. The workplace is changing. Deaf and hard of hearing persons in the 21st century will live and work in a high-technology, information-based global economy. Many challenges face these individuals. They will need to adapt to multiple careers, downsizing, and technological innovations, and be prepared to respond to new learning situations.

The Canadian Hearing Society is concerned about the serious decline in the enrollment of deaf, and hard of hearing Ontarians at both Canadian and foreign universities and colleges. Further, organizations such as The Canadian Hearing Society, provincial schools for the deaf, and special education programs of municipal school boards are having difficulty recruiting qualified deaf and hard of hearing university and college graduates to fill staff vacancies. Hiring graduates who are also consumers is key to ensuring our organizations are accessible to our clientele.

What changes will be required for literacy programs serving deaf and hard of hearing persons? How can we involve students, literacy workers, employers, specialized employment counsellors, funders and other community stakeholders in a shared vision of successful adulthood for deaf and hard of hearing persons?

EAPD Deficiencies

As summarized in Table 1 on page 13:

- EAPD does not provide a maximum of grants to students with disabilities who wish to attend foreign institutions of higher learning.
- EAPD does not provide a maximum of funding for tuition and other supports (e.g., tutors) for students attending institutions of higher learning in Canada.
- EAPD does not provide funding for assistive aids, devices and support services (e.g., sign language interpreters and real-time captioners) for students attending private vocational schools for their part and full time courses in Canada.
- EAPD does not provide funding for specialized career support services, specializing in unique need for deaf, deafened and hard of hearing high school graduates, nor does it require that career support and counselling provided by most colleges and universities are communication accessible for deaf, deafened and hard of hearing pos-secondary students.

- EAPD does not provide funding for accommodations for job interviews, summer or part-time jobs or internships for students attending post-secondary institutions, including private vocational schools while studying in their post-secondary education.

Taxation Issues

- Deaf and hard of hearing consumers and post-secondary students are issued tax bills for funds they receive to hire sign language interpreters and captioners. The interpreters and captioners pay tax on income received for providing the same services.
- Many students at both Canadian and foreign universities and colleges are being taxed on their disability-related supports and out-of-country bursaries, forcing them to forego or discontinue their studies.

Barriers Created by Human Resources Development Canada

As noted in Table 2 on page 14:

- Most local offices of Human Resources Development Canada are not accessible to deaf and hard of hearing consumers. While some offices have installed assistive devices such as TTYs (text telephone), frequently staff are not trained in their operation, rendering the equipment useless.
- There is a lack of qualified career specialists and employment consultants in most local Human Resources Development Canada offices trained to work with deaf and hard of hearing job seekers.
- Human Resources Development Canada officials confirm that they do not provide post-secondary students with funding for support services (sign language interpreters, notetakers, assistive listening devices, etc.) to allow deaf and hard of hearing students to participate in career counselling, job interviews, part-time jobs or internships.
- Serious attitudinal barriers are evident in the expectations, perceptions, beliefs and behaviours of local staff and policymakers of Human Resources Development Canada regarding the employability and capabilities of deaf and hard of hearing persons. An example is the HRDC's concern that skills training may take longer and may be more difficult for deaf and hard of hearing applicants and may exceed the budget for accommodation funds available to some of local HRDC offices.

Issues that Weaken Canada's Innovation Strategy

- There has been a serious decline in the enrollment of deaf and hard of hearing Canadians at both Canadian and foreign universities and colleges.

- Educational institutions, social services agencies and employers on the *Employment Equity Act* list are experiencing extreme difficulty recruiting qualified deaf and hard of hearing university and colleges graduates to fill staff teaching, counselling and related positions
- The under-representation of deaf and hard of hearing employees in the banking, communications, transportation and other industries, as well as in the federal public sector, is well documented.
- The employment equity and annual reports published by the Canadian Human Rights Commission provide clear evidence of deep-rooted systemic discrimination against people with disabilities. We strongly encourage the Ministers of Human Resources Development Canada and Labour Canada to resolve these serious and longstanding issues as soon as possible.

Challenges and Opportunities at The Canadian Hearing Society

Most CHS services require extensive direct contact with consumers. These consumers are complex to organize because they typically require that real-time captioners, notetakers, sign language interpreters and counsellors to be in the same room. These professionals are in very short supply. We incur substantial costs in both travel and down time to fly specialists to rural areas in the North. Many times neither our consumers nor we can afford to travel to each other's premises, so consumers go without service. The challenge of serving remote communities is even worse in emergency situations because it is almost impossible to rally the necessary professionals to those locations on short notice.

However, the impossible is becoming possible through videoconferencing. The visual nature of video makes it an ideal medium and a vast improvement over text-based TTYs, Internet e-mail and chat rooms. Video can convey facial expressions and "live" ASL. Where a text-based system cannot communicate much in the way of emotions and body language, the video image allows reactions to be expressed naturally and to be seen and understood by all participants.

CHS has successfully developed, tested and implemented videoconferencing using broadband IP (Internet Protocol) technology. This initiative, begun in 1998, was spearheaded by CHS Sudbury and is now being used to provide sign language interpreting services, employment counselling and family counselling in remote areas of Northern Ontario.

The cost and accessibility advantages of this technology promise to revolutionize traditional service delivery models to deaf, deafened and hard of hearing people. The quality of the real-time images is adequate and reliable for speechreading as well as sign language interpretation. Until now, the quality of videoconferencing has not met the subtleties and flow requirements of real-time visual communication without going to the exorbitant expense of using several dedicated ISDN (Integrated Services Digital Network) telephone lines. Our technology initiatives division continues to expand and commit to technological developments and innovations in working with consumer organizations.

A Canadians with Disabilities Act

The Federal Task Force on Disability Issues in its October 1996 report, *Equal Citizenship For Canadians with Disabilities: The Will to Act*, noted:

Canadian human rights legislation has not addressed a number of issues of systemic discrimination, that is, discrimination that is the unintended effect of a program, policy or law that otherwise appears to treat everyone equally. Because of this limitation, governments have had to introduce legislative measures such as pay equity and employment equity laws. An additional legislative measure is needed to prevent many of the problems being experienced today from continuing over the coming years. It is time for the Government of Canada to introduce a Canadians with Disabilities Act.

A Canadians with Disabilities Act is the complementary measure that can make the rest of the human rights legislation and government structures work for persons with disabilities. It is our assurance that a broad interpretation of their citizenship rights will be applied by the Government of Canada in areas that fall within federal jurisdiction.

The Act should provide for the appointment of a Minister or Secretary of State with responsibility for disability issues, and should enumerate the principles and values to be embodied in the relationship between persons with disabilities and the federal government. To address disability issues in everyday government business, the Act could also require the federal government to set out the powers, duties, and functions of federal institutions, including private-sector organizations delivering public services, on disability issues. Because these activities would require a coordinated inter-departmental approach to disability issues, the Act should specify appropriate policy and program support and describe responsibilities. The Act could also establish an independent office with the power to monitor departments' compliance with the Act, report to the public, and advocate within government on behalf of the disability community. The legislation could also require the government to consult regularly with the disability community and to conduct specific studies.

We recommend...

8. The Government of Canada should provide tangible evidence of leadership by introducing a Canadians with Disabilities Act that ensures consistent action, coordination and accountability at the federal level.

9. In order to permit action within the shortest possible time frame, the Government of Canada should proceed to implement Recommendations 10, 11, 12, 13, 14 forthwith and make statutory provision for them, as appropriate, in a Canadians with Disabilities Act. This Act can initiate certain measures immediately and proceed with a phased implementation for others as follows:

a) Year 1

*Put in place a **statement of principles and values**, establish the position of Minister or Secretary of State in law and create the appropriate policy and program support to the Minister. It could also incorporate, by reference the duty to accommodate as put forward in amendments to the Canadian Human Rights Act....*

b) Years 2-4

*Make provision for the establishment of **enforcement and reporting mechanisms** and other elements identified for inclusion in the Act;*

c) Year 5

*Legislatively provide for a **review** of the Canadians with Disabilities Act itself conducted by an appropriate evaluation mechanism.*

Recommendations of The Canadian Hearing Society

1. Introduce and pass into law a strong, effective and enforceable Canadians with Disabilities Act that will:
 - a) Strengthen Canada's Innovation Strategy to remove barriers to innovation and create opportunities for persons with disabilities, including the deaf, deafened and hard of hearing
 - b) Strengthen programs sponsored by the Employability Assistance for Persons with Disabilities initiative.
 - c) Ensure equal access to post-secondary education in Canada by removing taxes on disability supports and out-of-country bursaries, restoring grants to students with disabilities, and removing barriers to accessibility encountered by students with disabilities.
 - d) Enforce accessibility standards in all federal offices, including Human Resources Development Canada and Industry Canada, and places of business operated by employers on the federal employment equity list.
2. Call for federal/provincial/territorial ministers responsible for education and social services to jointly address financial and accommodation barriers that effectively deny deaf and hard of hearing students and consumers access to professional employment opportunities.
3. Amend regulations to the Employment Equity Act to include the following:
 - a) Require employers to establish their own disability advisory committees consisting of employees and community members with disabilities.

- b) Require employers to conduct separate employment reviews of both employees who are hired disabled and employees who become disabled after hire for their annual employment equity report and compliance audits purposes.
 - c) Require Human Resources Development Canada, Labour Canada and Industry Canada to implement a program that guides local offices and employers in the development of policies and procedures to accommodate deaf and hard of hearing job seekers and employees.
4. Establish ongoing comprehensive career programs across Canada for/of/by deaf, deafened and hard of hearing people of all ages. These should include permanent or long-term resources to meet employment needs and a coordinated strategy for delivering career support and consultation services for deaf and hard of hearing high school and post secondary students. Specialized employment services and virtual career and employment resources are needed to address gaps between and among provinces. A national conference on best practices and policies might serve to advance this.
 5. Increase direct training opportunities to allow mid-career deaf, deafened and hard of hearing people to become skilled managers within specialized programs, serving deaf, deafened and hard of hearing and general organizations (government, non-profit and business).
 6. Fund incentive opportunities, including not-taxable accommodation funds to deliver training and provide resources for deaf, deafened and hard of hearing people to pursue alternatives to shift from traditional employment into entrepreneurship, self-employment and or cooperative ventures
 7. Fund, formalize and implement two transition programs, including transition project to address transition from high school to post-secondary education for deaf students which is now University of Toronto's proposal that need to be funded and secondly, another program for those deaf, deafened and hard of hearing undergraduate graduates who wish to pursue to graduate/professional studies, that needs to be established.
 8. Enhance innovative, incentive and professional employment opportunities in the employment/career fields for deaf, deafened and hard of hearing individuals and create training/certification opportunities to ensure more deaf, deafened and hard of hearing to ensure more qualified deaf, deafened and hard of hearing career and employment consultants are available to assist deaf, deafened and hard of hearing job seekers/career changes seekers. George Brown College's Career and Work Counselling Program and the Canadian Hearing Society's Employment Services program are developing a partnership project that requires funding from HRDC and others.

Conclusion

To prevent an increase in the number of deaf and hard of hearing professionals and unskilled workers forced onto the welfare rolls, we strongly encourage the Ministers of Human Resources Development Canada, Labour Canada and Industry Canada to adopt the above recommendations

to resolve these serious and longstanding issues immediately. This will strengthen Canada's Innovation Strategy and make it easier for employers to recruit and hire more professional and highly skilled deaf, deafened and hard of hearing individuals.

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PEPNET, Post-Secondary Education Programs Network serving the Deaf, Deafened and Hard of Hearing. See www.pepnet.org. Supported by the U.S. Department of Education, Office of Special Education and Rehabilitative Services.

TABLE 1: COMPARISON OF CONDITIONS BEFORE AND AFTER IMPLEMENTATION OF THE EAPD INITIATIVE

| Before EAPD (VRDP) | After EAPD |
|---|--|
| Provided student grants. | Provides student loans. |
| Provided funds for sign language interpreters and captioners in private vocational schools for part- and full-time courses. | Insufficient government funds available for sign language interpreters/captioners in private vocational schools for part/full-time courses. |
| Provided specialized career support and consultation services for deaf and hard of hearing high school graduates and post-secondary students. | No career support and consultation services, specializing in the unique needs of the deaf and hard of hearing are available to high school graduates and post-secondary students. |
| Provided funds to cover the cost of sign language interpreters for summer or part-time jobs for post-secondary students while studying in colleges and universities. | No funds available for sign language interpreters and captioners for post-secondary students who are not also clients of HRDC while studying at colleges and universities. |
| No taxes on disability-related supports and out-of-country bursaries for students with disabilities. | Taxes on disability-related supports and out-of-country bursaries for students with disabilities. |
| A significant increase in the number of professional and highly skilled deaf and hard of hearing individuals hired in the early 1980s. | A significant decline in the number of professional and highly skilled deaf and hard of hearing individuals in the early 2000s. |
| A significant increase in the number of college, university and private vocational school graduates with disabilities hired in the public, private and non-profit sectors during the early 1990s. | A dramatic decline in the number of college, university and private vocational school graduates with disabilities in the early 2000s, making it difficult for employers to recruit qualified deaf and hard of hearing employees. |
| A dramatic increase in the enrollment of deaf and hard of hearing post-secondary students in the early 1990s. | A significant decline in the enrollment of deaf and hard of hearing post-secondary students in the early 2000s. |
| More and more professional and highly skilled deaf, deafened and hard of hearing individuals available, making it easier for employers to recruit and hire these individuals. | Fewer and fewer professional and highly skilled deaf, deafened and hard of hearing individuals, making it extremely difficult for employers to recruit and hire these individuals. |

TABLE 2: COMPARISON OF SERVICE DELIVERY MODELS

| Mainstream Service | Specialized Service |
|---|--|
| Service providers with no sign language communication skills and lack of sensitivity to and understanding of the needs of deaf, deafened and hard of hearing consumers. | Trained specialized service providers able to communicate using sign language; having understanding of and sensitivity to deaf, deafened and hard of hearing needs. |
| Service providers requiring the service of professional sign language interpreters and real time captioners. | Specialized service providers communicating effectively and directly with the deaf consumers and addressing their needs without possible language misinterpretation; having access to and working relationship with professional real-time captioners. |
| Service delivery and working environment not accessible for deaf, deafened and hard of hearing consumers due to language barriers and lack of telephone devices. | Service delivery and working environment accessible for deaf, deafened and hard of hearing consumers by staff who communicate using sign language and by the use of telephone devices and captioners. |
| No “one-stop shopping” service, resulting in poor and ineffective outcomes and inefficient case management services. | Service provider and consumer working as a team to provide comprehensive coordinated services in a cost-effective manner, resulting in appropriate, accessible case management service delivery. |
| Time-consuming coordination and confirmation of professional sign language interpreters and captioners, resulting in a delay of effective service delivery to deaf, deafened and hard of hearing consumers. | Service providers with a proficient skill level of sign language providing service promptly without delay to the consumer. |
| Lack of access to information about and knowledge of appropriate agencies, resulting in inappropriate referrals for deaf, deafened and hard of hearing consumers thus causing delays in service delivery. | Service providers well connected to local mainstream agencies and familiar with their mandates, level of accessibility and quality of service. Therefore, service providers make appropriate and efficient referrals for deaf, deafened and hard of hearing consumers as required. |
| Environments that lack access, generating a feeling of defiance in deaf, deafened and hard of hearing consumers. | Deaf, deafened and hard of hearing consumers feeling their language and accessibility preferences are accepted, thus developing a more positive self-identity and greater opportunity for success. |

| Mainstream Service | Specialized Service |
|---|---|
| Lack accommodations (use of sign language and captioning services), resulting in an awkward, unexpressive communication flow. | Use of sign language and captioners freely between service provider and consumer providing an expressive, free form of communication and flow of information/ ideas. |
| Create a pattern of ineffective and inefficient services, resulting in 85% underemployment and unemployment rate. | Efficient and cost effective services. |
| Excessive cost to secure professional sign language interpreters (e.g., a caseworker with 20 deaf consumers needing to purchase approximately 60 hours of interpreting services). | Cost of using professional sign language interpreters is kept to a minimum. |
| Service providers not having the necessary expertise and networks to deal with deaf, deafened and hard of hearing related services. | Service providers possessing specialized expertise in cultural differences (e.g., Deaf culture), community awareness and sensitivity issues between deaf, deafened and hard of hearing communities. |
| Service providers unable to service a high caseload of deaf consumers due to the severe shortage of professional sign language interpreters. | Specialized service providers using sign language, providing effective services in a timely manner to deaf consumers without disruption of service delivery. |