

Small Organizations and Title I of the ADA: A Survey Study in Region 2

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Abstract

While both small and large employers cite barriers to employing and advancing individuals with disabilities, some issues are more common among smaller employers than their larger counterparts. The purpose of the current survey study is two-fold: 1) to understand the barriers to effective implementation of Title I of the ADA among small employers and 2) to identify effective ways to educate and support small employers as they implement the ADA. We began survey development with a literature review and a set of interviews with leadership or HR professionals who implement Title I within small organizations. Through these interviews, we identified themes related to the implementation of the employment provisions of Title I of the ADA. The survey includes questions that examine organizational policy and processes, topical areas of interest, ways of accessing information, and respondent/organizational characteristics. The survey respondents were from New York, New Jersey, Puerto Rico, and the U.S. Virgin Islands (representing Region 2). The survey results highlighted the need to (1) establish a basic understanding of the terms, including disability and reasonable accommodations, (2) provide more guidance on practical implementation of the Title I, (3) support systematic information gathering and an accommodation process that considers small business work setting, and (4) promote disability awareness at the workplace and among Human Resources personnel.

Study Overview

The employment rate for individuals with disabilities is less than half that of their peers without disabilities (Erickson, Lee, & von Schrader, 2014). There is a need to reduce this disparity by improving equal employment opportunity for people with disabilities. Title I of the Americans with Disabilities Act of 1990 prohibits discrimination against people with disabilities in employment and ensures that people with disabilities have equal employment opportunities. This study examines the implementation of Title I of the ADA in small organizations (those with fewer than 500 employees). A justification for the focus on small organizations is presented below along with an overview of how this survey fits into a larger development project.

Small business accounts for a significant amount of employment in the U.S. and Region 2 (NY, NJ, PR, and USVI) which is served by the Northeast ADA Center. More than half of all workers in New York (NY) and New Jersey (NJ) are employed in small businesses. These rates are even higher in the U.S. territories covered by Region 2—80% of employees in Puerto Rico (PR) and 91% of employees in the U.S. Virgin Islands (USVI) work for small businesses (U.S. Small Business Administration, 2014). Not only do small businesses create employment opportunities, but small business employment also remains an attractive option for both individuals with and without disabilities. In fact, research has suggested that 70% of people with disabilities prefer working for a small firm as opposed to a large firm (Ali, Schur, & Blanck, 2011). Among companies with between 15 and 249 employees, only 22.6% report that they currently have an employee with a disability. Companies of this size are less likely to recruit individuals with disabilities actively than are larger companies (Domzal et al., 2008). Hence, smaller companies have less experience with accommodation (Bruyère, Erickson, & VanLooy, 2006) and fewer resources available for making accommodations. Small employers are also less likely to have disability inclusive HR practices and policies in place (Erickson, von Schrader, Bruyère, & VanLooy, 2014).

In order to support implementation of Title I for small business (less than 500 employees), the Northeast ADA Center is conducting a research and development study in four main phases. The first of these phases is target audience research, which includes secondary data analysis, interviews, and this survey. The target audience research will inform the development of innovative offerings for small employers that will be tested and refined through workplace pilots in Region 2. Ultimately, these offerings will be disseminated broadly to support small organizations in creating a disability inclusive environment.

Methods

Survey Development

The survey development process began with a set of interviews with leadership who implement Title I within small business. Through these interviews, we identified themes related to the implementation of the employment provisions of Title I of the ADA within Region 2. The themes were used to inform survey development. Because the number of interviews was relatively small, the survey helps to generalize our findings from interviews and assess variations by state or territory, employer size, and other factors. The survey needed to be short as small business representatives all described limits on their time. Therefore, in the iterative survey development process, we focused primarily on items that would support the development of tools for small businesses.

Although the ADA's employment provisions apply to employers with 15 or more employees, we were also interested in organizations that were smaller as they have the potential to grow and may be covered by the ADA in the future or may be currently covered under state nondiscrimination employment laws. Therefore, the survey began with a screening question to ensure that respondents represented organizations of fewer than 500 employees. The survey also included a page elucidating respondents about what we mean by "disability" and "accommodation" under the ADA. This information was presented via text definitions and two comics. The main content sections of the survey were: 1) organizations' policies, processes, and concerns related to the ADA and providing accommodation; 2) information needs regarding the ADA, current information sources, and preferred methods for accessing information; and 3) respondent and organizational characteristics.

The survey also asked three open-ended questions:

1. What makes the accommodation process better/easier?
2. What makes the accommodation process more difficult?
3. What are your biggest questions/concerns related to disability in the workplace?

We translated the survey into Spanish and made both the English and Spanish versions available online as well as in hard copy. The online survey was distributed using an anonymous link, though we offered the opportunity for participants to identify themselves in order to receive incentives (a one-in-twenty chance of winning a \$50 gift card in a drawing), get access to the research findings, or to participate in our workplace pilots. If incentives or further participation in the research were desired, participants were routed to a separate survey with no connection between the survey responses and contact information of those who would like access to incentives. When a paper version of the survey was used, those who identified themselves for incentives completed a separate sheet. The data entered into Qualtrics from these surveys was not connected to the request for incentives.

Recruitment

Our promotional materials asked, “Are you a leader, or responsible for human resources, at a small organization (fewer than 500 employees)?” to reach out to our target audience. Small businesses are notoriously difficult to reach, so a wide range of approaches was used to maximize the number of respondents. Because the goal of the survey was to identify information needs around the implementation of Title I, the data collected was not considered sensitive. We planned to collect all of our data through outreach to small organizations and their networks. However, outreach to this group proved to be very challenging. We therefore decided to work with Qualtrics, a company that offers an online survey platform as well as services to access targeted respondents, to access a panel of small employers to reach the number of subjects desired for the survey. Both approaches are described below.

Northeast ADA Center Outreach

Prior to survey dissemination, we developed a promotional packet with sample text and images for social media, email, and newsletters. We reached out to the following types of organizations and individuals in our region: chambers of commerce, local SHRM chapters, vocational rehabilitation business relationship representatives, and local government committees composed of employers. We also utilized Northeast ADA Center faculty, staff, and affiliates’ personal and professional connections in each state and territory to disseminate the survey broadly. Each organization targeted for outreach received an introductory letter tailored to the state/territory. These representatives could then choose to disseminate the survey to their membership.

The following strategies were recommended to promote the survey, sharing:

- the link to the survey with organizational membership via email or newsletter
- paper copies of the survey for an in-person meeting
- announcements via social media

To ensure that we reached as many potential participants as possible, we also developed a postcard with a survey link in both Spanish and English and provided all Northeast ADA trainers with a slide to promote the survey during employer trainings.

In NY and NJ, we utilized a range of networks to promote the survey, including:

- Northeast ADA networks, via social media and newsletter
- Yang-Tan Institute email blasts
- OurAbility outreach (through a sub contract)
- Outreach by Sherrill Curtis of Curtis Consulting Group, through the following organizations:
 - CIANJ - Commerce & Industry Association of New Jersey (over 7,000 email addresses for their members)

- EANJ - Employers Association of New Jersey (just under 3,000 members)
- Morris County-SHRM - an Essex county, NJ affiliate chapter of the Society for Human Resource Management (nearly 800 members)
- North Jersey/Rockland SHRM - a Bergen county, NJ affiliate chapter of the Society for Human Resource Management (approximately 150 members)
- The Workforce Investment Board (WIB) of Bergen County, NJ

Special efforts in the U.S. Virgin Islands (USVI) and Puerto Rico (PR): The research team identified two potential context-specific issues regarding small business recruitment in the USVI and PR. First, many businesses in the territories are small businesses with fewer than 15 employees, which is below our target company size. Second, study recruitment was impacted by hurricane season; many businesses were not operational during some portion of survey dissemination. Both issues limited the research team's ability to access potential participants on the islands. Traditional recruitment methods, such as posting invitation messages on social media, organization boards, or newsletters were not found to be effective strategies to reach businesses on the islands. Therefore, the Northeast ADA Center affiliates identified in-person contacts and establishing rapport prior to survey dissemination as important strategies to enhance participation. The recruitment method mainly relied on word-of-mouth. For example, we recruited study participants from Northeast ADA Center affiliates' professional connections. We also invited business owners who participated in the first phase of the study to complete the survey. Additionally, we obtained a list of businesses in the USVI from the local Chambers of Commerce. We used that list to mail out paper surveys with a link to the online version. We contacted the eligible businesses in advance to notify them that they would receive a paper survey packet. Our affiliates also made follow-up phone calls to encourage survey completion.

Recruitment of participants began in October 2018 and ended in February 2019.

Qualtrics Panel

In order to increase our sample size, we worked with Qualtrics to contact a panel of small organization representatives. While we offered them the opportunity for access to research findings, we did not offer the raffle for incentives as Qualtrics provided a separate incentive. Data collection via Qualtrics took place in January 2019, and Qualtrics could only support data collection in NY and NJ.

Panel recruitment as described by our Qualtrics partners: Each panel has its own method of recruitment, though all are fairly similar. Typically, respondents can choose to join a panel through a double opt-in process. Upon registration, they enter basic data about themselves, including demographic information, interests, etc. Whenever a survey is created that the individual would qualify for based on the information they have given, they are notified via email and invited to participate in the survey for a given incentive. The email invitation is very simple and generic, with no specifics as to the topic of the survey itself. Qualified individuals

would receive a survey link and other information, such as survey duration and incentives upon survey completion. Incentives are most often given on a point system, and these points can be pooled and later redeemed for things like gift cards, SkyMiles, or credits for online games.

Survey Sample used for Analysis

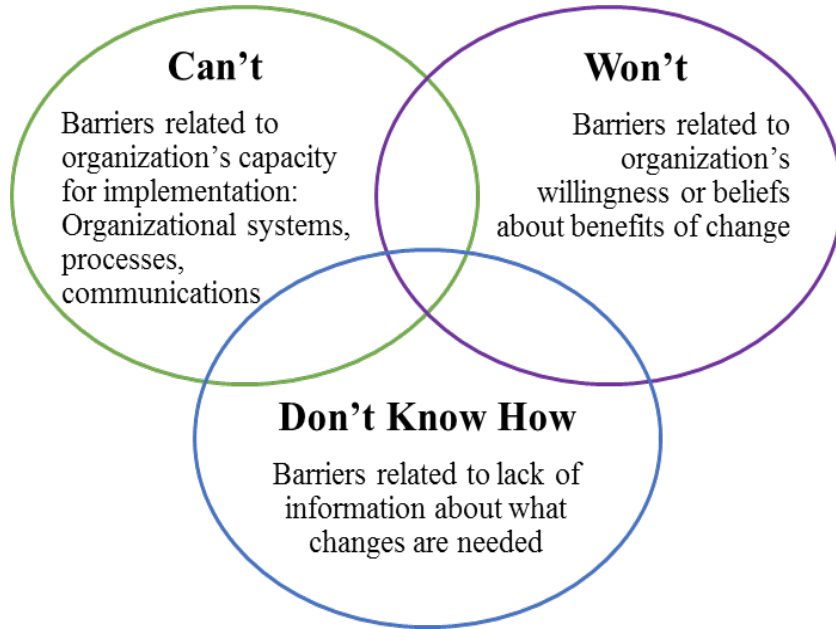
A total of 533 participants started the survey and answered at least one question. 248 respondents were recruited from the Qualtrics panel but only those who met the quality checks determined by our team and Qualtrics were included, 152 altogether. Specifically, they had to be from NY or NJ, be a leader or HR representative in a small organization, and have spent at least four minutes on the survey (half the median time of the Qualtrics sample for completion). There were 285 participants recruited through Northeast ADA Center promotions, 163 of which were included in the final sample—specifically, those who spent at least three minutes on the survey and responded to more than half the items. The final analysis included 315 respondents from both Northeast ADA promotions and the Qualtrics panel.

Data Analysis

Closed-ended questions are summarized below in descriptive tables. Means and standard deviations are presented.

Our analysis of open-ended question used the “Can’t, Won’t, Don’t Know How” (CWD) model to classify and understand barriers to disability inclusion in organizations (Rudstam, Hittleman, Pi, & Gower, 2013). According to the CWD Model (see Figure 1), the barriers that an organization faces to become more disability inclusive are a combination of “can’t”, “won’t”, and “don’t-know-how” barriers and any organizational intervention focused on generating disability inclusiveness will have to target all three types of barriers to have a positive and sustained effect. The analysis of open-ended responses used the CWD model to identify perceived barriers and information needs for small businesses. Each response was given a code name that captures the meaning of the text. Similar codes were generated into themes and categorized according to the CWD categories.

Figure 1. CWD Model Diagram



Survey Results

After screening for eligible participants, the survey began with educational information about disability and accommodation in the form of text definitions and two comics. We wanted to educate respondents about the terms we would be using in the survey and to understand if comics were an appropriate method for conveying this information. An example comic is below. Full-text definitions and both comics are in the Appendix, which includes the full survey.

Example Comic

What is a disability?


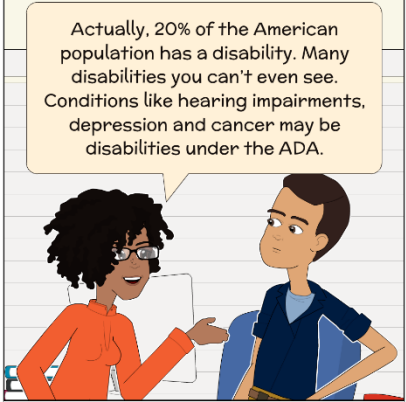
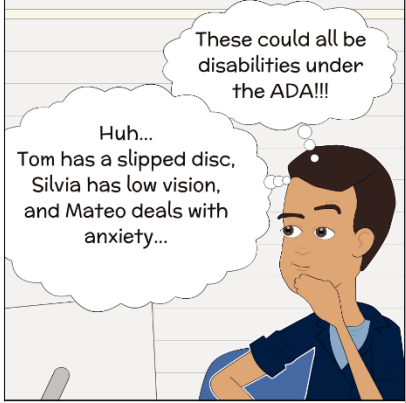
Small Companies and the ADA	What is a Disability?	Title?
		
<p>The employment provisions of the Americans with Disabilities Act (ADA) apply to all businesses with fifteen or more employees.</p>	<p>Under the ADA, if an employee has an ongoing or serious medical/health condition that affects how their body works or the way they do their job, they might have a disability.</p>	<p>An employee has to tell their employer that they have a disability before they are covered under the ADA.</p>

Table 1. Educating about Disability and the ADA through Comics

How helpful were these comics in explaining disability and reasonable accommodation under the ADA?	N	Percent
Not helpful at all	5	1.6
Slightly helpful	13	4.1
Somewhat helpful	78	24.8
Very helpful	219	69.5

Summary:

- 94.3% found the comics at least somewhat helpful in explaining disability and accommodation.

Understanding Organizational Policy and Processes

The survey started with questions about the organizations’ experiences with disability, their organizational policies and practices, and concerns related to disability in the workplace and accommodation. The findings are summarized in Tables 2-4.

Table 2. Organization Experience with Disability and Accommodation

Table 2A: Experience Hiring Individuals with Disabilities

Has your organization ever employed anyone with a disability?	N	Percent
Yes	207	65.7
No	55	17.5
Not sure	53	16.8

Summary:

- Most organizations in our sample have employed an individual with a disability.

Table 2B: Existence of Written Accommodation Policy

Do you have a written policy statement about providing accommodations?	N	Percent
Yes	199	63.2
No	87	27.6
Not sure	29	9.2

Summary:

- Over 60% have a policy and a clear process for accommodation.

Table 2C: Existence of Clear Accommodation Process

Is there a clear process in place for providing accommodations?	N	Percent
Yes	195	61.9
No	80	25.4
Not sure	40	12.7

Table 2D: Source of Information about Accommodation Process

[If there is a clear process,] How would an employee know about this process? (check all that apply)	N	Percent
Employee handbook	146	74.9
Orientation	120	61.5
From HR Rep	105	53.8
From Colleagues	54	27.7
Org website	40	20.5
Other ¹	22	11.3

Table 2E: Number of Accommodation Requests in Past Two Years

About how many accommodation requests has your organization received in the past two years?	N	Percent
0	105	33.3
1	50	15.9
2	40	12.7
3	28	8.9
4	16	5.1
5	5	1.6
More than 5	33	10.5
Don't know	38	12.1

Summary:

About 55% have received an accommodation request in the last two years

Table 2F: Experience with Accommodation Requests Beyond Past Two Years

[If no accommodation requests in the last two years,] Has your company ever received an accommodation request?	N	Percent
Yes	29	20.3
No	84	58.7
Don't Know	30	21.0

¹ Most of respondents shared that their employees can learn about the process of providing accommodation through their leadership personnel, such as owner, supervisor, or management team. Other channels to learn the process include during the application and hiring process, in a meeting, or by reading a poster.

Table 3. Accommodation Process: Who is involved and who makes the final decision?

Roles	Who is involved in the accommodation process? Percentage, N=313 (Check all that apply)	Who typically makes the <u>final decision</u> on the provision of an accommodation? Percentage, N=314 (Select only one)
The employee who requested an accommodation	77.0	NA
The immediate supervisor of the employee who requested accommodation	61.7	10.5
HR staff	55.0	20.7
Legal counsel	12.5	1.6
The business owner	39.0	27.1
Organization president/CEO	31.0	19.1
Other manager/director	22.7	9.2
No single final responsible party	NA	8.0
Don't know	4.8	3.8

Summary:

- The majority of respondents reported that the employee is involved in the process, but 23% did not indicate the individual is included.
- The business owner was the most common response for who makes the final decision about accommodation.

Table 4. Concerns Related to Accommodation

To what extent are the following a concern related to providing accommodations?	N	Mean	SD
Cost of accommodation	306	2.62	1.03
Poor communication among parties involved	307	2.56	1.18
Employee requesting an accommodation does not understand the accommodation process	306	2.55	1.02
Determining the type of accommodation needed	306	2.51	1.03
Organizations staff not understanding the accommodation process	307	2.48	1.07
Organization takes too long to implement the accommodation	302	2.37	1.18
Organization takes too long to make a decision	302	2.30	1.19
Keeping disability-related information confidential	306	2.27	1.18
Obtaining medical documentation	304	2.27	1.10
Other employees upset/jealous about accommodations	303	2.16	1.10

Note: ordered by mean value.

Scale: (4) Very concerning, (3) somewhat concerning, (2) slightly concerning, (1) not concerning.

Summary:

- The cost of accommodation was rated the highest in terms of concerns for these organizations.
- Other difficulties entered in the open-ended field for this item included a lack of knowledge of and practice guidelines in accommodation request management, such as how to handle the volume of requests or a change of disability status. Other concerns were related to potential consequences after an accommodation request, such as retaliation and discrimination.

Open-Ended Question #1: What makes the accommodation process better/easier?

CAN/CAN'T

The respondents shared a desire for having (1) a clear and simple accommodation procedure and (2) training to promote the employer's and employee's understandings of ADA.

- **Having a clear and simple accommodation procedure.** Having a clear and simple accommodation procedure means that employers can respond to accommodation requests in a timely manner by following a standard operating procedure. A standard operating procedure may include using a checklist to ensure the accommodation process and materials required to comply with the law. One of the respondents wrote, "When an employee brings the matter to HR first. We can then expect that all the appropriate steps, questions, and documents will be addressed and/or obtained." Many respondents also commented on the importance of communication within the management team and with the employee who requests an accommodation. Many of these comments were related to the need to have a standard accommodation procedure. For example, one respondent wrote that it makes the accommodation process better/easier "when everyone understands the [accommodation] process and works together."
- **Having training to promote the employer's and employee's understandings of ADA.** Other respondents described a desire to have training that educates both employers and employees about the accommodation process. One respondent wrote, "Having an informal training/roundtable to bring these topics to the forefront," and mentioned how "at one place the Human Resources department hosted a brown bag lunch series to discuss such issues related to the ADA process casually... and when every party understands what needs and has to be done."

WILL/WON'T

The respondents suggested that a positive attitude towards disability and accommodation makes the process easier.

- **Employees feel comfortable about disability disclosure.** The first theme identified related to employees' attitude toward disability disclosure and accommodation implementation. One respondent shared that when the employees disclose their disability fully during the interview, it is easier for the company to provide accommodation. Other respondents shared that when the employee "is willing to be flexible about what the solution might look like," it is easier for the company to implement the accommodation.
- **Employers have a positive attitude toward disability and providing accommodation.** The second theme focused on the employer's attitude towards disability and providing

accommodation. Many respondents shared that it makes the process easier when employers have a positive understanding of disability. For example, one respondent commented, “When everyone’s nonjudgmental..., it creates a safe environment [for employees to request accommodations].” Another respondent made a similar comment, noting that the accommodation process becomes easier “when owners/leaders in the company are open-minded about the process and willing to make necessary accommodations without resistance” as well as “when they truly care about the people that work for them and for having an inclusive and barrier-free workplace.”

KNOW/DON’T KNOW

The respondents shared that employees and employers having a basic understanding of disability, laws/policies, and accommodation options makes the accommodation process easier.

- **Employees know how to communicate their needs for accommodation.** Many comments emphasized the importance of clear communication and a clear standard of operating procedures. Specifically, an employee who can communicate the accommodation they need, as well as understand the process of requesting and implementing the accommodation, makes the accommodation process easier. For example, some respondents shared that the process becomes less stressful when “the employees come with a clear picture of what [job functions] they can and cannot perform” and “what [accommodation] they need to perform essential job functions.” Another respondent commented that it helps “if an employee has had experience with the process before and knows what works for them.”
- **Employers understand employees’ disability and the need for accommodation.** On the other hand, respondents also shared that it is helpful if the employers understand employees’ disability and the need for accommodation.
- **Employers have knowledge about laws and policies.** Additionally, employers are knowledgeable about law and policy and are informed about their responsibilities and accommodation options. This supports efficient accommodation implementation.

Open-Ended Question #2: What makes the accommodation process more difficult?

CAN/CAN’T

The respondents shared two types of system and practice barriers that make the accommodation process more difficult.

- **Lack of standardized accommodation procedure.** Issues related to the absence of standardized process included: potential breaches of confidentiality, inconsistent process, misunderstandings in communication, lack of consensus on accommodation decision making, and lack of adherence or compliance. Moreover, the accommodation

process becomes more complicated, and sometimes too many people become involved, which prolongs it.

- **Lack of financial and system support in small businesses.** Many comments highlighted small businesses' financial limitation regarding "not having the means financially to accommodate" and cannot afford reassignment. One respondent shared a scenario: "When the employee doesn't know what they need – trying different things can be costly, and we're a nonprofit organization that doesn't have very much money." Another respondent commented, "Since we are a small agency, it is difficult when staff asks for extended periods of time off (such as medical leave). We also have a limited budget, so accommodations that need building changes or updates to technology can put a constraint on our budget." Another commenter made a similar point: "We are a small company with less than 30 employees and when you need to adjust [job functions] there are not many other employees to take on the load."

WILL/WON'T

Most of the comments on attitude-related barriers focus on disability stigma including (1) disability stigma at workplace, (2) other employees' negative attitude towards people with disabilities, and (3) other employees asking about a co-worker's accommodation.

- **Disability stigma at the workplace.** Disability stigma (such as fear or equating disability with lack of capability) in the workplace has created resistance to providing accommodations. One respondent shared a barrier: "Supervisors/Managers are concerned about not meeting production/performance goals and objectives because of the accommodations of some employees."
- **Other employees have a negative attitude towards people with disabilities.** When other employees have a negative attitude towards people with disabilities, it also makes the accommodation process difficult. For example, one respondent noted that it is a barrier "when individuals, such as coworkers, harass and belittle someone because they don't understand their colleague's disability," as it affects disability disclosure and requests for accommodations.
- **Other employees ask about co-worker's accommodation.** Employers also found it challenging to handle other employees' questions within the small business, often a family-oriented business culture. One respondent described an example:
 - "With it being a smaller company and there being longtime employees, there is no earlier documentation on file from a long time employee with a known disability. His disability has progressively changed in recent years where the accommodation needs to be changed. Since he was not originally required to have the documentation, it is now a fight to obtain it from him. He is not able to perform some of the essential job functions of the job anymore in which

we moved him into another position. Since it is a family business, he was moved under his father, who is not an owner or partner, which created even another level of difficulty. Although this is a unique situation, it just goes to show how a smaller business that grew over the years can get into a tight situation of being 'fair' to current employees who have to provide documentation for their disability/accommodation. It presents itself as favoritism as other employees see a 'missed job opportunity when this employee was moved under his father as a new position was created for him."

KNOW/DON'T KNOW

The comments highlighted four knowledge-related barriers, including knowledge about (1) laws and policies, (2) disability and disability disclosure, (3) performance management of employees with disabilities, and (4) accommodation.

- **Lack of understanding about law and policies.** Lack of understanding about law and policies is closely related to a lack of understanding of responsibilities and limited accommodation practice. For example, not understanding "what we can do and should do," "what questions we can ask," and "what reasonable accommodations are" makes the accommodation process more difficult.
- **Lack of disability disclosure and knowledge about disability.** The respondents' comments underscore that not knowing that employees have a disability until too late makes the accommodation process difficult. For example, some respondents shared, "an accommodation isn't requested until disciplinary action is being taken" and "job performance has decreased significantly." Additionally, being unfamiliar with disability and functional limitation influences an employer's ability to determine accommodation.
- **Lack of knowledge about performance management of employees with disabilities.** Moreover, some respondents shared that they do not know how to manage and evaluate an employee's performance when the employee has a disability. For example, one respondent shared, "The accommodation is more difficult if the employee [with a disability] is having performance issues unrelated to the disability. In this case, it is a challenge for managers and co-workers to accept accommodations for employees."
- **Lack of knowledge about the type and the cost of accommodation.** Lack of knowledge on the type and the cost of accommodation makes the decision-making process difficult, such as "when it is unknown what accommodations might work" or when employers have "no experience with specific accommodation and [don't] know the costs of it."

Accessing Information about Title I of the ADA: Topical Areas of Interest

The next section of the survey focused on what type of information small employers need, for HR staff and leadership (Table 5) or for managers and other employees (Table 6). These questions help identify contents of resources that may need to be developed for small organizations.

Table 5. Helpful information for HR staff/Leadership

How helpful would information on the following topics be for you or HR staff/leadership in your organization? Information on...	N	Mean	SD
How to accommodate different types of disabilities	310	3.38	0.86
What types of disabilities are covered by the ADA	312	3.35	0.90
Legal advice on ADA	311	3.34	0.87
How to document accommodation requests	310	3.26	0.94
How to develop an accommodation process	310	3.20	0.94
How to develop job descriptions that include essential functions of the job	312	3.18	0.95
How to increase disability awareness among staff	313	3.15	0.93
How to develop an accommodation policy statement	310	3.13	0.98
How an organization can benefit from hiring or retaining employees with disabilities	313	3.11	0.99
How to recruit qualified individuals with disabilities	311	3.00	1.02

Note: ordered by mean value.

Scale: (4) very helpful, (3) somewhat helpful, (2) slightly helpful, (1) not helpful at all.

Summary:

- “How to accommodate different types of disabilities” is the highest in terms of topics that would be helpful for the HR staff or leadership.
- Respondents were given the opportunity to write in a response to this question. Nine people reported other information needs that were not listed. For example, some respondents were interested in learning more about ADA specific topics. Responses included “What [are a] company’s rights under the ADA,” “How to determine essential job function,” “What is an interactive process,” and “How to communicate?” Other information needs identified included “providing specific examples,” “How to work with

employees with a disability,” “how to support employees if they cannot do the work,” and “How to lessen company’s burden.”

Table 6. Helpful information for managers and other employees

How helpful would information on the following topics be for managers or other employees in your organization?	N	Mean	SD
What can we ask an applicant or employee about their disability	312	3.46	0.83
How to recognize when an employee discloses a disability	314	3.38	0.85
How to respond to an accommodation request	310	3.38	0.86
How disability is defined under the ADA	311	3.34	0.86
What is the accommodation process	308	3.32	0.90
How to interact comfortably with individuals with disabilities	310	3.19	0.95

Note: ordered by mean value.

Scale: (4) very helpful, (3) somewhat helpful, (2) slightly helpful, (1) not helpful at all.

Summary:

- Respondents rated “What can we ask an applicant or employee about their disability” most highly as a topic where information for managers and other employees would be helpful.
- Respondents were given the opportunity to write in a response to this question. Four respondents reported other information needs, asking: “What is the limit of Employer’s responsibility on covering the cost of accommodation,” “How to document interaction,” “How to work with employees with disability,” and “How to communicate the importance of inclusion?”

Open-Ended Question #3: What are your biggest questions/concerns related to disability in the workplace?

Many questions/concerns reflect the perceived challenges and barriers to the accommodation process identified in open-ended question two. We examined the responses to inform the next phase of the study. Specifically, we used the CWD model to identify topics that need (1) increasing knowledge, (2) promoting a positive attitude, or (3) developing a consistent practice.

CAN/CAN'T

Concerns related to system and practice reflected a desire for the need to (1) avoid workplace retaliation, (2) evaluate the impact of the accommodation on employees and the company, and (3) develop a standard accommodation procedure.

- **Need to avoid workplace retaliation.** Comments related to workplace retaliation underscore the concern of being treated differently or fired after making an accommodation request. One respondent commented, “I have worked with two employees who have been dismissed because of them asking for accommodation. Now they are in the legal battle with the EEOC regarding their wrongful dismissal, and the EEOC is not looking at this issue as wrongful. [Employees] need legal support who are knowledgeable and skillful in this area being able to provide legal representation for the employee.”
- **Need to evaluate the impact of the accommodation on employees and the company.** The respondents also reported the need to evaluate the impact of the accommodation on employees and the company. For example, one respondent would like to learn “[the impact] the accommodation has on employees.” Many respondents are also concerned about whether they are “meeting the request,” “making sure the employee is satisfied,” and “making everyone comfortable and productive.” One of the strategies to address these concerns is by developing evaluation tools after the implementation of the accommodation.
- **Need to develop a standard accommodation procedure.** Many questions about disability in the workplace were due to lack of standard accommodation procedure, which similarly had led to the challenges experienced in the process of providing accommodation. Respondents would like to learn more on topics such as how to avoid discrimination and breach of confidentiality, what documentation is required, as well as how to engage in the interactive process and address potential conflicts during the process. For example, one respondent asked, “How to handle when an employee refuses to perform a job function and claims it is due to a medical condition?”

WILL/WON'T

Attitude-related concerns and questions center on a desire for promoting disability awareness at the workplace and among Human Resources personnel.

- **Need to address the influence of accommodations on other employees without disabilities.** Many comments revealed that HR personnel experienced challenges to address the impact of accommodations on other employees without disabilities. For example, one respondent shared: “One of our biggest concerns is being able to make accommodations without overburdening the other employees, who may have to help do parts of a job that they would not necessarily have to if we have to accommodate another employee. It is a delicate balance in a small business to try and hire people with disabilities.” Other concerns focus on how to handle other colleagues’ questions or

comments at work, such as accusations of favoritism. For example, one respondent asked, “How to handle other co-worker’s anger or jealousy related to an accommodation?” These comments underscore the perceived need to increase disability awareness at the workplace for all employees.

- **Need to increase HR personnel’s understanding of disability and accommodation.** Other attitude-related concerns and questions focus on the perceived needs to increase HR personnel’s understanding of disability and accommodation. Some issues shared include employers not believing that an employee has a disability or feeling that employees with a disability might be lacking necessary skills and cannot be productive. Other respondents’ questions revealed the concern of being taken advantage of, as they asked, “How to best accommodate them within the ADA, but also not fulfilling frivolous requests?” and “How do we prevent fraud?” Another respondent commented, “Sometimes employees don’t tell you the entire story or may simply be trying to get out of doing a task.”

KNOW/DON’T KNOW

Knowledge-related concerns and questions revealed that the respondents have a wide range understanding of disability and the accommodation process. Many of the concerns show that the respondents may benefit from training on (1) basic ADA, (2) accommodation process, and (3) communicating with employees with a disability.

- **Clarify ADA terminologies.** Clarify ADA terminologies including reasonable accommodation and undue hardship (e.g., financial or administrative burden).
 - Some accommodation-related questions to ask, what to do when accommodation is not possible due to an undue burden (in relation to administration, financial resources, or structural operations) on the small business.
- **Provide guidance on the rights and responsibilities under the ADA.** Provide guidance to the employers on their rights and responsibilities under the ADA because many respondents were concerned about ADA compliance and worried about lawsuits, asking, “Are we doing it right?”
 - Some respondents raised concerns regarding communicating with employees with disabilities, posing questions such as, “What medical questions are allowed,” or “What can we ask an employee about their disability?”
- **Promote understanding of disability.** Address questions such as
 - How do I recognize disability disclosure?
 - What is a disability? How and who determines disability?
 - What disabilities are covered under the ADA?
 - What to do when poor performance is not related to a disability?
 - How to hire and retain employees with disability
- **Understanding how to accommodate.** Many responses were related to the process of accommodation and the concerns center on the question, “How do I accommodate

employees?” Therefore, training in the accommodation process will define the interactive process and offer strategies to identify accommodation options and determine accommodation based on different functional limitations. It should also clarify questions such as how to ensure that “accommodations are provided in a timely manner.”

Accessing Information about Title I of the ADA: Current and possible ways to access information

The next section of the survey focused on how small employers currently access information (Table 7) and how they might like to access informational resources (Table 8). These questions help identify ways to better reach small organizations with resources.

Table 7. Information sources for ADA related issues

Do you use any of the following sources for accessing information about ADA related issues? (Select all that apply) N=310	Percent
Google search	38.1
A legal professional	36.8
SHRM (Society for Human Resource Management)	31.0
ADA Center	29.7
U.S. EEOC (Equal Employment Opportunity Commission)	26.5
Colleagues	26.5
External HR consultant	17.7
JAN (Job Accommodation Network)	17.4
None of the above	15.2
EARN (Employer Assistance and Resources Network)	12.9
State/territory government agency (please specify) ²	6.5
Other (please specify) ³	6.5
Local government agency (please specify) ⁴	5.8

² Answers given for “State/territory government agency” include “NYS commission for the Blind,” “DVR and DSB,” “Workforce Center,” “Disability RIGHTS,” “local independent living center,” “DC local offices,” “DC office of human rights,” and “Labor Department”.

³ Answers given for “Other” include “Center for Dependable Strengths,” “Community Rehabilitation partners,” and “Employers Association of NJ.”

⁴ Answers given for “Local government agency” include “NJDOE,” “NJDOJ,” “DVR PA State,” “NYS Commission for the Blind,” “V.I. Department of Labor,” “DVR and DSB,” “Department of Workforce Development,” “TX Workforce Commission,” “University - HR Department,” “Work-Able,” “Department of Mental Health,” “MS Department of

Note: ordered from highest to lowest percentage

Summary:

- The most common way to access information about the ADA was via Google search
- Nearly as many respondents noted that they would contact a legal professional with questions.
- SHRM and the ADA Centers were popular resources for these organizations. JAN and EARN were less frequently noted, but the way the respondents were recruited through the Northeast ADA Center may have increased the proportion who use that resource.

PR/USVI comparison to rest of respondents (differences significant at $p < .10$):

- PR/USVI more likely to use state/territory government resources (25.0% vs 4.9%).
- PR/USVI more likely to use local government resources (20.8% vs 4.6%).
- PR/USVI less likely to use JAN (4.1% vs 18.5%).
- PR/USVI more likely to use colleagues (41.7% vs 25.2%).

Rehabilitation Services,” “Department of Human Services,” “NY State Insurance Fund,” and “California Chamber of Commerce.”



Table 8. Preferences for Accessing Information

Table 8A: How do you typically access information on the ADA?

How do you typically access information on the ADA?	N	Percent
Website	159	51.6
Telephone consultation/information hotline	47	15.3
Visit an office (e.g., government agency) in-person	8	2.6
Contact a colleague	29	9.4
Contact an attorney	44	14.3
Other	21	6.8

Summary:

- The most common way to access information about the ADA was via the website

Table 8B: Would you subscribe to get no-cost information about the ADA?

Would you subscribe to get no-cost information about the ADA and disability inclusion? (Select all that apply)	N	Percent
Via text message	28	9.1
Via email message	235	76.3
Would not subscribe	62	20.1

Table 8C: Download app?

Download app?	N	Percent
Yes	95	30.7
No	183	59.2
Maybe, please explain	31	10.0

Summary:

- Many respondents, over 70%, would be willing to subscribe to emails related to disability inclusion. However, less than a third were interested in downloading an app.

Table 8D: Types of ADA related trainings

Would you attend the following types of ADA related training? (Select all that apply)	N	Percent
In-person training	160	51.3
Webinars	211	67.6
Online course	165	52.9
Podcast	71	22.8
None of the above	32	10.3

Summary:

- Two-thirds of respondents would attend webinar training related to the ADA

Respondent/Organizational Characteristics

The next set of tables (Table 9 and Table 10) summarizes the characteristics of our sample, including organizational and respondent characteristics.

Table 9. Organization Characteristics

Table 9A: Number of Employees in Organization

Number of Employees	N	Percent
0-9	96	30.5
10-14	28	8.9
15-29	46	14.6
30-49	26	8.3
50-99	36	11.4
100-199	47	14.9
200-299	14	4.4
300-399	10	3.2
400-499	12	3.8

Summary:

- 60.6 % of respondents were covered by the ADA, others were smaller and therefore had no legal obligations under the ADA

Table 9B: Location of Organization

Location of organization	N	Percent
New Jersey	120	38.5
New York	125	40.1
Puerto Rico	13	4.2
U.S. Virgin Islands	12	3.9
Other (please specify)	42	13.5

Table 9C: Type of Organization

Type of Organization	N	Percent
Private business	248	79.7
Local government	8	2.6
State government	5	1.6
Other (please specify)	50	16.1

Table 9D: Federal Contractor Status of Organization

Federal contractor	N	Percent
Yes	48	15.6
No	241	78.3
Not sure	19	6.2

Table 9E: Urban-Rural Classification of Location

Urban/Rural	N	Percent
Rural	41	13.4
Suburban	138	45.1
Urban	127	41.5

Table 9F: Industry of Organization

Industry	N	Percent
Manufacturing	37	15.0
Other Services (except Public Administration)	37	15.0
Professional, Scientific, and Technical Services	36	14.6
Construction	21	8.5
Health Care and Social Assistance	21	8.5
Finance and Insurance	14	5.7
Arts, Entertainment, and Recreation	14	5.7
Educational Services	13	5.3
Information	11	4.5
Retail Trade	9	3.7
Real Estate and Rental and Leasing	8	3.3
Wholesale Trade	7	2.9
Accommodation and Food Services	6	2.4
Transportation and Warehousing	4	1.6
Management of Companies and Enterprises	4	1.6
Administrative and Support/Waste Management/Remediation Services	2	0.8
Agriculture, Forestry, Fishing and Hunting	1	0.4
Public Administration	1	0.4

Summary:

- The most common industries of survey respondents were: Manufacturing; Other Services (except Public Administration); and Professional, Scientific, and Technical Services.

Table 10. Respondent Characteristics

Table 10A: Involvement in Accommodation Process

In your role in the organization, are you involved in the accommodation process?	N	Percent
No	57	18.1
Yes	258	81.9

Summary:

- Most of the survey respondents, over 80%, are involved in the accommodation process

Table 10B: Role in Organization

Role in organization	N	Percent
President/Owner	98	31.6
Vice-President	30	9.7
Director	60	19.4
Assistant Director	10	3.2
Manager	58	18.7
Assistant Manager	6	1.9
Supervisor	6	1.9
Administrative Assistant	8	2.6
Other (please specify)	34	11.0

Summary:

- Nearly a third of respondents were the president or owner of their organization

Table 10C: Areas of Responsibility

Responsibility in the following areas (select one or more)	N	Percent
EEO/Affirmative Action	134	44.2
Compliance	172	56.8
Disability	182	60.1
Diversity	141	46.5
Employee Relations	199	65.7
Health/Safety/Security	151	49.8
Human Resources (HR)	218	71.9
Labor/Industrial Relations	80	26.4
Legal	93	30.7
Organizational Development	135	44.6
Talent Acquisition/Recruitment	158	52.1
Training & Development	175	57.8
Other (Please specify)	24	7.9

Table 10D: Time with Organization

Time with organization	N	Percent
Less than 1 year	17	5.5
1-3 years	59	19.2
4-10 years	99	32.1
More than 10 years	133	43.2

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Table retrieved from: (CB1400A15)

<https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bk>
[mk](#)

U.S. Small Business Administration. (2014). Calculations by William Erickson, Yang-Tan Institute, Cornell University, Using 2014 U.S. Census Bureau data from Statistics of U.S. Businesses (SUSB), 2014. <https://www.census.gov/programs-surveys/susb.html>. Business Pattern

Table retrieved from: (CB1400A15)

<https://factfinder.census.gov/bkmk/table/1.0/en/BP/2014/00A5/0400000US78>

Appendix: Copy of the Survey





Cornell University



Northeast ADA Center

Small Organizations and Title I of the Americans with Disabilities Act (ADA)

***Are you a leader, or responsible for human resources, at a small organization
(fewer than 500 employees)?
If you are, we need your input!***

The Northeast ADA Center at Cornell University is researching the ways small organizations are implementing Title I of the ADA (the employment provisions). This research project will help us to develop resources to support small employers in hiring, retaining, and providing equal opportunities for individuals with disabilities.

The survey should take about 10 minutes. It includes questions about your knowledge, your organization's policies and processes, and what help you feel you need to implement Title I of the ADA in your organization. Even if your organization does not have a lot of experience with people with disabilities or the ADA, your perspective is still valuable.

At the end of the survey, we will ask if you want to be entered into a drawing for \$50 gift card (chance of winning is 1 in 20) or would like to learn about our research findings or the employer resources we develop. If you do, we will ask for your name and email address. Your name and email will not be linked to your survey responses. The survey is voluntary and you may skip any questions you do not want to answer. Your responses will be anonymous, and any reports or products developed from the survey findings will not identify you or your organization.

If you have questions: The researcher conducting this study, Sarah von Schrader, can be reached at sv282@cornell.edu or 1-607-254-8088. If you have any questions or concerns regarding your rights as a subject in this study, you may contact the Institutional Review Board (IRB) at 1-607-255-5138 or access their website at <http://www.irb.cornell.edu>. You may also report your concerns or complaints anonymously through Ethicspoint (www.hotline.cornell.edu) or by calling toll free at 1-866-293-3077. Ethicspoint is an independent organization that serves as a liaison between Cornell University and the person bringing the complaint so that anonymity can be ensured.

The contents of this survey were developed under a grant from the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR grant number 90DP0088). NIDILRR is a Center within the Administration for Community Living (ACL), Department of Health and Human Services (HHS). The contents of this (insert document type) do not necessarily represent the policy of NIDILRR, ACL, HHS, and you should not assume endorsement by the Federal Government.

If you would rather take this survey online, please use the following link:
<http://bit.ly/CornellSmallBusinessPaper>



ILR School

About how many employees does your organization have?

- 0-9
- 10-14
- 15-29
- 30-49
- 50-99
- 100-199
- 200-299
- 300-399
- 400-499
- 500-1,000
- 1,000-2,000
- 2,000+

Our survey is designed to collect information about the needs of small organization with fewer than 500 employees. If you reported that your organization has more than 500 employees, then you do not need to complete the survey. We appreciate your interest and encourage you to visit the [Northeast ADA Center website](http://www.northeastada.org) for information about our services.



Title I of the ADA

This first section defines some common terms related to the ADA.

DISABILITY:


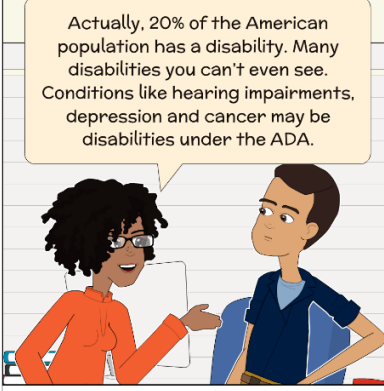
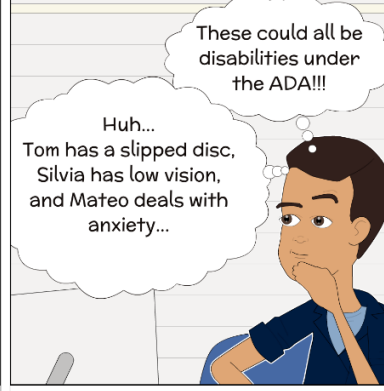
A physical or mental impairment that substantially limits one or more major life activity. Disabilities can include chronic physical or mental health conditions, physical, cognitive, or sensory disabilities, and/or workplace injuries/illnesses that make it more difficult for a person to do everyday activities.

ACCOMMODATION:




Any change in the work environment or in the way things are customarily done that enables an individual with a disability to enjoy equal employment opportunities. For example, changes in work policies, equipment, or schedules. In this survey, we ask only about disability-related accommodations. The ADA refers to these as “reasonable accommodations.”



What is a disability?

<p>Small Companies and the ADA</p> <p>I just read that the Americans with Disabilities Act applies to small companies. But, no one here uses a wheelchair or is blind...</p>  <p>The employment provisions of the Americans with Disabilities Act (ADA) apply to all businesses with fifteen or more employees.</p>	<p>What is a Disability?</p> <p>Actually, 20% of the American population has a disability. Many disabilities you can't even see. Conditions like hearing impairments, depression and cancer may be disabilities under the ADA.</p>  <p>Under the ADA, if an employee has an ongoing or serious medical/health condition that affects how their body works or the way they do their job, they might have a disability.</p>	<p>Title?</p> <p>These could all be disabilities under the ADA!!!</p> <p>Huh... Tom has a slipped disc, Silvia has low vision, and Mateo deals with anxiety...</p>  <p>An employee has to tell their employer that they have a disability before they are covered under the ADA.</p>
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What is reasonable accommodation?

<p>Disability Disclosure</p> <p>Silvia told me she's having trouble reading small text on her computer.</p> <p>Silvia may have disclosed a disability. Let's talk to her about how we can provide a reasonable accommodation.</p>  <p>Disability disclosure occurs when an employee tells their employer that because of a disability/health condition they're having trouble performing essential job tasks.</p>	<p>Reasonable Accommodation</p> <p>What's a reasonable accommodation? It sounds complicated...</p> <p>It's not as hard as you think! We've already provided accommodations like special keyboards, flexible schedules, and time off for regular doctor appointments.</p>  <p>A reasonable accommodation is a change in the way that work is customarily performed to allow the person to complete the tasks.</p>	<p>Accommodation Process</p> <p>Well, we do try to give all our employees what they need to do their best work.</p> <p>YES, WE DO! And, when a disability is involved we have a legal obligation under the ADA.</p>  <p>Having a clear process in place can help make providing accommodations fair and equitable for all employees with or without a disability.</p>
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How helpful were these comics in explaining disability and reasonable accommodation under the ADA?

- Very helpful
- Somewhat helpful
- Slightly helpful
- Not helpful at all

If you answered “Not helpful at all” for the last question, please tell us why you did not find the comic helpful.

- I don't like comics
- I already know this information
- The comic is difficult to understand
- The comic font is not legible
- Other (please specify): _____

Understanding Organizational Policy and Processes

Has your organization ever employed anyone with a disability?

- Yes
- No
- Not sure

Do you have a written policy statement about providing accommodations?

(In this survey, we ask only about disability-related accommodations. The ADA refers to these as “reasonable accommodations”)

- Yes
- No
- Not sure

Is there a clear process in place for providing accommodations?

- Yes
- No
- Not sure

If you answered “Yes” to the previous question, how would an employee know about this process? (check all that apply)

- Employee handbook
- Covered in orientation
- From HR rep
- From colleagues
- Organization website
- Other, please specify: _____
- Not sure

In your role in the organization, are you involved in the accommodation process?

- Yes
- No

About how many accommodation requests has your organization received in the past two years?

- 0
- 1
- 2
- 3
- 4
- 5
- More than 5
- Don't know

If you answered "0" or "Don't know" for the previous question, has your company ever received an accommodation request?

- Yes
- No
- Don't know

Who is involved in the accommodation process? (Check all that apply)

- The employee who requested an accommodation
- The immediate supervisor of the employee who requested accommodation
- HR staff
- Legal counsel
- The business owner
- Organization president/CEO
- Some other manager/director
- Don't know

Who typically makes the final decision on provision of an accommodation?

- The immediate supervisor of the employee who requested accommodation
- HR staff
- Legal counsel
- The business owner
- Organization president/CEO
- Other manager/director
- No single final responsible party
- Don't know



To what extent are the following a concern related to providing accommodations?

Question	Very concerning	Somewhat concerning	Slightly concerning	Not concerning
Organization's staff not understanding the accommodation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee requesting an accommodation does not understand the accommodation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor communication among parties involved, such as the employee and decision-makers in the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining medical documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining the type of accommodation needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of accommodation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization takes too long to make a decision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization takes too long to implement the accommodation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping disability related information confidential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other employees upset/jealous about accommodations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other difficulties (please specify) : _____ _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your experience, what makes the accommodation process better/easier? (Please share examples)

In your experience, what makes the accommodation process more difficult? (Please share examples)



Accessing Information about Title I of the ADA

How helpful would information on the following topics be for you or HR staff/leadership in your organization?

Question	Very helpful	Somewhat helpful	Slightly helpful	Not helpful at all
How to increase disability awareness among staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How an organization can benefit from hiring or retaining employees with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What types of disabilities are covered by the ADA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to recruit qualified individuals with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to accommodate different types of disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal advice on ADA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to develop an accommodation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to develop an accommodation policy statement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to develop job descriptions that include essential functions of the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to document accommodation requests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) : _____ _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How helpful would information on the following topics be for managers or other employees in your organization?

Question	Very helpful	Somewhat helpful	Slightly helpful	Not helpful at all
How disability is defined under the ADA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to recognize when an employee discloses a disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What can we ask an applicant or employee about their disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to respond to an accommodation request	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What is the accommodation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to interact comfortably with individuals with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) : _____ _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What are your biggest questions/concerns related to disability in the workplace?

**Do you use any of the following sources for accessing information about ADA related issues?
(Select all that apply)**

- ADA Center
- SHRM (Society for Human Resource Management)
- JAN (Job Accommodation Network)
- EARN (Employer Assistance and Resources Network)
- External HR consultant
- A legal professional
- Colleagues
- Google search
- U.S. EEOC (Equal Employment Opportunity Commission)
- Local government agency (please specify) : _____
- State/territory government agency please specify) : _____

- Other (please specify : _____
- None of the above

When you have a question about the ADA or HR-related questions, how do you typically access information?

- Website
- Telephone consultation/information hotline
- Visit an office (e.g., government agency) in-person
- Contact a colleague
- Contact an attorney
- Other

Would you subscribe to get no-cost information about the ADA and disability inclusion...

- via text message (no more than weekly)
- via email message (no more than weekly)
- I would not subscribe to either

Would you download an app for your mobile phone that provided information on the ADA and disability inclusion?

- Yes
- No
- Maybe, please explain _____



Would you attend the following types of ADA related training?

- In-person trainings
- Webinars
- Online course
- Podcast
- None of the above

Respondent/Organizational Characteristics

Where is your organization located?

- New Jersey
- New York
- Puerto Rico
- U.S. Virgin Islands
- Other (please specify) : _____

What type of organization do you work for?

- Private business
- Local government
- State government
- Other (please specify) : _____

If you answered “private business” to the last question, what industry is your business in?

- Agriculture, Forestry, Fishing and Hunting
- Mining, Quarrying, and Oil and Gas Extraction
- Utilities
- Construction
- Manufacturing
- Wholesale Trade
- Retail Trade
- Transportation and Warehousing
- Information
- Finance and Insurance
- Real Estate and Rental and Leasing
- Professional, Scientific, and Technical Services
- Management of Companies and Enterprises
- Administrative and Support and Waste Management and Remediation Services
- Educational Services
- Health Care and Social Assistance
- Arts, Entertainment, and Recreation
- Accommodation and Food Services



- Other Services (except Public Administration)
- Public Administration

Is your organization a federal contractor?

- Yes
- No
- Not sure

How would you describe the location of your organization?

- Rural
- Suburban
- Urban

Please tell us a little more about your position within your organization

What is your role?

- President/Owner
- Vice-President
- Director
- Assistant Director
- Manager
- Assistant Manager
- Supervisor
- Administrative Assistant
- Other (please specify) : _____

In your role, do you have responsibility for any of the following areas? (select all that apply)

- EEO/Affirmative Action
- Compliance
- Disability
- Diversity
- Employee Relations
- Health/Safety/Security
- Human Resources (HR)
- Labor/Industrial Relations
- Legal
- Organizational Development
- Talent Acquisition/Recruitment
- Training & Development
- Other (Please specify) : _____



How long have you been with your organization?

- Less than 1 year
- 1-3 years
- 4-10 years
- More than 10 years

How did you hear about this survey?

- ADA Center
- Chamber of Commerce
- SHRM
- Other (Please specify) : _____

Sign up for Drawing or Early Access to Research Findings

Would you like to be entered into a drawing for a \$50 gift card, learn about our research findings, or have early access to the resources developed?

- Yes
- No

If you answered “Yes” for the previous question, would you like to... (Select all that apply)

- be entered into a drawing for a \$50 gift card
- learn about the research findings
- have early access to the resources developed
- participate in future research of the Northeast ADA Center

Please enter your name and email address. This will not be linked to your survey responses.

- Name _____
- Email _____

Thank you for completing the survey. The Northeast ADA Center provides training, consultation, as well as free technical assistance and materials on a broad range of topics related to disability in the United States.

If you are interested in learning more about our services, please visit:
www.northeastada.org

