



University of Connecticut Health Center

February 2012

Medicaid Infrastructure
Grant Needs Assessment:

People with Disabilities
Survey

Prepared by

Julie Robison, PhD
Martha Porter, BA
Irene Reed, MA
Noreen Shugrue, JD, MBA, MA
Alison Kleppinger, MS

Center on Aging
University of Connecticut
Health Center

263 Farmington Avenue
Farmington, CT 06030-5215

Acknowledgments

We gratefully acknowledge the assistance and support of Dr. Amy Porter, the Connect-Ability staff, and members of the C-A Evaluation Workgroup, particularly George Ducharme who distributed surveys to multiple organizations and stakeholders. We are very grateful for the assistance and support from Morrow Consulting for the online survey design and implementation. We also gratefully acknowledge the contributions of Kathy Kellett, students Sarah Rosenblum and Julie Miller, and the volunteers from the University of Connecticut Health Center who entered data for us.

Table of Contents

Executive Summary	i
I. Introduction	1
I. Methodology and Analysis	1
A. Instrument development.....	1
B. Research sample	3
C. Recruitment.....	4
D. Response rate	5
E. Analysis	6
III. Results	7
A. Employment status analysis.....	7
B. Disability status analysis	38
C. Age category analysis	45
D. Mental Health disability and substance use disorder analysis	50
IV. Conclusions and Recommendations.....	52
IV. References.....	60
IV. Appendices	61
A. People with Disabilities Survey: Currently working	62
B. People with Disabilities Survey: Worked in past	70
C. People with Disabilities Survey: Never worked	78
D. Non-random recruitment of individuals with disabilities.....	84

Executive Summary

Introduction

The 2011 Medicaid Infrastructure Grant (MIG) Needs Assessment (2011 NA) examines the experiences, attitudes, and current practices of employers, service providers, and people with disabilities regarding the employment of people with disabilities. The survey for people with disabilities was developed specifically to gain insight into the views and employment experiences of Medicaid beneficiaries with disabilities. These findings are used to identify personal and systemic barriers that prevent individuals with disabilities from either becoming employed or staying employed.

Methodology and Analysis

Using a self-administered mail survey format, a random sample of approximately 5,800 Medicaid beneficiaries with disabilities were invited to participate in the 2011 NA. This sample was augmented by outreach to additional people with disabilities through organizations such as advocacy groups who serve them. The study yielded a high survey response rate (32%) with 1,813 completed surveys (1,750 from the random mailing, 63 from the additional outreach). Individuals with current, past, or no work experience participated, making it possible to gain insights from individuals across the employment continuum. Respondents provided information regarding current and past employment, challenges, accommodations and supports, and other factors relevant to the employment of people with disabilities in Connecticut.

Respondents could complete the survey by mail, online, or by telephone. Survey responses were collected in a secure online database. First, this report explores differences in experiences and attitudes by employment status (current, past, or never worked). Next, variations by type of disability, age, and mental health/substance use diagnosis, respectively were examined.

For a similar needs assessment completed in 2006 (2006 NA), the sample was drawn from people using Medicaid Home and Community-Based Services (HCBS) waivers and other special programs. In order to include more people with disabilities, the 2011 NA expanded upon the 2006 sample population to include all working age residents receiving benefits through one of Connecticut's Medicaid programs. Therefore, differences between the 2006 NA and the 2011 NA results may be more attributable to sample differences than to changes in attitudes and experiences during the intervening five years. The 2011 NA consumer survey offers an up to date, comprehensive examination of the employment experiences and views of Connecticut's Medicaid beneficiaries with disabilities.

Results

Employment status

Of the 1,813 respondents, 22 percent were currently working, 66 percent worked in the past but were not currently working, and 12 percent had never worked. Analysis showed some similarities and also marked differences in the responses of these three employment groups.

Disability status

Respondents self-reported their disability status by checking all that applied from five disability categories. Two-thirds of respondents reported physical disabilities, over one-half reported mental health/substance use (MH/SU) disabilities, and over one-third had intellectual disabilities. In addition, over twenty percent of respondents had been diagnosed with a substance use disorder. When analyzed by employment status, the majority of past and non workers reported physical disabilities, and over half of past workers reported MH/SU disabilities. Half of current and non workers had intellectual disabilities, and just under half of either group reported MH/SU disabilities. Past workers' disabilities developed later in life: mean age of onset of disability was 30.7 years for past workers, 14.8 years for current workers, and 17.6 years for non workers.

Highlights of findings are first presented through a composite picture of a representative current, past, and non worker.

Current worker

The typical current worker is younger, in better health, and more likely has intellectual disabilities compared to past or non workers. This person works part time in the service field, earns less than \$10.00 an hour, and overall is satisfied with his/her job. The typical current worker began working after the onset of his/her disability, which began in the person's teens. The current worker uses support staff at work and needs on the job accommodations; most often he/she gets the needed accommodations. The current worker rates family support, employer or co-worker support, control over work pace, and reliable transportation as most important for employment. Even though half of current workers have intellectual disabilities, only five percent see this as a challenge to getting a new job. About 45 percent of current workers have either mental health or physical disabilities, but less than one-quarter of current workers see these concerns as a barrier to employment. Instead, what current workers need the most to get a new job is additional training and education.

Past worker

The typical past worker is older, reports poorer health, and most likely has physical disabilities compared to current or non workers. The past worker's disability began at age 30 or later and he/she worked prior to onset of disability. The past worker last worked over five years ago at a service job, working 33 hours a week and earning more money per hour than the typical current worker, although just over half of past workers still made less than \$10.00 an hour. The past worker is more likely to have worked competitively and to have used more of his/her talents at work. The past worker would like a job but is not currently job hunting. The past worker rates reliable transportation, affordable physical and mental health insurance, and paid time off as most important for employment. Past workers would like computer access aids and communication aids at work, and would like more paid help at home. Past workers find physical disabilities to be their greatest challenge. Over half of past workers also have MH/SU disabilities, and about one-quarter of past workers see this as a barrier to employment.

Non worker

Compared to current and past workers, the typical non worker more often is younger, does not have a high school education, and has an income of less than \$10,000 a year. The non worker is more likely to be female and to speak Spanish at home, compared to current or past workers. The typical non worker is in fair health, has physical disabilities which developed in his/her teens, and most often depends on others for rides. Typical non workers do not see themselves working. The non worker is more likely to need personal care at home and would like more help at home. Non workers rate support from family and friends and reliable transportation as most important for employment, and see computer access aids as important to work. Over half of non workers report their physical health to be the greatest barrier to them becoming employed. Approximately one-quarter see their intellectual disabilities or mental health concerns as preventing them from working.

Other notable survey highlights include current and future plans, challenges to employment, and employment supports and devices.

Current job and future plans

Almost half of current workers had jobs in the service or maintenance field, and over one-third of past workers reported their last job was a service position. Both current and past workers worked at more skilled employment prior to disability. While over 60 percent of past and 42 percent of non workers would like to have a job, less than one-third of these respondents were actively seeking employment. When asked what type of job they would like to have, respondents who wanted a job most commonly wanted to work in the service field. Respondents were not very optimistic about their job prospects – less than one-quarter of respondents who were not working thought it likely they would get a job within the next year.

Employment satisfaction

Although overall current workers were happier with their jobs than past workers, the majority of current and past workers expressed satisfaction with a number of aspects of their jobs. Current and past workers were less pleased with their vacation time, benefits, medical coverage, or salary, while past workers in particular felt tired at the end of their work day. Both current and past workers saw little chance for promotion, and the majority of both current and past workers said they would need more training or education in order to get a better paying job.

Challenges to employment

Responding to an open-ended question, participants identified multiple challenges to either get a job or change jobs. The numbers below indicate the percentage of all respondents who listed this challenge, regardless of their work status:

- Physical health or physical disability (55%)
- Mental health disability/emotional concerns (25%)
- Training or education (12%)
- Intellectual disability/cognitive difficulties (12%)
- Transportation (9%)

- Work place accommodations (7%)
- Assistance in finding a job (<3%)
- Lack of jobs with benefits or good pay (<2%)

The importance of each challenge differed among the three employment groups, especially between respondents who were currently working and those who were not employed. Current workers identified the need for training or education as the biggest barrier they faced to getting a new job, followed by physical and mental health concerns. Physical health was the biggest challenge for both past and non workers, followed by mental health concerns. Non workers identified intellectual disabilities as their third most common challenge.

Physical health

Respondents often faced significant physical health challenges to employment. Two-thirds of all respondents identified themselves as having physical disabilities, and over half were in fair or poor health. Some respondents gave examples that might be easier to accommodate, such as needing a job where they would be sitting down or could take frequent breaks. For others, their physical disabilities or severe health conditions would make it very difficult for them to be employed.

Mental health

Just over half of respondents identified themselves as having mental health or substance use (MH/SU) disabilities, and one-quarter of respondents reported that mental health concerns made it difficult for them to work.

Lack of training or education

Current, past, and non workers specifically described a need for some type of job training or education to become employed or move to a different job, including job specific training, computer skills training, and post-secondary education.

Intellectual or cognitive disabilities

Non workers more frequently saw intellectual or cognitive disabilities, such as learning disabilities or Down syndrome, as barriers to employment than current or past workers.

Transportation

Reliable transportation was identified by almost all respondents as important for their employment. Respondents in all groups most commonly got rides from another person, especially non and past workers. Public transportation was used by over 40 percent of past and non workers, and about one-third of current and past workers reported they drive themselves. Driver unavailability was the most commonly reported transportation difficulty, followed by inadequate public bus service, and high cost of transportation.

Workplace accommodations and assistive devices

Important assistive devices most commonly identified by respondents included computer devices, communication aids, and structural adaptations. A majority of respondents also

indicated work accommodations such as extra training or control over the pace or scheduling of work activities were important for their employment.

Responses to other questions in the survey identified two other common barriers to employment: need for vocational services and supports, and low expectations or motivation.

Employment supports and devices

Many supports listed in the survey were very important or helpful to current workers, especially support from family, friends, employer or co-workers, and having control over the pace or scheduling of their work activities. Past workers were most concerned about health insurance and mental health benefits, while paid time off was important for both current and past workers. A large majority of current, past, and non workers rated support from family or friends and reliable transportation as important for their employment.

When asked about assistive devices important for employment, current workers rated all devices significantly less important than either past or non workers. Past and non workers were also more likely to need additional assistive technology or modifications at home. Non workers needed the most assistance with personal care activities, and over half of respondents in all three groups needed assistance from another person with household activities. Approximately one-third of current and non workers, and one-fourth of past workers, currently receive paid assistance or support; past and non workers indicated the greatest need for more paid assistance than they were currently receiving.

Analyses by disability type, age group and mental health disability/substance use

Differences by disability

Respondents with intellectual disabilities were most likely to be current workers; while the majority of respondents in each of the other three disability groups had worked in the past. Respondents with intellectual disabilities were most likely to look forward to coming to work, be satisfied with their salary, and be happy with their supervisor and co-workers. At the same time, this group was least likely to be competitively employed, reported the lowest wages, and least likely to use their abilities on the job. Respondents with physical disabilities were more likely to hold a professional/executive position and earned higher wages. They used more of their abilities on the job and wanted to stay at their same job. However, they were also the most physically worn out by the end of the day. Respondents with a MH/SU disability were the most educated, did not use their talents on the job, and were the most likely to want a different job. Meanwhile, respondents with multiple disabilities were the least satisfied with their jobs overall. The physical and multiple disabilities groups were the least educated, reported the greatest need for personal care assistance, and reported the worst health compared to the other disability groups.

Differences by age

Young adults (40%) were more likely to be working, while the majority of adults and mature adults had worked in the past. Overall, young adults were happier with their pay, had more energy at the end of the day, and wanted to work more hours. Both adults and mature adults

were more likely to work before onset of their disability and more likely to use their talents and abilities at work. The two older age groups also reported greater job tenure, higher wages, and more competitive employment. Young adults were more likely to use support staff or a job coach at their jobs and were the most likely to receive the work accommodations they needed.

Young adults more often relied on getting rides from other people, adults more often relied on public transportation, and mature adults were the most likely to drive themselves. Young adults were the most likely to have received a high school diploma/GED but no further education, while adults and mature adults were more likely to have at least some college education. At the same time, a greater percentage of mature adults had never finished high school than in the other age groups. Young adults reported the best overall health, followed by adults and then mature adults.

Differences by mental health disability and substance use disorder

The other disability (OD) and MH respondents were more likely to be current workers than the SU respondents, who were most likely to be past workers. The SU respondents were older, developed their disabilities later in life, and were more likely to work prior to the onset of their disability at a competitive job with no job supports. Respondents in the OD group had the most job tenure and reported the most job satisfaction and job security. The OD group most often rated physical modifications and paid personal assistance important for work, while mental health benefits were most important for the MH and SU groups. More MH and SU respondents also felt they would need training or education to obtain a better job.

Overall, respondents in the OD group reported the best health, were most likely to live with their parents, and were less well educated. The MH group had the greatest percentage of women, while the OD group had the greatest percentage of African Americans. SU respondents used public transportation and got rides more often than the other groups and reported more transportation challenges overall.

Recommendations

These recommendations are offered for consideration as ways to address some of the major challenges identified by respondents in this needs assessment.

Improve access to physical and mental health care

Accessible and affordable physical and behavioral health care is a necessary support for the successful employment of people with disabilities. Respondents identified physical health difficulties as the most prominent employment challenge, while mental health concerns were cited as next greatest employment challenge. Both of these can limit employment opportunities for individuals by restricting the type of job, job duties, number of hours worked, and other job elements.

Increased access to physical and mental health care might help individuals manage their health conditions, allowing them to become employed or work at a different type of job. Increased

access and regular use of primary care services might also prevent some of these chronic conditions.

Improve and expand transportation services

Lack of reliable and accessible transportation makes it very difficult to work. Most of these individuals relied either on others for rides or on public transportation, but then experienced problems with driver or public bus service availability. About one-quarter of respondents currently drive themselves – it is likely that more respondents would own and drive a car if they had the financial resources to do so.

Expanding Connecticut's public transportation system to include more frequent service, locations, and increased weekend and night service would enhance an individual's employment opportunities. Other options which would support employment include offering lift vans, availability of accessible taxis, use of taxi vouchers, and designated employment pick up and drop off services.

Increase access to existing vocational and job assistance services

Many of the supports desired by job seekers are already available. Vocational supports specifically requested by job seekers included help writing a resume, learning interviewing skills, completing applications, or just to “work with BRS.” Job seekers as well as current workers also identified a need for assistance in locating or finding an appropriate job. For the typical respondent, the most successful job placement would include a supportive employer and co-workers, paid time off or vacation time, control over the pace of work activities, and a reliable way to get to and from work. Connecting these respondents to existing vocational services and expanding the scope of services offered would provide the employment assistance desired by these respondents.

Provide education and job specific training

Accessible, affordable training and education at all levels is needed for these respondents. Non workers in particular need basic education – 60 percent of non workers lacked a high school diploma or GED, as did almost one-third of past workers. Job seekers, on the other hand, often identified a need for a post secondary or a college level education to be employed. However, unless financial assistance or a lower cost educational alternative is provided, this education may continue to be out of reach for many respondents.

Current, past, and non workers all expressed a need for job training to be employed or to change their job. Current workers, many of whom had intellectual disabilities, identified lack of training as their number one employment barrier. Providing affordable and accessible job training could help these workers move to a more desired or higher paying position. Past workers and job seekers specifically would like computer skills training. Other respondents asked for job specific training – such as certified nurse aide training – while others did not specify the training they wanted.

Offering job specific training and assistance in finding a job would assist these and other people with disabilities to move towards employment. Further outreach should determine what other training or resources would be most beneficial to assist individuals gaining employment or moving to a better job.

In summary, this needs assessment provides a comprehensive examination of the current state of employment of people with disabilities. Using these results, Connecticut can strategize future policies, building upon current strengths and implementing necessary changes to enable more people with disabilities the opportunity to be successfully employed.

I. Introduction

The Medicaid Infrastructure Grant (MIG) is funded by the Centers for Medicare and Medicaid Services (CMS) and designed to support the competitive employment of people with disabilities. Awarded to the Connect to Work Center at the Bureau of Rehabilitation Services (BRS), the grant is intended to facilitate improvements to the state Medicaid program and services, to promote linkages between Medicaid and other employment-related service agencies, and to develop a comprehensive system of employment supports for people with disabilities. The MIG Steering Committee adopted the name “Connect-Ability” to refer to both the entire MIG effort and to the statewide technical assistance center, designed to be the premier state resource center for employment information at the individual, programmatic, and policy levels.

To achieve these goals and strengthen the employment infrastructure for Connecticut residents with disabilities, Connecticut is implementing a comprehensive, statewide strategic plan. As a first step in the strategic planning process, beginning in January 2006 the Connect to Work Center contracted with the University of Connecticut Health Center (UCHC) to conduct a statewide needs assessment. With direct guidance from the MIG Steering Committee, the UCHC research team developed a multi-pronged approach to contact people with disabilities, employers, and service providers throughout Connecticut in order to assess their experiences, attitudes, and observations about employment for persons with disabilities. Research activities and results of the 2006 Needs Assessment (2006 NA) are available at

[http://www.connect-ability.com/media/pdf/research/Final MIG Needs Assessment with appendices 8-31-06.pdf/](http://www.connect-ability.com/media/pdf/research/Final_MIG_Needs_Assessment_with_appendices_8-31-06.pdf/).

To assess the progress made in the implementation of the strategic plan for the successful employment of people with disabilities, and to provide data to inform the continuing priorities of Connect-Ability, a second MIG Needs Assessment was conducted in 2011 (2011 NA). Similar to the 2006 NA, the 2011 NA presents a comprehensive look at the employment of people with disabilities from the employer, provider, and consumer points of view. Research activities and results of the 2011 reports on employers and service providers are available at

<http://www.connect-ability.com/media/pdf/research/>.

This report describes the survey of people with disabilities and its results. Methodology, analysis, and results are detailed below, including comparisons to the 2006 NA. The discussion frames these results within the context of programmatic supports and enhancing the employment of people with disabilities.

II. Methodology and Analysis

A. Instrument development

The survey instruments were developed by the UCHC research team, incorporating important issues raised in the literature along with content areas the Steering Committee or Evaluation Workgroup felt important to investigate. The instruments focused on employment issues and other topics which could influence the successful employment of people with disabilities. Items

were chosen carefully in order to provide a comprehensive examination of employment for people with disabilities in Connecticut. Both quantitative and some qualitative questions were included to elicit a broad range of responses.

For comparison purposes, the 2011 survey instruments were derived from the 2006 MIG Needs Assessment survey (Robison, Gruman, Porter, Kellett, & Reed, 2006). The research team made modifications based on the experience of the earlier study and to allow other areas more emphasis. Items which did not work well in the original survey were either revised or dropped. Instead of using a separate survey form covering personal care assistance and service delivery, as in the 2006 survey, the 2011 instrument incorporated items covering personal assistance at home and work/school. This integration simplified the survey and reduced respondent burden.

The final instrument comprised five overall areas: employment, health and disability information, transportation, housing and activities, and general information (demographics). Employment included work status (currently working, worked in past, never worked), wages, tenure, satisfaction and attitudes, future job plans, and challenges to obtaining their employment goals. Other items addressed employment-related assistive devices, accommodations, supports important for work such as paid help at work or home, vocational rehabilitation services, employer/co-worker support, and employer-provided benefits. The health section included questions regarding disability status, activities of daily living (ADL) and instrumental activities of daily living (IADL) assistance.

Three different mail survey booklets were developed, each using a different color: currently working (blue), worked in past (green), and never worked (yellow). Each survey's questions were targeted to that particular employment group, which minimized skips and simplified the survey for respondents. The three different colors also helped respondents identify the correct form to complete. This method worked well in 2006, as the great majority of participants in the first needs assessment gave responses consistent with the survey they completed. All three surveys were translated into Spanish and "back translated" from Spanish into English to ensure accuracy. See Appendix A for the instruments.

The survey was recreated in full on a secure website. The online survey utilized automatic skips dependent upon one's answer to the stem question. Other functions which facilitated ease of use included the ability to change one's answers, to go back to previous pages, and to review one's answers before submitting the completed survey. The respondent did not have to complete the survey in one sitting – the computer would automatically save the answers marked and give the respondent a unique code to use to access his/her survey at a later time. A colored bar at the top of the page allowed participants to track their progress as they completed the survey. People logging into the site could either use their unique ID to access the survey, or click "I have no code." While the survey was open to anyone, a specific URL was needed to access it, making it unlikely that a person would open it accidentally.

The first question of the online survey assessed work status, "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?" Respondents indicated if they were currently working (current workers), were not currently working but had worked in the past (past workers), or had never worked (non workers). Based on this response, the online form automatically directed the person to the correct survey.

B. Research sample

Participant contact information was provided by the Department of Social Services (DSS). The data was stored in Microsoft Access and transferred securely to UCHC. The data file contained the individual's Medicaid client ID, coverage group, and waiver information if applicable. The address information was taken from the state's Eligibility Management System (EMS) data system. The waiver codes came from information on EMS, the Department for Developmental Services (DDS) waiver database, and the DSS Data Warehouse. This original database contained 55,106 addresses.

The database consisted of all individuals receiving benefits through Connecticut's Aged, Blind, and Disabled Medicaid program (S01, S02, S03, S04, S95, and S99) aged 18 through 65, and all persons aged 18 – 69 receiving Waiver Medicaid (W01) or Medicaid for the Employed Disabled benefits (MED-Connect or S05). This method included the majority of Department of Mental Health and Addiction Services clients.

Several steps were taken to produce the final research sample. Persons aged under 18 or over 69, living out of state, or who had a court appointed or DSS authorized representative were taken out. The remaining 53,375 were eligible for random selection. Individuals receiving MED-Connect benefits (n=4534) were purposely oversampled, as this group was of special interest given they were receiving Medicaid and employed. Twenty percent of these individuals were randomly selected to receive the survey (n=904). Individuals from all other groups combined (n=48,841) were randomly sampled by ten percent, producing a list of 4884 individuals. This yielded a total sample 5791 for the survey mailing, referred to as the random sample.

One initial intent of the 2011 NA was to compare current results with those from the 2006 NA to determine changes over the past five years. In 2006, the random research sample consisted of Connecticut residents who participated in one of Connecticut's Home and Community Based Waiver Programs or other state service programs. While representative of the waivers and particular programs, the 2006 sample left out a large number of Medicaid recipients. The 2006 random sample also did not specifically recruit people with primarily mental health disabilities. In an effort to be more inclusive of people with disabilities not on a waiver, the 2011 NA used the more inclusive sampling method described above.

Although the selection methodology is different, the overall population is not radically different from that selected in 2006. All the groups of people eligible for the 2006 survey were eligible for the 2011 survey. However, the current method expands the sample population in order to give a more complete picture of Medicaid recipients with disabilities in Connecticut. Differences between the two surveys may be attributable to the differences in research sample rather than

to change over time in experiences and attitudes. The 2011 NA consumer survey offers an up to date, comprehensive examination of the employment experiences and views of Connecticut's Medicaid beneficiaries with disabilities.

C. Recruitment

The principle method of recruitment was through a mail survey. Using the sampling procedures described above, each of the 5791 individuals in the random sample was mailed a packet with a personalized letter, one copy of each of the three surveys, and a postage-paid return envelope. Respondents were asked to mail back their completed survey within three weeks. The letter included an incentive – if the survey were completed and sent back on time, the respondent would be part of a drawing to receive one of fifty \$50 gift cards. Approximately four weeks after the first mailing, a second packet with a reminder letter, one copy of each of the three surveys, and a postage paid return envelope was mailed to non-responders. To allow for this targeted follow up to non-responders, the letter and surveys included a unique, randomly generated identification number (ID).

The letter detailed to respondents the option of completing the survey online. The online survey URL was listed in the letter, along with the individual's ID to use to log into the survey. Surveys entered online were considered the equivalent of surveys completed by mail or telephone. Respondents who completed their surveys online using their ID were not sent a reminder packet.

In addition to the random sample, survey letters or packets were emailed and distributed to multiple organizations and centers across the state (see Appendix B). This organized outreach included senior and community centers, supportive housing, advocacy organizations, independent living centers, community colleges, and support groups. Lead organizations emailed their local chapters or provided survey packets and encouraged them to participate. Group email lists were used to email the letter and the survey link to members. Using this snowball technique, individuals with many different kinds of disabilities, regardless of their Medicaid status, were contacted across the state.

The letters for this non-random outreach were not personalized, and directed people to the URL for the online survey form. A toll-free number in English and Spanish was included in the letter, so an individual could request a paper English or Spanish survey or could call in and do the survey by telephone in either language. Unlike the random sample, these non-random letters did not include a unique identifier. Instead, instructions were given for people to click the "I have no code" button to access the survey once on the survey home page.

Efforts were made to include as many individuals as possible within the above research sample. Offering the survey in three formats (mail, telephone, or online) encouraged participation and minimized respondent burden, as individuals could choose which method worked best for them. The surveys were translated into Spanish, and all letters included a sentence in Spanish with the number to call for a Spanish interview. Two toll-free telephone lines, one in English and one in Spanish, were set up so people could call for assistance without incurring charges. A Latina

research assistant answered the toll-free line, completed telephone interviews in Spanish, or sent out a Spanish survey as requested. These methods made it possible for Spanish-speaking residents to participate.

Other methods were also used to make the survey process more inclusive. Large print surveys were offered. Giving the option of completing the survey by proxy or with assistance allowed for the inclusion of individuals who could not otherwise participate. Finally, unlike many other employment surveys for people with disabilities, this study included people living in non-institutional group quarters, such as group homes or supportive living (Stapleton, Honeycutt, & Schechter, 2012).

D. Response rate

All surveys sent in by mail or completed by telephone were entered in the online survey form. Surveys returned from the random mailing were entered using the survey ID. Surveys returned without an ID were considered part of the non-random sample, and were entered by clicking the “I have no code” choice. The computer program then generated a unique identifier for each survey.

A total of 1,823 individuals responded to the survey either by mail, by telephone, or online. Of these, ten people answered the first question only, which asked their employment status, but did not go any further. These ten surveys are not included in the analysis, leaving a total of 1,813 surveys with data beyond question one. Of these, 1,750 were from the random sample, while the remaining 63 had no code and were from the community outreach. These non-random surveys were included in the analysis. The random mailing response rate was 31.9 percent, an excellent response rate for a mailed survey (Chiu & Brennan, 1990; Harbaugh, 2002).

Table 1. Random mailing response rate

Random mailing response rate	
Surveys in initial random mailing	5,791
Surveys returned – wrong address	309
Surveys returned – deceased	2
Revised sample size	5,480
Total surveys completed from random mailing	1,751
Surveys from random mailing with only Q1 completed	1
Surveys from random mailing used for analysis	1,750
Final random mailing response rate	31.9%

Overall, two-thirds of all respondents (69%) completed the survey on their own, while 17 percent had assistance and a proxy completed the survey for 14 percent. When examined by employment status, many more past workers (78%) completed it by themselves than either current (55%) or non (40%) workers. In contrast, surveys for non workers (38%) were more often completed by proxies than either current (21%) or past (8%) workers. Respondents received assistance completing the survey from parents (25%); other family members or friends (44%); and service providers (30%).

E. Analysis

All data were entered into the secure online survey form created in Microsoft Access. The data were cleaned and then exported into SPSS 19.0 for analysis. Question by question descriptive statistics (frequencies, averages, and percentages) were performed. Chi-square tests and independent t-tests were used to determine statistical significance. Significant results are noted when the p values were less than 0.05.

The data were initially examined using employment status (current, past, or never worked) as the independent variable. Descriptive statistics were separately run for each of the three employment groups. The three groups were then compared statistically across all common questions. Sections which were identical across all three surveys include health, disability status, transportation, housing, and demographics. All three surveys also had identical questions on assistive devices and employment supports. There was also some overlap between the employment questions in the current and worked in past surveys. Other questions, such as assistance needed to get a job, were common only between the past and never worked surveys. Additional analyses were then performed to examine the results by type of disability, age, and mental health/substance use diagnosis, respectively.

Qualitative responses to short open-ended questions were coded into categories. Job types were coded using a standardized job classification scale. Primary disability was used to fill in missing disabilities. For questions with an "Other (describe)" choice, responses written in were recoded if possible to a given categorical response. In some cases, new answer choices were created or categories revised to better represent the data. For example, examination of the write in responses to "Who do you currently live with?" revealed that a number of these responses described some type of supportive housing arrangement, such as a group home or sober house. In response to these findings, an additional category, "Supportive housing," was created to capture these responses.

Content from the more lengthy open-ended questions was analyzed using standard qualitative analysis techniques (McCracken, 1988). Major concepts or areas of interest supported by direct quotations were organized into common themes using the constant comparative technique (Glaser & Strauss, 1967). Additional themes were included until no new topics were identified. For this analysis, themes from the 2006 NA were used as a starting point, and then modified or added to as needed.

III. Results

Results are presented in four different sections according to the independent variables used in the analysis:

- A. Employment status analysis
- B. Disability type analysis
- C. Age analysis
- D. Mental health disability and substance use disorder analysis

To provide a complete picture, the analysis by employment status reports results for all survey questions. This section also includes any notable comparisons to the 2006 NA. The disability type, age, and mental health disabilities and substance use disorder analyses only report statistically significant results. Within each section, results are presented by topic as follows:

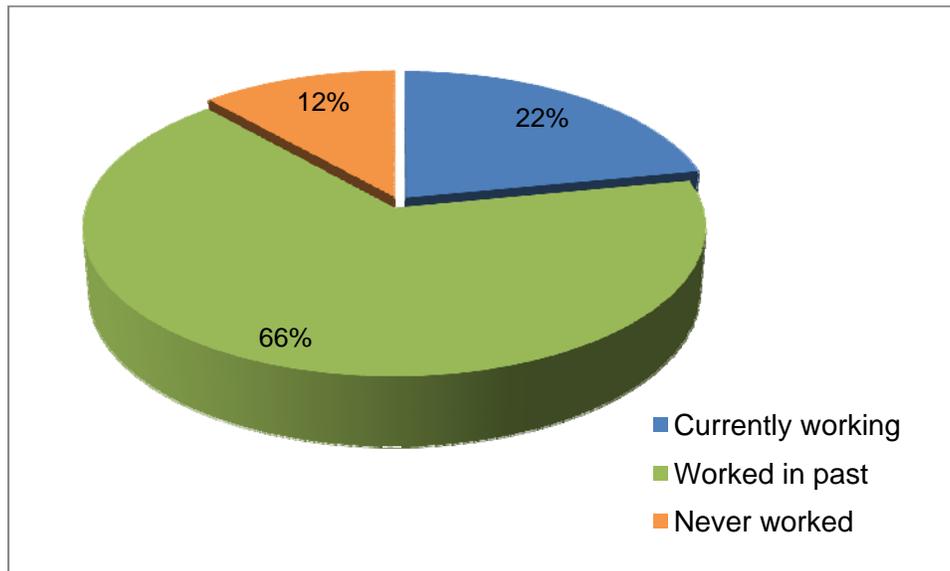
- Employment questions
- Assistance and support
- Transportation and activities
- Health and disability status
- Demographics

A. Employment status analysis

Employment status

Of the 1813 surveys completed, 398 (22%) were from current workers, 1204 (66%) were from people who had worked in the past but were not currently working, and 211 (12%) were from individuals who had never worked. The survey defined work as: "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." Respondents self-identified their employment status. The three groups are referred to as current workers, past workers and non workers throughout this report.

Figure 1. Employment status



Comparisons to 2006 Needs Assessment

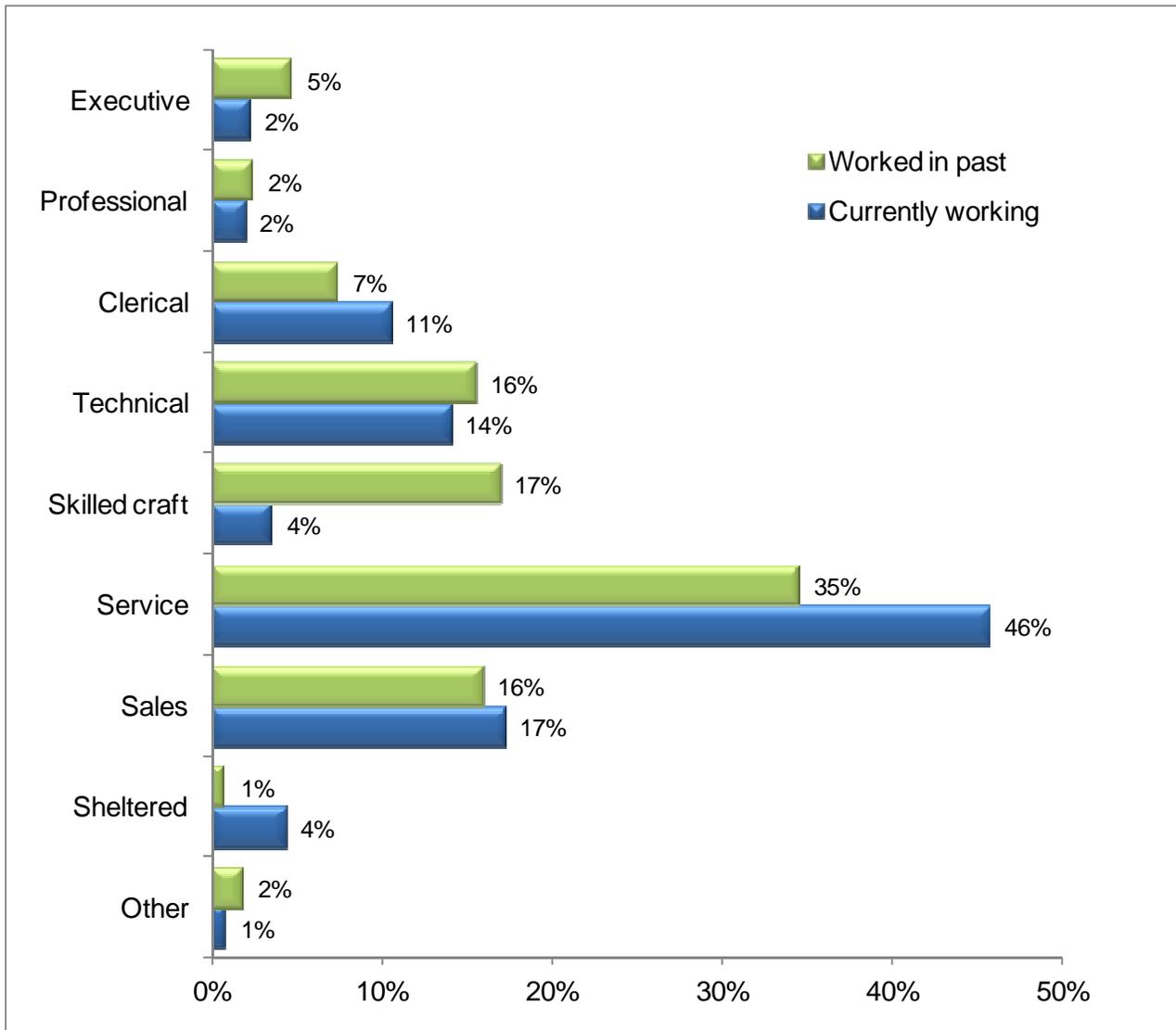
The relative proportions of both past and current workers in 2011 differed markedly from the 2006 NA. Respondents to the 2006 NA were more likely to be current workers (47% vs. 22%) and less likely to be past workers (45% vs. 66%). This difference likely reflects the broader sampling strategy used in 2011, to encompass a more representative sample of Medicaid clients.

Job characteristics, satisfaction, and challenges

Type of job

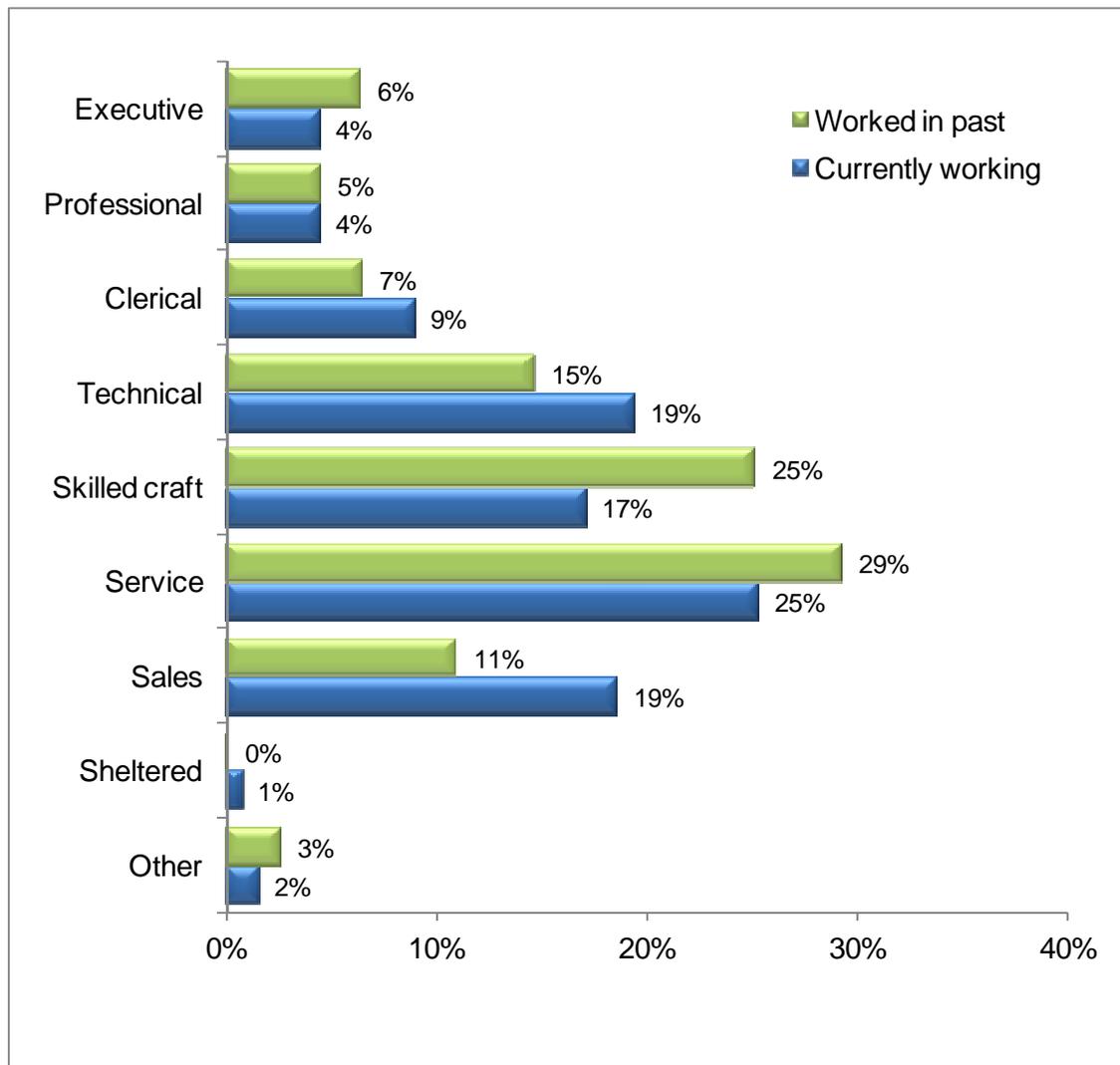
Both current and past workers reported having service jobs most frequently. Forty-six percent of current workers and 35 percent of past workers work or worked in the service or maintenance field. Sales and technical/paraprofessional jobs were also well represented, with 14 to 17 percent of current workers and past workers in related fields of work. Seventeen percent of past workers also worked in skilled craft jobs, while only four percent of current workers do. Past workers were asked to report on their last job or work position for the survey. Most past workers (61%) reported last working more than five years ago, 32 percent last worked one to five years ago, and nine percent stopped working within the last year.

Figure 2. Type of job



Both current and past workers worked at more skilled employment prior to disability. Most notably, more current and past workers began working in the service industry after the onset of their disabilities. The percentage of current workers in this field almost doubles from 25% prior to 46% after disability onset. After the onset of disabilities, fewer current and past workers held skilled craft, professional, or executive positions. Fewer current workers held technical positions after the onset of disabilities, while the percentage of past workers in sales increased.

Figure 3. Type of job before disability



Comparisons to 2006 Needs Assessment

In both 2006 and 2011, service positions were the most commonly held job, whether for current or past workers. As in 2011, in general both current and past workers in 2006 worked at more skilled employment prior to disability. However, differences between the 2006 and 2011 samples were seen when comparing current (or past) workers to each other.

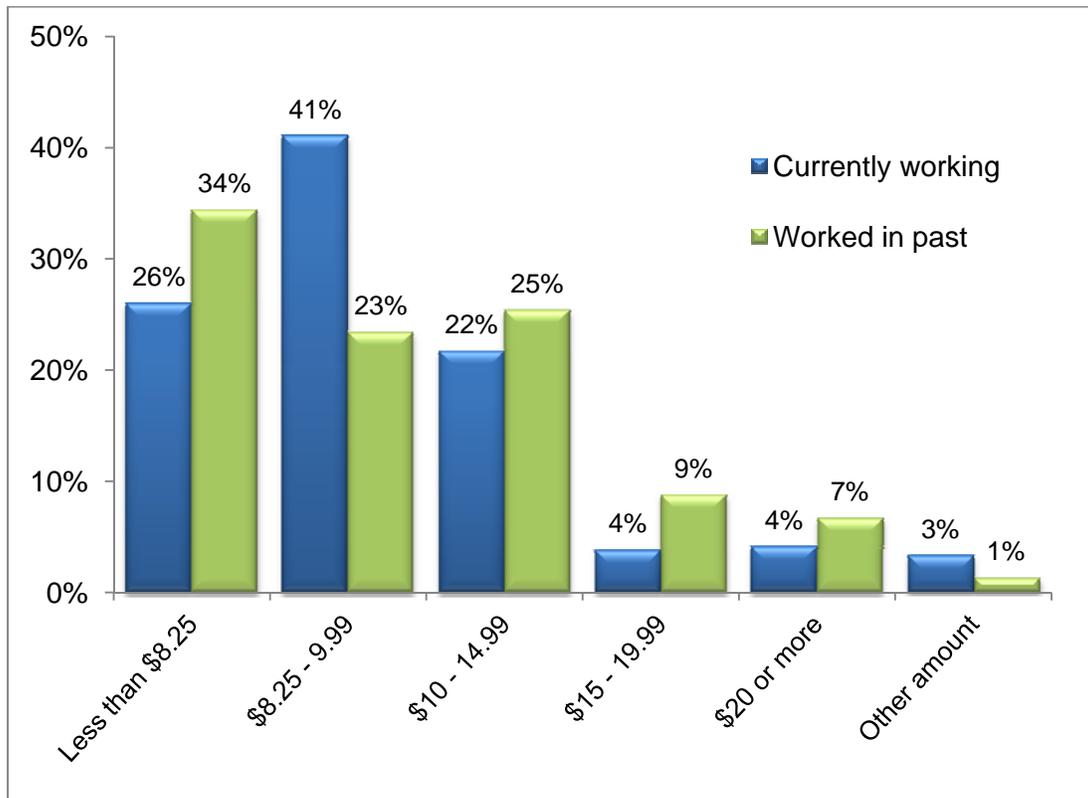
Current workers in 2011 and in 2006 held a different mix of positions. Compared to 2006, current workers in 2011 held more technical positions, and fewer current workers in 2011 worked in the service industry. On the other hand, the percentage of current workers holding sales positions increased in the 2011 sample. Professional positions for current workers were less prevalent for 2011 respondents, and twice as many sheltered jobs were reported by respondents in 2011 than in 2006.

Noticeably more past workers in 2011 reported working at service or sales jobs compared to 2006. Fewer past workers reported last working in professional and clerical positions in 2011. One bright spot was the slight increase in skilled craft positions reported by past workers in 2011.

Wages, hours, onset of disability

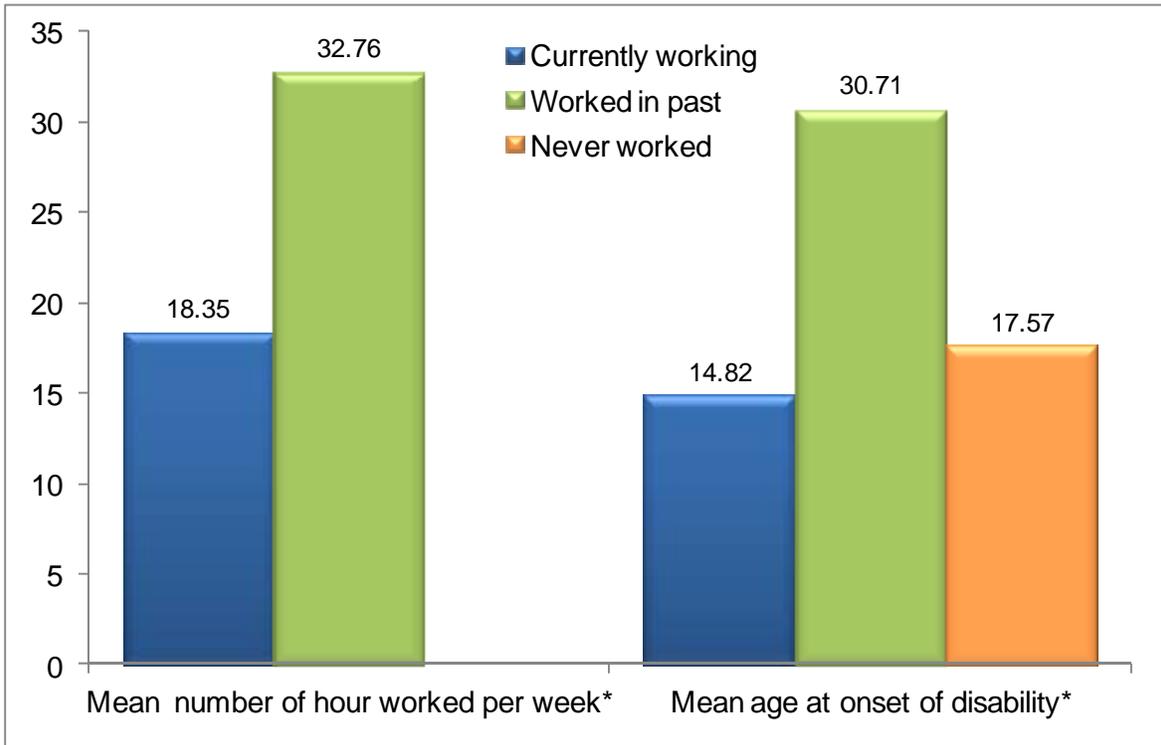
Reported wages were significantly lower for current than past workers. Two-thirds of current workers earned less than \$10.00 an hour, compared to 57 percent of past workers. On average, past workers worked almost twice as many hours as current workers. Past workers also acquired their disabilities much later in life than current workers. The mean age of onset of disability for past workers was 30.7 years, while for current workers it was 14.8 years. Three-fourths (76%) of past workers worked before the onset of their disabilities, whereas less than half (44%) of current workers worked prior to their disabilities.

Figure 4. Hourly wage*



p ≤ .05

Figure 5. Hours worked and age at onset of disability

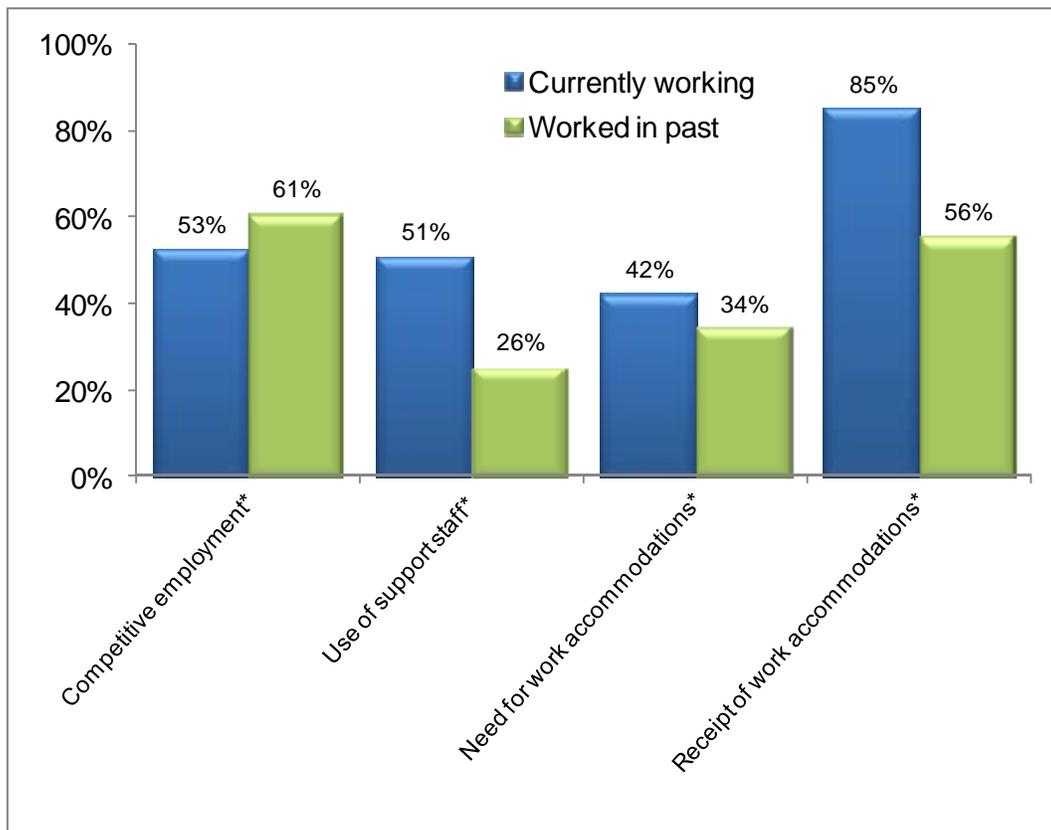


* $p \leq .05$

Less than two-thirds of past workers reported competitive employment, and only half of current workers were competitively employed. Current workers were more likely to receive assistance on the job. Half of current workers used either a job coach or other individualized support staff for at least part of the time while at work.

Forty-two percent of current workers indicated a need for modifications or accommodations at work, and most of them (85%) received the needed accommodations. This was not the case for past workers. Of the 34 percent of past workers who needed accommodations at work, only half received them.

Figure 6. Competitive employment, use of support staff
Need for and receipt of work accommodations



*p≤.05

Comparisons to 2006 Needs Assessment

Overall, current workers earned more money in 2011 than in 2006. Still, a majority of current workers in either year made less than \$10.00 per hour. Meanwhile, more past workers in 2011 reported making less than \$10 hour compared to past workers in 2006. In 2006, more past workers also reported working prior to their onset of disabilities, which may be a factor in the relatively greater income earned by past workers that year compared to 2011. Despite the lower wages reported by past workers in 2011, a greater percentage of past workers in both years reported higher wages than current workers.

Competitive employment also differed between surveys. In 2011, more current workers were competitively employed. In contrast, the percentage of competitively employed past workers was higher in 2006 than in 2011. Compared to 2011, fewer current workers in 2006 indicated a need for accommodations at work, and in 2006 past workers used supportive employment less often compared to 2011.

Likelihood of getting a new job

Sixty-three percent of past workers and 42 percent of non workers indicated that they would like to have a job, and over one-third of current workers would like a different job. However, only 20 percent of past workers and 12 percent of non workers were actively seeking employment. When asked what job they would like to have, past and non workers most frequently wanted a job in the service industry (28% past, 37% non workers). Other types of jobs desired by past or non workers included technical (10-13%), clerical (9-10%), or skilled craft (8-9%). Twenty percent of either past or non workers did not know what type of job they would like to have.

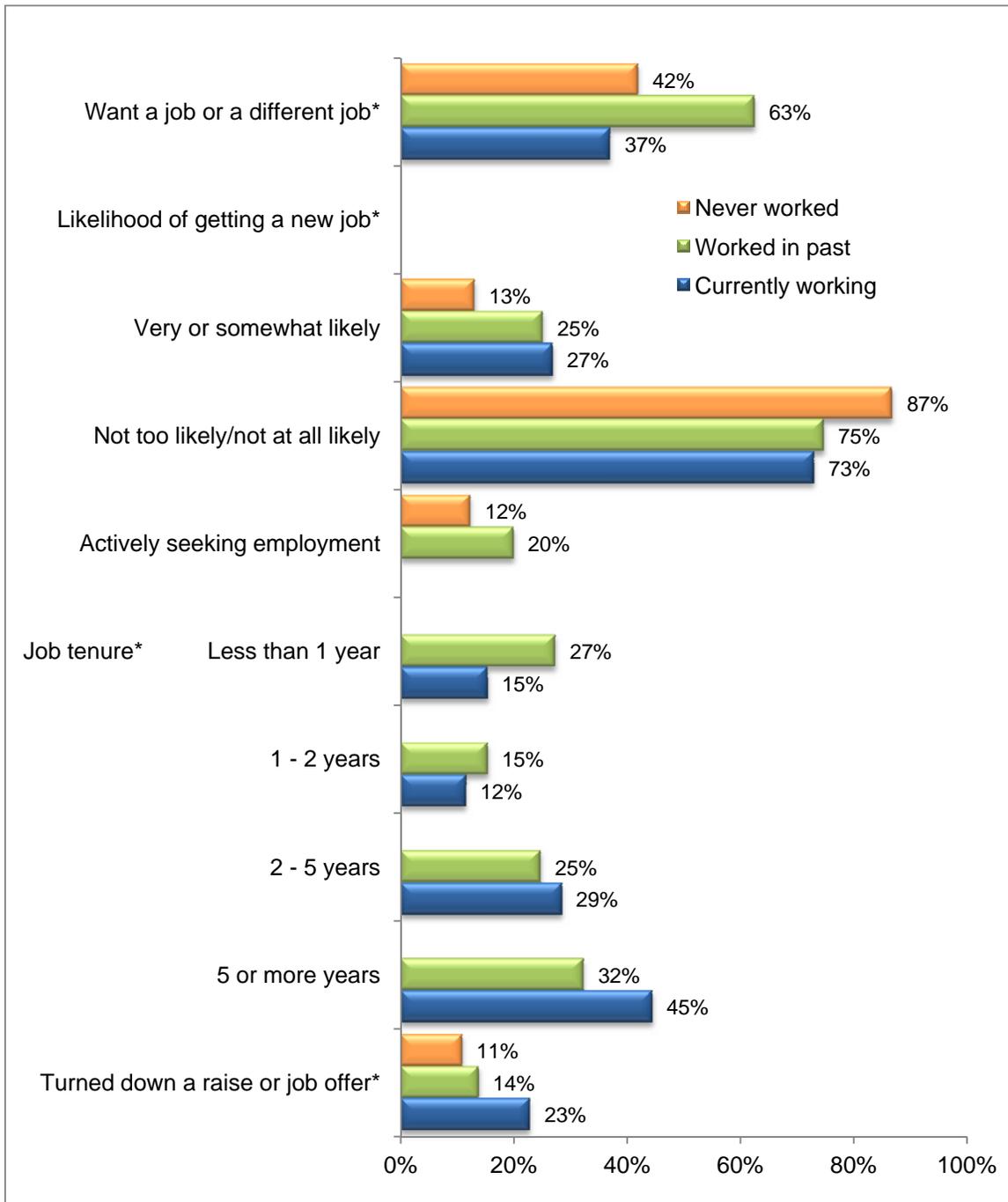
When asked what help, training, or assistive devices they needed to get a job, these respondents most commonly wanted assistance in finding a job, further education, vocational services, computer skills training (past workers only), non-specified training, or transportation. Vocational services included working with BRS, help writing a resume, interviewing skills, or completing applications. Only six percent of either group mentioned assistive devices.

Neither past, current, or non workers were very optimistic about finding a job or changing jobs in the next twelve months. This was especially true for non workers, as 87 percent of them felt it was “not too likely” or “not at all likely” that they would get a job within the next year. Just over one-third of current or past workers felt they had ever been treated unfairly in getting a job or in the workplace because of a disability (35%, 36% respectively). Only 20 percent of people who had never worked had this impression.

Job tenure and benefits

Almost half (45%) of working individuals have worked for the same employer for five years or more, while only one-third of past workers reported this job stability. Past workers also reported more recent job changes. Of the past workers who worked within the last two years, 30 percent changed their job at least once, compared to only 18 percent of current workers. Concerns over losing their Social Security or other benefits played a part in deciding how many hours to work or choosing a job for almost one-fourth of current workers, versus 14 percent of past and 11 percent of non workers.

Figure 7. Future plans, tenure, concerns over benefits



*p≤.05

Comparisons to 2006 Needs Assessment

In 2006, a larger proportion of non workers said they would like to be employed (56% vs. 42%). However, as in 2011, a small proportion of either past or non workers who wanted a job in the 2006 NA were actively seeking employment. Past workers in 2011 were slightly more optimistic

about their job prospects, as 25 percent felt it is at least somewhat likely they will get a job within the next 12 months, versus 20 percent in 2006.

For past workers, job stability was lower in 2011: 44 percent of past workers in 2006 had at least five years of job tenure in 2006 compared to 32 percent in 2011. Assistance or training desired by those actively seeking jobs in 2006 did not differ much from 2011, although fewer mentioned wanting vocational services in 2006.

Job satisfaction

Job satisfaction was assessed with a modified version of the Indiana Job Satisfaction Scale (Resnick & Bond, 2001). Many of the items were significantly different between past and current workers. Most respondents with either current (91%) or past (83%) work experience looked forward to coming to work. The great majority of either current (92%) or past (88%) workers also felt needed because of their job. In each instance, current workers were significantly more likely to feel this way.

Current and past workers also differed significantly with respect to satisfaction with energy at the end of the day, medical coverage, hours worked, and likelihood of promotion. The majority of both groups felt physically worn out at the end of the day, with past (75%) more likely than current (61%) workers to feel this way. Past workers were also less likely to want to increase their work hours. Past workers showed more satisfaction with their job related medical coverage, although still a majority of both past (66%) and current (74%) workers did not feel it provided the coverage they needed. Fewer current workers thought they had a good chance at a promotion (25% current, 36% past). In addition, twenty percent of current workers felt there was a good chance of losing their job within the year (question not asked of past workers). More current than past workers felt training would be necessary to get a better paying job, although this difference did not reach significance.

The two employment groups also differed regarding their views of their supervisor and co-workers. While a strong majority of current workers (93%) thought that their supervisors were fair, only three-fourths of past workers agreed with that statement. Past workers were also almost twice as likely to find their supervisor was difficult to get along with. Although more current workers felt they had a co-worker who was also a friend, more past workers actually spent time with a co-worker outside of work.

Both groups of workers agreed their job kept them busy and were satisfied with their schedule. However, both groups of workers expressed less satisfaction with their salaries, and even fewer current or past workers were satisfied with their vacation or other benefits. Still, less than 40 percent of either group wanted a different job.

The following table summarizes the responses from those with current or past work experience (agree = strongly agree or somewhat agree; disagree = strongly disagree or somewhat disagree).

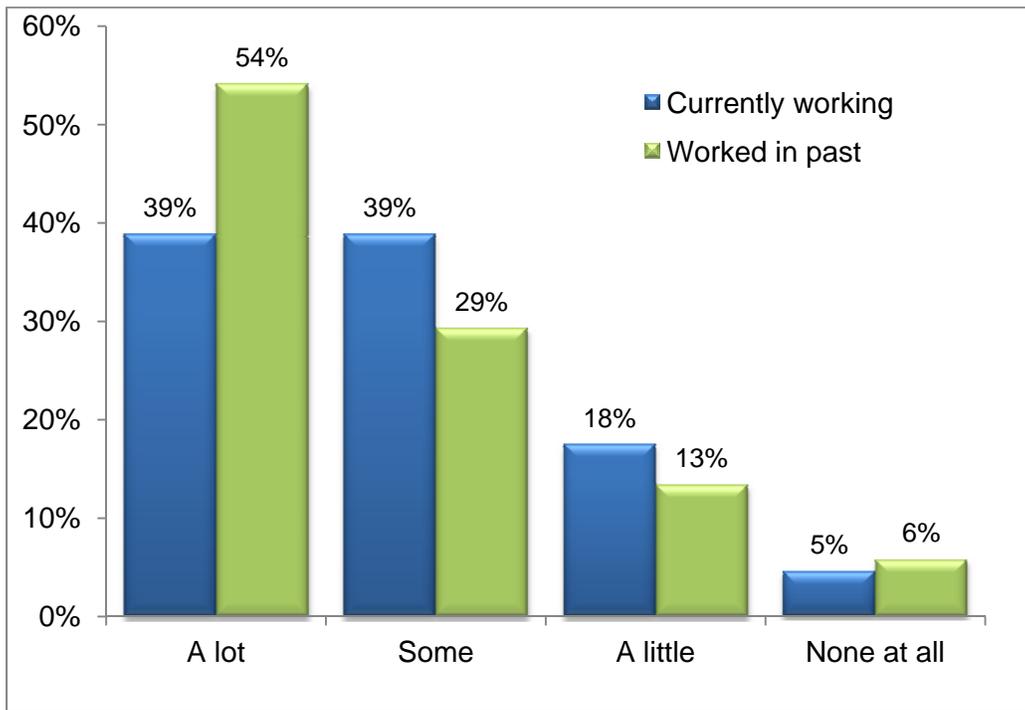
Table 2. Job satisfaction

	<u>Current workers</u>		<u>Past workers</u>	
	Agree %	Disagree %	Agree %	Disagree %
I look forward to coming to work.*	91.4	8.6	83.1	16.9
I feel physically worn out at the end of the day.*	61.4	38.6	74.8	25.2
Working makes me feel like I am needed.*	92.0	8.0	88.1	11.9
My job keeps me busy.	94.7	5.3	94.3	5.7
I am satisfied with my schedule.	83.4	16.6	80.1	19.9
I would like to work more hours.*	59.3	40.7	52.9	47.1
I want a different job.	37.1	62.9	38.7	61.3
I am happy with the amount this job pays.	65.3	34.7	61.0	39.0
This job provides the medical coverage I need.*	26.0	74.0	34.0	66.0
The vacation time or other benefits on this job are good.	47.2	52.8	42.6	57.4
I have a fairly good chance for promotion in this job.*	25.2	74.8	36.4	63.6
I would need more training or education in order to get a better paying job.	72.2	27.8	67.5	32.5
My supervisor is fair.*	93.0	7.0	76.8	23.2
My supervisor is difficult to get along with.*	16.8	83.2	30.2	69.8
I have a co-worker I consider a friend.*	84.1	15.9	78.0	22.0
I spend time with a co-worker after work or on the weekends.*	28.5	71.5	41.8	58.2
I have at least one co-worker who helps me when I am at work.	77.6	22.4	73.6	26.4
I feel that there is a good chance of my losing this job in the next year.	21.2	78.8	N/A	N/A

*p_≤.05

Another question relating to job satisfaction addressed utilizing one’s talents and abilities on the job. More than half of past workers indicated that they used “a lot” of their talents and abilities, while only 39 percent of current workers felt this way.

Figure 8. Use of talents and abilities*



*p≤.05

Comparisons to 2006 Needs Assessment

Current and past workers from 2006 reported greater job satisfaction and positive feelings towards their jobs in several areas. Compared to the 2011 NA, a greater proportion of both current and past workers in 2006 were satisfied with their salaries, had a helpful co-worker, and were satisfied with their benefits.

Compared to the 2011 NA, more past workers in 2006 reported feeling needed as a result of working, having a coworker who was a friend, and being satisfied with both their job and number of hours worked. A greater percentage of past workers in 2006 also reported they used “a lot” of their talents and abilities at work compared to past workers in 2011. Current workers in 2006 reported greater job security than in 2011.

Challenges

Respondents were asked to describe the employment challenges they faced with an open-ended question asking, “What are some of the challenges you would have to overcome in order to work or have a job?” or, for those already working, “to get a different job?” The numbers reported indicate the number and percentages of responses, not of respondents, as some people described multiple challenges.

Employment challenges listed by respondents fell into the following themes:

- Physical health or physical disability
- Mental health disability/emotional concerns
- Training or education
- Intellectual disability/cognitive difficulties
- Transportation
- Work place accommodations
- Assistance in finding a job
- Lack of jobs with benefits or good pay

Overall, for all respondents who identified an employment challenge, physical health was the most significant (55%), followed by mental health (25%), training (12%), intellectual disabilities (12%), and transportation (9%). However, the importance of each challenge differed between the three employment groups, especially between respondents who were currently working and those who were not employed.

Physical health was the biggest challenge for both past and non workers, as over half of either group rated physical health as a challenge. Both past and non workers then found mental health concerns to be the next biggest barrier to employment, endorsed by about one-quarter of either group. One-quarter of non workers identified intellectual disabilities as their third most common challenge. However, only 11 percent of past workers saw this as a challenge.

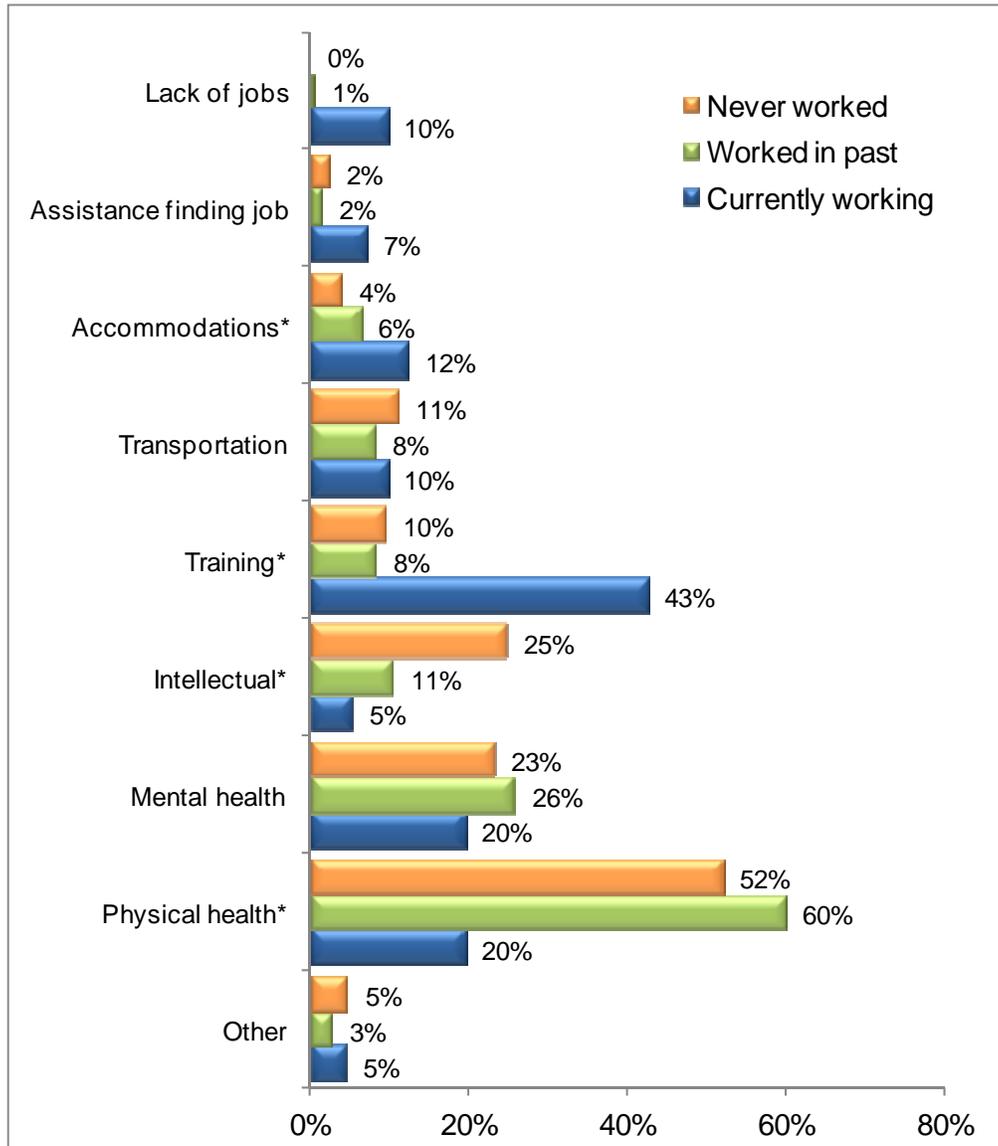
On the other hand, current workers identified the need for training or education as the biggest barrier they faced to getting a new job (43%). This was followed by both physical and mental health concerns (both 20%) and accommodations (12%).

Education, training; an employer willing to offer a job to a new inexperienced worker and a job coach to get started on the job. – Non worker

Being overwhelmed – back pain, heart disease, coronary spasms, neck pain. I just have no more to give. – Past worker

Worrying about accommodations. Wondering how people will perceive my skills or lack thereof. I know that I work slower than most people. – Current worker

Figure 9. Types of challenges



*p≤.05

Comparisons to 2006 Needs Assessment

As in 2011, over half of past and non workers in 2006 identified physical health as the greatest challenge, while current workers in both years were much less likely to report this barrier. Some notable differences between the two needs assessments include challenges related to mental health: in 2006, few past or non workers reported this, and intellectual disabilities: in 2006, non workers did not report this as a barrier. Transportation was seen as a greater challenge in 2006, identified by 11 to 16 percent of respondents. While a small proportion of respondents viewed need for training as a challenge in 2006; in 2011, current workers saw training as the greatest barrier to obtaining a different job.

Assistance and support

Assistive devices or modifications

All three groups were asked about employment support needed from assistive devices or special equipment (Table 3). Respondents reported how important each of the following assistive devices would be in order to get or keep a job: very, moderately, somewhat, or not at all; for analysis the first three categories were combined as “Important.”

All seven assistive device categories showed statistically significant differences among the three employment groups. Current workers rated all devices as less important than either past or non workers. Past and non workers indicated computer devices and communication aids would be the most helpful to be employed, followed by transportation aids and structural adaptations.

Table 3. Importance of assistive devices

	Current workers % Important	Past workers % Important	Non workers % Important
Computer access aids (e.g., keyless entry, voice to text software)*	25.3	42.8	46.4
Communication aids (e.g., communication boards, voice activated telephone)*	22.9	40.0	39.8
Hearing and listening aids*	15.9	26.5	26.5
Devices for people who are blind or have visual impairments*	17.7	29.5	29.6
Structural adaptations (e.g., entrance ramps, accessible workspace)*	22.1	34.6	36.2
Mobility aids (e.g., electric wheelchair, stair lift)*	15.9	31.3	30.1
Transportation aids (e.g., lift van, adaptive driving controls)*	18.0	34.3	39.3

*p≤.05

Comparisons to 2006 Needs Assessment

Past and non workers in the 2006 assessment indicated a greater need for many of the listed devices in order to get a job. In 2006, a majority of both past and non workers (53-79%) rated structural, transportation, and mobility devices as the most important employment aids, followed by computer devices and communication aids. As in 2011, only a minority of current workers felt any of the listed devices to be important for employment.

Other employment supports

Table 4 illustrates the importance of other specific employment supports, such as personal assistance, vocational support, work accommodations, and benefits. Most of the listed supports were significantly different among the three employment groups. Many of the employment supports were most important to current workers, especially support from family and friends, having a supportive employer or co-workers, and having control over the pace or scheduling of their work activities. Of the three groups, past workers were the most concerned about health insurance and mental health benefits. Time off was also rated as important for employment by over three-quarters of current and past workers. Overall, non workers did not feel any of these supports were as important for employment as either current or past workers, with the exception of paid personal assistance. A strong majority of all three groups rated support from family or friends (73-87%) and reliable transportation (72-85%) as important to get or keep a job.

Table 4. Other employment supports

	Current workers % Important	Past workers % Important	Non workers % Important
Help at <u>home</u> from a paid personal assistant or helper	36.8	40.7	46.4
Help at <u>work</u> from a paid personal assistant or help	40.5	39.7	48.9
Support from family and friends*	87.0	79.8	73.1
Vocational rehabilitation services*	62.5	57.5	48.6
Job coach or support staff*	68.9	58.6	56.0
Support from other professionals such as a personal manager or case manager*	74.0	64.8	55.5
Supportive employer*	89.5	77.5	58.6
Supportive co-workers*	88.9	77.7	57.8
Control over pace or scheduling of your work activities*	84.9	74.6	56.6
Other work accommodations based on disability or personal needs, such as extra training	70.1	69.5	62.4
Paid time off or paid vacation time*	78.3	78.3	52.0
Affordable health insurance*	68.6	83.8	64.8
Affordable mental health benefits*	61.5	76.9	61.8
Reliable transportation*	84.9	85.3	71.7

*p_≤.05

Comparisons to 2006 Needs Assessment

As with assistive devices, both past and non workers felt almost all of these supports were more important in 2006 in order to get a job. Compared to 2011, non workers in 2006 especially felt paid personal assistance at home or work, vocational rehabilitation services, supportive employer or co-workers, control over work schedule, and work accommodations to be more important for employment. Past and current workers also felt personal assistance at home or work would be more helpful in 2006. Only mental health benefits were seen as more important in 2011 than 2006, likely because the 2011 sample included more Department of Mental Health and Addiction Services (DMHAS) clients.

Paid assistance and home assistive devices

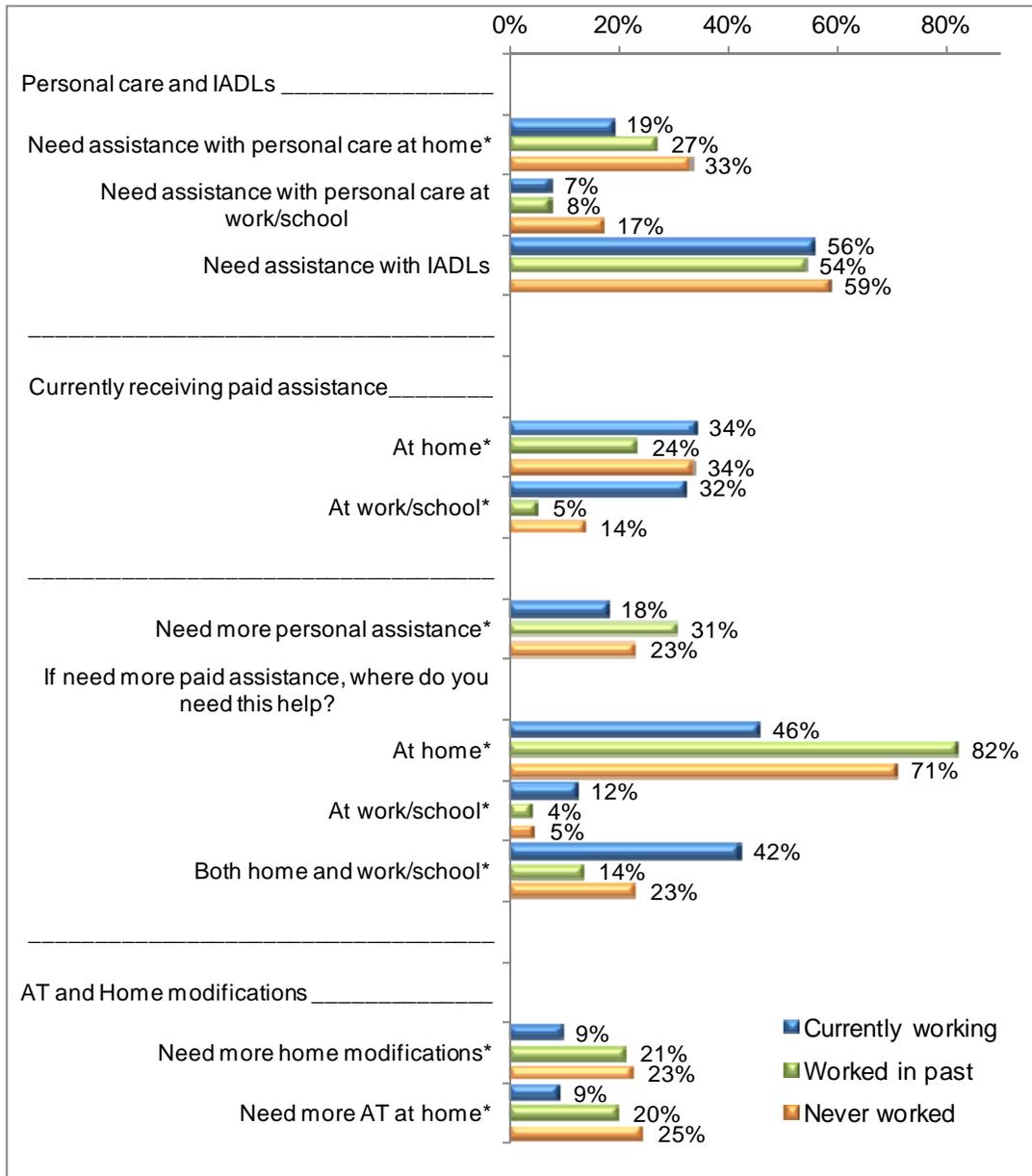
Thirty-three percent of non workers needed assistance in the past year from another person with personal care *at home*, such as bathing, dressing, eating, or toileting, compared to 27 percent of past workers and 19 percent of current workers. More non workers also needed personal care assistance outside of the home. Seventeen percent of non workers reported needing help with eating or toileting while at work or school, compared to less than ten percent of other respondents. Respondents overall needed more assistance with activities such as cooking, housecleaning, laundry, errands or shopping (considered Instrumental Activities of Daily Living [IADLs]) – over half of respondents in all three groups needed assistance with these types of activities in the past year.

Compared to past workers, more current and non workers currently receive some paid support or assistance. One-third of current and non workers receive some paid support or supervision when at home, compared to one-fourth of past workers. About one-third of current workers also receive paid support at work or school, compared to less than 15 percent of either non or past workers.

However, past workers indicated a greater need for more assistance than they were currently receiving. Almost one-third of past workers needed more paid assistance or support than they currently receive, compared to less than one-quarter of non or current workers. The majority of past and non workers wanted this additional assistance at home. In contrast, about half of current workers wanted the extra help at home, while almost as many wanted the additional assistance both at home and at work or school.

Nearly one-fourth of past and non workers needed more assistive technology or more home modifications in order to easily live in their homes, but only nine percent of current workers indicated such a need.

Figure 10. Paid assistance



*p≤.05

Comparisons to 2006 Needs Assessment

Respondents in 2006 reported needing more assistance with personal care at home, especially past (68%) and non (83%) workers. Twice as many past workers in 2006 needed assistance with personal care at work or school. As in 2011, current workers reported less need for assistance with personal care when at home or at work/school. In 2006, approximately 90 percent of past or non workers reported needing assistance with IADLs, compared to just over half in 2011. Compared to 2011, over twice as many respondents in 2006 needed more assistive technology or more home modifications in order to easily live in their homes.

Transportation and activities

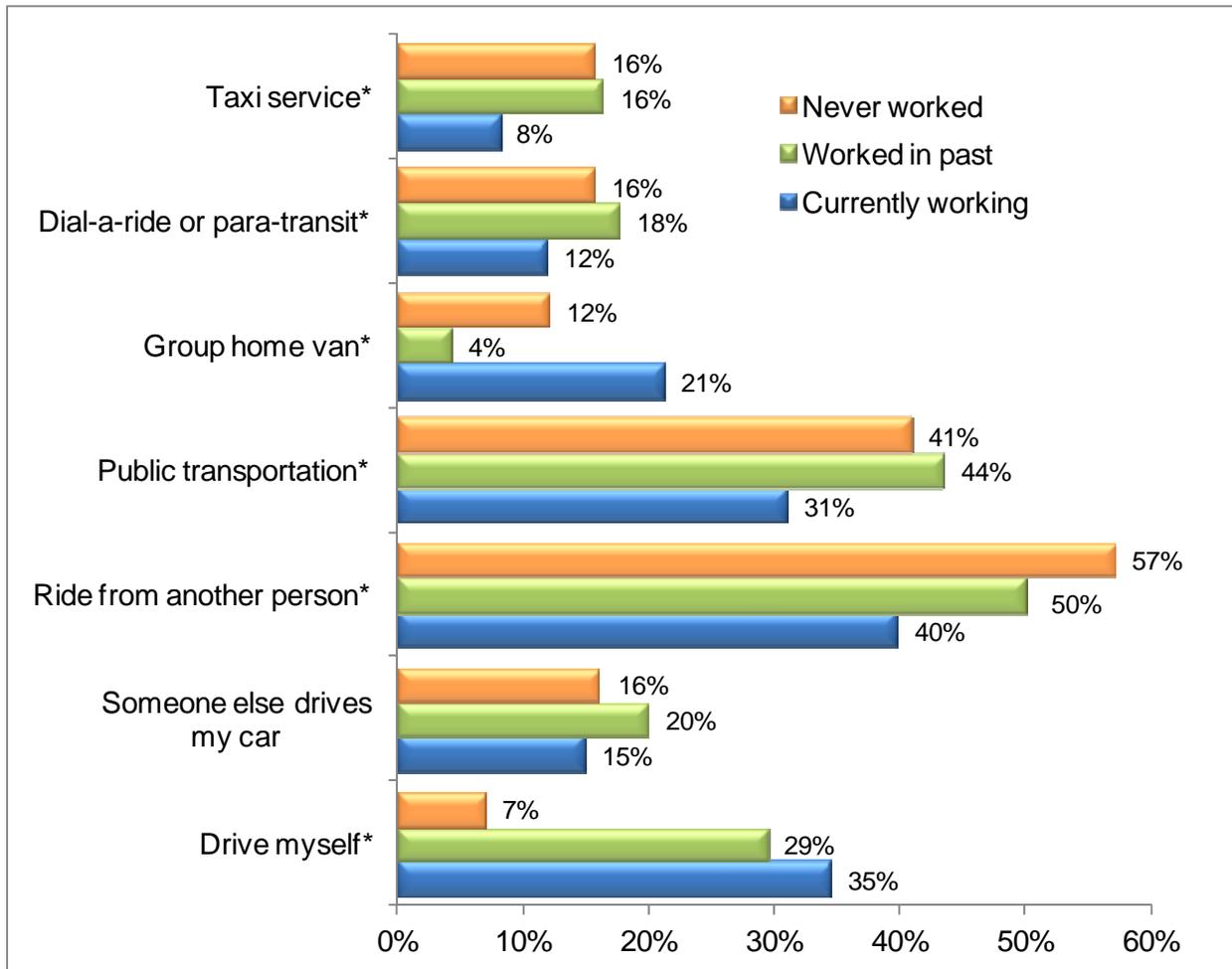
Transportation

Figure 11 shows respondents' typical modes of transportation, which varied significantly by work status. Respondents answered the question, "How do you usually get to places out of walking distance?" and checked all categories that applied:

- 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, an accessible van, or para-transit
- I use a taxi service

Respondents in all groups most commonly got rides from another person. Past and non workers more often relied on public transportation or a taxi service than current workers; current workers were the most likely group to use a group home van. About one-third of current and past workers reported they drive themselves, whereas only seven percent of non workers reported driving.

Figure 11. Modes of transportation



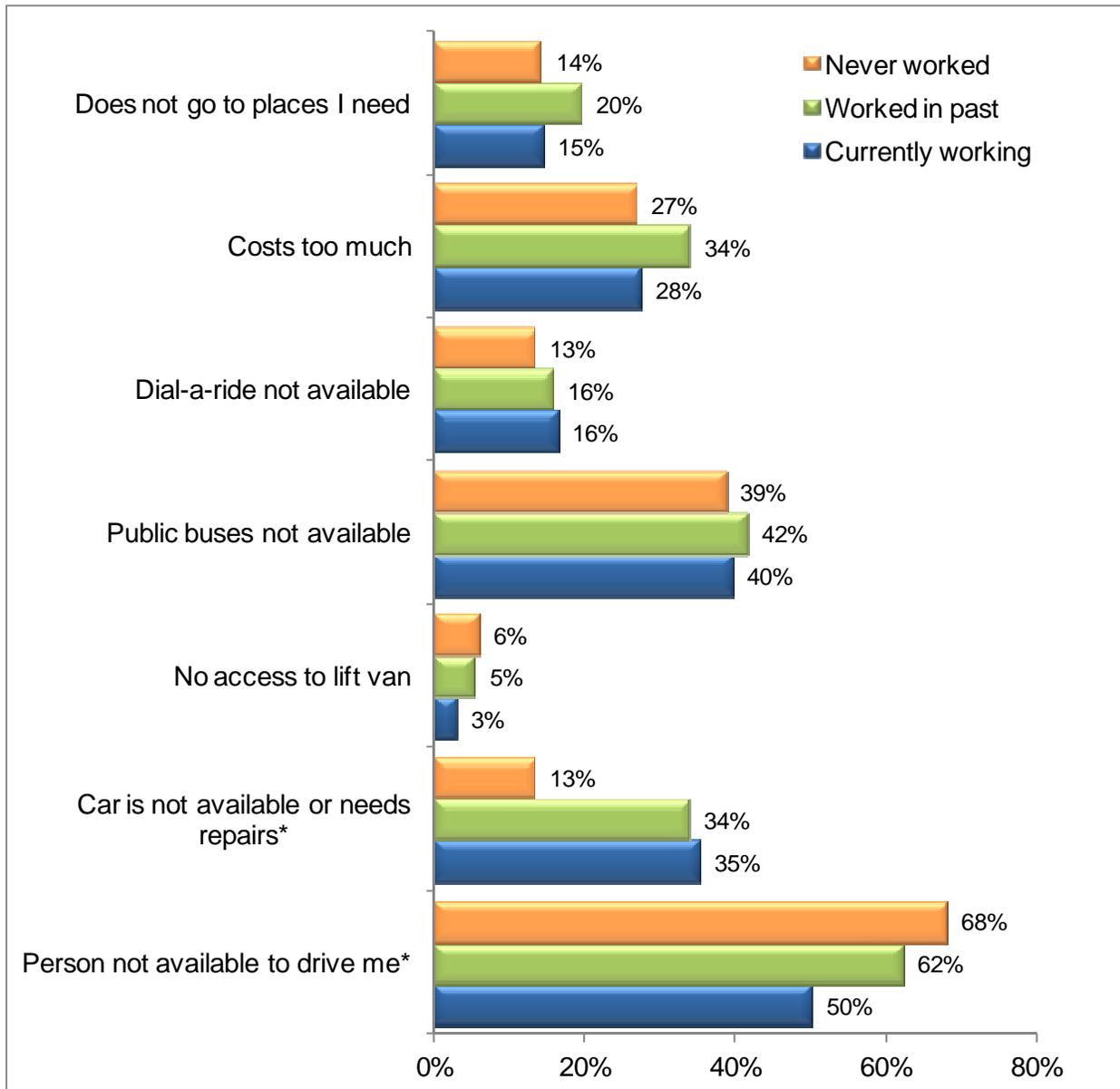
*p<.05

Respondents identified major difficulties they have with transportation from a list of categories:

- A person is not always available to assist or to drive me.
- 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, accessible 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.

For anyone who relied on another person for a ride, driver unavailability was a major difficulty for all three groups, particularly non workers (68%). Approximately 40 percent of each group indicated that public buses are either not available or difficult to use, and one-third of respondents found cost to be a barrier. Not having an available car or needing repairs also caused difficulties for about a third of current and past workers.

Figure 12. Difficulties with transportation

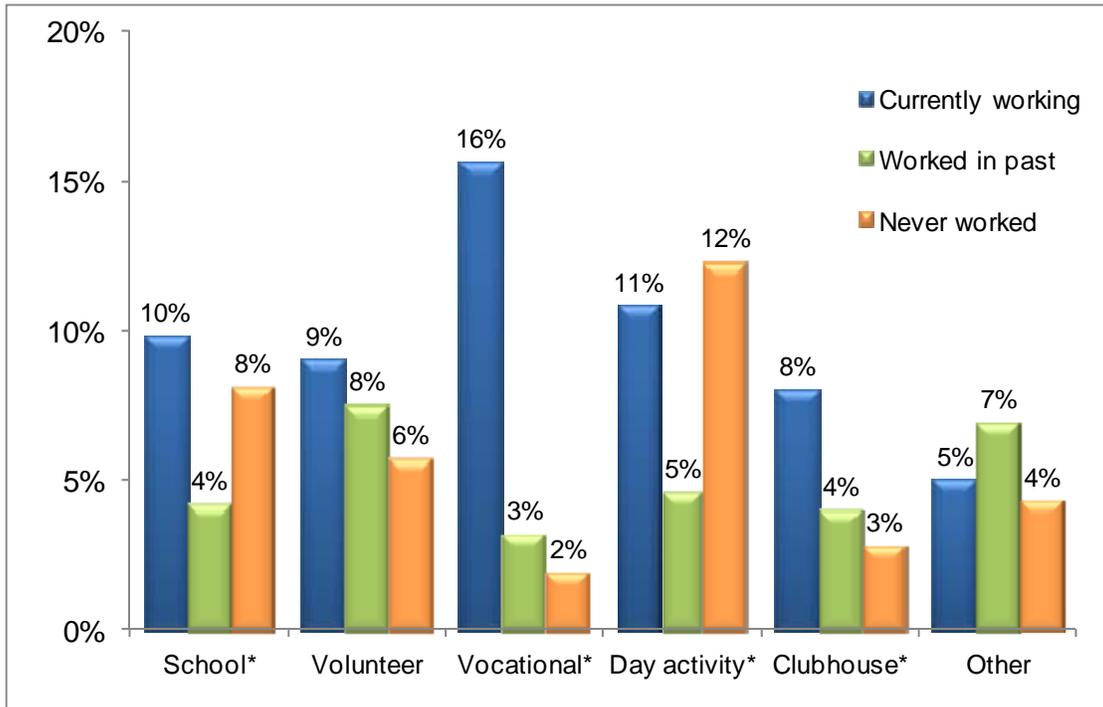


*p≤.05

Activities

Respondents indicated a variety of activities that they participated in, including going to school full or part time, volunteering, and participating in a vocational program, a day activity program or clubhouse, or therapeutic work program. Except for day activity programs, current workers were most likely to take part in each of these programs. Other activities reported by respondents include exercise or physical therapy program, church, support group, or hobbies such as crafts.

Figure 13. Activities



*p<.05

Comparisons to 2006 Needs Assessment

As in 2011, respondents in 2006 most often got rides from another person for transportation. Compared to 2011, noticeably more current workers in 2006 relied on these rides, and more past and non workers in 2006 had someone else drive for them. Fewer respondents relied on public transportation in 2006, and more respondents in all groups utilized dial-a-ride or para-transit. In 2011, more respondents in all groups drove themselves.

Fewer respondents from any group in 2006 reported transportation barriers such as cost, lack of public transportation, no available working car, or no driver available. However, in 2006, respondents reported more problems with the availability of dial-a-ride or access to lift vans. Non workers in 2006 were more likely to be attending school, and both past and non workers were more likely to be volunteering.

Health and disability status

Health

Not unexpectedly, current workers reported the best health overall. Over two-thirds of current workers described their health as either excellent or good, whereas only 30 percent of past workers and about 40 percent of non workers rated their health this highly. Both past and non workers were most likely to report their health as fair.

Figure 14. Overall health*



* $p \leq .05$

Disability status

Respondents self-reported their disability status by checking all that applied from five categories:

- Physical disability that makes it difficult for you to walk, reach, lift, or carry
- Intellectual or cognitive disability, such as mental retardation, autism, learning disability, or other severe thinking impairment
- Mental illness disability, such as schizophrenia or bipolar disorder
- Hearing disability, such as deafness
- Vision disability, such as blindness

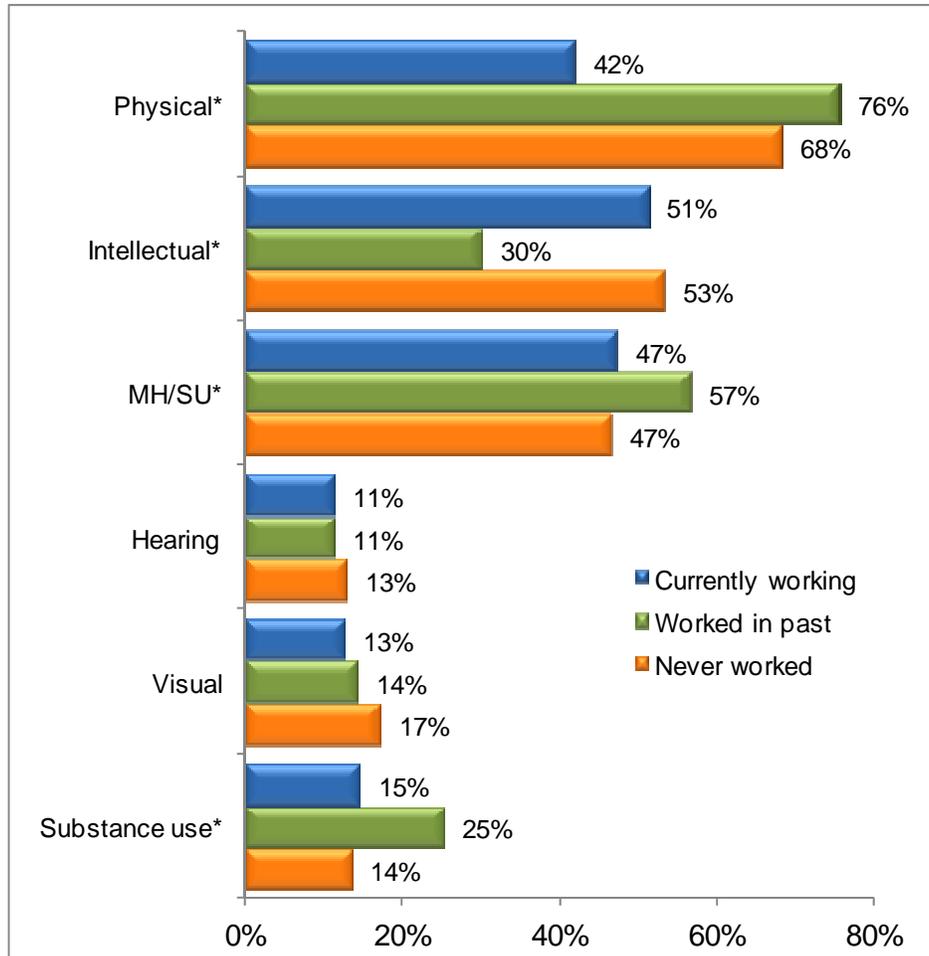
A separate question asked respondents if they had ever been diagnosed with a substance use disorder. For analysis by disability, respondents with a substance use diagnosis are included with mental health disabilities. Diagnosed substance use disorder is also reported separately, as a subset of the mental health/substance use disabilities (MH/SU) disabilities category.

Three-quarters of past workers described themselves as having physical disabilities, and 57 percent reported MH/SU disabilities (Figure 15). Half of current workers had intellectual disabilities. Almost as many current workers had MH/SU disabilities (47%), and 42 percent reported physical disabilities. Non workers most commonly had physical disabilities (68%), while

just over half had intellectual disabilities (53%), and just under half had MH/SU disabilities (47%). Twenty-five percent of past workers reported a substance use diagnosis specifically, compared to 14 to 15 percent of non and current workers.

Past workers developed their disability much later in life: mean age of onset of disability for past workers was 30.71 years, versus 14.82 for current and 17.57 for non workers.

Figure 15. Type of disability or diagnosis



*p≤.05

Comparisons to 2006 Needs Assessment

As in the current needs assessment, almost three-quarters of current workers in 2006 described themselves as in good or excellent health, while about half as many past workers in either year reported good/excellent health. However, substantially more non workers (66%) in 2006 reported themselves to be in good or excellent health.

The composition and rate of occurrence of reported disabilities in the 2006 NA differed from 2011. Although physical disabilities were still most common for both past and non workers, these disabilities were reported at a much greater rate in 2006 (89-95%). While current workers still most often reported intellectual disabilities, substantially fewer 2006 non and past workers checked this disability. As in the 2011 NA, less than 20 percent of respondents in 2006 reported either visual or hearing disabilities.

Demographics

Demographics reported include age, gender, education, marital status, race and ethnicity, living situation, veteran status, and financial status (Figures 16 and 17). Most of these variables differed significantly among the three employment groups. An additional question asked whether respondents had ever heard of Connect-Ability.

Age

Respondents ranged from 19 to 69 years old. Overall, past workers were significantly older than either the current or non workers. Mean age of past workers was 50.94 years, versus 44.31 years for current, and 43.70 years for non workers.

Gender

Overall, 45 percent of respondents were male and 55 percent female. Non workers were predominantly female (65%), while the gender of respondents in the other two groups was more evenly divided.

Education

Non workers were significantly less educated than either current or past workers. Almost 60 percent of non workers had less than a high school education, as did 30 percent of past workers. Meanwhile, at least one-third of both past and current workers had at least some college or other post high school training.

Marital status

Overall, very few respondents (11%) were currently married or living together as though married. Most respondents in any group were single never married, especially current (73%) and non (69%) workers.

Race and ethnicity

Respondents in all three groups were predominantly white or Caucasian, but for current workers that percentage was especially high (79%). Latino origin showed more striking differences, as 37 percent of non workers were of Latino origin, compared to 21 percent of past and only eight percent of current workers.

While the majority of all respondents (87%) spoke English, one-quarter of non workers primarily spoke Spanish when at home. Respondents, who reported speaking both English and another language, including Spanish, were recoded to English.

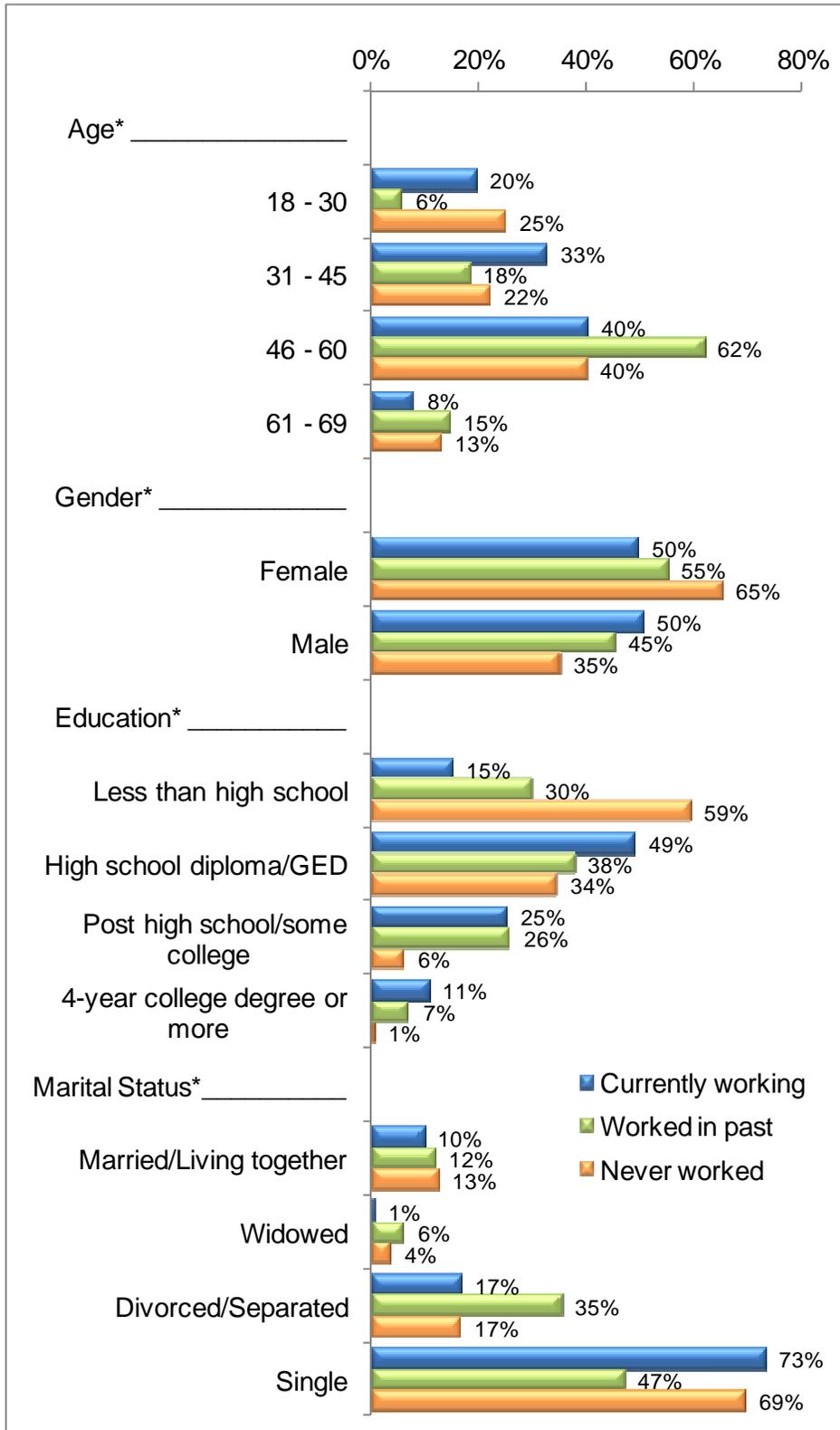
Living situation

Respondents in each group most commonly lived alone, though non workers were less likely to live alone than past or current workers. One-quarter of both current and non workers lived with their parents. Three to seven percent of any group reported living in supportive housing, such as a residential care home, while less than two percent of any group had a live-in personal assistant.

Veteran status

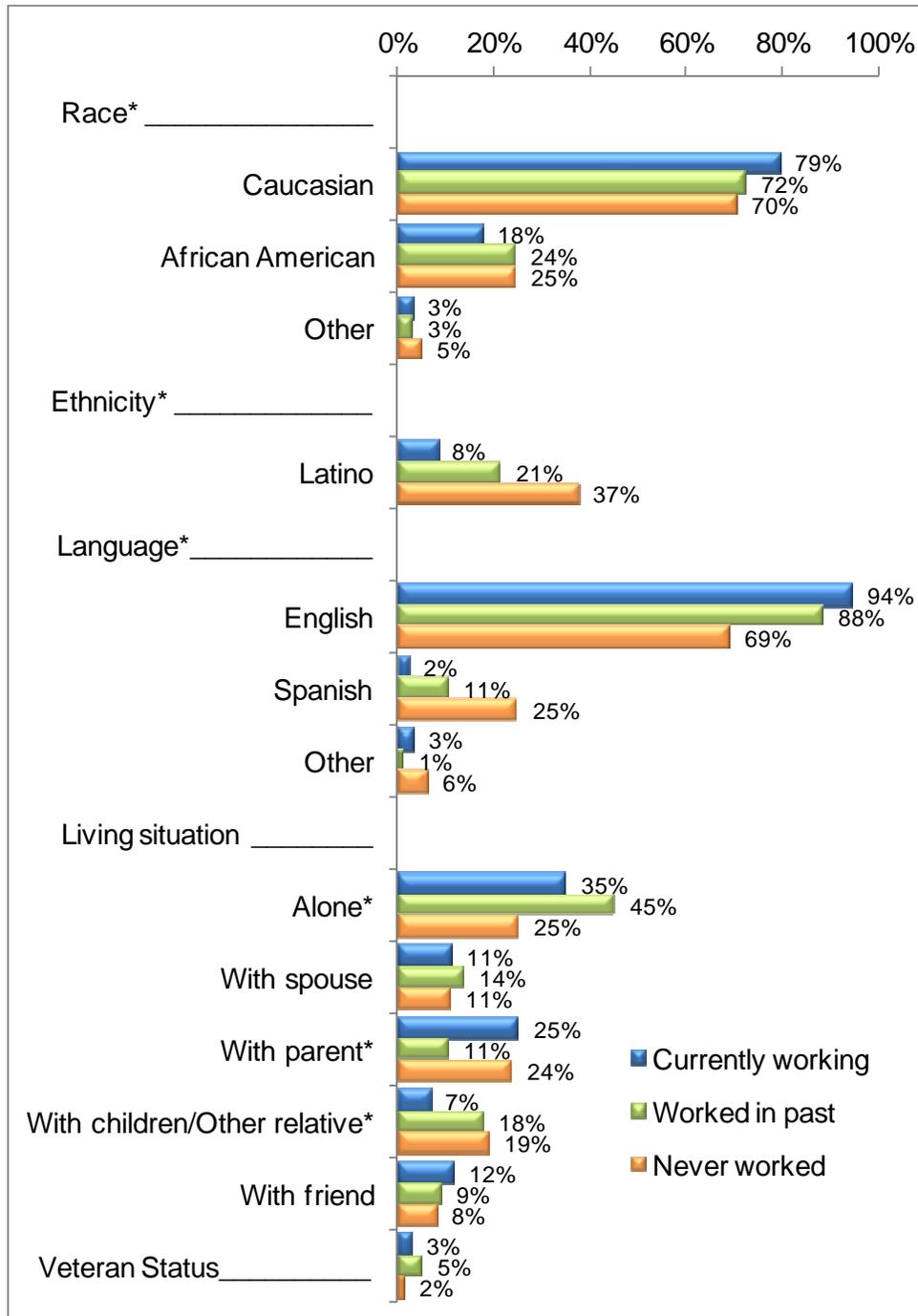
Less than five percent of respondents were veterans (n=75), and of these, only 15 percent were currently working.

Figure 16. Demographics



*p<.05

Figure 16. Demographics (continued)

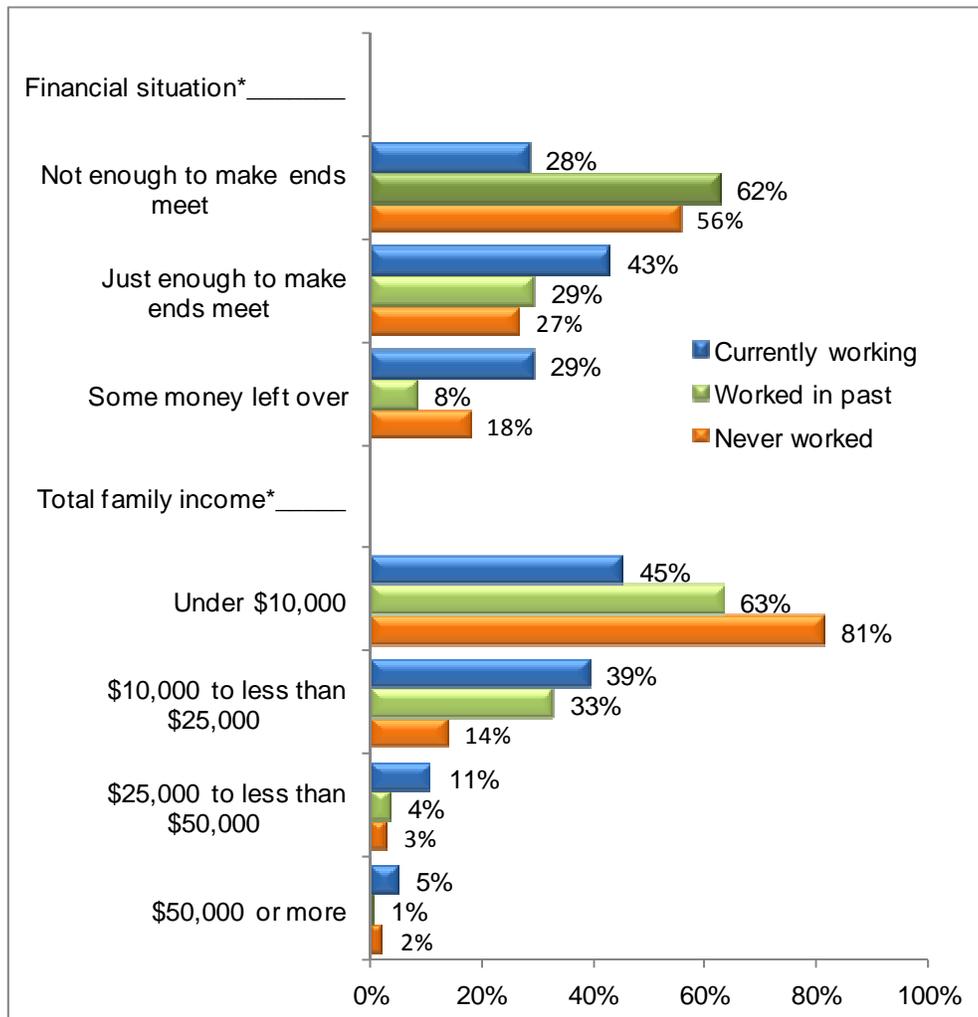


*p≤.05

Financial status

At the end of the month, over half of past and non workers did not have enough to make ends meet. Meanwhile, only half as many current workers found themselves in this situation. Total family income before taxes was very low for the majority of non and past workers, and almost half of current workers. Over three-quarters of non workers and 63 percent of past workers reported a total family income of less than \$10,000, which is below the Federal poverty level.

Figure 17. Financial status



*p<.05

Comparisons to the 2006 Needs Assessment

As a whole, respondents in 2006 were older; the average age of past workers was 58, and age 53 for non workers. Gender also showed some differences. Unlike 2011, past workers in 2006 were predominantly female (68%), current workers were more likely to be male (56%), and non workers were evenly divided. On average, past and non workers in 2006 were more highly educated, while current workers were substantially less educated. The majority of current and

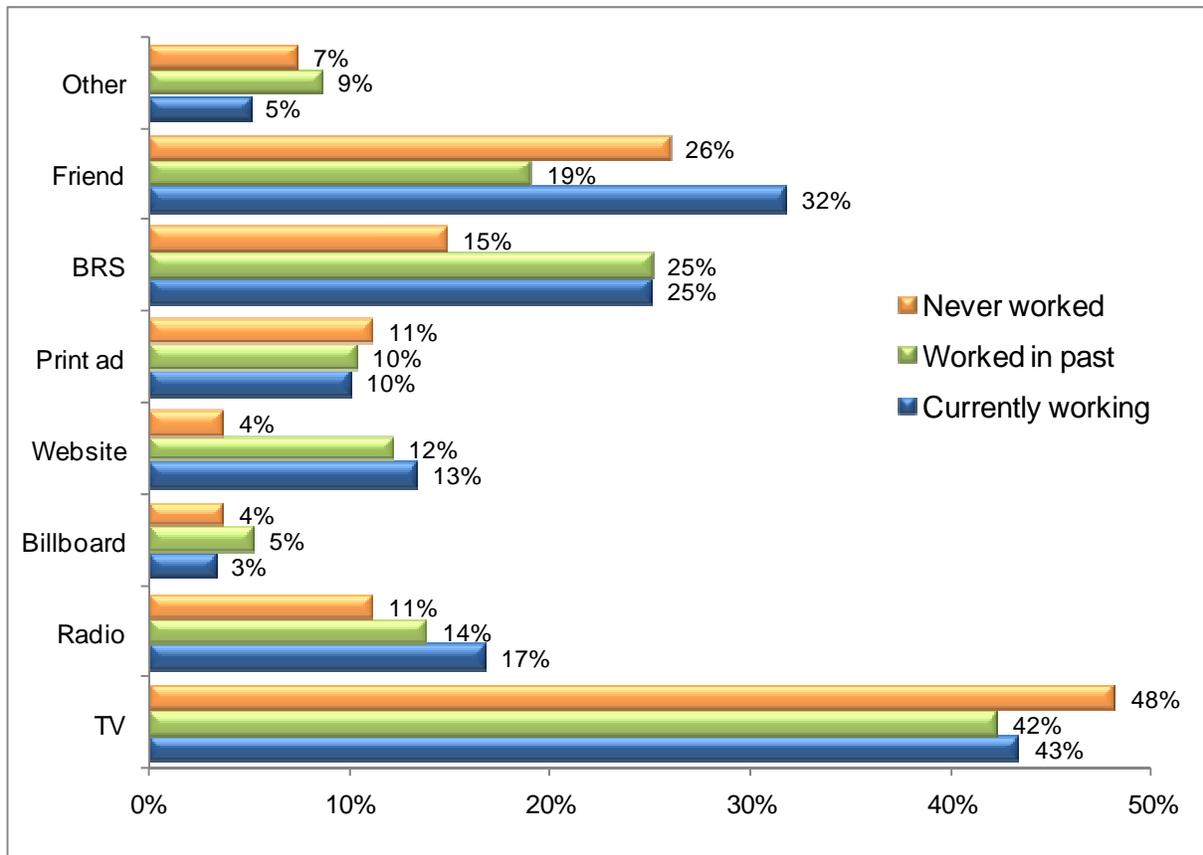
non workers were also single in 2006, but past workers in 2006 were about twice more likely to be married than in 2011. Correspondingly, in 2011 more respondents reported living alone than in 2006.

A greater percentage of respondents in 2006 were white or Caucasian and of non-Latino origin. Latino respondents were more likely to be non workers. Non and past workers were more likely to speak a language other than English, but the percentages were still very small (7-9%). Past and non workers seemed to do better financially in 2006. Compared to 2011, a much smaller percentage of either past (49%) or non (65%) workers had incomes of less than \$10,000 a year.

Connect-Ability

When asked about knowledge of Connect-Ability (C-A), only 12 percent of all respondents knew of C-A (16% past, 10% current, 13% non workers). These respondents most frequently heard about the program from television, followed by friends and the Bureau of Rehabilitation Services.

Figure 18. How heard of Connect-Ability



B. Disability status analysis

In this analysis, all respondents were grouped into only one of the following discrete disability categories:

- Physical disability, including hearing and vision, only (Physical)
- Mental health disability and/or substance use diagnosis only (MH/SU)
- Intellectual or cognitive disability only (Intellectual)
- More than one disability (Multiple)

This section presents only survey items with statistically significant differences ($p \leq .05$) among these disability categories.

Table 5. Disability groups*

	Physical	MH/SU	Intellectual	Multiple
Number of respondents	n = 401	n = 233	n = 127	n = 989
Percentage	22.9%	13.3%	7.3%	56.5%

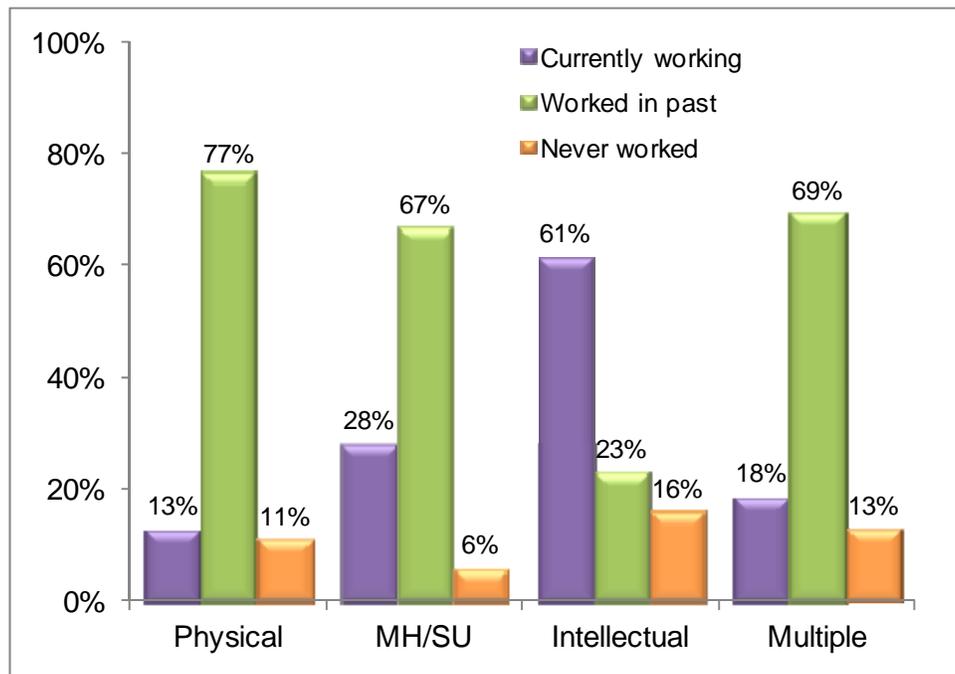
* $p \leq .05$

Employment status

Persons with an intellectual disability were two to five times more likely to be currently working (61%) than any of the other groups. Over three-quarters of respondents with physical disabilities, and more than two-thirds of those with MH/SU or multiple disabilities had worked in the past but were not currently working. Respondents with an intellectual disability were also the most likely to have never worked.

Of all the respondents who worked in the past, the majority of respondents with either physical or multiple disabilities, and half of those with a MH/SU disability, stopped working more than five years ago. Past workers with an intellectual disability held their last jobs more recently; one-quarter of these respondents stopped working just within the past year.

Figure 19. Employment status*



*p≤.05

Although the largest percentage of jobs held for all groups were in the service field, service jobs were especially common for people with intellectual disabilities. Well over half of respondents with intellectual disabilities (58%) had a service related job. Sales positions were also common among all groups (14-22%), especially for those with MH/SU disabilities. Respondents with physical or multiple disabilities were also likely to have technical or skilled craft jobs. Those with physical disabilities were the most likely to have either professional or executive positions, although the numbers are small (4-8%).

As expected based on the types of jobs held, respondents with physical disabilities reported the highest wages per hour, while those with intellectual disabilities reported the lowest. Three-quarters of respondents with intellectual disabilities earned less than ten dollars an hour, compared to half of those with physical disabilities.

Respondents with physical or intellectual disabilities had the greatest job tenure: nearly half held their current or last job for five years or more. On the other hand, respondents with MH/SU or multiple disabilities had much less job stability, as 27 to 36 percent had kept the same job for less than a year. The MH/SU disability group was also the most likely to have turned down a raise or a job offer because it might affect their benefits. Further, respondents in this group most often felt they had been treated unfairly because of their disability, followed by respondents with multiple disabilities.

Respondents with MH/SU disabilities expressed the greatest desire to either change their job or get a job if not working – more than two-thirds of these respondents wanted a job or new job, compared to about half of respondents in the other groups. These respondents were also significantly more optimistic that they would realize this goal compared to the other respondents. Forty-one percent of respondents with MH/SU disabilities felt it at least somewhat likely they would get a new or different job within the next year, compared to 20 to 26 percent of the other groups.

Only thirty-seven percent of respondents with intellectual disabilities were competitively employed, and more than twice as many of these respondents (66%) used support staff or a job coach at their jobs compared to the other groups. People with multiple disabilities were the most likely to report needing modifications or accommodations at their jobs, but people with intellectual disabilities were most likely to get the modifications they needed.

Only eleven percent of those with an intellectual disability worked prior to the onset of their disability, versus 62 to 75 percent of the other groups. This corresponds with mean age of disability onset. Mean age of disability onset for those with intellectual disabilities was 4.83 years, compared to physical (35.69 years), MH/SU (23.06 years), or multiple (25.11 years).

Job satisfaction

Overall, respondents with intellectual disabilities were the most likely to look forward to coming to work, be satisfied with their salary and vacation time, feel their supervisor was fair and easy to get along with, and have a co-worker who was a friend. Working made these respondents feel needed more than respondents in the other disability groups. These respondents were also the least likely to report physical fatigue at the end of the day. However, more than any other group, these respondents felt they would not be promoted at their current workplace and would need more training to get a different job. They were also the least satisfied with their medical coverage.

Respondents with physical disabilities were the most likely to be satisfied with their schedule and medical coverage, feel they had a good chance for a promotion, feel they had the training they needed, and spend time with a co-worker on the weekends. They were also the most likely to want to stay at their current job. Respondents with a physical disability were the most likely to indicate that they used a lot or some of their talents and abilities on the job, especially when compared to people with intellectual or MH/SU disabilities. However, respondents with physical disabilities also felt the most tired at the end of the day.

The majority of respondents with multiple disabilities also felt physically worn out at the end of the day. Compared to the other disability groups, fewer of these respondents looked forward to going to work or felt needed because of their job. They were also the least satisfied with their schedule, salary, and vacation time.

Respondents with a MH/SU disability were the most likely to want a different job. Although more satisfied with their benefits than respondents with multiple disabilities, these respondents were

not very satisfied with their vacation time or paid time off. Along with those with intellectual disabilities, respondents with a MH/SU disability felt that their jobs made the least use of their talents and abilities.

Assistive devices and other employment supports

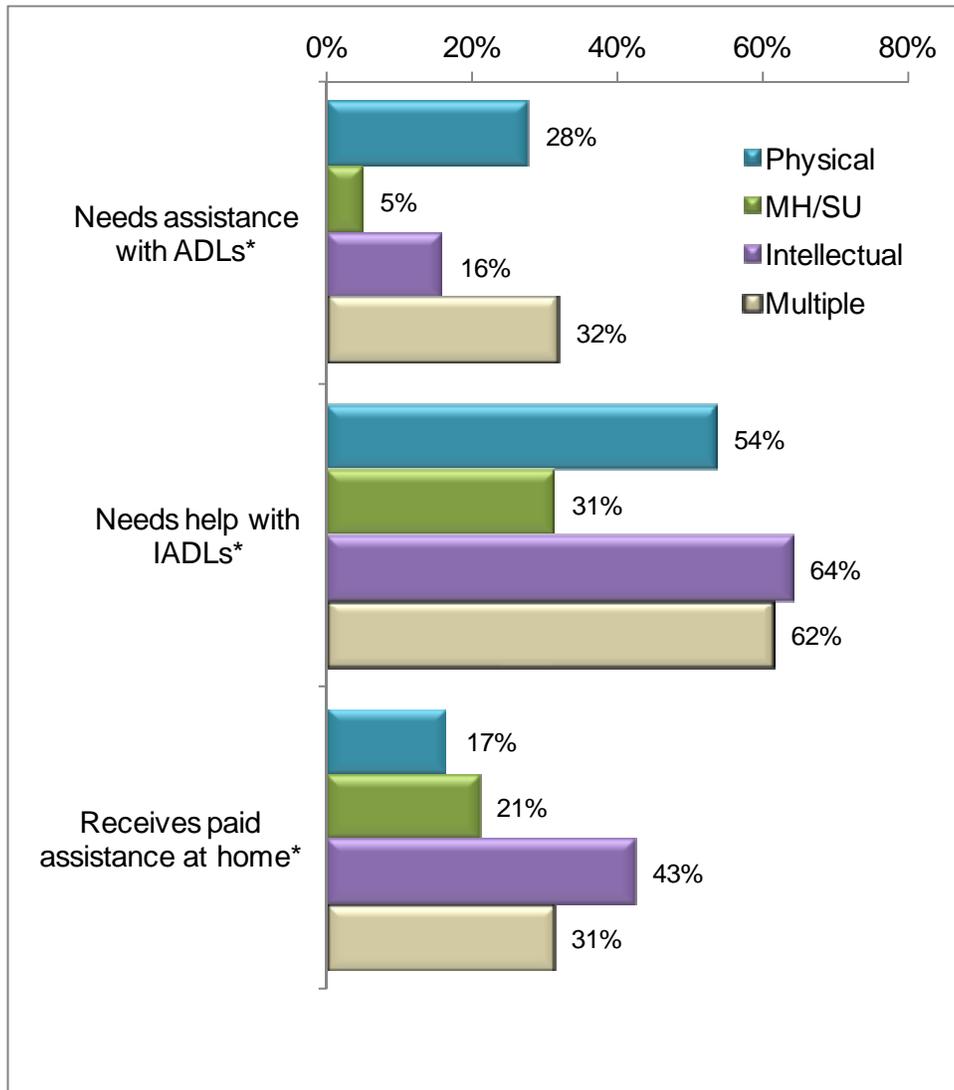
Respondents with physical and multiple disabilities were consistently more likely to indicate that various assistive devices or adaptations were important for them at their jobs, especially computer and communication aids, structural adaptations, and adaptive transportation.

On the other hand, respondents with intellectual disabilities were more likely to rate the importance of various employment supports as high compared to the other three groups. Exceptions included affordable health insurance (most important for physical and MH/SU groups); affordable mental health benefits (most important for the MH/SU respondents); and vocational rehabilitation services (most important for people with multiple disabilities).

Personal assistance services and home modifications

Respondents with either physical or multiple disabilities reported the greatest need for more personal care assistance (Activities of Daily Living [ADLs]) than they were currently receiving. Both the physical and multiple disabilities groups were most likely to need personal care at home. Compared to the other three groups, the multiple disabilities group had the greatest need for this care outside the home as well. People with physical and multiple disabilities most often indicated that they needed more assistive technology at home as well as home modifications.

Figure 20. Personal assistance



*p≤.05

Health

In addition to indicating the greatest need for personal care assistance, the physical and multiple disabilities groups also reported the worst health compared to the other groups. While most respondents with an intellectual disability (88%) and sixty percent of those with a MH/SU disability rated their overall health as excellent or good, less than one-third of respondents with either physical or multiple disabilities rated their health this high.

Transportation and activities

Getting a ride from someone else was the most common mode of transportation for people with physical, intellectual, or multiple disabilities, while people with MH/SU disabilities most often used public transportation. Few people with intellectual disabilities drove themselves.

Table 6. Modes of transportation*

	Physical %	MH/SU %	Intellectual %	Multiple %
Drive self*	33.9	32.6	7.9	25.9
Get a ride*	45.4	35.6	60.6	49.1
Public transportation*	35.4	49.4	26.0	39.5
Day program van*	1.2	5.6	26.0	10.4
Dial-a-ride/para-transit*	17.0	8.6	13.4	17.6

*p≤.05

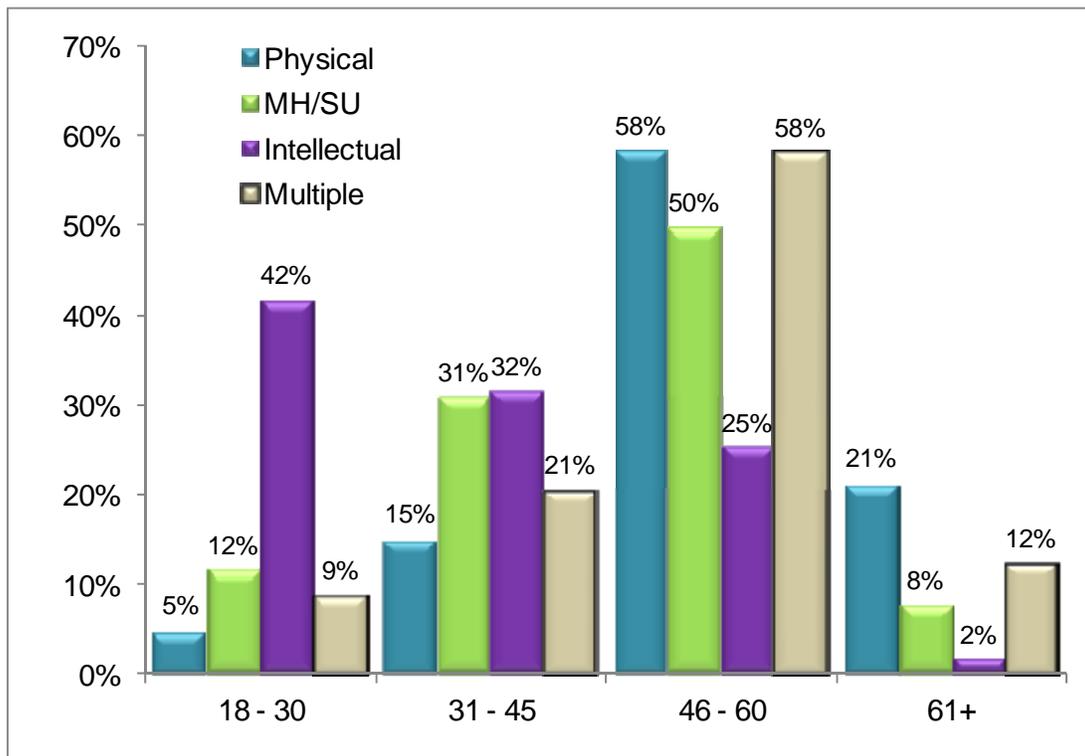
Unavailability of someone else to drive them was a common problem for all groups, but most problematic for people with physical or multiple disabilities. People with physical or multiple disabilities most often said that their own car was not always available or needed repairs. Respondents with multiple disabilities reported the dial-a-ride or van they used was not available more often than the other groups. Cost was most problematic for respondents with MH/SU or multiple disabilities.

More respondents with intellectual disabilities attended school, a vocational program, or a day activity program, and more respondents with a MH/SU disability attended a clubhouse/therapeutic work program or a support group compared to the other disability groups.

Demographics

Overall, the intellectual disability group was younger than the other groups, and the physical disability group was the oldest.

Figure 21. Age*



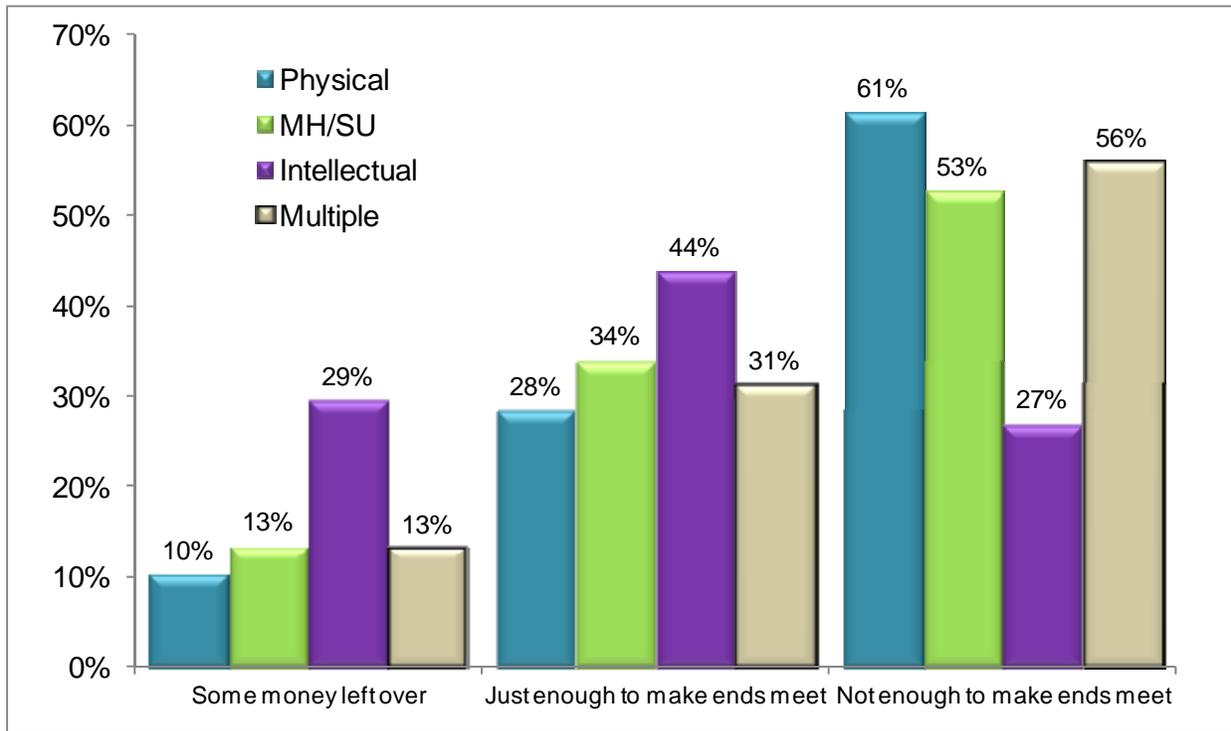
* $p \leq .05$

More respondents with intellectual disabilities were male (60%) whereas the majority of the other three disability groups were female. The physical and multiple disabilities groups were the least educated, as about one-third of each group never finished high school and did not get a GED. The MH/SU group attained the highest level of education – about half had post-high school education or college, while the majority of the intellectual disability group completed high school but did not go any further.

Most respondents in any group had never been married, especially those in the intellectual disability (88%) and MH/SU (63%) groups. Nearly half of respondents with physical, MH/SU, or multiple disabilities lived alone, while about half of those with intellectual disabilities lived with a parent. Respondents with physical disabilities were the most likely to live with children or other relatives. While all disability groups were predominantly white or Caucasian, respondents in the physical (31%) or MH/SU (23%) groups were more likely to be black or African American than in the other groups.

Over half of respondents in the physical, MH/SU, and intellectual disability groups, and almost two-thirds of those with multiple disabilities, reported total family incomes of less than \$10,000 a year. Even with an equally small income, respondents with intellectual disabilities more often reported better financial conditions than the other three disability groups.

Figure 22. Financial status*



*p≤.05

Connect-Ability

Although eighty to 90 percent of all the respondents had not heard of Connect-Ability, those with an intellectual disability were the most likely to have heard of it.

C. Age category analysis

This section reports all survey items which differ significantly by age (p<.05). Respondents 18-29 are referred to as young adult, those age 30-54 are referred to as adult, and those age 55 to 69 are referred to as mature adult. This analysis uses date of birth from the original random sample dataset. Because no date of birth was available for the non-random respondents, they are excluded from this analysis.

Table 7. Age groups

Age Group	Number	Percent
18-29 (young adult)	182	10
30-54 (adult)	945	54
55-69 (mature adult)	623	36

Employment status

Over one-third (37%) of young adults were currently working, compared to 23 percent of adults, and just 14 percent of mature adults. Two-thirds of adults and three-quarters of mature adults were past workers; while over one-quarter of young adults had never been employed. When the two younger age groups are examined together, these results show that only 25 percent of respondents in their prime working years (age 18-54) were current workers.

The two older age groups reported greater job tenure. Nearly half of mature adults had worked at their jobs five years or more, compared to about one-third of adults, and just 14 percent of young adults. Similarly, more young adults had worked at their jobs for less than a year. The great majority of young adults earned less than \$10 an hour, compared to about half of either adults or mature adults. The differences in earnings may in part be explained by the differences in timing, tenure and type of job, as well as competitive employment. Most mature adults and adults worked before the onset of their disability, while less than 20 percent of young adults did so. Young adults were also the least likely to be competitively employed. Further, over half of young adults worked in the typically low paying service field, compared to about one-third of adults or mature adults.

Future plans

Although 60 percent of either young adults or adults wanted to either get a job or change jobs, more young adults were actively seeking employment than the older age groups. Adults more often turned down jobs or increased earnings due to concerns over losing their benefits than either the young or mature adults. Both young adults and adults more often felt they had been treated unfairly in getting a job or in the workplace because of their disability.

Job satisfaction

Young and mature adults showed significant differences on various job satisfaction items, with the adults falling in between the other age groups. Overall, young adults were happier with their pay, had more energy at the end of the day, wanted to work more hours, and more often got help from a co-worker at work. Young adults also most likely felt additional education or training would get them a better paying job. Mature adults and adults showed more satisfaction with their job related medical coverage than young adults, although still a majority did not feel it provided the coverage they needed. When asked about how challenging their jobs were, over 80 percent of adults and mature adults reported using some or a lot of their talents and abilities at their job, compared to two-thirds of young adults.

Assistive devices and other supports

Young adults were more likely than the other groups to use support staff or a job coach at their jobs. Although both young adults and adults were more likely than mature adults to need assistive devices or other work modifications, young adults received these accommodations much more often than the other age groups. More adults found mobility and transportation aids to be important, followed by mature and then young adults. More adults also found paid vacation time and affordable mental health benefits important, followed by mature and then young adults.

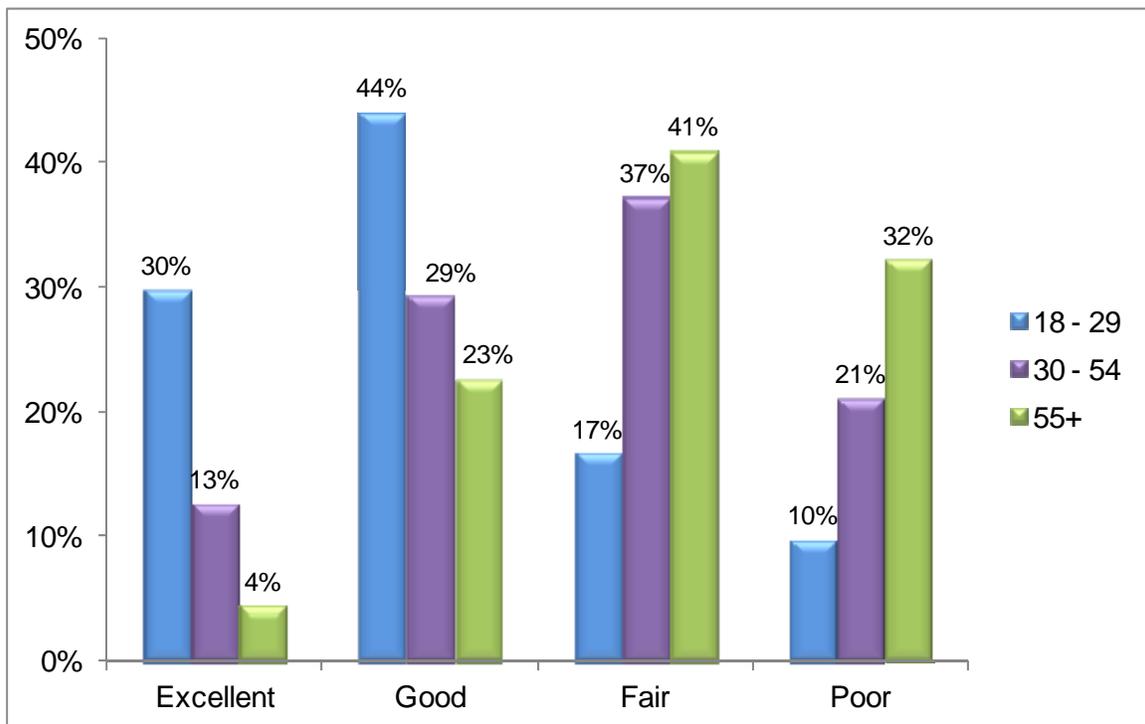
However, more young adults than the older groups found many other employment supports to be important, including the following which were most important to young adults and least important to mature adults:

- On the job assistance from a job coach or paid personal assistant
- Support from family and friends, co-workers, and employers
- Work accommodations and control over their work activities
- Job related supports like vocational rehabilitation or other professional support
- Reliable transportation.

Overall health

Nearly three-fourths of young adults rated their health as either excellent or good, while almost the same percentage of mature adults rated their health as either fair or poor. Adult respondents fell between those two extremes.

Figure 23. Overall health*



*p≤.05

Personal assistance services

About twice as many of the respondents under age 30 needed assistance with personal care at work in the past year as the other two groups. Young adults were most likely to receive paid assistance or support at work as well. Two-thirds of those under 30 needed assistance at home with IADLs, as did over half of the two older groups. However, more young adults received paid assistance at home when compared to the older groups. Young adults were also most likely to

report needing more help both at work or school, whereas the older groups more often reported needing more help at home only.

Transportation and activities

While all age groups most often relied on rides from others for transportation, this was especially true for the young adults, as 60 percent reported getting rides from other people. Young adults were also the most likely to use a group home or day program van. Meanwhile, adults more often relied on public transportation compared to the other two groups, and mature adults were the most likely to drive themselves, followed by adults. Lack of a working car caused problems for about one-quarter of adults and mature adults, but was an issue for less than ten percent of young adults.

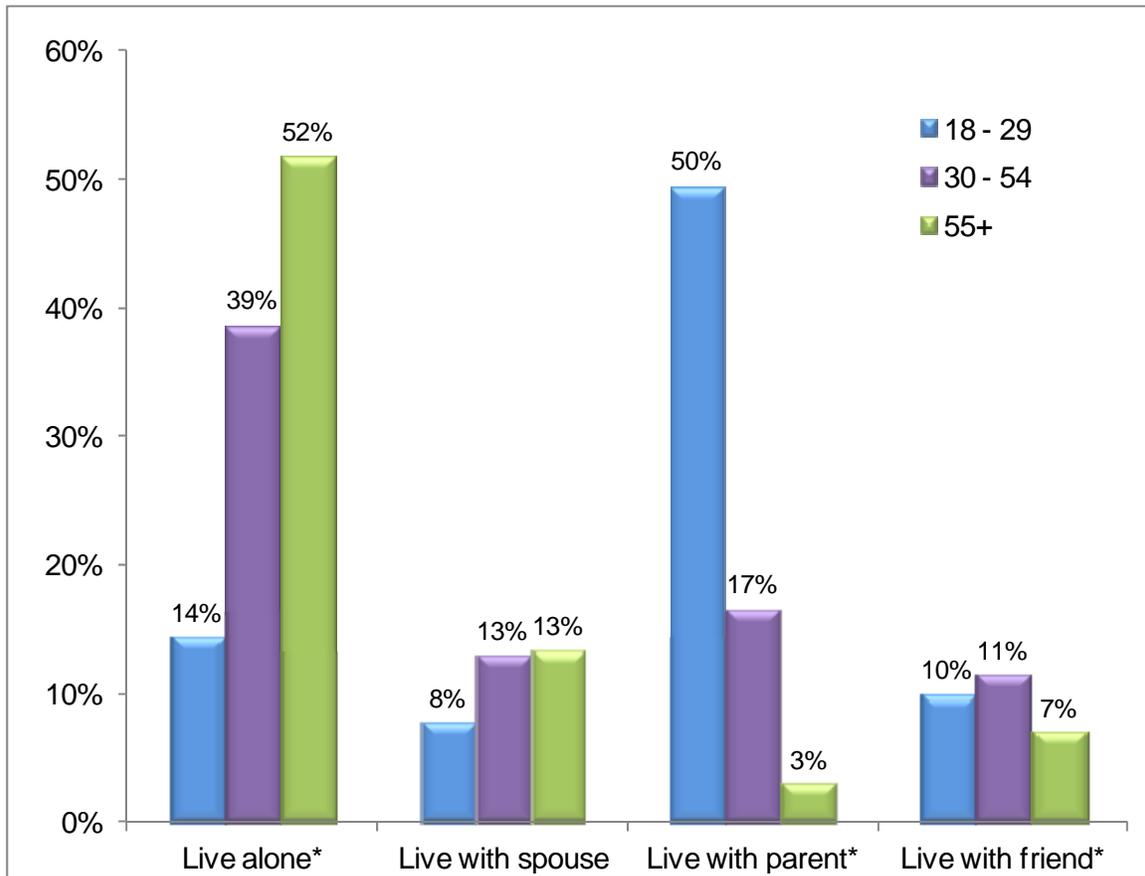
More participants under 30 went to school or participated in a vocational or day activity program than either of the older age groups. Less than seven percent of either adults or mature adults participated in any one of these activities.

Demographics

Over one-third of mature adults never finished high school, compared to approximately one-quarter of the other age groups. Young adults were most likely to have a high school diploma, while adults and mature adults were most likely to have any post-high school education.

Almost all young adults were single and had never married, followed by 62 percent of adults. In contrast only one-third of mature adults had never married. Adults and mature adults most likely lived alone, while half of the young adults lived with their parents. Although the age groups do not differ on Latino origin, almost twice as many mature adults (15%) primarily spoke Spanish compared to the younger age groups. Both older age groups were also much more likely to be veterans.

Figure 24. Living arrangement



*p≤.05

More of the youngest respondents had some money left over at the end of the month, followed by adults and mature adults. Over half of adults and mature adults did not have enough money at the end of the month to make ends meet. About 60 percent of all three age groups reported a total family income of under \$10,000. However, more young adults reported total family incomes of \$25,000 to \$50,000 or over \$50,000, likely because more were working and still lived at home.

Connect-Ability

About twice as many young adults (19%) had heard about Connect-Ability than adults or mature adults. Young adults most often heard about Connect-Ability through the website or through BRS.

D. Mental health disability and substance use disorder analysis

For this analysis, respondents were divided into three groups:

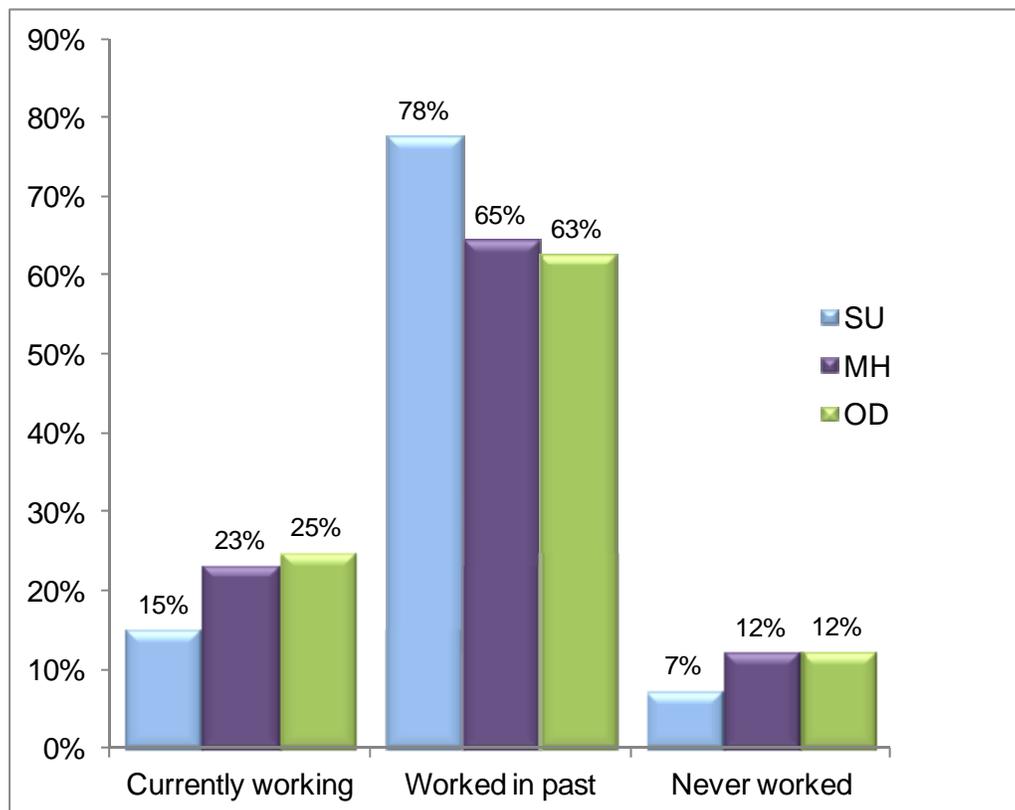
- SU (substance use) – respondents who had ever been diagnosed with a substance use disorder, including those who had both a mental health disability and substance use disorder (n=372, 22%)
- MH (mental health) – respondents with a mental health disability, but no history of a substance use disorder (n=468, 28%)
- OD (other disabilities) – respondents with disabilities other than a mental health disability or diagnosis of a substance use disorder (n=830, 50%)

Results described in this section focus on statistically significant findings ($p < .05$).

Employment status

The SU respondents were the least likely to be currently working, and the most likely to have worked in the past. The OD and MH respondents were more likely to be employed than SU respondents.

Figure 25. Employment status*



* $p \leq .05$

Respondents in the OD group had the longest job tenure, with more jobs lasting at least five years compared to the MH and SU groups. The MH group had changed their jobs more often in the past two years than the SU and OD respondents.

The SU group (74%) was most likely to have worked before the onset of their disability, compared to 64 percent of the MH group and 56 percent of the OD group. The SU group most often worked at a competitive job and with no job supports than either of the other two groups. These respondents also developed their disability later in life: mean age of onset of disability for the SU group was 27.93 years, versus 23.76 for the MH, and 25.81 for the OD groups.

The SU respondents more often wanted to change their current employment situation than respondents in the OD or MH group. Still, compared to the OD group, respondents in the SU or MH group more often turned down either a raise or a job offer because of fear of losing their benefits. Compared to the other groups, the SU group also felt that they had been treated unfairly more often because of their disability, either on the job or when applying for a job.

Job satisfaction

Both the MH and SU respondents reported less satisfaction with various aspects of work compared to the OD group. Although over 80 percent of all three groups looked forward to going to work, the OD group most consistently expressed this feeling. The OD group was also the most satisfied with their work schedules, benefits, and supervisor. OD respondents most often reported they had a co-worker who was a friend or who they spent time with outside of work. OD current workers felt more secure in their jobs, and OD past workers were the least likely to have wanted a different job.

Assistive devices and other supports

The SU and MH groups more often indicated that they would need more training or education to obtain a better job. On the other hand, the OD group most often indicated that having computer access aides, structural adaptations, mobility aides, and a paid personal assistant would be important for them to be employed. More SU and OD respondents felt transportation aids such as a lift van would be important for them to work compared to the MH group. Understandably, 78 to 81 percent of the MH and SU group indicated the importance of having mental health benefits, compared to 64 percent of the OD group.

Overall health

Respondents in the OD group reported the best health overall. The OD group rated their health as excellent or good more often (41%) than either the MH group (39%) or the SU group (33%).

Personal assistance

Though relatively uncommon for all groups, the OD respondents were most likely to receive paid assistance or support at work. The SU respondents most often reported needing more help than they were currently receiving compared to the other respondents. A greater percentage of SU respondents also reported needing more help at both home and work compared to the other groups. When asked only about help at home, MH respondents most often needed more, followed by the OD group.

Transportation and activities

While all three groups relied most often on public transportation, SU respondents used public transportation more often than the other groups. SU respondents also got rides from other people more often than the other groups, while MH respondents were most likely to use a taxi. SU respondents faced more significant transportation challenges, including public buses being unavailable or difficult to use, cost, and the van or bus not going to places they need to go.

MH and SU respondents more likely participated in a clubhouse or therapeutic work program than the OD group, and SU respondents more often attended a support group, although less than 10 percent of any group participated in these activities.

Demographics

Overall, the SU group was older than the other groups: mean age of the SU group was 50.17 years, versus 48.26 years for the MH, and 47.96 years for the OD groups. Other demographic differences included:

- Gender: The MH group had the greatest percentage of women (66% were women)
- Education: Both the MH and SU groups were the most highly educated (35-37% had post-high school education)
- Marital Status: Both the OD and MH groups were most likely to be single, never married (57-58% were single)
- Race: The OD group had the greatest percentage of African Americans (26% were African American)
- Living situation: The OD group was least likely to live alone and most likely to live with their parents (38% alone; 20% with parents).

IV. Conclusions and Recommendations

The 2011 MIG needs assessment consumer survey was developed specifically to gain insight into the views and employment experiences of Medicaid beneficiaries with disabilities. The study yielded 1,813 completed surveys: 22 percent current workers, 66 percent past workers, and 12 percent non workers. These respondents provided information including employment experiences, challenges, and needed supports. These findings will be used to identify personal and systemic barriers that prevent individuals with disabilities from either becoming employed or staying employed.

These findings are based on a random sample of Medicaid beneficiaries with disabilities. The sample was augmented with outreach to community organizations. The study achieved a high survey response rate (32%) with 1,813 completed surveys (1,750 from the random mailing, 63 from the additional outreach). Limitations include mailing the letter and survey in English, although the letter included instructions in Spanish to receive a Spanish survey. Greater racial and ethnic diversity would make the data more complete. Finally, although many veterans have disabilities and need assistance with employment, less than five percent of survey respondents were veterans. Veterans with disabilities' employment experiences should be assessed more

thoroughly. Still, these findings are broadly representative of Connecticut's Medicaid beneficiaries with disabilities.

Respondent overview

One out of four respondents reported needing assistance with ADLs. Two-thirds of respondents reported physical disabilities, over one-half reported MH/SU disabilities, and over one-third had intellectual disabilities. In addition, over twenty percent had been diagnosed with a substance use disorder. As a whole, these respondents were not in good health; sixty percent rated themselves as in fair or poor overall health.

Respondents were also struggling financially; 80 percent reported a total family income of less than \$10,000 a year. Less than one-quarter were currently working. These current workers most often worked in low-paying service jobs, even though over one-third of current workers had more than a high school education. Most respondents depended on other people or public buses for transportation, which may also limit employment opportunities.

The expectations or job aspirations of both past and non workers were not high; over one-third of respondents who wanted a job would like one in service or maintenance, neither of which historically pays very well. Less than one-quarter of respondents who were not working thought it likely they would get a job within the next year, and fewer still were actively job hunting.

Impact of disability on employment

Respondents often worked in low-paying jobs or were underemployed. After onset of disability, jobs in the service field rose dramatically, as professional and more skilled employment decreased. This impact was seen not only in professional or executive jobs, but also in skilled craft workers and technical or paraprofessional positions. Respondents also felt their disabilities had resulted in unfair treatment on the job or when applying for jobs.

Overall, past workers moved from working at skilled craft and professional positions to more often working in the service and sales fields after onset of disability. After the onset of disability, the percentage of current workers employed in the service field doubled, while positions in skilled crafts fell by 75 percent. Perhaps correspondingly, one-quarter of current workers found themselves not using all of their talents or abilities on the job.

Employment challenges

Results from the 2011 NA indicated a number of barriers to employment, impacting employers as well as current and potential employees. While not exhaustive, the following provides an overview of the key findings:

Physical health

Respondents often faced significant self-reported physical health challenges to employment. Two-thirds of all respondents identified themselves as having physical disabilities, and over half were in fair or poor health. Some respondents gave examples which might be easier to accommodate, such as needing a job where they would be sitting down or could take frequent

breaks. Others believed that their physical disabilities or severe health conditions would make it very difficult for them to be employed.

Mental health

Just over half of respondents identified themselves as having MH/SU disabilities. While not everyone with these disabilities saw them as an employment challenge, one-quarter of respondents did feel mental health or emotional concerns made it difficult for them to work. For some respondents, this meant overcoming emotional problems such as anxiety, while others described a more severe mental illness.

Lack of training or education

Current, past, and non workers expressed a need for some type of job training or education to become employed or move to a different job. Non workers in particular need a basic high school education – 60 percent of non workers lacked a high school diploma or GED. Past workers and job seekers specifically would like computer skills training, and job seekers also identified a need for post-secondary or college education.

Vocational support and support finding a job

Job seekers in particular asked for different types of vocational services, such as working with BRS, help writing a resume, learning interviewing skills, or completing applications. Job seekers and current workers also asked for assistance in finding an appropriate job.

Intellectual or cognitive disabilities

Non workers more frequently saw intellectual or cognitive disabilities as barriers to employment than current or past workers. Examples given by respondents included learning disabilities, difficulty understanding instructions, and Down syndrome.

Transportation

Reliable transportation was identified by almost all respondents as important for their employment. Respondents most commonly relied on someone else to drive them places, and over 40 percent of past and non workers relied on public transportation. However, these transportation methods were not always reliable, as many respondents found that a person was not always available to take them or that buses or bus routes were not readily available. Under a third said specialized transportation aids would be important for employment, such as a lift van to and from work.

Accommodations and assistive devices

Important assistive devices most commonly identified by respondents included computer devices, communication aids, structural adaptations, and transportation aids. A majority of respondents indicated work accommodations based on disability, such as extra training, and control over the space or scheduling of work activities, were important for their employment.

Expectations and motivation

A full forty percent of respondents not currently working did not want a job. Respondents who would like a job most commonly wanted one in the service field. However, few respondents were actively seeking employment or thought it likely they would soon be employed.

Representative current, past, and non worker

Current workers

The typical current worker is younger, in better health, and more likely has intellectual disabilities compared to past or non workers. This person works part time in the service field, earns less than \$10.00 an hour, and overall is satisfied with his/her job. The typical current worker began working after the onset of his/her disability, which began in the person's teens. The current worker uses support staff at work and needs on the job accommodations; most often he/she gets the needed accommodations. The current worker rates family support, employer or co-worker support, control over work pace, and reliable transportation as most important for employment. Even though half of current workers have intellectual disabilities, only five percent see this as a challenge to getting a new job. About 45 percent of current workers have either mental health or physical disabilities, but less than one-quarter of current workers see these concerns as a barrier to employment. Instead, what current workers need the most to get a new job is additional training and education.

Past workers

The typical past worker is older, reports poorer health, and most likely has physical disabilities compared to current or non workers. The past worker's disability began at age 30 or later and he/she worked prior to onset of disability. The past worker last worked over five years ago at a service job, working 33 hours a week and earning more money per hour than the typical current worker, although over half of past workers still made less than \$10.00 an hour. The past worker is more likely to have worked competitively and to have used more of his/her talents at work. The past worker would like a job but is not currently job hunting. The past worker rates reliable transportation, affordable physical and mental health insurance, and paid time off as most important for employment. Past workers would like computer access aids and communication aids at work, and would like more paid help at home. Past workers find physical disabilities to be their greatest challenge. Over half of past workers also have MH/SU disabilities, and about one-quarter of past workers see this as a barrier to employment.

Non workers

Compared to current and past workers, the typical non worker more often is younger, does not have a high school education, and has an income of less than \$10,000 a year. The non worker is more likely to be female and to speak Spanish at home, compared to current or past workers. The typical non worker is in fair health, has physical disabilities which developed in his/her teens, and most often depends on others for rides. Typical non workers do not see themselves working. The non worker is more likely to need personal care at home and would like more help at home. Non workers rate support from family and friends and reliable transportation as most important for employment, and see computer access aids as important to work. Over half of non workers report their physical health to be the greatest barrier to them becoming employed.

Approximately one-quarter see their intellectual disabilities or mental health concerns as preventing them from working.

Analyses by disability type, age group and mental health disability/substance use

Differences by disability

Respondents with intellectual disabilities were most likely to be current workers; while the majority of respondents in each of the other three disability groups had worked in the past. Respondents with intellectual disabilities were most likely to look forward to coming to work, be satisfied with their salary, and be happy with their supervisor and co-workers. At the same time, this group was least likely to be competitively employed, reported the lowest wages, and least likely to use their abilities on the job. Respondents with physical disabilities were more likely to hold a professional/executive position and earned higher wages. They used more of their abilities on the job and wanted to stay at their same job. However, they were also the most physically worn out by the end of the day. Respondents with a MH/SU disability were the most educated, did not use their talents on the job, and were the most likely to want a different job. Meanwhile, respondents with multiple disabilities were the least satisfied with their jobs overall. The physical and multiple disabilities groups were the least educated, reported the greatest need for personal care assistance, and reported the worst health compared to the other disability groups.

Differences by age

Young adults (40%) were more likely to be working, while the majority of adults and mature adults had worked in the past. Overall, young adults were happier with their pay, had more energy at the end of the day, and wanted to work more hours. Both adults and mature adults were more likely to work before onset of their disability and more likely to use their talents and abilities at work. The two older age groups also reported greater job tenure, higher wages, and more competitive employment. Young adults were more likely to use support staff or a job coach at their jobs and were the most likely to receive the work accommodations they needed.

Young adults more often relied on getting rides from other people, adults more often relied on public transportation, and mature adults were the most likely to drive themselves. Young adults were the most likely to have received a high school diploma/GED but no further education, while adults and mature adults were more likely to have at least some college education. At the same time, a greater percentage of mature adults had never finished high school than in the other age groups. Young adults reported the best overall health, followed by adults and then mature adults.

Differences by mental health disability and substance use disorder

The OD and MH respondents were more likely to be current workers than the SU respondents, who were most likely to be past workers. The SU respondents were older, developed their disabilities later in life, and were more likely to work prior to the onset of their disability at a competitive job with no job supports. Respondents in the OD group had the most job tenure and reported the most job satisfaction and job security. The OD group most often rated physical modifications and paid personal assistance important for work, while mental health benefits

were most important for the MH and SU groups. More MH and SU respondents also felt they would need training or education to obtain a better job.

Overall, respondents in the OD group reported the best health, were most likely to live with their parents, and were less well educated. The MH group had the greatest percentage of women, while the OD group had the greatest percentage of African Americans. SU respondents used public transportation and got rides more often than the other groups and reported more transportation challenges overall.

Similarities with MIG 2006 Needs Assessment

Although the 2006 NA respondents yielded more current workers and fewer past workers, when examined by employment status there are some similar outcomes and trends across the two needs assessments. Differences by employment status between the 2006 NA and 2011 NA have been noted in the body of the report.

Employment

In both the 2006 and 2011 NAs, service positions were the most commonly held job for either current or past workers, and in both years current and past workers generally worked at more skilled employment prior to disability. Compared to current workers, in both years past workers earned more per hour, fewer past workers held service jobs, and more past workers were competitively employed. Past workers in both years also used more of their talents and abilities at their jobs than current workers.

In both years, only a small proportion of either past or non workers who wanted a job were actively seeking employment. Assistance or training desired by those actively seeking jobs in 2006 did not differ much from 2011, although fewer respondents mentioned wanting vocational services in 2006. In both years the majority of both current and past workers felt they would need more training in order to get a better paying job.

Job satisfaction and attitudes

Multiple job satisfaction items were similar across the two needs assessments. In 2006 and 2011, the majority of both current and past workers looked forward to coming to work, felt their jobs kept them busy, were satisfied with their schedule, and felt needed as a result of working. On the other hand, the majority of current and past workers in either NA also felt worn out at the end of the day, felt they had little chance for promotion, and were not satisfied with their medical coverage. In both years, past workers were significantly more tired at the end of the day, but were also more hopeful about getting a promotion. Past workers in both years also reported using more of their talents and abilities at work than current workers. Finally, in both years, current workers were significantly more likely than past workers to get along with their supervisors and to feel their supervisor was fair.

Health, assistance, and disability status

As in 2011, current workers in 2006 were overall in better physical health than non and especially past workers. Twice as many current workers as past workers reported good or

excellent health in both years. Compared to both past and non workers, current workers in both the 2006 and 2011 NAs needed less assistance with personal care, were much less likely to have physical disabilities, and much less likely to see physical health as an employment challenge.

Recommendations

These recommendations are offered for consideration as ways to address some of the major challenges identified by respondents in this needs assessment.

Improve access to physical and mental health care

Accessible and affordable physical and behavioral health care is a necessary support for the successful employment of people with disabilities. Respondents identified physical health difficulties as the most prominent employment challenge, while mental health concerns were cited as next greatest employment challenge. Both of these can limit employment opportunities for individuals by restricting the type of job, job duties, number of hours worked, and other job elements.

Increased access to physical and mental health care might help individuals manage their health conditions, allowing them to become employed or work at a different type of job. Increased access and regular use of primary care services might also prevent some of these chronic conditions.

Improve and expand transportation services

Lack of reliable and accessible transportation makes it very difficult to work. Most of these individuals relied either on others for rides or on public transportation, but then experienced problems with driver or public bus service availability. About one-quarter of respondents currently drive themselves – it is likely that more respondents would own and drive a car if they had the financial resources to do so.

Expanding Connecticut's public transportation system to include more frequent service, locations, and increased weekend and night service would enhance an individual's employment opportunities. Other options which would support employment include offering lift vans, availability of accessible taxis, use of taxi vouchers, and designated employment pick up and drop off services.

Increase access to existing vocational and job assistance services

Many of the supports desired by job seekers are already available. Vocational supports specifically requested by job seekers included help writing a resume, learning interviewing skills, completing applications, or just to "work with BRS." Job seekers as well as current workers also identified a need for assistance in locating or finding an appropriate job. Although representing a minority of respondents, these job seekers are the most motivated and would more likely take advantage of resources offered to them. For the typical respondent, the most successful job placement would include a supportive employer and co-workers, paid time off or vacation time, control over the pace of work activities, and a reliable way to get to and from work. Connecting

these respondents to existing vocational services and expanding the scope of services offered would provide the employment assistance desired by these respondents.

Provide education and job specific training

Accessible, affordable training and education at all levels is needed for these respondents. Non workers in particular need basic education – 60 percent of non workers lacked a high school diploma or GED, as did almost one-third of past workers. Job seekers, on the other hand, often identified a need for a post secondary or a college level education to be employed. However, unless financial assistance or a lower cost educational alternative is provided, this education may continue to be out of reach for many respondents.

Current, past, and non workers all expressed a need for job training to be employed or to change their job. Current workers, many of whom had intellectual disabilities, identified lack of training as their number one employment barrier. Providing affordable and accessible job training could help these workers move to a more desired or higher paying position. Past workers and job seekers specifically would like computer skills training. Other respondents asked for job specific training – such as certified nurse aide training – while others did not specify the training they wanted.

Offering job specific training and assistance in finding a job would assist these and other people with disabilities to move towards employment. Further outreach should determine what other training or resources would be most beneficial to assist individuals gaining employment or moving to a better job.

In summary, this needs assessment provides a comprehensive examination of the current state of employment of people with disabilities. Using these results, Connecticut can strategize future policies, building upon current strengths and implementing necessary changes to enable more people with disabilities the opportunity to be successfully employed.

V. References

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VII. Appendices

Appendix A. People with Disabilities Survey: Currently working

Appendix B. People with Disabilities Survey: Worked in past

Appendix C. People with Disabilities Survey: Never worked

Appendix D. Non-random recruitment of people with disabilities

APPENDIX A. People with Disabilities Survey: Currently working

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, but worked in past**
 No, I have never worked for pay → **Stop here, and Go to the Yellow form, Never worked**
2. Do you have or work at more than one job?
 No
 Yes → **If you work at more than one job, think about the one where you earn the most money (your main job) to answer the questions below.**
3. What is your main job or position?

4. How long have you worked for your current employer at your main job? (If your main job is being self-employed, how long have you been self-employed?)
 Less than 1 year 2 years to less than 5 years
 1 year to less than 2 years 5 years or more
5. How many hours do you typically work each week at your main job?
_____ hours a week
6. What is your average hourly wage before taxes for your main job?
 Less than \$8.25 an hour \$15 – 19.99 an hour
 \$8.25 – 9.99 an hour \$20 or more an hour
 \$10 – 14.99 an hour Other: \$_____per_____
7. How much of your talents and abilities does your main job require you to use?
 A lot A little
 Some None at all

8. For your main 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 → Did you get all the modifications that you needed?
- No
- Yes
9. Are you competitively employed at your main job? This means you have a paid job in the community which you applied for on your own and is not set aside for persons with disabilities. Or, you are self-employed.
- No
- Yes
10. Do you use a job coach or other individualized support staff who assists you at least some of the time to get, work at, or keep your main job?
- No
- Yes
11. Do you want a different job?
- No
- Yes → What are some of the challenges you will have to overcome in order to get a different job?
-
12. During the next 12 months, how likely is it that you will get a new job or leave your job for any reason?
- Very likely
- Somewhat likely
- Not too likely
- Not at all likely
13. In the past two years, how many times have you changed or left jobs for any reason?
- _____ job changes in the past 2 years
14. 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

15. Thinking about your main 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"/>

16. 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 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 aids (touch screens, modified or keyless entry, voice to text software, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication aids (communication boards, voice activated telephone, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing and listening aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How important for you is each of the following assistive devices in helping you either to 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>
Devices for people who are blind or have visual impairments	<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 aids (electric wheelchair, stair lift, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation aids (lift van, lift bus, adaptive driving controls, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. 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 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"/>
Reliable transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Health

18. How would you rate your overall health at this time?
- Excellent
 - Good
 - Fair
 - Poor
19. 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, reach, lift or carry? | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>Intellectual or cognitive</u> disability, such as mental retardation, autism, learning disability, or other severe thinking impairment? | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>Mental health</u> disability, such as schizophrenia or bipolar 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"/> |
-
20. Have you ever been diagnosed with substance use disorder?
- No
 - Yes
21. What is your primary disability? _____
22. How old were you when your primary disability started? _____
23. Did you work before your primary disability started?
- No
 - Yes → What kind of work did you do before your primary disability started? If you worked at more than one job, please tell us about the one you where you earned the most money.
- _____
24. Have you ever felt you were treated unfairly in getting a job or in the workplace because of your disability?
- No
 - Yes
25. 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
26. In the past year, have you needed assistance from another person with personal care at work or school, such as eating or toileting?
- No
 - Yes

27. In the past year, have you needed assistance from another person with activities such as cooking, housecleaning, laundry, errands, or shopping?
- No
 Yes
28. Do you currently receive any paid assistance, support, or supervision at home?
- No
 Yes
29. Do you currently receive any paid assistance, support, or supervision at work or school?
- No
 Yes
30. 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 school, or both?
- At home only
 - At work or school only
 - Both at home and at work or school

Transportation

31. 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, an accessible van, or para-transit.
 - I use a taxi service
 - Other (describe) _____
32. What transportation difficulties have you had in the past 12 months? Check all that apply.
- A person is not always available to assist or to drive me.
 - 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, accessible 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.
 - Other (describe) _____

Housing and activities

33. Who do you currently live with? Check all that apply.
- | | |
|---|--|
| <input type="checkbox"/> No one, I live alone | <input type="checkbox"/> With a friend or roommate |
| <input type="checkbox"/> With a spouse or partner | <input type="checkbox"/> With a live-in paid assistant |
| <input type="checkbox"/> With a parent | <input type="checkbox"/> Other (describe) _____ |
| <input type="checkbox"/> With my children | |
34. Do you need more assistive technology or devices in order to easily live in your home?
- No
 Yes
35. Do you need more home modifications or changes in order to easily live in your home?
- No
 Yes
36. Are you currently in any of the following school, vocational, or activity programs? Check all that apply.
- | | |
|---|--|
| <input type="checkbox"/> Going to school, full or part time | <input type="checkbox"/> Day activity program |
| <input type="checkbox"/> Volunteer position without pay | <input type="checkbox"/> Clubhouse or therapeutic work program |
| <input type="checkbox"/> Vocational program | <input type="checkbox"/> Something else: _____ |

General information

37. What is your age?
- | | |
|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> Less than 18 | <input type="checkbox"/> 46 - 60 |
| <input type="checkbox"/> 18 - 30 | <input type="checkbox"/> 61 - 69 |
| <input type="checkbox"/> 31- 45 | <input type="checkbox"/> 70 or older |
38. What is your sex?
- Male
 Female
39. 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
40. What is your marital status?
- | | |
|--|--|
| <input type="checkbox"/> Married | <input type="checkbox"/> Single, never married |
| <input type="checkbox"/> Widowed | <input type="checkbox"/> Living together as though married |
| <input type="checkbox"/> Divorced or Separated | |

Please go on to the last page.

41. 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 (describe) _____
42. Are you of Spanish, Latino, or Hispanic origin?
- No Yes
43. What language do you mainly speak at home?
- English Spanish Other (describe) _____
44. In general, how do your finances usually work out at the end of the month? Do you find that you usually end up with...
- Some money left over
 - Just enough to make ends meet
 - Not enough money to make ends meet
45. 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 \$25,000 to less than \$50,000
 - \$10,000 to less than \$25,000 \$50,000 or more
46. Are you a veteran?
- No Yes
47. Have you heard of Connect-Ability?
- No
 - Yes → How did you hear of it? Check all that apply.

<input type="checkbox"/> TV	<input type="checkbox"/> Printed advertisement
<input type="checkbox"/> Radio	<input type="checkbox"/> Bureau of Rehabilitation Services
<input type="checkbox"/> Billboard	<input type="checkbox"/> Friend or family member
<input type="checkbox"/> Website	<input type="checkbox"/> Other _____
48. Who filled out this survey? Check only one. Do not put in anyone's name.
- Individual who this survey is about filled this out by him or herself.
 - Individual who this survey is about filled this out with help from someone else.
Relationship to the individual _____
 - Someone else filled out this survey for the individual.
Relationship to the individual _____

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

APPENDIX B. People with Disabilities Survey: Worked in past

**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 2 years to less than 5 years
 1 year to less than 2 years 5 years or more
5. How many hours did you typically work each week at your last job?
_____ hours a week
6. What was your average hourly wage before taxes at your last job?
 Less than \$8.25 an hour \$15 – 19.99 an hour
 \$8.25 – 9.99 an hour \$20 or more an hour
 \$10 – 14.99 an hour Other: \$_____per_____
7. How much of your talents and abilities did your last job require you to use?
 A lot A little
 Some None at all

17. 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"/>

Pay and Benefits

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"/>

Advancement and Job Security

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"/>

Supervisor

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"/>

Co-workers

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"/>

18. 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 aids (touch screens, modified or keyless entry, voice to text software, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication aids (communication boards, voice activated telephone, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How important for you is each of the following assistive devices in helping you either to 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>
Hearing and listening aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Devices for people who are blind or have visual impairments	<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 aids (electric wheelchair, stair lift, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation aids (lift van, lift bus, adaptive driving controls, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. 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 either to 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>
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"/>
Reliable transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Health

20. How would you rate your overall health at this time?

- Excellent
- Good
- Fair
- Poor

21. 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, reach, lift or carry?	<input type="checkbox"/>	<input type="checkbox"/>
<u>Intellectual or cognitive</u> disability, such as mental retardation, autism, learning disability, or other severe thinking impairment?	<input type="checkbox"/>	<input type="checkbox"/>
<u>Mental health</u> disability, such as schizophrenia or bipolar 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"/>

22. Have you ever been diagnosed with substance use disorder?

- No
- Yes

23. What is your primary disability? _____

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

25. Did you work before your primary disability started?

- No
 - Yes → What kind of work did you do before your primary disability started? If you worked at more than one job, please tell us about the one you where you earned the most money.
-

26. Have you ever felt you were treated unfairly in getting a job or in the workplace because of your disability?

- No
- Yes

27. 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

28. In the past year, have you needed assistance from another person with personal care at work or school, such as eating or toileting?

- No
- Yes

29. In the past year, have you needed assistance from another person with activities such as cooking, housecleaning, laundry, errands, or shopping?
- No
 Yes
30. Do you currently receive any paid assistance, support, or supervision at home?
- No
 Yes
31. Do you currently receive any paid assistance, support, or supervision at work or school?
- No
 Yes
32. 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 school, or both?
- At home only
 - At work or school only
 - Both at home and at work or school

Transportation

33. 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, an accessible van, or para-transit.
 - I use a taxi service
 - Other (describe) _____
34. What transportation difficulties have you had in the past 12 months? Check all that apply.
- A person is not always available to assist or to drive me.
 - 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, accessible 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.
 - Other (describe) _____

Housing and activities

35. Who do you currently live with? Check all that apply.
- | | |
|---|--|
| <input type="checkbox"/> No one, I live alone | <input type="checkbox"/> With a friend or roommate |
| <input type="checkbox"/> With a spouse or partner | <input type="checkbox"/> With a live-in paid assistant |
| <input type="checkbox"/> With a parent | <input type="checkbox"/> Other (describe) _____ |
| <input type="checkbox"/> With my children | |
36. Do you need more assistive technology or devices in order to easily live in your home?
- No
 Yes
37. Do you need more home modifications or changes in order to easily live in your home?
- No
 Yes
38. Are you currently in any of the following school, vocational, or activity programs?
Check all that apply.
- | | |
|---|--|
| <input type="checkbox"/> Going to school, full or part time | <input type="checkbox"/> Day activity program |
| <input type="checkbox"/> Volunteer position without pay | <input type="checkbox"/> Clubhouse or therapeutic work program |
| <input type="checkbox"/> Vocational program | <input type="checkbox"/> Something else: _____ |

General information

39. What is your age?
- | | |
|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> Less than 18 | <input type="checkbox"/> 46 - 60 |
| <input type="checkbox"/> 18 - 30 | <input type="checkbox"/> 61 - 69 |
| <input type="checkbox"/> 31- 45 | <input type="checkbox"/> 70 or older |
40. What is your sex?
- Male
 Female
41. 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
42. What is your marital status?
- | | |
|--|--|
| <input type="checkbox"/> Married | <input type="checkbox"/> Single, never married |
| <input type="checkbox"/> Widowed | <input type="checkbox"/> Living together as though married |
| <input type="checkbox"/> Divorced or Separated | |

Please go on to the last page.

How important for you is each of the following assistive devices in helping you either to 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>
Communication aids (communication boards, voice activated telephone, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing and listening aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Devices for people who are blind or have visual impairments	<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 aids (electric wheelchair, stair lift, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation aids (lift van, lift bus, adaptive driving controls, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. 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 either to 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>
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"/>
Reliable transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Health

9. How would you rate your overall health at this time?

- Excellent
- Good
- Fair
- Poor

10. 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, reach, lift or carry?	<input type="checkbox"/>	<input type="checkbox"/>
<u>Intellectual or cognitive</u> disability, such as mental retardation, autism, learning disability, or other severe thinking impairment?	<input type="checkbox"/>	<input type="checkbox"/>
<u>Mental health</u> disability, such as schizophrenia or bipolar 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"/>

11. Have you ever been diagnosed with substance use disorder?

- No
- Yes

12. What is your primary disability? _____

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

14. Did you work before your primary disability started?

- No
 - Yes → What kind of work did you do before your primary disability started? If you worked at more than one job, please tell us about the one you where you earned the most money.
-

15. Have you ever felt you were treated unfairly in getting a job or in the workplace because of your disability?

- No
- Yes

16. 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

17. In the past year, have you needed assistance from another person with personal care at work or school, such as eating or toileting?

- No
- Yes

18. In the past year, have you needed assistance from another person with activities such as cooking, housecleaning, laundry, errands, or shopping?
- No
 Yes
19. Do you currently receive any paid assistance, support, or supervision at home?
- No
 Yes
20. Do you currently receive any paid assistance, support, or supervision at work or school?
- No
 Yes
21. 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 school, or both?
- At home only
 At work or school only
 Both at home and at work or school

Transportation

22. 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, an accessible van, or para-transit.
 I use a taxi service
 Other (describe) _____
23. What transportation difficulties have you had in the past 12 months? Check all that apply.
- A person is not always available to assist or to drive me.
 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, accessible 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.
 Other (describe) _____

Housing and activities

24. Who do you currently live with? Check all that apply.
- | | |
|---|--|
| <input type="checkbox"/> No one, I live alone | <input type="checkbox"/> With a friend or roommate |
| <input type="checkbox"/> With a spouse or partner | <input type="checkbox"/> With a live-in paid assistant |
| <input type="checkbox"/> With a parent | <input type="checkbox"/> Other (describe) _____ |
| <input type="checkbox"/> With my children | |
25. Do you need more assistive technology or devices in order to easily live in your home?
- No
 Yes
26. Do you need more home modifications or changes in order to easily live in your home?
- No
 Yes
27. Are you currently in any of the following school, vocational, or activity programs? Check all that apply.
- | | |
|---|--|
| <input type="checkbox"/> Going to school, full or part time | <input type="checkbox"/> Day activity program |
| <input type="checkbox"/> Volunteer position without pay | <input type="checkbox"/> Clubhouse or therapeutic work program |
| <input type="checkbox"/> Vocational program | <input type="checkbox"/> Something else: _____ |

General information

28. What is your age?
- | | |
|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> Less than 18 | <input type="checkbox"/> 46 - 60 |
| <input type="checkbox"/> 18 - 30 | <input type="checkbox"/> 61 - 69 |
| <input type="checkbox"/> 31- 45 | <input type="checkbox"/> 70 or older |
29. What is your sex?
- Male
 Female
30. 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
31. What is your marital status?
- | | |
|--|--|
| <input type="checkbox"/> Married | <input type="checkbox"/> Single, never married |
| <input type="checkbox"/> Widowed | <input type="checkbox"/> Living together as though married |
| <input type="checkbox"/> Divorced or Separated | |

Please go on to the last page.

32. 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 (describe) _____
33. Are you of Spanish, Latino, or Hispanic origin?
- No Yes
34. What language do you mainly speak at home?
- English Spanish Other (describe) _____
35. In general, how do your finances usually work out at the end of the month? Do you find that you usually end up with...
- Some money left over
 - Just enough to make ends meet
 - Not enough money to make ends meet
36. 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 \$25,000 to less than \$50,000
 - \$10,000 to less than \$25,000 \$50,000 or more
37. Are you a veteran?
- No Yes
38. Have you heard of Connect-Ability?
- No
 - Yes → How did you hear of it? Check all that apply.

<input type="checkbox"/> TV	<input type="checkbox"/> Printed advertisement
<input type="checkbox"/> Radio	<input type="checkbox"/> Bureau of Rehabilitation Services
<input type="checkbox"/> Billboard	<input type="checkbox"/> Friend or family member
<input type="checkbox"/> Website	<input type="checkbox"/> Other _____
39. Who filled out this survey? Check only one. Do not put in anyone's name.
- Individual who this survey is about filled this out by him or herself.
 - Individual who this survey is about filled this out with help from someone else.
Relationship to the individual _____
 - Someone else filled out this survey for the individual.
Relationship to the individual _____

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

Appendix D. Non-random recruitment of people with disabilities

1. STATEWIDE INDEPENDENT LIVING CENTERS (SILC)
Contact by phone and email
Contact sent a general email with UConn letter of invitation and link to survey urging participation to all CT Independent Living Centers and all SILC Board of Directors, which includes many leaders with and without disabilities.
2. CONNECTICUT DISABILITY ADVOCACY COLLABORATIVE (CDAC)
Contact in person and by email
Contact sent an email with the UConn Introduction Letter and links to all CDAC Board Members who include representatives from almost all disability organizations in the State of Connecticut. A very wide range of groups was reached with this contact.
3. MANCHESTER COMMUNITY COLLEGE DISABILITIES SERVICE OFFICE
Personal visits and email
Contact agreed to encourage students with disabilities and the three other counselors dedicated to students with disabilities at MCC to complete a survey online. In addition contact sent an email with a copy of the UConn Introduction Letter to the other 11 disability counselors throughout the community college system statewide.
4. NEW HORIZONS (Unionville, CT)
Phone, email, mail contact
Contact mailed 80 survey packets with letters of invitation. Contact agreed to personally urge all residents of the New Horizons Housing complex for people with disabilities to participate in the survey.
5. SPINAL CORD ASSOCIATES OF CONNECTICUT
Phone contact and email
Contact agreed to send the UConn Introduction Letter to all members of the Spinal Cord Association urging them to fully participate in the survey.
6. PEOPLE FIRST OF CONNECTICUT
Email contact
People with Intellectual Disabilities who speak for themselves will participate in the survey with help from supporters as necessary.
7. THE ARC OF CONNECTICUT
Email contact
The Central Office of the ARC contacted each ARC member unit and service provider members statewide. Hundreds of men and women with intellectual disabilities are served and represented by the ARC of CT and Service Providers run by ARC members.

8. Manchester Area ARC (MARC)
Personal visit and email
Contact encouraged his staff to personally assist the clientele of MARC services to complete the survey.
9. AUTISM SPECTRUM ASSOCIATION
Email and phone contact
Contact agreed to send UConn letter of invitation with survey link to all members.
10. BRAIN INJURY ASSOCIATION OF CONNECTICUT
Contact emailed the UConn letter of invitation and survey link to be forwarded to membership.
11. NEWINGTON COMMUNITY CENTER
Telephone and mail contact
Contact requested surveys. 100 survey packets and letters of invitation given to Center.
Contact distributed them to members.
12. UNITED SERVICES, INC.
Email and mail contact
Contact requested surveys. 60 survey packets and letters of invitation mailed.
13. WOMEN'S SPECIALTY PROGRAMS HALLIE HOUSE
Email and mail contact
Contact requested surveys. 75 survey packets and letters of invitation mailed.
14. YOUNG ADULT SERVICES – BIRMINGHAM GROUP HEALTH SERVICE
Contact emailed to inform us they would be putting copies of the invitational letter with online survey link in their waiting rooms and that staff would be informed about the project.