

Appendix A

State Specific Employment Incentive Activities

Information on state specific employment activities includes information on activities and programs that enhance employment opportunities for people with disabilities (including transition-to-work aged youth) who are able to work and who want to do so. Information on the Ticket to Work Program, demonstration projects, cooperative agreements, and grants is presented by state alphabetically. Work Incentive Assistance Program grants to designated Protection and Advocacy (P&A) systems totaling \$6,725,000 for Fiscal Year 2005 are also listed. P & A systems help SSDI or SSI beneficiaries in acquiring information and recommendations regarding vocational rehabilitation and employment services (Social Security Administration, 2006a).

I. Selected State Practices for the Employment of People with Disabilities

Although there have been some advances related to ADA, the national rate of unemployment remains amazingly high, at about 70 percent, for people with severe disabilities (EEOC, 2005). In response to this high unemployment rate and other barriers that people with disabilities face, a number of states have made significant strides in addressing the issue of unemployment; details of some of these states' progress are included below (in alphabetical order).

Florida

Concerned about their more than 2 million constituents with disabilities and recognizing the untapped labor pool for employers, the Florida Governor's Alliance for the Employment of Citizens with Disabilities joined forces with the Milbank Foundation for Vocational Rehabilitation to explore the attitudes, policies, and practices of business employers throughout Florida. The primary research objective was to discover barriers that keep employers from recruiting and hiring people with disabilities and the resources required to generate awareness of such barriers. Businesses were selected from three different groups: those that were members of the Florida Chamber of Commerce (Members), those that were interested in becoming members of the Chamber (Prospects), and those that did not belong to either group (Suspects) (The Center for Information, 2003).

Overall findings indicate there is a lack of knowledge about disability issues and resources among employers. One-third of respondents report awareness of disability issues, half of respondents do not have hiring policies for people with disabilities, one-quarter report they have good hiring practices as they pertain to people with disabilities, and slightly more than one-third (35 %) have disability training programs (The Center for Information, 2003). Most employers report they are not familiar with agencies and programs for people with disabilities, but conveyed positive attitudes towards workers with disabilities. Small businesses reportedly had more positive attitudes towards employees with disabilities than larger organizations (The Center for Information, 2003).

Results from the study suggest that businesses belonging to the Florida Chamber of Commerce differed significantly from those that did not belong to the Chamber (The Center for Information, 2003). The Chamber group reportedly was more sensitive to the needs of people with disabilities and was more willing to hire them than the other two groups (Prospect and Suspect). In addition, the Chamber group reported a greater awareness of disability programs, more experience working with employees with disabilities, had developed formal hiring policies for people with disabilities, were more familiar with and had made accommodations for employees

with disabilities, and had more positive attitudes toward people with disabilities than people in businesses not belonging to the Chamber (The Center for Information, 2003). Both Chamber and non-Chamber member groups indicate that it is more difficult to accommodate people with behavioral disabilities than people with other kinds of disabilities (The Center for Information, 2003).

About 80 percent of the businesses sampled report that they employ 1 or more individuals with a disability, and 70 percent indicate they employ between 1 and 15 individuals with disabilities. About 40 percent of employers do not plan to hire anybody that is disabled in the near future. Nearly 13 percent of business belonging to the Chamber and only 5 percent of those not belonging to the Chamber anticipate hiring between 3 to 4 individuals with disabilities within over the next two years (The Center for Information, 2003). Approximately 80 percent of businesses in the entire sample have policies indicating their willingness to hire people with disabilities (The Center for Information, 2003).

More than 50 percent of businesses in the sample have made structural adaptations to their building or made other accommodations (i.e., more flexible work schedule) in an effort to accommodate employees with disabilities; more businesses belonging to the Chamber have made accommodations than those not belonging to the Chamber (The Center for Information, 2003). Results of attitude scales suggest a strong association between positive attitudes and size of organization. Businesses with formal policies gave evidence of more positive attitudes toward people with disabilities than companies without such policies (The Center for Information, 2003).

According to the EEOC (2005), in 2004 Florida took legislative and executive action to establish the Agency for Persons with Disabilities. Florida also secured a waiver from the Social Security Administration allowing individuals with disabilities to participate in employment without endangering their eligibility for Medicaid and Social Security Income benefits (EEOC, 2005). Florida also took steps to make certain that state web sites are accessible and meet the standards that apply to the federal government under Section 508 of the Rehabilitation Act. The Florida Freedom Initiative, a demonstration project, allows some people who received Medicaid and Supplemental Security Income to make and save more income than is generally allowed without losing important benefits. Florida, like Kansas reports that some state agencies have approved their own written procedures for reasonable accommodation (EEOC, 2005). In addition, Youth Leadership Forums in Florida participated with other youth forum groups in Kansas, Maryland, Missouri, Vermont, and Washington to assist them in developing and strengthening vocational goals, leadership skills, and to benefit from the experiences of both young and older people with disabilities (EEOC, 2005).

Indiana

Indiana is one of a number of states that is developing its ability to provide Benefits Planning services for people with disabilities. The state established a two-tier fee-for-service system, known as Advanced Referral System, that includes a Benefits Information Network (BIN) to provide information to people with disabilities about benefits and work and Vocational Rehabilitation through which services are funded (Oregon State Department of Human Services, 2006).

Kansas

A number of state agencies in Kansas report that they have approved their own written procedures for reasonable accommodations for people with disabilities (EEOC, 2005). Kansas, like Missouri, makes accommodations for some people with disabilities who may not meet

ADA's definition of "disability" (i.e., those people with limitations that are temporary) (EEOC, 2005). Kansas Youth Leadership Forums in Kansas also participated with other youth forum groups in Florida, Maryland, Missouri, Vermont, and Washington to help them in developing and strengthening vocational goals, leadership skills, and to benefit from the experiences of both young and older people with disabilities (EEOC, 2005).

Maine

After a year of joint efforts by people in public, private, and educational sectors, Maine publicized their strategic plan to make the most of employment for individuals with disabilities (CHOICES CEO, 2006). As in other states, there are people with disabilities who want to live a meaningful and fulfilled life and there are employers who need experienced workers to participate in competitive employment, but have had various degrees of success in the recruitment and retention of people with disabilities (CHOICES CEO, 2006).

Positive developments in Maine's workforce reflect the fact that more students are successfully transitioning from high school to college and achieving higher level of education than before. In addition, new advances in technology are increasing diversity in job tasks that can now be carried out by people with disabilities, and the demand for skilled workers is increasing as various global markets continue to emerge, however many people with disabilities in Maine remain unemployed (CHOICES CEO, 2006).

In 2004, the Department of Health and Human Services (DHHS) received a four-year grant from the federal Centers for Medicare and Medicaid Services (CMS) to develop and implement a plan to involve people with disabilities in Maine's workforce. DHHS collaborated with the Department of Labor (DOL) and other leadership groups to gain support in conducting the research necessary. Surveys, focus groups and interviews were used to collect pertinent information from people in Maine. Eight important themes emerged from the data collection process: 1) Barriers faced by people with disabilities in Maine include: lack of jobs, training and reliable transportation to work, 2) Employers have concerns about hiring people with disabilities, but report positive, productive experiences in working with them, 3) Service providers have more success working with business employers when they approach them as business partners and use business-like plans. 4) Economic disincentives are a barrier for people with disabilities in seeking employment, 5) Long waiting lists are problematic for people with disabilities who want and need vocational services, 6) Certain disability groups (i.e., those with mental illness, youth with severe , and those with developmental disabilities) face transitional obstacles and/or barriers due to lack of funding for supported employment, 7) Practices offering hope include Workers with Disabilities option of MaineCare, which permits people with disabilities to earn more without losing their health insurance, 8) Challenges include lack of resources among businesses and minimal opportunities to build on positive business practices (CHOICES CEO, 2006).

Maine's strategic plan builds on limited but positive successes and envisions employment changes for people with disabilities who want to participate in the workforce. It also identifies necessary actions that should be taken in order to develop Maine's workforce and improve the lives of people in Maine who have disabilities.

Maryland

Maryland recently appointed a Coordinator for Special Outreach and Employment Programs to help state agencies target applicant pools for positions in the state that are inclusive of individuals with disabilities (EEOC, 2005). Like Vermont, Maryland tracks information

associated with the provision of reasonable accommodations that could be used to assess the efficacy of their procedures related to reasonable accommodations.

Maryland and Vermont have been involved in a pilot project to have certain employees with disabilities serve as “disability program navigators” at state One Stop Career Centers that have been developed in conjunction with the Workforce Investment Act with the objective of enabling people with disabilities to be able to use services with more ease (EEOC, 2005).

In an effort to protect the rights of people with disabilities during employment, the Maryland Aviation Administration routinely discusses how to promote career development for people with disabilities during bi-annual supervisory ADA training sessions, (EEOC, 2005).

Maryland Youth Leadership Forums also participated with other youth forum groups in Florida, Kansas, Missouri, Vermont, and Washington to help them in developing and strengthening vocational goals, leadership skills, and to benefit from the experiences of both young and older people with disabilities (EEOC, 2005).

Massachusetts

The MassHealth Employment and Disability Survey (MHEDS) was funded by a Medicaid Infrastructure Grant and conducted by the state of Massachusetts in an effort to monitor and evaluate the competitive employment of working age adults who have disabilities and who participate in MassHealth programs (Center for Health Policy and Research, 2005).

The MHEDS was developed by a research team at the Center for Health Policy and Research (CHPR) with participation from consumers, providers, and state agencies. The survey was administered to 3000 MassHealth members participating in three programs for adults of working age (19-64): CommonHealth Working, CommonHealth Non-Working, and MassHealth Standard Programs. Findings associated with disability and employment indicate that: 1) Working age MassHealth members with disabilities face numerous health difficulties, 2) Mental, physical, and chronic illnesses are disabling conditions that MassHealth members experience, 3) The estimated employment rate for working age MassHealth members with disabilities was 17 percent, 4) Working members report fewer disabilities and better overall health (Center for Health Policy and Research, 2005).

Findings related to working members' employment experiences include: 1) Most workers have low annual earnings and do not work full time, 2) Most workers are satisfied with their employment and report job tenure of greater than one year, 3) Less than 15 percent of workers report receiving employer-sponsored health insurance, 4) MassHealth workers are confronted with multiple barriers to full time participation in the workforce including lack of education, transportation difficulties, limited or unmet service needs, lack of information regarding incentive programs, and apprehension regarding loss of health insurance benefits with increased in employment hours and earnings (Center for Health Policy and Research, 2005).

Findings associated with unemployed members include the following: 1) Unemployed adults with disabilities who have worked in the past, want to work in the future, 2) Unemployed members reported limited participation in work-related activities such as vocational rehabilitation, volunteer work, education or training), 3) More than three-fourths (89%) of unemployed members report that their disability prevents them from working and 70 percent report their overall health as fair or poor, 4) Unemployed MassHealth members experience many potential employment obstacles including poor health, limited education, transportation problems, low work expectations, lack of understanding about work incentive programs, and anxiety related to loss of benefits (i.e., SSDI/SSI cash benefits, Medicare or Medicaid).

Results indicate that continued research efforts are necessary in order to better understand the role of health care services and supports for people with disabilities in the MassHealth system. The Center for Health Policy and Research in Massachusetts anticipates conducting a survey under a new Medicaid Infrastructure and Comprehensive Employment Opportunities Grant (MMIG-CEO) to continue research in this important area.

Missouri

Similar to the state of Kansas, Missouri, makes accommodations for some people with disabilities who may not meet ADA's definition of "disability" (i.e., those people with limitations that are temporary) (EEOC, 2005). Missouri Youth Leadership Forums also participated with other youth forum groups in Florida, Kansas, Maryland, Vermont, and Washington to help them in developing and strengthening vocational goals, leadership skills, and to benefit from the experiences of both young and older people with disabilities (EEOC, 2005).

New Mexico

New Mexico recently created an Executive Task force on Disability Employment to create policy approaches to enhance the recruitment and hiring of experienced people with disabilities for state government positions (EEOC, 2005).

New York

Two large-scale studies were conducted in New York to explore employers' attitudes towards employing people with severe disabilities (Levy, Jessop, Rimmerman, & Levy, 1995). One study involved Fortune 500 corporations and the other involved employers with businesses in the state of New York. Results suggest that both groups of employers were positive regarding the employment of people with disabilities, however executives from large national organizations were significantly more positive about working with people with disabilities than those in smaller companies in New York even when holding constant the differences in demographics between the two groups studied (Levy et al., 1995).

In the same study, prior positive contact with people with disabilities clearly impacted attitudes of employers (Levy et al., 1995). More specifically, the effect of positive contact on attitudes was stronger among subgroups of employers doing business in New York companies as compared to the national sample of organizations; this finding supports the existing literature (Levy et al., 1995). Replicating this study in other states may be helpful in learning which types of companies are more receptive to employing people with disabilities. Research also indicates the importance of prior contact with people with disabilities and may impact job development efforts especially among employers in smaller companies (Levy et al., 1995).

Oregon

The state of Oregon recently completed a strategic plan through the Oregon Competitive Employment Project entitled, A Blueprint for Change. The project purposes to address a service system that is sometimes confusing and flawed and represents the results of community forums, key informant interviews, workgroup sessions, contractors, consultants, and Leadership Council meetings (Oregon State Department of Human Services, 2006).

Results of nine community forums indicate that areas presenting barriers to the competitive employment of people with disabilities include lack of education, transportation difficulties, services and supports, and the need for employment services for people with certain disabilities (i.e., psychiatric disabilities). There is a need for pilot and demonstration projects to address the

areas just mentioned. In addition, training and technical priorities are suggested as well as employment resource mapping, better administrative processes, waiver revisions and policy initiatives (Oregon State Department of Human Services, 2006). The need for increased collaboration among transitional service systems was also underscored.

Data from Key Informant Interviews indicate needs in several different domains. One recurrent area of need includes employee supports and work incentives. Suggestions included the necessity of examining possibilities for increasing the availability of benefits planning, providing supported employment opportunities and supports to people with psychiatric disabilities, peer mentoring, advocacy, the use of person-centered methodologies, consideration of cultural diversity and competency, and providing an accessible and responsive workforce to people with disabilities (Oregon State Department of Human Services, 2006).

Employer supports and work incentives emerged as another important theme. Suggestions include the development and implementation of an educational and marketing campaign to reduce employer concerns about hiring people with disabilities, identification and development of information and resources to support employers in hiring and retaining employees with disabilities (Oregon State Department of Human Services, 2006).

Clearly, transportation emerged as an important need that has to be addressed. Suggestions included expanding the availability and accessibility of transportation in order to enable people with disabilities to get to work and be able to continue working. In addition transition services are needed for youth and support services for families with young people who have disabilities. Creating available and affordable housing was also listed as an important need for people with disabilities (Oregon State Department of Human Services, 2006).

Implementation of Oregon's Blueprint is the responsibility of the community (i.e., individuals, community groups, organizations, and agencies), the Leadership Council, Project Director and staff, Office of Vocational rehabilitation Services, Department of Human Services, and other partners and supporters including the Employment Department, the Department of Community Colleges and Workforce Services, the Department of Transportation, and the Workers' Compensation Division (Oregon State Department of Human Services, 2006). Strategies employed to sustain change include maintaining a Leadership Council that is committed and responsible, utilizing workgroups and committees in the process of refining, redeveloping and/or implementing necessary strategies, implementing change through policies and statutory change, and disseminating information about the Project's activities, successes and challenges

Utah

Utah has a training program for its ADA coordinators so they will know the procedure for submitting proposed denials to the Division of Risk Management for legal evaluation (EEOC, 2005). Like Washington, Utah also has some centralized funds that may be used by any agency that is able to show that a certain accommodation would be too expensive for an agency to get hold of on its own (EEOC, 2005).

In utilizing a Medicaid Infrastructure grant, Utah is one of a number of states that is developing its ability to provide Benefits Planning services for people with disabilities through the coordination of current Benefits Planning services and the development of quality standards (Oregon State Department of Human Services, 2006). Like Indiana, Utah coordinates its services through the state Vocational Rehabilitation agency. A fee-for-service model is currently in place to pay Benefit Planners through Vocational Rehabilitation, however the Benefits

Planners usually offer services at no extra charge for services they currently provide (Oregon State Department of Human Services, 2006).

Vermont

Vermont has specifically targeted people with disabilities for outreach and recruitment and has also developed programs that provide specific training and/or hire people with disabilities for employment in the state (EEOC, 2005). In addition, Vermont provides a “must interview” to all individuals with disabilities who meet minimum requirements for any state employment position (EEOC, 2005).

Vermont developed a Reasonable Accommodation Committee that handles denials that are submitted for assessment (EEOC, 2005). State personnel report that they also keep track of information associated with the provision of reasonable accommodations that could be used to assess the efficacy of their procedures related to reasonable accommodations. Like Kansas, a number of state agencies in Vermont have also developed their own written procedures for reasonable accommodation (EEOC, 2005).

Like Maryland, Vermont has been involved in a pilot project to have certain employees with disabilities serve as “disability program navigators” at state One Stop Career Centers that have been developed in conjunction with the Workforce Investment Act with the objective of enabling people with disabilities to be able to use services with more ease (EEOC, 2005).

Vermont Youth Leadership Forums also participated with other youth forum groups in Florida, Kansas, Maryland, Missouri, and Washington to help them in developing and strengthening vocational goals, leadership skills, and to benefit from the experiences of both young and older people with disabilities (EEOC, 2005).

Vermont is one of a number of states that is developing its ability to provide Benefits Planning services for people with disabilities. Benefit Planners offer three essential services: benefits screening, advisement, and management (Oregon State Department of Human Services, 2006). Results of one project demonstrate the efficacy of benefits planning in reducing healthcare costs, increasing staff effectiveness, and increasing collaboration between agencies and partners (Oregon State Department of Human Services, 2006). Consumer benefits from the same project were positive and include: 45% higher average yearly earnings, 5% increase in employer-based healthcare coverage, and 10% reduction in Medicaid disbursement (Oregon State Department of Human Services, 2006). Vermont recognizes the importance of Benefit Planners and has provided additional funds to support a system of 12 Benefit Planners, 2 Lead Planners, and a Director for 30,902 SSDI and SSI beneficiaries (Oregon State Department of Human Services, 2006).

In utilizing Social Security Work Incentives and at 0.07%, Vermont has the greatest utilization of plans for Achieving Self-Support (PASSs) per capita; in comparison, Oregon has 0.01% use of PASSs per capita (Oregon State Department of Human Services, 2006).

Washington

Like Vermont, Washington has targeted people with disabilities for outreach and developed programs that provide specific training and/or hire people with disabilities for employment in the state (EEOC, 2005). Washington has also developed programs that provide specific training and/or hire people with disabilities for employment in the state.

Washington expects state agencies with 50 or more employees to create reasonable accommodations procedures that are appraised by the state’s Affirmative Action Committee.

The state of Washington has made it mandatory that all denials of accommodation be signed by the person who is in charge of the employing agency.

Like Utah, Washington has some centralized funds that may be used by any agency that is able to show that a certain accommodation would be too expensive for an agency to get hold of on its own (EEOC, 2005). Washington Youth Leadership Forums also participated with other youth forum groups in Florida, Kansas, Maryland, Missouri, and Vermont to help them in developing and strengthening vocational goals, leadership skills, and to benefit from the experiences of both young and older people with disabilities (EEOC, 2005).

Washington is one of a number of states that is developing its ability to provide Benefits Planning services for people with disabilities and currently have 30 certified Benefits Specialists throughout the state; the development of many of these positions was made possible through the state's Medicaid Infrastructure Grant (Oregon State Department of Human Services, 2006).

Funding from agencies and leadership commitment add strength to Washington's system and have worked hard eliminate benefits as an employment barrier (Oregon State Department of Human Services, 2006). Vocational Rehabilitation staff receive additional training in order to better inform their clients and to make referrals when necessary; in doing so they are making strides in dealing with the myths related to benefits and employment (Oregon State Department of Human Services, 2006). Due to slight differences in each Benefits Planning program throughout the state, coordination has become one of the biggest challenges; to address this problem, Benefits Planners meet semiannually to enhance collaboration and communication (Oregon State Department of Human Services, 2006).

II. State Specific Employment Incentive Activities

Alabama

Mid Alabama Chapter of the Alabama Coalition of Citizens with Disabilities

- Project is in collaboration with the Alabama Department of Rehabilitation Services
- Successful in reaching individuals in the state and implementing the project's objectives
- Success is due to the development of partnering relationships between the Independent Living Center, United Cerebral Palsy of Greater Birmingham, Inc. and Alabama Department of Rehabilitation Services

Alabama Department of Rehabilitation Services

- Project works closely with the Mid-Alabama Chapter of the Alabama Coalition of Citizens with Disabilities
- Successful in accomplishing its goals by providing an essential service to SSDI/SSI beneficiaries
- Project also works collaboratively with the Pass Cadre and local Social Security offices
- Beneficiaries with disabilities are informed of the work incentives available to them for employment planning

University of Alabama: \$107, 243

Alaska

University of Alaska Anchorage

- Project addresses major barriers to employment affecting individuals with severe disabilities
 - The lack of beneficiary understanding and use of work incentive programs
 - The absence of Statewide access to benefits assistance and planning services

Disability Law Center of Alaska: \$100,000

Arizona

Arizona Bridge to Independent Living (ABIL)

- Project is a collaborative partnership of four Independent Living Centers to provide statewide benefits planning, assistance, and outreach to the 156,855 Arizona residents who receive SSI and/or SSDI benefits

Disability Rights Center, Inc.: \$100,000

Arkansas

Sources for Independent Living, Inc.

- Project addresses the goals and objectives in the areas of benefits planning and assistance, advocacy and protection, and outreach services for the youth and adults with disabilities
 - Staff members provide accurate information regarding work incentives in an effort to help beneficiaries make informed choices about returning to work

Disability Rights Center, Inc.: \$100,000

California

Center for Independence for the Disabled

- Project provides BPAO services to beneficiaries to assist them in understanding their options and the available work incentives so that they may make informed decisions regarding employment

Center for Independent Living

- Project provides outreach and educational activities to beneficiaries through dissemination of accurate information regarding work incentive programs
- Also provides direct assistance to persons with disabilities (or family members in case of minors) in maneuvering the myriad of work incentive programs

Community Resources for independence, Inc.

- Project assists beneficiaries in understanding available work incentives and helps persons with disabilities make an informed decision regarding employment without fear of losing supports essential to their survival

Dayle McIntosh Center for the Disabled

- Project disseminates information regarding work incentives programs and related issues to improve beneficiaries' understanding of options and incentives so that they may make more informed decisions regarding employment

Disability Resources Agency for Independent Living

- Project works towards improving beneficiaries' understanding of options and incentives and helps them make more informed decisions regarding employment

Disabled Resources Center, Inc.

- Project continues to increase benefits planning, advocacy and outreach services to beneficiaries
 - To transition work aged youth
 - Populations with different languages and cultural considerations

Familia Unida Living with Multiple Sclerosis

- Project provides a unique program of services to multicultural and multilingual individuals who have been affected by MS
- Project focuses on providing BPAO services to hard to reach populations with information regarding work incentives planning and assistance

Goodwill Industries of Southern California

- Project provides a broad array of Benefits Planning, Assistance and Outreach (BPAO) services to all SSDI beneficiaries and SSI recipients with disabilities living within the City of Los Angeles

Independent Living Resource Center

- Project provides a system of benefits assistance personnel throughout their catchment area to provide comprehensive support, information and outreach, planning, assistance, and follow-through for those beneficiaries with disabilities who want to make informed choices about work
- Project provides work incentives, peer support, independent life skills and self advocacy training for successful life change

Independent Living Resource of Contra Costa County

- Project works at improving a beneficiary's understanding of options and incentives so that the beneficiary may make informed decisions regarding employment

Legal Services of Northern California

- Project assists SSDI beneficiaries and SSI recipients to make informed choices about returning to work by providing accurate information regarding Social Security work incentives and the impact of earnings on recipients' disability benefits

Project Independence

- Project provides a broad array of BPAO services to beneficiaries within San Diego County, in addition to working with SSA and community partners

TODEC Legal Center Perris

- Project provides extensive benefits planning, assistance and outreach to SSDI and SSI disability beneficiaries through collaboration with local, public, and private agencies

Protection and Advocacy, Inc.: \$439,035

Colorado

UCP of Colorado

- This project's benefits planning, assistance, and outreach efforts focus on the goal of informed choice for the individuals with disabilities who want to enter or reenter the workforce

Center for Legal Advocacy: \$100,000

Connecticut

Connecticut Department of Social Services

- Project provides Statewide Services with the intent to successfully increase employment for individuals with disabilities
 - By educating and informing all stakeholders, this community-based resource center hopes to maximize the economic self-sufficiency of this population

Office of P&A for Persons with Disabilities: \$100,000

Delaware

United Cerebral Palsy of Delaware, Inc.

- Project provides Statewide benefits planning to all individuals who request assistance

Community Legal Aid Society, Inc.: \$100,000

District of Columbia

Davis Memorial Goodwill Industries

- Project provides Statewide benefits planning to all individuals who request assistance

University Legal Service: \$100,000

Florida

Abilities Inc. of Florida

- Project provides beneficiary planning, assistance, and outreach to beneficiaries with disabilities

Brevard Achievement Center, Inc.

- Projects' goal is to promote the use of Federal, State, and local work incentives programs
 - Dissemination of accurate information to SSI and SSDI beneficiaries with disabilities about work incentives programs will enable them to make informed choices about employment
- Project provides services to beneficiaries with disabilities on benefits planning, assistance and outreach

Center for Independent Living in Central Florida, Inc.

- Project empowers beneficiaries with disabilities to make informed choices about work through the Benefits Planning, Assistance, and Outreach Program

Easter Seal Society of North Florida, Inc.

- Project provides benefits planning, assistance, and outreach to SSI and SSDI beneficiaries with disabilities
 - Works in cooperation with four Regional Workforce Development Boards and four SSA offices that serve the project area
 - Coordinates with SSA field offices, One-Stop Centers and partner agencies, including local school districts, vocational rehabilitation, and community training and employment agencies to provide outreach, benefits planning, resource and referral, and direct assistance to SSI and SSDI beneficiaries with disabilities who want to work

Goodwill Industries of Central Florida

- Project conducts outreach to beneficiaries with disabilities about Federal, State, and local work incentive programs
- Project advises individual about continuing health care coverage
 - This will enable beneficiaries to make informed choices about the prospect of transitioning to, or returning to work

Goodwill Industries of North Florida, Inc.

- Project provides information to beneficiaries with disabilities about benefits planning and assistance services regarding Ticket-to-Work issues, increasing beneficiary understanding of available work incentives, services, and resources thereby empowering beneficiaries to make informed choices about work

Gulfstream Goodwill Industries, Inc.

- Project has a comprehensive outreach and recruitment program to assist SSA beneficiaries in their return to work efforts

Independent Living Resource Center of Northeast Florida

- Project is conducting extensive outreach on SSA's work incentive programs to assist individuals with disabilities make informed choices about employment

Advocacy Center for Person with Disabilities, Inc.: \$245,288

Georgia

Division of Rehabilitation Services

- Project provides SSI and SSDI beneficiaries with benefits planning, assistance, and outreach services to increase their understanding and coordination of available benefits that allow them to make informed decisions on return to work options

Shepard Center, Inc.

- Project helps the adolescent and working-age with disabilities "chart a successful course to economic self-sufficiency"

Walton Options for Independent Living, Inc.

- Project provides benefits planning, assistance and outreach to current SSI and SSDI recipients
 - It works with the University of Georgia and other secondary education programs to facilitate a continuing educational program
 - It creates a mechanism that will continue this educational process in partnering agencies in future years

Georgia Advocacy Office: \$130,301

Hawaii

Diversabilities

- Project goals are to reach as many SSI and SSDI recipients as possible, to inform consumers of the benefits available to them for employment planning, and to assist these beneficiaries in making sound decisions

Hawaii Disability Rights Center: \$100,000

Idaho

Idaho Division of Vocational Rehabilitation

- Project works toward increasing the number of clients who return to work and decreasing the number who are dependent on public assistance.

Comprehensive Advocacy, Inc.: \$100,000

Illinois

City of Chicago, Mayor's Office for the People with Disabilities

- Project assists Chicago SSI and SSDI beneficiaries with disabilities in obtaining accurate and pertinent information on various City, State, and Federal work incentive programs by providing benefits planning, assistance and outreach to facilitate their to employment

Department of Human Services/Office of Mental Health

- Project provides information regarding State and Federal benefits and SSA work incentive programs through their benefits planning and outreach services

Department of Human Services/Office of Rehabilitation

- Project offers benefits, planning, and assistance services to individuals receiving SSI and SSDI
 - In collaboration with the Office of Rehabilitation Services customers are informed of the availability of BPAO services for SSA beneficiaries (via orientations prior to application for services)

Equip for Equality, Inc.: \$167,305

Indiana

Center for Mental Health

- Project provides benefits planning, assistance and outreach to SSA beneficiaries with disabilities and their key stakeholders in the north part of Indiana

Trustees of Indiana University

- Project provides SSDI and SSI beneficiaries and recipients with benefits planning, assistance and outreach to increase the number of beneficiaries
And recipients who return to work and achieve self-sufficiency

Indiana Protection and Advocacy Services: \$100,000

Iowa

Black Hawk Center for Independent Living

- Project provides accurate information to beneficiaries with disabilities regarding work incentives
 - Statewide coverage is facilitated by partnerships with the Division of Vocational Rehabilitation, Iowa Workforce Development Center, Bridges to Employment and the Impact (Iowans Making Plans About Careers Together) benefits planners

Iowa Protection and Advocacy: \$100,000

Kansas

Center for Accessible Living, Inc.

- Project provides work incentives planning and assistance in the western area of Kentucky to beneficiaries with disabilities to improve their understanding of options for work

Disability Rights Center of Kansas: \$100,000

Kentucky

Independence Place, Inc.

- Project provides benefits planning assistance and outreach to beneficiaries in the eastern counties of Kentucky

Department of Public Advocacy, P&A Advocacy Division: \$115,761

Louisiana

Louisiana State University / Health Sciences Center

- The Louisiana Benefits Planning, Assistance, and Outreach Project provides work incentives planning and assistance to beneficiaries with disabilities and their families to enable them to make informed choices about work
 - This is being achieved by the development of a partnership with the BPAO Project that is operated by the Office of the Governor, Louisiana Benefits to Work
 - This partnership ensures that direct services are provided to beneficiaries with disabilities including transition age youth in a statewide seamless manner

Office of the Governor

- Projects' goal is to increase Louisiana's beneficiaries' awareness of, access to, and to participate in the Benefits Planning, Assistance and Outreach (BPAO) services
 - This is being achieved by the development of a partnership with the BPAO Project that is operated by the Louisiana State University Human Development Center
 - This partnership ensures that direct services are provided to beneficiaries with disabilities including transition age youth in a statewide seamless manner

Advocacy Center: \$100,000

Louisiana

Maine Medical Center

- Project teaches beneficiaries about work incentives, provides benefits planning, and facilitate their return to work efforts through career preparation and job placement

Disability Rights Center of Maine: \$100,000

Maryland

Independence Now, Inc.

- Project provides services in Western, Southern, and Eastern Maryland successfully since October 1998

Maryland Center for Independent Living

- MCIL provides benefits planning, assistance, and outreach, including information on the availability of protection and advocacy services, to all Central Maryland SSI and SSDI beneficiaries with disabilities (and their families) who are potentially eligible to participate in State or Federal work incentive programs

Maryland Disability Law Center: \$100,000

Massachusetts

Massachusetts Rehabilitation Commission

- Project provides a broad array of BPAO services to beneficiaries with disabilities about work incentives and related benefits program

Massachusetts Project with Industry, Inc.

- Project provides extensive outreach to large numbers of beneficiaries, including youth and minorities
- Project provides benefits planning and assistance services aimed at helping beneficiaries to make informed choices about employment

Disability Law Center, Inc.: \$104,768

Michigan

Goodwill Industries of Greater Detroit

- Project helps individuals navigate a world of work incentives in order to reach self-sufficiency
 - Targeted populations are transitioning youth and other groups considered traditionally underserved

The ARC Michigan

- This BPAO organization strives to reach minority populations, the chronically underemployed, and people with disabilities limiting their ability to comprehend benefits analysis

United Cerebral Palsy of Detroit

- They directly counsel clients to provide the necessary supports in the return-to-work effort of individuals with disabilities

United Cerebral Palsy Association of Michigan

- Project increases its clients' knowledge of available benefits, supports, and work incentives
 - Their goal is to assist beneficiaries in understanding the impact of earned income and also to inform them of the Ticket to Work program

Michigan Protection and Advocacy Service, Inc.: \$163,605

Minnesota

Riverfront Activity Center, Inc.

- Project provides benefits planning and assistance to those who decide to pursue a work goal

Minnesota Department of Economic Security

- Project ensures that SSA beneficiaries with disabilities have access to accurate information about the impact of work on benefits, so they can make informed choices about work

Legal Aid Society of Minneapolis: \$100,000

Mississippi

Mississippi Department of Rehabilitation Services

- Project works toward its goal of increasing direct planning and assistant services to individuals with disabilities to enhance their ability to make informed choices in transitioning from benefits to work
 - The Mississippi Department of Rehabilitation Services' and Mississippi Partners for Informed Choice works collaboratively with several entities in an effort to reach approximately 200,000 SSDI and SSI beneficiaries with disabilities

Mississippi Protection and Advocacy System, Inc.: \$100,000

Missouri

Missouri Division of Vocational Rehabilitation

- Projects provide seamless services to beneficiaries with disabilities throughout the State
 - This project is a cooperative effort between the Missouri Division of Vocational Rehabilitation and the Missouri Statewide Independent Living Council, and 20 Centers for Independent Living

Paraquad, Inc.

- Project provides services to locate and serve low-income, individuals with disabilities to educate them on the programs and services available to assist them in gaining self-sufficiency and provide work programs
- Project provides access to case management and independent living services

Missouri Protection and Advocacy Services, Inc.: \$100,000

Montana

Montana State University, Billings

- Project provides BPAO services Statewide and hopefully will increase the number of individuals with disabilities realizing financial self-sufficiency and provide work incentive programs in order to enable their clients to make informed choices about employment

Montana Advocacy Program: \$100,000

Nebraska

Easter Seals Society of Nebraska, Inc.

- Project provides Statewide benefits planning, assistance services and outreach by employing state-of-the-art customer services strategies

Nebraska Advocacy Services, Inc.: \$100,000

Nevada

Southern Nevada Center for Independent Living

- Project informs beneficiaries of existing work incentive programs and new programs being implemented under recent legislation
- Project helps beneficiaries to use this knowledge to make better work decisions

Nevada Disability Advocacy and Law Center: \$100,000

New Hampshire

Granite State Independent Living Foundation

- Project enables people with disabilities to fully participate in all aspects of community life – including competitive employment
- Project provides opportunities for clients to determine what supports are most useful and appropriate in their return to work effort

Disabilities Rights Center, Inc.: \$100,000

New Jersey

Epilepsy Foundation of New Jersey

- Project assists beneficiaries in making informed decisions about working by providing accurate, comprehensive, and culturally sensitive information about the impact of earned income on Federal and State benefits

United Cerebral Palsy Association of New Jersey

- Project assists beneficiaries in making informed decisions about working by providing accurate, comprehensive, and culturally sensitive information about the impact of earned income on Federal and State benefits
 - They work with the Epilepsy Foundation to achieve the same objectives

New Jersey Protection and Advocacy, Inc.: \$100,000

New Mexico

New Mexico State Department of Education
Division of Vocational Rehabilitation

- Project WIN has consumer Information Centers providing Statewide benefits planning, assistance, and outreach to facilitate greater choice and direction in career planning for beneficiaries with disabilities

Protection and Advocacy System: \$100,000

New York

Abilities Inc., of the National Center to the Disability Services

- This organization has a four-tiered implementation strategy that includes island-wide outreach and information dissemination

Barrier Free Living, Inc.

- Project provides benefits advisement services to all SSA beneficiaries with disabilities in the region with special emphasis on back-to work age youth

Independent Living, Inc.

- Project implemented a collaborative approach to benefit planning and assistance
 - Disseminating accurate information about work incentives programs and issues related to such programs

Neighborhood Legal Services, Inc.

- Project does extensive outreach, providing beneficiaries and provider agencies with user-friendly, accurate information about how work will impact benefits, and how work incentives can be used by beneficiaries

Research Foundation for Mental Hygiene, Inc.

- Brooklyn Works provides benefit advisement service and outreach to disabled SSI/SSDI individuals

Resource Center for Independent Living

- Project provides statewide coverage in giving community based benefits planning, assistance, and outreach to SSDI and SSI beneficiaries with disabilities

New York State Commission on

Quality of Care for the Mentally Disabled: \$319,006

North Carolina

Life Plan Trust, Inc.

- MEANS-LPT will target SSI and SSDI beneficiaries in 18 Counties in North Carolina, and will be working in collaboration with the North Carolina Division of Vocational Rehabilitation (NCDVR) and Making Employment a New Success-United Cerebral Palsy (MEANS-UCP)

North Carolina Department of Health and Human Services

- Project provides access to benefits planning, assistance, and outreach to SSI/DI recipients ages 14 and older
 - This project will specifically target youth in transition, ages 14-21; Native Americans including Cherokee and Lumbee recipients; a large emerging Spanish speaking population, and North Carolina's severely underserved citizens with Developmental Disabilities

Tri-County Industries, Inc.

- Project conducts outreach and provides help with benefits planning to all beneficiaries with disabilities
 - TCI Options Access strives to make BPAO services available to SSI youth age 14 and above who may be ready to transition from school to work

United Cerebral Palsy of North Carolina

- Project provides benefits planning to all individuals requesting the assistance
 - The project manager will coordinate outreach activities as well as provide benefits counseling.

Governor's Advocacy Council for Person with Disabilities: \$146,570

North Dakota

Rehab Services, Inc.

- Project provides consumers the tools necessary for using work incentives and supports in an effort to assist these individuals explore their options regarding employment

Protection and Advocacy Project: \$100,000

Ohio

Center of Vocational Alternatives for Mental Health

- This collaboration with the local community's benefits advisors of these agencies are trained by COVA's Benefits Specialists on benefits planning, assistance, and outreach services, and work together to serve consumers

Legal Aid Society of Greater Cincinnati

- The Legal Aid Society of Greater Cincinnati (LSGC) creates the Work Incentives Resource Center (WIRC) to offer a comprehensive range of benefits planning, assistance, and outreach services to SSDI/SSII beneficiaries with disabilities, their families, and support workers
- LSGC provides intensive post-employment benefits planning and work incentive education and outreach to beneficiaries

Legal Aid of Western Ohio

- The Work Incentives Resource Project ensures that every SSA beneficiary with a disability in the targeted area receives, at minimum, basic information about work incentive programs and the assistance available
- Legal Aid of Western Ohio provides to certain beneficiaries more detailed work incentive education and outreach, pre-employment benefits planning, and intensive post-employment benefits planning and assistance.

Linking Employment, Abilities and Potential

- The project informs and educates SSDI and SSI beneficiaries about their various benefits including the new Social Security Work Incentives, the Ticket to Work, Medicare, Medicaid, Food Stamps, and other benefits available to them, which will enhance their ability to participate in the competitive work force

Ohio Legal Rights Service: \$177,910

Oklahoma

University of Oklahoma College of Continuing Education

- Project provides persons with disabilities options for employment and self-sufficiency through the provision of benefits planning and assistance services

Oklahoma Disability Law Center, Inc.: \$100,000

Oregon

Oregon Advocacy Center

- "OAC" provides statewide coverage in the attempt to help beneficiaries realize economic self-sufficiency
- They ensure individuals receive accurate information about the availability of Federal, State, and local work incentive programs

Oregon Advocacy Center: \$100,000

Pennsylvania

Association for Habilitation and Employment of the Developmentally Disabled

- Using a regional network of professional, trained Work Incentive Coordinators (WIC), AHEDD will collaborate with SSA, Department of Public Welfare, State Vocational Rehabilitation and Workforce Investment Centers (i.e. Career Links), State Protection and Advocacy, and other community-based agencies to promote and facilitate benefits planning and counseling for beneficiaries (target range ages 14-55)

Goodwill Industries of Central Pennsylvania

- Pennsylvania/Social Security Administration Benefits Counseling and Assistance Project provides benefits planning, assistance and outreach services to eligible SSI/DI

Pennsylvania Protection and Advocacy

- Project will enable consumers to make informed choices about their options for training and work, thus lessening their reliance on public benefits

Pennsylvania Protection and Advocacy, Inc.: \$203,256

Puerto Rico

Movimiento Para el Alcance de Vida Independiente

- The project disseminates accurate information concerning work incentives programs and services to beneficiaries with disabilities
 - This helps to enable the recipients to make informed choices and to increase their chances of returning to work and achieving self-sufficiency

Office of the Ombudsman for Persons with Disabilities: \$100,000

Rhode Island

Department of Human Services – Office of Rehabilitation Services

- This project provides Statewide access to knowledgeable and coordinated resources to enable beneficiaries to make informed decisions regarding work and its impact on the quality of their lives

Rhode Island Disability Law Center, Inc.: \$100,000

South Carolina

South Carolina Vocational Rehabilitation Department

- Project provides updated and accurate information about work incentive programs and related issues to SSA beneficiaries with disabilities to improve beneficiaries' understanding of work options so they can make more informed employment choices and successfully transition from beneficiary to worker

Protection and Advocacy for People with Disabilities, Inc.: \$100,000

South Dakota

Black Hills Special Services COOP

- This project provides benefits analysis hoping to steer individuals toward financial self-sufficiency
- "BHSS" helps beneficiaries navigate work incentive and supportive service programs throughout their State

South Dakota Advocacy Service: \$100,000

Tennessee

Center for Independent Living of Middle Tennessee

- Project provides outreach and direct services to beneficiaries with disabilities, hopefully ensuring a substantial increase in the number of eligible SSI and SSDI beneficiaries who return to or begin work and achieve self-sufficiency

Statewide Independent Living Council of Tennessee

- This project works with the Center for Independent Living of Middle Tennessee in an effort to provide outreach and direct services to individuals with disabilities
- The project collaborates with four additional centers for independent living in the State to establish a comprehensive statewide system promoting the employability and self-sufficiency of persons with disabilities

Tennessee Protection and Advocacy, Inc.: \$117,012

Texas

ARCIL, Inc.

- Project provides comprehensive, coordinated and Statewide benefits planning, assistance, and outreach services for SSI and SSDI beneficiaries with disabilities

Crockett Resource Center for Independent Living

- The project disseminates accurate information to SSI and SSDI beneficiaries with disabilities living in East Texas, about Federal, State, and local work incentive programs

Houston Center for Independent Living

- This project conducts outreach and provides benefits planning and assistance services to SSDI and SSI beneficiaries in Texas who desire to work or return to work, but encounter obstacles in obtaining employment

Imagine Enterprises

- This BPAO project is implementing SSA's overall employment strategy for beneficiaries with disabilities within a 77-county area, providing benefits planning and assistance and conducting outreach about Federal, State, and local work incentives programs and related issues

United Cerebral Palsy of Tarrant County

- This project provides individualized benefits management services, partnering with One-Stop Centers in assisting SSDI and SSI beneficiaries with disabilities

Valley Association for Independent Living

- The South Texas Benefits Planning Services disseminates accurate information to all SSI and SSDI beneficiaries with disabilities (and their families) in the target area about Federal, State and local work incentives programs, enabling them to make informed choices about work

Volar Center for Independent Living

- This project notifies beneficiaries of the availability of community-based services, conducts targeted outreach by leveraging existing resources, and uses existing communication channels to provide individual benefits counseling, assistance, and follow-up

Advocacy, Inc.: \$237,941

Utah

Utah State Office of Rehabilitation

- This project hopes to increase the number of beneficiaries who achieve employment goals and become self-sufficient
 - Their target is to move toward an employment rate for people with disabilities equal to that for the general population

Disability Law Center: \$100,000

Vermont

Vermont Center for Independent Living

- Project offers Statewide access to the information which people need to make choices about work and benefits
- Project provides technical assistance and peer-support to help eligible individuals prepare for and achieve sustainable employment

Vermont Protection and Advocacy: \$100,000

Virginia

Access Independence

- Project provides benefits planning, assistance and outreach strategies for both rural and urban areas and access to community-based services and funding
- Project provides a cross-disability, consumer-directed perspective that promotes choice and self-advocacy

Blue Ridge Independent Living Center

- Project provides benefits planning, assistance, and outreach services to beneficiaries in middle and southern Virginia
 - They will work in collaborations with the other SSA funded CILs to provide seamless BPAO services

Independence Center, Inc.

- Project provides benefits planning, assistance and outreach strategies for both rural and urban areas and access to community-based services and funding in the Tidewater area of Virginia
- They will also provide a cross-disability, consumer-directed perspective that promotes choice and self-advocacy

Junction Center for Independent Living, Inc.

- Project provides benefits planning, assistance, and outreach services to southwest Virginia
- Also provides peer counseling, independent living skills training, and information and referral services

Virginia Association of Community Rehabilitation Programs

- Project provides for the needs of individuals with disabilities and employment service provider organizations to advance innovative, quality service delivery in employment and employment supports

Department for Rights of Virginians with Disabilities: \$100,000

Washington

Employment Security Department

- Project provides a network of specialists for individual benefits planning and assistance
 - Through a central call center and community-based organizations, they inform and counsel beneficiaries regarding the services, resources, and incentives available for the return-to-work effort

Positive Solutions

- Positive Solutions empowers beneficiaries to make educated choices regarding work, thereby enhancing lives through self-advocacy and self-determination
 - Services offered include client-focused workshops, one-on-one benefits counseling sessions, and employment provider in-services

Washington protection and Advocacy system: \$100,000

West Virginia

Division of Rehabilitation Services

- Project provides community-based benefits planning and assistance services with the goal of increasing the number of beneficiaries who return to work

West Virginia Advocates, Inc.: \$100,000

Wisconsin

Employment Resources, Inc.

- Project provides a broad range of BPAO services to beneficiaries and assists them in making informed employment decisions

Independence First

- Project provides benefits assessments and planning to all SSDI/SSI beneficiaries in 4-county service area and conducts outreach to SSDI/SSI beneficiaries and their families

Riverfront Activity Center, Inc.

- Project provides benefits planning and assistance to those beneficiaries who decide to pursue a work goal

Wisconsin Coalition for Advocacy: \$100,000

Wyoming

Wyoming Centrum for Assistive Technology (WyCAT) at Casper College

- WyCAT project provides extensive outreach and direct benefits counseling to SSA beneficiaries with return to work issues

Protection and Advocacy System, Inc.: \$100,000

Appendix B

Ticket to Work Incentive and Work Improvement Act of 1999/ Ticket to Work Program

The Ticket to Work and Self-Sufficiency Program is the focus of the Ticket to Work and Work Incentives Improvement Act of 1999. This program provides Social Security beneficiaries with disabilities increased choices for receiving services related to employment. Under this program, the Social Security Administration (SSA) issues Tickets to eligible beneficiaries who, in turn, may assign those Tickets to an Employment Network (EN) of their choice to receive employment services, vocational rehabilitation services or other support services necessary to achieve a vocational goal.

In September 2004, the SSA completed a 3-year phase of the Ticket program, and reported mailing Tickets to more than 10 million beneficiaries. Tickets continued to be mailed to newly entitled SSA beneficiaries. The following provides information on the Ticket to Work Incentive and Work Improvement Act of 1999 (Public Law 106-170) and the Ticket to Work Program and was last updated January 23, 2006 (Social Security Administration, 2006c).

Ticket Tracker			
State	Tickets Issued	<u>Employment Networks</u> Awards Cumulative	Ticket Assignments to Employment Networks
AK	17,735	4	8
AL	263,876	9	138
AR	168,338	16	129
AS	1,258	0	0
AZ	206,815	26	267
CA	1,075,989	122	1,539
CO	122,132	15	49
CT	110,738	16	38
DC	24,677	12	88
DE	33,142	5	17
FL	698,164	89	649
FM	0	0	0
GA	347,930	25	271
GU	1,379	0	0

HI	32,893	6	33
IA	102,164	27	54
ID	44,263	5	11
IL	453,649	67	398
IN	231,782	30	44
KS	86,058	20	84
KY	295,937	16	57
LA	224,222	19	55
MA	278,483	46	163
MD	152,866	21	147
ME	67,740	10	49
MH	1	0	0
MI	424,218	63	230
MN	139,969	38	133
MO	258,694	38	212
MP	567	0	0
MS	190,297	6	162
MT	33,824	11	7
NC	368,472	32	67
ND	18,177	8	10
NE	48,773	7	23
NH	45,425	5	17
NJ	261,063	30	99
NM	80,632	10	36
NV	70,976	15	121
NY	834,131	128	610
OH	430,637	40	238
OK	163,596	6	27
OR	130,992	25	89
PA	509,899	64	267
PR	164,400	7	125
PW	0	0	0

RI	46,068	4	28
SC	221,175	13	100
SD	24,164	3	6
TN	307,911	20	476
TX	652,539	68	673
UT	45,561	8	12
VA	270,199	33	146
VI	2,032	2	12
VT	26,708	1	6
WA	203,103	32	207
WI	193,114	26	237
WV	139,085	15	69
WY	14,080	1	7
National	NA	19	NA
Totals	11,362,712	1,384	8,740

Appendix C

Ticket to Work Program Statistics for State Vocational Rehabilitation Agencies

Ticket to Work Program statistics for state vocational rehabilitation agencies was last updated January 23, 2006 (Social Security Administration, 2006b). Individual state details follow.

State Ticket Tracker			
State	Tickets Issued	<u>State Vocational Rehabilitation Agencies</u>	Ticket Assignments to State Vocational Rehabilitation Agencies
AK	17,735	1	151
AL	263,876	1	2,297
AR	168,338	2	738
AS	1,258	NA	0
AZ	206,815	1	1,002
CA	1,075,989	1	9,192
CO	122,132	1	654
CT	110,738	2	1,236
DC	24,677	1	150
DE	33,142	2	780
FL	698,164	2	7,603
FM	0	NA	0
GA	347,930	1	2,800
GU	1,379	1	0
HI	32,893	1	72
IA	102,164	2	1,225
ID	44,263	2	657
IL	453,649	1	8,327
IN	231,782	1	3,076
KS	86,058	1	1,115

LA	224,222	1	2,781
MA	278,483	2	1,337
MD	152,866	1	1,650
ME	67,740	2	537
MH	1	NA	0
MI	424,218	2	6,466
MN	139,969	2	1,506
MO	258,694	2	3,239
MP	567	1	0
MS	190,297	1	1,268
MT	33,824	1	353
NC	368,472	2	1,350
ND	18,177	1	30
NE	48,773	2	531
NH	45,425	1	72
NJ	261,063	2	683
NM	80,632	2	203
NV	70,976	1	659
NY	834,131	2	11,198
OH	430,637	1	3,677
OK	163,596	1	2,130
OR	130,992	2	682
PA	509,899	1	3,763
PR	164,400	1	15
PW	0	NA	0
RI	46,068	1	91
SC	221,175	2	2,839
SD	24,164	2	736
TN	307,911	1	3,185
TX	652,539	2	3,012

VA	270,199	2	3,600
VI	2,032	1	3
VT	26,708	2	1,479
WA	203,103	2	1,709
WI	193,114	1	4,869
WV	139,085	1	429
WY	14,080	1	38

Appendix D

Connecticut's Industries and Occupations Report



CONNECTICUT'S INDUSTRIES & OCCUPATIONS

www.ct.gov/dol

Mark A. Stankiewicz
Office of Research
mark.stankiewicz@ct.gov
(860) 263-6256

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CONNECTICUT'S OUTLOOK

- **“SOFT REVOLUTION”** - knowledge replacing physical resources as main driver of economic growth
- **75% of top 100 fastest growing jobs will be derived from fields requiring basic/advanced knowledge of math, science, or engineering**
- **Growth expected to be highest in Management and Professional fields, with approximately 78,000 new positions created during the 10-year period accounting for more than 55% of Connecticut's job growth**
- **Burgeoning High Tech Industries:**
 - Fuel Cell Development
 - Medical Device Industry
 - Nanotechnology



GOOD and BAD NEWS ABOUT CONNECTICUT'S ECONOMY

CAUSE FOR JOY

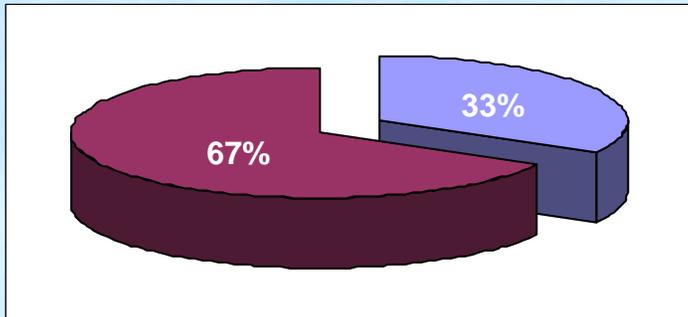
- **Business & Professional Services, and Financial Activities main job generators in 2005 - industries employing high percent of management, professional, and technical workers**
- **Southwest Connecticut attracting financial services companies from New York City**
- **The Groton Naval Sub Base stays**

CAUSE FOR WORRY

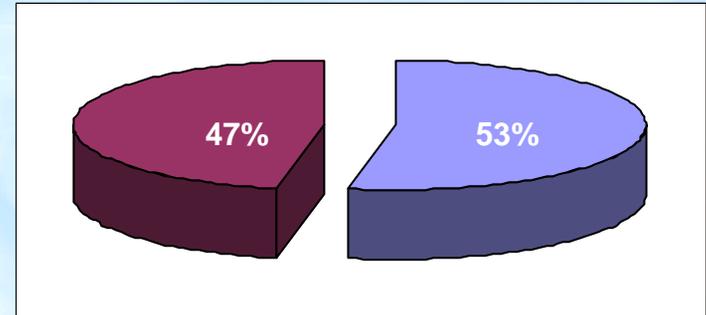
- **Energy costs have complex effect on economy: business expenses, costs of goods, services, and employment**
- **Federal payouts due to hurricane damage and war add to federal deficit**
- **Electric Boat expected to reduce workforce by 2,400 in 2006**

EDUCATION and the WORKFORCE

In 2002, jobs requiring postsecondary training, college or more represented about one-third of Connecticut's workforce.

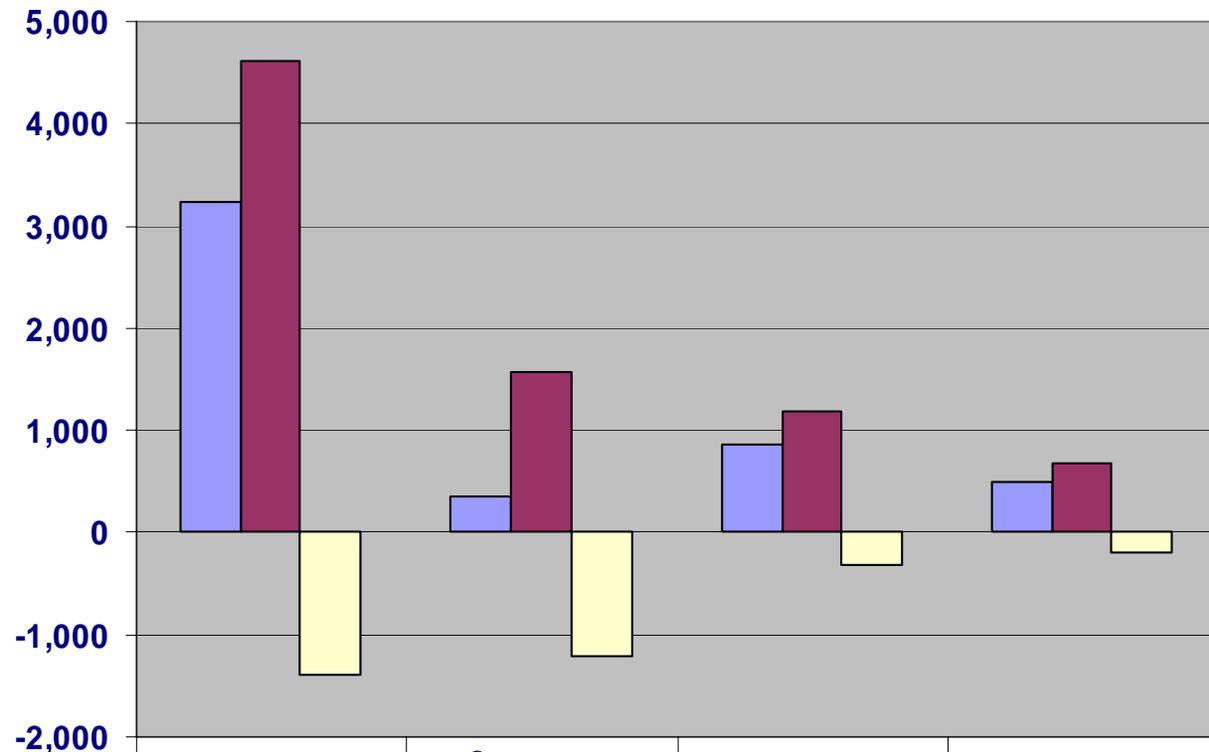


In 2012, jobs requiring postsecondary training, college, or more will make up more than half of net change in new jobs (growth).



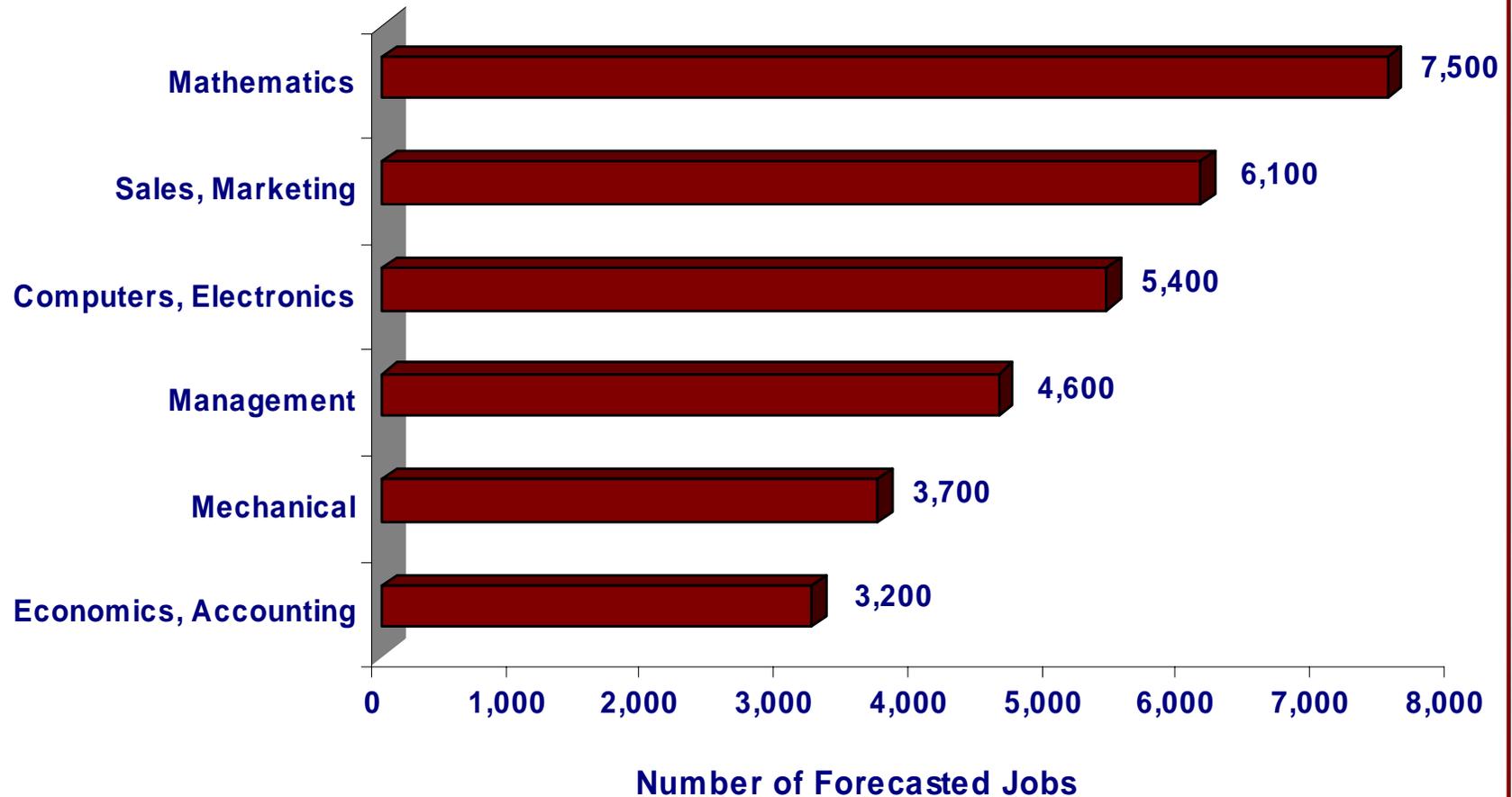
Occupations Requiring	Employment		Percent Change
	2002	2012	
Bachelor's Degree or Higher	414,020	471,730	13.9%
Associate Degree	72,350	83,450	15.3%
Intense Postsecondary/Vocational Training	82,440	89,170	8.2%
Total Jobs Requiring Postsecondary	568,810	644,350	13.3%

DEGREES CONFIRMED vs. FORECASTED DEMAND

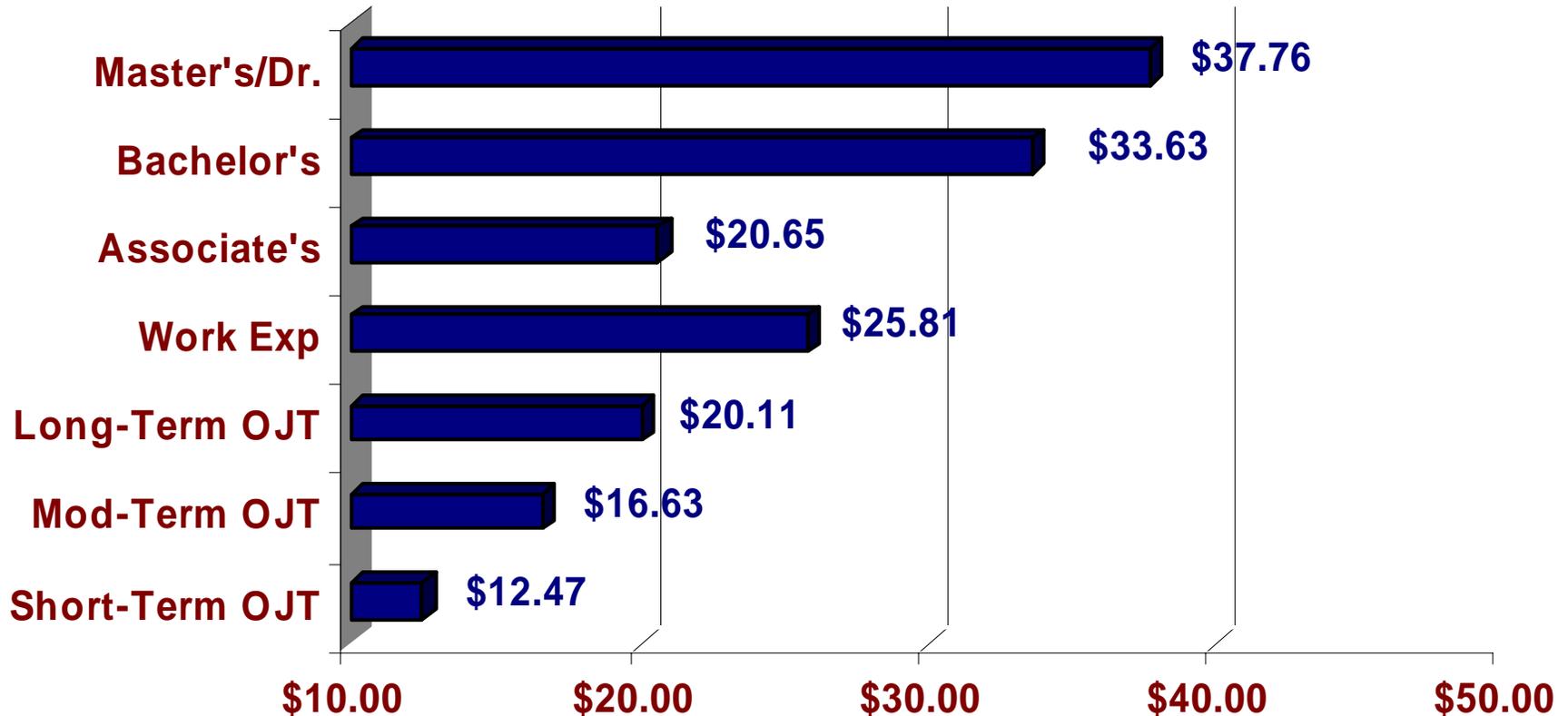


	Health Professions	Computer, Information Sciences	Registered Nurse	Engineering
2003-2004 Degrees Confirmed	3,231	354	866	487
2002 - 2012 Annual Demand	4,618	1,567	1,181	676
Deficit	-1,387	-1,213	-315	-189

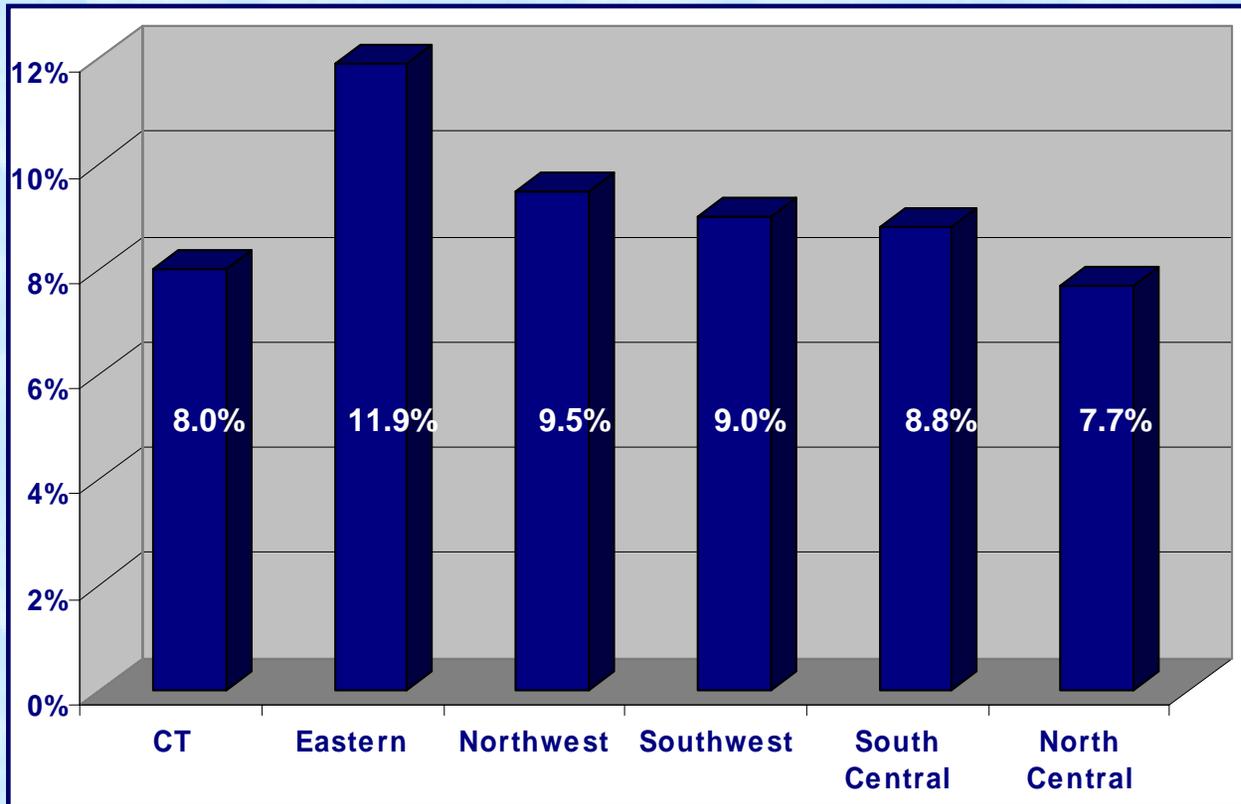
JOBS REQUIRING AT LEAST ONE of THESE BASES OF KNOWLEDGE, 2002 - 2012



WAGES of WORKERS by TRAINING REQUIREMENT



EMPLOYMENT GROWTH by REGION



	2002 Employment	2012 Employment
Connecticut	1,755,950	1,897,260
Eastern	190,610	213,200
Northwest	235,580	258,040
Southwest	379,140	413,210
South Central	355,030	386,320
North Central	548,500	590,690

TOP OCCUPATIONS by GROWTH RATE 2002 - 2012

	10 Year Growth Rate	Annual Job Openings	2005 Avg Salary
Personal Financial Advisors	48.5%	153	\$ 74,477
Home Health Aides	48.5%	356	\$ 24,529
Medical Assistants	46.4%	303	\$ 30,375
Network System/Comm Analysts	40.4%	143	\$ 66,491
Physician Assistants	38.1%	43	\$ 79,654
Mental Health, Sub Abuse Workers	35.3%	93	\$ 43,328
Database Administrators	34.9%	90	\$ 72,294
Securities, Financial Services Agents	33.2%	303	\$ 111,134
Social/Human Services Assistants	31.9%	384	\$ 37,074

TOP OCCUPATIONS by ANNUAL GROWTH (New Jobs) 2002 - 2012

	Annual Growth	Annual Job Openings	2005 Avg Salary
Registered Nurses	524	1,181	\$ 60,063
Retail Salespersons	440	2,314	\$ 22,064
Customer Service Reps	375	820	\$ 33,380
Accountants and Auditors	258	637	\$ 62,209
Teachers Assistants	254	682	\$ 23,352
Computer Systems Analysts	250	358	\$ 70,984
Social /Human Services Assts	248	384	\$ 37,074
Nursing Aides, Orderlies	224	537	\$ 26,768
Food Preparation Workers	218	709	\$ 20,365

CONNECTICUT'S OLDER WORKFORCE

SOME INTERESTING PROJECTIONS:

- In 2010, Connecticut will have the seventh-oldest population, with a median age of 39.6
- By 2010 those over 45 will make up forty percent of the state's labor force
- Within 20 years, 18% of Connecticut's population will be 65 or older (Florida)
- Median Worker Ages:
 - Manufacturing Industry 37.4
 - Machinist 58
 - Aerospace Engineer 54
 - Teacher/Administrator 51 (44% of Math/Physics over age 50)
 - Nurse 46

CONNECTICUT'S OLDER WORKFORCE

What is happening?

- Connecticut is entering a period of skilled worker shortage
- Lack of growth in prime age (35 to 49 year old) workers means older workers will become a key source of labor

What does it mean to you?

- Workforce planning will become a strategic factor for Connecticut's employers and industries
- Older workers have to be viewed as an irreplaceable resource

The most successful employers will be those able to attract and retain the skilled and valuable resource that the older worker represents.

Need More Information?

**If you have any questions on Connecticut's workforce,
please feel free to visit us at:**

www.ctdol.state.ct.us/lmi

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(860) 263-6275

Appendix E

- I. Councils**
- II. Workforce Investment Boards**
- III. Other Entities**
- IV. Nonprofit Organizations**

I. Councils

Name:

African American Affairs Commission

Mailing and E-mail Address:

AAAC
210 Capitol Avenue, Room 509
Hartford, CT 06106

Contact Information:

Vanessa Burns
860-240-0258

Web Address:

www.cga.state.ct.us/aaac

Review:

- | | | | |
|---|---|--|--------------------------------|
| <input checked="" type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input checked="" type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

The Commission meets once a month.

Its role is to do legislative advocacy and referrals focusing on education, economic development, and health.

Name:

Aging, Commission on

Mailing and E-mail Address:

Commission on Aging
State Capitol (Room 509)
Hartford, CT 06106
860-240-5200

Contact Information:

Julia Evans Starr
Julia.Evans.Starr@cga.ct.us

Web Address:

www.cga.ct.gov\coa

Review:

- | | | | |
|---|---|--|--------------------------------|
| <input checked="" type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

The Commission meets once a month.

The Commission is an independent state agency solely devoted to enhancing the lives of our state’s older adults and preparing for their secure future. In carrying out its mission, the Commission leads public/private-sector efforts to promote and improve public policy on issues including health care, long-term care, transportation, financial security, housing, employment, legal assistance and many others.

The Commission recently endorsed a priority to redefine retirement years (RRY). This priority area covers workforce issues as well as civic engagement. The RRY subcommittee has held an exploratory meeting with the Department of Labor, CETC (Connecticut Employment and Training Commission), and the OWC (Office of Workforce Competitiveness). The Commission is in the midst of reviewing several reports and developing a strategic plan. There are plans to convene a focus group with representatives from the business industry to highlight best practices in retaining and hiring workers who happen to be older.

Name:

Agricultural Development, Governor's Council for

Mailing and E-mail Address:

Connecticut Department of Agriculture
165 Capitol Avenue
Hartford, CT 06106
860-713-2509 (phone)
860-713-2514 (fax)

Contact Information:

Melanie Attwater-Young
Legislative Liaison
Melanie.Attwater-Young@po.state.ct.us

Web Address:

NA

Review:

- | | | | |
|---|---|--|--|
| <input checked="" type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input checked="" type="checkbox"/> No |

Comments:

The Council is required to meet quarterly, but has not met in several years. The Department of Agriculture has submitted a proposal to reduce the size of the council to 15 people and have it meet twice a year.

There is nothing about employment or related issues in the statute that created this council.

Name:

Apprenticeship Council, Connecticut State

Mailing and E-mail Address:

State of Connecticut
Department of Labor
200 Folly Brook Boulevard
Wethersfield, CT 06109

Contact Information:

Jack Guerrero
Apprenticeship Program Manager
860-263-6087
jack.guerrera@ct.gov

Web Address:

www.ct.apprenticeship@po.state.ct.us

Review:

- | | | | |
|---|---|--|--------------------------------|
| <input checked="" type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input checked="" type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

The Apprenticeship Council meets on the third Thursday of the odd months at 1:30 p.m. Additional meetings may be held at the call of the Chair.

The purpose of this effort is to enroll people into apprenticeship programs, mostly in the construction and manufacturing trades. People get on-the-job training with companies, but must attend vocational school as well in order to become licensed.

There has not been a focus on people with disabilities, although statistically there must be people going through this program who have disabling conditions. Recommend that their collection of demographics reflect not only gender and race, but disability as well.

Name:

Barbers, Hairdressers, and Cosmeticians, Connecticut Examining Board for

Mailing and E-mail Address:

State of Connecticut
Department of Public Health
410 Capitol Avenue, MS#12APP
P.O. Box 340308
Hartford, CT 06134-0308

Contact Information:

Frank Manna
860-509-8375
frank.manna@po.state.ct.us

Web Address:

www.dph.state.ct.us

Review:

- | | | | |
|---|---|--|--|
| <input checked="" type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input checked="" type="checkbox"/> No |

Comments:

The Department of Public Health provides accommodations for completing licensing examinations to people with disabilities. To assess whether an individual qualifies for an accommodation, the Department utilizes the disability definition from the Americans with Disabilities Act. These standards ensure that people with disabilities receive appropriate accommodations while also ensuring that no candidate receives an unjustified or unfair advantage over other candidates.

Name:

Community Economic Development Fund, Board of Directors

Mailing and E-mail Address:

Community Economic Development Fund
430 New Park Avenue, 2nd Floor
West Hartford, CT 06110
860-249-3800

Contact Information:

Donna Wertenbach
860-249-3800 x 308

Web Address:

NA

Review:

- | | | | |
|---|---|--|--------------------------------|
| <input checked="" type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input checked="" type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

Board meets quarterly.

This is a private nonprofit organization with some State funding. Its mission is to provide economic development to needy communities through two major programs:

- 1) Small-business lending and technical assistance; and
- 2) Work with community groups in targeted neighborhoods.

The program has provided business startup loans to many people, including some with hearing or visual disabilities.

Name:

Community Mental Health Strategy Board

Mailing and E-mail Address:

Department of Mental Health and Addiction Services
410 Capitol Avenue
Hartford, CT 06106

Contact Information:

Pat Rehmer
Deputy Commissioner
860-418-6676
pat.rehmer@po.state.ct.us

Web Address:

www.dmhas.state.ct.us/cmhsb.htm

Review:

- | | | | |
|---|--|--|--------------------------------|
| <input checked="" type="checkbox"/> Appointed, Governor | <input checked="" type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

The Community Mental Health Strategy Board meets approximately every two months.

Created by the Governor and the General Assembly through Public Act 01-8 to increase funding for community-based services for people of all ages (children and adults) with a history of mental illness. Its activities do not specifically address employment, but there is a strong housing component.

The Board has three goals:

- 1) Expand access to effective and quality-driven behavioral healthcare and improve services across a full continuum of care.
- 2) Integrate prevention and early intervention into the behavioral health system – making it an essential part of the continuum of care.
- 3) Provide services based on recovery and rehabilitation.

Name:

Connecticut Council for Persons with Disabilities

Mailing and E-mail Address:

State of Connecticut
Department of Social Services
25 Sigourney Street
Hartford, CT 06106

Contact Information:

Cathy Ludlum
Council Chair
860-649-7110
cathyludlum@cox.net

Marilyn Fox
860-424-5871
marilyn.fox@po.state.ct.us

Web Address:

NA

Review:

- | | | | |
|--|---|---|--------------------------------|
| <input type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input checked="" type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input checked="" type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

The Connecticut Council for Persons with Disabilities consists of 17 members, primarily people with disabilities, agency personnel, and advocates. The Council meets approximately six times a year in the odd months.

The Council was created in Sec. 17b-606(b) of the Connecticut General Statutes to advise the Commissioner of the Department of Social Services (the lead agency for services to people with disabilities) about programs and policies affecting its constituents. At times, the Council has had active subcommittees which identified and tackled issues of importance to people with disabilities. Currently, the Council is reactive, mainly addressing areas put forward by DSS or which come up as a result of legislation.

Name:

Connecticut Health and Educational Facilities, Board Of Directors

Mailing and E-mail Address:

Board of Directors
Connecticut Health and Educational Facilities
10 Columbus Boulevard, 7th Floor
Hartford, CT 06106

Contact Information:

Jennifer Smyth
860-520-4002 x 308
jsmyth@chefa.com

Web Address:

www.chefa.com

Review:

- | | | | |
|---|---|--|--|
| <input checked="" type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input checked="" type="checkbox"/> No |

Comments:

Board meets monthly.

CHEFA is a private, nonprofit organization which acts as a conduit for funding of childcare facilities, prep schools, higher education, health care facilities, and nursing education.

Name:

Connecticut Innovations Incorporated, Board of Directors

Mailing and E-mail Address:

Connecticut Innovations Incorporated
200 Corporate Place
Rocky Hill, CT 06067

Contact Information:

Bonnie Greenwell
860-563-5851 x344

Web Address:

www.ctinnovations.com

Review:

- | | | | |
|---|---|--|--------------------------------|
| <input checked="" type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input checked="" type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

Board meets quarterly.

Connecticut Innovations is a quasi-public authority promoting the development of a technology-based economy. The organization works with many technology companies (some small or startup businesses) by providing technical assistance and support.

Name:

Connecticut Public Transportation Commission

Mailing and E-mail Address:

Bureau of Rehabilitation Services
25 Sigourney Street 11th Floor
Hartford, CT 06106

Contact Information:

Dennis King
CPTC Liaison
860-594-2820
dennis.king@po.state.ct.us

Web Address:

<http://www.ct.gov/dss/site/default.asp>

Review:

- | | | | |
|---|--|--|--------------------------------|
| <input checked="" type="checkbox"/> Appointed, Governor | <input checked="" type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input checked="" type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

Mission: Provide assessment, advice and recommendations to BRS and others regarding coordination and effectiveness of programs and strategies that promote community-based competitive employment for persons with disabilities.

Clearly transportation is a critical element linking individuals to the employment world. Projects and Recommendations for 2005 include: Funding for Job Access Transportation Services; Policies on the Safe Deployment of Bus Ramps; Accessible Taxicab Vehicles; Driver Training Program for Wheelchair Procedures; and Matching Grant Program for Dial-a-Ride Services.

Name:

Culture and Tourism, State Commission on
(Formerly the State Commission on the Arts, Tourism, Culture, History, and Film)

Mailing and E-mail Address:

State Commission on Culture and Tourism
One Financial Plaza
755 Main Street
Hartford, CT 06106

Contact Information:

Rhonda Olisky
860-256-2727

Web Address:

www.cultureandtourism.org

Review:

- | | | | |
|---|---|--|--------------------------------|
| <input checked="" type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input checked="" type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

Commission meets approximately six times per year.

The organization promotes culture and tourism for state residents and tourists in four areas:
arts, tourism, film, and history.

Name:

Deaf and Hearing Impaired, State Commission on the

Mailing and E-mail Address:

67 Prospect Avenue, 3rd Floor
Hartford, CT 06105

Contact Information:

Harry Vrenna
860-231-8756
Counselor
harold.vrenna@po.state.ct.us

Stacie J. Mawson
Executive Director
860-231-8756
Stacie.mawson@po.state.ct.us

Web Address:

<http://www.state.ct.us/cdhi/>

Review:

- | | | | |
|---|---|--|---|
| <input checked="" type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input checked="" type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

The CDHI advisory board consists of twenty-one members, three of whom are ex-officio, seven representatives of other state agencies and eleven members appointed by the governor to represent the deaf and hard of hearing population.

Mission: advocate, strengthen and implement state policies and their relationship to the public, industry, health care, and educational opportunities. Provide interpreting services for deaf and hard of hearing persons interacting with the public in a variety of legal, medical, mental health, employment, educational, community participation and personal situations. Services are available to the other federal, state, local, and private agencies/organizations as well as emergency services. Noted in the interview that the 3 difficulties to employment are:

- 1) English language barrier;
- 2) Insurance issues (those who do not fill out in time lose out); and,
- 3) Mechanical or technical functions pertaining to specific jobs.

Name:

Developmental Disabilities, State Council on

Mailing and E-mail Address:

460 Capital Avenue
Hartford, CT 06106-1308

Contact Information:

Edward T. Preneta
Director
860-418-6157
ed.preneta@po.state.ct.us

Web Address:

<http://www.ct.gov/ctcdd/site/default.asp>

Review:

- | | | | |
|---|---|--|--------------------------------|
| <input checked="" type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input checked="" type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

The Council meets 6 or 7 times a year.

The Council on Developmental Disabilities is a Governor-appointed body of people with disabilities, family members and professionals who work together to promote the full inclusion of people with disabilities in community life. First established by Governor Thomas Meskill in 1971, the Council is currently authorized and funded by the federal Developmental Disabilities Assistance and Bill of Rights Act of 2000. The Council receives a fixed amount of federal funds each year and maintains an office with 3 staff members. The Council engages in advocacy, capacity building and systems change activities on behalf of people with developmental disabilities, their families and their communities. The Council speaks out on issues; educates communities, policymakers and service providers; and funds initiatives designed to create opportunities for inclusion in community life, reduce dependence on government services and restore citizen control over programs.

In 2005, the Council awarded numerous grants totaling \$528,473.

Name:

Education and Services for the Blind, Board of Directors

Mailing and E-mail Address:

Board of Education and Services for the Blind
184 Windsor Avenue
Windsor, CT 06095
860-602-4008

Contact Information:

Alan Sylvestre
Chairman of the Board
860-263-6743

Brian Sigmund
Executive Director
860-602-4008

Web Address:

www.besb@po.state.ct.us

Review:

- | | | | |
|---|---|--|--------------------------------|
| <input checked="" type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

The Board of Directors meets four times a year.

BESB serves people who are blind through three programs:

- 1) K-12 and Adult Education
- 2) Technology to Promote Independence
- 3) Vocational Services

Employment is fundamental to BESB's mission, and their goal is for everyone to have an employment plan

Name:

Family Support Council

Mailing and E-mail Address:

460 Capitol Avenue
Hartford, CT 06106

A.J. Pappanikou Center
263 Farmington Avenue
Farmington, CT 06030-6222

Contact Information:

Terry L. Cote
Agency Representative
860-418-6017

Susan Zimmerman
Coordinator
860-679-1513

Web Address:

<http://www.familysupport-ct.org/>

Review:

- | | | | |
|---|--|--|--------------------------------|
| <input checked="" type="checkbox"/> Appointed, Governor | <input checked="" type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input checked="" type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

The Council meets monthly and each Region in the state has a council.

The Connecticut Family Support Council was created by state legislation. Council membership must be composed of two-thirds family and one-third representatives from agencies that serve children with disabilities. Family members are appointed to the Council by the Governor and legislative leaders in the House and Senate of the Connecticut General Assembly. The Council carries out the goals of the Connecticut's family support legislation through the statewide organization and through a regional network of family support councils. The Connecticut Family Support Council believes that all children have the right to grow up in loving families. It is the goal of the Council to ensure that the State of Connecticut provides adequate family supports.

Name:

Governor's Committee on the Employment of People with Disabilities (GCEPD)

Mailing and E-mail Address:

ATT/SBC Company
4th Floor
555 Long Wharf Drive
New Haven, CT 06511

Contact Information:

Sam McKnight, Jr.
Chairperson
Director - Network Operations
203-553-6300
sam.mcknight@att.com

Bridget Kemmling
Equal Opportunity Officer
CT Department of Labor
200 Folly Brook Boulevard
Wethersfield, CT 06109
860-263-6774
bridget.kemmling@ct.gov

Web Address:

<http://www.ctdol.state.ct.us/gendocs/GCEPD06.ppt>

Review:

- | | | | |
|--|---|---|--------------------------------|
| <input type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input checked="" type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

Committee meets six times a year, usually in the even months.

The role of GCEPD is to provide information to employers so they will feel more comfortable in hiring people with disabilities. The organization sponsors the Business Leadership Network (www.ctdol.state.ct.us/ctbln/default.html) and the Youth Leadership Forum (www.ctdol.state.ct.us/ylf/default.htm). In the coming year they will be undertaking a marketing campaign with Rotary Clubs and similar groups to promote the committee and publicize what it offers.

Name:

Higher Education, Board of Governors of

Mailing and E-mail Address:

61 Woodland Street
3rd Floor
Hartford, CT 06105

Contact Information:

Lisa Negro
Executive Assistant
860-947-1801
Lnegro@ctdhe.org

Valerie Lewis
Commissioner
860-947-1801

Web Address:

<http://www.ctdhe.org/>

Review:

- | | | | |
|---|--|--|--|
| <input checked="" type="checkbox"/> Appointed, Governor | <input checked="" type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input checked="" type="checkbox"/> No |

Comments:

The mission is to promote a postsecondary system of distinctive strengths which, through overall coordination and focused investment, assures state citizens access to high quality educational opportunities, responsiveness to individual and State needs, and efficiency and effectiveness in the use of resources.

The Board of Governors for Higher Education is the statewide coordinating and planning authority for Connecticut's public and independent colleges and universities. Created in 1983 by the Governor and General Assembly, the Board of Governors is charged by statute to: 1) maintain standards of quality, 2) assure the fullest possible use of available resources, 3) promote responsiveness to economic, societal and student needs, 4) apply higher education's resources to the problems of society, 5) offer learning and training opportunities keyed to the state's development, 6) protect academic freedom, and 7) ensure educational opportunity.

Name:

Housing Matters, Citizens Advisory Council

Mailing and E-mail Address:

104 Beacon Street
Hartford, CT 06105

Contact Information:

Raphael Podolsky
Attorney
Chairperson
860-278-5688 x 13

Web Address:

NA

Review:

- | | | | |
|---|---|--|--|
| <input checked="" type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input checked="" type="checkbox"/> No |

Comments:

The group meets quarterly.

Their role is to give advice to the housing courts and oversee how they operate.

Name:

Human Rights and Opportunities, Commission on

Mailing and E-mail Address:

CHRO
21 Grand Street
Hartford, CT 06106

Contact Information:

R. Hamisi Ingram
Executive Director
860-541-3400

John Lobon
Chairperson

Web Address:

<http://www.state.ct.us/chro/>

Review:

- | | | | |
|---|--|--|--|
| <input checked="" type="checkbox"/> Appointed, Governor | <input checked="" type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input checked="" type="checkbox"/> No |

Comments:

Monthly meetings, 2nd Thursday.

The mission of the Connecticut Commission on Human Rights and Opportunities (CHRO) is to eliminate discrimination through civil and human rights law enforcement, and to establish equal opportunity and justice for all persons within the state through advocacy and education.

It is the statutory responsibility of the Commission to:
Enforce human rights laws to end illegal discrimination in employment, housing, public accommodations and credit transactions.

Monitor compliance with state contract compliance laws (4a-60, 4a-60a and 32-9e) and with laws requiring affirmative action in state government.

Establish equal opportunity and justice for all persons in Connecticut through education and Commission outreach activities.

Name:

Interagency Birth-to-Three Coordinating Council, State

Mailing and E-mail Address:

State ICC
Department of Mental Retardation
460 Capitol Avenue
Hartford, CT 06106-1308
860-418-6134

Contact Information:

Eileen McMurrer
eileen_mcmurrer@po.state.ct.us

Web Address:

www.birth23.org

Review:

- | | | | |
|---|---|--|--------------------------------|
| <input checked="" type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input checked="" type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

Council meets six times a year, usually in the even months.

This program administers contracts for services to assist families of infants and toddlers who have disabilities or are likely to have disabilities. Possibility of employment impact on family members and contractors which provide these services.

Name:

Latino and Puerto Rican Affairs Commission

Mailing and E-mail Address:

18-20 Trinity St.
Hartford, CT 06106

Contact Information:

Fernando Betancourt
Executive Director
860-240-8330

Ramon L. Arroyo
Chairperson

Web Address:

<http://www.cga.ct.gov/lprac/>

Review:

- | | | | |
|---|---|--|---|
| <input checked="" type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input checked="" type="checkbox"/> No |

Comments:

The Latino and Puerto Rican Affairs Commission was created by the Legislature of the State of Connecticut through Public Act No. 94-152, taking effect February 1, 1995. LPRAC coordinates and provides access to resources by developing policy for the advancement of the Latino and Puerto Rican community and making recommendations to the Governor and the Legislature. Key areas of interest include: Democracy Issues (Election Day Registration), Economic Development (Nurse Licensing Reciprocity Program), Latino Legal Immigrants Rights and Benefits, Education Issues (Dual-Language Education), Health Disparity Issues (HIV/Aids, Asthma, Lead Poisoning, Tobacco Cessation, Diabetes and Mental Health), Access to Health Care, Medicare and Prescription Drugs, Judicial Issues (Court and Hospital Interpreters, Juvenile Justice System) and Housing Issues (Affordable Housing and Rental Assistance Programs, Homeownership)

Name:

Long-Term Care Advisory Council

Mailing and E-mail Address:

Connecticut Commission on Aging
210 Capitol Avenue, #509
Hartford, CT 06106

Contact Information:

Julia Evans Starr
Executive Director
860-240-5200
Julia.Evans.Starr@cga.ct.us

Web Address:

<http://www.cga.ct.gov/coa/LTCAdCouncil.htm>

Review:

- | | | | |
|---|--|--|---|
| <input checked="" type="checkbox"/> Appointed, Governor | <input checked="" type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input checked="" type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

The Long-Term Care Advisory Council typically meets on the first Monday of the month. Members are appointed by various members of legislative leadership.

According to the authorizing statutes, Sec. 17b-338, the Long-Term Care Advisory Council advises and makes recommendations to the State of Connecticut's Long-Term Care Planning Committee. Under the auspices of the Commission on Aging, the Council works closely with the Planning Committee to develop a road map for long-term care policy in Connecticut, which includes services to elders as well as people with disabilities of any age. Beyond that charge, the Advisory Council proposes and promotes legislation, and is creating with its partners a user-friendly long-term care services and supports website.

Name:

Mental Health and Addiction Services, Board of

Mailing and E-mail Address:

410 Capitol Avenue
Hartford, CT 06134

Contact Information:

Ruth Howell
860-418-6821

Web Address:

<http://www.dmhas.state.ct.us/>

Review:

- | | | | |
|---|--|--|--------------------------------|
| <input checked="" type="checkbox"/> Appointed, Governor | <input checked="" type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

There are five mental health regions in Connecticut and each region has a Regional Mental Health Board. In addition, each region is divided into catchment areas which are represented by corresponding Catchment Area Councils (CACs). These advisory councils and boards were established to ensure that citizens from every town in Connecticut will be actively involved in determining and monitoring the kind of mental health services that will be provided by the Connecticut Department of Mental Health and Addiction Services.

Numerous functioning bodies: State Advisory Board, Regional Health Boards, Catchment Area Councils, and Regional Action.

Vocational and employment services are an integral part of their evaluation.

Name:

Mental Retardation, Council on

Mailing and E-mail Address:

460 Capitol Avenue
Hartford, CT 06106

Contact Information:

Beth McArthur
860-418-6132

Stuart Brown
Chair

Ivette DeJesus
Executive Secretary to the Commissioner
860-418-6010
ivette.dejesus@po.state.ct.us

Web Address:

www.dmr.state.ct.us

Review:

- | | | | |
|---|--|--|--|
| <input checked="" type="checkbox"/> Appointed, Governor | <input checked="" type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input checked="" type="checkbox"/> No |

Comments:

Council meets monthly.

The role of the council is to consider and advise on such matters as its members, the board of trustees of the training school and the Commissioner of Mental Retardation may request. The council shall consult with the Commissioner of Mental Retardation on the administration of the state program for people with mental retardation. The council shall recommend to the governor and to the General Assembly such legislation as will in its judgment improve the care and training of mentally retarded individuals.

Not a very involved group (per interview with DMR).

Name:

Protection and Advocacy for Persons with Disabilities, Board of

Mailing and E-mail Address:

60B Weston Street
Hartford, CT 06120-1551

Contact Information:

James McGaughey
Executive Director
860-297-4300
james.mcgaughey@po.state.ct.us

Barbara Roy
860-297-4307
barbara.roy@po.state.ct.us

Web Address:

<http://www.ct.gov/opapd/site/default.asp>

Review:

- | | | | |
|---|---|--|--------------------------------|
| <input checked="" type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input checked="" type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

Two functioning Advisory Councils.

The mission of the Office of Protection and Advocacy is to advance the cause of equal rights for persons with disabilities and their families by:

- increasing the ability of individuals, groups and systems to safeguard rights;
- exposing instances and patterns of discrimination and abuse;
- seeking individual and systemic remediation when rights are violated;
- increasing public awareness of unjust situations and of means to address them; and
- empowering people with disabilities and their families to advocate effectively

This group may be helpful on a case-by-case basis.

Name:

Rehabilitation Council, State (for individuals who are blind)

Mailing and E-mail Address:

Board of Education and Services for the Blind
184 Windsor Avenue
Windsor, CT 06095

Contact Information:

Brian Sigman
860-602-4008

Web Address:

<http://www.besb.state.ct.us/>

Review:

- | | | | |
|---|---|--|--------------------------------|
| <input checked="" type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input checked="" type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

The State Rehabilitation Council, composed of individuals appointed by the Governor, works in partnership with and provides advice to the Vocational Rehabilitation Division (VR or Voc Rehab) of the Board of Education and Services for the Blind (BESB) in Connecticut. The BESB serves Connecticut’s blind adults through ongoing educational, vocational and living skills programs in order to empower them to achieve employment success and to enhance their self-sufficiency. It is the purpose of the Council to advise the Governor and BESB’s VR Division pertaining to the provision of Vocational Rehabilitation Services to individuals with disabilities so that such individuals may prepare for and engage in employment.

Specific functions of the Council are: 1) review, analyze and advise BESB’s Voc Rehab Division regarding its performance; 2) develop and review Voc Rehab Division goals and priorities, evaluate the VR program’s effectiveness, conduct statewide needs assessments every three years; 3) assist in the development of the State Plan for service provision; 4) determine the level of consumer satisfaction; 5) make recommendations annually to the Governor for continuous improvement of rehabilitation services in the state; 6) coordinate with the State Independent Living Council and other councils and advisory groups to form beneficial partnerships; 7) perform other appropriate and compatible functions.

Name:

Rehabilitation Council, State

Mailing and E-mail Address:

Bureau of Rehabilitation Services
25 Sigourney Street – 11th Floor
Hartford, CT 06106

Contact Information:

Evelyn Oliver Knight
860-424-4871
800-537-2549 (toll-free)

Web Address:

http://www.brs.state.ct.us/programs_pg4.htm

Review:

- | | | | |
|---|---|--|---|
| <input checked="" type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input checked="" type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

The State Rehabilitation Council meets every other month at locations around Connecticut. Meetings of the Council are open to the public.

The Council, whose members are appointed by the Governor, provides input and guidance on the Vocational Rehabilitation Program, which is administered by the Bureau of Rehabilitation Services of the Department of Social Services. Council members also advocate for the Vocational Rehabilitation Program on the state and federal levels.

The Mission of the Council is to provide assessment, advice and recommendations to the Bureau of Rehabilitation Services (BRS) and others regarding coordination and effectiveness of programs and strategies which promote community-based competitive employment for persons with disabilities.

Name:

Small Business Advisory Council

Mailing and E-mail Address:

Department of Economic & Community Development
505 Hudson Street
Hartford, CT 06106

Contact Information:

Tim Coppage
Deputy Commissioner
860-270-8000

Joe Harpie
Member
860-258-7832

Web Address:

<http://www.ct.gov/ecd/cwp/view.asp?A=1097&Q=251058>

Review:

- | | | | |
|---|--|--|---|
| <input checked="" type="checkbox"/> Appointed, Governor | <input checked="" type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input checked="" type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

Meet monthly. Have three sub-committees devoted to Promotion, Image, and Technical Support.

"To act as a voice for the small business community in bringing their concerns, issues and interests to the Governor's office, the State Legislature and Regulatory bodies as per Executive Order No.7; to ensure that small business has appropriate access to services available through state agencies and organizations; to evaluate the performance of state and public agencies and organizations serving the needs of small business; to coordinate with the state's economic development efforts the general promotion of the growth of small business."

Name:

Women, Permanent Commission on the Status of

Mailing and E-mail Address:

18-20 Trinity Street
Hartford, CT 06106

Contact Information:

Leslie Gabel-Brett
860-240-8300
Leslie.gabel-brett@cga.ct.gov

Web Address:

<http://www.cga.ct.gov/PCSW/>

Review:

- | | | | |
|---|--|--|---|
| <input checked="" type="checkbox"/> Appointed, Governor | <input checked="" type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input checked="" type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

Since 1973, the PCSW has provided valuable research and analysis to the Legislature and state leaders regarding such issues as sex discrimination in education, employment and credit, the health and safety of pregnant workers, child day care, women in nontraditional employment, sexual harassment, child support enforcement, equal education, women and healthcare, the economic status of women, and welfare policy.

A large part of the Commission’s job is taking complaints from individuals who believe they have been discriminated against on the basis of sex in employment, public accommodations, credit, education and other areas. Although the Commission is not an enforcement agency, its staff provides information and referral regarding legal rights and assistance in filing formal complaints with the Commission on Human Rights and Opportunities.

Women at Work: The Permanent Commission on the Status of Women is working to achieve pay equity, opportunities for women entrepreneurs, entry of women into nontraditional occupations, elimination of sexual harassment, and pension reform.

II. Workforce Investment Boards

Name:

Capital Workforce Partners

Mailing and E-mail Address:

1 Union Place
Hartford, CT 06103
860-522-1111
860-722-2486 (fax)

Contact Information:

Pam Nabors
860-522-1111 x 336
pnabors@capitalworkforce.org

Thomas L. Phillips
Executive Director

Web Address:

www.capitalworkforce.org/

Review:

- | | | | |
|---|--|--|--------------------------------|
| <input checked="" type="checkbox"/> Appointed, Governor | <input checked="" type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

Capital Workforce Partners is the largest Workforce Investment Board in Connecticut. It serves 37 municipalities in the North Central region, and has the largest area of poverty. CWP oversees 6 One Stop Career Centers which provide employment and training services to residents and employers.

CWP's Board of Directors includes representatives from business, education, labor, and public groups. The full Board meets three times per year, while the Executive Committee meets monthly. There is also a Disability Advisory Committee as part of the One Stop Career Center effort, which meets quarterly to look at making One-Stops more physically and programmatically accessible. This committee includes the Bureau of Rehabilitation Services (BRS) and the Board of Education and Services for the Blind (BESB.). CWP has a Memorandum of Understanding with these two agencies which outlines the coordination of basic levels of service. In addition, CWP collaborates with a national Governors Association Grant on Youth in Transition, to do strategic planning for special education students who are graduating or aging out of the educational system.

Name:

Eastern Connecticut Workforce Investment Board

Mailing and E-mail Address:

108 New Park Avenue
Franklin, CT 06254
860-859-4100
860-859-4111 (fax)

Contact Information:

Sheila Taurianen
860-859-4100 x 814
taurianens@ewib.org

John Beauregard
Executive Director

Web Address:

www.ewib.org

Review:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

The Eastern Connecticut Workforce Investment Board is governed by statute and by a 35-member Board of Directors appointed by elected officials from the region. The Board meets on the fourth Tuesday of the odd months, with the exception of July.

EWIB works with local, state, and federal legislators, chief elected officials, and businesses to ensure that the constantly changing needs of Eastern Connecticut's employers and jobseekers are met in a manner that keeps Eastern Connecticut at the forefront of industry and technology. The vision of the organization is to "facilitate the collaborative development of a technologically advanced, fully employed workforce that promotes sustained economic growth while contributing to a standard of living that can be enjoyed by all residents of Eastern Connecticut."

EWIB oversees four CTWorks-East Career Centers and one additional Center for dislocated Electric Boat workers throughout Eastern Connecticut. Staff from the Bureau of Rehabilitation Services are co-located in several of these offices to assist people with disabilities with the job seeking process.

Name:

Northwest Regional Workforce Investment Board, Inc.

Mailing and E-mail Address:

249 Thomaston Avenue
Waterbury, CT 06702
203-574-6971
203-573-8951 (fax)

Contact Information:

Rachael Barrett
Grant Writer
203-574-6971 x428
rbarrett.ctwbs@po.state.ct.us

Catherine Awwad
Executive Director

Web Address:

www.nrwib.org/

Review:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input checked="" type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

The Northwest Regional Workforce Investment Board is governed by a large Board of Directors. Most Board members are appointed by local mayors; others are mandated in legislation. The Board of Directors meets quarterly, while the Executive Committee meets monthly. There is also a Finance Committee and a Personnel Committee.

The organization provides employment training and job placement for adult, young adult, and dislocated workers to reengage them in the work environment. In partnership with The Workplace (the Workforce Investment Board in Fairfield County) and the Bureau of Rehabilitation Services, the organization implements Projects with Industry. There is a focus on working with businesses to help people find successful employment.

Specific priorities are described in the annual plan, which is currently being revised.

Name:

The Workforce Alliance.

Mailing and E-mail Address:

560 Ella T. Grasso Boulevard
New Haven, CT 06519
203-624-1493
203-562-1106 (fax)

Contact Information:

Kymbel Branch x247
kbranch.cmis@po.state.ct.us

William P. Villano
Executive Director

Web Address:

www.workforcealliance.biz

Review:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

As mandated by the Workforce Investment Act, Workforce Alliance is governed by a Board of Directors consisting of representatives from specific stakeholder groups, including business, education, and training professionals. The chief elected officials of the 30-town region approve the agency's budget, and recommend board members, who are appointed by a subcommittee of the Board.

Workforce Alliance is a policy and oversight organization responsible for creating a comprehensive, community-wide response to the challenges of building a highly skilled workforce. This is accomplished by assisting individuals of low incomes, the Welfare-to-Work population, ex-offenders, dislocated workers, and others to find employment. Activities include ensuring that people have adequate training, particularly when companies close or there are layoffs and people may need to develop new skills. Job developers help place people in jobs. Workforce Alliance is set apart by its strong focus on policy.

Regarding services to people with disabilities, Workforce Alliance works in partnership with provider agencies, including BRS, to ensure that people have the support they need to be successful in their work.

Name:

The WorkPlace, Inc.

Mailing and E-mail Address:

350 Fairfield Avenue
Bridgeport, CT 06604
203-576-7030
203-335-9703 (fax)

Contact Information:

Ana Nelson
Project Implementation Manager for Projects with Industry
203-610-8566
anelson@workplace.org

Joseph M. Carbone
Executive Director

Web Address:

www.workplace.org

Review:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

The WorkPlace, Inc. serves 20 communities in southwestern Connecticut. It has partnered with the Northwest Regional Workforce Investment Board (NRWIB - serving 41 cities and towns), the State Bureau of Rehabilitation Services (BRS), and the Board of Education Services for the Blind (BESB) to create Partners with Industry (PWI). PWI provides additional employment services targeted to people with disabilities as a part of the CTWorks One Stop System, thus making services more accessible. The partnership between the State vocational rehabilitation system and PWI has increased opportunities for customized employment services for people with disabilities. Having both VR agencies, the One Stop staff, and PWI staff all co-located in one facility, results in better outcomes for the job-seeker with disabilities. PWI resources allow greater specialization and productivity while fostering interagency cooperation.

III. Other Entities

Name:

Connecticut Employment and Training Commission

Mailing and E-mail Address:

c/o Office For Workforce Competitiveness
Putnam Park
100 Great Meadow Rd, Suite 401
Wethersfield, CT 06109
860-258-4301
860-258-4312 (fax)

Contact Information:

Alice Carrier
860-258-4307
alice.carrier@po.state.ct.us

Lorna Joseph
860-258-4310
lorna.joseph@ct.gov

Web Address:

NA

Review:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

Staffed by the Office For Workforce Competitiveness, the Connecticut Employment and Training Commission carries out the duties and responsibilities of a state job training coordinating council and a state human resource investment council. As such they develop a state plan for the coordination of all employment and training programs. The plan makes policy recommendations to the Governor to enhance the coordination and collaboration of all employment and training programs.

Name:

Disability Focus Group

Mailing and E-mail Address:

State Department of Education
25 Industrial Park Road
Middletown, CT 06457

Contact Information:

Valerie Marino
Education Consultant
860-807-2130
valerie.marino@ct.gov

Web Address:

NA

Review:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input checked="" type="checkbox"/> No |

Comments:

Approximately 20 people serve on the Disability Focus Group, which meets quarterly at the State Department of Education

The Disability Focus Group was established in 1992. It is an interagency group that meets to inform the decisions and procedures implemented by the Bureau of Early Childhood, Career and Adult Education with regard to adults with disabilities. As a result of their work, the Bureau of Early Childhood, Career and Adult Education, developed and supports the implementation of a Technical Assistance Model so that Connecticut Adult Education personnel can better identify and meet the needs of adult learners with disabilities.

Name:

Governor's Coalition for Youth with Disabilities (GCYD)

Mailing and E-mail Address:

Goodwin College
745 Burnside Avenue
East Hartford, CT 06108

Contact Information:

Todd Andrews
Chairperson
Director of Institutional Advancement
860-291-9934
tandrews@goodwin.edu

Web Address:

www.gcyd.org

Review:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input checked="" type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

Seventeen people serve on the Board of Directors, which meets once a month.

The mission of the organization is to recognize accomplished high school students with disabilities by awarding scholarships so that they can continue their education. Since 1994, GCYD has awarded \$400,000 in scholarships to approximately 100 students. Scholarships are awarded regionally, and 15-20 are awarded each year. The organization has no paid staff and exists solely to carry out this one objective.

Name:

Mashantucket Pequot Tribal Vocational Rehabilitation Program

Mailing and E-mail Address:

1 Matt's Path, P.O. Box 3310
Mashantucket, CT 06338-3310

Contact Information:

Valerie J. Ellien, Ph.D., C.R.C.
Director, Vocational Rehabilitation Program
Tribal Health Services
860-396-2105
866-399-1122 (toll-free)
860-396-2282 (fax)
vellien@mptn-nsn.gov

Web Address:

www.tribalvr.org/

Review:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

The Mashantucket Vocational Rehabilitation Program provides services that help qualified American Indians with disabilities get and keep employment. The Mashantucket Vocational Rehabilitation Research Program involves American Indians from four different Tribes to identify health and disability needs among their Tribal members to ensure that those with disabilities are made aware of the program and receive needed disability services. The MPTN-VR Service program's goal is to help those Native Americans with disabilities get and keep good jobs. What is unique about the MPTN Tribal VR program is that they can serve people with mild learning disabilities as well as those with quadriplegia, psychiatric, and substance abuse disorders.

Interesting: According to National Council on Disability Statistics, 22% of the Native American population is disabled.

Name:

Mental Health Transformation Grant

Mailing and E-mail Address:

Department of Mental Health and Addiction Services
410 Capitol Avenue
Hartford, CT 06106

Contact Information:

Pat Rehmer
Deputy Commissioner
860-418-6676
pat.rehmer@po.state.ct.us

Web Address:

www.dmhas.state.ct.us/transformation.htm

Review:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

The Mental Health Transformation Grant is governed by an Oversight Committee consisting of the relevant Commissioners, family members, service participants, provider agencies, and advocacy groups. The committee meets quarterly.

This effort is working to transform mental health services for the entire state of Connecticut. Its priorities are the Six Goals outlined in the New Freedom Commission Report. In addition, however, Connecticut has added the goal of workforce development, both for people in recovery from mental illness and for additional support staff.

Name:

Office For Workforce Competitiveness

Mailing and E-mail Address:

Putnam Park
100 Great Meadow Road, Suite 401
Wethersfield, CT 06109
860-258-4301
860-258-4312 (fax)

Contact Information:

Alice Carrier
860-258-4307
alice.carrier@po.state.ct.us

Lorna Joseph
860-258-4310
lorna.joseph@ct.gov

Web Address:

NA

Review:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

The Office For Workforce Competitiveness is the Governor's principal workforce development advisor, and the liaison between the Governor and any local, state, or federal entities involved in workforce development. It is responsible for coordinating the workforce development activities of all state agencies. In addition, OWC is the lead state agency for the development of employment and training strategies to support Connecticut's position in the *knowledge economy* (high level math and literacy skills necessary to qualify for emerging new jobs).

The Office For Workforce Competitiveness also staffs the Connecticut Employment and Training Commission.

Name:

Office of Legislative Management

Mailing and E-mail Address:

Office of Legislative Management
300 Capitol Avenue, Room 5100
Hartford, CT 06106
860-240-0100
860-240-0122 (fax)

Contact Information:

D'Ann Mazzocca
Executive Director

Jim Tracy
Personal Administrator

Web Address:

<http://www.cga.ct.gov/olm/default.asp>

Review:

- | | | | |
|---|---|--|---|
| <input checked="" type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input checked="" type="checkbox"/> No |

Comments:

The Office of Legislative Management provides administrative and operational support for the Connecticut General Assembly. It ensures the daily functioning of the Legislature for the benefit of the legislators, their staff, and the general public.

The office, while implementing the policies of the Joint Committee on Legislative Management, provides administrative and financial services, administers compensation and human resources services, and oversees the management and maintenance of all buildings and grounds under the supervision and control of the Legislature.

Name:

US Department of Veterans Affairs -Vocational Rehabilitation & Employment (VR&E) Division

Mailing and E-mail Address:

PO Box 310909
Newington, CT 06131-0909
c/o Alan Despins

Contact Information:

Alan Despins
Disabled Veterans Outreach Program Specialist - Department of Labor
Central Point of Contact/Liaison between the VR&E Program and DOL
860-594-6617
alan.despins@po.state.ct.us

Terry Brennan, Director
Connecticut Department of Labor (DOL)
860-263-6514
terence.brennan@ct.gov

Web Address:

Department of Labor: www.ctdol.state.ct.us/veterans/default.htm
Department of Veterans Affairs VR&E Division: www.vba.va.gov/bln/vre/index.htm

Review:

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|--|---|--|---|
| <input type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

This federal program provides training and/or employment services to service connected disabled veterans. Eligibility for the Chapter 31 Vocational Rehabilitation & Employment Program consists of having at least a 10% rated disability with a serious employment handicap, or being rated at 30%. Eligible veterans qualify for one of five programming tracks according to their employment needs, severity of disability, how much training or retraining is necessary, and whether returning to a previous field of employment is feasible.

Federally, the Chapter 31 VR&E Program has a Memorandum of Understanding between the US Department of Veterans Affairs' Vocational Rehabilitation and Employment Division (VR&E), the US Department of Veterans Employment and Training Services (VETS) and the US Department of Labor (DOL) that defines the working relationship that exists between our agencies. In Connecticut, the program is administered jointly through the Department of Veterans Affairs VR&E staff consisting of a Director, 3 Vocational Counselors and an Employment Coordinator. The State of Connecticut Department of Labor maintains 1 full time Disabled Veterans Outreach Program Specialist who acts as the Central Point of Contact. The

Continued

Connecticut Department of Labor also maintains a staff of 6 Local Veterans Employment Representatives (LVER) and 6 Disabled Veterans Outreach Program Specialists (DVOP's) who provide services to all disabled and non-disabled veterans throughout the state. Both VR&E Services and DOL Services are provided throughout the state.

IV. Nonprofit Organizations

Name:

AARP Connecticut

Mailing and E-mail Address:

21 Oak Street, Suite 104
Hartford, CT 06106

Contact Information:

Brenda Kelley
State Director
860-548-3161
bkelly@aarp.org

Web Address:

www.aarp.org

Review:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

Executive Committee meets at least quarterly. Advocacy Leadership Committee meets monthly.

Priorities are:

- 1) Economic Security and Work
- 2) Health and Supportive Services
- 3) Livable Communities

On its web site, AARP has 'featured employers' who have expressed an openness to hiring older workers. This is an interesting idea, and possibly something the MIG could replicate. Also, the Senior Community Service Employment Program (SCSEP) program, run by DSS in Connecticut, but by AARP in other states, encourages the employment of seniors with low incomes by placing them with a company and subsidizing their work for the first year. AARP places a strong emphasis on the need to partner with businesses, and is exploring the possibilities of phased retirement. The conversation was lengthy, animated, and indicated a strong interest in working together.

Name:

Americans with Disabilities Act Coalition of Connecticut (ADACC)

Mailing and E-mail Address:

c/o State Office of Protection and Advocacy
60-B Weston Street
Hartford, CT 06120
860-297-4383 (voice)
860-566-8714 (fax)
adacoalition@sbcglobal.net

Contact Information:

Lisa Caron
Project Director

Web Address:

www.adacc.net

Review:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

The Board of Directors meets approximately six times per year.

Established in 1992, ADACC has two primary goals:

- 1) To provide technical assistance around the ADA
- 2) To do trainings about the ADA throughout the state

The majority of people who contact ADACC are people with disabilities. Employers do not specifically seek out ADACC, but the organization frequently provides trainings to business people regarding reasonable accommodation and ADA law in the workplace. There is also an active relationship with federal, state, and local government around employment issues.

Name:

The Connecticut Parent Advocacy Center, Inc.

Mailing and E-mail Address:

Main Office:

338 Main Street, Niantic CT 06357
860-739-3089 V/TDD
800-445-CPAC

Satellite Office:

Fair Haven Community Health Center
374 Grand Avenue
New Haven, CT 06513
203-776-3211 (Spanish speaking staff available)

Contact Information:

Nancy Prescott
Executive Director

Web Address:

<http://www.cpacinc.org/>

Review:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input checked="" type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

The CT Parent Advocacy Center, Inc. (CPAC) is a statewide nonprofit organization that offers information and support to families of children with any disability or chronic illness, from birth through age 21. The Center is committed to the idea that parents can be the most effective advocates for their children, given the confidence that knowledge and understanding of special education law and its procedures can bring.

Through outreach efforts and referrals from schools, social service agencies and other parents, the number of families that the Connecticut Parent Advocacy Center serves has grown dramatically over the past 20 years.

Name:

Connecticut State Independent Living Council, Inc.

Mailing Address:

151 New Park Avenue, Suites 132 &134
Hartford, CT 06106
Phone/fax: 860-523-0126

Contact Information:

Tom Connors, Ph.D.
President
203-488-0391
tomconnors3@comcast.net

Debbie Melaragno
Administrative Assistant
debmel@optonline.net

Susan Binkowski
Interim Executive Director
Susan.Binkowski@yahoo.com

Web Address:

Web site currently being developed

Review:

- | | | | |
|---|---|--|--------------------------------|
| <input checked="" type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input checked="" type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

The Connecticut State Independent Living Council is a 501(c)3 corporation governed by a Board of Directors. The Board meets in the odd months in various locations around the state. There are also subcommittees which focus on particular issues.

The SILC is charged by Congress to create a State plan for the provision of independent living services. This plan is created every three years in cooperation with the Bureau of Rehabilitation Services and the Board of Education and Services for the blind. The plan focuses on creating initiatives which address underserved populations.

The goals of the SILC are to expand independent living service provision in Connecticut, and to increase the promotion of the independent living philosophy.

Name:

Corporation for Supportive Housing

Mailing and E-mail Address:

129 Church Street
Suite 608
New Haven, CT 06510

Contact Information:

Fran Martin
203-789-0826 x 102
francesca.martin@csh.org

Web Address:

www.csh.org

Review:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input checked="" type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

National Board of Directors meets 3-4 times per year. Local Advisory Council meets 4 times per year, and consists of 6-9 people who represent funders, state agencies, and employment interests.

CSH is a national nonprofit which provides technical assistance, consultation, and some forms of lending for permanent supportive housing and systems change.

The focus is affordable housing for individuals and families facing eviction or housing difficulties due to disability, usually addiction, psychiatric disability, or HIV/AIDS.

Name:

Special Education Resource Center

Mailing and E-mail Address:

SERC
25 Industrial Park Rd
Middletown, CT 06457-1520
860-632-1485

Contact Information:

Marianne Kirner
Director, CT CSPD Coordinator, Co-Director State Improvement Grant
860-632-1485 x 265

Web Address:

<http://www.ctserc.org/>

Review:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input checked="" type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

SERC has been in operation since 1969 through funding from the Connecticut State Department of Education. SERC's commitment is to serve as a centralized resource for professionals, families, and community members regarding education and early intervention/prevention for all of Connecticut's children and youth and their families, particularly children with special needs, at-risk learners, and diverse learners. SERC strives for the highest possible level of excellence in its provision of professional development and other technical assistance initiatives, family education and support, and information and materials dissemination.

It is the responsibility of Connecticut's early intervention and education system to ensure that individuals:

- develop a motivation for life-long learning;
- attain basic skills essential for acquiring knowledge and solving problems;
- acquire knowledge leading to realization of individual potential;
- develop social competency and life skills;
- attain an understanding of and contribute to society's values.

Name:

Women's Institute for Housing and Economic Development

Mailing and E-mail Address:

Women's Institute for Housing and Economic Development
110 Bartholomew Avenue
Suite 4030
Hartford, CT 06106

Contact Information:

Betsy Crum
Connecticut Director
860-951-9000
bcrum@wihed.org

Web Address:

www.wihed.org

Review:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Appointed, Governor | <input type="checkbox"/> Appointed, Legislature | <input type="checkbox"/> Appointed, Commissioner | <input checked="" type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Relevant, very | <input type="checkbox"/> Relevant | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

Comments:

Board of Directors meets monthly.

Mission: "to build affordable housing that fosters economic security for low-income women and families." The organization provides housing, supports, and training to individuals and families in many situations: homeless, with HIV/AIDS, domestic violence, as well as people with disabilities.

Priorities are:

- 1) Housing – developed directly or through consulting (most housing includes supports)
- 2) Training for tenants – focus is on economic literacy and wealth creation

Strong interest in partnering, particularly around benefits issues that keep people from becoming employed. Their training for tenants includes a module on benefits for people with low incomes, but not yet disability benefits.

Appendix F

Focus Group and Key Informant Interview Instruments

People with Disabilities Focus Group

[NAME OF ORGANIZATION] has entered into a strategic partnership through a grant with Connecticut's Medicaid Infrastructure Grant Steering Committee. This Steering Committee, made up of organizations representing Connecticut's public, private and educational sectors, seeks to improve the employment infrastructure within the State.

The purpose of the grant is to design an inclusive workplace for the future that will accommodate a diverse workforce including people with disabilities. The partnership offers the [ORGANIZATION] an opportunity to play an important role in this large systems change grant from the very beginning. Your input is very important to us in this process.

1. We are interested in learning about the transition from school to work, so we are starting with some questions about your school experiences. Think back about your experiences when you were in school – include high school, college, vocational school or anything else. Please describe the role your school played in preparing you for employment. [probe: were there specific people who helped, e.g., a guidance counselor?]
2. Please describe the role your parents played in preparing you for employment. [For example, did they encourage you to get a job or help you find a job?]
3. What do your family and friends think about you working? [Probe: do they feel you should be working more, working less, or not working at all? Has anyone ever advised you not to work?]
4. What prevents people with disabilities or special needs from getting the jobs that they want? [Probe: need for accommodations]
5. If you have had a job(s), or if you have looked for a job, how did you go about finding it/them? [Probe: what services, people or equipment assisted you in the search for your job?]
6. Which community-based programs or agencies helped you in your search for employment? [give examples of DMR, BRS if needed.]
7. Think about the existing service system that focuses on helping people with disabilities or special needs find and maintain employment.
 - 7a. What are its strengths?
 - 7b. What are its weaknesses?
 - 7c. What would you like to see more of?

8. If you had help from an agency or a community provider to look for a job, how did they learn about your interests and strengths? [Probe: To what extent were your interests and strengths matched to the jobs they recommended?]
9. If you work now or have worked, how much of your talents and skills do/did you use in your current or most recent job?
10. If you are working, what opportunities for advancement are there for you at your current company?
11. Please describe the supports or job accommodations you have used at work. [probe: what types of Assistive Technology, if any, have you used to perform your job?]
12. Please describe any experiences you have had with personal assistants or home health aides at a job.
13. If you could have had one additional thing in your life that would have better prepared you for employment, what would it have been? Is it too late to have it?

Ask the next set of questions if you have time. Select the questions most relevant to the group:

We have XX minutes left in our time today. I would like to ask the group just a few more questions that will be helpful to the project.

14. Outside your job, how do you participate in your community? [Probe – club member, recreation, church, volunteering]
15. If you feel that you would like to participate more in your community, what kind of supports would you need to do so?
16. Thinking back again to when you were in school, were you able to participate in extra-curricular activities as much as you wanted to? Please tell us more about that. [For Focus Group leader: we are trying to get at the system's capacity to include them and barriers they faced, not so much a list of activities: probe for positive and negative]
17. In school, were you able to participate in regular education classes as much as you wanted to?
18. What benefits are/were critical for you in choosing a job? (examples, health insurance, retirement, paid time off)
19. What difficulties have you/might you experience traveling to and from work?

Finish with this question:

20. Is there anything else you would like to add?

Provider Focus Group Questions

[NAME OF ORGANIZATION] has entered into a strategic partnership through a grant with Connecticut's Medicaid Infrastructure Grant Steering Committee. This Steering Committee, made up of organizations representing Connecticut's public, private and educational sectors, seeks to improve the employment infrastructure within the State.

The purpose of the grant is to design an inclusive workplace for the future that will accommodate a diverse workforce including people with disabilities. The partnership offers the [ORGANIZATION] an opportunity to play an important role in this large systems change grant from the very beginning. Your input is very important to us in this process.

1. What are the greatest barriers to people with disabilities who are looking for employment?
2. What do you see as the advantages to employers of hiring people with disabilities?
3. What are the greatest barriers to employers hiring people with disabilities?
4. Please describe your experiences working with potential employers of people with disabilities.
5. Which types of companies are the most accommodating to people with disabilities? (probe to consider size, industry, profit status, geographic location and other factors)
6. Think about the existing service system that focuses on helping people with disabilities find and maintain employment.
 - 6a. What are its strengths?
 - 6b. What are its weaknesses?
 - 6c. What would you like to see more of?
7. What are the most important programs or policies for the State of CT to implement?
8. Aside from your own organization, which other community-based programs or state agencies specifically related to employees with disabilities have you found useful?
9. What does the K-12 educational system do well to prepare people with disabilities for employment?
10. What does the K-12 educational system need to improve in order to prepare people with disabilities for employment?
11. How do you or your agency identify your clients' employment interests and strengths?
12. To what extent are people's employment interests and strengths matched to their job?
13. How important is Assistive Technology for your clients in terms of finding and keeping a job?

14. Describe the most creative situation, in helping someone achieve their employment goals that you have ever been involved with.
15. How do attitudes of people with disabilities impact their success at finding and maintaining employment? (probe for negative and positive attitudes)

Finish with this question:

16. Is there anything else you would like to add?

Employer Focus Group

[NAME OF ORGANIZATION] has entered into a strategic partnership through a grant with Connecticut's Medicaid Infrastructure Grant Steering Committee. This Steering Committee, made up of organizations representing Connecticut's public, private and educational sectors, seeks to improve the employment infrastructure within the State.

The purpose of the grant is to design an inclusive workplace for the future that will accommodate a diverse workforce including people with disabilities. The partnership offers the [ORGANIZATION] an opportunity to play an important role in this large systems change grant from the very beginning. Your input is very important to us in this process.

1. How do you generally recruit new employees?
2. How is your company going to adjust to the aging/retiring workforce?
3. What has been your experience hiring and managing employees with disabilities?
4. Please describe any activities aimed at increasing the diversity of your workforce by specifically recruiting employees with disabilities [PROBE: what types of plans would have to be made to increase the number of people with disabilities employed there?]
5. When you think about having employees with disabilities, what positions do you think they could hold? [PROBE: management/executive, professional, technical, secretarial, retail/sales, entry level or unskilled].
6. What are the greatest barriers to employers hiring people with disabilities? [PROBE ABOUT COST OF ACCOMMODATIONS]
7. What issues are you concerned about in hiring people with disabilities? [PROBE: do you worry about liability?]
8. Which community-based programs or state agencies specifically related to employees with disabilities have you found helpful? [PROBE, if never used any: Where would you seek information, assistance and/or supports in order to make accommodations for an employee with disabilities?]
9. Think about the existing service system that focuses on helping people with disabilities find and maintain employment.
 - 9a. What are its strengths?
 - 9b. What are its weaknesses?
 - 9c. What would you like to see more of?
10. What accommodations has your company made in the past to enable any employees with disabilities to work there? [PROBES: specify any **Assistive Technologies** used. What additional costs has your company incurred? Are these accommodations different from what you have provided to employees without disabilities?]

11. What kinds of problems did you experience in discussing, negotiating or providing accommodations for employees with disabilities?
12. If you had sufficient resources for additional training for your employees on hiring and working with people with disabilities, what kind of training would you like?

Finish with this question:

13. Is there anything else you would like to add?

People with Disabilities: Key Informant Interview

This interview is being conducted as part of a grant with Connecticut's Medicaid Infrastructure Grant Steering Committee. This Steering Committee, made up of organizations representing Connecticut's public, private and educational sectors, seeks to improve the employment infrastructure within the State.

The purpose of the grant is to design an inclusive workplace for the future that will accommodate a diverse workforce including people with disabilities. This interview is your opportunity to play an important role in this large systems change grant from the very beginning. Your input is very important to us in this process.

1. Think back about your experiences when you were in school – include high school, college, vocational school or anything else. Please describe the role your school played in preparing you for employment. [probe: were there specific people who helped, e.g., a guidance counselor?]
2. Please describe the role your parents played in preparing you for employment. [For example, did they encourage you to get a job or help you find a job?]
3. What do your family and friends think about you working? [Probe: do they feel you should be working more, working less, or not working at all? Has anyone ever advised you not to work?]
4. What prevents people with disabilities or special needs from getting the jobs that they want? [Probe: need for accommodations]
5. If you have had a job(s), or if you have looked for a job, how did you go about finding it/them? [Probe: what services, people or equipment assisted you in the search for your job?]
6. Which community-based programs or agencies helped you in your search for employment? [give examples of DMR, BRS if needed.]
7. Think about the existing service system that focuses on helping people with disabilities or special needs find and maintain employment.
 - 7a. What are its strengths?
 - 7b. What are its weaknesses?
 - 7c. What would you like to see more of?
8. If you had help from an agency or a community provider to look for a job, how did they learn about your interests and strengths? [Probe: To what extent were your interests and strengths matched to the jobs they recommended?]
9. What are your employment or career goals, what are you striving for?
10. What additional training or education do you need to achieve your goals?

11. If you work now or have worked, how much of your talents and skills do/did you use in your current or most recent job?
12. If you are working, what opportunities for advancement are there for you at your current company?
13. Please describe the supports or job accommodations you have used at work. [probe: what types of Assistive Technology, if any, have you used to perform your job? How did you get information on technology (what's available, how to use)? Who pays/paid for your technology?]
14. Do you require personal support, i.e., home health aides, personal assistants, etc.?
 - 14a. Approximately how many hours per week do they work with you, altogether? [if they can't answer, ask in a typical day]
 - 14b. Would you need personal assistants or aides help you to get ready for work?
 - 14c. Would you need them to transport you to and from work?
 - 14d. Would they need to stay with you for part or all of your work day?
 - 14e. Do you have a backup plan if a personal assistant is very late or absent?
 - 14f. If you hire your own personal assistants, please describe the hiring process that has been most effective for you.
15. Have you ever been self-employed? [probe: If not, have you ever considered it? If yes but didn't do it, why not?]
 - 15a. What made you choose this path instead of working for someone else?
 - 15b. What were the advantages for you of self-employment?
 - 15c. What were the drawbacks?
 - 15d. Have you had any formal business training?
 - 15e. What support did you need to keep the business running?
 - 15f. Did you have access to this support?
16. If you could have had one additional thing in your life that would have better prepared you for employment, what would it have been? Is it too late to have it?

Ask the last questions if you have time. Select the questions most relevant to the person being interviewed:

We have XX minutes left in our time today. I would like to ask the group just a few more questions that will be helpful to the project.

17. Outside your job, how do you participate in your community? [Probe – club member, recreation, church, volunteering]
18. If you feel that you would like to participate more in your community, what kind of supports would you need to do so?
19. Thinking back again to when you were in school, were you able to participate in extra-curricular activities as much as you wanted to? Please tell us more about that. [For interviewer: we are trying to get at the system's capacity to include them and barriers they faced, not so much a list of activities: probe for positive and negative]
20. In school, were you able to participate in regular education classes as much as you wanted to?
21. What benefits are/were critical for you in choosing a job? (examples, health insurance, retirement, paid time off)
22. What difficulties have you/might you experience traveling to and from work?

Finish with this question:

23. Is there anything else you would like to add?

Provider Key Informant Interview Questions

This interview is being conducted as part of a grant with Connecticut's Medicaid Infrastructure Grant Steering Committee. This Steering Committee, made up of organizations representing Connecticut's public, private and educational sectors, seeks to improve the employment infrastructure within the State.

The purpose of the grant is to design an inclusive workplace for the future that will accommodate a diverse workforce including people with disabilities. This interview is your opportunity to play an important role in this large systems change grant from the very beginning. Your input is very important to us in this process.

1. What are the greatest barriers to people with disabilities who are looking for employment?
2. What do you see as the advantages to employers of hiring people with disabilities?
3. What are the greatest barriers to employers hiring people with disabilities?
4. Please describe your experiences working with potential employers of people with disabilities.
5. Which types of companies are the most accommodating to people with disabilities? (probe to consider size, industry, profit status, geographic location and other factors)
6. Think about the existing service system that focuses on helping people with disabilities find and maintain employment.
 - 6a. What are its strengths?
 - 6b. What are its weaknesses?
 - 6c. What would you like to see more of?
7. What are the most important programs or policies for the State of CT to implement?
8. Aside from your own organization, which other community-based programs or state agencies specifically related to employees with disabilities have you found useful?
9. What does the K-12 educational system do well to prepare people with disabilities for employment?
10. What does the K-12 educational system need to improve in order to prepare people with disabilities for employment?
11. How do you or your agency identify your clients' employment interests and strengths?
12. To what extent are people's employment interests and strengths matched to their job?
13. How important is Assistive Technology for your clients in terms of finding and keeping a job?

14. Describe the most creative situation, in helping someone achieve their employment goals that you have ever been involved with.
15. How do people with disabilities' attitudes impact their success at finding and maintaining employment? (probe for negative and positive attitudes)

Finish with this question:

16. Is there anything else you would like to add?

Employer Key Informant Interview

This interview is being conducted as part of a grant with Connecticut's Medicaid Infrastructure Grant Steering Committee. This Steering Committee, made up of organizations representing Connecticut's public, private and educational sectors, seeks to improve the employment infrastructure within the State.

The purpose of the grant is to design an inclusive workplace for the future that will accommodate a diverse workforce including people with disabilities. This interview is your opportunity to play an important role in this large systems change grant from the very beginning. Your input is very important to us in this process.

1. How do you generally recruit new employees?
2. How is your company going to adjust to the aging/retiring workforce?
3. Would you say your company is in a "growth industry"?
4. What has been your experience hiring and managing employees with disabilities?
5. Please describe any activities aimed at increasing the diversity of your workforce by specifically recruiting employees with disabilities.
6. When you think about having employees with disabilities, what positions do you think they could hold? [PROBE: management/executive, professional, technical, secretarial, retail/sales, entry level or unskilled].
7. What are the greatest barriers to employers hiring people with disabilities?
8. What issues are you concerned about in hiring people with disabilities? [PROBE: do you worry about liability?]
9. Which community-based programs or state agencies specifically related to employees with disabilities have you found helpful? [PROBE, if never used any: Where would you seek information, assistance and/or supports in order to make accommodations for an employee with disabilities?]
10. Think about the existing service system that focuses on helping people with disabilities find and maintain employment.
 - 10a. What are its strengths?
 - 10b. What are its weaknesses?
 - 10c. What would you like to see more of?
11. What accommodations has your company made in the past to enable any employees with disabilities to work there? [PROBES: use of Assistive Technology. What additional costs has your company incurred? Are these accommodations different from what you have provided to employees without disabilities?]
12. What kinds of problems did you experience in discussing, negotiating or providing accommodations for employees with disabilities?

13. If you had sufficient resources for additional training for your employees on hiring and working with people with disabilities, what kind of training would you like?
14. Is there anything else you would like to add?

Appendix G

People with Disabilities Mail Survey and Telephone / In-person Interview Instruments

Mail Survey Instruments:

Employment Booklet: Currently working	G-2
Employment Booklet: Worked in past	G-6
Employment Booklet: Never worked	G-11
Personal Assistance Services / Demographics Booklet	G-14

Telephone and In-person Instruments:

Employment Interview: Currently working	G-22
Employment Interview: Worked in past	G-32
Employment Interview: Never worked	G-41
Personal Assistance Services / Demographics Interview	G-48

Additional In-person Instrument:

Preferences for self-direction for personal assistance: Vignettes	G-64
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Fill out this Blue form if you are currently working.

If you have worked in the past, please fill out the Green form.

If you have never worked, please fill out the Yellow form.

All responses are confidential.

Please check only one box per question, unless asked to do otherwise.

1. People are considered to be working if they are earning any amount of money for any amount of work performed. This includes working for an employer or being self-employed and working for yourself. Are you currently working according to this definition?
 Yes, I am currently working for pay → **Fill out this Blue form, Currently working**
 No, I am not currently working for pay, but I have worked for pay in the past → **Stop here, and Go to the Green form, Not currently working**
 No, I have never worked for pay → **Stop here, and Go to the Yellow form, Never worked**

2. What is your current job or position? If you work at more than one job, tell us about the one where you earn the most money.

3. How long have you worked for your current employer? (If currently self-employed, How long have you been self-employed?)
 Less than 1 year 2 years to up to 5 years
 1 year to less than 2 years 5 years or more

4. What is your average hourly wage before taxes for your primary job?
 Less than \$8.00 an hour \$15 – 19.99 an hour
 \$8 – 9.99 an hour \$20 or more an hour
 \$10 – 14.99 an hour Other: \$_____per_____

5. What best describes your current job? Please check only one.
 Competitive employment – A job with competitive wages in the community which you applied for on your own and is not set aside for persons with a disability. Or, you are self employed.
 Subsidized employment – A job with competitive wages in the community which can only be given to a person with a disability
 Supported employment with some support – A job coach or other individualized support staff sometimes or periodically assists you to get, work at, or keep your job
 Supported employment with continuous support – A job coach or other individualized support staff assists you all or most of the time to get, work at, or keep your job
 Group supported employment or vocational program
 Clubhouse or therapeutic work
 Transitional employment – A job in the community where you are placed by an agency and receive short term support
 Other (write in) _____

6. How many hours do you typically work each week? _____ hours a week
7. How much do you like your current job?
 A lot Some A little Not at all
8. How much of your talents and abilities does your current job require you to use?
 A lot Some A little Not at all
9. During the next 12 months, how likely is it that you will get a new job or leave your job for whatever reason?
 Very likely Not too likely
 Somewhat likely Not at all likely
10. Thinking about your current job, please tell us if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each statement by checking the box. Please check only one box for each statement.

	<u>Strongly agree</u>	<u>Somewhat agree</u>	<u>Somewhat disagree</u>	<u>Strongly disagree</u>
<u>How I Feel On This Job</u>				
I look forward to coming to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel physically worn out at the end of the day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working makes me feel like I am needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My job keeps me busy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied with my schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would like to work more hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Pay and Benefits</u>				
I am happy with the amount this job pays.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This job provides the medical coverage I need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The vacation time or other benefits on this job are good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Advancement and Job Security</u>				
I have a fairly good chance for promotion in this job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that there is a good chance of my losing this job in the next year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would need more training or education in order to get a better paying job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Supervisor</u>				
My supervisor is fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervisor is difficult to get along with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Co-workers</u>				
I have a co-worker I consider a friend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I spend time with a co-worker after work or on weekends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have at least one co-worker who helps me when I am at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Some people use assistive devices to help them at work. How important for you is each of the following assistive devices in helping you to either get or to keep a job? Please check only one box for each statement.

	Very Important	Moderately Important	Somewhat Important	Not Important OR Not Needed
Computer access aides (touch screens, modified or keyless entry, voice to text software, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication aides (communication boards, voice activated telephone, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing and listening aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Devices for the blind and visually impaired	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structural adaptations (entrance ramps, expanded doorways, accessible workspace, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobility aides (electric wheelchair, stair lift, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation aides (lift van, lift bus, adaptive driving controls, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Other assistance or supports can also be helpful in getting or keeping a job. How important for you is each of the following supports in helping you to either get or to keep a job? Please check only one box for each statement.

	Very Important	Moderately Important	Somewhat Important	Not Important OR Not Needed
Help at <u>home</u> from a paid personal assistant or helper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help at <u>work</u> from a paid personal assistant or helper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support from family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational rehabilitation services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job coach or support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support from other professionals such as a personal manager or case manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Control over pace or scheduling of your work activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other work accommodations based on disability or personal needs, such as extra training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paid time off or paid vacation time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affordable health insurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affordable mental health benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other support? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. For your current job, did you need any changes or modifications because of a physical, mental health, or intellectual disability? This includes any assistive devices, extra training, scheduling changes, or anything else you needed because of a disability.

No

Yes → Are there any changes or modifications that you still need at this job?

14. Have you ever turned down a raise, increase in hours, or job offer because it might affect your Social Security, disability, medical, or other benefits?

No

Yes

15. What does having a job mean to you?

16. Do you want a different job?

No

Yes → What help, training, or assistive devices do you need to get a different job?

17. Sometimes a disability may make it more difficult for a person to work. Do you have any of the following disabilities? Please check either no or yes for each one.

	No	Yes
<u>Physical</u> disability that makes it difficult for you to walk, move, or get around?	<input type="checkbox"/>	<input type="checkbox"/>
<u>Intellectual</u> disability, such as autism, mental retardation, or a learning disability?	<input type="checkbox"/>	<input type="checkbox"/>
<u>Mental illness</u> disability, such as schizophrenia, bipolar, or personality disorder?	<input type="checkbox"/>	<input type="checkbox"/>
<u>Hearing</u> disability, such as deafness?	<input type="checkbox"/>	<input type="checkbox"/>
<u>Vision</u> disability, such as blindness?	<input type="checkbox"/>	<input type="checkbox"/>

18. What is your primary disability?

19. How old were you when your primary disability started? _____

20. Did you work before you became disabled?

No

Yes → What kind of work did you do before you became disabled? If you worked at more than one job, please tell us about the one you where you earned the most money.

Please go to Part II of the survey, the white packet.

**Fill out this green form only if you have worked in the past,
but are not currently working.**

**If you are currently working, please fill out the Blue form.
If you have never worked, please fill out the Yellow form.**

All responses are confidential.

Please check only one box per question, unless asked to do otherwise.

1. People are considered to be working if they are earning any amount of money for any amount of work performed. This includes working for an employer or being self-employed and working for yourself. Have you ever worked for pay according to this definition?
 - Yes, I have worked for pay in the past, but I am not currently working for pay. → **Fill out this Green form, Not currently Working but worked in past**
 - Yes, I am currently working for pay. → **Stop here, and Go to the Blue form, Currently working**
 - No, I have never worked for pay. → **Stop here, and Go to the Yellow form, Never worked**

2. When did you stop working?
 - Less than 1 year ago
 - 1 to 5 years ago
 - More than 5 years ago

3. What was your last job or position?

4. How long did you work for your last employer? (If you were self-employed, How long were you self-employed?)
 - Less than 1 year
 - 1 year to less than 2 years
 - 2 years to up to 5 years
 - 5 years or more

5. What best describes your last job? Please check only one.
 - Competitive employment – A job with competitive wages in the community which you applied for on your own and was not set aside for persons with a disability. Or, you were self-employed.
 - Subsidized employment – A job with competitive wages in the community which can only be given to a person with a disability
 - Supported employment with some support – A job coach or other individualized support staff sometimes or periodically assisted you to get, work at, or keep your job
 - Supported employment with continuous support – A job coach or other individualized support staff assisted you all or most of the time to get, work at, or keep your job
 - Group supported employment or vocational program
 - Clubhouse or therapeutic work
 - Transitional employment – A job in the community where you were placed by an agency and received short term support
 - Other (write in) _____

6 How many hours did you typically work each week at your last job? _____ hours a week

7 What was your average hourly wage before taxes at your last job?

- Less than \$8.00 an hour \$15 – 19.99 an hour
 \$8 – 9.99 an hour \$20 or more an hour
 \$10 – 14.99 an hour Other: \$_____per_____

8 How much did you like your last job?

- A lot A little
 Some Not at all

9 How much of your talents and abilities did your last job require you to use?

- A lot A little
 Some Not at all

10. Would you like to have a job?

- No
 Yes

11. During the next 12 months, how likely is it that you will get a job?

- Very likely Not too likely
 Somewhat likely Not at all likely

12. What are some of the challenges you will have to overcome in order to work or have a job?

13. Are you actively looking for a job or job hunting at this time?

- No
 Yes → What help, training, or assistive devices do you need to get a new job?

14. In the past two years, how many times have you changed jobs or left jobs for whatever reason?

_____ job changes in the past 2 years

15. Have you ever turned down a raise, increase in hours, or job offer because it might affect your Social Security, disability, or other benefits?

- No
 Yes

16. Thinking about your last job, please tell us if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each statement by checking the box. Please check only one box for each statement.

	<u>Strongly agree</u>	<u>Somewhat agree</u>	<u>Somewhat disagree</u>	<u>Strongly disagree</u>
<u>How I Felt On My Last Job</u>				
I looked forward to coming to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt physically worn out at the end of the day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working made me feel like I was needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My job kept me busy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was satisfied with my schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wanted to work more hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wanted a different job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Pay and Benefits</u>				
I was happy with the amount that job paid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That job provided the medical coverage I needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The vacation time or other benefits on that job were good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Advancement and Job Security</u>				
I had a fairly good chance for promotion in that job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would need more training or education in order to get a better paying job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Supervisor</u>				
My supervisor was fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervisor was difficult to get along with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Co-workers</u>				
I had a co-worker I considered a friend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I spent time with a co-worker after work or on weekends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had at least one co-worker who helped me when I was at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. What would having a job mean to you?

18. What job would you like to have?

19. Some people use assistive devices to help them at work. How important for you is each of the following assistive devices in helping you either to get or to keep a job? Please check only one box for each statement.

	<u>Very Important</u>	<u>Moderately Important</u>	<u>Somewhat Important</u>	<u>Not Important OR Not Needed</u>
Computer access aides (touch screens, modified or keyless entry, voice to text software, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication aides (communication boards, voice activated telephone, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing and listening aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Devices for the blind and visually impaired	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structural adaptations (entrance ramps, expanded doorways, accessible workspace, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobility aides (electric wheelchair, stair lift, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation aides (lift van, lift bus, adaptive driving controls, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Other assistance or supports can also be helpful in getting or keeping a job. How important for you is each of the following supports in helping you to either get or to keep a job? Please check only one box for each statement.

	<u>Very Important</u>	<u>Moderately Important</u>	<u>Somewhat Important</u>	<u>Not Important OR Not Needed</u>
Help at <u>home</u> from a paid personal assistant or helper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help at <u>work</u> from a paid personal assistant or helper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support from family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational rehabilitation services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job coach or support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support from other professionals such as a personal manager or case manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Control over pace or scheduling of your work activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other work accommodations based on disability or personal needs, such as extra training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paid time off or paid vacation time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affordable health insurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affordable mental health benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other support? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. For your last job, did you need any changes or modifications because of a physical, mental health, or intellectual disability? This would include any assistive devices, extra training, scheduling changes, or anything else you needed because of a disability.

No

Yes → What changes or modifications did you need but did not get at your last job?

22. Are you currently in any of the following vocational or activity programs? Check all that apply.

Day activity program

Vocational program

Volunteer position without pay

Going to school, full or part time

Clubhouse or therapeutic work program

Sheltered workshop

Group supported employment

Individually supported employment

Transitional employment

Something else (describe): _____

23. Sometimes a disability may make it more difficult for a person to work. Do you have any of the following disabilities? Please check either no or yes for each one.

	No	Yes
<u>Physical</u> disability that makes it difficult for you to walk, move, or get around?	<input type="checkbox"/>	<input type="checkbox"/>
<u>Intellectual</u> disability, such as autism, mental retardation, or a learning disability?	<input type="checkbox"/>	<input type="checkbox"/>
<u>Mental illness</u> disability, such as schizophrenia, bipolar, or personality disorder?	<input type="checkbox"/>	<input type="checkbox"/>
<u>Hearing</u> disability, such as deafness?	<input type="checkbox"/>	<input type="checkbox"/>
<u>Vision</u> disability, such as blindness?	<input type="checkbox"/>	<input type="checkbox"/>

24. What is your primary disability? _____

25. How old were you when your primary disability started? _____

26. Did you work before you became disabled?

No

Yes → What kind of work did you do before you became disabled? If you worked at more than one job, please tell us about the one you where you earned the most money.

Please go to Part II of the survey, the white packet.

6. Are you actively looking for a job or job hunting at this time?

No

Yes → What help, training, or assistive devices do you need to get a job?

7. What would having a job mean to you?

8. Have you ever turned down a job offer, increase in hours, or raise because it might affect your Social Security, disability, or other benefits?

No

Yes

9. Assistance or supports can be helpful in getting or keeping a job. How important for you would each of the following supports be in helping you to either get or to keep a job? Please check only one box for each statement.

	<u>Very Important</u>	<u>Moderately Important</u>	<u>Somewhat Important</u>	<u>Not Important OR Not Needed</u>
Help at <u>home</u> from a paid personal assistant or helper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help at <u>work</u> from a paid personal assistant or helper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support from family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational rehabilitation services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job coach or support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support from other professionals such as a personal manager or case manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Control over pace or scheduling of your work activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other work accommodations based on disability or personal needs, such as extra training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paid time off or paid vacation time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affordable health insurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affordable mental health benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other support? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Some people use assistive devices to help them at work. How important for you would each of the following assistive devices be in helping you to either get or keep a job? Please check only one box for each statement.

	<u>Very Important</u>	<u>Moderately Important</u>	<u>Somewhat Important</u>	<u>Not Important OR Not Needed</u>
Computer access aides (touch screens, modified or keyless entry, voice to text software, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication aides (communication boards, voice activated telephone, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing and listening aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Devices for the blind and visually impaired	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structural adaptations (entrance ramps, expanded doorways, accessible workspace, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobility aides (electric wheelchair, stair lift, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation aides (lift van, lift bus, adaptive driving controls, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Sometimes a disability may make it more difficult for a person to work. Do you have any of the following disabilities? Please check either no or yes for each one.

	No	Yes
<u>Physical</u> disability that makes it difficult for you to walk, move, or get around?	<input type="checkbox"/>	<input type="checkbox"/>
<u>Intellectual</u> disability, such as autism, mental retardation, or a learning disability?	<input type="checkbox"/>	<input type="checkbox"/>
<u>Mental illness</u> disability, such as schizophrenia, bipolar, or personality disorder?	<input type="checkbox"/>	<input type="checkbox"/>
<u>Hearing</u> disability, such as deafness?	<input type="checkbox"/>	<input type="checkbox"/>
<u>Vision</u> disability, such as blindness?	<input type="checkbox"/>	<input type="checkbox"/>

12. What is your primary disability? _____

13. How old were you when your primary disability started? _____

14. Did you work before you became disabled?

No

Yes → What kind of work did you do before you became disabled? If you worked at more than one job, please tell us about the one you where you earned the most money.

Please go to Part II of the survey, the white packet.

Part II

This section is for everyone to fill out.

Please fill out this white form and one of the colored forms.

All responses are confidential.

Please check only one box per question, unless asked to do otherwise.

Management of a Paid Assistant or Helper

People sometimes employ someone to help them with tasks like personal care, mobility, or communication. This person could be a personal assistant, helper, or anyone else who is paid to help them at home or at work.

There are different ways for people to manage or work with their paid assistants or helpers. We would like to know how you would like to manage a paid assistant. **Even if you have not used a paid assistant or helper in the past, we are still interested in what you think.**

1. Who besides you should take part in the **finding and hiring** a paid assistant? Check all that apply.
 - Family or spouse
 - Friend or neighbor
 - Personal manager, case manager, or vocational specialist
 - State agency, such as DSS, BRS, DMR, DMHAS, etc.
 - Professional or provider agency, such as a home care agency, ARC, etc.
 - No one else besides me

2. Who besides you should take part in the **training and managing** of a paid assistant? Check all that apply.
 - Family or spouse
 - Friend or neighbor
 - Personal manager, case manager, or vocational specialist
 - State agency, such as DSS, BRS, DMR, DMHAS, etc.
 - Professional or provider agency, such as a home care agency, ARC, etc.
 - No one else besides me

3. Who besides you should take part in **making sure your assistant is paid**? Check all that apply.
 - Family or spouse
 - Friend or neighbor
 - Personal manager, case manager, or vocational specialist
 - State agency, such as DSS, BRS, DMR, DMHAS, etc.
 - Professional or provider agency, such as a home care agency, ARC, etc.
 - No one else besides me

4. Do you **currently** have any paid assistant or helper working for you?
 - Yes, I currently have a paid assistant → **Go to Question 5, page 2**
 - No, I do not currently have a paid assistant, but I had one in the past → **Go to Question 10, page 3**
 - No, I never had a paid assistant → **Go to Question 16, page 3**

Currently Employing a Personal Assistant

If you do not currently have a paid personal assistant, go to Question 10, page 3

5. Overall, how satisfied are you with the quality of work provided to you by your paid assistant/s?
- Very satisfied
 - Somewhat satisfied
 - Somewhat dissatisfied
 - Very dissatisfied
6. How satisfied are you with the service schedule of your paid assistant, such as the day of the week and time of day?
- Very satisfied
 - Somewhat satisfied
 - Somewhat dissatisfied
 - Very dissatisfied
7. Do you need more paid personal help or assistance than you are currently receiving?
- No
 - Yes → Do you need more paid personal assistance at home, at work, or both?
 - At home only
 - At work only
 - Both at home and at work
8. Have you ever had any problems or hassles with any of your paid assistant/s or helper/s, either now or in the past?
- No
 - Yes → What problems or hassles have you had with your paid assistant/s?

9. Please mark one box for each statement showing how much you agree or disagree with each one: strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

	Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree
I am sure I can find and hire the right paid assistant or helper for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If my paid assistant or helper is not doing a good job, I can talk directly with him/her about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If my paid assistant or helper cannot come in that day, I can always find someone else to assist me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can work out any disagreements I may have with my paid assistant or helper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you currently have a paid personal assistant, go to General Information, Page 5.

Not Currently Employing a Personal Assistant

If you currently have a paid personal assistant, go to General Information, Page 5.

10. Have you ever had a paid assistant or helper working for you, even if it were for a short period of time?
- No → **Skip to Question 16**
- Yes
11. When did your last paid assistant or helper stop working for you?
- Less than 6 months ago
- 6 months to 1 year ago
- More than one year ago
12. Why did your last paid assistant or helper stop working for you?
-
-
13. Overall, how satisfied were you with the quality of work provided to you by your last paid assistant/s?
- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied
14. How satisfied were you with the service schedule of your last paid assistants, such as the day of the week and time of day?
- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied
15. Did you ever have any problems or hassles with any of your paid assistants or helpers?
- No
- Yes → What problems or hassles did you have with your paid assistants?
-
-
16. Would you like to have a paid personal assistant or helper at this time?
- No
- Yes → Would you like help from a paid assistant at home, at work, or both?
- At home only
- At work only
- Both at home and at work

17. Please mark one box for each statement showing how much you agree or disagree with each one: strongly agree, somewhat agree, somewhat disagree, or strongly disagree. It does not matter if you have had a paid assistant or not. Just answer how you think it would be to employ a paid assistant.

	Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree
I am sure I can find and hire the right paid assistant or helper for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If my paid assistant or helper is not doing a good job, I can talk directly with him/her about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If my paid assistant or helper cannot come in that day, I can always find someone else to assist me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can work out any disagreements I may have with my paid assistant or helper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please continue with General Information, page 5.

General Information

This section is for everyone to fill out.

All responses are confidential.

Please check only one box per question, unless asked to do otherwise.

Health

1. How would you rate your overall health at this time?
 - Excellent
 - Good
 - Fair
 - Poor

2. In the past year, have you needed assistance from another person with personal care at home, such as bathing, dressing, eating, or toileting?
 - No
 - Yes

3. In the past year, have you needed assistance from another person with personal care at work, such as eating or toileting?
 - No
 - Yes

4. In the past year, have you needed assistance from another person with activities such as cooking, housecleaning, laundry, errands, or shopping?
 - No
 - Yes

Housing

5. I am currently living... (Check only one.)
 - By myself without any paid supervision or support
 - With a spouse or other relatives
 - With a live-in paid assistant
 - With a friend or roommate without any paid supervision or support
 - In a supervised living apartment or program
 - In a transitional group home or halfway house
 - In a community living arrangement or group home
 - In a community training home (CTH or CTO)
 - In a board and care home
 - Other _____

6. Thinking about where you live, please mark one box for each statement showing how much you agree or disagree with each one: strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

	Strongly Agree	Somewhat Agree	Somewhat disagree	Strongly disagree	
My neighborhood is safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There is a city bus stop within easy access from where I live.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I have a neighbor who is also my friend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I need more assistive technology or devices in order to easily live in my home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I need more home modifications or changes in order to easily live in my home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There is a grocery store within easy access of where I live.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I would like more privacy where I live.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I get along well with the people I live with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> I live alone

7. Were there any times in the past 12 months when you did not have enough money to: (Check all that apply.)
- Pay rent, mortgage, or real estate taxes
 - Pay utility bills (heat, electricity, phone)
 - Pay more than the minimum balance due on a credit card
 - Purchase or repair a car or van
 - Pay for medical or health care
 - Buy needed food
 - Pay for child care
 - Pay for anything else _____

Transportation

8. How do you usually get to places out of walking distance? This can include going to work or getting to any other activities you do on a regular basis. Check all that apply.
- I drive myself in my own car or van
 - Someone else drives me in my car or van
 - I get a ride from another person in his/her car
 - I use public transportation such as a city bus
 - I use the group home or day program van
 - I use dial a ride, a handicapped van, or para-transit
 - I use a taxi service
 - Other _____

9. What transportation difficulties have you had in the past 12 months? Check all that apply.
- The car I use is not always available or needs repairs.
 - I do not always have access to a lift van.
 - Public buses are not always available or are difficult to use.
 - The dial-a-ride, handicapped van, or other transportation I use is not always available.
 - It costs too much.
 - The van or bus will not take me to all the places I need to go.
 - A person is not always available to assist or to drive me.
 - Other _____

General Information

10. What is your age? _____
11. What is your gender?
- Male
 - Female
12. What is your marital status?
- Married
 - Widowed
 - Divorced or Separated
 - Single, never married
 - Living together as though married or had a civil union
13. What is the highest grade or year you finished in school?
- 8th grade or less
 - Some high school
 - High school diploma or GED
 - Post high school other than college
 - Some college or two year degree
 - Four year college degree
 - More than four year college degree
14. Which category best describes your race?
- White or Caucasian
 - Black or African-American
 - Asian, including Asian Indian, Chinese, Filipino, Korean, Vietnamese, or other Asian
 - American Indian or Alaska Native
 - Native Hawaiian, Samoan, or other Pacific Islander
 - Other (write in) _____
15. Are you of Spanish, Latino, or Hispanic origin?
- No
 - Yes

Please continue on the back.

16. What language do you mainly speak at home?
- English
 - Spanish
 - Other _____
17. What is your total family income from all sources before taxes? We are not interested in your exact income, just the income category you fit into.
- Under \$10,000
 - \$10,000 to under \$25,000
 - \$25,000 to under \$50,000
 - \$50,000 or more
18. Who filled out this survey? Please list everyone who filled out this survey. Do not put in anyone's name. Instead, check the box describing that person's relationship to the client who this survey is about. Check all that apply.
- Client who this survey is about
 - Spouse or partner of client
 - Parent of client
 - Other relative of client
 - Friend of client
 - Personal assistant or other paid helper of client
 - Case worker or manager of client
 - Vocational counselor of client
 - Other (list relationship to client): _____

**Thank you for taking the time to participate in this survey.
Please mail your completed survey in the postage paid,
self-addressed envelope provided.**

Currently Working (Phone, In-Person)

ID: _____

Interviewer: _____

Date: _____

Circle one: Phone In-person

Time start: _____

1. First we'd like to talk about your job or work. People are considered to be working if they are earning any amount of money for any amount of work performed. This includes working for an employer or being self-employed and working for yourself. Are you currently working according to this definition?

- Yes, I am currently working → **Continue with Question 2**
- No, but I have worked for pay in the past → **Go to form Worked in past**
- No, I have never worked for pay → **Go to form Never worked**

2. What is your current job or position? If you work at more than one job, think about the one where you earn the most money.

3. What best describes your current job? Would you say it is... (Check only one.)

- Competitive employment – A job with competitive wages in the community which you applied for on your own and is not set aside for persons with a disability. Or, you are self employed.
- Subsidized employment – A job with competitive wages in the community which can only be given to a person with a disability
- Supported employment with some support – A job coach or other individualized support staff sometimes or occasionally assists you to get, work at, or keep your job
- Supported employment with continuous support – A job coach or other individualized support staff assists you all or most of the time to get, work at, or keep your job
- Group supported employment or vocational program
- Clubhouse or therapeutic work
- Transitional employment – A job in the community where you are placed by an agency and receive short term support
- Other (write in) _____

- Don't know
- Refused

4. How long have you worked for your current employer? (If currently self-employed, How long have you been self-employed?)
- Less than 1 year
 - 1 year to less than 2 years
 - 2 years to up to 5 years
 - 5 years or more
 - DNK
 - REF
5. How many hours do you typically work each week? _____ hours a week
6. What is your average hourly wage before taxes for your primary job? Is it...
- Less than \$8.00 an hour
 - \$8 – 9.99 an hour
 - \$10 – 14.99 an hour
 - \$15 – 19.99 an hour
 - \$20 or more an hour
 - Other: \$_____ per _____
 - DNK
 - REF
7. How much do you like your current job? Do you like it...
- A lot
 - Some
 - A little
 - Not at all
 - DNK
 - REF
8. How much of your talents and abilities does your job require you to use?
- A lot
 - Some
 - A little
 - Not at all
 - DNK
 - REF
9. During the next 12 months, how likely is it that you will get a new job or leave your job for whatever reason?
- Very likely
 - Somewhat likely
 - Not too likely
 - Not at all likely
 - DNK
 - REF

10. Thinking about your current job, please tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree for each one.

	Strongly agree	Some what agree	Some what disagree	Strongly disagree	DNK	REF
<u>How I Feel On This Job</u>						
I look forward to coming to work.	<input type="checkbox"/>					
I feel physically worn out at the end of the day.	<input type="checkbox"/>					
Working makes me feel like I am needed.	<input type="checkbox"/>					
My job keeps me busy.	<input type="checkbox"/>					
I am satisfied with my schedule.	<input type="checkbox"/>					
I would like to work more hours.	<input type="checkbox"/>					
<u>Pay and Benefits</u>						
I am happy with the amount this job pays.	<input type="checkbox"/>					
This job provides the medical coverage I need.	<input type="checkbox"/>					
The vacation time or other benefits on this job are good.	<input type="checkbox"/>					
<u>Advancement and Job Security</u>						
I have a fairly good chance for promotion in this job.	<input type="checkbox"/>					
I feel that there is a good chance of my losing this job in the next year.	<input type="checkbox"/>					
I would need more training or education in order to get a better paying job.	<input type="checkbox"/>					
<u>Supervisor</u>						
My supervisor is fair.	<input type="checkbox"/>					
My supervisor is difficult to get along with.	<input type="checkbox"/>					
<u>Co-workers</u>						
I have a co-worker I consider a friend.	<input type="checkbox"/>					
I spend time with a co-worker after work or on weekends.	<input type="checkbox"/>					
I have at least one co-worker who helps me when I am at work.	<input type="checkbox"/>					

11. What are some of the challenges or things that make it difficult for you to work?

[Probe: What makes it difficult for you to work or have a job? For example, some people may not feel well enough to work, while others may not have transportation.]

12. What would help you overcome these challenges or difficulties?

[If none are listed, or if need probe, say: What would make it easier for you to keep working? What support or assistance would help you work or make it easier for you to work/have a job?]

13. Some people use assistive devices to help them at work. How important for you is each of the following assistive devices in helping you either to get or to keep a job? Please tell me if it is very important, moderately important, somewhat important, not important, or if you do not need this support.

It doesn't matter if you currently have this assistance or not. We are interested in how important each one would be for you in helping you to get or work at a job.

Assistive Devices	Very Important	Moderately Important	Somewhat Important	Not Important OR Not Needed	DNK	REF
Computer access aides (touch screens, modified or keyless entry, voice to text software, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication aides (communication boards, voice activated telephone, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing and listening aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Devices for the blind and visually impaired	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structural adaptations (entrance ramps, expanded doorways, accessible workspace, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobility aides (electric wheelchair, stair lift, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation aides (lift van, lift bus, adaptive driving controls, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Other assistance or supports can also be helpful in getting or keeping a job. How important for you is each of the following in helping you to either get or to keep a job? Please tell me if it is very important, moderately important, somewhat important, not important, or if you do not need this support.

It doesn't matter if you currently have this assistance or not. We are interested in how important each one would be for you in helping you to get or work at a job.

Support	Very Important	Moderately Important	Somewhat Important	Not Important OR Not Needed	DNK	REF
Help at <u>home</u> from a paid personal assistant or helper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help at <u>work</u> from a paid personal assistant or helper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support from family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational rehabilitation services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job coach or support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support from other professionals such as a personal manager or case manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Control over pace or scheduling of your work activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other work accommodations based on disability or personal needs, such as extra training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paid time off or paid vacation time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affordable health insurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affordable mental health benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other support? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. How would you describe a supportive employer? What would make an employer supportive or helpful? [Probe: What could an employer do that would be supportive or helpful to you as an employee?]

16. For your current job, did you need any changes or modifications because of a physical, mental health, or intellectual disability? This includes any assistive devices, extra training, scheduling changes or anything else you needed because of a disability.

- No → **Skip to Question 17**
- Yes
- DNK
- REF

IF YES or DNK:

16a. What changes or modifications did you get at your current job?

16b. What changes or modifications do you still need at this job?

17. What does having a job mean to you?

18. What qualities or traits do you have that an employer might look for? [Probes: What makes you a good employee? What does your employer like about you?]

19. Have you ever turned down a raise, increase in hours, or job offer because it might affect your Social Security, disability, or other benefits?

No → **Skip to Question 20**

Yes

DNK

REF

IF YES or DNK:

- 19a. Can you tell me about that? [Probe: What benefits were you concerned about losing?]

20. In the past two years, how many times have you changed jobs or left jobs for whatever reason?

_____ job changes in the past 2 years

DNK

REF

21. If you could change something about your job, what would it be? [Probe: What would make your job better for you?]

22. Do you want a different job?

No → **Skip to Question 23**

Yes

DNK

REF

IF YES or DNK:

22a. What job would you like to have? [Probe if needed: You do not need to be really specific. Just tell me about what kind of job you would like to have, no matter if you think it really will happen or not. Other probe if needed: What kind of work would you like to do?]

22b. What help, training, or assistive devices do you need to get a different job? [Probe if needed: What support would help you to get a different job? Would you need some special training or education to get a different job?]

23. Sometimes a disability may make it more difficult for a person to work. Do you have any of the following disabilities? Do you have a...

	No	Yes	DNK	REF
<u>Physical</u> disability that makes it difficult for you to walk, move, or get around?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Intellectual</u> disability, such as autism, mental retardation, or a learning disability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Mental illness</u> disability, such as schizophrenia, bipolar, or personality disorder?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Hearing</u> disability, such as deafness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Vision</u> disability, such as blindness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. What is your primary disability? [**Note:** If says “physical disability,” ask What type of physical disability?] (**INT:** If none are checked above, mark Yes appropriately.)

25. How old were you when your primary disability started?

_____ years (code as “0” if at birth)

- DNK
- REF

Ask #26 only if disability began at age 18 or later:

26. Did you work before you became disabled?

- No
- Yes → What kind of work did you do before you became disabled? If you worked at more than one job, please tell me about the one where you earned the most money.

- _____
- DNK
 - REF

Time end: _____

Total time: _____

In-person interviews, Go to PA Vignettes (Purple sheet)

Phone interviews, Go to Part II – Managing Your PA (White booklet)

Worked in Past (Phone, In-Person)

ID: _____

Interviewer: _____

Date: _____

Circle one: Phone In-person

Time start: _____

1. **INTERVIEWER:** Fill in Employment Status:

- Currently working → **Use form, Currently working**
- Worked for pay in the past → **Continue with Question 2**
- Never worked for pay → **Use form, Never worked**

2. When did you stop working?

- Less than 1 year ago
- 1 to 5 years ago
- More than 5 years ago
- DNK
- REF

3. What was your last job or position? (If you worked at more than one job, think about the one where you earned the most money.)

4. What best describes your last job? Would you say it was... (Check only one.)

- Competitive employment – A job with competitive wages in the community which you applied for on your own and is not set aside for persons with a disability. Or, you are self employed.
- Subsidized employment – A job with competitive wages in the community which can only be given to a person with a disability
- Supported employment with some support – A job coach or other individualized support staff sometimes or occasionally assists you to get, work at, or keep your job
- Supported employment with continuous support – A job coach or other individualized support staff assists you all or most of the time to get, work at, or keep your job
- Group supported employment or vocational program
- Clubhouse or therapeutic work
- Transitional employment – A job in the community where you are placed by an agency and receive short term support
- Something else (write in) _____

- Don't know
- Refused

5. How long did you work for your last employer? (If you were self-employed, How long were you self-employed?)
- Less than 1 year
 - 1 year to less than 2 years
 - 2 years to up to 5 years
 - 5 years or more
 - DNK
 - REF
6. How many hours did you typically work each week at your last job?
- _____ hours a week
- DNK
 - REF
7. What was your average hourly wage before taxes for your last job? Was it...
- Less than \$8.00 an hour
 - \$8 – 9.99 an hour
 - \$10 – 14.99 an hour
 - \$15 – 19.99 an hour
 - \$20 or more an hour
 - Other: \$_____per_____
 - DNK
 - REF
8. How much did you like your last job?
- A lot
 - Some
 - A little
 - Not at all
 - DNK
 - REF
9. How much of your talents and abilities did your last job require you to use?
- A lot
 - Some
 - A little
 - Not at all
 - DNK
 - REF

10. Thinking about your last job, please tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each one.

	Strongly agree	Some what agree	Some what disagree	Strongly disagree	DNK	REF
<u>How I Felt On My Last Job</u>						
I looked forward to coming to work.	<input type="checkbox"/>					
I felt physically worn out at the end of the day.	<input type="checkbox"/>					
Working made me feel like I was needed.	<input type="checkbox"/>					
My job kept me busy.	<input type="checkbox"/>					
I was satisfied with my schedule.	<input type="checkbox"/>					
I wanted to work more hours.	<input type="checkbox"/>					
I wanted a different job.	<input type="checkbox"/>					
<u>Pay and Benefits</u>						
I was happy with the amount that job paid.	<input type="checkbox"/>					
My job provided the medical coverage I needed.	<input type="checkbox"/>					
The vacation time or other benefits on that job were good.	<input type="checkbox"/>					
<u>Advancement and Job Security</u>						
I had a fairly good chance for promotion in that job.	<input type="checkbox"/>					
I would need more training or education in order to get a better paying job.	<input type="checkbox"/>					
<u>Supervisor</u>						
My supervisor was fair.	<input type="checkbox"/>					
My supervisor was difficult to get along with.	<input type="checkbox"/>					
<u>Co-workers</u>						
I had a co-worker I considered a friend.	<input type="checkbox"/>					
I spent time with a co-worker after work or on weekends.	<input type="checkbox"/>					
I had at least one co-worker who helped me when I was at work.	<input type="checkbox"/>					

11. If you could have changed something about your last job, what would it be? [Probe: What would have made your job better for you?]

12. Would you like to have a job?

- No
 Yes
 DNK
 REF

13. During the next 12 months, how likely is it that you will get a job?

- Very likely
 Somewhat likely
 Not too likely
 Not at all likely
 DNK
 REF

Ask 14 If YES or DNK to #12:

14. What job would you like to have? [Probe if needed: You do not need to be really specific. Just tell me about what kind of job you would like to have, no matter if you think it really will happen or not. Other probe if needed: What kind of work would you like to do?]

15. Are you actively looking for a job or job hunting at this time?

- No
 Yes
 DNK
 REF

16. What help, training, or assistive devices do you need to get a new job? [Probe if needed: What other support would help you to get a new job?]

17. What are some of the challenges you will have to overcome in order to work or have a job? [Probe: What makes it difficult for you to work or difficult to have a job? For example, some people may not feel well enough to work, while others may not have transportation.]

18. What would help you overcome these challenges? [If none are listed, or if need probe: What would make it easier for you to work? What support or assistance would help you work or make it easier for you to have a job?]

19. What qualities or traits do you have that an employer might look for? [Probes: What makes or made you a good employee? What did your employer like about you?]

20. What would having a job mean to you?

21. Some people use assistive devices to help them at work. How important for you is each of the following assistive devices in helping you either to get or to keep a job? Please tell me if it is very important, moderately important, somewhat important, not important, or if you do not need this support.

It doesn't matter if you had this assistance or not. We are interested in how important each one would be for you in helping you to get or work at a job.

Assistive Devices	Very Important	Moderately Important	Somewhat Important	Not Important OR Not Needed	DNK	REF
Computer access aides (touch screens, modified or keyless entry, voice to text software, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication aides (communication boards, voice activated telephone, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing and listening aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Devices for the blind and visually impaired	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structural adaptations (entrance ramps, expanded doorways, accessible workspace, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobility aides (electric wheelchair, stair lift, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation aides (lift van, lift bus, adaptive driving controls, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Other assistance or supports can also be helpful in getting or keeping a job. How important for you is each of the following in helping you to either get or to keep a job? Please tell me if it is very important, moderately important, somewhat important, not important, or if you do not need this support.

It doesn't matter if you had this assistance or not. We are interested in how important each one would be for you in helping you to get or work at a job.

Support	Very Important	Moderately Important	Somewhat Important	Not Important OR Not Needed	DNK	REF
Help at <u>home</u> from a paid personal assistant or helper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help at <u>work</u> from a paid personal assistant or helper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support from family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational rehabilitation services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job coach or support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support from other professionals such as a personal manager or case manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Control over pace or scheduling of your work activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other work accommodations based on disability or personal needs, such as extra training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paid time off or paid vacation time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affordable health insurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affordable mental health benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other support? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. How would you describe a supportive employer? What would make an employer supportive or helpful? [Probe: What could an employer do that would be supportive or helpful to you as an employee?]

24. For your last job, did you need any changes or modifications because of a physical, mental health, or intellectual disability? This includes any assistive devices, extra training, scheduling changes or anything else you needed because of a disability.

- No → **Skip to Question 25**
- Yes
- DNK
- REF

IF YES or DNK:

24a. What changes or modifications did you get at your last job?

24b. What changes or modifications did you need but did not get at your last job?

25. In the past two years, how many times have you changed jobs or left jobs for whatever reason?

_____ job changes in the past 2 years

26. Have you ever turned down a raise, increase in hours, or job offer because it might affect your Social Security, disability, or other benefits?

No

Yes → Can you tell me about that? [Probe: What benefits were you concerned about losing?]

27. Are you currently in any of the following vocational or activity programs? (**INT**: Read list and check all that apply.)

Day activity program

Vocational program

Volunteer position without pay

Going to school, full or part time

Clubhouse or therapeutic work program

Sheltered workshop

Group supported employment

Individually supported employment

Transitional employment

Something else (describe): _____

28. Sometimes a disability may make it more difficult for a person to work. Do you have any of the following disabilities? Do you have a...

	No	Yes	DNK	REF
<u>Physical</u> disability that makes it difficult for you to walk, move, or get around?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Intellectual</u> disability, such as autism, mental retardation, or a learning disability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Mental illness</u> disability, such as schizophrenia, bipolar, or personality disorder?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Hearing</u> disability, such as deafness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Vision</u> disability, such as blindness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. What is your primary disability? [**Note:** If says “physical disability,” ask What type of physical disability?] (**INT:** If none are checked above, mark Yes appropriately.)

30. How old were you when your primary disability started?

_____ years (code as “0” if at birth)

- DNK
- REF

Ask #31 only if disability began at age 18 or later:

31. Did you work before you became disabled?

- No
- Yes → What kind of work did you do before you became disabled? If you worked at more than one job, please tell me about the one where you earned the most money.

-
- DNK
 - REF

In-person interviews, Go to PA Vignettes (Purple sheet)

Phone interviews, Go to Part II – Managing Your PA

Never worked for pay (Phone, In-Person)

ID: _____

Interviewer: _____

Date: _____

Circle one: Phone In-person

Time start: _____

1. **INTERVIEWER:** Fill in Employment Status:
 - Currently working → **Use form, Currently working**
 - Worked for pay in the past → **Use form, Worked in past**
 - Never worked for pay → **Continue with Question 2**

2. We are interested in the kinds of programs you are in. Are you currently in any of the following vocational or activity programs? (*INT: Read list and check all that apply.*)
 - Day activity program
 - Vocational program
 - Volunteer position without pay
 - Going to school, either full or part time
 - Clubhouse or therapeutic work program
 - Sheltered workshop
 - Group supported employment
 - Individually supported employment – Using a job coach or other individualized support staff to assist you get, work at, or keep a job
 - Transitional employment – A job in the community where you are placed by an agency and receive short term support
 - Something else (write in) _____

 - Don't know
 - Refused

3. Would you like to have a job?
 - No
 - Yes
 - Don't know
 - Refused

4. During the next 12 months, how likely is it that you will get a job?
 - Very likely
 - Somewhat likely
 - Not too likely
 - Not at all likely
 - DNK
 - REF

Ask #5 if YES or DNK to #3:

5. What job would you like to have? [Probe if needed: You do not need to be really specific. Just tell me about what kind of job you would like to have, no matter if you think it really will happen or not. Other probe if needed: What kind of work would you like to do?]

6. Are you actively looking for a job or job hunting at this time?

- No
 Yes
 DNK
 REF

7. What help, training, or assistive devices do you need to get a job? [Probe if needed: What support would help you to get a job?]

8. What are some of the challenges you will have to overcome in order to work or have a job? [Probe: What makes it difficult for you to work or difficult to have a job? For example, some people may not feel well enough to work, while others may not have transportation.]

9. What would help you overcome these challenges? [If none are listed, or if need probe: What would make it easier for you to work? What support or assistance would help you work or make it easier for you to have a job?]

10. What qualities or traits do you have that an employer might look for? [Probes: What would make you a good employee?]

11. What would having a job mean to you?

12. Have you ever turned down a job offer, increase in hours, or raise because it might affect your Social Security, disability, or other benefits?

- No → **Go to Question 14**
- Yes
- DNK
- REF

13. **If Yes** – Can you tell me about that? [Probe: What benefits were you concerned about losing?]

14. Assistance or supports can be helpful in getting or keeping a job. How important for you would each of the following supports be in helping you to either get or to keep a job? Please tell me if it would be very important, moderately important, somewhat important, not important, or if you do not need this support.

It doesn't matter if you have this assistance or not. We are interested in how important each one would be for you in helping you to get or work at a job.

Support	Very Important	Moderately Important	Somewhat Important	Not Important OR Not Needed	DNK	REF
Help at <u>home</u> from a paid personal assistant or helper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help at <u>work</u> from a paid personal assistant or helper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support from family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational rehabilitation services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job coach or support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support from other professionals such as a personal manager or case manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Control over pace or scheduling of your work activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other work accommodations based on disability or personal needs, such as extra training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paid time off or paid vacation time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affordable health insurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affordable mental health benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other support? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. How would you describe a supportive employer? What would make an employer supportive or helpful? [Probe: What could an employer do that would be supportive or helpful to you as an employee?]

16. Some people use assistive devices to help them at work. How important for you would each of the following assistive devices be in helping you either to get or to keep a job? Please tell me if it would be very important, moderately important, somewhat important, not important, or if you do not need this support.

It doesn't matter if you have this assistance or not. We are interested in how important each one would be for you in helping you to get or work at a job.

Assistive Devices	Very Important	Moderately Important	Somewhat Important	Not Important OR Not Needed	DNK	REF
Computer access aides (touch screens, modified or keyless entry, voice to text software, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication aides (communication boards, voice activated telephone, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing and listening aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Devices for the blind and visually impaired	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structural adaptations (entrance ramps, expanded doorways, accessible workspace, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobility aides (electric wheelchair, stair lift, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation aides (lift van, lift bus, adaptive driving controls, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Sometimes a disability may make it more difficult for a person to work. Do you have any of the following disabilities? Do you have a...

	No	Yes	DNK	Ref
<u>Physical</u> disability that makes it difficult for you to walk, move, or get around?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Intellectual</u> disability, such as autism, mental retardation, or a learning disability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Mental illness</u> disability, such as schizophrenia, bipolar, or personality disorder?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Hearing</u> disability, such as deafness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Vision</u> disability, such as blindness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. What is your primary disability? [**Note:** If says “physical disability,” ask What type of physical disability?] (If none are checked above, mark Yes appropriately.)

19. How old were you when your primary disability started? _____

Ask #20 only if disability began at age 18 or later:

20. Did you work before you became disabled?

No

Yes → What kind of work did you do before you became disabled? If you worked at more than one job, please tell me about the one where you earned the most money.

DNK

REF

In-person interviews, Go to PA Vignettes (Purple sheet)

Phone interviews, Go to Part II – Managing Your PA (White packet)

Personal Assistance Services and General Information (Phone & In-person)

ID: _____

Interviewer: _____

Date: _____

Circle one: Phone In-person

Time start: _____

Management of a Paid Assistant or Helper

(Do not read introduction for in-person interviews.)

People sometimes employ someone to help them with tasks like personal care, mobility, or communication. This person could be a personal assistant, helper, or anyone else who is paid to help them at home or at work. There are many different ways a paid assistant can be hired or managed. We'd like to know how you would like to manage a paid assistant. **Even if you have not used a paid assistant or helper in the past, we are still interested in what you think.**

1. Do you currently have any paid assistant or helper working for you?
 - Yes
 - No
 - DNK
 - REF

2. Who besides you should take part in the **finding and hiring** a paid assistant? (INT: Read each one and check all that apply.)
 - Family or spouse
 - Friend or neighbor
 - Personal manager, case manager, or vocational specialist
 - State agency, such as DSS, BRS, DMR, DMHAS, etc.
 - Professional or provider agency, such as a home care agency, ARC, etc.
 - No one else besides me
 - Other: _____
 - DNK
 - REF

If currently have a PA ask 2a & 2b:

- 2a. Who currently finds and hires your paid assistant?

2b. Is there anything you would change about the way your paid assistants are currently found or hired? [Probe: Is there anything you do not like about ...]

ASK ALL:

3. Who besides you should take part in the **training and managing** of a paid assistant? (INT: Read each one and check all that apply.)

- Family or spouse
- Friend or neighbor
- Personal manager, case manager, or vocational specialist
- State agency, such as DSS, BRS, DMR, DMHAS, etc.
- Professional or provider agency, such as a home care agency, ARC, etc.
- No one else besides me
- Other: _____
- DNK
- REF

If currently have a PA ask 3a & 3b:

3a. Who currently trains and manages your paid assistant? [Explanation if needed: Managing can include deciding the schedule for each person, what will get done when they are there, creating a back up plan, calling other PAs if necessary if someone doesn't show, etc.]

3b. Is there anything you would change about the way your paid assistants are currently trained or managed?

ASK ALL:

4. Who besides you should take part in **making sure your assistant is paid**? (INT: Read each one and check all that apply.)
- Family or spouse
 - Friend or neighbor
 - Personal manager, case manager, or vocational specialist
 - State agency, such as DSS, BRS, DMR, DMHAS, etc.
 - Professional or provider agency, such as a home care agency, ARC, etc.
 - No one else besides me
 - Other: _____
 - DNK
 - REF

**If person does not currently have a paid assistant, skip to question 18, page 7:
Not Currently Employing a Personal Assistant.**

Currently Employing a Personal Assistant

- 4a. Who currently makes sure your assistant is paid? This may include reporting hours, doing any tax forms, or writing the check. [Probes: How does your PA get paid? Is there anything you do to make sure your PA gets paid?]

- 4b. Is there anything you would change about the way your assistant is paid?

5. We'd like to talk with you a little more about your current personal assistant/s. What types of activities does your paid assistant/s help you with? [Probe if needed, For example, does she/he assist you with personal activities such as bathing or dressing, or with household chores, or with driving or getting around?]

6. Does your paid personal assistant or helper assist you at home, at work, or both?

- At home only
 At work only
 Both at home and at work
 DNK
 REF

7. Overall, how satisfied are you with the quality of work provided to you by your paid assistant/s? Would you say...?

- Very satisfied
 Somewhat satisfied
 Somewhat dissatisfied
 Very dissatisfied
 DNK
 REF

8. What do you really like about the quality of work provided to you by your current paid personal assistant/s? [Probe if said was satisfied: When you said you were ____ satisfied, what were you thinking of?]

9. Is there anything you would change about the quality of work provided to you by your current paid personal assistant/s? [Probe: What do you not like about the quality of her/his work? Is there any way your personal assistant could help you better?]

10. Overall, how satisfied are you with the service schedule of your paid assistant, such as the day of the week and time of day? Would you say...?

- Very satisfied
 Somewhat satisfied
 Somewhat dissatisfied
 Very dissatisfied
 DNK
 REF

11. Do you need more paid personal help or assistance than you are currently receiving?

- No → **Skip to Question 13**
 Yes
 DNK
 REF

12. Do you need more paid personal assistance at home, at work, or both?

- At home only
 At work only
 Both at home and at work
 DNK
 REF
 N/A, I do not need more paid PA help

13. Have you ever had any problems or hassles with any of your paid assistant/s or helper/s, either now or in the past?

- No → **Skip to Question 15**
 Yes
 DNK
 REF

14. What problems or hassles have you had with your paid assistant/s?

15. If your paid assistant/helper cannot come at the last minute, or does not show up, what do you do?

16. Please tell me how much you agree or disagree with each statement using the following scale: strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

	Strongly agree	Some what Agree	Some what Disagree	Strongly disagree	DNK	REF
I am sure I can find and hire the right paid assistant or helper for me.	<input type="checkbox"/>					
If my paid assistant or helper is not doing a good job, I can talk directly with him/her about it.	<input type="checkbox"/>					
If my paid assistant or helper cannot come in that day, I can always find someone else to assist me.	<input type="checkbox"/>					
I can work out any disagreements I may have with my paid assistant or helper.	<input type="checkbox"/>					

17. Before we go to the last section, is there anything you would like to add about employing personal assistants?

Skip to Demographics, etc., question 30, page 10.

Not Currently Employing a Personal Assistant

If person currently has a paid personal assistant, skip to Demographics, etc., Page 10.

18. You said you do not currently have a paid assistant or helper. Have you ever had a paid assistant or helper working for you, even if it were for a short period of time?

- No → **Skip to Question 27, page 9**
- Yes
- DNK
- REF

19. When did your last paid assistant or helper stop working for you?

- Less than 6 months ago
- 6 months to 1 year ago
- More than one year ago
- DNK
- REF

20. Why did your last paid assistant or helper stop working for you?

21. Overall, how satisfied were you with the quality of work provided to you by your last paid assistant/s?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied
- DNK
- REF

22. What did you really like about the quality of work provided to you by your last paid personal assistant/s? [Probe if said was satisfied: When you said you were ____ satisfied, what were you thinking of?]

23. Is there anything you would change about the quality of work provided to you by your last paid personal assistant/s? [Probe: What do you not like about the quality of her/his work? Is there any way your personal assistant could have helped you better?]

24. How satisfied were you with the service schedule of your last paid assistants, such as the day of the week and time of day?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied
- DNK
- REF

25. Did you ever have any problems or hassles with any of your paid assistants or helpers?

- No → **Skip to Question 27**
- Yes
- DNK
- REF

26. What problems or hassles did you have with your paid assistant/s?

Ask all who do not currently have a paid PA:

27. Would you like to have a paid personal assistant or helper at this time?

- No → **Skip to Question 29**
- Yes
- DNK
- REF

28. Would you like help from a paid assistant at home, at work, or both?

- At home only
- At work only
- Both at home and at work
- DNK
- REF
- N/A, I do not want a PA at this time

29. Please tell me how much you agree or disagree with each statement using the following scale: strongly agree, somewhat agree, somewhat disagree, or strongly disagree. It does not matter if you have had a paid assistant or not. Just answer how you think it would be to employ a paid assistant.

	Strongly agree	Some what Agree	Some what Disagree	Strongly disagree	DNK	REF
I am sure I can find and hire the right paid assistant or helper for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If my paid assistant or helper is not doing a good job, I can talk directly with him/her about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If my paid assistant or helper cannot come in that day, I can always find someone else to assist me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can work out any disagreements I may have with my paid assistant or helper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Go on to next section: Demographics, etc.

ASK ALL: Demographics, etc.

Health

30. I'd like to ask you some questions about yourself. First, how would you rate your overall health at this time?
- Excellent
 - Good
 - Fair
 - Poor
 - DNK
 - REF
31. In the past year, have you had paid assistance from another person with personal care at home, such as bathing, dressing, eating, or toileting?
- No
 - Yes
 - DNK
 - REF
32. In the past year, have you had paid assistance from another person with personal care at work, such as eating or toileting?
- No
 - Yes
 - DNK
 - REF
33. In the past year, have you had paid assistance from another person with activities such as cooking, housecleaning, laundry, errands, or shopping?
- No
 - Yes
 - DNK
 - REF

Volunteering

34. Do you currently volunteer, that is do work for an organization, company, or nonprofit agency without getting paid for your work?
- No → **Skip to Question 36**
 - Yes
 - DNK
 - REF
35. How many hours a month do you volunteer?
- _____ hours a MONTH
- DNK
 - REF
 - N/A, I do not volunteer

Housing

36. I am going to read a list of different living situations. Please tell me which one best describes where you live. Do you live...? (INT: Read each one until yes response. Check only one.)

- By yourself without any paid supervision or support
- With a live-in paid assistant
- With a spouse or other relatives
- With a friend or roommate without any paid supervision or support
- In a supervised living apartment or program (SLA/SLP)
- In a transitional group home or halfway house
- In a community living arrangement (CLA) or group home
- In a community training home (CTH or CTO)
- In a board and care home
- Some place else: _____
- DNK
- REF

37. Thinking about where you live, please tell me how much you agree or disagree with each of the following statements: strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

	Strongly Agree	Some what Agree	Some what disagree	Strongly disagree	DNK	REF	
My neighborhood is safe.	<input type="checkbox"/>						
There is a city bus stop within easy access from where I live. <i>(Note: It does not matter if person uses the bus or not.)</i>	<input type="checkbox"/>						
I have a neighbor who is also my friend. <i>(Note: This does <u>not</u> include roommates or housemates.)</i>	<input type="checkbox"/>						
I need more assistive technology or devices in order to easily live in my home. <i>(Note: If does <u>not need any</u> assistive technology, answer is strongly disagree)</i>	<input type="checkbox"/>						
I need more home modifications or changes in order to easily live in my home. <i>(Note: If does <u>not need any</u> home modifications, answer is strongly disagree.)</i>	<input type="checkbox"/>						
There is a grocery store within easy access of where I live.	<input type="checkbox"/>						
I would like more privacy where I live.	<input type="checkbox"/>						
I get along well with the people I live with. <i>(Note: This refers to all roommates, housemates, live-in assistants, etc., person lives with.)</i>	<input type="checkbox"/>	<input type="checkbox"/> I live alone					

38a. **If Agree (strongly or somewhat) to needs more assistive technology:**
What assistive technology or devices do you need in order to more easily live in your home?

38b. **If Agree (strongly or somewhat) to needs home modifications:**
What home modifications or changes do you need in order to more easily live in your home?

39. In the past 12 months, did you have trouble paying for any of the following? Did you have trouble... (INT: Read each one and check if yes.)

- Paying your rent, mortgage, or real estate taxes?
- Paying your utility bills (heat, electricity, phone)?
- Paying more than the minimum balance due on a credit card?
- Purchasing or repairing a car or van?
- Paying for medical or health care?
- Buying needed food?
- Paying for child care?
- Paying for anything else? _____
- DNK
- REF

Transportation

40. How do you usually get to places out of walking distance? This can include going to work or getting to any other activities you do on a regular basis. **[INT: Do not read list – check all person mentions.]**

- I drive myself in my own car or van
- Someone else drives me in my car or van
- I get a ride from another person in his/her car
- I use public transportation such as a city bus
- I use the group home or day program van
- I use dial a ride, a handicapped van, or para-transit
- I use a taxi service
- Other _____
- Other _____
- DNK
- REF

41. Problems with transportation can make it difficult for people to work, shop, or go to the doctor's. What transportation difficulties have you had in the past 12 months?
[INT: Do not read list. Write down what the person says or Check box if it fits into a category.]

- The car I use is not always available or needs repairs.
- I do not always have access to a lift van.
- Public buses are not always available or are difficult to use.
- The dial-a-ride, handicapped van, or other transportation I use is not always available.
- It costs too much.
- The van or bus will not take me to all the places I need to go.
- A person is not always available to assist or to drive me.
- Other _____

General Information

Finally, I'd like to ask you some general information about yourself.

42. What is your age? _____
 DNK
 REF
43. What is your gender?
 Male
 Female
 DNK
 REF
44. What is your marital status?
 Married
 Widowed
 Divorced or Separated
 Single, never married
 Living together as though married or had a civil union
 DNK
 REF
45. What is the highest grade or year you finished in school?
 8th grade or less
 Some high school
 High school diploma or GED
 Post high school other than college (includes LPN or technical school)
 Some college or two year degree
 Four year college degree
 More than four year college degree
 DNK
 REF
46. Which category best describes your race?
 White or Caucasian
 Black or African-American
 Asian, including Asian Indian, Chinese, Filipino, Korean, Vietnamese, or other Asian
 American Indian or Alaska Native
 Native Hawaiian, Samoan, or other Pacific Islander
 Other (write in) _____
 DNK
 REF

47. Are you of Spanish, Latino, or Hispanic origin?
 No DNK
 Yes REF
48. What language do you mainly speak at home?
 English
 Spanish
 Other _____
 DNK
 REF
49. For statistical purposes, I need to ask you a question about your income. Let me remind you that all the information collected in this interview is completely confidential. I'm going to read to you some income categories. Please stop me when I read the category into which your total family income from all sources fell last year before taxes.
 Under \$10,000
 \$10,000 to under \$25,000
 \$25,000 to under \$50,000
 \$50,000 or more
 DNK
 REF

End time: _____

Thank you for taking the time to participate in this survey. We appreciate your help with this project. Findings from this research project would be used to improve employment and community supports for people with disabilities. As a thank you for your time, we will be holding a drawing for 5 people who completed the survey to win a \$50 gift certificate. Would you like to be included in this drawing?

____ **Yes:** What is the best number for us to call to contact you in case you win?

____ **No**

INTERVIEWER:

50. Please check everyone who helped fill out this survey. Do not put in anyone's name. Instead, check the box describing that person's relationship to the client. Check all that apply.
- Client who this survey is about
 - Spouse or partner of client
 - Parent of client
 - Other relative of client
 - Friend of client
 - Personal assistant or other paid helper of client
 - Case worker or manager of client
 - Vocational counselor of client
 - Other (list relationship to client): _____
 - Other (list relationship to client): _____

Preferences for level of control in the organization, planning and management in consumer-directed care. In-Person Interviews Only

We'd like to talk with you about paid personal help or assistance. People sometimes employ someone to help them with tasks like personal care, mobility, or communication. This person could be a personal assistant, helper, or anyone else who is paid to help them at home or at work.

There are different ways for people to manage or work with their paid assistants or helpers. Managing a paid assistant can include finding someone, training them, deciding on a work schedule, and paying them. I'm going to read you three different approaches or ways a person could manage their personal assistants, and then ask you what you think about them. **Even if you have not used a paid assistant or helper in the past, we are still interested in what you think.**

Hand the respondent the Green Approaches Sheet with the three approaches on it, so he/she can read along with the interviewer.

Approach 1

In Approach 1, you and a provider agency talk about what assistance or help you would want from a paid assistant. The provider agency then decides what services and schedule you will get. The agency then finds and purchases the services for you.

Approach 2

In Approach 2, you are given a set budget based on your needs. Together with the personal manager or provider agency of your choice, you decide what services and what schedule you want. You and the provider agency or personal manager work together to find and purchase these services.

Approach 3

In Approach 3, you receive a monthly cash payment for you to hire and manage your own services. In this approach you can also get advice and training to learn how to hire and fire, train, pay, and manage your worker. You would be responsible for finding and purchasing any services you need with the cash payment you are given.

1. Which approach do you like the best? Can you tell me more about that? What do you like about that approach? Why do you like it better than the other ways a person can find and manage a paid assistant?

Appendix H
Employer Survey

Please check only one box per question, unless instructed to do otherwise.

1. What is your job title?

<input type="checkbox"/> CEO, CFO, or Business owner	<input type="checkbox"/> Human Resources
<input type="checkbox"/> Supervisor or manager	<input type="checkbox"/> Other: _____

2. What is your company's 5 digit zip code (the branch where you work)? _____

3. How many employees does your company have in the state of Connecticut?

<input type="checkbox"/> Less than 10	<input type="checkbox"/> 50 – 99	<input type="checkbox"/> 250 – 499
<input type="checkbox"/> 10 – 49	<input type="checkbox"/> 100 – 249	<input type="checkbox"/> 500 or more

4. What type of business is your company in (manufacturing, retail, hospitality, etc.)?

<input type="checkbox"/> Manufacturing/Industry	<input type="checkbox"/> Insurance	<input type="checkbox"/> Financial
<input type="checkbox"/> Retail or sales	<input type="checkbox"/> Skilled trade	<input type="checkbox"/> Education
<input type="checkbox"/> Hospitality	<input type="checkbox"/> Health care	<input type="checkbox"/> Other: _____

5. A common definition of a person with a disability is someone who has a physical or mental condition that substantially limits one of life's major activities, such as work. Does your company currently employ anyone with a physical or mental disability?

Yes No Not sure

6. What occupations or kinds of jobs do you think people with disabilities could hold at your company? Check all that apply.

<input type="checkbox"/> Managers and senior officials	<input type="checkbox"/> Sales and customer service
<input type="checkbox"/> Professional occupations	<input type="checkbox"/> Entry level or unskilled occupations (includes cashiers, waiters, attendants, custodial, etc.)
<input type="checkbox"/> Technical or skilled trade occupations	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Secretarial or administrative assistants	

7. What is the greatest barrier to employers hiring people with disabilities?

8. Overall, how easy or difficult is it for your company to provide the following accommodations to employees with disabilities: very easy, somewhat easy, somewhat difficult, or very difficult? Please check only one box for each statement. (If you cannot think of overall, think about the one job position in your company which has the most employees.)

	<u>Very Easy</u>	<u>Some Easy</u>	<u>Some Difficult</u>	<u>Very Difficult</u>
Provide modifications to the physical environment (such as ramps, adapt desk to wheelchair, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide technology to help employee function in the workplace (such as voice recognition software, a specially designed computer keyboard, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change employee's job tasks or provide a job reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change employee's work hours (includes job-sharing and flextime)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allow employee to work at home and telecommute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide someone to assist the person with job related duties, such as a personal assistant, reader, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. If funds were provided specifically to provide special equipment or accommodations, would your company hire more people with disabilities?
 Yes No Not sure
10. Have you ever received training at your current job on working with or providing accommodations for employees with disabilities?
 Yes No Not sure
11. Which programs or agencies specifically *related to employees with disabilities* have you or your company used? Please check all that apply.
- | | |
|---|---|
| <input type="checkbox"/> I have never used any | <input type="checkbox"/> Government documents |
| <input type="checkbox"/> State agencies, such as the Bureau of Rehabilitation Services, DSS, DMHAS, DMR | <input type="checkbox"/> Internet resources |
| <input type="checkbox"/> Disability or independent living organizations | <input type="checkbox"/> Personal knowledge |
| <input type="checkbox"/> Professional journals | <input type="checkbox"/> Other: _____ |
12. Please check one box for each statement showing how much you agree or disagree with each one: strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

	<u>Strongly Agree</u>	<u>Some Agree</u>	<u>Some Disagree</u>	<u>Strongly Disagree</u>
My company actively encourages job applications from people with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An employee with a disability would have lower productivity or have to take more time off from work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our business does a good job of matching jobs and abilities for employees with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cost of adapting equipment or providing other accommodations at work is too expensive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job applicants who have a disability are usually interested only in part time work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It would be difficult for a person with a disability to perform the jobs that are usually available in my company.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The benefits outweigh the costs of hiring an employee with a disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It will be difficult to find replacements for all the employees retiring due to the aging workforce.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I hire a person with a disability, I might be sued if I do not provide every accommodation they want on the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The government should offer tax incentives or refunds to cover the costs of providing workplace accommodations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employers are generally reluctant to hire someone who they know has a disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would hire more people with disabilities if they had the skills and experience needed for the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for completing this survey.

Please send it back in the self-addressed, postage paid envelope provided.

If you wish to be eligible for one of the five \$100 gift certificates available, please email your contact information to Cindy Gruman at gruman@uchc.edu, or call her at 860-679-4275.

Appendix I

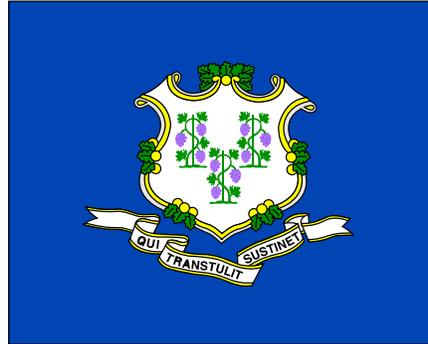
Public Consulting Group Final Report:

State Agency Employment Processes



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STATE OF CONNECTICUT

Medicaid Infrastructure Grant State Agency Employment Processes



May 26, 2006

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I. INTRODUCTION AND METHODOLOGY

Connecticut has received a five year Medicaid Infrastructure Grant (MIG). In the first year of the grant Connecticut is using funds to develop a state-wide strategic plan to increase the employment rate of disabled Connecticut citizens. As a step in information gathering to inform the strategic plan, Connecticut seeks to identify and map the major state level processes associated with moving disabled citizens to employment. As the Steering Committee develops its strategic plan it is critical to gain a good understanding of “what is”. Connecticut is pursuing a multi-agency, multi-discipline approach and reviewing the systems and processes of each agency provides a better opportunity to determine how the strategic plan and objectives will “make sense” under the current agency structures. This will help the team understand how to work within the current system to better leverage agency resources or to propose modifying processes that may prove an impediment to the target population.

The Connecticut MIG project and the University of Connecticut contracted with Public Consulting Group, Inc. to develop employment services process maps for the Bureau of Rehabilitative Services (BRS), the Department of Mental Retardation (DMR), the Department of Mental Health and Addiction Services (DMHAS) and the Board of Education and Services for the Blind (BESB). The goal of the project was to identify state agency processes associated with moving consumers into employment. The focus of the MIG project is on individuals with disabilities. As such, the target population for this review was adults with an identified disability. Identified disability included substance abuse.

PCG focused on agency work processes for assisting consumers with preparing for, accessing and obtaining employment. The review was generally limited to work tasks undertaken specifically with the goal of obtaining consumer employment. PCG met with each identified agency to learn about the state agency process that consumers move through when they are seeking employment. Our meetings were open conversations based on a question guide prepared with the MIG team. In addition to understanding agency/consumer employment processes we sought information on how the agencies track and measure data at various stages in the employment process. The questions utilized during these meetings can be found in Attachment A.

The following sections outline our findings and illustrate the employment processes undertaken by each agency. A narrative description of the agency process follows.

II. SUMMARY OF FINDINGS

We have summarized findings in several categories including Referral/Entrance to Process, Eligibility and Services, Process Gaps, Outcome Measurement/Success, Data Elements/Databases, Community Rehabilitation Providers, Appeals Processes, Career Advancement, Benefits Counseling, Total Length of Time Served and Agency Follow Up, System Barriers and Possible System Improvements.

Referrals/Entrance to Process

- In each of the agencies reviewed, consumers are referred to the agency or program at the start of the process. These referrals come from many different sources – both from inside and outside of state government and often include self-referral.

Eligibility and Services

- Each agency reviewed has unique eligibility criteria for consumers receiving services. However, there is some overlap in the populations served by the four agencies, and consumers may be receiving services from more than one of the agencies simultaneously.
- The uniqueness of the eligibility criteria leads to some gaps in service delivery between the agencies. For example, BESB may serve children who are visually impaired but adult services are only available to the legally blind. BESB will refer visually impaired adults to BRS for services. BESB staff has suggested that often these adults will not meet the prioritization criteria at BRS, and therefore will not receive vocational rehabilitation services.

Process Gaps

- DMHAS identified a communication gap in the state hospital transition process. Hospital staff reported that they do not often get to talk to the LMHA employment staff when they develop the individual's transition plan to the community. DMHAS is working to facilitate linkages between these two pieces of the system.
- DMR identified a gap in providing services to adults who apply for services after high school graduation. The Department often does not have resources available to fund services for this population. DMR suggested that including funding for these adults in their annual budgetary request allow them to provide for a continuous spectrum of services for Connecticut residents with MR issues.

Outcome Measurement/Success

- Each agency reviews individuals' progress and determines individual success compared to the goals outlined in the various individual plans.
- The agencies reviewed conduct varying levels of aggregate success measurement.
 - BRS reviews occupations, wages, hours worked and levels of public assistance and calculates the number of cases successfully closed each year.
 - DMHAS has begun collecting employment services outcome data from the LMHAs for analysis.
 - DMR utilizes a Quality Service Review Process that includes input from clients, providers, and client support networks to evaluate the effectiveness and safety of services.
 - BESB reviews occupations, wages, hours worked and levels of public assistance and calculates the number of vocational rehabilitation cases successfully closed each year. The agency also completes a post transition survey five years after high school students exit the vocational rehabilitation system to assess the long-term employment stability of its consumers. The agency also conducts a voluntary employment satisfaction survey for adults whose vocational rehabilitation case has closed.

Data Elements/Databases

- Each agency reviewed maintains individual consumer data in electronic format. None of these systems are connected to each other, nor is electronic data easily transferable from one agency to another. The lack of connectedness makes the process challenging when consumers move among agencies and programs.
 - BESB and BRS are federally required to maintain and report a significant amount of consumer specific data, including outcome data on vocational rehabilitation services. BESB uses a Libera system and BRS uses a Wang database system.
 - DMHAS maintains consumer specific data in a visual basic/SQL database. The LMHAs submit data to the state through a web-based interface on a monthly and quarterly basis.
 - DMR maintains consumer data in the Connecticut Automated Retardation Information System (CAMRIS) as their main system for client-specific data. However, the Department also utilizes a number of stand-alone systems to manage targeted steps in their process.

Community Rehabilitation Providers

- Each agency reviewed utilized community rehabilitation providers or other private/non-profit service providers in their delivery system.

- BRS has active business relationships with 75 Community Rehab Providers. Services provided by those CRPs are statistically broken down as follows: 55% for Situational Assessment, 32% for Job Coaching, 12% for Job Placement, and 1% for other services such as Work Adjustment.
- BESB utilizes the same 75 providers as BRS, with additional out of state CRPs for their residential program.
- DMHAS contracts with 27 community-based employment providers that work with LMHAs to provide employment supports to consumers.
- DMR provides 76% of its Day and Employment support services through Community Providers.

Appeals Processes

- Each agency maintains a process through which consumers can appeal or grieve agency decisions and service provision. The level of agency oversight and the use of outside parties varies among the four agencies reviewed.
 - DMHAS – A consumer may submit a grievance to the DMHAS grievance officer at any time while receiving services.
 - BRS maintains multiple appeals avenues. The consumer may appeal through the BRS appeals process or may appeal to the separate state Office of Protection and Advocacy for Persons with Disabilities, or seek mediation through an impartial arbitrator.
 - Like BRS, BESB consumers may appeal through the agency’s internal process, through protection and advocacy, or through the use of an impartial arbitrator.
 - DMR clients have a number of avenues to appeal agency decisions and or grieve service provisions. The Departments Programmatic Administrative Review (PAR) process can be utilized to appeal any aspect of a client’s services. Medicaid Fair Hearings may also be used to review the Department’s decisions. Specific appeals of the client’s Priority Level are reviewed through a Priority Setting Administrative Hearings.

Career Advancement

- Career advancement is a key focus of both BESB and BRS. With BRS, consumers may re-enter vocational rehabilitation if they are either unhappy with their employment or are seeking further advancement. BESB consumers may receive vocational rehabilitation services if they are deemed to be underemployed.

Benefits Counseling

- Various levels of benefits counseling occurs at the agencies reviewed. The focus of the counseling also varies. For example, at BRS benefits counseling is focused on educating consumers about moving off of public benefits as they enter

employment. At DMHAS the focus of benefits counseling is to move consumers onto public benefits when they enter the public system.

- At DMHAS benefit counseling is offered to consumers at intake, to ensure that they receive the entitlements for which they are eligible. Young Adult Services consumers also receive benefit counseling when they are transitioning out of the program. At this transition, the benefit counselor works to ensure the consumer that they will not be removed from entitlements when they leave Young Adult Services.
- At DMR counseling on public benefits occurs regularly in that the Department of Mental Retardation works with consumers receiving services, and those waiting to receive services after graduation or on the DMR waiting list, to ensure a continuous flow of benefits as long as the consumer is eligible and requires the supports.
- At BRS benefits counseling is offered by the Connect to Work centers and is available to assist individuals to assess the impact employment will have on their disability benefits.

Total Length of Time Served and Agency Follow-Up

- The length of time served by each agency varies greatly depending on the mission and target population of the agency.
 - BESB and DMR are lifetime service agencies. They provide services to consumers from birth through end of life and consumers may receive services throughout their lives. Vocational Rehabilitation services at BESB are limited and the average length of time a consumer receives these services is 20 months.
 - BRS is specifically focused on vocational rehabilitation services. Consumers remain in the BRS system for an average of 21 months.
 - At DMHAS, length of time in the system varies depending on the type of service being provided and the facility type. Stays at the state hospitals average 2 years and longer.
- Each of the agencies reviewed has some ability to query their data systems to determine length of time between various process steps and the number of consumers at various points in the process. However, this information is not generally determined of significant importance to the agencies and as such is not reported and reviewed. There are some exceptions to this in BESB and BRS where federal and state standards govern the maximum length of time between certain process steps.

System Barriers

- Each of the agencies reviewed noted that transportation is a barrier to service delivery in Connecticut. Transportation impacts process as consumers are

challenged with how to access services and agencies struggle to find a way to the meet the transportation need.

- DMHAS- Transportation is a barrier for those consumers in the Young Adult Services Program. Transportation for this cohort is expensive, and must be set up on an individual basis. Consumers will often get rides from caseworkers to appointments.
- DMR- Transportation is a barrier for DMR consumers as well. Many DMR consumers require supported transportation which can not be provided readily by localities and it can be taxing on the consumer's support network to provide transportation during business hours. Further, lack of transportation can significantly limit employment options for DMR consumers.
- BESB- Transportation is a major barrier for vocational rehabilitation services and continued job retention for the state's blind population. BESB will provide transportation services for a limited period of time, but individuals will have to arrange their own transportation over time, often hindering their ability to retain competitive employment.
- BRS- Transportation is a major barrier to basic mobility and employment for the state's disabled population. BRS works to overcome these barriers by providing vehicle modification and transportation services to its consumers.

Possible System Improvements

- The agencies reviewed provided some suggested system improvements that could be made to the existing state infrastructure.
 - DMHAS suggests adding more staff to act as liaisons between agencies. Interagency staff would foster communication and collaboration between agencies.
 - BESB suggests that each school district should have its own vocational rehabilitation counselors to assist disabled children to gain competitive employment before graduation. Likewise, a greater emphasis on benefits coordination would assist individuals receiving Medicaid to understand the benefits of employment and the range of assistance that would remain available upon being employed.
 - DMRs suggested adding more Case Management, Transition Planning, and Education Liaison staff in order to improve their process and develop more capabilities within the Department. Improvements in IT Systems integration and capabilities are also important to develop more coordinated systems that will allow for efficient client management and consistent data analysis.

Proposed Next Steps

The four agency review undertaken for the MIG project provides a process overview for a limited part of the Connecticut system. There are many other Connecticut agencies that interact with and provide employment related services to people with disabilities in the

state. In addition, in the case of DMHAS a great deal of services are provided by the LMHAs. Each LMHA may utilize a different process and to fully understand the system a review at the LMHA level would be necessary. For the purposes of this report PCG worked with state agency level staff to provide a general overview of LMHA services, but was not able to work directly with the LMHAs at this time.

AGENCY PROCESS NARRATIVES

The following section describes the process used to move consumers into employment for each of the four agencies reviewed. A graphic representation of the process can be found in Attachment B.

BOARD OF EDUCATION AND SERVICES FOR THE BLIND

The Process Used to Move Consumers Into Employment

Overview

The Board of Education and Services for the Blind initiates, coordinates and provides education and training to Connecticut's blind and visually impaired children in order to maintain their academic, physical, emotional, and social progress at age-level, or diagnosed ability. BESB serves Connecticut's blind adults through ongoing educational, vocational, and living skills programs in order to empower them to achieve employment success in their chosen profession and to enhance their self-sufficiency.

BESB provides rehabilitation services for all ages, ranging from newborns with vision impairments to seniors who are legally blind. Because blindness is often a degenerative condition, 75% of the agency's clients are seniors. The populations served by BESB may be broken down as follows: birth to five, school age, transitional, and adult populations. There is a difference in eligibility criteria between children and adults. In order for children to receive services they must meet the state-defined visual impairment level, which is 20/70 best corrected vision. The adult population, covering individuals over the age of 18, must meet the state criteria of legal blindness to receive services.

Process

Child Services

BESB provides teachers of the visually impaired to work with all preschool children who are blind or visually impaired, at no cost, upon the request of the parent or legal guardian. Once a child reaches school age and is enrolled in the Local Education Agency (LEA), the LEA may choose to utilize a BESB teacher of the visually impaired to work with their visually-impaired students, free of charge, or they may hire or contract for their own teacher of the visually impaired for these students. For LEA's that hire or contract directly for the services of a teacher of the visually impaired, they may seek reimbursement for this cost through BESB. Typically, the larger school districts choose to hire their own teachers as they have higher concentrations of children who are blind or visually impaired within the city population. There are 23 LEA's that have made their own arrangements for a teacher of the visually impaired, with another 132 LEA's

selecting BESB for these services. The agency serves approximately 1075 children between the age of birth and high school graduation.

Children are mainly referred to BESB by their doctors or through self/parent-referral. After an eligibility determination, they begin to receive child-specific services. If the child is considered to be visually impaired and not legally blind, they will be referred to BRS at the age of 16 for vocational rehabilitation services. They will continue to receive BESB child services until high school graduation. If the child has been determined legally blind, they may begin receiving vocational rehabilitation services from BESB at the age of 14. After high school graduation, the child will transition to BESB vocational rehabilitation and/or adult services.

Adult Services

Individuals may enter BESB as adults without having received services as children. Adults are referred to the agency primarily by their doctor or through self-referral. To receive adult services, an individual must be determined to be legally blind. By law, a doctor must refer legally blind patients to BESB. When an individual is determined to be legally blind they are placed on the state's blind registry. There are roughly 10,500 individuals on the registry. Once referred, the individual is contacted by an intake worker and by a vocational rehabilitation counselor to explain the services that are available. The individual may choose whether or not they wish to receive vocational rehabilitation services. If they wish to participate in vocational rehabilitation, they will be assigned a vocational rehabilitation counselor. Regardless of the decision of whether to participate in vocational rehabilitation services, they will be assigned a social worker to coordinate other rehabilitative services offered by BESB. About 10% of BESB consumers, or 1,000 individuals, are participating in the vocational rehabilitation process at any given time.

The vocational rehabilitation counselor will assist the consumer in completing the application for vocational rehabilitation services. By federal standard, an assessment of the individual's eligibility for vocational rehabilitation services will be completed within 60 days of application submittal. After eligibility has been determined, the consumer will work with the vocational rehabilitation counselor in the development of an employment plan. Before it can take effect, the employment plan must be mutually agreed upon and signed by both the individual and a BESB representative.

If an individual is approaching high school graduation and is planning on attending college, they will be assigned a school-to-college counselor. In FY06 this counselor carried a caseload of 105 individuals. The school-to-college counselor makes referrals to college counselors. A Transition Coordinator will assess the particular needs of the individual and is responsible for creating programs for the transitioning population. The Transition Coordinator does not carry a caseload. If the individual receiving services is under the age of 18, they will be assigned a vocational rehabilitation counselor and will be eligible for transitional services and programs.

The vocational rehabilitation counselor will follow-up with a consumer to assess job stability 90 days after the individual has attained employment. If the employment is determined to be stable, vocational rehabilitation services will close. The consumer will remain on the state's blind registry once vocational rehabilitation services are complete, and may continue to receive other BESB services. While on the blind registry, a consumer may request specific BESB services at any time in their life.

Referrals to the Agency or to Other Entities

Referrals sources for both children and adult services have a very similar breakdown. Over 80% of referrals made to BESB come from doctors and approximately 10% are self-referral. All referrals made to the agency vocational rehabilitation program are tracked in the Libera database system. On an individual basis, caseworkers may ask referring agencies, for a release on personal information if it is deemed necessary.

BESB makew referrals to BRS for individuals in children services who are not legally blind at the age of 16. BESB does not track outgoing referrals on a case-by-case basis.

Community Rehabilitation Providers

BESB has working relationships with 75 CRPs – the same providers utilized by BRS. By law, BESB is required to provide services statewide so that individuals do not have to travel to receive service. BESB also uses out of state providers for their residential services. On average, these out of state placements last 6-9 months for an individual and focus on assisting the consumer to adjust to blindness.

BESB does not regularly track outcome data associated with the CRPs but BESB staff did note that many of the CRPs do not have enough familiarity with the blind population to provide services in the most effective manner.

Success

Determining success for individuals in children services is difficult in that individuals who are legally blind will remain with the agency, and those who are visually impaired will be referred to BRS. High school graduation is often not an indicative measure because LEAs might mandate that a student graduate once they reach a certain age.

Vocational Rehabilitation defines success as the achievement of earnings. The agency refers to the achievement of career goals as a Status-26, the earning of wages at or above the commensurate wages of one's peers. BESB follows federal reporting criteria in determining the success of a case. The agency measures success based upon achievement of the federally prescribed Standards and Indicators.

Appeals

An individual may appeal their services through the internal BESB appeals process, through Protection and Advocacy, or through a hearing with an impartial arbitrator at any time in the process. The consumer may contact the Client Assistance Program at the Office of Protection and Advocacy for Persons with Disabilities, which will provide information, advice, advocacy, and necessary legal representation to persons who have concerns about the rehabilitation services they receive from BESB. The consumer may also to undergo more formal dispute resolution procedures, including Mediation or an Administrative Hearing.

Total Length of Service Time and Agency Follow-Up

The average length of time for individuals involved in vocational rehabilitation services is typically 20 months. Though an individual might achieve successful employment and their vocational rehabilitation services end, their case with BESB will never close. In the past BESB had done vocational rehabilitation follow-ups six and 12 months after successful employment to determine the stability of the job. The agency now compiles a consumer satisfaction survey one year after a vocational rehabilitation case has closed. The survey focuses on consumer satisfaction with the services rendered and does not measure employment success.

Improvements and Possible Changes

BESB staff offered the following thoughts on the current system. The lack of vocational training in the public school systems leaves BESB clients at a severe disadvantage in terms of opportunities for successful employment and competitive wages after graduation. To correct this problem, schools should have their own counselors on site to assist these children in earning a paycheck before they graduate from high school. School districts spend the majority of their time and resources on preparing students for matriculation to college. In the case of BESB consumers, the student might transition to a university, but they would be faced with fewer supports than were available in high school. College-bound BESB students are the least likely to have any vocational experience and any services they receive in college would be tied to work study rather than vocational rehabilitation.

A possible infrastructure change would be the creation of benefits coordinator positions in addition to those offered by BRS. The position would help consumers to understand the benefit options tied to work. BRS was able to create such a position after receiving a federal grant.

THE BUREAU OF REHABILITATION SERVICES

The Process Used to Move Consumers Into Employment

Overview

The Bureau of Rehabilitation Services (BRS) creates opportunities that allow individuals with disabilities to live and work independently. There are 4 separate, yet inter-related component programs housed within BRS that contribute towards these goals. Consumers may access services from any one or all four the programs listed below:

The **Independent Living (IL)** program provides comprehensive independent living services, through contracts with Connecticut's five community-based independent living centers (ILCs).

The **Connecticut Tech Act Project** has a primary purpose of making assistive technology (AT) more accessible to persons with disabilities living in Connecticut. Assistive Technology is any device which helps an individual with a disability to maintain or improve their independent functioning.

The **Connect to Work Center** provides benefits counseling to assist individuals to assess the impact returning to work will have on their disability benefits.

The major component program of BRS is the **Vocational Rehabilitation (VR) Program**. The goal of the **VR Program** is to assist individuals with significant physical and mental disabilities to prepare for, obtain and maintain employment. Through the provision of individualized services, persons with disabilities who are eligible for vocational rehabilitation are supported in planning for and achieving their job goals. BRS provides an array of services for those eligible, including but not limited to: vocational counseling and guidance, adaptive technology, vehicle and home modifications, post-secondary education and training, physical and mental restoration, and on-the-job rehabilitative services such as job coaching and job placement.

Process

The BRS Vocational Rehabilitation process typically begins with a referral of an individual to the agency. Referrals are usually made to the local BRS offices from a variety of sources including: Physicians and Medical Institutions, Elementary/Secondary Schools (or Local Education Authorities), Colleges and Universities, Community Rehabilitation Providers, the Social Security Administration and other state agencies. In many cases, the agency may be approached directly by the applicant. Of the 3,329 applications BRS received in FY05, the agency received 932 self-referrals.

After referral, an applicant is assigned a vocational rehabilitation counselor to assist in completing the steps necessary for application. All VR Counselors have (or will obtain within 3 years of hire) a Master's Degree in Vocational Rehabilitation or a closely related

field with specific graduate level coursework in rehabilitation counseling. The average caseload for vocational rehabilitation counselors is 79:1.

Once an application is filed, by law BRS must process the application and determine the eligibility assessment within 60 days of its receipt. In certain cases an extension of time may be necessary to procure additional information about the applicant's disability. The applicant may be asked to participate in some form of assessment services such as a trial work experience to help determine disability severity and provide input for the employment plan. In these or any cases where a determination of eligibility is expected to take longer 60 days, an extension of specific duration can be granted provided it is mutually agreed upon by the applicant and the agency. Upon receipt of necessary information, an eligibility determination is completed by the vocational rehabilitation counselor. Nearly 87% of applicants are deemed eligible for services. Of the 13% who do not receive services, 69% choose to exit services on their own, while the remaining 31% are determined ineligible for services.

It should be noted that VR conducts no means testing for acceptance into the program and bases eligibility strictly upon the severity of an individual's disability and the impact it has on their functional capacity. Basic service eligibility criteria as outlined by the BRS policy manual states that an individual must have an impairment that is an impediment to employment that *requires* vocational rehabilitation services in order to enter or retain employment. Due to funding limitations, BRS prioritizes eligible consumers for services. To receive BRS services, an individual must meet the federal definition of a significant or most significant disability. An individual with a significant disability is defined as having serious limitations in one or more (out of 7) functional areas. A most significant disability is defined as having serious limitations in a total of three or more functional areas. In FFY 2006 BRS is serving individuals determined have both Most Significant and Significant Disabilities

After being deemed eligible and prioritized for services, an applicant will work with their vocational rehabilitation counselor to develop an Individualized Plan for Employment (IPE). By state standard, progress must be made towards the development of an IPE within 90 days of the eligibility determination. The plan must be developed in a manner that affords the consumer an opportunity to make an informed choice in selecting an employment outcome, the specific vocational rehabilitation services, the provider of those services, and the methods used to procure those services. An IPE must be approved and signed by the consumer and a BRS representative before it can take effect. BRS may deny approval of the IPE if the employment outcome sought is inconsistent with the consumer's strengths, weaknesses and functional limitations.

With the approval of an IPE, the consumer will receive the agreed upon services necessary for them to prepare for, secure, retain or regain employment. As mentioned above, there is a wide spectrum of potential services a consumer may receive. All services provided are specific to the individual consumers needs and are delivered in the

context of assisting the consumer to reach their employment goals. At any point during the application, eligibility, plan development or service provision process the consumer may be referred to or receive services from any one of the other BRS component programs listed in the overview section.

Some consumers exit BRS services, without achieving an employment outcome, at various points in the process and for many different reasons. A significant percentage of these “unsuccessful closures” are due to the consumer self-selecting themselves out of the process by refusing further services, failing to cooperate or no longer engaging with their VR Counselor. Although participation in the VR program is completely voluntary, VR Counselors are required to make reasonable attempts to re-engage with these consumers prior to case closure. Other reasons for unsuccessful case closure include but are not limited to: transportation not being available to the consumer, Supported Employment services are not available for an individual who requires them, disability issues becoming too severe to benefit from VR services or institutionalization of the consumer.

A consumer’s file may be closed as successfully rehabilitated when the individual is performing satisfactorily in employment that has been maintained for a minimum of 90 days and which is reasonably consistent with his/her choice. The following criteria must be met in order to make a determination that a consumer has been rehabilitated and to close the case:

1. The employment outcome is consistent with the individual’s strengths and priorities.
2. The employment outcome is in the most integrated setting possible.
3. Rehabilitation services provided under the employment plan have contributed to the achievement of the employment outcome.
4. The consumer has maintained the employment outcome for an appropriate period of time (90 days) necessary to ensure stability of the employment outcome.
5. At the end of the 90 day period, the consumer and BRS consider the employment outcome to be satisfactory.
6. The individual has been informed of the availability of post-employment services.

Referrals to the Agency and to Other Entities

BRS receives consumer referrals from several sources including from LEAs, physicians, other agencies, self-referrals and other sources. Most referrals are self-referrals and the highest percentage of referrals for those aged 41-50.

For all cases closed in FY05, BRS made 442 referrals to other agencies. Due to limitations of the Bureau’s current MIS system, there is no specific information available regarding to whom these referrals were made. BRS does have formal and informal agreements that have been developed or have evolved over several years to provide comprehensive inter-agency support services to consumers.

BRS is a HIPAA compliant agency and is takes confidentiality of information very seriously. Standardized Release and Disclosure forms, once signed by the consumer or their guardian, are utilized to share or procure sensitive information about the consumer with external sources.

Community Rehabilitation Providers

BRS has active business relationships with 75 Community Rehab Providers. These CRP's typically provide rehabilitative services to consumers in the workplace. CRP Services were the largest area of Purchase of Service (POS) expenditure in FFY05 and represented 34% of the overall (POS) expenditures. Services provided by the CRPs include: Situational Assessment services, Job Coaching, Job Placement, and for other services such as Work Adjustment and Vocational Evaluation.

Success

A successful outcome is achieved when a consumer obtains and maintains a job consistent with their employment plan. Examples of data elements collected at successful closure include: Occupations, Hourly Wages, Medical Insurance, Primary Source of Support and a listing of services received. BRS examines hourly earnings of consumers as compared with those of the general population employed in similar positions. BRS also examines the number of hours a consumer is able to work and the level of public assistance they continue to receive after job placement. The VR programs success is evaluated in accordance with National Standards and Indicators prescribed by the U.S. Department of Education. These Standards and Indicators are based on:

1. The number of Successful Employment Outcomes reported in a Federal Fiscal Year.
2. Of the individuals who exit the program after receiving services, the percentage who are reported to be successful employment outcomes.
3. The percentage of successful outcomes that exit the program earning at least minimum wage.
4. Of the individuals who exit the program after achieving a successful outcome, the percentage who were determined to have a severe or most severe disability.
5. The average hourly earnings of all successful VR consumers as a comparative ratio to the average hourly earnings for all workers in the state.
6. The percentage of consumers who went from financially non-self supporting at application to self supporting at closure.
7. The service rate for all individuals from minority backgrounds as a ratio to service rates for those with non-minority backgrounds.

Appeals

If a consumer disagrees with a decision made by BRS, they have several options to resolve the disagreement and continue with vocational rehabilitation. The consumer may

contact the Client Assistance Program at the Office of Protection and Advocacy for Persons with Disabilities, which will provide information, advice, advocacy, and necessary legal representation to persons who have concerns about the rehabilitation services they receive from BRS. The consumer may also to undergo more formal dispute resolution procedures, including Informal Review, Mediation, or an Administrative Hearing. Mediation is an informal dispute resolution process in which the mediator, who is not a BRS employee, assists the consumer and BRS to reach an agreement. Both parties must agree to be involved with mediation and must sign any agreement reached. In an Informal Review, the consumer presents their issue to a reviewer, usually the locally BRS District Director. BRS counselors and staff familiar with the case would present their views, and the reviewer would provide a decision in writing within a few weeks of the Informal Review. An Administrative Hearing is a more formal process where the consumer presents their information to a hearing officer, who is not a BRS employee. In an Administrative Hearing, the consumer and BRS are usually represented by attorneys. The process to reach a decision takes much longer than Informal Review, and if the consumer disagrees with the hearing officer's decision, they may further appeal to the Commission of the Department of Social Services or through the court system.

Total Length of Time Served and Agency Follow-Up

The average total length of time between an application and case closure is 21 months. BRS does not provide continuing services and is strictly focused on vocational rehabilitation. However, BRS does engage in providing the following additional employment supports.

- **Supported Employment Services:** BRS may provide supported employment services for those individuals with the most severe disability that have been unable to maintain competitive employment because of the severity of their disability. These employment support plans must include an extended service plan for ongoing supports for the individual to receive services from agencies such as the Departments of Mental Retardation or Mental Health and Addiction Services, and the BRS Employment Opportunities Program, natural supports, provider in-kind services, family resources and Social Security impairment-related work expenses.
- **Post Employment Services:** BRS may provide services for consumers who have been closed as rehabilitated by opening the case for post employment services if the individual needs short-term, discrete services in order to maintain, advance in or regain employment.

Barriers to Employment

Below are some identified barriers to employment as seen by the BRS.

- Lack of fully integrated counselors in school systems (currently there are 6 transitional counselors housed in schools) to engage young adults age 14 and older who are engaged in special education and 504 (students with other disabilities) in transitioning services offered by BRS.
- Culture of low expectations of employment opportunities
- Dependency on federal and state public assistance benefits creates fear of losing benefits with employment
- Transportation

DEPARTMENT OF MENTAL HEALTH AND ADDICTION SERVICES

The Process Used to Move Consumers Into Employment

Overview

DHMAS aims to improve the quality of the life of the people of Connecticut by providing an integrated network of comprehensive, effective and efficient mental health and addiction services that foster self-sufficiency, dignity and respect.

DMHAS provides mental health and substance abuse services across the state through a number of state facilities as well as private providers, and non-profit entities. LMHAs, hospitals, state colleges, and community-based providers all have programs that provide various DMHAS services.

DHMAS services include:

- MH/SA Inpatient Hospitalization
- Assertive Community Treatment
- Case Management
- Mobile Crisis and Respite
- MH/SA Residential
- Housing Supports
- Peer Supports
- Young Adult Services
- Forensic Services
- Dual Diagnosis Treatment
- Specialized Women's Services
- Methadone Maintenance
- Residential SA Detox
- Ambulatory Detox
- Psychosocial Rehab
- Job Supports/Vocational
- Basic Need Supports
- Outpatient and Intensive Outpatient
- Lab, Transport, pharmacy

Clients are encouraged to interact with the community as part of their recovery. This is frequently accomplished through the employment services that are offered through the various facilities.

Process

DMHAS provides mental health and substance abuse services to those people who are severely persistently mentally ill, have an axis 1 diagnosis or have no access to private treatment services.

Consumers enter the DMHAS system through a referral process. The consumer may be referred through many channels including by a primary doctor, hospital, family members, another agency, legislators, or through self-referral

To request services, a consumer completes an intake form and an LMHA will conduct an evaluation. These evaluations include any diagnosis information already reported. The LMHAs all use different diagnosis tools, but the data gathered is relatively consistent throughout the system. Following the evaluation, the LMHA may refer the consumer for services in the Young Adult Services program, Cedarcrest Hospital, Connecticut Valley Hospital or through the LMHA.

Consumers eligible for the vocational programs at the hospitals are individually evaluated at the hospitals.

Young Adult Services Process

Consumers eligible for the Young Adult Services program are between the ages of 18 and 25. Through outreach and work with the Department of Children and Families, DMHAS begins developing transition plans for targeted youth at age 16. These plans are designed to transition young adults into the Program at age 18. In FY06, there are approximately 750 consumers in the Young Adult Services program.

Once the referral and evaluation process has been completed by the LMHA, and the consumer has been accepted into the Young Adult Services program, the consumer is advised to apply for state entitlement programs; private insurance does not cover the type of care that Young Adult Services provides. A recovery plan is developed for each individual. The recovery plan has several pieces including an employment plan. The employment plans are individually based.

Services available to Young Adults Services program participants include all DMHAS services, but with a higher level of intensity, round the clock supervision, transportation, and housing available.

As the consumer progresses through the program, and they are getting ready to leave Young Adult Services, a transition plan is developed. A vocational counselor is part of the transition plan team. The vocational counselor advises the consumer on employment choices. Also part of the transition team is a benefit counselor. This person advises the transitioning consumer of the benefits that they will no longer be able to receive when

they have exited the program, as well as new benefits the consumer will qualify for once they no longer have the support of Young Adult Services.

Connecticut Valley Hospital Process

Connecticut Valley Hospital (CVH) is a medium and long term care facility. When patients are evaluated, they complete an intake form, as well as meet with a benefit counselor to evaluate their access to entitlements. When the consumer enters the care of the hospital, the staff will work with them to develop a recovery and employment plan. A piece of this plan may include working in the hospital mall. This mall which contains among other things, a beauty salon, nursery, and bank, will employ patients, to help them learn a vocational skill, as well as work with the community that they will eventually be re-joining.

When the consumer is rehabilitated the hospital develops a transition plan to the community. When the consumer is transitioned to the community the LMHA assumes responsibility for treatment. Hospital staff has reported a gap in the process at this point. Staff report that they often do not get to talk to LMHA employment staff during the planning process. DMHAS is attempting to facilitate linkages to encourage this communication.

Cedarcrest Hospital Process

Cedarcrest Hospital is a medium and long term care facility. The employment process mirrors the CVH process except that rather than provide employment services through an onsite mall, Cedarcrest consumers are placed in external job placements in the community. External job placement staff assist the consumer to find, access and maintain employment as part of the employment/recovery plan.

DMHAS reports that Cedarcrest staff has also noted a gap in coordination with LMHA employment staff during the transition process.

LMHA Process

There are 14 LMHAs in Connecticut. Each LMHA is unique and the services provided are based on the resources available in the community. LMHAs may contract services out to providers if they choose not to provide the service directly. There are 92 providers in the state that are used for case management, vocational services, psycho-social rehabilitation, out-patient substance abuse, and detox.

All consumers are evaluated by the LMHA for eligibility determination. The intake process includes an intake form that is completed by the LMHA and consumer as well as an appointment with a benefits counselor, who can help the consumer access entitlements.

A recovery plan including an employment plan is developed for each individual who is determined to be eligible for service. The goals and strategies in this plan guide the

consumer's treatment. The employment plan is based on quasi-IPS model, linking the clinical piece of service to the employment piece of service. The degree to which employment is initially discussed in the evaluation and planning process depends on the LMHA. Some LMHAs may wait until the consumer is well into treatment before discussing employment as part of recovery while others may discuss employment goals sooner. However, it is a goal of DMHAS to ensure that all clients being working on employment plans at the point they express an interest in working.

The state has asked LMHAS to file plans that describe how they will increase employment participation among clients. The following is an outline given to the LMHAS to ensure that their plan is comprehensive.

- basic demographic information regarding the total number of persons who are served by the agency and the number receiving employment services,
- the agency's employment services structure including the roles of LMHA staff and affiliate clinical and employment providers,
- the agency's employment planning process and the individuals who were involved in developing the plan,
- the status of employment services as they are currently provided through the agency's service system,
- the work that was done this year to develop this plan, and
- key employment system goals that have been identified for the coming year.

Referrals to the Agency and to Other Entities

DMHAS consumers may be referred from several entities including from families, self referral, LEAs, other agencies, hospitals, and primary care providers. The source of referral is tracked by DMHAS at admission.

DCF has an MOA with DHMAS, and often refers consumers to DHMAS. DCF identifies children at the age of 15 for possible participation in the Young Adult Services program. DCF collects and provides consumer information pertinent to DMHAS. DMHAS will determine if the person is eligible for the program, and works with the consumer, family, and the program they are currently in to develop the transition action plan, and coordinate services.

DMHAS case workers may refer consumers to other agencies on an individual basis, as appropriate.

Community Rehabilitation Providers

LMHAS may develop and provide their own employment services, but they may also contract these services to various providers. There are 27 community-based employment

providers. Beginning in January 2006, Community Rehabilitation Providers and LMHAs who offer employment service are required to provide consumer employment related data to DMHAS. This data is submitted electronically each quarter.

Success

Young Adult Services

For the Young Adult Services program success is determined as leaving the program with a completed service plan. This may mean that consumers are employed, have their own housing, or education. Because this is a relatively new program, outcome data is just beginning to be captured. DMHAS estimates that approximately 10% of the young adults exit the program before a successful outcome.

LMHAs

Approximately 3,000 of the 35,000 consumers served by LMHAs receive employment services. Success is defined as achieving integrated competitive employment for the individual consumer.

In 2005 DMHAS and the LMHAs began working to strengthen the employment services offered by LMHAs and to move toward a system utilizing recovery oriented indicators. Each LMHA was asked to develop an employment plan. 13 of the 14 LMHAs have submitted employment plans to date.

In January 2006, DMHAS began collecting employment outcome indicator data from the LMHAs. Data is to be collected on those consumers who are receiving state funded employment services. The measures being used include:

- Percentage of consumers who find competitive jobs within 120 days after intake
- Percentage of consumers who maintain competitive employment for 60 days or more
- Percentage of people who are engaged in career-enhancement activities.

This data is being electronically submitted on a monthly and quarterly basis through a web-based system.

Appeals

DMHAS consumers may submit a grievance to the DMHAS grievance officer if they are unhappy with the services provided to them. The grievance may be submitted at any time during the process. The consumer can also seek other or additional services if they are unhappy with the services provided to that point.

Total Length of Time Served and Agency Follow-Up

Consumers in the Young Adult program may receive services for several years. The program is designed for consumers aged 18 – 25, with an anticipated length of stay of the full 7 years. As the first cohort of consumers age past 25, the program is being lengthened until the consumer is able to transition back into the community.

Consumers in Cedarcrest Hospital have on average, a 2 year length of stay. Consumers in CVH, typically tend to spend many years in the care of the hospital. The average length of service time in LMHAs was not available at the time of this report.

DMHAS conducts an annual consumer satisfaction survey. The 2005 edition surveyed 21,575 consumers. Eight out of ten consumers who responded to the survey had a positive perception of Access, Outcome, and Recovery. 90% of survey respondents agreed with the statement, “ I liked the services that I received here”. 815 of survey respondents thought the location of provided services was convenient.

Possible Changes

Trauma Database

If victims are not able to access trauma care, it is likely that they will not be able to access employment services. A central directory of trauma care should be established and easily accessible statewide. This directory should divide trauma services by gender.

Transportation

DMHAS noted that transportation is a barrier for many consumers. In the Young Adult Services program and the LMHAs transportation is generally addressed on an ad hoc basis. Some agencies are able to provide some transportation services, while others do not have the resources to do so.

Staffing

While there are a few staff members who act as liaisons between agencies, there should be more of an effort to develop and maintain links between agencies, especially DMHAS, BRS, DOL, and VA. Dedicated staff would foster interagency communication and collaboration.

DEPARTMENT OF MENTAL RETARDATION

The Process Used to Move Consumers Into Employment

Overview

The Department of Mental Retardation (DMR) provides employment and day services to residents of Connecticut with mental retardation transitioning/graduating from high school, aging out of their placement with the state's Department of Children and Families (DCF), or adults who meet eligibility requirements and require supports. Clinical eligibility for DMR services requires that a client reside in the state of Connecticut and have mental retardation as defined in state statute section 1-1g *or* have a medical diagnosis of Prader-Willi Syndrome.

DMR Services are provided as a self-directed care model, under which a client is assigned budget allocation based on their need for services and factoring in their existing support services. Clients then work with the Department to develop a plan of care and purchase approved services from approved providers according to their IP to meet their own unique service needs. Clients also have the option of hiring their own staff directly.

Process

Referral & Application

Many families apply for eligibility for DMR services when their child is in a Local Education Agencies (LEAs) program, where clients receive educational, health, and transitional services from their school districts. While in the schools, an eligible consumer will receive case management and can request family supports. Services and supports from DMR are not available as an entitlement. The department's ability to meet service needs is always based on appropriation.

From age 4 – 14, DMR's Regional Education Liaisons work with districts to identify children with MR and work with the districts and families to address any ad hoc needs of the child. As the child begins to approach graduation, typically at age 14, DMR's transition coordinators work with the district and child to ensure that they are providing the students with adequate transition planning services and are preparing the student for post-graduation supports. Information about the students post graduate needs are used for budgeting purposes to secure funding for vocational or other day support services.

Clients may also enter the system as an adult at any point, but services may not be immediately available. Available funding is a prerequisite for receiving DMR services, and the Legislature funds the program annually to include a particular scope of clients: those already receiving services, known clients who have already applied to DMR for day/vocational services transitioning from a school setting, and a set number of clients

annually in accordance with DMR's multi-year Waiting List Initiative for residential services. When funding is not available, clients are placed on a waiting list until resources are available.

The Legislature consistently provides funding for adult day services for all identified school graduates. However, new funding for day supports is specifically targeted for individuals graduating from school or transitioning from DCF. DMR staff indicated that this creates a gap in the process because it makes it very difficult to provide timely services to students not known to the department by the time of graduation. For example, when a resident with MR and their family chooses not to apply to DMR for services, but then experiences a change in their condition or family support network that necessitates further state-provided support services, the Department may not be able to provide the person with a complete service package until the funding is authorized by legislature.

Assessment & Waiver Enrollment

When a person has been determined eligible they are assigned a Case Manager who will assist the client in completing each of the following:

- *A Request for Service*, which formally documents a specific and current service request
- *A Level of Need (LON) Assessment*. The LON Assessment is a process that looks at the client's independence level, existing supports, and other aspects of the client's daily life to determine the level of support services they require.
- *A Priority Checklist* designed to assess the client's immediate need for services and will be used to assist the Department in prioritizing available resources.

Clients receiving day or residential services must also enroll in one of the Department's Home and Community Based Services waivers, if requested to do so. Waiver eligibility is a prerequisite for receiving DMR residential services, though clients who are ineligible, or chose not to enroll, may receive minimal state funded supports and respite services based on resource availability. For day/vocational services, clients who are transitioning from high school may receive those services without enrollment in a waiver if they will not be eligible for additional necessary residential supports at the same time. DMR will often work with clients who do not meet waiver financial criteria to develop an Asset Reduction Plan to bring them in line with financial eligibility to receive services.

PRAT Review, Initial Allocation, and Individual Plan Development

The information completed during the client's initial assessment is then sent to a regional Planning and Resource Allocation Team (PRAT), who review the information to

- Assign a priority to each client's case using information from the Priority Checklist. Clients who are determined to have emergency needs will receive a higher prioritization than clients whose needs are less immediate and/or have existing supports available.
- Determine the Client's Level of Need, based on the assessment completed by the Case Manager. The client's LON is updated annually to accommodate ongoing changes to their needs.
- Determine an initial allocation (budget) based on the client's service needs and available DMR resources.

Clients have the right to fair hearings only if waiver enrollment or service levels are involved and if they feel that the PRAT has incorrectly determine their Level of Need or other elements of their case.

Clients for whom resources are not currently available are placed on a waiting list. Clients on the waiting list will receive access to services when the resources become available based on their determined priority level as discussed above. While on the waiting list, clients may have access to a very limited scope of state funded support and/or respite services based on availability.

The limited availability of state funded services for clients was identified as another gap in the process by DMR staff. In instances where DMR clients either have yet to qualify for the waiver or are placed on the waiting list due to limited state resources, the Department is only able to offer a small set of minimal support and respite services. The lack of services can create difficult situations for clients and their families who are in need of care but can not be served due to resource limitations.

PRAT will then establish an Initial Allocation (Budget) for the client to purchase services based on the client's established LON. Once the amount of resources is determined, the client will establish an Individual Plan (IP) for services with their Case Manager. IP development may also involve family, friends, or other supports, and a clinician, as requested by the client. Individual Plans and budgets that are within their initial allocation are implemented once all signatures are obtained. IPs that exceed their initial allocation but remain under the Regional approval threshold must be approved by the PRAT.

Receipt of Services

Once an approved IP is established, the client will work with the Case Manager to use their budget allocation to purchase IP approved residential and day support services. Day services available through DMR include: supported employment, sheltered employment, and vocational training. A range of group and individual support services designed to

develop “meaningful skills in the area of employment, socialization, and community participation” are also available.

Residential services are also available in a number of different settings: independent living, supported living, community living, community training homes, and residential centers. Though the majority of DMR clients live at home with their families or in their own homes (54% as of 12/2005), these services are available to offer a residential placement that provides support with daily living activities. Residential supports are also available in the family or own home.

DMR clients have a choice in selecting the providers and services that they prefer within the framework of their IP for both residential and day services.

Portability

All DMR client service funds are portable, meaning that the client can choose to change providers, services, or the level of services they purchase at any time, provided that the change is within the framework of their IP and that they follow the Department’s portability process.

Quality Service Review

All providers are regularly reviewed by the Department’s Quality Service Review process. Case Managers and Regional Quality Review Teams collect the following information during each review:

- Interviews with client and family;
- Interview with support staff;
- Observe support staff during the process of providing support;
- Documentation reviews; and
- Safety Review.

After reviewing all of this information, the Review Team will develop recommendations as part of the review. As necessary, recommendations may include:

- *Quality Improvement Plan* with the vendor and client where services are acceptable but particular elements can be improved under a plan.
- *Corrective Action Plan* where vendor actions are found to be putting a client’s health or safety at risk. Specific corrective steps are outlined for the vendor.
- *Employer Quality Action Plan* for staff directly employed by the client who requires improvements to the services offered to the client.

Referrals to the Agency and to Other Entities

1,124 people were either referred to, or applied to, DMR in fiscal year 2005. DMR receives referrals/applications from many sources, including: school districts, families of young children, self-referrals, town social service programs, and other state departments. Schools are the largest source of ongoing referrals during the development of IEPs as part of the IDEA process. Typical self-referrals occur when a family/individual experiences a change in their situation that necessitates services that previously they had been able to go with out.

DMR will refer clients to other needed supports as needed/requested. Typical referrals will be to DCF, BRS, DMHAS and BESB.

Community Providers

DMR relies heavily on a large network of Community Providers (CPs) to provide almost all of the services offered by the Department, including: day support, employment, and residential services. As of December 2005, 76% of the 15,019 DMR clients received their Day and Work Support services through private CPs.

The Department manages the quality of services, safety, and outcomes of these providers through its Quality Service Review (QSR) process, which regularly reviews and evaluates the provider's standing in these areas. The QSR process includes input from both providers and clients, as well as quantitative evaluations and observation of provider activities. Providers with identified deficiencies are put under corrective action plans to ensure improvements.

Success

DMR does not utilize a universal definition of 'success'. Client goals are identified individually for each case and are revisited periodically, with many goals centering around self-sufficiency and increased independence. Because most DMR clients remain with the Department for life, its employment support programs do not currently evaluate a success as the receipt of a job, or increased job training, but rather utilize an ongoing review and evaluation of the client's status and growth in independent functioning to determine each individual's progress.

DMR is a 'cradle to grave' agency. Once a client is determined eligible for services and enters the system, the client has a budget for life provided that they continue to meet eligibility standards and follow proper procedures for maintaining an IP. The Department does not currently collect and utilize information about the amount of time that it takes for clients to navigate through the system because such information is not viewed as relevant to the progress of each client.

Issues such as underemployment and inappropriate placements are meted out during client IP reviews, ongoing client service acquisition and the QSR process. Because of DMR's self-directed model, clients are able to address issues such as these with the provider as needed and ultimately may change services or providers if necessary. There is also a formalized process for clients to review the services they are receiving and work with the provider to make improvements.

Appeals

There are a number of opportunities for DMR clients to appeal Department decisions, or review concerns about services provided, with Department staff:

Clients have the right to *Medicaid Fair Hearings* when there is a concern related to waiver enrollment or service levels, and if they feel that the PRAT has incorrectly determine their Level of Need or other elements of their case.

Programmatic Administrative Reviews (PARs) are managed by the Department and can be used to review anything related to a client's Individual Plan or other issue with services received.

Priority Setting Administrative Hearings are used when a client wants to have the Department reconsider the Priority Level assigned to them by the PRAT.

Total Length of Time Served and Agency Follow Up

DMR is typically a 'cradle to grave' agency, so it does not measure length of time in the process with any importance. Even after reaching a 'successful' employment outcome, the client is likely to continue receiving significant services from the Department.

Follow up is conducted constantly with clients as part of the IP review process. This ensures that clients are receiving adequate services in the appropriate settings, and is also used to address issues regarding client concerns about services, issues with employers, and problems with job placements. Formal processes exist for clients to negotiate service improvements with their providers or to move their budget allotment to receive services from a more appropriate provider.

Less follow up is conducted for clients who are competitively employed. While DMR's case managers may assist the client in raising concerns to their employer, or on occasion even attend meetings with the employer when requested by the client, private employers are not subject to the same quality evaluation process as DMR's public and private providers. Private employment would be discussed as part of the client's IP review and the Case Manager would offer to assist with any issues discovered as part of that process.

Possible Changes

Staffing

DMR staff indicated that they would increase the number of Case Managers, Education Liaisons, and Transition Coordinators to improve the process. These additional staff would assist in identifying children who may qualify for DMR services while in school, assist in developing adequate transition service plans for children as they prepare to leave school, and improve management of DMR services once clients enter the system.

Additional staff in these areas would also allow existing and new staff to focus on needed improvements in staff development, waiver management and IT development.

Funding for Adult Entry to DMR Services

The Department does not always have available funding for adults who apply for services after high school graduation. DMR suggested that including funding for these adults in their annual budgetary request would allow them to provide for a continuous spectrum of services for Connecticut residents with MR issues.

Information Technology Improvements

The Department identified a need for improvements to their IT systems, particularly in the areas of system integration and development of new capabilities:

Systems Integration: The Connecticut Automated Mental Retardation Information System (CAMRIS) is the Department's main operating system. It contains client specific information, but a number of other databases are utilized for targeted functions such as eligibility, waiting list management, Level of Need Determination, client spending plans and other operations. Very few of these stand alone databases – usually built in Microsoft Access – speak to CAMRIS or each other, and therefore require different applications to be used for different parts of the process. Developing the capability to link these systems, or a single application to handle all DMR functions, would increase the agency's ability to manage their programs with coordinated and readily-available data.

Increased Capacity: DMR highlighted the areas of Individual Plan and Budget development as functions where new IT capacities would be useful. IP's are currently developed in offline templates that are not linked to CAMRIS or other important operating systems. When a worker needs to review a client's IP they must work from a paper copy that can not be accessed through CAMRIS.

Similarly, client budget information is kept in a separate database that does not fully link to the billing system or CAMRIS. Therefore, DMR must use multiple data sources to review client budgets and complete budgetary analysis.

ATTACHMENT A

PCG conducted agency interviews around the following questions. The questions were not used in a survey format but rather as a staff guide to facilitate information collection.

Process

1. Does the agency have processes that assist persons with disabilities to gain employment? If so, what are these processes?
 - a. For each point in the process identified does the agency track:
 - i. Number of consumers in the process
 - ii. How long the process takes?
 - b. If so, what are the measures used? How is the data maintained?
 - c. Does the agency maintain contact with the consumer during this period? If so, what types of communication is used and who is responsible for issuing them?
2. How and where do consumer/consumers enter the agency to gain services?
3. Does your agency keep data on the number of consumer/consumers served and the disabilities associated with each person? If so, how is this data collected and stored?

Referrals

4. Are consumer/consumers referred to the agency?
 - a. Does the agency track the number of referrals and other data associated with referrals?
 - b. If so, what is the number of referrals per month and per year?
5. Do consumer/consumers contact the agency without referral?
 - a. If known and maintained, what is the number of consumer/consumers who contact the agency per month, and per year?
6. Does this agency refer consumer/consumers to other agencies or programs?
 - a. If known and maintained, what is the number of referrals that you make per month and year (FY05)?
 - b. What are the criteria that would warrant the agency to make a referral?

Community Rehab Providers

7. Does the agency utilize community rehab or other private providers to deliver services?
 - a. If yes, what services does these providers offer?

- b. Does the agency impose standards related to quality of outcomes on the community providers? If so, what tools are available to define, measure, and report these standards?
8. Are CRPs utilized to provide an employment placement component for consumers or is this service provided by agency staff?
- a. If CRPs are utilized, does the agency have any information on employers' perceptions of the providers, or overall effectiveness of the providers?

Success

9. How does the agency define successful outcomes of its employment programs?
- a. Does the agency have a definition of successful outcomes for its employment programs? How is "success" measured? Is it tracked and reported?
 - b. Does the agency examine factors of underemployment?
 - c. What is the number of consumer/consumers that attain employment with agency help per month and year (FY05)?

Total Length of Time and Follow Up

10. From access to placement/success outcome, what is the average length of time it takes to move a consumer/consumer through the agency process?
11. Does the agency collect input from consumers/customers while they are receiving services?
- a. Is there a process for handling consumer/consumer concerns about the services they are receiving? Is there a formal appeals process?
12. What type of follow-up does that agency do with consumer/consumers after they have gained employment?
- a. How long does a consumer/consumer remain with the agency after gaining employment?
13. Does the agency collect input from consumers/consumers who have been placed in a job?
- a. Is there a process for handling consumer/consumer concerns about their job placement? Is there a formal appeals process?

Possible Changes

14. If your agency had additional funds or authority, what changes would you seek to make to your agency's infrastructure? That is, without adding additional services, what types of changes would you like to see made?

Additional Prompts

If the agency does not bring up the following areas, PCG will, when appropriate in the conversation prompt the agency to discuss:

- Career Advancement – is this a focus for the agency? How is career advancement assistance triggered?
- Transportation – does the agency provide transportation? Are there limitations? Is this a barrier? How do consumers access transportation if it is offered by the agency?

Benefits Counseling – is this a focus for the agency? How do consumers access benefits counseling if it is being offered? Who (what staff role/part of the agency) is responsible for conducting the benefits counseling?