

# APPENDIX A

# **Comprehensive Statewide Needs Assessment (CSNA) For Transition-age Youth and Young Adults**

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**Submitted to the Opportunities for Ohioans with Disabilities (OOD) by:**

The Research and Evaluation Bureau and  
The Center for Innovation in Transition and Employment

**Kent State University**

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## I. Introduction

### A. Purpose

Opportunities for Ohioans with Disabilities (OOD) contracted with the Research and Evaluation Bureau at Kent State University to evaluate services to “transition-age students” in April, 2015. An additional component of the study included collaboration with the Center for Innovation in Transition and Employment (CITE) to examine data on vocational rehabilitation (VR) recipients who were surveyed as part of the Ohio Longitudinal Transition Study (OLTS). The researchers explored the following questions:

#### Research Questions

1. What are the characteristics of consumers receiving various types of rehabilitation services?
2. Which are the characteristics of consumers experiencing employment outcomes?
3. What are the characteristics of consumers experiencing postsecondary education outcomes?
4. What services predicted employment outcomes after controlling for other factors?
5. What services predicted postsecondary education after controlling for other factors?
6. What services predicted supported employment outcomes after controlling for other factors?

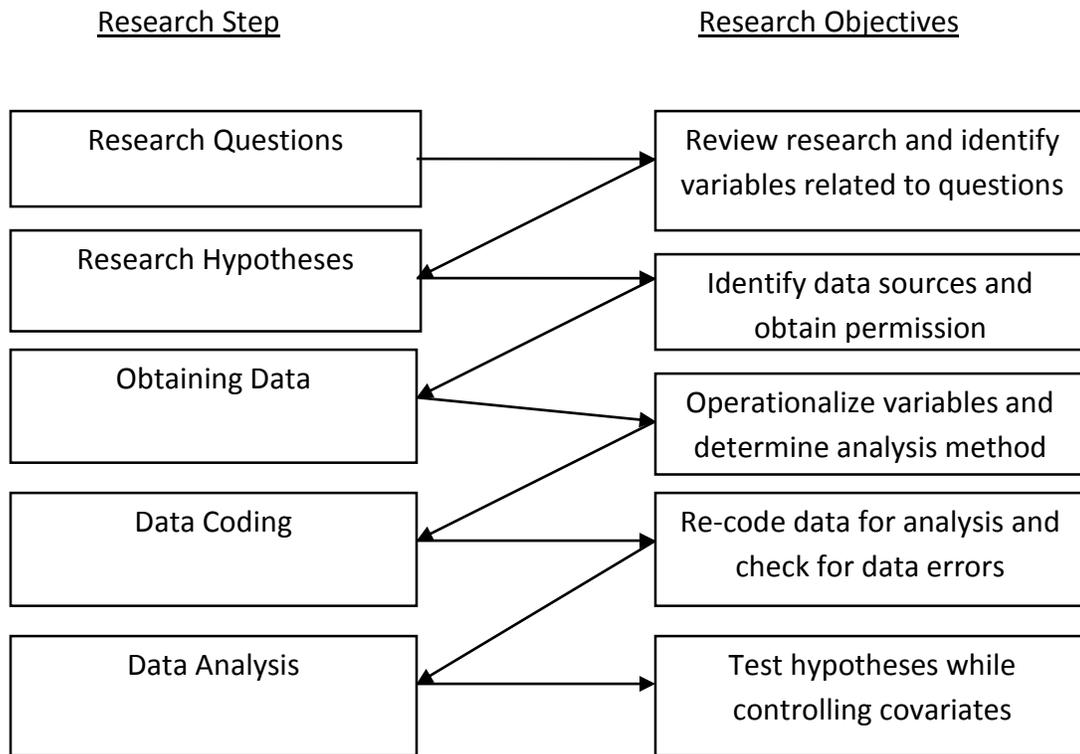
### B. Data Sources

This research was conducted through a secondary analysis of two databases: (a) OOD case closures ( $N = 10,316$ ) and (b) OLTS youth reporting receiving VR services in the year following high school exit ( $N = 642$ ). This first source of data for this evaluation was OOD case records for transition age youth with disabilities who applied at ages 14-24, received a purchased service, and whose cases were closed during federal fiscal years 2012 and 2013. The second source of data was OLTS surveys of services of high school special education students at graduation and then again one year after exiting high school in the years 2006-2013.

### C. Research Strategy

Secondary data is defined as information collected by another person or organization usually for purposes different from those of the current evaluation. Secondary data analysis is a cost-effective way of conducting correlational research, but care must be taken to meet correlational research standards as defined by the Council for Exceptional Children (Thompson, Diamond, McWilliam, Snyder, & Snyder, 2005). Perhaps the greatest concern with large secondary data sources is the phenomenon known as data dredging (Thompson et al., 2005). To avoid this pitfall, correlational research must be driven by research questions that are stated at the beginning of the evaluation process. These research questions, in turn, need to be grounded in theory or previous research.

Figure 1. Secondary Data Analysis Strategy



## D. Review of Rehabilitation Research

### 1. History

The Workforce Investment Act (WIA) of 1999 and the Workforce Innovation and Opportunity Act (WIOA) of 2014 both emphasized the importance of using evidence-based practices and a “job-driven workforce system” (WIOA, 2014). In a review of 25 years of literature conducted in 2012, only 35 rehabilitation studies were found to have evidence of resulting in employment outcomes (Fleming, Del Valle, Kim, & Leahy, 2013). Bellini and Rumrill (1999) noted that as rehabilitation services have addressed more complex social phenomena, it has become more difficult to investigate interactions among many different dependent and independent variables. Fleming et al. (2013) found that research on rehabilitation counseling practice could be divided into seven categories: (a) interagency collaboration, (b) impact of counselor education on customer outcomes, (c) impact of services on specific target populations, (d) supported employment and evidence-based practices, (e) empowerment and customer self-concept, (f) essential elements of service delivery, and (g) miscellaneous services and outcomes. Of these 35 rehabilitation studies, the 20 studies related to service provision were found in the categories c, d, and g, which were pertinent to this study.

## 2. Impact of Services to Transition Youth

Studies in this category identified services that were important in promoting outcomes for customers of particular ethnic, gender, age, and disability groups. The Program for Assertive Community Treatment (PACT) was examined as an intervention designed to promote goal attainment among VR consumers, and researchers found that a combination of recruitment, training, and follow-along support promoted significantly improved goal attainment over recruitment and training or recruitment and follow-along services provided separately (Becker, Meisler, & Brandino, 1999). Flannery, Yovanoff, Benz, and McGrath Kato (2008) found that financial support, career services, and vocational training promoted greater goal attainment. Johnston, Vanderheiden, Farkas, Rogers, Summers, and Westbrook (2009) found that on-the-job training and counseling were significant predictors of employment outcomes for persons with traumatic brain injury. Spence (2000) found that job development and participation in a job readiness program were related to successful outcomes in Ohio, but that White customers were more likely to be successfully employed than African American customers. Stroup (1999) found that customers who developed better understanding of their disability had better employment outcomes.

The second National Longitudinal Transition Study (NLTS2) showed that African American status was correlated with less integration in general education classes and with worse employment outcomes after exiting high school (Losen & Orfield, 2002; Wagner, Cameto, Garza, & Levine, 2005) and this was supported by later research by Baer, Daviso, & McMahan-Queen (2011a). The NLTS2 research also showed that male students with disabilities were more likely than females to work full time or to work in skilled labor positions (Newman, Wagner, Cameto, & Knokey, 2009). Other studies have shown similar findings (Benz, Doren, & Yavonoff, 1998; Fulton & Sabornie, 1994; Lindstrom, Benz, & Doren, 2004).

## 3. Evidence-Based Practices in Supported Employment

Studies in this category examined the effectiveness of employment-related services for individuals with the most-significant disabilities. Among the existing research for evidence-based practices for students with the most-significant disabilities, research suggests integrated rehabilitation, specific training, and supported or agency-supervised employment were beneficial to transition-aged students. Baer, Daviso, Flexer, McMahan-Queen and Meindl (2011a) found that agency-supervised work experiences in the community was the only service that predicted employment outcomes for transition-age students with the most-significant disabilities. For persons with mental illness, integrated rehabilitation approaches were determined to be better than brokered approaches, and specific training was more successful than generic training (Bond, 1998). Bond and Campbell (2008) later documented the effectiveness of assertive community treatment, supported employment, and family psycho-social education for customers with mental illness. In summary, supported employment of various types has been determined to be an evidence-based practice for transition-aged youth with the most-significant disabilities.

#### **4. Miscellaneous VR Services and Outcomes for Transition Youth**

Fleming and colleagues (2012) discussed many previous studies on evidence-based practices related to VR services and found some were predictive of improved outcomes. Among the services leading to improved outcomes, Lustig, Strauser, Rice, and Rucker (2002) found that a stronger working alliance with VR counselors was related to better employment expectations and outcomes. Similarly, Marshall and Johnson (1996) determined the importance of providing culturally sensitive services and utilizing natural support systems. More recently, Noll, Owens, Smith, and Schwanke (2006) discovered that assistive technology (AT) services were related to better employment outcomes. Lastly, Rose, Schacht, Lonetree, and Schwartz (1994) determined that local labor market analysis helped in developing Individual Plan for Employment (IPE) goals. Taken together, there is evidence suggesting VR services may contribute to improved outcomes for transition-aged youth.

## II. Method

### A. Sample

A sample was drawn from each of two secondary databases: (a) OLTS exit and follow-up interviews and (b) OOD case closure records. The OLTS data was drawn each year from one-fifth of the schools in Ohio for the period of 2006-2013. The OOD data included cases that were opened when students were transition age (14-24 inclusive) and exited (closed) during federal fiscal years 2012 and 2013.

#### 1. OLTS Sample

The OLTS sample included students with disabilities who graduated or aged out of special education in the years 2006-2014 across all local education agencies in Ohio. Each year, one-fifth of these local education agencies (LEAs) were required to collect exit and one-year follow-up data (pursuant to the requirements of the IDEA of 2004) until each LEA in the state surveyed at least one cohort of student exiters every five years. A three-page exit survey was conducted just prior to student exit from high school and included a one page review of Educational Management Information System (EMIS) records maintained at the schools and an additional two pages of interview questions. Data drawn from the EMIS included questions about the following: (a) age at graduation or exit, (b) gender, (c) ethnicity, (d) school setting or program, (e) IDEA defined disability category, (f) level of inclusion, (g) courses of study, and (h) career-related services. Data drawn from the two-page exit interview included these: (a) employment, (b) post-school services, (c) postsecondary education, (d) benefits, (e) satisfaction, (f) independent living, and (g) reasons for not working or attending postsecondary education as planned. A total of 8,356 of 19,804 high school exiters were successfully followed-up by phone one year after leaving high school (42%). The sample included only individuals who were successfully followed-up one year following exiting high school. Of these 8,356 exiters, 642 (7.7%) reported receiving VR services within one year of exiting high school.

#### 2. OOD Sample

The original data consisting of OOD case closures from 2012 and 2013 were combined to generate the OOD database. Following preparation, the final database consisted of individuals ranging from 14-24 at the age of application. Also, retained individuals had an identified significant disability or multiple significant disabilities, as well as a record for at least one service received. Cases not meeting the aforementioned criteria were removed from the database and excluded from analyses. The existing sample of OOD case closures was further refined based on age and certain outcomes, namely employment and post-secondary education. The examination of those outcomes was only appropriate if the individual had opportunity. That is, postsecondary enrollment or employment would not be expected at 15 years of age. Because the outcome variables (which will be described in more detail later) included employment or postsecondary

education, the researchers only evaluated individuals who were 19 years or older at the time of closure. This allowed the researchers to focus on OOD consumers who had sufficient time to achieve any of the outcomes specified. Consequently, the number of cases evaluated differed from the total OOD sample.

## **B. Operational Variables in the Analyses**

### **1. Operational Variables - OLTS**

In the OLTS analysis, the presence or absence of predictor characteristics in the models were all coded “1” for present or “0” for absent. Some examples are the following: “Career and technical education concentrator” was coded “1” for students who had three or more semesters of career-technical education according to EMIS records; “Work study” was coded “1” for students who received credit or who were excused from classes to work while in high school according to EMIS records; “Job training” was coded “1” for students who participated in work experiences under the supervision of job training coordinators according to EMIS records.

The following variables were used in the OLTS analysis of VR recipients:

1. “Gender” was recorded by teachers who conducted the survey.
2. “Minority status” was drawn from EMIS data.
3. “Disability” was drawn from EMIS data.
4. “General education classes” was defined as being in regular classes at least 80% of the time according to EMIS.
5. “Career-technical education” was defined according to whether students received three or more semesters of career-technical classes according to records.
6. “Work study” was defined according to whether the student participated in any work study programs according to EMIS and school records.
7. “Job training” was defined according to whether the student was served by a job training coordinator according to EMIS.
8. “Full-time employment” was defined as working thirty-five hours or more per week for competitive pay within one year of leaving high school.
9. “Part-time employment” was defined as working between 20 and 34 hours per week for competitive pay within one year of leaving high school.
10. “Four-year college” was defined as enrollment in a four-year college for eight or more credits within one year of leaving high school.
11. “Two-year college” was defined as enrollment in a two-year college for eight or more credits within one year of leaving high school.
12. “Engaged in any work or postsecondary education” was defined as any reported work or postsecondary education within one year of leaving high school.

## 2. Operational Variables - OOD

The researchers identified two primary outcome variables — college or university training and number of hours worked. College or university training was already discrete, because individuals had either received this training or had not. To allow some comparability between the OLTS and OOD samples, the researchers transformed the number of hours worked to define four distinct groups. The first group, “Full-Time,” included individuals who worked more than 35 hours weekly, while the second group, “Part-Time” were individuals who worked between 20 and 34 hours weekly. Those employed between 1 and 19 hours weekly were identified as “Less Than Part-Time,” and those with no hours worked per week were identified as “Unemployed.” For logical reasons, these groups were further collapsed into categories of “Full-Time,” “At Least Part-Time,” (i.e., 20 hours or more a week), and “Work Engaged,” (i.e., 1 hour or more a week). The two outcome variables combined to reflect a third variable, that of overall engagement. Individuals were identified as “Engaged” if they worked at least 1 hour per week or more or received college or university training. Individuals classified as “Not Engaged” neither worked nor received college or university training.

The dependent variables used in the research were determined to be desirable outcomes based on rehabilitation research and reporting. Successful outcomes were those where either higher education or employment was achieved. To determine the individual’s outcome status, variables were calculated based on the data available at closure. To determine higher education outcomes, data indicative of college or university training were used. In other words, students receiving college or university training were considered to be engaged in post-secondary outcomes. As stated above, employment was derived from the number of hours worked per week. The number of hours worked per week was classified into “Work Engaged” (individuals working 1 or more hours per week), “At Least Part-Time Employment” (individuals working 20 or more hours per week), and “Full-Time Employment” (individuals working 35 hours or more per week). For example, individuals working 15 hours were considered “Work Engaged,” but not “At Least Part-Time” and were coded accordingly. Individuals who were employed at least one hour were classified as “Work Engaged.” Individuals who received college or university training and/or were employed at least one hour were classified as “Overall Engaged.”

Logistic regression methods were applied to determine which independent variables best predict the outcomes of overall engagement, work engagement, and at least part-time employment. A total of 1,991 (25.8%) individuals were identified as “At Least Part-Time” based on these criteria, but all 7,703 individuals were included to determine adequate predictors. The variables of overall engagement and work engagement were recorded by a higher proportion of individuals than employment at least part-time. Given the nature of the statistical technique, it is not considered appropriate to use logistic regression when the percent achieving the outcome is substantially less

than 20%. Due to a limited sample size of individuals receiving college or university training ( $n = 538$ , or 6.9%) or achieving full-time employment ( $n = 727$ , or 9.4%), the researchers employed Chi-Square analyses for these variables rather than logistic regression.

The independent variables included in the OOD analyses were *purchased* services provided to the sample. The researchers grouped the 21 purchased services into five manageable categories based on related services. The five categories, each of which is an independent variable, included the following: (a) Assessment, (b) Vocational Rehabilitation Counseling and Guidance, (c) Training, (d) Job Development, and (e) Personal Services. See Appendix B for specific purchased services within each category.

### C. Data Analysis

The researchers conducted three types of analyses: (a) descriptive statistics of the samples, (b) cross-tabulations to disaggregate descriptive statistics, and (c) logistic regression (or Chi-Square analysis, where appropriate). The researchers used descriptive statistics and cross-tabulations to provide a detailed description of the study samples in terms of their disability category, services received, and outcome variables. Bivariate correlations were used on the OLTS data to identify potentially confounding independent variables and to determine the relationships among variables used in later analyses.

For the purposes of this research, the demographic variables are gender and race status. The analyses accounted for the demographic variables in different ways, where the OLTS analyses served to control for gender and race status and the OOD analysis included these variables as predictors to account for interactions between demographic and service variables. Therefore, the analyses are interpreted differently based on how these variables were utilized.

The logistic regression analyses took an iterative approach. All independent variables (including demographics) and interaction variables were entered into the equation first. Non-significant interaction variables were removed first, followed by non-significant demographic variables, then non-significant service categories. At each stage, the researchers evaluated the effect of removing variables. A non-significant individual variable was not removed if an interaction variable that included it was significant. Thus, the final model included the following: (a) significant study variables, (b) significant interaction variables, and (c) non-significant variables that were part of significant interactions (Kleinbaum, Kupper, & Morgenstern, 1982).

### III. Results

#### A. Research Question 1 - What were the characteristics of consumers receiving various types of rehabilitation services?

##### 1. Comparison among OOD - VR, OLTS - VR, and OLTS Non-VR Consumers

Table 1 presents a comparison of the OLTS database with the OOD database in regards to consumers receiving vocational rehabilitation services. The OOD and OLTS databases were similar in terms of gender and race/ethnicity. However, the OLTS database showed higher numbers of students with mild disabilities, while the OOD database showed higher proportions of recipients with physical/sensory and psycho-social disabilities. It is important to note the OLTS non-VR sample was not used in the following investigations; data are included here for comparison.

**Table 1. Comparison of OLTS and OOD Consumers**

Classification	OLTS-VR Sample %	OOD-VR Sample %	OLTS – Non-VR Sample %
Male	59.7	60.6	62.3
Female	40.3	39.4	37.7
White	71.7	71.2	78.8
African American	21.3	23.9	14.6
Other Race or Ethnicity	7.1	4.9	6.5
<b>Disability Category</b>			
Cognitive Disabilities	36.4	44.6	14.2
Psycho-social/Emotional	12.1	29.6	6.5
Physical/Sensory	7.7	17.4	2.0
Mild Disabilities (OHI, LD)	29.8	8.4	63.9

It is important to note through subsequent analyses that a substantial portion of VR recipients are White, male, and have identified cognitive disabilities. Conclusions regarding minority groups are more difficult to establish based on their under-representation within the data.

## 2. High School Service Characteristics of OLTS - VR Recipients

Table 2 shows that for the OLTS sample of high school exiters who reported receiving VR services, African American recipients were significantly less likely ( $p < .05$ ) to report inclusion in general education and career-technical education, but were significantly more likely to have received work study services. Females in the OLTS sample were significantly less likely to have participated in career-technical education for three or more semesters. Students with mild disabilities reported significantly higher inclusion in general education and significantly lower participation in job training.

**Table 2. Correlations between Characteristics and Services for OLTS - VR Recipients**

Classification	General Education	Career-tech 3 or more	Work Study	Job Training
<b>African American</b>	-.15*** (n=37)	-.10* (n=33)	.17*** (n=77)	.04 (n=12)
<b>Female</b>	.04 (n=110)	.10* (n=71)	.03 (n=99)	.05 (n=14)
<b>Mild Disability</b>	.36*** (n=130)	.04 (n=69)	-.68 (n=67)	-.08* (n=7)

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

## 3. Characteristics of OOD Consumers Receiving Various Types of Rehabilitation Services

Tables 3 and 4 are interpreted across the rows. In other words, Tables 3 and 4 can be combined to read “Of the individuals receiving Vocational Rehabilitation Counseling and Guidance, 49.3% have an identified cognitive disability, 62.9% are male, and 82.0% are White.” The percentages within each characteristic sum to 100% as they are the breakdowns within each service group.

A large proportion of the OOD sample consists of individuals who have been identified as White, male, and present with a cognitive disability. Since these characteristics are representative of a substantial portion of those served, they are more likely to receive the purchased services presented in Tables 3 and 4. Individuals with other mental impairments and those identified as a race other than White or African American constitute a small portion of those receiving purchased services, so their percentages are low.

**Table 3. Breakdown of Purchased Services by Disability Category**

Services	N	Disability			
		Cognitive	Physical/Sensory	Other Mental Impairment	Psycho-social
Vocational Rehabilitation Counseling and Guidance	205	49.3%	18.5%	4.9%	27.3%
Assessment	6388	44.1%	18.3%	8.8%	28.9%
Training	2452	54.2%	13.6%	7.1%	25.0%
Job Development	554	60.5%	8.8%	5.2%	25.5%
Personal Services	280	49.3%	10.7%	7.5%	32.5%

**Table 4. Breakdown of Purchased Services by Gender and Race**

Services	N	Gender		Race		
		Male	Female	White	African American	Other
Vocational Rehabilitation Counseling and Guidance	205	62.9%	37.1%	82.0%	12.7%	5.4%
Assessment	6388	60.4%	39.6%	70.7%	24.3%	4.9%
Training	2452	60.4%	39.6%	70.8%	24.7%	4.5%
Job Development	554	62.1%	37.9%	76.7%	20.8%	2.5%
Personal Services	280	59.3%	40.7%	66.8%	28.9%	3.9%

A substantial amount of individuals received Assessment (6,388) and Training (2,452) services. Far fewer had received Vocational Rehabilitation Counseling and Guidance (205) and Personal Services (280). Job Development services were purchased for 554 individuals. It is important to note that more than one service may have been purchased for each individual.

**B. Research Questions 2 and 3 - What were the characteristics of consumers who achieved employment or postsecondary education outcomes?**

**1. Characteristics of OLTS - VR Recipients Achieving Employment or Postsecondary Education**

Table 5 shows the characteristics and services of OLTS - VR recipients who achieved targeted outcomes by examining the strength of the relationship between outcomes and characteristics or services. Recipients reporting full-time work were significantly ( $p < .05$ ) more likely to have a mild disability, to have attended three semesters or more of career-tech, and to have participated in general education classes more than 80% of the day. Recipients reporting part-time work (20-34 hours per week) were significantly more likely to have a mild disability. Recipients reporting four and two-year college enrollment were significantly more likely to have attended general education classes and to have a mild disability as were recipients who reported any work or college after graduation.

The correlational analyses provided below reflect the relationship between these variables. It should be noted that while there is a significant relationship, many of the correlations are low (i.e., less than .30), suggesting a weak relationship.

**Table 5. Correlations between Characteristics, Services, and Outcomes of OLTS - VR Recipients**

Outcomes	Characteristics			Services			
	African American	Female	Mild disability	Career-tech	General Education	Work Study	Job Training
Full-time work	.02 (n=28)	-.07 (n=41)	.10* (n=48)	.12** (n=56)	.13** (n=67)	.07 (n=58)	-.06 (n=5)
Part-time work	-.03 (n=31)	-.03 (n=60)	.10** (n=61)	.01 (n=55)	.07 (n=75)	.05 (n=71)	.00 (n=11)
Four-year college	-.08* (n=6)	.07 (n=29)	.11** (n=26)	-.12** (n=9)	.27*** (n=47)	-.10* (n=14)	-.04 (n=2)
Two-year college	-.01 (n=24)	.01 (n=47)	.14*** (n=50)	-.01 (n=37)	.21*** (n=73)	-.05 (n=41)	-.08* (n=3)
Any type of work or college	-.02 (n=80)	-.04 (n=147)	.16*** (n=137)	.05 (n=135)	.23*** (n=192)	-.00 (n=258)	-.04 (n=23)

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

## 2. Characteristics of OOD Transition Youth Achieving Employment or Postsecondary Education

Tables 6 and 7 show the demographic characteristics of OOD transition youth who achieved employment or postsecondary education. Tables 6 and 7 are interpreted across rows; however, outcomes do not sum to 100% because they are not mutually exclusive (i.e., individuals who are employed full-time are also considered employed “At Least Part-Time,” “Work Engaged,” and “Overall Engaged”). The outcome variables are presented based on the sample identified as having received each service listed. Table 6 shows that college or university training was received predominately by consumers with physical and sensory disabilities, while Table 7 suggests 88.3% of those receiving college or university training are White. Data must be interpreted with caution because the proportion of consumers were not equal across groups (i.e., the sample was mostly white males with cognitive disabilities), so the percentages do not reflect a unique likelihood to achieve a certain outcome based on disability category, gender, or race.

Cross-tabulations and Chi-Square analyses were used to determine significant associations when examining full-time employment, leading to conclusions that individuals who obtained full-time work were likely to receive Vocational Rehabilitation Counseling and Guidance, and not likely to receive Assessment services. Further, Full-Time Employment was more likely associated with males and individuals who were not African American. This accounts for the disparities in the sample’s representation.

**Table 6. Breakdown of Outcome Variables by Disability Category**

Outcomes	N	Disability Category			
		Cognitive	Physical/ Sensory	Other Mental Impairment	Psycho- social
College or University Training	538	26.2%	61.7%	3.3%	8.7%
Full-Time Employment	727	44.2%	30.4%	5.8%	19.7%
At Least Part-Time Employment	1991	51.5%	21.0%	5.9%	21.6%
Work Engaged	2404	52.4%	20.2%	6.2%	21.2%
Overall Engagement	2621	49.6%	24.1%	6.0%	20.4%

**Table 7. Breakdown of Outcome Variables by Gender and Race**

Outcomes	N	Gender		Race		
		Male	Female	White	African American	Other
<b>College or University Training</b>	538	52.0%	48.0%	88.3%	7.2%	4.5%
<b>Full-Time Employment</b>	727	64.6%	35.4%	84.2%	12.4%	3.4%
<b>At Least Part-Time Employment</b>	1991	61.3%	38.7%	77.6%	18.2%	4.2%
<b>Work Engaged</b>	2404	61.1%	38.9%	78.3%	17.9%	3.8%
<b>Overall Engagement</b>	2621	60.9%	39.1%	78.9%	17.1%	4.0%

The data suggest that individuals receiving college or university training were more likely to have a physical/sensory disability and be identified as White, even when accounting for the disproportions in the sample. Males were substantially more likely to obtain full-time employment and be engaged in either work or postsecondary education, as were individuals who were White. Employment outcomes were more likely to be achieved by individuals with cognitive disabilities; however, those identified as cognitively disabled, White, and male constitute a much larger proportion of the data.

Table 8 shows the percentages of each OOD purchased service within each engagement category (all employment or postsecondary education outcomes). This table is interpreted as “Of the individuals who are employed full-time, 77.3% of them received Assessment, 4.9% received Vocational Rehabilitation Counseling and Guidance,” and so on. The values exceed 100% because many individuals received more than one service. The major purchased services for all employment outcomes were Assessment and Training. The most frequently purchased services related to college or university training were also Assessment and Training, but Training services were purchased much less for this outcome.

As you will see in subsequent tables, a large portion of individuals were provided Assessment services. Training and Job Development were much more likely to be purchased for individuals achieving employment outcomes, as were Vocational Rehabilitation Counseling and Guidance and Personal Services, but to a lesser extent.

**Table 8. Percent of Engagement Category Receiving Purchased Services**

Engagement Category	Assessment	Vocational Rehab. Counseling and Guidance	Training	Job Development	Personal Services	Percent of Total Sample
College or University Training	74.9%	3.7%	19.0%	1.1%	0.2%	6.3%
Full-Time Employment	77.3%	4.9%	34.1%	9.0%	3.5%	8.6%
At Least Part-Time Employment	80.0%	4.9%	42.1%	12.0%	3.9%	23.9%
Work Engaged	80.0%	5.2%	43.0%	12.6%	4.4%	29.1%
Overall Engaged	79.4%	4.9%	40.8%	11.7%	4.0%	31.7%
Percent of Total Sample	82.9%	2.7%	31.1%	6.9%	3.7%	

Table 9 presents the transverse of Table 8. Table 9 shows the percentages of each employment or postsecondary outcome obtained by recipients of each purchased service. This table is interpreted also across the rows. For example: “Of the individuals who received Vocational Rehabilitation Counseling and Guidance, 9.8% received college or university training, 17.1% achieved full-time employment,” and so on. The values increase because they are additive (i.e., in order to be considered of achieving “At Least Part-Time Employment” the individual must be “Work Engaged” and “Overall Engaged”). Vocational Rehabilitation Counseling and Guidance, Training, and Job Development were proportionately high for the outcomes of employment and engagement, while Vocational Rehabilitation Counseling and Guidance services and Assessment were the predominate services purchased for individuals receiving university training.

Table 9 should be interpreted along with Table 8, which presents the percentage of the total sample receiving each service and achieving each outcome category. Table 9 provides supplemental evidence that individuals receiving Vocational Rehabilitation Counseling and Guidance, Job Development, Training, and Personal Services were much more likely to achieve employment outcomes.

**Table 9. Breakdown of Purchased Services by Outcome Variables**

Services	N	College or University Training	Full-Time Employment	At Least Part-Time Employment	Work Engaged	Overall Engagement
Assessment	6388	6.3%	8.8%	25.0%	30.2%	32.7%
Vocational Rehabilitation Counseling and Guidance	205	9.8%	17.1%	47.3%	59.5%	61.5%
Training	2452	4.2%	10.2%	34.3%	42.3%	43.6%
Job Development	554	1.1%	11.6%	42.2%	53.8%	54.3%
Personal Services	280	0.4%	8.9%	26.8%	36.1%	36.4%

**C. Research Question 4 – What services predicted employment outcomes after controlling for other factors?**

**1. Predictors of Full-Time Employment for OLTS Recipients of VR Services**

Table 10 shows that OLTS recipients who reported receiving VR services (after controlling for gender and ethnicity) were significantly more likely ( $p < .05$ ) to report full-time employment outcomes if they participated in general education classes more than 80% of the time (Odds Ratio = 2.01), concentrated in career-tech (Odds Ratio = 1.84), and participated in work study (Odds Ratio = 1.71).

Therefore, individuals were more than twice as likely to obtain full-time work if they were in general education for more than 80% of the time, regardless of their gender or ethnicity. Students who received VR services in high school were 1.8 times more likely to obtain full-time employment if they concentrated in career-tech, and 1.7 times more likely to be working full-time if they participated in work study programming. Participation in general education, concentration in career-tech, and work study were all significantly predictive of full-time work one year following high school.

**Table 10. OLTS- VR Recipient Predictors of Full-Time Employment**

Predictor Variable	Wald	Odds Ratio	95% Confidence Interval	
			Lower	Upper
General Education Greater Than 80%	11.11**	2.01	1.33	3.03
Career-Tech Concentrator	8.44**	1.84	1.22	2.78
Work Study	6.61*	1.71	1.13	2.58
Constant	110.75***	.11		

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

The analyses now shift from the OLTS data to the OOD data.

### 2. Predictors of Full-Time Employment for OOD Consumers

Due to the low number of individuals within the sample who achieved full-time employment, the researchers did not conduct logistic regression analyses for this outcome. Full-time employment was achieved by only 727 individuals, or 9.4% of the original sample. Using cross-tabulations and Chi-Square analyses, the researchers found a significant association between full-time employment and Assessment ( $\chi^2 = 17.07, df = 1, p < .001$ ), as well as Vocational Rehabilitation Counseling and Guidance ( $\chi^2 = 14.37, df = 1, p < .001$ ). Individuals receiving Assessment were less likely to be employed full-time, while full-time employees were more likely to receive Vocational Rehabilitation Counseling and Guidance. These were the only two services to show significant associations with full-time employment. Demographics were analyzed using the same method to determine any potential associations between the groups and full-time employment. The results indicated that both Gender ( $\chi^2 = 5.97, df = 1, p < .05$ ) and Race identification ( $\chi^2 = 55.09, df = 1, p < .001$ ) were significantly associated with full-time employment. Those achieving full-time work were much less likely to be identified as African American and much more likely to be male, based on the results.

### 3. Predictors of Part-Time Employment for OLTS - VR Recipients

No high school service or demographic predictors significantly predicted part-time employment within one year after exiting high school after controlling for gender or ethnicity.

#### 4. Predictors of At-Least Part-Time Employment for OOD Consumers

The results of the final logistic model (i.e., non-significant predictors excluded) are presented in Table 11. The analysis indicated that individuals were 2.8 times more likely to be employed at least part-time if they had received Job Development or 2.6 times more likely if they had received Vocational Rehabilitation Counseling and Guidance. Individuals receiving Assessment or Training were 1.3 and 1.6 times more likely, respectively, to be employed at least part-time. As in the last analysis, gender itself was not a significant predictor, but males receiving Personal Services saw a significant decrease in at-least part-time work. Similar to the findings for both previous analyses, African Americans were significantly less likely to be employed at least part-time compared with other racial groups; however, receiving Training provided a benefit unique to African Americans which made them much (1.4 times) more likely to be employed 20 hours or more per week. The results of the final model of predictors of at least part-time employment are in Table 11.

**Table 11. Predictors of At Least Part-Time Employment**

Predictor Variable	Wald	Odds Ratio	95% Confidence Interval	
			Lower	Upper
Vocational Rehabilitation Counseling and Guidance	44.81***	2.64	1.99	3.51
Assessment	7.97**	1.32	1.09	1.6
Training	72.81***	1.70	1.50	1.92
Job Development	66.47***	2.80	2.19	3.59
Personal Services	.10	1.07	.70	1.65
Gender	1.34	1.07	.96	1.19
African American	40.54***	.57	.46	.67
Male*Personal Services	5.43*	.51	.29	.90
African American*Training	6.35*	1.41	1.08	1.84
Constant	213.31***	.22		

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

Receiving the purchased services of Vocational Rehabilitation Counseling and Guidance, Assessment, Training, and Job Development were all significantly predictive of work engagement; however, African Americans were again less likely to achieve this outcome. Gender was not significantly predictive of work engagement alone, but receiving Training services was substantially beneficial in improving the outcomes for males and African Americans.

**D. Research Question 5 – What services predicted postsecondary education outcomes after controlling for other factors?**

**1. Predictors of Four-Year College for OLTS Recipients of VR Services**

The results presented in Table 12 indicate that enrollment in four-year college within one year of graduation was significantly predicted ( $p < .001$ ) by participation in general education classes more than 80% of the time after controlling for gender and ethnicity (Odds Ratio = 9.54). Conversely, career-technical education was negatively correlated with four-year college enrollment after controlling for gender and ethnicity (Odds Ratio=0.25).

Individuals who enrolled in four-year colleges were 9.5 times more likely to have participated in the general education curriculum more than 80% of the time. They were also significantly less likely to concentrate in career-tech programming. As noted earlier, concentration in career-tech was significantly predictive of employment outcomes.

**Table 12. OLTS - VR Recipient Predictors of Four-Year College Enrollment**

Predictor Variable	Wald	Odds Ratio	95% Confidence Interval	
			Lower	Upper
General Education Greater Than 80%	39.41***	9.54	4.68	19.45
Career-tech Concentrator	13.19***	.25	.12	.54
Constant	110.25** *	.04		

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

## **2. Predictors of College or University Training for OOD Consumers**

College or university training was indicated for only 538 (6.9%) of the sample, so cross-tabulations and Chi-Square values were utilized to determine any associations between independent variables and college or university training. Vocational Rehabilitation Counseling and Guidance was the only service variable not significantly associated with college or university training ( $\chi^2 = 2.49$ ,  $df = 1$ ,  $p > .05$ ). Individuals reporting college or university training were significantly less likely to receive Assessment services ( $\chi^2 = 26.29$ ,  $df = 1$ ,  $p < .001$ ), Training ( $\chi^2 = 42.90$ ,  $df = 1$ ,  $p < .001$ ), Job Development ( $\chi^2 = 31.99$ ,  $df = 1$ ,  $p < .001$ ), and Personal Services ( $\chi^2 = 19.64$ ,  $df = 1$ ,  $p < .001$ ). These findings suggested that individuals who pursued higher education were not receiving many purchased services. Demographic characteristics were also evaluated to describe individuals pursuing postsecondary education. Significant positive associations were found for females ( $\chi^2 = 17.01$ ,  $df = 1$ ,  $p < .001$ ), and significant negative associations were found for African American consumers ( $\chi^2 = 84.84$ ,  $df = 1$ ,  $p < .001$ ). These data indicated that individuals who were least likely to pursue postsecondary education were African Americans, males, and those receiving many purchased services.

## **E. Research Question 6 – What services predicted any postsecondary education or work engagement outcomes after controlling for other factors?**

Originally the researchers set out to identify predictors of supported employment outcomes to include outcomes for individuals with the most significant disabilities. From the data, it was not possible to address this question. The researchers chose engagement in any work or education as a way of evaluating outcomes that promote some quality of life.

Therefore, individuals who had achieved either postsecondary education or employment were considered engaged, which is the desired outcome.

### **1. Predictors of Any Work or Postsecondary Education for OLTS Recipients of VR Services**

The results (Table 13) suggest that any work or postsecondary education engagement for OLTS - VR recipients can be predicted by participation in general education greater than 80%. After controlling for gender and ethnicity, general education participation was the best overall predictor for any work or postsecondary education engagement by one year after exiting high school. Individuals who participate in the general education curriculum most of the time were more than 2.5 times more likely to be engaged in employment or postsecondary education one year after high school.

**Table 13. OLTS - VR Recipient Predictors of Any Work or College**

Predictor Variable	Wald	Odds Ratio	95% Confidence Interval	
			Lower	Upper
General Education Greater Than 80%	33.91***	2.69	1.91	3.77
Constant	.04	1.02		

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

**2. Predictors of Any Work or Postsecondary Education for OOD Consumers**

A total of 2,621 (34.0%) individuals were identified as “Engaged” based on the criteria, but all 7,703 individuals were included to determine what factors best predict engagement. The results of the final model (i.e., non-significant predictors excluded) are presented in Table 14.

The results indicate that individuals were more than three times more likely to be engaged in work or postsecondary education if they received Vocational Rehabilitation Counseling and Guidance, almost 2.5 times more likely if they received Job Development Services and more than 1.5 times more likely if they had received Training. Individuals who received Personal Services were significantly less likely to be classified as “Engaged.” African Americans were significantly less likely to be engaged compared with non-African Americans; however, receiving Training provided a benefit unique to African Americans which made them much (1.6 times) more likely to be engaged.

**Table 14. Predictors of Overall Engagement**

Predictor Variable	Wald	Odds Ratio	95% Confidence Interval	
			Lower	Upper
Vocational Rehabilitation Counseling and Guidance	59.84***	3.14	2.35	4.20
Training	68.40***	1.62	1.45	1.82
Job Development	89.04***	2.48	2.06	3.00
Personal Services	8.30**	.67	.51	.88
African American	85.85***	.47	.40	.55
African American*Training	13.71***	1.60	1.25	2.06
Constant	523.52***	.45		

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

## IV. Discussion

### A. Research Question 1 - What were the characteristics of consumers receiving various types of rehabilitation services?

The comparison of the characteristics of OLTS-VR recipients and OOD transition age youth in Table 1 was limited by the differing age ranges and reporting procedures between these two databases. While the OLTS-VR and OOD databases showed no significant differences in gender or ethnicity, marked differences were observed in the number of OLTS-VR recipients who were categorized as having emotional disabilities and receiving an Individualized Education Plan (IEP) in high school compared with the higher number of OOD consumers who fell in the similar category of psycho-social/emotional disabilities in the OOD database, but were not recipients of an IEP in high school. One explanation for this difference was that these two categories were not comparable. A second possible explanation was that OOD served individuals that were not identified as having a disability in high school, but subsequently developed psycho-social emotional disabilities after high school. A third explanation could be that many of the OOD participants who were determined disabled in high school were moved into the psycho-social/emotional category by OOD.

Another category that significantly expanded between the OLTS-VR sample and the OOD sample was physical/sensory disabilities. As with the psycho-social/emotional category, it may be that (a) the school and OOD categories for physical and sensory disabilities cannot be compared, (b) OOD picked up individuals that were not identified as physical/sensory disabled in high school, or (c) some individuals categorized as mild disability moved into the physical/sensory disability category after high school.

The comparison of the OLTS-VR sample with the OLTS non-VR sample yielded results that demonstrated they were substantially different from each other. OLTS-VR recipients were much more likely to be African American than OLTS non-VR recipients. They were also more likely to have cognitive, psycho-social, and physical/sensory disabilities.

As was shown in Table 2, African American OLTS-VR recipients were significantly less likely to have been in general education or career-technical education classes. This was consistent with national research. This non-inclusion may have been related to research indicating that African American students with disabilities were more likely to be categorized as having cognitive disabilities (Baer, et al., 2011a) and may also relate to the lack of supports for general education inclusion in urban schools where most African American students attend high school.

## Implications for Practice

As shown in Table 3, the primary purchased services for OOD consumers were Assessment and Training. However, national research on evidence-based practice suggests that the more significant disabilities of OOD consumers may call for more emphasis on job development and on-site training. Research indicates individuals with these kinds of disabilities have trouble generalizing from training programs to performance in the actual settings. Some of these services may be provided by the school. More information needs to be provided to track the full scope of services provided.

These findings have two further implications for practice. First, they point to the need for greater overlap between high school and post-school transition services for individuals with psycho-social disabilities (OOD) and emotional disabilities (OLTS). Psycho-social needs appear to be arising following the transition from high school to adulthood, possible due to the fact that many mental illnesses are manifested after age 18. This growing need is exacerbated by the lack of linkages between child and adult mental health programs which allows persons with emotional disabilities to “fall through the cracks.” High school transition coordinators and VR counselors therefore need to work together to identify psycho-social needs earlier to ensure seamless transition between child and adult mental health services.

A second issue that arose from an examination of the characteristics of VR consumers was the paucity of general and career-technical education preparation for African American VR consumers. As national research shows, these individuals having “cognitive disabilities,” thereby limiting their access to mainstream programs such as career-technical and general education that prepare them for careers and postsecondary education. This implies the need for additional VR services targeted to urban areas where high school services and employment opportunities are limited. Additionally, African American transition-age youth may have difficulty finding employment opportunities in their community and may need involvement in WIA and summer programs to make up for these disadvantages. To address this barrier to employment, VR counselors need to work with high school transition coordinators in ensuring that early IEP transition planning (age 14) includes strategies for obtaining career-technical education for African American students who plan to enter employment or a two-year college program after graduation and general education participation for those entering postsecondary education.

The area of physical/sensory disabilities pointed to a third area of need for collaboration between the VR counselor and the high school transition coordinator. They need to ensure that appropriate assistive technology is available to VR consumers prior to graduation and that the consumers are trained to use that technology in employment, educational, and independent living settings. This

includes identifying computer programs, and other forms of assistive technology that are tailored to the individual's unique needs.

## **B. Research Question 2 - What were the characteristics of consumers who achieved employment outcomes?**

The characteristics of OLTS-VR recipients who reported full-time employment included individuals with (a) mild disabilities, (b) career-technical education, and (c) general education. The characteristics of OLTS-VR recipients who reported part-time employment included a significantly higher proportion of students with mild disabilities (i.e., learning disabilities and other health impairments). These findings suggest that additional efforts may need to be expended on individuals who did not receive general or career-technical education classes in high school, or who have more significant disabilities.

Table 5 indicated that the characteristics of OOD consumers who entered full-time employment tended to be disproportionately (a) male, (b) categorized as cognitively disabled, and (c) White. The characteristics of OOD consumers who entered part-time or any work engagement tended to be disproportionately individuals with cognitive disabilities. One possible area of intervention is for rehabilitation counselors to help females deal with gender specific issues (such as child care) that stand in the way of employment. African American consumers will need additional supports to find jobs in urban areas where unemployment is high, possibly through collaboration between OOD and Workforce Investment Act programs.

### **Implications for Practice**

To deal with the disparity of employment outcomes for individuals with the most significant disabilities, African Americans, and females, VR counselors need to be involved in the early stages of IEP transition planning to ensure that students desiring employment after high school are engaged in general or career-technical education classes. The significantly poorer employment outcomes for females and African American consumers indicate the need for both high school and post-school interventions. VR counselors and high school transition coordinators need to ensure that the IEP transition plans of female and African American students who plan to work after high school include career-technical education. For those planning to enter postsecondary education inclusion in general education classes is also critical. Additionally, outreach efforts need to occur in both IEP planning and in career-technical programs to educate female and African American students regarding opportunities available to prepare them for work after high school graduation.

Appendix A provides qualitative information from OLTS-VR recipients regarding reasons that they were not working as planned when they exited high school. Inability to find a job was one of the foremost reasons for not working. This suggests the need for VR counselors and high school transition coordinators to provide a greater focus in the IEP transition plan on job development.

Due to limited resources, this will require that for African American students and students with more significant disabilities, that job development be initiated prior to exiting high school. Research indicates that work study and job training coordinator programs were correlated with significantly better post-school employment outcomes for students with cognitive and multiple disabilities.

An issue that showed up in comments from OLTS-VR recipients (Appendix A) was that child care and pregnancies were stated as major reasons for not working as planned. This pointed to the need for VR counselors to consider child care issues (such as daycare) as part of the Individual Plan for Employment.

### **C. Research Question 3 - What were the characteristics of consumers who achieved postsecondary education outcomes?**

The characteristics of OLTS-VR recipients who reported four-year college enrollment included only individuals who were in general education classes. Four-year college attendance was significantly less likely to be reported for individuals who were (a) African American, (b) career-technical education concentrators, and (c) work study participants. Career-technical education concentrators were significantly more likely to enroll in two-year colleges, though general education classes were also a predictor of two-year college attendance. These findings point to the importance of aligning high school courses of study with students' postsecondary education goals.

According to OOD records, individuals receiving any of the purchased services of Assessment, Training, Job Development, and Personal Services were significantly less likely to pursue postsecondary education. The OOD data indicated that college and university training was only about five percent of the services received by OOD consumers and that these services were disproportionately focused on individuals with physical and sensory disabilities, and to a lesser degree on students with cognitive disabilities. Individuals with psycho-social disabilities were much less likely to receive college or university training. The OLTS-VR recipient data and the OOD data both showed that males and African American consumers lagged in this area as well.

#### **Implications for Practice**

These findings were consistent with national research and underscore the importance of VR counselors and high school transition coordinators to examine whether males and African American consumers are gaining access to career-technical and general education classes for two-year colleges. This may be a concern for the schools, not necessarily VR. VR counselors and high school transition coordinators should work together on these issues during IEP transition planning when the student's post-school goals and course of study are determined.

#### **D. Research Question 4 - What services predicted employment outcomes after controlling for other factors?**

The OLTS data showed that career-technical education, general education, and work study programs were strong predictors of post-school full-time employment outcomes for OLTS-VR recipients. For OOD consumers, Vocational Rehabilitation Counseling and Guidance, Assessment, Training, and Job Development were all significant predictors of at least part-time work. Personal Services and Gender were not sufficiently predictive of this outcome alone, but males receiving personal services were significantly less likely to obtain at least part-time employment. Similar to previous outcome variables of overall engagement and work engagement, identification as an African Americans led to significantly lower likelihood of achieving this outcome. Here again remains the exception in which African Americans receiving Training were substantially more likely to obtain at least part-time work.

##### **Implications for Practice**

VR counselors and high school transition coordinators need to ensure the availability of career-technical education and work study programs for students who plan to work following high school. For individuals with the most significant disabilities (i.e., multiple disabilities), school supervised community work programs need to be developed so that these individuals develop soft work skills (e.g., attendance, promptness, social skills) and occupational specific skills in the actual environments in which they will be expected to perform. After high school exit, VR counselors need to focus OOD services on the areas of counseling, training, and job development for consumers seeking employment outcomes.

OLTS-VR recipients reported that a significant barrier to employment (Appendix A) was that they did not want to lose SSI benefits. This implies the need for increased disability benefits counseling prior to age 18 to ensure that consumers understand that work is still an option while receiving disability benefits. Vocational Rehabilitation counselors, high school transition coordinators, and Social Security consultants should help students and consumers to use work incentives such as “Individual Work Related Expenses,” “Plans to Achieve Self-Sufficiency” (PASS), and “Student Earned Income Exclusions.” These should be considered both in the development of the IEP transition plan and the Individual Plan for Employment.

### **E. Research Question 5 - What services predicted postsecondary education outcomes after controlling for other factors?**

This OLTS-VR recipient data indicated that four-year college outcomes were highly unlikely for consumers who did not participate in general education classes more than 80% of the day. Two-year college outcomes were more broadly predicted by both career-technical education and general education participation. This placed African American consumers at a particular disadvantage due to their lower rates of participation in both of these high school courses of study.

#### **Implications for Practice**

VR counselors and high school transition coordinators can more positively improve outcomes by distinguishing between consumers planning to enter four- and two-year college programs. It is critical that VR counselors and high school transition coordinators ensure an alignment in the IEP transition plan between courses of study and postsecondary education goals to help improve outcomes. IEP transition goals need to be specific as to what type of postsecondary education (two vs. four-year) is desired by the student.

Based on comments from consumers as presented in Appendix A, it appears that VR counselors will need to work with high school transition coordinators to address the financial issues related to postsecondary education. OLTS-VR recipients reported that lack of money was a major reason that they were unable to attend postsecondary education as planned. This implied the need for disability benefits counseling and assistance to families in applying for financial aid. This could be addressed in the IEP transition plan through a determination of whether the family has the resources to help their child apply for financial aid and, if not, whether this service can be provided by professionals.

### **F. Research Question 6 - What services predicted supported employment or any post-school engagement after controlling for other factors?**

Initially, this question focused on supported employment outcomes, but the two databases did not include enough participants to analyze these outcomes statistically. The researchers decided to expand this outcome to include any work under 20 hours per week and/or any enrollment in any postsecondary education. For OLTS-VR recipients, participation in general education classes was the only predictor of employment or post-school engagement. For OOD consumers, career counseling, training, and job development were predictors. As in most of the other outcomes, African American consumers were much less likely to be engaged, though participation in training for these consumers significantly offset this disadvantage.

Personal Services was the only service category that did not enhance the likelihood of obtaining the desirable outcomes under investigation in any instance. The results do not imply that Personal Services should no longer be provided; however, the results do lead to the possible conclusion that individuals who receive Personal Services demonstrate a unique need that limits them in achieving the outcomes assessed as part of the current research. Because Personal Services were not predictive of employment or postsecondary education outcomes, the impact of Personal Services on the individuals receiving them is unknown.

Overall engagement was more likely to be achieved when individuals were provided Vocational Rehabilitation Counseling and Guidance, Training, and Job Development. Individuals receiving Personal Services and status as an African American were significantly less likely to be engaged, with the exception of African Americans who had received Training services. African Americans were found to benefit the most from purchased training services.

### **Implications for Practice**

VR Counselors need to ensure that consumers remain linked and engaged. A recurring theme about reasons for not working stated by OLTS-VR recipients was that they lost touch or failed to follow-up with VR (see Appendix A). This implies the need for VR counselors to establish linkages with consumers who lack personal or family supports before they exit school. As noted in the research on evidence-based practices, the VR counselor needs to develop a relationship with students before they graduate to improve follow-through with OOD referrals.

### **G. Conclusion**

Taken together, the results suggest purchased services offer some predictive utility when examining the outcome variables. Receiving Vocational Rehabilitation Counseling and Guidance was strongly predictive of any level of employment at closing. Assessment was predictive of work as well, as long as employment included less than full-time. Training and Job Development services were also predictive of a favorable employment outcome of work engagement or at least part-time employment. Individuals who identified as African Americans were significantly less likely to achieve the employment outcomes unless they were provided Training services, which enhanced their outcomes substantially. Individuals receiving any purchased services were much less likely to participate in postsecondary education, as were African Americans and males. Overall, the results provide a useful picture in determining which services and characteristics are associated with each of the outcomes.

The OLTS-VR data pointed to the need to develop comprehensive and seamless career paths that are aligned with students' postsecondary goals. In the early stages of IEP transition planning, the VR counselor can ensure that students' courses of study align with their post-school goals and that students with more significant disabilities are included in general education and career-technical

education to the greatest extent possible. The students' post-school goals should drive the transition planning to allow them access to higher education or employment to the greatest extent possible with the help of the VR counselor and high school transition coordinator.

Prior to students exiting high school, the VR counselor should ensure that students with employment goals after high school have explored, experienced, and received training in real environments that are related to their career goals. Additionally, VR counselors need to work with high school transition coordinators in ensuring that disability benefits counseling and support in utilizing work incentives are provided to students who are SSI eligible and that financial aid counseling and supports are provided to students with postsecondary education goals.

Ultimately, the VR counselor and high school transition coordinator should work together to help the student set post-school goals and to develop a comprehensive plan to achieve those goals, whether they are employment or post-secondary education.

## **H. Limitations**

It should be emphasized that a correlational study of this nature cannot attribute causality to any of the variables used to predict transition service utilization or outcomes. For the OLTS database, the sample included only high school exiters who could be contacted one year after high school and who reported using VR services. Consequently, the OLTS data may underreport the number of high school exiters using VR services and may be skewed toward individuals who could be reached by phone. For the OOD sample, it should be noted that the database did not include non-purchased services. Consequently, the services received by OOD consumers do not include the activities of the rehabilitation counselor.

A second limitation of this study was the inability to interface the two data sources, thus limiting the ability to analyze more complex relationships. In addition, this meant that in some cases the OLTS-VR recipients and the OOD were counted twice. It was also difficult to draw comparisons where disability definitions, transition age-ranges, and to a lesser degree outcomes had differing definitions and were obtained through different processes.

It is recommended that evaluation and follow-up remain ongoing to collect as much data as possible on students receiving transition services. The nature of the data collection activities—primarily those of OLTS—make it challenging to validate the information collected. Namely, individuals self-report utilization of VR services when followed-up with one year after high school. It is believed that this database is not all-inclusive and that a large portion of VR-service recipients were not able to be reached. It is strongly recommended that there be a more efficient and effective way to collect information from VR recipients one year after high school.

Further, ongoing evaluation would serve to explain how the population of VR service recipients shifts over time. Only through repeated investigations could the conclusions be drawn that the services are consistent across time, instead of being due to the limited sample in the current investigation. Lastly, agreement between the data collectors on ways to identify participants and consequently merge the databases is strongly recommended to draw conclusions that are more concise than can be drawn from the databases individually.

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## **Appendices**

## Appendix A

### 1. Autism (53)

Reasons not working as planned:

1. Postsecondary education	16.0
2. Cannot find a job	15.1
3. Lack skills	3.8
4. Don't want to lose benefits	5.7
5. Other reasons	13.2

Comments:

CEVEC  
 Completed work adjustment at "Just a Buck".  
 currently working with BVR  
 Disability prevents job obtainment  
 Work part time when I don't have classes.  
 Job training program; "project search"  
 laid off  
 Vision Quest - hope to have job by summer BVR

### 2. Multiple Disabilities (79)

Reasons not working as planned (%):

1. Cannot find a job	12.7
2. Lack skills	6.3
3. Don't want to lose benefits	8.8
4. Transportation	5.1
5. Other reasons	12.7

Comments:

attending transition center and medical issues  
 Are not following BVR procedure  
 Enrolled in a day program  
 Goodwill  
 ill most of winter  
 not a good fit  
 unable due to health  
 with CCBDD  
 Working to secure employment through the BVR

### 3. Intellectual Disability (190)

Reasons not working as planned:

1. Postsecondary education	5.3
2. Cannot find a job	25.8
3. Lack skills	3.2
4. Don't want to lose benefits	12.1
2. Transportation	4.2
5. Other reasons	12.6

Comments:

became pregnant  
 Bureau of Vocational Rehabilitation  
 Care for my baby  
 currently completing community based assessments and training  
 Currently in training through BVR  
 Dr. doesn't want her to work  
 economy  
 Fall  
 Finance/parental Issues  
 Frequent hospital stays  
 hoping to go back to a job he was fired from  
 Looking for work  
 lost touch with BVR  
 Medical problems  
 mental health issues  
 mom  
 not needed  
 pregnant  
 reconnecting with BVR  
 She chose sheltered work  
 taking care of baby  
 Unknown  
 wait listed for BVR  
 WINGS program at CSCC  
 Working with BVR and MRDD with job coaching

**4. Deafness and hearing impairment (20)**

Reasons not working as planned:

- 2. Cannot find a job 15.0
- 2. Transportation 10.0
- 4. Don't want to lose benefits 20.0
- 5. Other reasons 15.0

Comments:

recovering from injury  
Travel  
Waiting to hear from Children's Hospital

**5. Orthopedic Impairment (12)**

Reasons not working as planned:

- 1. Postsecondary education 50.0
- 2. Cannot find a job 16.7
- 3. Lack skills 8.3
- 4. Other reasons 8.3

Comments:

(No comments)

**6. Serious Emotional Disturbance (25)**

Reasons not working as planned:

- 1. Postsecondary education 6.7
- 2. Cannot find a job 17.1
- 3. Transportation 6.7
- 4. Lack skills 6.7
- 5. Don't want to lose benefits 13.3
- 6. Other reasons 10.0

Comments:

Have a child  
Health Reasons  
Incarcerated  
Laid off  
Wants to work

**7. Specific Learning Disability (141)**

Reasons not working as planned:

- 1. Postsecondary education 8.5
- 2. Cannot find a job 26.2
- 3. Transportation 5.7
- 4. Lack skills 5.7
- 5. Don't want to lose benefits 7.8
- 6. Other reasons 10.0

Comments:

can't find employment  
currently attending university summer school  
Doing BVR training  
family issues  
Incarcerated  
military  
part time have a child  
Pregnancy  
Recently had an interview at shell gas station  
sustained a serious injury

**8. Speech and Language Impairment (4)**

Reasons not working as planned:

- 1. No reasons given

Comments:

(No comments)

**9. Traumatic Brain Injury (5)**

Reasons not working as planned:

- 1. Cannot find a job 40.0
- 2. Don't want to lose benefits 20.0
- 2. Lack required skills 20.0
- 3. Other reasons 20.0

Comments:

Cannot have a job because I won't get social security benefit

**10. Visual Impairment (21)**

Reasons not working as planned:

- 1. Postsecondary education 23.8
- 2. Cannot find job 4.8
- 3. Transportation 9.5
- 4. Don't want to lose benefits 4.8
- 4. Other reasons 4.3

Comments:

family business  
On medical leave from school  
visual impairment

**11. Other Health Impaired (65)**

Reasons not working as planned:

- 1. Postsecondary education 15.4
- 2. Cannot find a job 32.3
- 3. Transportation 7.7
- 4. Lack of skills 6.2
- 5. Other reasons 21.5

Comments:

actively seeking with BVR support  
BVR  
BVR is working with her on job retention + will assist in finding job  
BVR- Training Computers

current vehicle can't be modified for hand controls

Doesn't receive SS yet. Jail

Focus on school at this time

Had 5 month old son, Aiden

happy babysitting

If he can't find a job in a video store doesn't want to work

illness/surgery/health problems

Medical

Need assistance finding a job

no motivation/ no confidence

Only working part time because of full time class load

stay home mom

still recuperating from car accident

Will be starting at Bridges Rehab shortly

**12. Disability Not Specified (25)**

Reasons not working as planned:

- 1. Cannot find job 40.0
- 2. Postsecondary education 16.0
- 2. Don't want to lose benefits 8.0
- 2. Transportation 7.7
- 3. Other reasons 21.5

Comments:

had a baby  
taking steps to find job with BVR  
working with job coach(BVR)

## Appendix B

### Categories of Purchased Services

#### **Assessment**

Assessment

#### **Vocational Rehabilitation Counseling and Guidance**

Vocational Rehabilitation Counseling and Guidance

#### **Training**

Occupational/Vocational Training

On-the-job Training

Basic Academic Remedial or Literacy Training

Job Readiness Training

Miscellaneous Training

#### **Job Development**

Job Search Assistance

Job Placement Assistance

On-the-job Supports

#### **Personal Services**

Diagnosis and Treatment

Transportation

Maintenance

Rehabilitation Technology

Reader

Interpreter

Personal Attendant

Information and Referral

# APPENDIX B

# OOD - 2015 Participant Feedback Survey

1. How did you hear about services from Opportunities for Ohioans with Disabilities?	Phone Responses		Online Responses		Total	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Total Percent	Total Count
treatment or service provider	19.8%	17	24.5%	253	24.2%	270
friends or family	25.6%	22	19.3%	199	19.8%	221
internet	3.5%	3	3.9%	40	3.8%	43
local public agency (e.g., Developmental Disabilities Board, Ohio Means Job Center, Mental Health board)	39.5%	34	27.4%	282	28.3%	316
Other (please specify)	11.6%	10	24.9%	257	23.9%	267
	<b>Total</b>	<b>86</b>		<b>1,031</b>		<b>1,117</b>

2. How important is it to you to get into a job as QUICKLY as possible?	Phone Responses		Online Responses		Total	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Total Percent	Total Count
very important	66.3%	57	62.1%	631	62.4%	688
somewhat important	19.8%	17	29.3%	298	28.6%	315
somewhat unimportant	5.8%	5	4.8%	49	4.9%	54
not important at all	8.1%	7	3.7%	38	11.3%	124
	<b>Total</b>	<b>86</b>		<b>1,016</b>		<b>1,102</b>

3. How often would you like to receive some type of contact from your OOD Counselor?	Phone Responses		Online Responses		Total	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Total Percent	Total Count
weekly	32.1%	26	28.3%	252	28.6%	278
every other week	21.0%	17	23.1%	206	22.9%	223
monthly	28.4%	23	34.2%	305	33.7%	328
every other month	18.5%	15	14.4%	128	14.7%	143
Other (please specify)	7.4%	6	17.3%	154	16.5%	160
	<b>answered question</b>	<b>81</b>		<b>891</b>		<b>972</b>

# OOD - 2015 Participant Feedback Survey

4. Rank order your preferred methods in communicating with your counselor?	Phone Responses					
	1st choice	2nd choice	3rd choice	4th choice	Rating Average	Response Count
<b>Answer Options</b>						
in person (face-to-face)	38	25	13	9	1.92	85
by phone call	35	34	11	4	1.81	84
through email	8	13	33	28	2.99	82
through text	5	11	25	42	3.25	83
<b>answered question</b>						<b>86</b>

	Online Responses					
	1st choice	2nd choice	3rd choice	4th choice	Rating Average	Response Count
<b>Answer Options</b>						
in person (face-to-face)	368	179	225	188	2.24	960
by phone call	245	444	199	77	2.11	965
through email	344	220	316	94	2.16	974
through text	54	134	191	522	3.31	901
<b>answered question</b>						<b>1,030</b>

	Total					
	1st choice	2nd choice	3rd choice	4th choice	Rating Average	Response Count
<b>Answer Options</b>						
in person (face-to-face)	406	204	238	197	2.22	1,045
by phone call	280	478	210	81	2.09	1,049
through email	352	233	349	122	2.23	1,056
through text	59	145	216	564	3.31	984
<b>answered question</b>						<b>1,116</b>

5. How often would you like to receive some type of contact from your OOD Counselor?	Phone Responses		Online Responses		Total	
	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
<b>Answer Options</b>						
7:00 AM to 9:00 AM	26.7%	23	14.7%	149	15.6%	172
9:00 AM to 3:00 PM	50.0%	43	62.6%	637	61.7%	680
3:00 PM to 6:00 PM	37.2%	32	38.4%	391	38.3%	423
<b>answered question</b>		<b>86</b>		<b>1,017</b>		<b>1,103</b>

# OOD - 2015 Participant Feedback Survey

6. What factors influence your availability to meet in person with your counselor? (check all that apply)	Phone Responses		Online Responses		Total	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
access to transportation	59.8%	49	40.3%	405	41.7%	454
access to childcare	4.9%	4	3.2%	32	3.3%	36
school schedule	17.1%	14	24.7%	248	24.1%	262
work schedule	40.2%	33	40.6%	408	40.5%	441
disability related needs	26.8%	22	20.7%	208	21.1%	230
appointments with treatment or other service providers	42.7%	35	27.8%	280	29.0%	315
personal preference	20.7%	17	24.0%	241	23.7%	258
other, please specify	1.2%	1	6.3%	63	5.9%	64
<b>answered question</b>		<b>82</b>		<b>1,006</b>		<b>1,088</b>

7. Do you have access to a computer to participate in on-line meetings (e.g. Chat, Facetime, SKYPE)?	Phone Responses		Online Responses		Total	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Yes	36.0%	31	78.0%	794	74.7%	825
No	64.0%	55	22.0%	224	25.3%	279
<b>answered question</b>		<b>86</b>		<b>1,018</b>		<b>1,104</b>

8. If technology was supplied to you at no cost, how interested would you be in meeting with your counselor via online (e.g., Chat, SKYPE, Facetime, Video Relay Service)?	Phone Responses		Online Responses		Total	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
very interested	50.0%	43	52.0%	531	51.8%	574
somewhat interested	19.8%	17	22.8%	233	22.6%	250
no opinion	3.5%	3	11.9%	122	11.3%	125
somewhat uninterested	3.5%	3	4.0%	41	4.0%	44
not interested at all	23.3%	20	9.3%	95	10.4%	115
<b>answered question</b>		<b>86</b>		<b>1,022</b>		<b>1,108</b>

# OOD - 2015 Participant Feedback Survey

9. When talking to your counselor by phone, what time frame would best meet your needs if it did not impact how long you had to wait for an appointment (check all that apply)?	Phone Responses		Online Responses		Total	
	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
<i>Answer Options</i>						
7:00 AM to 9:00 AM	31.8%	27	16.3%	164	17.5%	191
9:00 AM to 3:00 PM	56.5%	48	61.4%	618	61.0%	666
3:00 PM to 6:00 PM	30.6%	26	45.5%	458	44.3%	484
	<b>answered question</b>	<b>85</b>		<b>1,007</b>		<b>1,092</b>

10. Would you be interested in participating in an on-line computer group that would provide supportive services to assist you in adjusting to employment after you are hired?	Phone Responses		Online Responses		Total	
	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
<i>Answer Options</i>						
yes	29.1%	25	39.4%	402	38.6%	427
no	41.9%	36	22.5%	230	24.0%	266
not sure	29.1%	25	38.1%	389	37.4%	414
	<b>answered question</b>	<b>86</b>		<b>1,021</b>		<b>1,107</b>

11. If you are a high school student and have an Individualized Education Plan (IEP), when are your IEP meetings?	Phone Responses		Online Responses		Total	
	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
<i>Answer Options</i>						
before school (6am-8am)	14.3%	1	10.0%	23	5.2%	24
during school (8am-3pm)	42.9%	3	61.0%	141	31.2%	144
after school (3pm-5pm)	42.9%	3	20.3%	47	10.8%	50
in the evening (5pm-7pm)	0.0%	0	8.7%	20	4.3%	20
Other (please specify)		19	49.2%	224	52.6%	243
	<b>answered question</b>	<b>7</b>		<b>455</b>		<b>462</b>

# OOD - 2015 Participant Feedback Survey

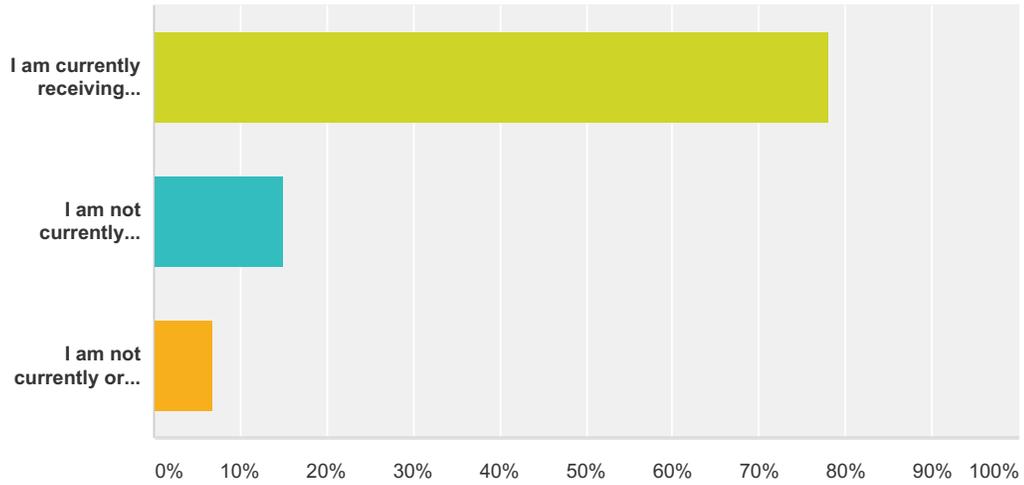
## Online Only

This survey is designed to better meet the needs of individuals receiving vocational rehabilitation services (i.e. OOD BVR/BSVI or Contracts). What category best describes you?		
Answer Options	Response Percent	Response Count
I am currently receiving vocational rehabilitation services (i.e. from OOD,	78.1%	472
I am not currently receiving services but I have in the past	15.1%	91
I am not currently or I have never received vocational rehabilitation	6.8%	41
Other (please specify)		63
<i>answered question</i>		604

OOD 2015 PARTICIPANT SURVEY - E-MAIL ONLY

**Q1 This survey is designed to better meet the needs of individuals receiving vocational rehabilitation services (i.e. OOD BVR/BSVI or Contracts). What category best describes you?**

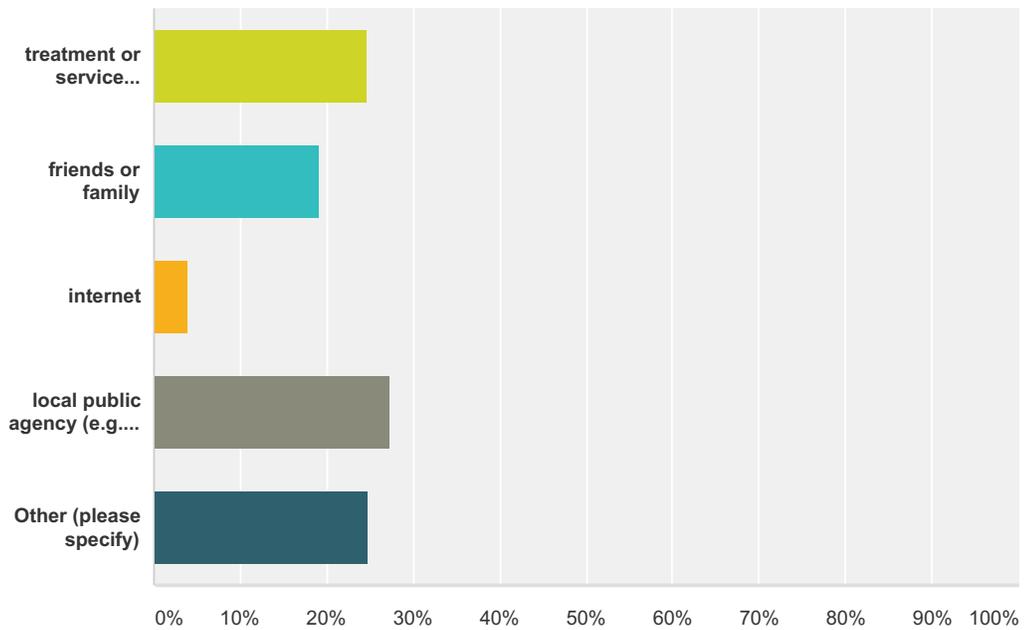
Answered: 604 Skipped: 438



Answer Choices	Responses
I am currently receiving vocational rehabilitation services (i.e. from OOD, BVR/BSVI, Contracts)	78.15% 472
I am not currently receiving services but I have in the past	15.07% 91
I am not currently or I have never received vocational rehabilitation services, but I am interested	6.79% 41
<b>Total</b>	<b>604</b>

## Q2 How did you hear about services from Opportunities for Ohioans with Disabilities?

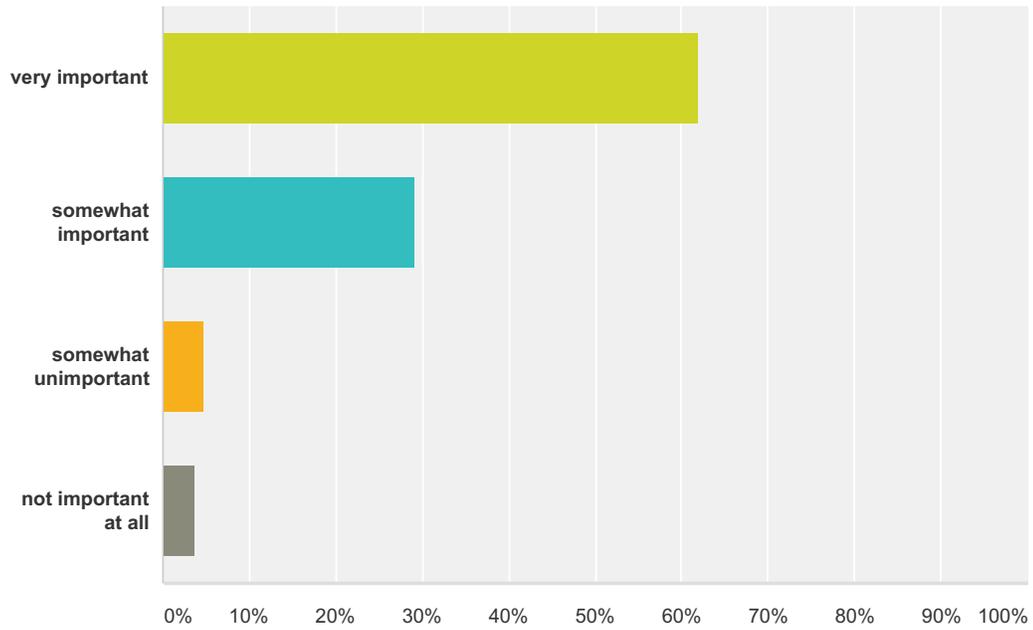
Answered: 1,031 Skipped: 11



Answer Choices	Responses
treatment or service provider	24.54% 253
friends or family	19.30% 199
internet	3.88% 40
local public agency (e.g., Developmental Disabilities Board, Ohio Means Job Center, Mental Health board)	27.35% 282
Other (please specify)	24.93% 257
<b>Total</b>	<b>1,031</b>

**Q3 How important is it to you to get into a job as QUICKLY as possible?**

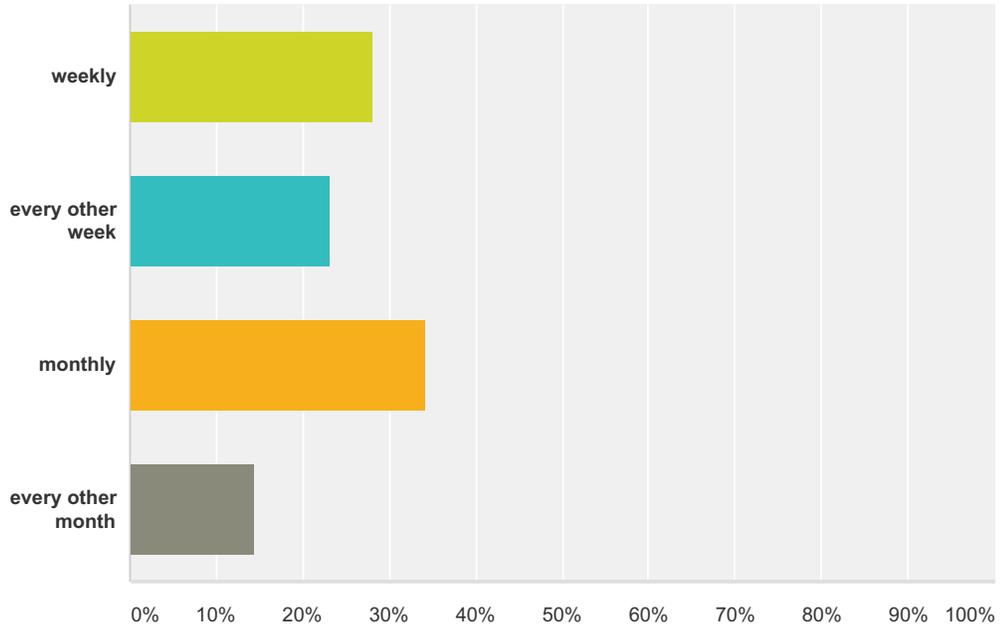
Answered: 1,016 Skipped: 26



Answer Choices	Responses	
very important	62.11%	631
somewhat important	29.33%	298
somewhat unimportant	4.82%	49
not important at all	3.74%	38
<b>Total</b>		<b>1,016</b>

**Q4 How often would you like to receive some type of contact from your OOD Counselor?**

Answered: 891 Skipped: 151

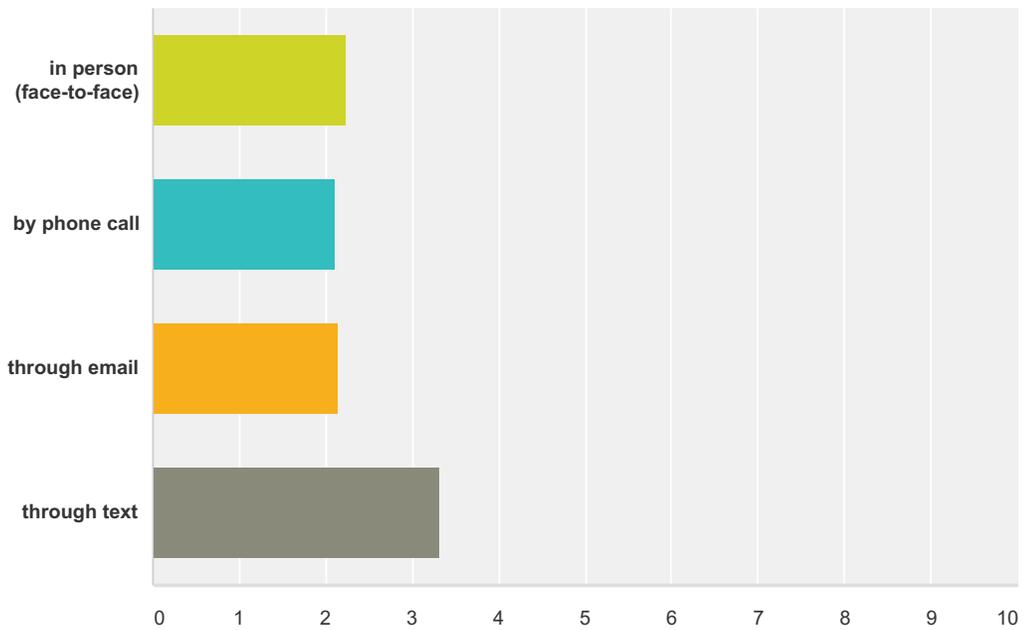


Answer Choices	Responses	
weekly	28.28%	252
every other week	23.12%	206
monthly	34.23%	305
every other month	14.37%	128
<b>Total</b>		<b>891</b>

OOD 2015 PARTICIPANT SURVEY - E-MAIL ONLY

**Q5 Rank order your preferred methods in communicating with your counselor?**

Answered: 1,030 Skipped: 12

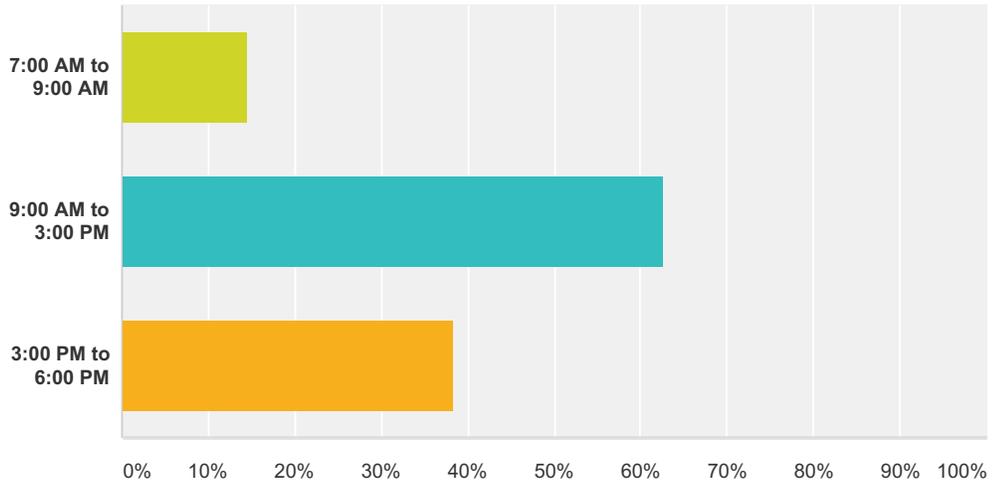


	1st choice	2nd choice	3rd choice	4th choice	Total	Weighted Average
in person (face-to-face)	38.33% 368	18.65% 179	23.44% 225	19.58% 188	960	2.24
by phone call	25.39% 245	46.01% 444	20.62% 199	7.98% 77	965	2.11
through email	35.32% 344	22.59% 220	32.44% 316	9.65% 94	974	2.16
through text	5.99% 54	14.87% 134	21.20% 191	57.94% 522	901	3.31

OOD 2015 PARTICIPANT SURVEY - E-MAIL ONLY

**Q6 For a face-to-face meeting with your counselor, what time frame would best meet your needs if it did not impact how long you had to wait for an appointment (check all that apply)?**

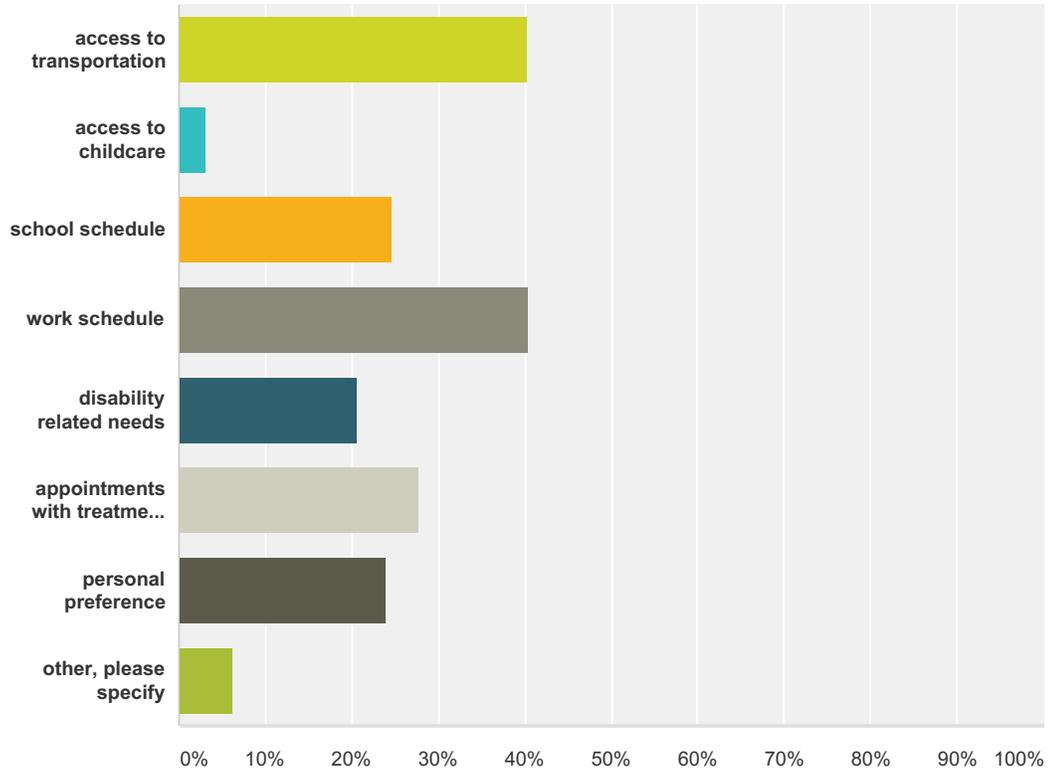
Answered: 1,017 Skipped: 25



Answer Choices	Responses
7:00 AM to 9:00 AM	14.65% 149
9:00 AM to 3:00 PM	62.64% 637
3:00 PM to 6:00 PM	38.45% 391
<b>Total Respondents: 1,017</b>	

**Q7 What factors influence your availability to meet in person with your counselor?  
(check all that apply)**

Answered: 1,006 Skipped: 36

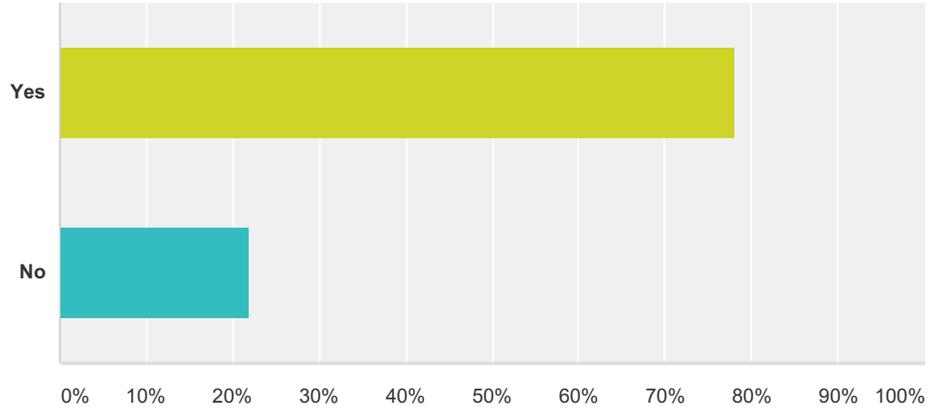


Answer Choices	Responses	
access to transportation	40.26%	405
access to childcare	3.18%	32
school schedule	24.65%	248
work schedule	40.56%	408
disability related needs	20.68%	208
appointments with treatment or other service providers	27.83%	280
personal preference	23.96%	241
other, please specify	6.26%	63
<b>Total Respondents: 1,006</b>		

OOD 2015 PARTICIPANT SURVEY - E-MAIL ONLY

**Q8 Do you have access to a computer to participate in on-line meetings (e.g. Chat, Facetime, SKYPE)?**

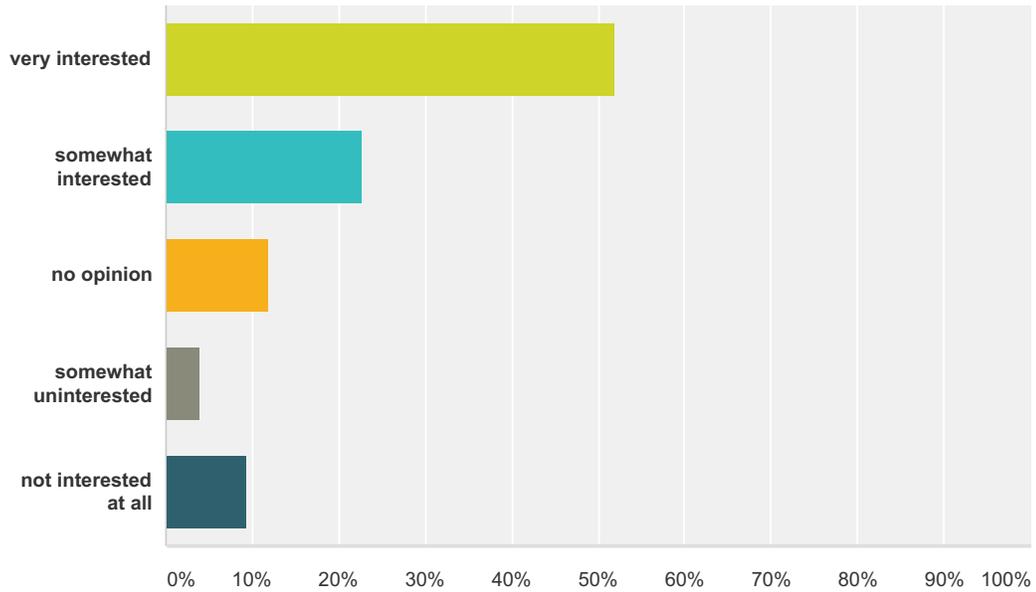
Answered: 1,018 Skipped: 24



Answer Choices	Responses	
Yes	78.00%	794
No	22.00%	224
<b>Total</b>		<b>1,018</b>

**Q9 If technology was supplied to you at no cost, how interested would you be in meeting with your counselor via online (e.g., Chat, SKYPE, Facetime, Video Relay Service)?**

Answered: 1,022 Skipped: 20

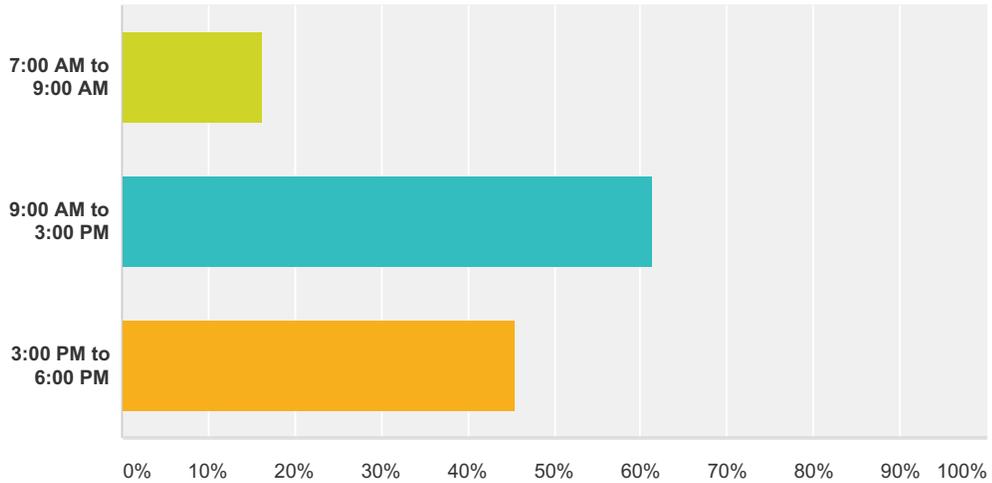


Answer Choices	Responses	
very interested	51.96%	531
somewhat interested	22.80%	233
no opinion	11.94%	122
somewhat uninterested	4.01%	41
not interested at all	9.30%	95
<b>Total</b>		<b>1,022</b>

OOD 2015 PARTICIPANT SURVEY - E-MAIL ONLY

**Q10 When talking to your counselor by phone, what time frame would best meet your needs if it did not impact how long you had to wait for an appointment (check all that apply)?**

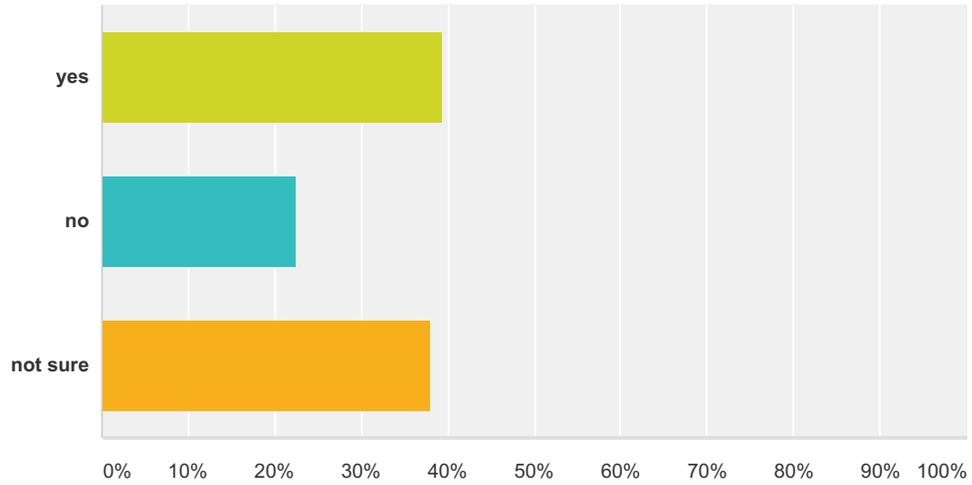
Answered: 1,007 Skipped: 35



Answer Choices	Responses	
7:00 AM to 9:00 AM	16.29%	164
9:00 AM to 3:00 PM	61.37%	618
3:00 PM to 6:00 PM	45.48%	458
<b>Total Respondents: 1,007</b>		

**Q11 Would you be interested in participating in an on-line computer group that would provide supportive services to assist you in adjusting to employment after you are hired?**

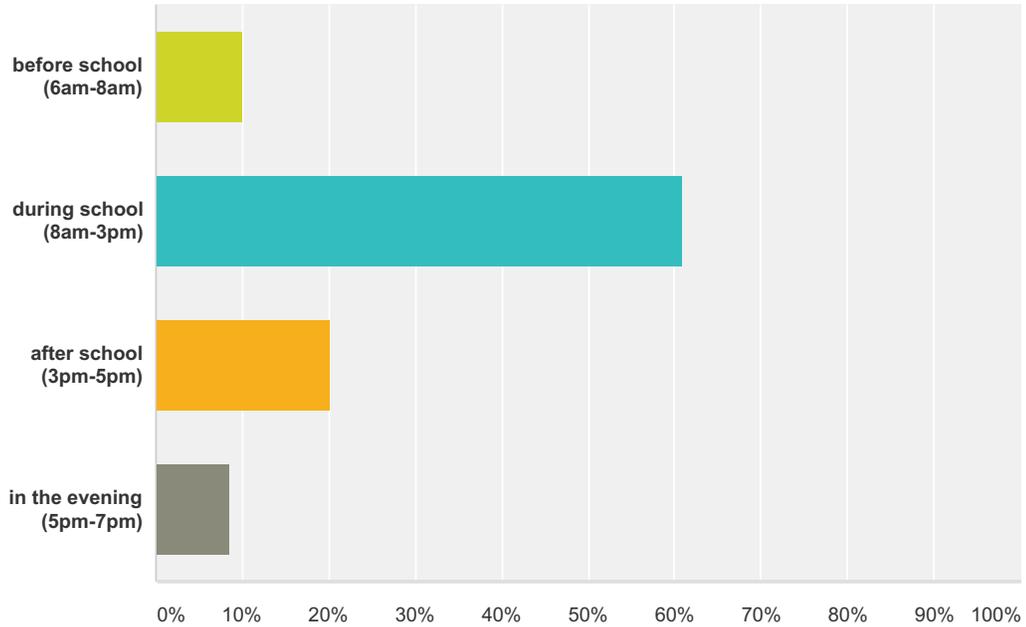
Answered: 1,021 Skipped: 21



Answer Choices	Responses
yes	39.37% 402
no	22.53% 230
not sure	38.10% 389
<b>Total</b>	<b>1,021</b>

**Q12 If you are a high school student and have an Individualized Education Plan (IEP), when are your IEP meetings?**

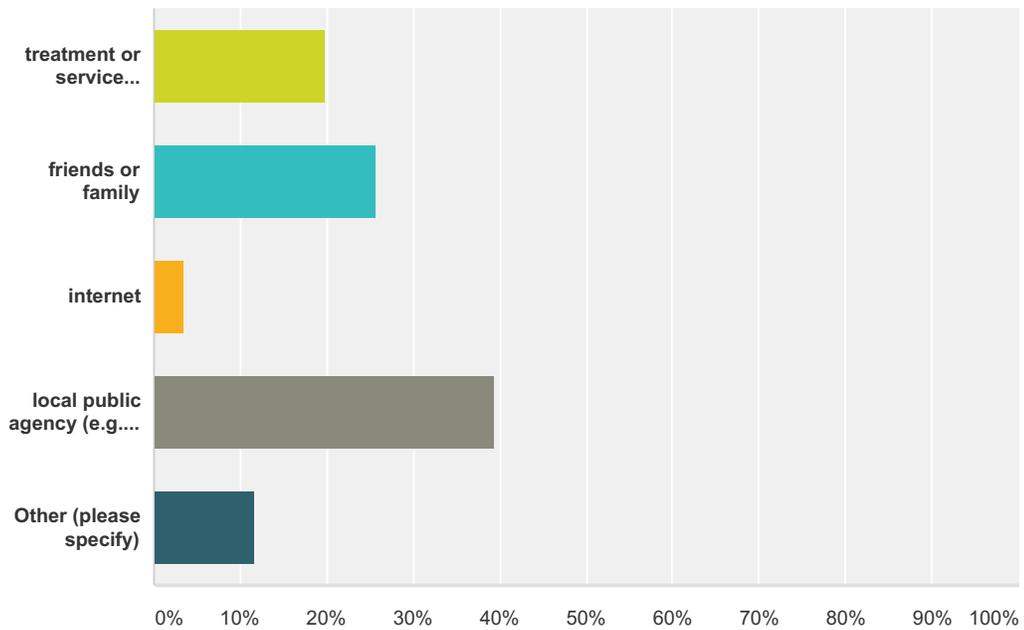
Answered: 231 Skipped: 811



Answer Choices	Responses
before school (6am-8am)	9.96% 23
during school (8am-3pm)	61.04% 141
after school (3pm-5pm)	20.35% 47
in the evening (5pm-7pm)	8.66% 20
<b>Total</b>	<b>231</b>

### Q1 How did you hear about services from Opportunities for Ohioans with Disabilities?

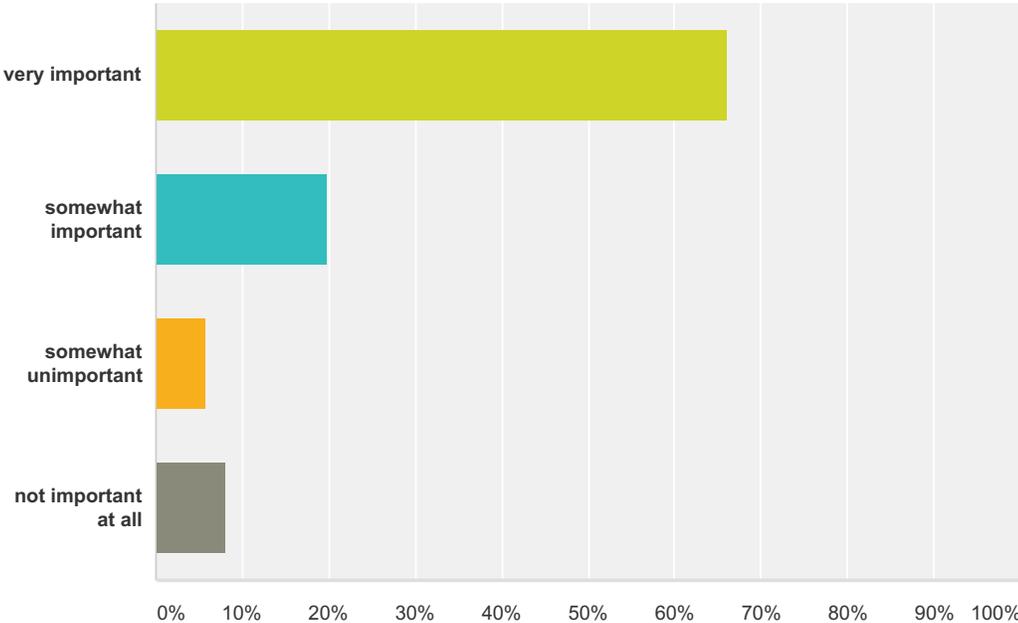
Answered: 86 Skipped: 0



Answer Choices	Responses
treatment or service provider	19.77% 17
friends or family	25.58% 22
internet	3.49% 3
local public agency (e.g., Developmental Disabilities Board, Ohio Means Job Center, Mental Health board)	39.53% 34
Other (please specify)	11.63% 10
<b>Total</b>	<b>86</b>

**Q2 How important is it to you to get into a job as QUICKLY as possible?**

Answered: 86 Skipped: 0

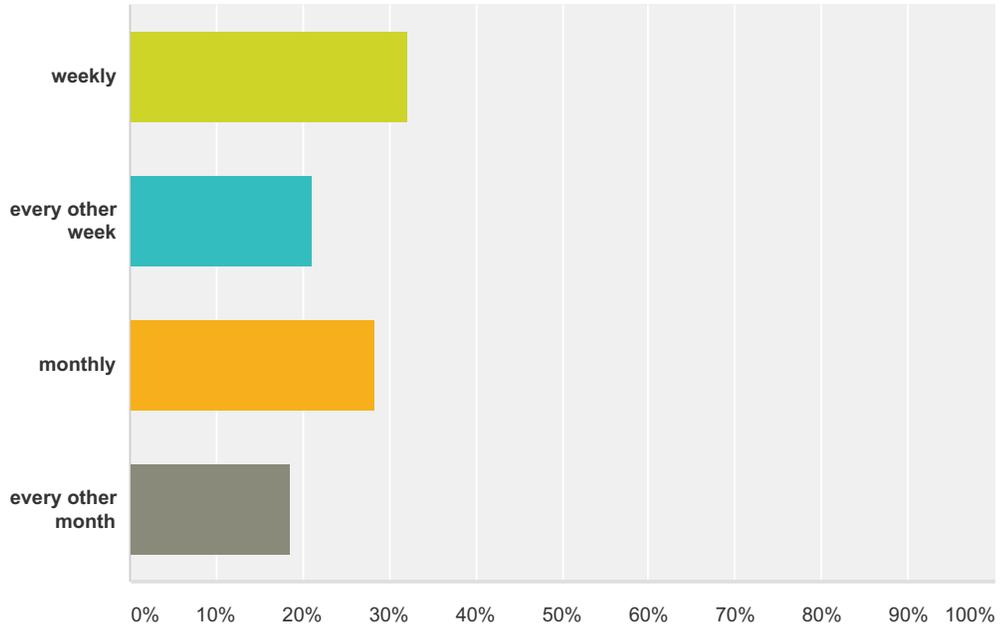


Answer Choices	Responses	
very important	66.28%	57
somewhat important	19.77%	17
somewhat unimportant	5.81%	5
not important at all	8.14%	7
<b>Total</b>		<b>86</b>

OOD 2015 PARTICIPANT SURVEY - PHONE ONLY

**Q3 How often would you like to receive some type of contact from your OOD Counselor?**

Answered: 81 Skipped: 5

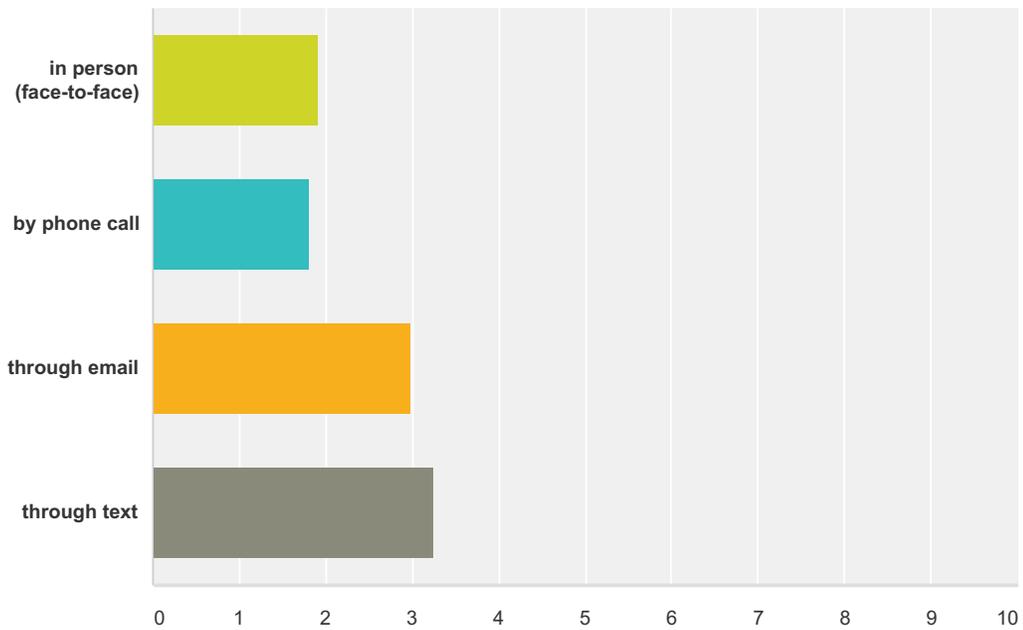


Answer Choices	Responses	
weekly	32.10%	26
every other week	20.99%	17
monthly	28.40%	23
every other month	18.52%	15
<b>Total</b>		<b>81</b>

OOD 2015 PARTICIPANT SURVEY - PHONE ONLY

**Q4 Rank order your preferred methods in communicating with your counselor?**

Answered: 86 Skipped: 0

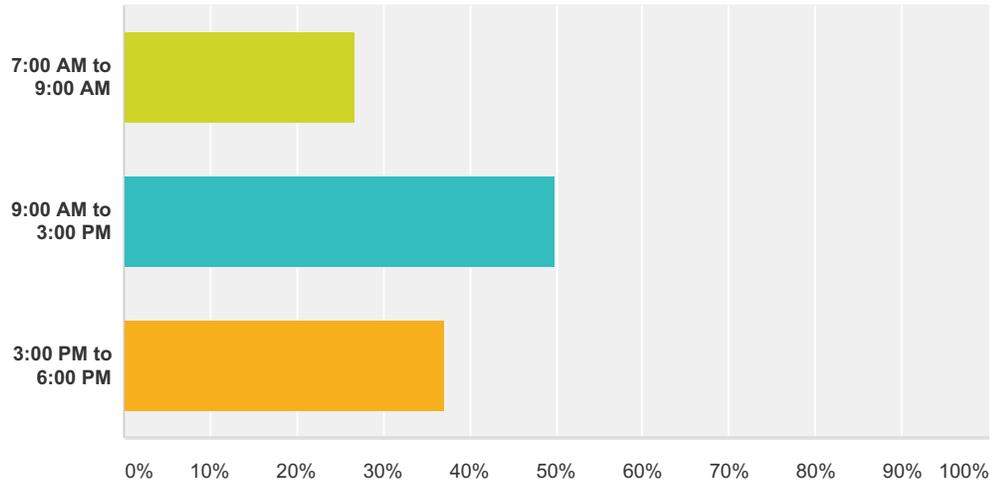


	1st choice	2nd choice	3rd choice	4th choice	Total	Weighted Average
in person (face-to-face)	44.71% 38	29.41% 25	15.29% 13	10.59% 9	85	1.92
by phone call	41.67% 35	40.48% 34	13.10% 11	4.76% 4	84	1.81
through email	9.76% 8	15.85% 13	40.24% 33	34.15% 28	82	2.99
through text	6.02% 5	13.25% 11	30.12% 25	50.60% 42	83	3.25

OOD 2015 PARTICIPANT SURVEY - PHONE ONLY

**Q5 For a face-to-face meeting with your counselor, what time frame would best meet your needs if it did not impact how long you had to wait for an appointment (check all that apply)?**

Answered: 86 Skipped: 0

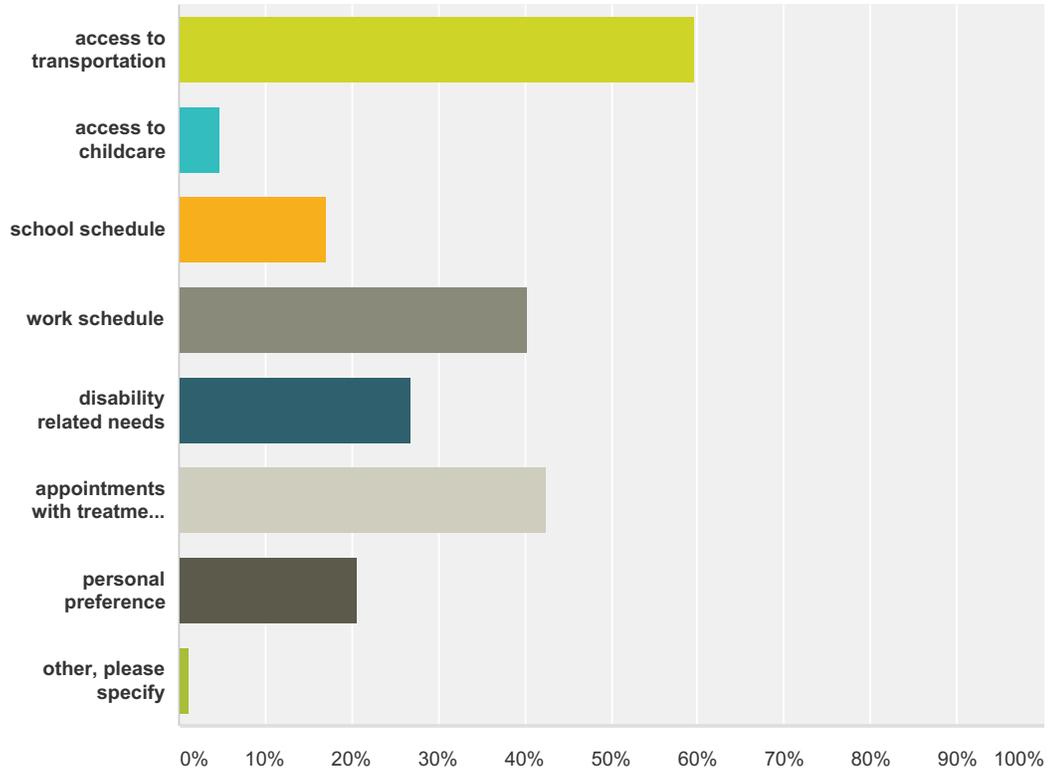


Answer Choices	Responses	
7:00 AM to 9:00 AM	26.74%	23
9:00 AM to 3:00 PM	50.00%	43
3:00 PM to 6:00 PM	37.21%	32
<b>Total Respondents: 86</b>		

OOD 2015 PARTICIPANT SURVEY - PHONE ONLY

**Q6 What factors influence your availability to meet in person with your counselor?  
(check all that apply)**

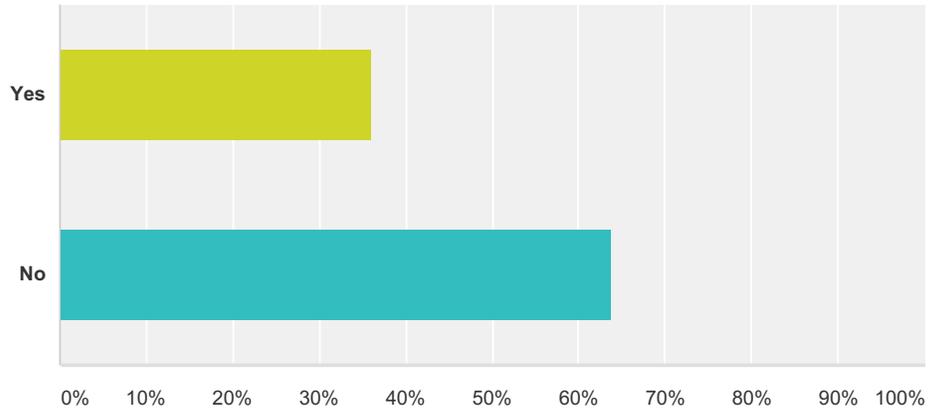
Answered: 82 Skipped: 4



Answer Choices	Responses	
access to transportation	59.76%	49
access to childcare	4.88%	4
school schedule	17.07%	14
work schedule	40.24%	33
disability related needs	26.83%	22
appointments with treatment or other service providers	42.68%	35
personal preference	20.73%	17
other, please specify	1.22%	1
<b>Total Respondents: 82</b>		

**Q7 Do you have access to a computer to participate in on-line meetings (e.g. Chat, Facetime, SKYPE)?**

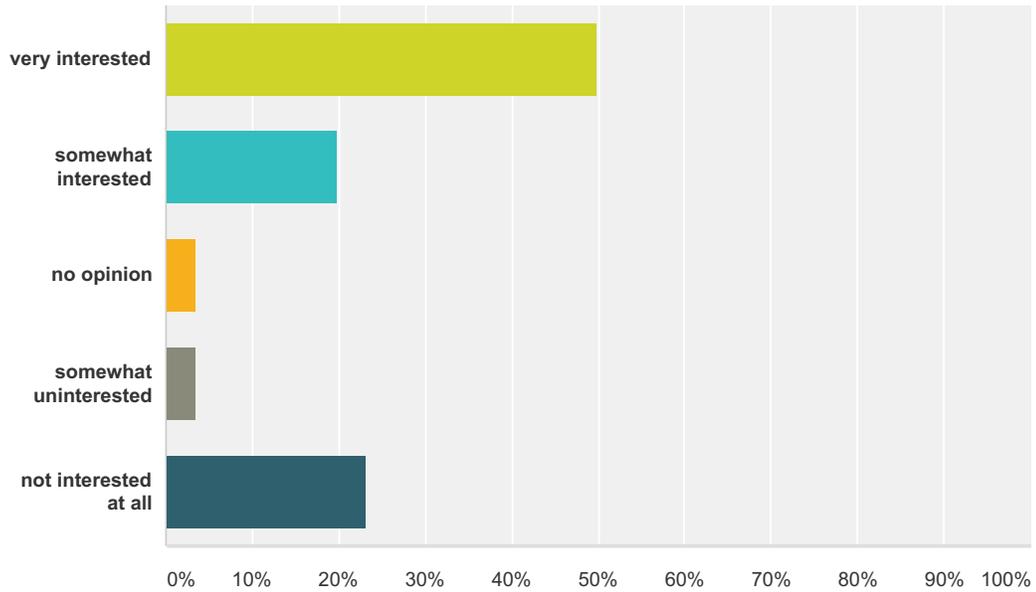
Answered: 86 Skipped: 0



Answer Choices	Responses	
Yes	36.05%	31
No	63.95%	55
<b>Total</b>		<b>86</b>

**Q8 If technology was supplied to you at no cost, how interested would you be in meeting with your counselor via online (e.g., Chat, SKYPE, Facetime, Video Relay Service)?**

Answered: 86 Skipped: 0

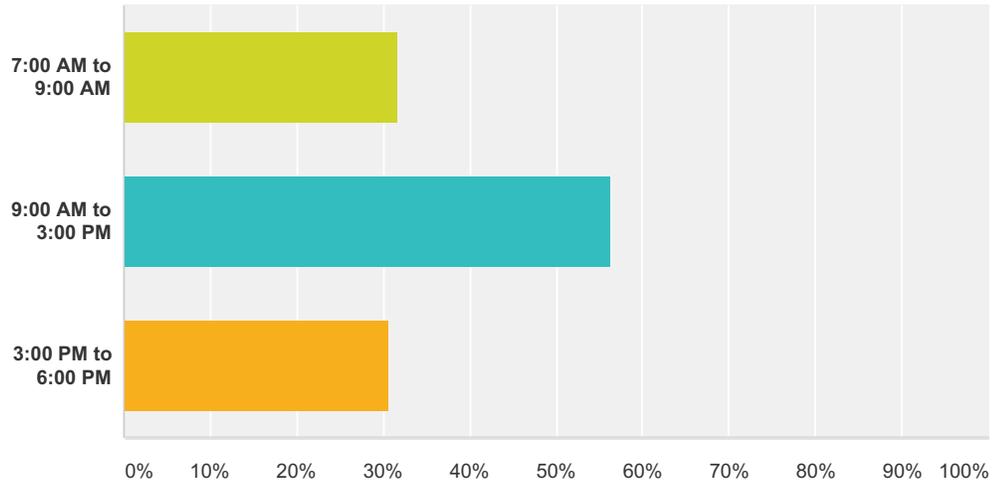


Answer Choices	Responses	
very interested	50.00%	43
somewhat interested	19.77%	17
no opinion	3.49%	3
somewhat uninterested	3.49%	3
not interested at all	23.26%	20
<b>Total</b>		<b>86</b>

OOD 2015 PARTICIPANT SURVEY - PHONE ONLY

**Q9 When talking to your counselor by phone, what time frame would best meet your needs if it did not impact how long you had to wait for an appointment (check all that apply)?**

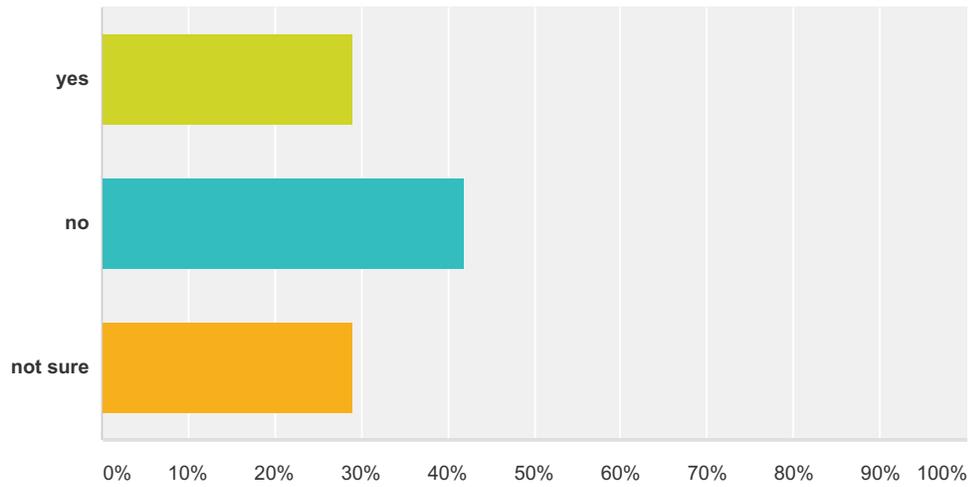
Answered: 85 Skipped: 1



Answer Choices	Responses
7:00 AM to 9:00 AM	31.76% 27
9:00 AM to 3:00 PM	56.47% 48
3:00 PM to 6:00 PM	30.59% 26
<b>Total Respondents: 85</b>	

**Q10 Would you be interested in participating in an on-line computer group that would provide supportive services to assist you in adjusting to employment after you are hired?**

Answered: 86 Skipped: 0

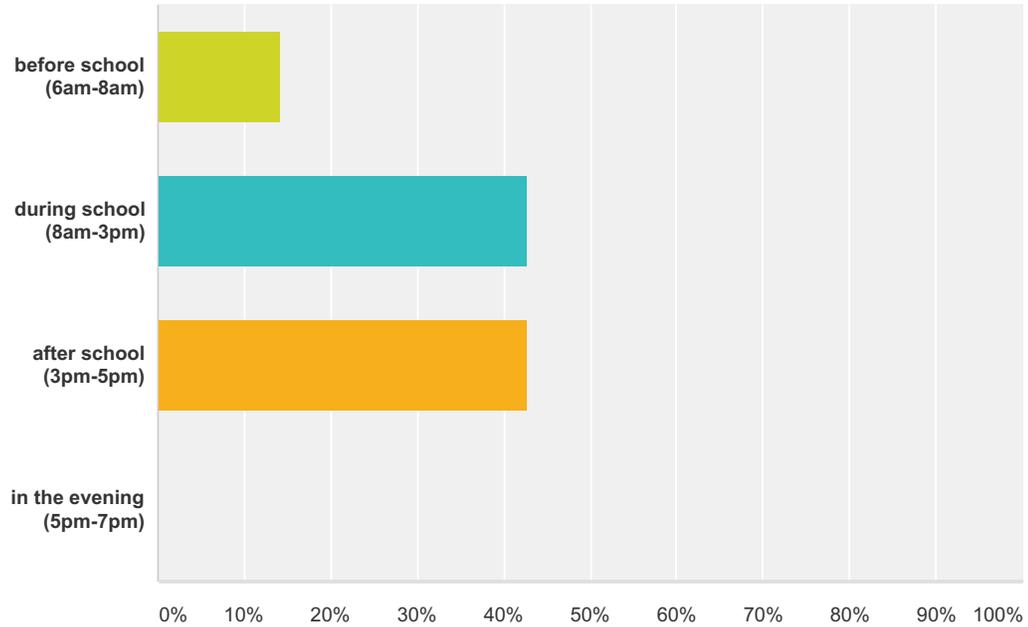


Answer Choices	Responses	
yes	29.07%	25
no	41.86%	36
not sure	29.07%	25
<b>Total</b>		<b>86</b>

OOD 2015 PARTICIPANT SURVEY - PHONE ONLY

**Q11 If you are a high school student and have an Individualized Education Plan (IEP), when are your IEP meetings?**

Answered: 7 Skipped: 79



Answer Choices	Responses	
before school (6am-8am)	14.29%	1
during school (8am-3pm)	42.86%	3
after school (3pm-5pm)	42.86%	3
in the evening (5pm-7pm)	0.00%	0
<b>Total</b>		<b>7</b>

## The Workforce Integration Task Force Survey Summary and Analysis August 2014

Opportunities for Ohioans with Disabilities and the Ohio Department of Job and Family Services conducted three online surveys for the Workforce Integration Task Force. One survey, which we will call the constituent survey, was aimed at individuals who are blind, vision impaired, deaf or hearing impaired. The second online survey, briefly called the provider survey, was aimed at service providers, advocates, parents and other family members. The third survey was of employers.

Because of the short time line and lack of budget for these surveys, they were not conducted using random samples of their target populations. In this respect the surveys will not be fully representative of their target populations. However, even in their limited size and scope the surveys provide useful insights into the experiences and attitudes of the target populations. In reviewing data from these surveys, compare them to the focus group data and other data sources.

### Part 1 - The Constituent Survey

We received 427 useable responses to the constituents' survey. This survey was open to anyone on the Internet; it was not based on random samples of the blind and deaf communities in Ohio.

#### County Representation

The survey responses are biased toward the most populous counties, especially Franklin County. About 66 percent of the responses were from the eight largest counties in the state, and about 23 percent of responses were from Franklin County. The large number of responses from Franklin County is probably not surprising because it is home to the School for the Blind and School for the Deaf. Twenty-two counties had only one respondent to the survey, and 26 counties did not have any respondents to the survey.

## The Workforce Integration Task Force Survey Summary and Analysis August 2014

### Age Distribution

Age	Responses	Percentage
14-20	14	3.3%
21-35	88	20.6%
36-50	133	31.1%
51-64	146	34.2%
Over age 64	44	10.3%
No Response	2	0.5%
<b>TOTAL</b>	<b>427</b>	<b>100.0%</b>

The bulk of respondents fell in the 'prime' work ages from 21 to 64. Just over a third of respondents were in the 51 to 64 age group, and just under a third of respondents were in the 36 to 50 age group. About three percent of the respondents were under 21, so they will have had limited experience in the labor market. About 10 percent of respondents were 65 or older.

### Primary Condition

Primary Condition	Responses	Percentage
Hearing Loss or Deaf	232	54.3%
Vision and Hearing Loss	44	10.3%
Vision Loss or Blind	147	34.4%
No Response	4	0.9%
<b>TOTAL</b>	<b>427</b>	<b>100.0%</b>

About 54 percent of the respondents said their primary condition was hearing loss or deafness. Another 34 percent said their primary condition was vision loss or blindness. Finally, about 10 percent reported both vision and hearing loss.

### Age at Loss of Ability

Age at Loss of Ability	Responses	Percentage
At Birth	238	55.7%
Under 14	93	21.8%
14-20	24	5.6%
21-35	26	6.1%
36-50	27	6.3%
51-64	12	2.8%
Over age 64	3	0.7%
No Response	4	0.9%
<b>TOTAL</b>	<b>427</b>	<b>100.0%</b>

## The Workforce Integration Task Force Survey Summary and Analysis August 2014

Most of the survey respondents experienced their vision or hearing loss before they were a young adult. About 56 percent of respondents had their vision or hearing loss from birth, and another 22 percent lost their vision or hearing by age 14.

### Education

Education Level	Responses	Percentage
Elementary education (grades 1-8)	4	1.2%
Attended high school but did not graduate	8	2.3%
Special Ed (completion or attendance)	4	1.2%
High school graduate or G.E.D.	66	19.3%
Some college education, but no degree	75	21.9%
Associate's Degree or VocTech Certificate	49	14.3%
Bachelor's Degree	75	21.9%
Master's Degree or higher	61	17.8%
<b>Total</b>	<b>342</b>	<b>100.0%</b>

The average educational attainment of the respondents is above average. About 40 percent of the respondents have a bachelor's degree or higher. This compares to 27 percent of Ohio adults 25 and older with a bachelor's degree or higher.

### Current Work Status, Hours Worked, and Wages

Currently Working or Self-Employed	Responses	Percentage
No	201	47.1%
Yes	223	52.2%
No Response	3	0.7%
<b>Total</b>	<b>427</b>	<b>100.0%</b>

Hours Working per Week	Responses	Percentage
20 or fewer	49	22.1%
21-30	29	13.1%
31-40	84	37.8%
Over 40	60	27.0%
<b>Total</b>	<b>222</b>	<b>100.0%</b>

Slightly over half of respondents are currently working or self-employed. Of those who are working, about 65 percent work 31 or more hours per week. About 22 percent reported working less than 20 hours per week.

Among those who reported they were currently working or self-employed, hourly wages ranged from \$4.58 to \$52.64 with a median of \$12.50 per hour. Some respondents reported annual wages, which ranged from \$1,500 to \$200,000. The median annual wage was \$41,000.

## The Workforce Integration Task Force Survey Summary and Analysis August 2014

### Desired Work Week

Desired Work Week	Responses	Percentage
20 or fewer	14	6.5%
21-30	31	14.4%
31-40	114	52.8%
Over 40	57	26.4%
Total	216	100.0%

In general, those working reported wanting more work hours, however, many of those working more than 40 hours per week want a shorter week.

### Work Experience

Work Experience	Responses	Percentage
I have not worked	48	11.4%
Under 2 years	33	7.8%
2-5 years	49	11.6%
6-15 years	106	25.2%
16-29 years	85	20.2%
Over 30 years	100	23.8%
Total	421	100.0%

Many respondents reported having work experience even if they are not currently working or self-employed. About 44 percent have 16 or more years or experience, and 24 percent have 30 or more years of experience. A significant portion of respondents are 51 years old or older, which helps explain the work longevity. Those who are currently working were more likely to have six or more years of work experience than those not currently working.

### Keep SSI/SSDI Benefits

Keep SSI/SSDI benefits	Responses	Percentage
No	333	79.7%
Yes	85	20.3%
Total	418	100.00%

About 20 percent of the respondents said they had turned down work or extra hours to keep their SSI or SSDI benefits. About 25 percent of those not currently working said they had turned down work or hours to keep SSI/SSDI benefits compared to 15 percent for those currently working.

## The Workforce Integration Task Force Survey Summary and Analysis August 2014

### Difficulty Finding Work

About 76 percent reported their disability had made it difficult to find work or be self-employed.

Difficulty finding a job, being self-employed	Responses	Percentage
Not difficult/no trouble finding job	32	9.3%
A little difficult	43	12.5%
Somewhat difficult	108	31.5%
Very difficult	145	42.3%
Impossible	15	4.4%
Total	343	100.0%

Among those who said their disability made it difficult to find work, about 74 percent said their disability made it somewhat or very difficult to find a job or be self-employed. About 4 percent said their disability made it impossible to find work.

### Difficulty Doing a Job

Difficulty doing a job	Responses	Percentage
Not difficult/no trouble doing a job	62	18.1%
A little difficult	99	28.9%
Somewhat difficult	107	31.2%
Very difficult	54	15.7%
Impossible	8	2.3%
Total	330	96.2%

In general, respondents reported less difficulty doing a job than they did finding a job. About 47 percent said their disability made it somewhat or very difficult to do a job, and about 18 percent said they had no difficulty or trouble doing a job. There could be a couple of reasons for the difference between the perceptions of difficulty in finding a job and doing a job. First, it could be that respondents found jobs for which they were well- or even over-qualified. In general, this is a well-educated group of respondents. Another possibility is that finding a job is a different skill set than doing a job, and the respondents' work skills may be better than their job searching skills.

## The Workforce Integration Task Force Survey Summary and Analysis August 2014

### Types of Occupations

Occupational Group	Count	Percent
Education, Training & Library	43	16.0%
Office & Administrative Support	42	15.7%
Community & Social Service	34	12.7%
Food Preparation & Serving	27	10.1%
Computer & Mathematical	18	6.7%
Business & Financial Operations	17	6.3%
Management	15	5.6%
Personal Care & Service	14	5.2%
Sheltered Workshop	13	4.9%
Healthcare	12	4.5%
Sales & Related Construction & extraction	7	2.6%
Architecture & Engineering	5	1.9%
Arts, Design, Entertainment, Sports, & Media	5	1.9%
Installation, Maintenance & Repair	3	1.1%
Building & Grounds Cleaning & Maintenance	2	0.7%
Farming, Fishing & Forestry	4	1.5%
Legal Occupations	3	1.1%
Life, Physical, & Social Science	3	1.1%
Transportation & Material Moving	1	0.4%

We asked the respondents what type of job (using occupational groups) they had done most often. More than half of respondents worked in the four most commonly mentioned occupational groups.

The most commonly mentioned type of occupation was in education, training, or library jobs. About 16 percent mentioned this group. This does not seem unusual considering the overall high level of education of the respondents.

The next most commonly mentioned occupational group was office and administrative support at about 16 percent as well. This is the most common occupational group in the entire population. Workers in this group typically have a high school education.

The third most commonly mentioned was community and social service occupations at about 13 percent. This is another occupational area in which workers tend to be more highly educated.

Fourth was food preparation and service with about 10 percent mentioning. Workers in these occupations tend to have a high school education or less.

## The Workforce Integration Task Force Survey Summary and Analysis August 2014

### Accommodations

Accommodation	Count
Interpreter	134
Videophone (VP)	123
Large-screen or audio computer programs such as JAWS, Magic, etc.	115
Flashing lights or vibrations for alarms, calls, etc.	102
Driver	94
Tactile markings on any equipment	65
Audio output from equipment such as cash register, calculator etc.	64
Relay Service for the phone	58
Reader/Scribe	55
Braille embosser, note taker or display	45
Phone with CapTel, TTY, or VCO (Voice Carry Over)	38
Proofreader	35
I use no accommodations	29

We asked respondents what types of accommodations they used on the job. Respondents could list more than one accommodation type. Only a relative small number reported that they used no accommodation. The types of accommodation were split across the two communities (blind or vision impaired and deaf or hearing impaired). Interpreter was most commonly mentioned. It is worth noting that in the focus groups there were many comments regarding the availability and reliability of interpreters.

### Looking for Work or Other Work

Slightly more than half of the respondents said they were looking for work or other work.

## The Workforce Integration Task Force Survey Summary and Analysis August 2014

### How They Look for Work

I make contacts with friends, family and people I know.	68.6%	253
I read the newspaper or online help wanted section of newspapers.	51.5%	190
I use a government agency that helps people find work, such as Opportunities for Ohioans with Disabilities (BVR/BSVI) or OhioMeansJobs (ODJFS).	47.2%	174
I use business job internet search engines.	38.5%	142
I visit online OhioMeansJobs.com	25.2%	93
I use social media such as Facebook, LinkedIn, Twitter etc.	23.8%	88
I use a head hunter, temp agency or other commercial job matcher.	13.0%	48
I rely on readers or interpreters to help me with most of my job search.	11.4%	42
I take Civil Service examinations (such as tests) to work for the post office, city, or state.	10.0%	37
I use National Federation of the Blind (NFB) Newline or other telephone joblines.	4.6%	17

The respondents were asked what methods they used to look for work, and they could check any method that applied. Most commonly mentioned was making contacts with friends, family, and others (about 69 percent).

There were several methods of searching for work using online tools such as social media, internet search engines and OhioMeansJobs. Note that many of those attending the focus groups mentioned difficulties with technology.

Another commonly mentioned method was government agencies such as OOD and ODJFS. Some people at the focus groups were critical of how VR handled them.

## The Workforce Integration Task Force Survey Summary and Analysis August 2014

### Perceived Barriers to Employment

We asked respondents what they thought were their barriers to employment, and they could choose as many as they wanted.

Employers' attitude toward your disability	65.0%	204
Availability of jobs	58.3%	183
Reliable transportation	38.9%	122
Your work experience	34.7%	109
Getting the accommodation you need for an interview or a job	30.9%	97
Your level of education	28.0%	88
Application process that made it hard to file because of language, website, etc.	25.8%	81
Losing all or part of your SSI/SSDI	22.3%	70
Losing health care	12.4%	39
Losing other benefits such as bus/gas cards, low-cost housing or phone services, etc.	5.7%	18
Your race, nationality, religion	4.1%	13
Your gender or your perceived sexual orientation	3.2%	10

The commonly mentioned barrier was employer attitudes toward the disability (about 65 percent). Getting needed accommodations was mentioned by 31 percent. Reliable transportation was mentioned by about 39 percent. Problems with the application process, usually because of technology issues, was mentioned by 26 percent. All of these barriers were mentioned in the focus groups.

There were two barriers that have to do with preparedness for work: Personal work experience was mentioned by about 31 percent of the respondents, and personal education level was mentioned by 28 percent.

Three barriers had to do with loss of some benefit because of taking a job: losing all or part of SSI or SSDI was mentioned by 22 percent; losing health care was mentioned by 12 percent; and losing other benefits was mentioned by about six percent.

About 58 percent mentioned the availability of jobs.

It might be worth noting that some of these barriers are not specific to those with disabilities; they are similar to those faced by low income households.

# The Workforce Integration Task Force Survey Summary and Analysis August 2014

## Part 2 -The Service Provider, Advocate, Family Survey

Because of feedback received while in the field with the constituent survey, we developed a separate questionnaire for service providers, advocates, and family. We received 84 responses.

### County of Residence

This survey was biased toward the larger counties, with Franklin, Cuyahoga, and Summit having more than a third of the responses. There were 14 counties with two to 12 respondents, 14 counties with only a single respondent, and 60 counties with no respondents.

### How long have you worked with or assisted people with vision loss and/or hearing loss?

How long have you worked with or assisted people with vision loss and/or hearing loss?		
Answer Options	Response Percent	Response Count
Less than 1 year	7.4%	6
1 year- 4 years	14.8%	12
5 years- 10 years	14.8%	12
More than 10 years	63.0%	51

About 63 percent of the respondents said they worked or assisted people with vision or hearing loss for more than 10 years. Another 15 percent had 5 to 10 years of experience, and about 22 percent had up to four years of experience.

**The Workforce Integration Task Force Survey Summary and Analysis  
August 2014**

**What role do you play in the vision/hearing loss community?**

What role do you play in the vision/hearing loss community?		
Answer Options	Response Percent	Response Count
Vocational service provider (vocational rehabilitation counselor, job developer, job coach, vocational assessor, etc.)	45.7%	37
Reasonable accommodations provider (sign language interpreter, captionist, reader, driver, etc.)	32.1%	26
Advocate	21.0%	17
Parent/Family Member	16.0%	13
Other service provider (independent living, mental health, audiology, vision services, etc.)	12.3%	10
Teacher	9.9%	8

About 46 were service providers, 32 percent were providers of reasonable accommodations, 21 percent called themselves advocates, 16 percent were parents or other family members, and about 22 percent were teachers and other service providers.

**What percentage of your clients/associates/family member have turned down a job in order to preserve their SSI/SSDI benefits?**

In your experience, what percentage of your clients/associates/family member in the vision or hearing loss community have turned down a job in order to preserve their SSI/SSDI benefits?		
Answer Options	Response Percent	Response Count
Does not apply	8.5%	7
None	8.5%	7
25% or less	34.1%	28
25-50%	24.4%	20
51-74%	20.7%	17
75-100%	3.7%	3

Note comparison to the constituent survey, where about 20 percent said they turned down work to keep SSI/SSDI benefits. Some of the providers reported higher percentages had turned down work to keep benefits. About 45 percent said that between 25 and 74 percent of their clients, associates or family had turned down work for benefits. Considering that the providers could have multiple clients over many years, we might expect the percentage to be higher than reported by constituents. Also consider that our constituent group may have been unusual.

**The Workforce Integration Task Force Survey Summary and Analysis  
August 2014**

**How many hours per week do your clients/associates/family member want to work?**

How many hours per week do your clients/associates/family member in the vision or hearing loss community want to work?		
Answer Options	Response Percent	Response Count
Does not apply	9.2%	7
None	0.0%	0
20 or fewer	42.1%	32
21-30	22.4%	17
31-40	23.7%	18
Over 40	2.6%	2

The providers are reporting that their clients tend to want fewer hours than the respondents reported on the constituent survey. About 42 percent of providers said their clients, associates, or family members want 20 hours or fewer per week. This compares to only six percent on the constituent survey. About 24 percent of providers said their clients, associates, or family members want 31 to 40 hours per week; this compares to 53 percent on the constituent survey.

## The Workforce Integration Task Force Survey Summary and Analysis August 2014

### Barriers

In your experience, have any of the following created difficulties for your clients/associates/family member in the vision or hearing loss community who want to work? Please check all that apply.

Answer Options	Response Percent	Response Count
Employers' attitudes toward the disability	82.5%	66
Availability of jobs	78.8%	63
Reliable transportation	71.3%	57
Losing all or part of SSI/SSDI	68.8%	55
Work experience	67.5%	54
Application process that makes it hard to file because of language, website, etc.	61.3%	49
Level of education	56.3%	45
Getting the needed accommodation for an interview or a job	53.8%	43
Losing health care	36.3%	29
Losing other benefits such as bus/gas cards, low-cost housing or phone services, etc.	33.8%	27
Race, nationality, religion	3.8%	3
Gender or perceived sexual orientation	2.5%	2

The barriers are mentioned by providers in an order similar to the constituents, except that the percentages are higher. This makes sense because many providers could report for multiple clients. Employer attitudes were most commonly mentioned at about 82 percent. Loss of SSI/SSDI was mentioned more often than in the constituent survey, but again this is because of multiple clients.

## The Workforce Integration Task Force Survey Summary and Analysis August 2014

### Accommodations

What accommodations do your clients/associates/family member in the vision or hearing loss community use to look for or maintain employment? Please check all that apply.

Answer Options	Response Percent	Response Count
Interpreter	75.0%	60
Videophone (VP)	57.5%	46
Flashing lights or vibrations for alarms, calls, etc.	50.0%	40
Phone with Cap Tel, TTY, or VCO (Voice Carry Over)	40.0%	32
Relay services for the phone	40.0%	32
Large-screen or audio computer programs such as JAWS, Magic, etc.	37.5%	30
Driver	31.3%	25
Braille embosser, note taker or display	26.3%	21
Tactile markings on equipment	25.0%	20
Reader/scribe	20.0%	16
Audio output from equipment such as cash register, calculator, etc.	13.8%	11
Proofreader	12.5%	10
I don't know	3.8%	3
No accommodations are needed.	0.0%	0

The accommodations were listed by the providers in similar proportions as the constituent survey, although hearing loss accommodations were mentioned more often on the provider survey.

## The Workforce Integration Task Force Survey Summary and Analysis August 2014

### Business Community’s Perceived Occupational Challenges

If you have worked with the business community, what type of occupational challenges does the business community associate with hearing and/or vision impaired applicants? Please check all that apply.

Answer Options	Response Percent	Response Count
They believe that there will be safety/liability issues	73.4%	58
They believe that there are hearing and/or vision requirements inherent to the work	62.0%	49
Skills gap (people with hearing and/or vision impairments do not have the skills needed to do the work)	55.7%	44
They believe that hearing and/or vision impaired applicants cannot meet the physical demands of the work.	36.7%	29
Does not apply	15.2%	12
I don't know	5.1%	4

According to the providers, the most common occupational challenge the business community sees is safety and liability issues – about 73 percent reported this.

The next most common was the belief that the work had hearing or vision requirements – about 62 percent reported this.

The third most commonly mentioned challenge, at 56 percent, was a skills gap. That is, those with vision or hearing impairments not having the skills to do the job.

### Business Community’s Perceived Non-Occupational Challenges

If you have worked with the business community, what type of non-occupation challenges does the business community associate with hearing and/or vision impaired applicants? Please check all that apply.

Answer Options	Response Percent	Response Count
Accommodation costs	73.4%	58
Transportation	40.5%	32
Health care costs	31.6%	25
Workers compensation	17.7%	14
Does not apply	12.7%	10
Lack of applicants	10.1%	8
I don't know	7.6%	6

The providers thought that the most common non-occupational challenge was the cost of accommodations—about 73 percent mentioned this. A distant second was transportation cost mentioned by 40 percent. This was followed by health care costs, which was mentioned by 32 percent.

**The Workforce Integration Task Force Survey Summary and Analysis  
August 2014**

**Provider perceptions of services needed to assist those with vision or hearing impairments**

As a person who works with people with hearing and/or vision impairments, what services do you think need to be enhanced to assist people with hearing and/or vision impairments in obtaining employment? Please check all that apply.

Answer Options	Response Percent	Response Count
Job seeking skills training (teaching how to apply for jobs, interview skills, etc.)	90.0%	72
Transition planning (planning from high school to what happens after high school)	82.5%	66
Self-advocacy	82.5%	66
Vocational skills development during high school	78.8%	63
Independent living skills training	70.0%	56
Opportunity for summer employment	61.3%	49
Benefits analysis (understanding how SSI/SSDI will be impacted)	61.3%	49
Money management training	61.3%	49
Vocational education	58.8%	47
Peer support	42.5%	34
GED preparation	32.5%	26

The most commonly mentioned service was training in job-seeking skills, with 90 percent mentioning. We did not ask a similar question of the constituents, so we do not know their perceptions of their job-searching skills. The next most commonly mentioned services were transition planning and self-advocacy, both mentioned by 82 percent.

## The Workforce Integration Task Force Survey Summary and Analysis August 2014

### Part 3 - The Employer Survey

There were 162 responses to the employer survey. We do not have location information for the employer survey.

#### Experience Hiring and / or recruiting people with disabilities

**Does your company have the following experience with people with disabilities?**

Answer Options	Response Percent	Response Count
Hiring	17.2%	28
Recruiting	3.1%	5
Hiring and Recruiting	49.1%	80
None	30.7%	50

Only 31 percent of companies said they had no experience hiring or recruiting persons with disabilities. About 66 percent of companies said they had experience hiring persons with disabilities.

#### Experience Hiring and / or recruiting those with vision or hearing impairments

**Does your company have any of the following experience with people who are hearing and/or vision impaired?**

Answer Options	Response Percent	Response Count
Hiring	20.7%	23
Recruiting	1.8%	2
Hiring and Recruiting	55.0%	61
None	22.5%	25

Among the companies with experience hiring or recruiting persons with disabilities, 76 percent had experience hiring or recruiting those with vision or hearing impairments.

#### Current Jobs Challenging for Hearing or Vision Impaired

**Of the jobs you are currently hiring for, are there aspects of the jobs that could be especially challenging for someone who is hearing and/or vision impaired?**

Answer Options	Response Percent	Response Count
Yes	74.1%	80
No	20.4%	22
I don't know	5.6%	6

About 74 percent of the employers said the jobs they were currently hiring for could be especially challenging for someone with a vision or hearing impairment.

**The Workforce Integration Task Force Survey Summary and Analysis  
August 2014**

**Jobs Currently Hiring**

<b>What occupations most closely match the jobs for which your company is currently hiring?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Production (includes food manufacturing)	29.7%	38
Management, Business & Financial Operations	25.0%	32
Sales & Related	21.9%	28
Transportation & Material Moving	20.3%	26
Healthcare Support (less than Associates Degree)	13.3%	17
Healthcare Practitioners & Technical (Associates Degree or higher)	12.5%	16
Installation, Maintenance & Repair	11.7%	15
Food Preparation & Serving Related	10.2%	13
Computer & Mathematical	8.6%	11
Architecture & Engineering	8.6%	11
Personal Care & Service	7.0%	9
Community & Social Service	5.5%	7
Education, Training & Library	5.5%	7
Legal Occupations	4.7%	6
Arts, Design, Entertainment, Sports & Media	4.7%	6
Building & Grounds Cleaning & Maintenance	4.7%	6
Construction & Extraction	4.7%	6
Life, Physical & Social Science	1.6%	2
Protective Service	0.8%	1
Farming, Fishing & Forestry	0.0%	0

About 30 percent of jobs currently hiring were in production jobs; 25 percent were in management, business, and financial operations; 22 percent were in sales; 20 percent in transportation and materials moving; and 26 percent in one of the health care occupations.

All of the occupations listed were from employers who said their jobs could pose challenges to those with vision and hearing impairments. It is not clear if those who said their jobs did NOT pose challenges were asked this question or if they just did not respond to it.

## The Workforce Integration Task Force Survey Summary and Analysis August 2014

### Challenges of Jobs Currently Hiring

**What type of challenges would there be for people who are hearing and/or vision impaired to doing these jobs? Please select all that apply.**

Answer Options	Response Percent	Response Count
Hearing or/and Vision requirements for the work	73.0%	92
Safety/Liability issues	61.1%	77
Physical demands of the work	34.9%	44
Skills gap (people with hearing and/or vision impairments do not have the skills needed to do the work)	12.7%	16
I don't know	8.7%	11
None	3.2%	4

Seventy-three percent of the employers said the hearing or vision requirements of the jobs would pose challenges for those with hearing or vision impairments. Thirty-five percent said the physical demands of the work. We don't know what they are thinking of. Sixty-one percent said there would be safety or liability issues. We did not know if the employers mean the jobs pose safety and liability issues to those with vision or hearing impairments or if the employers think that persons with hearing or vision impairments increase the safety and liability issues.

### Non-Occupational Challenges

**What non-occupation related challenges are most common for you as an employer considering applicants or workers with disabilities? Please mark all that apply.**

Answer Options	Response Percent	Response Count
Lack of Applicants	37.4%	43
Transportation	33.0%	38
I don't know	30.4%	35
Accommodation Costs	21.7%	25
Healthcare Costs	6.1%	7
Workers Compensation	6.1%	7

The most commonly mentioned non-occupational challenge was 'lack of applicants,' with about 37 percent saying this. There are two points to consider here. First, from the focus groups we know that some people have problems with online applications. Second, many if not most employers probably don't know if an applicant has a disability unless the applicant discloses the need for reasonable accommodation when applying.

## The Workforce Integration Task Force Survey Summary and Analysis August 2014

Transportation was mentioned by about a third of the employers. Accommodation costs were mentioned by about 22 percent of employers.

DATE

[CONTACT NAME]  
[ADDRESS]  
[CITY], [STATE] [ZIP]  
[MPRID]

Dear [CONTACT NAME]:

The Kessler Foundation, in partnership with Mathematica Policy Research, an independent research company, is conducting a study, the Survey of Disability and Employment (SDE), to learn about the barriers and facilitators to employment experienced by applicants to state vocational rehabilitation agencies. We are writing to ask for your help because records show that you recently applied for services at [SVRA NAME]. We have selected you and a sample of other people who applied for services to take part in this important survey.

The SDE is sponsored by the National Institute on Disability and Rehabilitation Research (NIDRR) in the U.S. Department of Education (ED). The study's findings will assist policy makers, agencies, and providers in better understanding the needs of individuals with disabilities and the factors that lead to successful employment outcomes.

In the weeks ahead, an interviewer from Mathematica Policy Research will be calling you to ask you to complete a survey by telephone. Should you be unable to complete the survey by telephone, we can also conduct via text typewriter (TTY), telephone relay (TRS), or instant messaging. The survey will take about 30 minutes of your time. We will ask you questions about current employment, employment history, workplace accommodations and employment support, workplace culture, social supports and networks, transportation. In the future, we may follow up with [SVRA NAME] on your progress and employment. To thank you for your help we will send you a \$25 gift card when you complete this survey.

Taking part in this study is completely voluntary and none of your benefits or services will be affected if you decide not to participate. Your answers to the questions will be kept confidential and will not be shared with anyone. No information that could identify you will be included in any report or presentation, and all identifying information will be stored separately from your answers to the questions.

Thank you in advance for taking time to participate. If you have any questions, or would like additional information, please contact the Survey Director, Angela Jaszczak by phone, 1-855-827-7101 or e-mail at [SDE@mathematica-mpr.com](mailto:SDE@mathematica-mpr.com).

Sincerely,

A handwritten signature in black ink that reads "John O'Neill".

John O'Neill  
Kessler Foundation

# Survey of Disability and Employment

FINAL

November 25, 2014

**A. Screener**

**MakeDialPhone.**

- AUTO DIAL ..... 1 GO TO SC2
- MANUAL DIAL ..... 2 GO TO SC2
- QUICK EXIT ..... 3 EXIT CASE
- RESPONDENT CALLING IN ..... 4 GO TO SC1

**SC1. Hello. My name is [INTERVIEWER NAME] from Mathematica Policy Research. Thank you for calling in to complete the survey. Am I speaking to [NAME]?**

- YES ..... 1 INTRO
- NO ..... 2 CHECK1
- DON'T KNOW ..... d CHECK 1
- REFUSED ..... r CHECK 1

**CHECK1. Please tell me your first and last name?**

\_\_\_\_\_

FIRST NAME

\_\_\_\_\_

LAST NAME

- DON'T KNOW ..... d SUP REVIEW
- REFUSED ..... r SUP REVIEW

**CHECK2. Please tell me the best phone number to reach you at.**

|\_|\_|\_| - |\_|\_|\_| - |\_|\_|\_|\_|\_|

- DON'T KNOW ..... d CHECK 3
- REFUSED ..... r CHECK 3

**CHECK3. Please hold while I look up your information**

- CONFIRMED RESPONDENT ..... 1 GO TO INTRO
- UNABLE TO CONFIRM ..... 2 GO TO CHECK4

**CHECK4. Thank you for calling to complete the survey. We have to check our records to make sure you are eligible for the study. We will contact as soon as we confirm our records.**

**SC2. Hello, My name is [INTERVIEWER NAME] at Mathematica Policy Research. I am calling on behalf of the U.S. Department of Education about a study on disability and employment. May I speak to [NAME]?**

- [NAME] IS SPEAKING .....1 GO TO INTRO
- [NAME] COMES TO THE PHONE .....2 GO TO INTRO
- [NAME] ASK WHAT THE CALL IS ABOUT.....3 GO TO INFO
- [NAME] IS HAS MOVED.....4 GO TO NEWCONTACT
- [NAME] IS NOT AVAILABLE .....5 MAKE APPOINTMENT
- [NAME] DOES NOT SPEAK ENGLISH.....6 EXIT CASE
- HUNG UP DURING INTRODUCTION .....7 EXIT CASE
- [NAME] NEEDS PROXY.....8 GO TO PROXY
- WRONG NUMBER .....9 EXIT CASE
- [NAME] IS HOSPITALIZED LONG TERM.....10 EXIT CASE
- [NAME] IS DECEASED .....11 EXIT CASE

**INFO. Recently, you may have received a letter from Mathematica Policy Research inviting you to participate in a study. The study is sponsored by the U.S. Department of Education and the purpose of the study is to examine employment outcomes of people seeking services at state vocational rehabilitation agencies. Is this a good time to talk?**

- YES .....1 GO TO INTRO
- NO .....0 MAKE APPOINTMENT

**NEWCONTACT. Do you or anyone there know how we can reach [NAME]?**

- YES .....1 GO TO NEWPHONE
- NO .....0 EXIT CASE

**NEWPHONE. May I please have [his/her] telephone number?**

|\_|\_|\_| - |\_|\_|\_| - |\_|\_|\_|\_|

- DON'T KNOW .....d
- REFUSED .....r

**NEWADDRESS.      May I please have [his/her] address?**

\_\_\_\_\_

STREET 1

\_\_\_\_\_

STREET 2

\_\_\_\_\_

STREET 3

\_\_\_\_\_

CITY

\_\_\_\_\_

STATE

\_\_\_\_\_

ZIP

DON'T KNOW .....d

REFUSED .....r

**Proxy.** I was calling to speak to [NAME] about [NAME]'s job experience and experience with vocational rehabilitation agencies. We understand that [NAME] is unable to complete the survey by [himself/herself]. Is there someone in your household or elsewhere who has knowledge about [NAME]'s job experience and experience with vocational rehabilitation agencies?

- YES – COMES TO PHONE .....1 GO TO ProxyName
- YES, CALLBACK LATER .....2 GO TO ProxyName2
- YES – LIVES ELSEWHERE .....3 GO TO ProxyName2
- NO .....0 EXIT CASE
- DON'T KNOW .....d GO TO Callback
- REFUSED .....r EXIT CASE

**ProxyName2.** May I please have their name?

\_\_\_\_\_

FIRST NAME

\_\_\_\_\_

LAST NAME

GO TO PROXYNUMBER

**ProxyNumber.** Can you tell me the best number to reach [PROXYNAME]?

|\_|\_|\_| - |\_|\_|\_| - |\_|\_|\_|\_|

- DON'T KNOW .....d EXIT CASE
- REFUSED .....r EXIT CASE

**ProxyName.** Hello, My name is [INTERVIEWER NAME] at Mathematica Policy Research. I am calling on behalf of the U.S. Department of Education about a study on disability and employment. May I have your name?

\_\_\_\_\_

FIRST NAME

\_\_\_\_\_

LAST NAME

GO TO ProxyRel

**ProxyRel. And how are you related to [NAME]?**

- SPOUSE .....1 GO TO INTRO
- CHILD .....2 GO TO INTRO
- SIBLING .....3 GO TO INTRO
- PARENT.....4 GO TO INTRO
- NIECE/NEPHEW .....5 GO TO INTRO
- FRIEND/NEIGHBOR/OTHER RELATIVE .....6 GO TO INTRO
- GROUP/FOSTER HOME/ASSISTED LIVING FACILITY  
ADMINISTRATOR/CARER.....7 GO TO INTRO
- OTHER.....8 GO TO INTRO

**Intro. I am calling about the Survey of Disability and Employment. The purpose of the study is to examine employment outcomes of people seeking services at state vocational rehabilitation agencies. [Your/NAME's] participation is important because it will help us to learn ways to improve employment services for people with disabilities. All information we collect will be kept strictly private. The survey will take 30 minutes to complete and [you/NAME] will receive a \$25 gift card for completing the survey today. Is now a good time to start?**

- YES .....1 GO TO A1
- NO.....0 MAKE APPOINTMENT
- REFUSED .....2 GO TO END

**A1. [You/NAME] [has/have] been contacted to take part in the Survey of Disability and Employment. The survey is sponsored by the National Institute on Disability and Rehabilitation Research (NIDRR). I would like to tell [you/him/her] more about the study.**

The purpose of this study is to examine employment outcomes for people ages 25-60 seeking services at state vocational rehabilitation agencies. The survey will take 30 minutes to complete and [you/he/she] will receive a \$25 gift card for completing the survey as a thank you.

This call will be recorded for record-keeping, training and quality-assurance purposes. The information collected will be kept confidential and not shared with others. All reports will be in summary form only. [Your/His/Her] name will never be used in any reports or publications. There are no special risks to [you/him/her] from taking part in this study. If [you/he/she] [feel/feels] uncomfortable answering any of the questions, [you/he/she] can refuse to answer any question or stop without penalty. [Your/His/Her] benefits will not be affected if [you/he/she] agree(s) or disagree(s) to participate in the study. We will mail [you/him/her] a letter describing this information, so [you/he/she] will have it for [your/his/her] records.

If [you/NAME] [have/has] questions about the research procedures [you/he/she] can contact John O'Neill, Ph.D. at 1-973-343-8387. If [you/NAME] [have/has] concerns only regarding [your/his/her] rights as a research participant, [you/NAME] may contact Malica Dock, BA, Kessler IRB Coordinator 1-800-648-0296 extension 6972. [Do/Does] [you/NAME] give [your/his/her] permission to participate?

- YES .....1
- NO.....0 END

**END. Thank you for your time.**

**A2. [Your/NAME's] date of birth is [BIRTH DATE MM/DD/YY]. Is that correct?**

- YES .....1
- NO .....0 GO TO A3
- DON'T KNOW .....d GO TO A3
- REFUSED .....r GO TO A3

**A3. What is [your/NAME's] date of birth?**

|\_|\_| / |\_|\_| / |\_|\_|\_|\_|  
MONTH DAY YEAR

**End2. Unfortunately, [you/NAME] [do/does] not meet our age criteria and those are all the questions I have for [you/NAME]. Thank you for your time.**

## B. Disability

To begin our interview, I have some questions about how medical conditions may affect [your/NAME's] daily activities.

**B1. Please tell me what kind of condition or limitations [you/NAME] have/has.**

	CODE ALL THAT APPLY
ADDICTION/ABUSE (ALCOHOL, DRUGS, OTHER) .....	1 GO TO B3
AUTISM/ASPERGERS .....	2 GO TO B3
BLINDNESS .....	3 GO TO B3
VISUAL IMPAIRMENT OTHER THAN BLINDNESS .....	4 GO TO B3
DEAF .....	5 GO TO B3
HEARING IMPAIRMENT OTHER THAN DEAFNESS .....	6 GO TO B3
DEAF AND BLIND .....	7 GO TO B3
INTELLECTUAL DISABILITY .....	8 GO TO B3
LEARNING DISABILITY AND/OR ATTENTION DEFICIT (ADD/ADHD) .....	9 GO TO B3
MEMORY IMPAIRMENTS .....	10 GO TO B3
MOBILITY LIMITATIONS .....	11 GO TO B3
PSYCHIATRIC (DEPRESSION, BIPOLAR, SCHIZOPHRENIA, ANXIETY, INTERPERSONAL, ETC.) .....	12 GO TO B3
SPEECH OR COMMUNICATION IMPAIRMENT .....	13 GO TO B3
OTHER PHYSICAL IMPAIRMENT .....	14 GO TO B3
NONE .....	15 GO TO B2
OTHER (SPECIFY) .....	99
_____	GO TO B3
DON'T KNOW .....	d GO TO B2
REFUSED .....	r GO TO B2

**B2. Does a physical or mental condition limit the kind or amount of work or other daily activities [you/NAME] can do?**

YES .....	1 GO TO B3
NO .....	0 GO TO C1
DON'T KNOW .....	d GO TO C1
REFUSED .....	r GO TO C1

**B3. Was there anything in particular that caused [your/NAME's] [condition/conditions]?**

CODE ALL THAT APPLY

- NO ..... 1
- ACCIDENT/INJURY (OTHER THAN TBI OR SCI) ..... 2
- ADDICTION/ABUSE (ALCOHOL, DRUGS, OTHER) ..... 3
- AMPUTATIONS ..... 4
- ARTHRITIS/RHEUMATISM ..... 5
- ATTENTION-DEFICIT HYPERACTIVITY DISORDER (ADHD) ..... 6
- AUTISM/ASPERGERS ..... 7
- BIRTH OR BIRTH INJURY ..... 8
- EATING DISORDERS (E.G., ANOREXIA, BULIMIA, OR COMPULSIVE OVEREATING) ..... 9
- INTELLECTUAL DISABILITY ..... 10
- LEARNING DISABILITY ..... 11
- PSYCHIATRIC (DEPRESSION, BIPOLAR, SCHIZOPHRENIA, ANXIETY, INTERPERSONAL, ETC.) ..... 12
- SPINAL CORD INJURY (SCI) ..... 13
- STROKE ..... 14
- TRAUMATIC BRAIN INJURY (TBI) ..... 15
- OTHER PHYSICAL/MEDICAL CONDITION ..... 16
- OTHER (SPECIFY) ..... 99
- \_\_\_\_\_
- DON'T KNOW ..... d
- REFUSED ..... r

**B4. I am required to read this next question to everyone. Was this condition due to a job?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

**B5. At what point in [your/NAME's] life did [you/he/she] know that [you/he/she] had a limiting condition?**

INTERVIEWER: IF RESPONDENT SAYS AT BIRTH CODE 1 FOR AGE THEN 0 AT NUMBER

CODE ONE ONLY

|\_|\_| NUMBER

AGE.....1

YEAR .....2

YEARS AGO .....3

MONTHS AGO .....4

DON'T KNOW .....d

REFUSED .....r

## C. Health Conditions

**C1. The next questions are about [your/NAME's] health. In general, would [you/NAME] say [your/his/her] physical health is...**

CODE ONE ONLY

Excellent, ..... 1  
Very good, ..... 2  
Good, ..... 3  
Fair, or ..... 4  
Poor? ..... 5  
DON'T KNOW ..... d  
REFUSED ..... r

**C2. [Are/Is] [you/NAME] deaf or [do/does] [you/NAME] have any difficulty hearing?**

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

**C3. [Do/Does] [you/NAME] have serious difficulty seeing even when wearing glasses?**

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

**C4. [Do/Does] [you/NAME] have any serious difficulty with [your/his/her] speech or communicating with others?**

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

**C5. [Do/Does] [you/NAME] have serious difficulty walking or climbing stairs?**

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

**C6. [Do/Does] [you/NAME] currently experience chronic pain?**

YES .....1 GO TO C7  
 NO .....0 GO TO C8  
 DON'T KNOW .....d GO TO C8  
 REFUSED .....r GO TO C8

**C7. [Do/Does] [you/NAME] currently receive treatment for [your/NAME's] pain?**

**PROBE: IF NEEDED - Such as medication, physical therapy, chiropractic care, or acupuncture?)**

YES .....1  
 NO .....0  
 DON'T KNOW .....d  
 REFUSED .....r

**C8. [Do/Does] [you/NAME] have difficulty dressing or bathing?**

YES .....1  
 NO .....0  
 DON'T KNOW .....d  
 REFUSED .....r

**C9. Because of [your/NAME's] condition, [do/does] [you/NAME] have difficulty doing errands alone such as visiting a doctor's office or shopping?**

YES .....1  
 NO .....0  
 DON'T KNOW .....d  
 REFUSED .....r

**C10. Because of [your/NAME's] condition, [do/does] [you/NAME] have serious difficulty concentrating, remembering, or making decisions?**

YES .....1  
 NO .....0  
 DON'T KNOW .....d  
 REFUSED .....r

**C11. [Do/Does] [you/NAME] receive help with any of the activities we just discussed, from a friend, relative, personal assistant or helper?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

**C12. How frequently [do/does] [you/NAME] have problems with [your/his/her] work or other regular activities because [you/NAME] [feel/feels] depressed or anxious? Would [you/NAME] say...**

CODE ONE ONLY

- Never** ..... 1
- From time to time, or** ..... 2
- Always?** ..... 3
- DON'T KNOW ..... d
- REFUSED ..... r

**C13. What adaptive equipment [do/does] [you/NAME] use due to [your/NAME's] condition?**

CODE ALL THAT APPLY

- NONE..... 1
- HEARING AID.....2
- A TDD OR TTY .....3
- CAPTEL (CAPTION PHONE).....4
- SPECIAL ALARM FOR PEOPLE WITH HEARING IMPAIRED .....5
- SERVICE ANIMAL.....6
- READING DEVICE .....7
- WORD COMMUNICATION BOARD .....8
- SPEECH SYNTHESIZER FOR COMMUNICATION.....9
- TYPEWRITER OR SPECIALLY ADAPTED COMPUTER FOR  
COMMUNICATION ..... 10
- BRACE..... 11
- CRUTCHES ..... 12
- WALKING CANE ..... 13
- MOTORIZED WHEELCHAIR OR SCOOTER ..... 14
- MANUAL WHEEL CHAIR ..... 15
- A CAR OR VAN THAT IS SPECIALLY EQUIPPED FOR DRIVERS OR  
PASSENGERS WITH DISABILITIES ..... 16
- TABLET COMPUTERS OR SMART PHONES, SUCH AS IPADS OR  
IPHONES ..... 17
- HOME MODIFICATIONS (RAMPS, ELEVATORS, ENVIRONMENTAL  
CONTROL UNIT)..... 18
- OTHER (SPECIFY)..... 99
- \_\_\_\_\_
- DON'T KNOW ..... d
- REFUSED ..... r

**C14. [Do/Does] [you/NAME] need any adaptive equipment that [you/he/she] [don't/doesn't] have?**

- YES .....1
- NO .....0 GO TO D1
- DON'T KNOW .....d GO TO D1
- REFUSED .....r GO TO D1

**C15. What special equipment [do/does] [you/NAME] need?**

CODE ALL THAT APPLY

- HEARING AID.....1
- A TDD OR TTY .....2
- CAPTEL (CAPTION PHONE).....3
- SPECIAL ALARM FOR PEOPLE WITH HEARING IMPAIRED .....4
- SERVICE ANIMAL.....5
- READING DEVICE .....6
- WORD COMMUNICATION BOARD .....7
- SPEECH SYNTHESIZER FOR COMMUNICATION .....8
- TYPEWRITER OR SPECIALLY ADAPTED COMPUTER FOR COMMUNICATION .....9
- BRACE.....10
- CRUTCHES .....11
- WALKING CANE .....12
- MOTORIZED WHEELCHAIR OR SCOOTER .....13
- MANUAL WHEEL CHAIR.....14
- A CAR OR VAN THAT IS SPECIALLY EQUIPPED FOR DRIVERS OR PASSENGERS WITH DISABILITIES .....15
- TABLET COMPUTERS OR SMART PHONES, SUCH AS IPADS OR IPHONES.....16
- HOME MODIFICATIONS (RAMPS, ELEVATORS, ENVIRONMENTAL CONTROL UNIT).....17
- OTHER (SPECIFY).....99
- \_\_\_\_\_
- DON'T KNOW .....d
- REFUSED .....r

**C16. And why [don't/doesn't] [you/NAME] have it? Is it because...**

CODE ALL THAT APPLY

- The equipment costs too much,..... 1
- The equipment is too difficult to obtain, .....2
- [You/NAME] [do/does] not know how to obtain the equipment, .....3
- [You/NAME] [don't/doesn't] know what equipment [you/he/she] need(s), or.....4
- [You/NAME] don't know how to use the equipment? .....5
- OTHER (SPECIFY).....99
- \_\_\_\_\_
- DON'T KNOW .....d
- REFUSED .....r

## D. Social Support and Engagement

**D1. Now I'd like [you/NAME] to think about family or friends [you/he/she] could call on for help or advice if [you/he/she] needed it. About how many people is that?**

|\_|\_| PEOPLE

DON'T KNOW .....d

REFUSED .....r

**D2. In the past year, how often [have/has] [you/NAME] gone to a group, club, place of worship or other social activities? Would [you/NAME] say...**

CODE ONE ONLY

**Every day,** ..... 1

**A few times a week,** ..... 2

**Once a week,** ..... 3

**Several times a month, but not every week,** ..... 4

**About once a month,** ..... 5

**Less than once a month, or** ..... 6

**Never?** ..... 7

DON'T KNOW .....d

REFUSED .....r

**D3. How often does [your/NAME's] condition limit [you/NAME] from engaging in these sorts of social activities? Is it..**

CODE ONE ONLY

**Always,** ..... 1

**Sometimes,** ..... 2

**Rarely, or** ..... 3

**Never?** ..... 4

DON'T KNOW .....d

REFUSED .....r

**D4. Including [yourself/NAME], how many people live in [your/NAME's] household?**

|\_|\_| PEOPLE

DON'T KNOW .....d

REFUSED .....r

**D5. Who else lives with [you/NAME]?**

CODE ALL THAT APPLY

- SPOUSE ..... 1
- PARENT(S).....2
- CHILD/CHILDREN.....3
- SIBLING(S) .....4
- GRANDPARENT(S).....5
- OTHERS .....6
- DON'T KNOW .....d
- REFUSED .....r

**D6. Apart from the people [you/NAME] live(s) with, how many relatives or friends that [you/NAME] feel(s) close to live within a 15–20 minute walk or 5–10 minute drive, if any? Would you say...**

CODE ONE ONLY

- None, .....0
- One, .....1
- Two, .....2
- Three .....3
- Four or more? .....4
- DON'T KNOW .....d
- REFUSED .....r

**D7. Now, please tell me if any of the following people have encouraged [you/NAME] to work:**

CODE ONE PER ROW

	YES	NO	DON'T KNOW	REFUSED	NOT APPLICABLE
a. A friend? .....	1	0	d	r	n
b. A spouse?.....	1	0	d	r	n
c. A family member? .....	1	0	d	r	n
d. A professional such as a counselor or care provider? .....	1	0	d	r	n

**D8. Now, I am going to ask you about problems people often experience. For each, please let me know if there is anyone [you/NAME] could rely on to help [you/him/her]?**

CODE ONE PER ROW

	YES	NO	DON'T KNOW	REFUSED
a. If [you/NAME] [were/was] feeling depressed?.....	1	0	d	r
b. If [you/NAME] needed help finding a job for [yourself/himself/herself] or a member of [your/NAME's] family?.....	1	0	d	r
c. If [you/NAME] needed to borrow money to pay an urgent bill like electricity, gas, rent or mortgage?.....	1	0	d	r
d. If [you/NAME] need(s) transportation to get to <u>work</u> urgently?.....	1	0	d	r
e. If [you/NAME] [have/has] a serious personal crisis that makes it difficult for [you/NAME] to find or keep [your/his/her] job?.....	1	0	d	r

## E. Employment

**E1. Now I'd like to ask some questions about how [you/NAME] feel(s) about working and any jobs [you/NAME] may have.**

**How important is it to [you/NAME] that [you/he/she] [work/works]? Would [you/NAME] say...**

CODE ONE ONLY

Extremely important, ..... 1  
Very important, ..... 2  
Somewhat important, or ..... 3  
Not at all important? ..... 4  
DON'T KNOW ..... d  
REFUSED ..... r

**E2. During the past week, did [you/NAME] work at one or more jobs for pay or income, including self employment?**

YES ..... 1 GO TO E5  
NO ..... 0 GO TO E3  
DON'T KNOW ..... d GO TO E4  
REFUSED ..... r GO TO E4

**E3. [Have/Has] [you/NAME] been actively looking for work in the past month?**

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

**E4. When did [you/NAME] last work at a job for pay or income including self employment?**

\_\_\_\_|\_\_\_\_|\_\_\_\_| NUMBER

NEVER HAD A JOB ..... 0 GO TO G1  
AGE ..... 1  
YEAR ..... 2  
YEARS AGO ..... 3  
MONTHS AGO ..... 4  
DON'T KNOW ..... d  
REFUSED ..... r

**E5. I have some questions regarding how [you/NAME] [get(s)/got] to work. How [does/do/did] [you/NAME] usually get to work?**

PROBE: IF MORE THAN ONE ANSWER: **What was the main way [you/NAME] [get(s)/got] to work?**

CODE ONE ONLY

- DRIVE/DROVE SELF ..... 1
- SOMEONE DRIVES/DROVE ME ..... 2
- SPECIAL TRANSPORT FOR PERSONS WITH DISABILITIES ..... 3
- PUBLIC/PRIVATE BUS ..... 4
- TRAIN/SUBWAY ..... 5
- TAXI OR CAR SERVICE ..... 6
- WALK ..... 7
- RIDE/RODE BIKE ..... 8
- WORKED AT HOME ..... 9
- OTHER (SPECIFY) ..... 99
- \_\_\_\_\_
- DON'T KNOW ..... d
- REFUSED ..... r

**E6. [During the past week/ At (your/NAME's) last job], about how many total hours per week [do/does you/NAME][did you/NAME] usually work for pay or income, counting all jobs?**

|\_|\_| HOURS WORKED PER WEEK

- DON'T KNOW ..... d
- REFUSED ..... r

**E7. What [is/was] the name of the company where [you/NAME] worked the most hours [during the past week/at (your/NAME's) last job]?**

\_\_\_\_\_  
COMPANY NAME

- DON'T KNOW ..... d
- REFUSED ..... r

**E8. What kind of business is [NAME OF COMPANY]? That is, what industry or field is [NAME OF COMPANY] in?**

\_\_\_\_\_  
COMPANY BUSINESS

- DON'T KNOW ..... d
- REFUSED ..... r

**E9. What kind of work [do/does you/NAME] [did you/NAME] do at [NAME OF COMPANY], that is, what [is/was] [your/NAME's] occupation?**

CODE ONE ONLY

- ARCHITECTURE AND ENGINEERING OCCUPATIONS ..... 1
  - ARTS, DESIGN, ENTERTAINMENT, SPORTS, AND MEDIA  
OCCUPATION ..... 2
  - BUILDING AND GROUNDS CLEANING AND MAINTENANCE  
OCCUPATIONS..... 3
  - BUSINESS AND FINANCIAL OPERATIONS OCCUPATIONS ..... 4
  - COMPUTER AND MATHEMATICAL OCCUPATIONS ..... 5
  - COMMUNITY AND SOCIAL SERVICES OCCUPATIONS ..... 6
  - CONSTRUCTION AND EXTRACTION OCCUPATIONS ..... 7
  - EDUCATION, TRAINING, AND LIBRARY OCCUPATIONS ..... 8
  - FARMING, FISHING, AND FORESTRY OCCUPATIONS ..... 9
  - FOOD PREPARATION AND SERVING RELATED OCCUPATIONS..... 10
  - HEALTHCARE PRACTITIONERS AND TECHNICAL OCCUPATIONS..... 11
  - HEALTHCARE SUPPORT OCCUPATIONS..... 12
  - INSTALLATION, MAINTENANCE, AND REPAIR OCCUPATIONS ..... 13
  - LIFE, PHYSICAL, AND SOCIAL SCIENCE OCCUPATIONS ..... 14
  - LEGAL OCCUPATIONS ..... 15
  - MANAGEMENT OCCUPATIONS..... 16
  - MILITARY SPECIFIC OCCUPATIONS ..... 17
  - OFFICE AND ADMINISTRATIVE SUPPORT OCCUPATIONS..... 18
  - PERSONAL CARE AND SERVICE OCCUPATIONS ..... 19
  - PRODUCTION OCCUPATIONS ..... 20
  - PROTECTIVE SERVICE OCCUPATIONS..... 21
  - SALES AND RELATED OCCUPATIONS..... 22
  - TRANSPORTATION AND MATERIAL MOVING OCCUPATIONS..... 23
  - HOME MAKER ..... 24
  - OTHER (SPECIFY)..... 99
- 
- DON'T KNOW ..... d
  - REFUSED ..... r

**E10. What [are/ were] [your/NAME's] usual activities or duties at this job?**

INTERVIEWER PROBE: **What [do/did] [you/he/she] do most of the time?**

---

JOB DUTIES

- DON'T KNOW ..... d
- REFUSED ..... r

**E11. Some people have a lot of contact with their fellow workers or colleagues outside of work, and others have only limited contact. How often [do/does/did] [you/NAME] meet up with [your/his/her] co-workers socially at (your/NAME's) (current /previous) job? Would [you/NAME] say...**

CODE ONE ONLY

- Often,..... 1
- Sometimes,.....2
- Rarely, or.....3
- Never? .....4
- DON'T KNOW .....d
- REFUSED .....r

**E12. How did [you/NAME] find [your/his/her] job at [NAME OF COMPANY]?**

CODE ONE ONLY

- THROUGH A STATE UNEMPLOYMENT OFFICE ..... 1
- AMERICA'S WORKFORCE CENTER.....2
- THROUGH FRIENDS OR RELATIVES.....3
- THROUGH JOB ADVERTISEMENTS SUCH AS IN A NEWSPAPER OR ON THE INTERNET .....4
- THROUGH A STATE VOCATIONAL REHABILITATION AGENCY .....5
- THROUGH A PRIVATE EMPLOYMENT AGENCY OR PROGRAM .....6
- BY CONTACTING A FORMER EMPLOYER .....7
- BY CONTACTING ANY OTHER EMPLOYERS.....8
- OTHER (SPECIFY).....99
- \_\_\_\_\_
- DON'T KNOW .....d
- REFUSED .....r

**E13. When did [you/NAME] start working at this job?**

|\_|\_| NUMBER (AGE 0 – 60; YEAR 1954 – 2015; YEARS AGO 0 – 60; MONTHS AGO 0 –100)

- AGE..... 1
- YEAR .....2
- YEARS AGO .....3
- MONTHS AGO .....4
- DON'T KNOW .....d
- REFUSED .....r

**E14. What were the reasons that [you/NAME] left?**

CODE ALL THAT APPLY

- ALCOHOL/DRUG USE..... 1
- BECAUSE OF CONDITION.....2
- BENEFIT CHANGES (SSI, SSDI, TANF).....3
- COULD NOT WORK AS MANY HOURS AS I WANTED.....4
- DECIDED I DIDN'T WANT/NEED TO WORK.....5
- DIDN'T LIKE WORKING AT JOB.....6
- FOUND ANOTHER JOB.....7
- HOMELESSNESS .....8
- INCARCERATED/JAIL .....9
- LAI D OFF ..... 10
- MOVED..... 11
- PAY WAS TOO LOW..... 12
- PERSONAL PROBLEMS ..... 13
- PREGNANCY OR CHILDCARE ISSUES..... 14
- TERMINATED/FIRED ..... 15
- TRANSPORTATION/LOGISTICAL PROBLEMS ..... 16
- SOME OTHER REASON (SPECIFY).....99
- \_\_\_\_\_
- DON'T KNOW ..... d
- REFUSED ..... r

**E15. During the past year [have/has] [you/NAME] had any problems at [your/his/her] job that caused [you/him/her] to have to work less than [you/he/she] would like?**

- YES ..... 1
- NO ..... 0 GO TO E20
- DON'T KNOW ..... d GO TO E20
- REFUSED ..... r GO TO E20

**E16. Were any of the problems [you/NAME] faced related to:**

CODE ONE PER ROW

	YES	NO	DON'T KNOW	REFUSED
a. [Your/NAME's] condition? .....	1	0	d	r
b. [Your/NAME's] job, such as pay, accommodations, or problems with [your/NAME's] co-workers?.....	1	0	d	r
c. [Your/NAME's] personal circumstances, such as childcare, having reliable transportation, or worries about losing other benefits?.....	1	0	d	r

**E17. What [was/is] it about [your/NAME's] condition(s) that might have caused [you/NAME] to have to work less or stop working?**

CODE ALL THAT APPLY

- EXISTING PROBLEM GETS WORSE ..... 1
- NEW PROBLEM STARTS.....2
- GOT INJURED.....3
- JOB HAS A NEGATIVE IMPACT ON HEALTH.....4
- NEED TO BE HOSPITALIZED .....5
- NEED TIME TO GO TO MEDICAL APPOINTMENTS .....6
- GOT FIRED FOR MISSING TOO MUCH TIME FOR APPOINTMENTS OR HOSPITALIZATION.....7
- HEALTH INTERFERES WITH JOB PERFORMANCE .....8
- DO NOT HAVE THE STRENGTH, PHYSICAL ENERGY OR STAMINA REQUIRED TO WORK.....9
- PAIN INTERFERES WITH WORKING A SET SCHEDULE.....10
- PERSONAL CARE AND GETTING READY FOR WORK TAKES TOO LONG.....11
- HEALTH STATUS FLUCTUATES UNPREDICTABLY .....12
- DO NOT HAVE SPECIAL EQUIPMENT OR MEDICAL DEVICES NEEDED IN ORDER TO WORK.....13
- WORK IS TOO TIRING OR STRESSFUL.....14
- OTHER (SPECIFY).....99
- \_\_\_\_\_
- DON'T KNOW .....d
- REFUSED .....r

**E18. What was it about [your/NAME's] job that might have caused [you/NAME] to have to work less?**

CODE ALL THAT APPLY

- JOB DOES NOT PAY ENOUGH ..... 1
- JOB DOES NOT OFFER HEALTH INSURANCE BENEFITS..... 2
- NEED A DIFFERENT SCHEDULE OR SHIFT ..... 3
- NEED TIME TO GO TO MEDICAL APPOINTMENTS ..... 4
- GOT FIRED FOR MISSING TOO MUCH TIME FOR APPOINTMENTS  
OR HOSPITALIZATION..... 5
- HEALTH INTERFERES WITH JOB PERFORMANCE ..... 6
- DO NOT HAVE THE STRENGTH, PHYSICAL ENERGY OR STAMINA  
REQUIRED TO WORK..... 7
- PAIN INTERFERES WITH WORKING A SET SCHEDULE ..... 8
- PERSONAL CARE AND GETTING READY FOR WORK TAKE TOO  
LONG ..... 9
- DO NOT HAVE SPECIAL EQUIPMENT OR MEDICAL DEVICES  
NEEDED IN ORDER TO WORK ..... 10
- OTHER (SPECIFY)..... 99
- \_\_\_\_\_
- DON'T KNOW ..... d
- REFUSED ..... r

**E19. What was it about [your/NAME's] personal circumstances that might have caused [you/NAME] to have to work less or stop working?**

CODE ALL THAT APPLY

- NEED HELP CARING FOR CHILDREN OR OTHERS.....1
  - NEED PERSONAL ASSISTANCE .....2
  - GOT INJURED.....3
  - MIGHT LOSE BENEFITS SUCH AS SOCIAL SECURITY, SNAP (FOOD STAMPS), TANF MEDICAID/MEDICARE .....4
  - PERSONALITY CONFLICTS WITH OTHERS AT THE JOB.....5
  - MIGHT GET FIRED FOR BEHAVIOR AT THE JOB.....6
  - DO NOT HAVE RELIABLE TRANSPORTATION TO AND FROM WORK..7
  - DRUG/ALCOHOL RELAPSE .....8
  - WOULD RATHER DO OTHER THINGS THAN WORK.....9
  - DO NOT LIKE WORKING.....10
  - JAIL/ARRESTED/INCARCERATED.....11
  - OTHER (SPECIFY).....99
- 
- DON'T KNOW .....d
  - REFUSED .....r

**E20. Who at [your/NAME's] [current/previous] job [knows/knew] about [your/NAME's] condition(s)?**

CODE ALL THAT APPLY

- NOBODY.....1
  - CO-WORKERS.....2
  - MANAGER OR SUPERVISOR.....3
  - HUMAN RESOURCE PERSONNEL .....4
  - OTHER (SPECIFY).....99
- 
- DON'T KNOW .....d
  - REFUSED .....r

**E21. Which of the following best describes how [you/NAME] feel(s) about discussing [your/his/her] condition(s) with others at [your/his/her] [current/previous] job? Would you say...**

CODE ONE ONLY

- [You/NAME] [are/is/were/was] comfortable discussing it with anybody at [your/his/her] job, ..... 1
- [You/NAME] [are/is/were/was] comfortable discussing it with only selected people at [your/his/her] job,..... 2
- [You/NAME] [are/is/were/was] not comfortable discussing [your/NAME's] [condition/conditions] with anybody at [your/his/her] job, or ..... 3
- [You/NAME] [are/is/were/was] neither comfortable nor uncomfortable, that is [you/NAME] [share/shares/shared] the information when necessary? ..... 4
- DON'T KNOW ..... d
- REFUSED ..... r

**E22. Thinking about [your/NAME's] [current/previous] job, please tell me if [you/NAME] [encounter/encounters/encountered] the following situation. Please answer frequently, occasionally, rarely, or never.**

CODE ONE PER ROW

	FREQUENTLY	OCCASIONALLY	RARELY	NEVER	DON'T KNOW	REF
a. Supervisors or co-workers [think/thought] [you/NAME] [can't/couldn't] perform the job well? .....	1	2	3	4	d	r
b. Co-workers [think/thought] [you/NAME] [is/were/was] receiving special treatment? .....	1	2	3	4	d	r
c. Co-workers [socialize/socialized] with [you/NAME]? .....	1	2	3	4	d	r
d. Customers or clients [are/were] uncomfortable around [you/NAME]? .....	1	2	3	4	d	r

**E23. Did [you/NAME] ever contact an employee assistance program about any problems at work?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

**E24. [Do/Did] other people with disabilities work for [your/NAME's] employer?**

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

**E25. Did [you/NAME] work before [you/he/she] had [your/his/her] condition(s)?**

YES ..... 1  
NO ..... 0 GO TO E27  
DON'T KNOW ..... d GO TO E27  
REFUSED ..... r GO TO E27

**E26. What is the longest period of time [you/NAME] worked at a job before [you/NAME] had [your/his/her] condition(s)?**

|\_|\_| NUMBER

CODE ONE ONLY

MONTHS ..... 1  
YEARS ..... 2  
DON'T KNOW ..... d  
REFUSED ..... r

**E27. [Have/Has] [you/NAME] worked since [your/his/her] condition(s) started?**

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

**E28. In the last 12 months, what was the total income of all members of [your/NAME's] household from all sources before taxes and other deductions? Please include any money from jobs, public assistance programs, or any other source.**

\$ |\_|\_|\_|\_| , |\_|\_|\_|\_| . |\_|\_|\_|\_| INCOME

INTERVIEWER PROBE: Household means people who live in your house on a permanent basis and contribute to the household financially. Please include [your/NAME's] own income and the income of everyone living with [you/NAME]. Do not include people who live there temporarily.

CODE ONE ONLY

- PER HOUR ..... 1
- PER DAY ..... 2
- PER WEEK ..... 3
- EVERY TWO WEEKS ..... 4
- MONTHLY ..... 5
- YEARLY ..... 6
- DON'T KNOW ..... d GO TO E29
- REFUSED ..... r GO TO E29

**E29. Would [you/NAME] say the income of [your/his/her] household in the last 12 months was more than \$50,000 or less than \$50,000?**

- MORE THAN \$50,000 ..... 1 GO TO E31
- ABOUT \$50,000 ..... 2 GO TO F1
- LESS THAN \$50,000 ..... 3 GO TO E30
- DON'T KNOW ..... d GO TO F1
- REFUSED ..... r GO TO F1

**E30. Would [you/NAME] say the income of [your/his/her] household in the last 12 months was more than \$25,000 or less than \$25,000?**

- MORE THAN \$25,000 ..... 1 GO TO F1
- ABOUT \$25,000 ..... 2 GO TO F1
- LESS THAN \$25,000 ..... 3 GO TO F1
- DON'T KNOW ..... d GO TO F1
- REFUSED ..... r GO TO F1

**E31. Would [you/NAME] say the income of [your/his/her] household in the last 12 months was more than \$100,000 or less than \$100,000?**

- MORE THAN \$100,000 ..... 1
- ABOUT \$100,000 ..... 2
- LESS THAN \$100,000 ..... 3
- DON'T KNOW ..... d
- REFUSED ..... r

## F. Workplace Support/Accommodations

The next questions are about workplace accommodations.

**F1. At [NAME OF COMPANY], [did you/NAME receive/have/has you/NAME received] any of the following services to help [you/NAME] keep working? Please tell me yes, no, or if the choice is not applicable.**

CODE ONE PER ROW

	YES	NO	DON'T KNOW	REFUSED	N/A
a. A job coach or on the job training? .....	1	0	d	r	2
b. A personal care attendant or personal assistant? .....	1	0	d	r	2
c. Counseling about how work will affect your/NAME's] benefits?.....	1	0	d	r	2
d. Help with transportation?.....	1	0	d	r	2
e. Help with child or family care?.....	1	0	d	r	2
f. Counseling or therapy? .....	1	0	d	r	2
g. A flexible schedule?..... (PROBE: For example, working fewer hours, changing the time [you/NAME] arrive(s) or leave(s), work at home, or taking more breaks to accommodate [your/his/her] condition in the workplace.) .....	1	0	d	r	2
h. Modified job duties?..... (PROBE: For example, a light duty job or less demanding job tasks to accommodate [your/his/her] condition in the workplace.)	1	0	d	r	2
i. Special equipment or modified work space? .....	1	0	d	r	2
(PROBE: For example, modifying [your/his/her] work area, improving accessibility in the building, or providing assigned parking to accommodate [your/his/her] condition in the workplace.).....					
j. Arrangement for co-workers or others to assist [you/NAME]? .....	1	0	d	r	2
IF C3= 1					
k. A reader or interpreter for the blind?.....	1	0	d	r	2
IF C2=1					
l. A sign language interpreter? .....	1	0	d	r	2

## G. Employment Barriers

**G1. Now I have some questions about why [you/NAME] [are/is] not currently working. First, [do/does] [you/NAME] see [yourself/himself/herself] working in the next 6 months?**

- YES ..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

**G2. People say that they are not working for a number of reasons. The following are some of the reasons people sometimes give for not working. Please tell me if any of them is a reason why [you/NAME] [are/is] not currently working.**

CODE ONE PER ROW

	YES	NO	DON'T KNOW	REFUSED
a. A physical or mental condition prevents [you/NAME] from working .....	1	0	d	r
b. Workplaces are not accessible to people with [your/NAME's] condition .....	1	0	d	r
c. [You/NAME] [do/does] not want to lose benefits such as condition, workers' compensation, TANF or Medicaid .....	1	0	d	r
d. [You/NAME] [are/is] caring for someone else .....	1	0	d	r
e. [You/NAME] [do/does] not have reliable transportation to and from work.....	1	0	d	r
f. [You/NAME] cannot find a job .....	1	0	d	r
g. [You/NAME] lack(s) skills .....	1	0	d	r
h. Employers will not give [you/NAME] a chance to show [you/he/she] can work .....	1	0	d	r
i. [You/NAME] [are/is] waiting to finish school or a training program .....	1	0	d	r
j. Previous attempts to work have been discouraging.....	1	0	d	r
k. Family or friends do not think [you/NAME] can work .....	1	0	d	r

**G3. [You/NAME] said that one of the reasons [you/NAME] [are/is] not working is because a physical or mental condition prevents [you/NAME] from working. I am going to read a list of reasons why some people say their medical condition prevents them working. For each, please tell me “yes” if it is a reason why [your/NAME’s] health prevents [you/NAME] from working. [You/NAME] may say yes to more than one reason.**

CODE ONE PER ROW

	YES	NO	DON'T KNOW	REFUSED
a. [You/NAME] [do/does] not have the physical or mental energy required to work at a job .....	1	0	d	r
b. [You/NAME] experience(s) severe pain that interferes with a job or work schedule.....	1	0	d	r
c. Working at a job is too stressful .....	1	0	d	r
d. Work would be physically harmful to [your/NAME’s] health .....	1	0	d	r
e. The time [you/NAME] need(s) to take care of [your/NAME’s] health, including appointments, interferes with a regular work schedule .....	1	0	d	r
f. [You/NAME] [are/is] unable to get the treatment [you/NAME] need(s) to improve [your/NAME’s] condition enough to go to work	1	0	d	r
g. [Your/NAME’s] condition gets better or worse in unpredictable ways.....	1	0	d	r
h. [You/NAME] [have/has] disagreements with coworkers	1	0	d	r
i. Any other reasons not mentioned? (specify) ...	1	0	d	r

## H. Public Benefits

The next questions are about government benefits [you/NAME] may receive.

H1. [Do/Does] [you/NAME] currently receive some kind of government disability benefits such as SSI or SSDI?

PROBE: IF NEEDED - SSI is a program administered by the Social Security Administration which makes assistance payments to some low income individuals with disabilities. A person may be receiving either or both SSI and SSDI checks

PROBE: IF NEEDED - SSDI is a program administered by the Social Security Administration which makes payments to some individuals with disabilities. A person may be receiving either or both SSI and SSDI checks].

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

H2. [Are/Is] [you/NAME] currently receiving any money from TANF (Temporary Assistance to Needy Families) or [FILL STATE WELFARE PROGRAM]?

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

H3. [Are/Is] [you/NAME] currently receiving SNAP (the Supplemental Nutrition Assistance Program), which used to be called food stamps? [This program is also known as [FILL STATE SNAP NAME] in [FILL STATE]]. It puts money on a card that you can use to buy food.

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

H4. [Are/Is] [you/NAME] currently receiving any kind of welfare or public assistance benefits from a federal, state, or county program?

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

**H5. [Have/Has] [you/NAME] ever applied for Workers Compensation? [FILL STATE Workers Compensation Program] provides wage replacement benefits, medical treatment, vocational rehabilitation, and other benefits to workers or their dependents who are injured at work or acquire an occupational disease.**

- YES .....1
- NO .....0 GO TO I1
- DON'T KNOW .....d GO TO I1
- REFUSED .....r GO TO I1

**H6. What was the outcome of [your/NAME's] Workers Compensation claim? Was it...**

CODE ONE ONLY

- Approved, .....1**
- Denied, .....2**
- Or [are/is] [you/NAME] still waiting to hear?.....3**
- DON'T KNOW .....d
- REFUSED .....r

## I. Health Insurance

**11. The following questions are about your health insurance. [Are/Is] [you/NAME] currently covered by Medicaid? In [your/NAME's] state, [you/NAME] may also hear it called [STATEMED].**

- YES ..... 1  
 NO ..... 0 GO TO I3  
 DON'T KNOW ..... d GO TO I3  
 REFUSED ..... r GO TO I3

**12. [Are/Is] [you/NAME] currently covered by Medicare?**

- YES ..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

**13. [Are/Is] [you/NAME] currently covered by a plan from the military, Veterans Affairs, or Indian Health Service? These may include TRICARE, CHAMP-US, or CHAMP-VA.**

- YES ..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

**14. [Do/Does] [you/NAME] have health insurance provided through...**

CODE ONE PER ROW

	YES	NO	DON'T KNOW	REFUSED
a. Healthcare.gov.....	1	0	d	r
b. [Your/NAME's] employer, union, or college .....	1	0	d	r
c. Spouse or partner's employer .....	1	0	d	r
d. A parent .....	1	0	d	r
e. Private healthcare insurance [you/NAME] purchased .....	1	0	d	r

## J. Vocational Rehabilitation, Internet Access, and Executive Function

The purpose of these next questions is to learn more about [your/NAME's] vocational rehabilitation application, internet access, computer usage, and personal characteristics.

**J1. Why did [you/NAME] apply for vocational rehabilitation services?**

MARK ALL THAT APPLY

- TO OBTAIN MEDICAL TREATMENT ..... 1
  - TO OBTAIN SOME TYPE OF ASSISTIVE TECHNOLOGY .....2
  - TO GET A JOB .....3
  - TO OBTAIN JOB RETENTION SERVICES FOR YOUR CURRENT JOB ..4
  - TO OBTAIN VOCATIONAL TRAINING/SERVICES.....5
  - TO OBTAIN SUPPORT FOR EDUCATION .....6
  - TO OBTAIN COUNSELING OR PSYCHOTHERAPY .....7
  - RECOMMENDED BY WORKER'S COMPENSATION .....8
  - RECOMMENDED BY A FRIEND .....9
  - RECOMMENDED BY A FAMILY MEMBER.....10
  - RECOMMENDED BY HEALTHCARE PROFESSIONAL.....11
  - REQUIRED BY SOCIAL SECURITY (SSI/SSDI) IN ORDER TO GET  
BENEFITS .....12
  - OTHER (SPECIFY).....99
- \_\_\_\_\_
- DON'T KNOW .....d
  - REFUSED .....r

**J2. This next question is to find out if [you/NAME] [have/has] taken advantage of any of the following sources that help people prepare for work or advance on the job. In the past 2 years, [have/has] [you/NAME] received assistance from:**

CODE ONE PER ROW

	YES	NO	DON'T KNOW	REFUSED
a. [FILL STATE SVRA]? .....	1	0	d	r
b. [FILL STATE CAREER CENTER]?.....	1	0	d	r
c. Any other employment assistance program? (SPECIFY) .....	1	0	d	r

The following questions will be asking about computers and the Internet, or the World Wide Web, including sending and receiving e-mail.

**J3. [Do/Does] [you/NAME] have access to the internet at home?**

- YES .....1
- NO .....0
- DON'T KNOW .....d
- REFUSED .....r

**J4. Is there a place where [you/NAME] can go use the Internet, such as a friend or family members house, library, or some other place?**

- YES .....1
- NO .....0
- DON'T KNOW .....d
- REFUSED .....r

**J5. [Do/Does/Did] [you/NAME] use a computer as part of [your/his/her] job?**

- YES .....1 GO TO J6
- NO .....0 GO TO J7
- DON'T KNOW .....d GO TO J7
- REFUSED .....r GO TO J7

**J6. I will read [you/NAME] a list of tasks people use computers at work for. Please tell me if [you/NAME] [conduct/conducts/conducted] the task never, rarely, sometimes, often, or every day. How often [do/does/did] [you/NAME]...**

CODE ONE PER ROW

	NEVER	RARELY	SOMETIMES	OFTEN	EVERY DAY	DON'T KNOW	REFUSED
a. use email? .....	1	2	3	4	5	d	r
b. use the Internet for job related tasks? .....	1	2	3	4	5	d	r
c. use spreadsheet software at work, for example Excel? .....	1	2	3	4	5	d	r
d. use a word processor at work, for example Word? .....	1	2	3	4	5	d	r
e. participate in real-time discussions on the Internet at work, for example online conferences, or chat groups? .....	1	2	3	4	5	d	r

**J7. The next questions describe characteristics that may or may not apply to [you/NAME]. For example, [do/does] [you/NAME] agree that [you/he/she] [are/is] someone who likes to spend time with others? For each statement, please tell me whether [you/NAME] disagree(s) strongly, disagree(s) a little, neither agree(s) nor disagree(s), agree(s) a little or agree(s) strongly. [I/NAME] see(s) [myself/himself/herself] as someone who...**

CODE ONE PER ROW

	DISAGREE STRONGLY	DISAGREE A LITTLE	NEITHER AGREE NOR DISAGREE	AGREE A LITTLE	AGREE STRONGLY	DON'T KNOW	REFUSED
a. Does a thorough job.....	1	2	3	4	5	d	r
b. Can be somewhat careless.....	1	2	3	4	5	d	r
c. Is a reliable worker.....	1	2	3	4	5	d	r
d. Tends to be disorganized.....	1	2	3	4	5	d	r
e. Tends to be lazy.....	1	2	3	4	5	d	r
f. Perseveres until the task is finished .....	1	2	3	4	5	d	r
g. Does things efficiently ..	1	2	3	4	5	d	r
h. Makes plans and follows through with them .....	1	2	3	4	5	d	r
i. Is easily distracted .....	1	2	3	4	5	d	r

## K. Demographics

**K1. CONFIRM OR ASK: [Are/Is] [you/NAME] a male or female?**

- MALE ..... 1
- FEMALE.....2
- DON'T KNOW ..... d
- REFUSED ..... r

**K2. What is [your/NAME's] current marital status? [Are/Is] [you/NAME]...**

CODE ONE ONLY

- Married,** ..... 1
- Living with a partner,** .....2
- Widowed,** .....3
- Divorced,** .....4
- Separated,** .....5
- Never married, or** .....6
- Something else? Please specify (SPECIFY)** .....99
- \_\_\_\_\_
- DON'T KNOW ..... d
- REFUSED ..... r

**K3. What is the highest level of school [you/NAME] [have/has] completed or the highest degree [you/NAME] [have/has] received?**

CODE ONE ONLY

- LESS THAN HIGH SCHOOL..... 1
- HIGH SCHOOL GRADUATE OR EQUIVALENT (i.e. GED, SPED) .....2
- SOME COLLEGE BUT NO DEGREE .....3
- ASSOCIATE DEGREE OR TECHNICAL/VOCATIONAL CERTIFICATE ....4
- BACHELOR'S DEGREE (i.e. BA, AB, BS) .....5
- MASTER'S DEGREE (i.e. MA, MS, MENG, MED, MSW, MBA) .....6
- DOCTORAL DEGREE (i.e. PhD, EDD) .....7
- DON'T KNOW ..... d
- REFUSED ..... r

**K4. [Are/Is] [you/NAME] Spanish, Hispanic, or Latino?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

**K5. What is [your/NAME's] race? [You/NAME] may name more than one if [you/he/ she] like(s). [Are/Is] [you/NAME]...**

CODE ALL THAT APPLY

- White, ..... 1**
- Black or African American, ..... 2**
- American Indian or Alaska Native, ..... 3**
- Native Hawaiian or Other Pacific Islander, or ..... 4**
- Asian, or ..... 5**
- Something else? Please specify [your/NAME's] race (SPECIFY) ..... 99**
- \_\_\_\_\_
- DON'T KNOW ..... d
- REFUSED ..... r

**K6. [Are/Is] (you/NAME) a Veteran of the U.S. Armed forces?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW, ..... d
- REFUSED ..... r

## L. Contact Information

- L1. We would like to conduct additional research on employment outcomes without taking up [your/NAME's] time with more questions. We would like [your/NAME's] permission to obtain future administrative records from [STATE SVRA] to follow up on [your/his/her] progress, for example, whether [you/NAME] continue to receive services and updates on employment. Is that okay?

CODE ONE ONLY

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

- L2. I have just a few more questions today. As we discussed, as a token of appreciation for [your/NAME's] time today, we will send [you/NAME] a gift card for \$25. Can [you/NAME] confirm the spelling of [your/NAME's] name and [your/his/her] address is... [PRELOAD ADDRESS WE SENT ADVANCE LETTER AND READ ALOUD. UPDATE IF NEEDED].

YES ..... 1 GO TO L3  
NO, [ADD NEW ADDRESS AND CHANGE NAME] ..... 0

\_\_\_\_\_  
FIRST NAME AND LAST NAME

\_\_\_\_\_  
STREET 1

\_\_\_\_\_  
STREET 2

\_\_\_\_\_  
CITY

\_\_\_\_\_  
STATE

\_\_\_\_\_  
ZIP

DON'T KNOW ..... d  
REFUSED ..... r

**L3. We also may want to contact [you/NAME] again in the future to hear about how [you/NAME] [are/is] doing. Can we use the same address?**

YES .....1 GO TO L4

NO, [ADD NEW ADDRESS] .....0

\_\_\_\_\_  
STREET 1

\_\_\_\_\_  
STREET 2

\_\_\_\_\_  
STREET 3

\_\_\_\_\_  
CITY

\_\_\_\_\_  
STATE

\_\_\_\_\_  
ZIP

DON'T KNOW .....d

REFUSED .....r

**L4. What is the best telephone number at which to reach [you/NAME]?**

|\_|\_|\_| - |\_|\_|\_| - |\_|\_|\_|\_|

DON'T KNOW .....d GO TO L6

REFUSED .....r GO TO L6

**L5. Is that number a land line or cell phone?**

CODE ONE ONLY

LANDLINE .....1

CELL PHONE .....2

DON'T KNOW .....d

REFUSED .....r

**L6. What is [your/NAME's] e-mail address?**

\_\_\_\_\_ EMAIL ADDRESS

I DON'T HAVE EMAIL .....1

DON'T KNOW .....d

REFUSED .....r

**L7. Because people move from time to time, we would like to get the contact information for another person who will always be able to reach [you/NAME].**

**What is that person's name?**

\_\_\_\_\_  
FIRST NAME

\_\_\_\_\_  
MIDDLE INITIAL/NAME

\_\_\_\_\_  
LAST NAME

DON'T KNOW .....d

REFUSED .....r

**L8. What is [your/NAME's] relationship with this person? [CONTACT NAME from L7] is [your/NAME's]...**

CODE ONE ONLY

MOTHER/FATHER .....1

BROTHER/SISTER .....2

CHILD .....3

GRAND MOTHER/GRANDFATHER .....4

COUSIN .....5

OTHER RELATIVE .....6

FRIEND .....7

OTHER NON-RELATIVE .....8

DON'T KNOW .....d

REFUSED .....r

**L9. What is [CONTACT NAME FROM L7 (ContactPer)]'s mailing address?**

\_\_\_\_\_  
STREET 1

\_\_\_\_\_  
STREET 2

\_\_\_\_\_  
STREET 3

\_\_\_\_\_  
CITY

\_\_\_\_\_  
STATE

\_\_\_\_\_  
ZIP

DON'T KNOW .....d

REFUSED .....r

**L10. What is the best telephone number at which to reach [CONTACT NAME FROM L7]?**

|\_|\_|\_| - |\_|\_|\_| - |\_|\_|\_|\_|

DON'T KNOW .....d

REFUSED .....r

**L11. What is [FIRST NAME L7 (ContactPer)]'s email address?**

\_\_\_\_\_ EMAIL ADDRESS

CONTACT DOES NOT HAVE EMAIL .....1

DON'T KNOW .....d

REFUSED .....r

**L12. CODE. How was this interview completed?**

CATI .....1

TTY .....2

TRS .....3

INSTANT MESSAGE .....4

**THANK YOU. Those are all the questions I have for [you/NAME]. Thank you very much for [your/NAME's] time and [your/his/her] participation.**

# APPENDIX C

# Ohio Department of Aging (ODA) - Program Year 2014

## Senior Community Service Employment Program (SCSEP)

### Ohio - SCSEP Equitable Distribution by County and Grantee - Authorized Positions

County	Equitable Share (Total)	Ohio Department of Aging	AARP	Easter Seals	Experience Works	Mature Services	National Caucus and Center on Black Aged	Senior Service America
<b>Ohio Total</b>	<b>1,907</b>	<b>389</b>	<b>268</b>	<b>135</b>	<b>345</b>	<b>509</b>	<b>161</b>	<b>100</b>
Adams	11	7				4		
Allen	18				18			
Ashland	9	7				2		
Ashtabula	21					21		
Athens	11	6						5
Auglaize	6				6			
Belmont	17							17
Brown	8	5				3		
Butler	43					43		
Carroll	6	6						
Champaign	6				6			
Clark	23	11			12			
Clermont	21					21		
Clinton	8					8		
Columbiana	22							22
Coshocton	9				9			
Crawford	6				6			
Cuyahoga	292	33	98				161	
Darke	10				10			
Defiance	6				6			
Delaware	11		11					
Erie	14				14			
Fairfield	18	18						
Fayette	8					8		
Franklin	153	21	132					
Fulton	5				5			
Gallia	10	10						
Geauga	11	11						
Greene	13			13				
Guernsey	9							9
Hamilton	126					126		
Hancock	10				10			
Hardin	5				5			
Harrison	4							4
Henry	4				4			
Highland	12	6				6		
Hocking	8	5				3		
Holmes	5	5						
Huron	10				10			
Jackson	9	5				4		
Jefferson	14							14
Knox	10				10			
Lake	28	20				8		
Lawrence	18	7				11		
Licking	21		21					

# Ohio Department of Aging (ODA) - Program Year 2014

## Senior Community Service Employment Program (SCSEP)

### Ohio - SCSEP Equitable Distribution by County and Grantee - Authorized Positions

County	Equitable Share (Total)	Ohio Department of Aging	AARP	Easter Seals	Experience Works	Mature Services	National Caucus and Center on Black Aged	Senior Service America
<b>Ohio Total</b>	<b>1,907</b>	<b>389</b>	<b>268</b>	<b>135</b>	<b>345</b>	<b>509</b>	<b>161</b>	<b>100</b>
Logan	8				8			
Lorain	46					46		
Lucas	69				69			
Madison	6		6					
Mahoning	58					58		
Marion	14				14			
Medina	16	9				7		
Meigs	7	7						
Mercer	6				6			
Miami	13				13			
Monroe	5							5
Montgomery	99			99				
Morgan	5							5
Morrow	6				6			
Muskingum	17				17			
Noble	5							5
Ottawa	7				7			
Paulding	3				3			
Perry	8					8		
Pickaway	7	7						
Pike	9	9						
Portage	16	16						
Preble	8			8				
Putnam	4				4			
Richland	22	10			12			
Ross	14	11				3		
Sandusky	9				9			
Scioto	21	13				8		
Seneca	10				10			
Shelby	7				7			
Stark	64	44				20		
Summit	89	14				75		
Trumbull	42	26				16		
Tuscarawas	20	20						
Union	4				4			
Van Wert	4				4			
Vinton	5	5						
Warren	15			15				
Washington	14							14
Wayne	15	15						
Williams	6				6			
Wood	12				12			
Wyandot	3				3			

## Ohio Department of Developmental Disabilities (DODD) - as of July 2015

Reporting County	Integrated Employment	Facility Based Work	Facility Based Non Work
<b>Ohio Total</b>	<b>8,163</b>	<b>17,224</b>	<b>6,706</b>
Adams	3	52	13
Allen	149	140	111
Ashland	14	98	30
Ashtabula	60	195	4
Athens	67	29	104
Auglaize	38	80	30
Belmont	62	126	87
Brown	21	74	31
Butler	293	178	299
Carroll	13	77	7
Champaign	12	38	38
Clark	26	398	88
Clermont	228	140	99
Clinton	13	86	0
Columbiana	16	249	75
Coshocton	7	77	10
Crawford	34	82	11
Cuyahoga	1,071	1,958	1,260
Darke	45	45	50
Defiance	11	62	18
Delaware	138	38	171
Erie	52	103	60
Fairfield	39	81	68
Fayette	35	33	14
Franklin	1,034	1,619	7
Fulton	20	86	16
Gallia	3	50	13
Geauga	72	81	60
Greene	43	95	156
Guernsey	13	85	6
Hamilton	372	1,259	614
Hancock	76	123	57
Hardin	10	57	14
Harrison	13	21	3
Henry	59	45	34
Highland	8	83	5
Hocking	19	57	30
Holmes	3	77	28
Huron	54	73	31
Jackson	10	57	10
Jefferson	18	81	63
Knox	54	47	78
Lake	104	292	165
Lawrence	29	141	39

Reporting County	Integrated Employment	Facility Based Work	Facility Based Non Work
<b>Ohio Total</b>	<b>8,163</b>	<b>17,224</b>	<b>6,706</b>
Licking	128	134	177
Logan	39	87	15
Lorain	325	571	16
Lucas	394	928	271
Madison	30	60	49
Mahoning	78	434	142
Marion	43	116	34
Medina	186	119	35
Meigs	5	52	6
Mercer	77	61	12
Miami	84	223	64
Monroe	9	33	3
Montgomery	295	645	389
Morgan	5	6	3
Morrow	2	48	24
Muskingum	82	44	19
Noble	8	12	0
Ottawa	32	142	28
Paulding	12	56	12
Perry	7	80	55
Pickaway	32	49	13
Pike	8	83	4
Portage	55	248	32
Preble	25	80	33
Putnam	19	100	25
Richland	103	276	114
Ross	43	109	54
Sandusky	66	153	33
Scioto	44	43	77
Seneca	39	138	45
Shelby	21	99	10
Stark	366	781	95
Summit	443	926	410
Trumbull	34	398	22
Tuscarawas	28	142	27
Union	79	51	7
Van Wert	16	95	20
Vinton	4	37	3
Warren	87	128	59
Washington	51	67	54
Wayne	37	310	6
Williams	25	42	16
Wood	203	106	67
Wyandot	33	44	19

# Ohio Department of Education (ODE)

## Counts by Disability Ages 14 and older for School Year 2013-2014

County	Multiple	Deaf-Blind	Hearing	Visual	Speech	Orthopedic	Emotional	Intellectual
Adams	28	<10	<10	<10	0	<10	19	68
Allen	44	0	<10	<10	<10	<10	44	195
Ashland	29	0	<10	<10	0	<10	<10	46
Ashtabula	44	0	10	<10	<10	<10	87	124
Athens	35	0	0	0	<10	<10	36	74
Auglaize	38	0	<10	0	<10	0	16	16
Belmont	16	0	<10	0	<10	0	30	99
Brown	21	<10	11	<10	<10	0	18	34
Butler	173	<10	25	16	36	17	190	252
Carroll	13	0	<10	0	0	0	<10	30
Champaign	22	0	<10	<10	<10	<10	11	34
Clark	84	<10	10	<10	<10	<10	64	192
Clermont	96	<10	22	<10	<10	<10	95	101
Clinton	26	0	<10	<10	<10	<10	20	64
Columbiana	86	0	<10	<10	11	<10	52	120
Coshocton	23	0	<10	<10	<10	0	17	39
Crawford	33	0	<10	0	<10	<10	35	35
Cuyahoga	604	5	101	31	108	74	1,430	1,205
Darke	19	0	<10	<10	<10	<10	18	65
Defiance	28	0	<10	<10	<10	<10	25	46
Delaware	41	<10	<10	<10	<10	10	50	95
Erie	51	0	<10	<10	<10	<10	70	50
Fairfield	67	0	<10	<10	12	<10	99	75
Fayette	28	0	<10	0	<10	<10	19	37
Franklin	527	<10	113	46	106	73	1,166	1,015
Fulton	26	0	<10	<10	<10	<10	20	22
Gallia	33	0	<10	<10	0	0	24	29
Geauga	40	0	<10	<10	<10	<10	66	40
Greene	84	0	<10	0	10	<10	85	82
Guernsey	26	0	<10	<10	<10	0	32	65
Hamilton	439	<10	59	21	180	19	661	762
Hancock	38	0	<10	<10	<10	<10	30	64
Hardin	21	0	<10	0	<10	<10	14	29
Harrison	10	0	<10	0	0	0	16	24
Henry	15	0	<10	0	<10	0	19	22
Highland	26	0	<10	<10	<10	<10	28	65
Hocking	15	0	<10	<10	0	<10	11	29
Holmes	33	0	<10	<10	<10	<10	<10	15
Huron	45	0	<10	<10	15	<10	30	70
Jackson	48	0	<10	<10	<10	<10	12	43
Jefferson	64	0	<10	<10	<10	<10	45	156
Knox	23	0	<10	<10	<10	<10	36	55
Lake	78	0	22	<10	14	<10	204	103
Lawrence	64	0	<10	<10	<10	<10	30	82
Licking	79	0	11	<10	16	12	79	137
Logan	14	<10	<10	<10	<10	<10	27	39
Lorain	165	0	20	11	<10	15	226	180



# Ohio Department of Education (ODE)

## Counts by Disability Ages 14 and older for School Year 2013-2014

County	Specific Learning	Autism	Traumatic Brain Injury	Other Health-Major	Other Health - Minor	Total	Potentially Eligible OOD TOTAL (Minus OOD speech and ODE specific learning plus OOD specific learning)
Adams	143	<10	<10	0	47	323	183
Allen	363	45	<10	0	89	802	444
Ashland	189	17	<10	0	39	336	151
Ashtabula	458	50	0	<10	121	909	459
Athens	278	13	<10	<10	32	479	204
Auglaize	266	27	<10	0	56	432	169
Belmont	271	29	<10	0	32	486	218
Brown	185	14	<10	0	66	363	179
Butler	1,303	223	25	<10	551	2,815	1,506
Carroll	84	12	0	0	21	172	90
Champaign	166	14	<10	<10	48	308	143
Clark	498	60	13	<10	145	1,086	596
Clermont	731	99	<10	<10	257	1,427	710
Clinton	177	20	<10	0	52	382	206
Columbiana	590	56	<10	<10	80	1,018	431
Coshocton	200	16	<10	0	54	356	158
Crawford	263	16	<10	<10	70	465	205
Cuyahoga	5,241	819	83	25	1,777	11,503	6,275
Darke	193	23	<10	<10	52	382	190
Defiance	187	28	<10	0	56	384	198
Delaware	423	105	<10	<10	279	1,036	620
Erie	307	50	<10	<10	132	683	380
Fairfield	563	87	17	<10	299	1,235	673
Fayette	130	18	<10	<10	61	308	178
Franklin	5,489	1,013	104	23	2,123	11,799	6,330
Fulton	179	30	<10	0	54	349	171
Gallia	151	14	<10	<10	28	286	138
Geauga	263	64	10	<10	92	599	339
Greene	457	116	<10	<10	228	1,084	628
Guernsey	151	10	<10	<10	65	357	206
Hamilton	3,107	454	55	17	1,127	6,904	3,688
Hancock	334	35	<10	0	76	596	267
Hardin	116	<10	<10	0	34	222	106
Harrison	69	<10	0	<10	21	148	81
Henry	153	12	<10	<10	33	265	113
Highland	158	20	<10	<10	65	387	230
Hocking	134	12	<10	0	40	251	120
Holmes	123	<10	<10	0	30	225	102
Huron	260	32	<10	<10	62	538	269
Jackson	177	12	<10	0	30	333	157
Jefferson	228	17	0	<10	40	562	336
Knox	189	29	11	0	78	429	241
Lake	723	174	<10	<10	272	1,614	894
Lawrence	277	29	<10	<10	122	621	347
Licking	684	73	10	<10	243	1,348	664
Logan	196	21	<10	0	55	363	169
Lorain	1,200	192	12	<10	414	2,448	1,273



# Ohio Department of Mental Health and Addiction Services (ODMHAS)

FY 2014 ODMHAS Clients - Adults Ages 18 to 64

County	Number Receiving Substance Abuse and Mental Health Services
<b>Ohio Total</b>	<b>212,808</b>
Adams	867
Allen	1,962
Ashland	685
Ashtabula	3,128
Athens	2,125
Auglaize	505
Belmont	1,563
Brown	677
Butler	6,314
Carroll	285
Champaign	500
Clark	2,846
Clermont	2,268
Clinton	1,039
Columbiana	2,735
Coshocton	735
Crawford	1,132
Cuyahoga	26,617
Darke	572
Defiance	744
Delaware	1,092
Erie	1,510
Fairfield	2,413
Fayette	587
Franklin	17,456
Fulton	530
Gallia	1,039
Geauga	753
Greene	2,230
Guernsey	1,147
Hamilton	14,096
Hancock	1,120
Hardin	512
Harrison	320
Henry	363
Highland	814
Hocking	907
Holmes	274
Huron	814
Jackson	935
Jefferson	2,124
Knox	1,082
Lake	4,095
Lawrence	1,980

County	Number Receiving Substance Abuse and Mental Health Services
<b>Ohio Total</b>	<b>212,808</b>
Licking	2,683
Logan	642
Lorain	4,485
Lucas	12,920
Madison	631
Mahoning	5,678
Marion	1,407
Medina	1,215
Meigs	740
Mercer	480
Miami	1,295
Monroe	233
Montgomery	11,467
Morgan	283
Morrow	447
Muskingum	1,991
Noble	189
Ottawa	628
Paulding	284
Perry	892
Pickaway	756
Pike	838
Portage	2,549
Preble	589
Putnam	271
Richland	2,234
Ross	2,308
Sandusky	696
Scioto	3,437
Seneca	886
Shelby	672
Stark	7,344
Summit	10,847
Trumbull	4,967
Tuscarawas	1,721
Union	394
Van Wert	383
Vinton	450
Warren	1,590
Washington	1,431
Wayne	1,935
Williams	695
Wood	1,485
Wyandot	248

# Ohio Department of Veterans Services (ODVS)

## VA Pension and Disability Compensation Paid to Ohio Veterans by County for 2014

County	Total: Compensation (C)	Total: Pension (P)	Total C+P
<b>Ohio Total</b>	<b>118,534</b>	<b>15,262</b>	<b>133,796</b>
Adams	372	68	<b>440</b>
Allen	1,057	180	<b>1,237</b>
Ashland	590	62	<b>652</b>
Ashtabula	1,254	196	<b>1,450</b>
Athens	598	128	<b>726</b>
Auglaize	467	46	<b>513</b>
Belmont	772	123	<b>895</b>
Brown	544	70	<b>614</b>
Butler	4,040	307	<b>4,347</b>
Carroll	350	31	<b>381</b>
Champaign	403	49	<b>452</b>
Clark	2,283	204	<b>2,487</b>
Clermont	2,460	146	<b>2,606</b>
Clinton	574	43	<b>617</b>
Columbiana	1,296	180	<b>1,476</b>
Coshocton	460	52	<b>512</b>
Crawford	438	76	<b>514</b>
Cuyahoga	10,943	2,540	<b>13,483</b>
Darke	499	51	<b>550</b>
Defiance	580	41	<b>621</b>
Delaware	1,139	69	<b>1,208</b>
Erie	758	191	<b>949</b>
Fairfield	1,676	144	<b>1,820</b>
Fayette	305	36	<b>341</b>
Franklin	10,525	1,384	<b>11,909</b>
Fulton	397	31	<b>428</b>
Gallia	407	54	<b>461</b>
Geauga	724	70	<b>794</b>
Greene	4,630	121	<b>4,751</b>
Guernsey	547	81	<b>628</b>
Hamilton	6,272	1,123	<b>7,395</b>
Hancock	579	67	<b>646</b>
Hardin	283	28	<b>311</b>
Harrison	180	24	<b>204</b>
Henry	218	17	<b>235</b>
Highland	525	81	<b>606</b>
Hocking	370	32	<b>402</b>
Holmes	184	20	<b>204</b>
Huron	589	63	<b>652</b>
Jackson	476	85	<b>561</b>
Jefferson	802	124	<b>926</b>
Knox	598	57	<b>655</b>
Lake	2,317	249	<b>2,566</b>
Lawrence	1,040	127	<b>1,167</b>

County	Total: Compensation (C)	Total: Pension (P)	Total C+P
<b>Ohio Total</b>	<b>118,534</b>	<b>15,262</b>	<b>133,796</b>
Licking	2,354	176	<b>2,530</b>
Logan	443	45	<b>488</b>
Lorain	3,014	281	<b>3,295</b>
Lucas	3,187	529	<b>3,716</b>
Madison	380	34	<b>414</b>
Mahoning	2,343	524	<b>2,867</b>
Marion	598	90	<b>688</b>
Medina	1,513	116	<b>1,629</b>
Meigs	276	41	<b>317</b>
Mercer	370	38	<b>408</b>
Miami	1,127	84	<b>1,211</b>
Monroe	185	29	<b>214</b>
Montgomery	7,932	866	<b>8,798</b>
Morgan	220	37	<b>257</b>
Morrow	396	43	<b>439</b>
Muskingum	941	137	<b>1,078</b>
Noble	150	15	<b>165</b>
Ottawa	521	32	<b>553</b>
Paulding	197	12	<b>209</b>
Perry	380	51	<b>431</b>
Pickaway	684	74	<b>758</b>
Pike	496	69	<b>565</b>
Portage	1,584	144	<b>1,728</b>
Preble	489	26	<b>515</b>
Putnam	210	15	<b>225</b>
Richland	1,390	203	<b>1,593</b>
Ross	1,200	183	<b>1,383</b>
Sandusky	646	57	<b>703</b>
Scioto	1,117	160	<b>1,277</b>
Seneca	539	51	<b>590</b>
Shelby	437	33	<b>470</b>
Stark	3,449	552	<b>4,001</b>
Summit	4,616	720	<b>5,336</b>
Trumbull	2,394	305	<b>2,699</b>
Tuscarawas	1,081	116	<b>1,197</b>
Union	508	21	<b>529</b>
Van Wert	295	25	<b>320</b>
Vinton	175	26	<b>201</b>
Warren	1,925	110	<b>2,035</b>
Washington	724	69	<b>793</b>
Wayne	969	121	<b>1,090</b>
Williams	464	29	<b>493</b>
Wood	899	74	<b>973</b>
Wyandot	195	28	<b>223</b>



## All In-Demand Occupations

Listed According to Job Openings

Listed below are all 196 in-demand occupations across the state of Ohio, sorted by the occupation’s total annual job openings. Entry into these occupations requires varying levels of education, on-the-job-training and relevant work experience. Discuss these options with your OhioMeansJobs Center’s workforce specialist.

Occupation Title	Starting Wage	Median Annual Wage	Education Level	On-the-Job Training	Relevant Work Experience	Annual Job Openings*
Registered Nurses	\$47,440	\$60,530	Associate's degree	None	\$	4,271
Customer Service Representatives	\$19,640	\$31,170	High school diploma or equivalent	Short-term on-the-job training	\$	2,824
Office Clerks, General	\$18,110	\$27,780	High school diploma or equivalent	Short-term on-the-job training	\$	2,578
Nursing Aides, Orderlies, and Attendants (STNA)	\$18,860	\$23,740	Certificate/Some College	None	\$	2,373
Licensed Practical and Licensed Vocational Nurses	\$31,870	\$40,120	Certificate/Some College	None	\$	1,886
Heavy and Tractor-Trailer Truck Drivers	\$25,340	\$37,720	High school diploma or equivalent	Short-term on-the-job training	1 to 5 years	1,684
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	\$19,980	\$31,660	High school diploma or equivalent	Short-term on-the-job training	\$	1,588
Accountants and Auditors	\$39,310	\$60,420	Bachelor's degree	None	\$	1,546
General and Operations Managers	\$41,970	\$89,740	Associate's degree	None	1 to 5 years	1,526
Medical Secretaries	\$20,810	\$29,730	High school diploma or equivalent	Moderate-term on-the-job training	\$	1,515

Occupation Title	Starting Wage	Median Annual Wage	Education Level	On-the-Job Training	Relevant Work Experience	Annual Job Openings*
First-Line Supervisors of Office and Administrative Support Workers	\$29,590	\$47,040	High school diploma or equivalent	None	1 to 5 years	1,413
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	\$27,280	\$51,140	High school diploma or equivalent	Moderate-term on-the-job training	§	1,386
Maintenance and Repair Workers, General	\$21,130	\$35,800	High school diploma or equivalent	Moderate-term on-the-job training	§	1,371
First-Line Supervisors of Food Preparation and Serving Workers	\$18,610	\$27,630	High school diploma or equivalent	None	1 to 5 years	1,341
First-Line Supervisors of Retail Sales Workers	\$21,180	\$34,220	High school diploma or equivalent	None	1 to 5 years	1,242
Farmers, Ranchers, and Other Agricultural Managers	\$40,660	\$57,850	High school diploma or equivalent	None	More than 5 years	1,219
Construction Laborers	\$22,190	\$36,520	Less than high school	Short-term on-the-job training	§	1,205
Sales Representatives, Services, All Other	\$25,330	\$46,770	High school diploma or equivalent	Short-term on-the-job training	§	1,104
Bookkeeping, Accounting, and Auditing Clerks	\$21,250	\$35,130	High school diploma or equivalent	Moderate-term on-the-job training	§	1,100
Tellers	\$18,600	\$23,400	High school diploma or equivalent	Short-term on-the-job training	§	1,031
Computer Systems Analysts	\$49,950	\$77,560	Bachelor's degree	None	§	1,018
Shipping, Receiving, and Traffic Clerks	\$19,520	\$28,360	High school diploma or equivalent	Short-term on-the-job training	§	960
Machinists	\$24,160	\$37,900	High school diploma or equivalent	Long-term on-the-job training	§	937
Medical Assistants	\$21,030	\$27,980	High school diploma or equivalent	Moderate-term on-the-job training	§	892
Receptionists and Information Clerks	\$17,780	\$24,050	High school diploma or equivalent	Short-term on-the-job training	§	883
Carpenters	\$25,560	\$42,420	High school diploma or equivalent	Apprenticeship	§	869
Market Research Analysts and Marketing Specialists	\$32,380	\$55,840	Bachelor's degree	None	§	810
Billing and Posting Clerks	\$24,230	\$32,890	High school diploma or equivalent	Short-term on-the-job training	§	809
Automotive Service Technicians and Mechanics	\$18,950	\$33,730	High school diploma or equivalent	Long-term on-the-job training	§	805
Software Developers, Applications	\$48,850	\$80,810	Bachelor's degree	None	§	790

Occupation Title	Starting Wage	Median Annual Wage	Education Level	On-the-Job Training	Relevant Work Experience	Annual Job Openings*
Electricians	\$30,440	\$49,660	High school diploma or equivalent	Apprenticeship	\$	746
Bill and Account Collectors	\$20,580	\$29,860	High school diploma or equivalent	Moderate-term on-the-job training	\$	735
Industrial Machinery Mechanics	\$31,060	\$45,580	High school diploma or equivalent	Long-term on-the-job training	\$	701
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	\$35,020	\$67,220	Bachelor's degree	Moderate-term on-the-job training	\$	695
Management Analysts	\$41,580	\$73,710	Bachelor's degree	None	1 to 5 years	693
Loss Prevention Managers	\$45,490	\$88,090	High school diploma or equivalent	None	1 to 5 years	689
Managers, All Other	\$45,490	\$88,090	High school diploma or equivalent	None	1 to 5 years	689
Supply Chain Managers	\$45,490	\$88,090	High school diploma or equivalent	None	1 to 5 years	689
Medical and Health Services Managers	\$57,170	\$85,590	Bachelor's degree	None	\$	644
Computer User Support Specialists	\$27,140	\$43,650	Certificate/Some College	Moderate-term on-the-job training	\$	629
Insurance Sales Agents	\$23,380	\$48,660	High school diploma or equivalent	Moderate-term on-the-job training	\$	620
Inspectors, Testers, Sorters, Samplers, and Weighers	\$21,740	\$34,580	High school diploma or equivalent	Moderate-term on-the-job training	\$	610
Physicians and Surgeons, All Other	\$51,170	#	Doctoral or professional degree	Internship/residency	\$	603
Light Truck or Delivery Services Drivers	\$17,880	\$28,390	High school diploma or equivalent	Short-term on-the-job training	\$	591
Insurance Claims and Policy Processing Clerks	\$25,180	\$35,040	High school diploma or equivalent	Moderate-term on-the-job training	\$	579
Lawyers	\$49,630	\$94,380	Doctoral or professional degree	None	\$	571
Industrial Truck and Tractor Operators	\$21,080	\$31,120	Less than high school	Short-term on-the-job training	Less than 1 year	556
First-Line Supervisors of Mechanics, Installers, and Repairers	\$35,870	\$57,750	High school diploma or equivalent	None	1 to 5 years	527
Assemblers and Fabricators, All Other	\$18,220	\$24,180	High school diploma or equivalent	Moderate-term on-the-job training	\$	524
Construction Managers	\$43,560	\$78,480	Bachelor's degree	Moderate-term on-the-job training	More than 5 years	523

Occupation Title	Starting Wage	Median Annual Wage	Education Level	On-the-Job Training	Relevant Work Experience	Annual Job Openings*
Cost Estimators	\$32,420	\$55,140	Bachelor's degree	None	\$	515
Helpers--Production Workers	\$17,880	\$25,060	Less than high school	Short-term on-the-job training	\$	511
Computer-Controlled Machine Tool Operators, Metal and Plastic	\$22,920	\$36,140	High school diploma or equivalent	Moderate-term on-the-job training	\$	511
Financial Managers	\$52,700	\$97,970	Bachelor's degree	None	More than 5 years	476
Social and Human Service Assistants	\$18,780	\$28,620	High school diploma or equivalent	Short-term on-the-job training	\$	472
Operating Engineers and Other Construction Equipment Operators	\$31,030	\$44,510	High school diploma or equivalent	Moderate-term on-the-job training	\$	456
Emergency Medical Technicians and Paramedics	\$20,200	\$27,700	Certificate/Some College	None	\$	450
Production, Planning, and Expediting Clerks	\$25,940	\$40,390	High school diploma or equivalent	Moderate-term on-the-job training	\$	442
Coaches and Scouts	\$17,340	\$26,000	High school diploma or equivalent	Long-term on-the-job training	\$	429
Pharmacists	\$85,340	\$116,260	Doctoral or professional degree	None	\$	420
First-Line Supervisors of Production and Operating Workers	\$33,200	\$52,940	Certificate/Some College	None	1 to 5 years	416
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	\$27,900	\$42,250	Certificate/Some College	Long-term on-the-job training	\$	412
Plumbers, Pipefitters, and Steamfitters	\$29,470	\$48,990	High school diploma or equivalent	Apprenticeship	\$	409
Sales Managers	\$54,810	\$102,910	Bachelor's degree	None	1 to 5 years	405
Welders, Cutters, Solderers, and Brazers	\$24,800	\$35,330	High school diploma or equivalent	Moderate-term on-the-job training	Less than 1 year	399
Packaging and Filling Machine Operators and Tenders	\$18,650	\$28,480	High school diploma or equivalent	Moderate-term on-the-job training	\$	397
Business Operations Specialists, All Other	\$34,880	\$60,990	High school diploma or equivalent	Long-term on-the-job training	Less than 1 year	390
Online Merchants	\$34,880	\$60,990	High school diploma or equivalent	Long-term on-the-job training	Less than 1 year	390
Pharmacy Technicians	\$19,790	\$27,170	High school diploma or equivalent	Moderate-term on-the-job training	\$	383
Human Resources Specialists	\$32,640	\$53,770	Bachelor's degree	None	\$	383

Occupation Title	Starting Wage	Median Annual Wage	Education Level	On-the-Job Training	Relevant Work Experience	Annual Job Openings*
Securities, Commodities, and Financial Services Sales Agents	\$26,400	\$51,490	Bachelor's degree	Moderate-term on-the-job training	§	378
Network and Computer Systems Administrators	\$43,490	\$66,430	Bachelor's degree	None	§	377
Physical Therapists	\$58,570	\$80,390	Doctoral or professional degree	None	§	376
Dental Hygienists	\$50,420	\$65,550	Associate's degree	None	§	368
Executive Secretaries and Executive Administrative Assistants	\$31,760	\$44,830	High school diploma or equivalent	None	1 to 5 years	367
Industrial Engineers	\$47,850	\$73,300	Bachelor's degree	None	§	361
Graphic Designers	\$25,440	\$42,920	Bachelor's degree	None	§	356
First-Line Supervisors of Construction Trades and Extraction Workers	\$38,490	\$58,750	High school diploma or equivalent	None	More than 5 years	353
Self-Enrichment Education Teachers	\$19,280	\$39,550	High school diploma or equivalent	None	1 to 5 years	340
Medical Records and Health Information Technicians	\$24,490	\$34,550	Certificate/Some College	None	§	336
Bus Drivers, School or Special Client	\$17,510	\$26,950	High school diploma or equivalent	Moderate-term on-the-job training	§	329
Property, Real Estate & Community Assn Mgrs	\$23,390	\$45,730	High school diploma or equivalent	None	1 to 5 years	323
Dental Assistants	\$24,850	\$34,510	Certificate/Some College	None	§	323
Computer and Information Systems Managers	\$69,440	\$111,630	Bachelor's degree	None	More than 5 years	319
Medical and Clinical Laboratory Technicians	\$27,860	\$41,230	Associate's degree	None	§	316
Child, Family, and School Social Workers	\$27,600	\$39,640	Bachelor's degree	None	§	308
Claims Adjusters, Examiners, and Investigators	\$35,400	\$58,270	High school diploma or equivalent	Long-term on-the-job training	§	306
Parts Salespersons	\$17,810	\$26,610	Less than high school	Moderate-term on-the-job training	§	303
Healthcare Social Workers	\$34,610	\$49,020	Master's degree	None	§	295
First-Line Supervisors of Transportation and Material -Moving Machine and Vehicle Operator	\$30,650	\$50,940	High school diploma or equivalent	None	§	293

Occupation Title	Starting Wage	Median Annual Wage	Education Level	On-the-Job Training	Relevant Work Experience	Annual Job Openings*
Civil Engineers	\$47,840	\$72,920	Bachelor's degree	None	§	291
Painters, Construction and Maintenance	\$23,120	\$36,010	Less than high school	Moderate-term on-the-job training	§	287
Financial Analysts	\$46,250	\$71,380	Bachelor's degree	None	§	286
Bus and Truck Mechanics and Diesel Engine Specialists	\$27,270	\$43,440	High school diploma or equivalent	Long-term on-the-job training	§	284
Educational, Vocational, and School Counselors	\$32,580	\$54,940	Master's degree	None	§	279
FL Sup/Mgrs of Housekping & Janitorial Workers	\$20,980	\$33,480	High school diploma or equivalent	None	1 to 5 years	274
Loan Officers	\$27,790	\$55,830	High school diploma or equivalent	Moderate-term on-the-job training	§	271
Physical Therapist Assistants	\$40,910	\$55,030	Associate's degree	None	§	270
Radiologic Technologists and Technicians	\$39,420	\$52,320	Associate's degree	None	§	264
Food Service Managers	\$25,420	\$44,130	High school diploma or equivalent	None	1 to 5 years	263
Interviewers, Except Eligibility and Loan	\$19,460	\$29,140	High school diploma or equivalent	Short-term on-the-job training	§	261
Mental Health and Substance Abuse Social Workers	\$25,640	\$36,060	Bachelor's degree	None	§	259
Production Workers, All Other	\$19,590	\$30,450	High school diploma or equivalent	Moderate-term on-the-job training	§	258
Computer Programmers	\$40,910	\$66,020	Bachelor's degree	None	§	252
First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	\$27,150	\$43,590	High school diploma or equivalent	None	1 to 5 years	251
Welding/Soldering/Brazing Machine Setters, O/T	\$22,170	\$32,520	High school diploma or equivalent	Moderate-term on-the-job training	§	249
Administrative Services Managers	\$48,600	\$74,060	High school diploma or equivalent	None	1 to 5 years	245
Paralegals and Legal Assistants	\$26,150	\$41,570	Associate's degree	None	§	244
Training and Development Specialists	\$33,270	\$56,050	Bachelor's degree	None	§	238
Industrial Production Managers	\$51,370	\$83,720	Bachelor's degree	None	1 to 5 years	228

Occupation Title	Starting Wage	Median Annual Wage	Education Level	On-the-Job Training	Relevant Work Experience	Annual Job Openings*
Purchasing Agents, Except Wholesale, Retail, and Farm Products	\$37,020	\$57,640	High school diploma or equivalent	Long-term on-the-job training	\$	225
Medical and Clinical Laboratory Technologists	\$43,880	\$56,250	Bachelor's degree	None	\$	222
Architectural and Engineering Managers	\$76,750	\$112,470	Bachelor's degree	None	More than 5 years	220
Personal Financial Advisors	\$30,420	\$64,840	Bachelor's degree	None	\$	208
Rehabilitation Counselors	\$21,500	\$36,260	Master's degree	None	\$	202
Phlebotomists (Healthcare Support Workers, All Other)	\$21,840	\$28,770	High school diploma or equivalent	Short-term on-the-job training	\$	189
Mental Health Counselors	\$31,060	\$42,010	Master's degree	Internship/residency	\$	187
Public Relations Specialists	\$27,060	\$46,370	Bachelor's degree	Moderate-term on-the-job training	\$	186
Nurse Practitioners	\$72,020	\$88,780	Master's degree	None	\$	180
Logisticians	\$43,840	\$68,980	Bachelor's degree	None	1 to 5 years	179
Nursing Instructors and Teachers, Postsecondary	\$33,970	\$63,750	Master's degree	None	\$	179
Occupational Therapists	\$54,470	\$79,280	Master's degree	None	\$	177
Speech-Language Pathologists	\$48,230	\$69,580	Master's degree	None	\$	176
Electrical Power-Line Installers and Repairers	\$30,820	\$62,840	High school diploma or equivalent	Long-term on-the-job training	\$	172
Respiratory Therapists	\$41,230	\$52,870	Associate's degree	None	\$	172
Marketing Managers	\$66,090	\$111,320	Bachelor's degree	None	1 to 5 years	171
First-Line Supervisors of Non-Retail Sales Workers	\$34,110	\$66,310	High school diploma or equivalent	None	More than 5 years	170
Family and General Practitioners	\$90,790	\$158,580	Doctoral or professional degree	Internship/residency	\$	158
Art, Drama, and Music Teachers, Postsecondary	\$20,460	\$59,230	Doctoral or professional degree	None	\$	158
Compliance Officers	\$36,830	\$57,670	Bachelor's degree	Moderate-term on-the-job training	\$	157

Occupation Title	Starting Wage	Median Annual Wage	Education Level	On-the-Job Training	Relevant Work Experience	Annual Job Openings*
Wholesale and Retail Buyers, Except Farm Products	\$33,300	\$52,120	High school diploma or equivalent	Long-term on-the-job training	\$	157
Telecommunications Equipment Installers and Repairers, Except Line Installers	\$27,690	\$51,350	Certificate/Some College	Moderate-term on-the-job training	\$	154
Transportation, Storage, and Distribution Managers	\$49,890	\$80,640	High school diploma or equivalent	None	More than 5 years	154
Health Technologists and Technicians, All Other	\$26,300	\$38,880	Certificate/Some College	Short-term on-the-job training	\$	152
Surgical Assistants	\$26,300	\$38,880	Certificate/Some College	Short-term on-the-job training	\$	152
Electrical Engineers	\$50,470	\$76,390	Bachelor's degree	None	\$	147
Web Developers	\$27,640	\$58,140	Bachelor's degree	None	\$	147
Occupational Therapy Assistants	\$39,190	\$55,230	Associate's degree	None	\$	145
Database Administrators	\$43,350	\$74,740	Bachelor's degree	None	1 to 5 years	143
Human Resources Managers	\$58,010	\$93,920	Bachelor's degree	None	1 to 5 years	143
Insurance Underwriters	\$39,370	\$60,570	Bachelor's degree	Moderate-term on-the-job training	\$	140
Interpreters and Translators	\$26,220	\$43,990	Bachelor's degree	Long-term on-the-job training	\$	138
Computer Occupations, All Other	\$45,610	\$80,020	Bachelor's degree	None	\$	135
Information Technology Project Managers	\$45,610	\$80,020	Bachelor's degree	None	\$	135
Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	\$20,010	\$27,450	High school diploma or equivalent	Moderate-term on-the-job training	\$	133
Computer Network Support Specialists	\$31,730	\$48,740	Bachelor's degree	None	\$	132
Operations Research Analysts	\$42,200	\$70,070	Bachelor's degree	None	\$	130
Diagnostic Medical Sonographers	\$46,870	\$60,070	Associate's degree	None	\$	127
Surgical Technologists	\$31,860	\$41,590	Certificate/Some College	None	\$	127
Mobile Heavy Equipment Mechanics, Except Engines	\$30,500	\$43,760	High school diploma or equivalent	Long-term on-the-job training	\$	124

Occupation Title	Starting Wage	Median Annual Wage	Education Level	On-the-Job Training	Relevant Work Experience	Annual Job Openings*
Software Developers, Systems Software	\$56,540	\$84,720	Bachelor's degree	None	\$	123
Engineers, All Other	\$45,980	\$84,060	Bachelor's degree	None	\$	120
Manufacturing Engineers	\$45,980	\$84,060	Bachelor's degree	None	\$	120
Veterinary Technologists and Technicians	\$20,630	\$29,240	Associate's degree	None	\$	120
Computer Network Architects	\$64,110	\$95,640	Bachelor's degree	None	\$	117
Brickmasons and Blockmasons	\$29,530	\$49,680	High school diploma or equivalent	Apprenticeship	\$	115
Physician Assistants	\$74,470	\$92,170	Master's degree	None	\$	105
Environmental Scientists and Specialists, Including Health	\$38,700	\$69,300	Bachelor's degree	None	\$	100
Credit Analysts	\$36,380	\$59,100	Bachelor's degree	None	\$	96
Aerospace Engineers	\$66,490	\$98,740	Bachelor's degree	None	\$	93
Chemists	\$37,060	\$64,150	Bachelor's degree	None	\$	93
Electrical and Electronic Engineering Technicians	\$33,270	\$56,260	Associate's degree	None	\$	92
Electronics Engineers, Except Computer	\$55,520	\$86,760	Bachelor's degree	None	\$	90
Tool and Die Makers	\$32,850	\$45,760	High school diploma or equivalent	Long-term on-the-job training	\$	87
Chemical Equipment Operators and Tenders	\$33,200	\$50,080	High school diploma or equivalent	Moderate-term on-the-job training	\$	86
Aircraft Mechanics and Service Technicians	\$33,170	\$59,510	Certificate/Some College	None	\$	82
Information Security Analysts	\$50,780	\$83,120	Bachelor's degree	None	1 to 5 years	81
Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	\$31,550	\$43,030	High school diploma or equivalent	Moderate-term on-the-job training	\$	79
Occupational Health and Safety Specialists	\$45,790	\$69,870	Bachelor's degree	Moderate-term on-the-job training	\$	78
Sales Engineers	\$53,010	\$85,820	Bachelor's degree	Moderate-term on-the-job training	\$	78

Occupation Title	Starting Wage	Median Annual Wage	Education Level	On-the-Job Training	Relevant Work Experience	Annual Job Openings*
Chemical Plant and System Operators	\$28,320	\$43,050	High school diploma or equivalent	Long-term on-the-job training	§	78
Millwrights	\$31,270	\$54,350	High school diploma or equivalent	Long-term on-the-job training	§	78
Maintenance Workers, Machinery	\$30,370	\$42,690	High school diploma or equivalent	Moderate-term on-the-job training	§	74
Mechanical Engineering Technicians	\$32,300	\$48,020	Associate's degree	None	§	69
Medical Scientists, Except Epidemiologists	\$38,080	\$57,730	Doctoral or professional degree	None	§	68
Manufacturing Production Technicians	\$34,810	\$57,150	Associate's degree	None	§	66
Commercial and Industrial Designers	\$38,020	\$63,640	Bachelor's degree	None	§	65
Industrial Engineering Technicians	\$32,470	\$46,910	Associate's degree	None	§	63
Purchasing Managers	\$58,850	\$96,580	Bachelor's degree	None	More than 5 years	60
Petroleum Pump System Operators, Refinery Operators, and Gaugers	\$40,330	\$55,990	High school diploma or equivalent	Long-term on-the-job training	§	56
Power Plant Operators	\$46,950	\$64,850	High school diploma or equivalent	Long-term on-the-job training	§	56
Life, Physical, and Social Science Technicians, All Other	\$27,270	\$46,960	Associate's degree	Moderate-term on-the-job training	§	55
Actuaries	\$54,300	\$86,630	Bachelor's degree	Long-term on-the-job training	§	55
First-Line Supervisors of Protective Service Workers, All Other	\$22,770	\$39,580	High school diploma or equivalent	None	1 to 5 years	53
Statisticians	\$44,420	\$72,100	Master's degree	None	§	53
Engine and Other Machine Assemblers	\$30,260	\$49,690	High school diploma or equivalent	Short-term on-the-job training	§	52
Technical Writers	\$36,320	\$57,700	Bachelor's degree	Short-term on-the-job training	1 to 5 years	48
Control and Valve Installers and Repairers, Except Mechanical Door	\$28,110	\$54,910	High school diploma or equivalent	Moderate-term on-the-job training	§	47
Materials Engineers	\$54,010	\$88,270	Bachelor's degree	None	§	43
Electrical and Electronics Repairers, Commercial and Industrial Equipment	\$34,110	\$54,710	Certificate/Some College	Long-term on-the-job training	§	42

Occupation Title	Starting Wage	Median Annual Wage	Education Level	On-the-Job Training	Relevant Work Experience	Annual Job Openings*
Civil Engineering Technicians	\$29,930	\$50,620	Associate's degree	None	§	42
Stationary Engineers and Boiler Operators	\$39,800	\$51,460	High school diploma or equivalent	Long-term on-the-job training	§	41
Mechanical Drafters	\$32,140	\$45,900	Associate's degree	None	§	41
Architectural and Civil Drafters	\$31,420	\$46,380	Associate's degree	None	§	39
Chemical Engineers	\$50,960	\$83,430	Bachelor's degree	None	§	39
Team Assemblers	\$19,210	\$30,400	High school diploma or equivalent	Moderate-term on-the-job training	§	32
Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	\$51,620	\$77,210	Bachelor's degree	None	§	32
Mechanical Engineers	\$46,100	\$70,940	Bachelor's degree	None	§	27
Natural Sciences Managers	\$54,870	\$102,680	Bachelor's degree	None	§	26
Rail Car Repairers	\$32,380	\$53,910	High school diploma or equivalent	Long-term on-the-job training	§	25
Food Scientists and Technologists	\$37,220	\$62,790	Bachelor's degree	None	§	23
Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	\$50,290	\$64,690	Certificate/Some College	Long-term on-the-job training	§	21
Biomedical Engineers	\$42,650	\$82,580	Bachelor's degree	None	§	20
Service Unit Operators, Oil, Gas, and Mining	\$18,950	\$42,530	Less than high school	Moderate-term on-the-job training	§	19
Wellhead Pumpers	\$22,580	\$31,150	Less than high school	Moderate-term on-the-job training	Less than 1 year	18
Electro-Mechanical Technicians	\$34,390	\$54,810	Associate's degree	None	§	12
Avionics Technicians	\$35,390	\$55,600	Certificate/Some college	None	§	8
Aerospace Engineering and Operations Technicians	\$42,570	\$60,950	Associate's degree	None	§	5
Prepress Technicians and Workers	\$23,050	\$36,790	Certificate/Some College	None	§	0

\*Statewide “Annual Job Openings” projections—Bureau of Labor Market Information | # - “Median Annual Wage” greater than \$187,000

‡ - “Starting Wage” data unavailable | § - “Relevant Work Experience” data unavailable