Navigating Toward Successful Postsecondary Outcomes
An illustrated view of Root Causes and Key Impact Areas

Deaf people continue to face significant barriers that contribute to education and employment gaps between deaf and hearing people. To remove these barriers, it is necessary to recognize the underlying root causes that contribute to these gaps in educational attainment and employment. Key impact areas build on evidence-based strategies for improving postsecondary outcomes for deaf people and narrowing these outcome gaps.

### Root Causes

- **Limited Access to Language and Communication**
  - Limited access to language and communication across a range of settings results in fewer opportunities for language development and continued incidental learning.

- **Reduced Social Opportunities**
  - Reduced access to social opportunities negatively impacts social development, and cuts off access to networks critical for future success.

- **Negative Attitudes and Biases**
  - Negative attitudes, biases, and low expectations can reduce deaf people’s resilience to adversity and persistence in meeting their goals.

- **Lack of Qualified and Experienced Professionals**
  - Many professionals do not have the appropriate qualifications and experience to work with deaf people, resulting in poor-quality services.

### Key Impact Areas

- **Collect and Use Data for Decision-Making**
  - Collecting, analyzing, and using data, particularly when in collaboration with deaf people, can identify successful models and support data-driven decision making to improve outcomes.

- **Design Accessible Environments**
  - Environments that are designed with accessibility in mind, tailored to individual needs, and allow for flexibility can maximize access to educational experiences for deaf students.

- **Leverage Community Resources**
  - Strengthening community networks, building relationships, and increasing access to deaf role models contributes to stronger social capital available to deaf people in their communities.

- **Promote High Expectations for Success**
  - Parents and professionals who believe that deaf people can succeed make an important contribution to the expectations that deaf people have of themselves, and their motivation to meet their goals.

- **Develop Collaborative and Integrated Systems**
  - Improved collaboration and positive working relationships between systems – within institutions, communities, and states – are critical for deaf individuals’ postsecondary success.
Navigating Toward Successful Postsecondary Outcomes

An illustrated view of Root Causes and Key Impact Areas

Deaf people continue to face significant barriers that contribute to education and employment gaps between deaf and hearing people. To remove these barriers, it is necessary to recognize the underlying root causes that contribute to these gaps in educational attainment and employment. Key impact areas build on evidence-based strategies for improving postsecondary outcomes for deaf people and narrowing those outcome gaps.

ROOT CAUSES

- Limited Access to Language and Communication
  Limited access to language and communication across a range of settings results in fewer opportunities for language development and continued incidental learning.

- Reduced Social Opportunities
  Reduced access to social opportunities negatively impacts social development, and cuts off access to networks critical for future success.

- Negative Attitudes and Biases
  Negative attitudes, biases, and low expectations can reduce deaf people’s resilience to adversity and persistence in meeting their goals.

- Lack of Qualified and Experienced Professionals
  Many professionals do not have the appropriate qualifications and experience to work with deaf people, resulting in poor-quality services.

KEY IMPACT AREAS

- Design Accessible Environments
  Environments that are designed with accessibility in mind, tailored to individual needs, and allow for flexibility can maximize access to educational experiences for deaf students.

- Collect and Use Data for Decision-Making
  Collecting, analyzing, and using data, particularly when in collaboration with deaf people, can identify successful models and support data-driven decision making to improve outcomes.

- Promote High Expectations for Success
  Parents and professionals who believe that deaf people can succeed make an important contribution to the expectations that deaf people have of themselves, and their motivation to meet their goals.

- Design Accessible Environments
  Environments that are designed with accessibility in mind, tailored to individual needs, and allow for flexibility can maximize access to educational experiences for deaf students.

- Leverage Community Resources
  Strengthening community networks, building relationships, and increasing access to deaf role models contributes to stronger social capital available to deaf people in their communities.

- Develop Collaborative and Integrated Systems
  Improved collaboration and positive working relationships between systems – within institutions, communities, and states – are critical for deaf individuals’ postsecondary success.
Navigating Toward Successful Postsecondary Outcomes

An illustrated view of Root Causes and Key Impact Areas

Deaf people continue to face significant barriers that contribute to education and employment gaps between deaf and hearing people. To remove these barriers, it is necessary to recognize the underlying root causes that contribute to these gaps in educational attainment and employment. Key impact areas build on evidence-based strategies for improving postsecondary outcomes for deaf people and narrowing those outcome gaps.

ROOT CAUSES

- Limited Access to Language and Communication
  
  Limited access to language and communication across a range of settings results in fewer opportunities for language development and continued incidental learning.

- Reduced Social Opportunities
  
  Reduced access to social opportunities negatively impacts social development, and cuts off access to networks critical for future success.

- Lack of Qualified and Experienced Professionals
  
  Many professionals do not have the appropriate qualifications and experience to work with deaf people, resulting in poor-quality services.

- Negative Attitudes and Biases
  
  Negative attitudes, biases, and low expectations can reduce deaf people’s resilience to adversity and persistence in meeting their goals.

KEY IMPACT AREAS

- Collect and Use Data for Decision-Making
  
  Collecting, analyzing, and using data, particularly when in collaboration with deaf people, can identify successful models and support data-driven decision making to improve outcomes.

- Design Accessible Environments
  
  Environments that are designed with accessibility in mind, tailored to individual needs, and allow for flexibility can maximize access to educational experiences for deaf students.

- Promote High Expectations for Success
  
  Parents and professionals who believe that deaf people can succeed make an important contribution to the expectations that deaf people have of themselves, and their motivation to meet their goals.

- Develop Collaborative and Integrated Systems
  
  Improved collaboration and positive working relationships between systems – within institutions, communities, and states – are critical for deaf individuals’ postsecondary success.

- Leverage Community Resources
  
  Strengthening community networks, building relationships, and increasing access to deaf role models contributes to stronger social capital available to deaf people in their communities.
Navigating Toward Successful Postsecondary Outcomes
An illustrated view of Root Causes and Key Impact Areas

Deaf people continue to face significant barriers that contribute to education and employment gaps between deaf and hearing people. To remove these barriers, it is necessary to recognize the underlying root causes that contribute to these gaps in educational attainment and employment. Key impact areas build on evidence-based strategies for improving postsecondary outcomes for deaf people and narrowing those outcome gaps.

**ROOT CAUSES**

- **Limited Access to Language and Communication**
  Limited access to language and communication across a range of settings results in fewer opportunities for language development and continued incidental learning.

- **Reduced Social Opportunities**
  Reduced access to social opportunities negatively impacts social development, and cuts off access to networks critical for future success.

- **Negative Attitudes and Biases**
  Negative attitudes, biases, and low expectations can reduce deaf people's resilience to adversity and persistence in meeting their goals.

- **Lack of Qualified and Experienced Professionals**
  Many professionals do not have the appropriate qualifications and experience to work with deaf people, resulting in poor-quality services.

**KEY IMPACT AREAS**

- **Collect and Use Data for Decision-Making**
  Collecting, analyzing, and using data, particularly when in collaboration with deaf people, can identify successful models and support data-driven decision making to improve outcomes.

- **Design Accessible Environments**
  Environments that are designed with accessibility in mind, tailored to individual needs, and allow for flexibility can maximize access to educational experiences for deaf students.

- **Leverage Community Resources**
  Strengthening community networks, building relationships, and increasing access to deaf role models contributes to stronger social capital available to deaf people in their communities.

- **Promote High Expectations for Success**
  Parents and professionals who believe that deaf people can succeed make an important contribution to the expectations that deaf people have of themselves, and their motivation to meet their goals.

- **Develop Collaborative and Integrated Systems**
  Improved collaboration and positive working relationships between systems – within institutions, communities, and states – are critical for deaf individuals’ postsecondary success.