



DATE: August 15, 2019

IRB Protocol Number: 11132018.104

TO: Kyle Reardon, Principal Investigator
Department of Special Education

RE: Protocol entitled, "Employer Perspectives on Hiring Individuals with Disabilities"

Notice of Amendment Review and Exempt Determination

The amendment submitted on August 09, 2019 to the above protocol has been reviewed and determined to continue to qualify for exemption. Any other change to this research will need to be assessed via a separate amendment to ensure the study continues to qualify for exemption. The research is approved to be conducted as described in the attached materials.

The purpose of this Amendment is to:

- Add participation incentives

For this research, the following determinations have been made:

- This study has been reviewed under the **2018 Common** Rule and determined to qualify for exemption under **Title 45 CFR 46.104(d)(2)**.

Approval period: August 15, 2019 - May 29, 2024

If you anticipate the research will continue beyond the approval period, you must submit a Progress Report at least 45-days in advance of the study expiration. **Without continued approval, the protocol will expire on May 29, 2024 and human subject research activities must cease.** A closure report must be submitted once human subject research activities are complete. Failure to maintain current approval or properly close the protocol constitutes non-compliance.

You are responsible for the conduct of this research and adhering to the *Investigator Agreement* as reiterated below. You must maintain oversight of all research personnel to ensure compliance with the approved protocol.

The University of Oregon and Research Compliance Services appreciate your commitment to the ethical and responsible conduct of research with human subjects.

Sincerely,

Chris Duy
Research Compliance Administrator
Research Compliance Services

CC: Dawn Rowe, Deanne Unruh



INVESTIGATOR AGREEMENT: Principal Investigator and Faculty Advisor Responsibilities

A. Conduct of the Research

1. I accept responsibility for the ethical conduct of this research and protection of participants as set forth in the Belmont Report, Declaration of Helsinki, the Nuremberg Code, the Common Rule, and the ethical principles of my discipline.
2. I accept responsibility for ensuring this research is conducted according to:
 - (a) sound research design and methods;
 - (b) the parameters of the Research Plan and activities described in these application materials;
 - (c) the applicable terms of the grant, contract and/or signed funding agreements; and
 - (d) applicable laws and regulations, including those for protecting the rights, safety, and welfare of human subjects.
3. I certify that I am or my faculty advisor is sufficiently qualified by education, training, and/or experience to assume responsibility for the proper conduct of this research. I accept responsibility for ensuring that members of this research team, including study staff and trainees, are appropriately qualified, trained and supervised.
4. I accept responsibility to personally conduct and/or directly supervise this research. I certify that I have sufficient time and resources to properly conduct and/or supervise this research.

B. Ensuring and Maintaining Compliance

1. I will comply with relevant regulatory and institutional requirements, including those relating to conflicts of interest, responsible conduct of research and research misconduct.
2. I understand it is my responsibility to ensure that any research personnel, including myself, responsible for the design, conduct, and reporting of research declare any potential conflicts of interests related to the research and to maintain current records. I will ensure changes in conflicts of interest are promptly disclosed to RCS.
3. I will ensure that prospective agreement and/or informed consent is obtained and a copy is provided to participants, when appropriate.
4. I will ensure all research activities are either determined exempt or have the necessary IRB approval prior to beginning human subject research activities. I will obtain confirmation of continued exemption or otherwise seek IRB approval for any amendments to this research.
5. I will conduct this research within the approved project period. I will submit a closure report form prior to the protocol expiration or within 45 days of completion of all activities involving human subjects or identifiable participant data. Alternatively, I agree to submit a progress report to request continued approval and extend the project period at least 45 days in advance of the expiration date.
6. I will maintain approval, as applicable, with collaborative entities including approvals from other countries or jurisdictions.
7. I will promptly report to RCS and/or the IRB (no later than seven days of discovery) any instances of noncompliance and any unanticipated problems.
8. I will assist in the facilitation of any monitoring and/or auditing of study activities and/or records as required by RCS, the IRB, funding entities, sponsors, and/or any federal and state regulatory agencies.



C. Investigator Records, Reports and Documentation

1. I will maintain research records, all protocol materials, and any other documents associated with this research (e.g., research plan, consent materials, and RCS and/or IRB correspondence).
2. I will maintain records for at least three years after this research ends, or for the length of time specified in applicable regulations or institutional or sponsor requirements, whichever is longer. I will take measures to prevent accidental or premature destruction of these records.
3. I will ensure the safe and secure storage of this research information (whether in paper or electronic formats) and will protect the confidentiality of the information in accordance with any provisions described in the protocol.
4. I will submit written reports to RCS and/or the IRB and permit inspection of the research records as required by RCS and/or the IRB.

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APPLICATION

Purpose: This application is designed to help facilitate review of changes to an existing protocol and to assure compliance of the federal regulations as set forth in 45 CFR Part 46.

Instructions: Use this application to request IRB review of proposed changes to **previously approved expedited or full board** research. You must obtain IRB approval **prior** to implementing any change(s) in your research. This application can also be used to request a study previously reviewed under the pre-2018 Common Rule regulations be considered for transition to oversight under the 2018 Common Rule. Submit this application and all applicable research materials solicited in the checklist at the end of the form to ResearchCompliance@uoregon.edu. Save this form before proceeding.

PART I: STUDY AND INVESTIGATOR INFORMATION

Principal Investigator (PI):	Kyle Reardon	Today's Date:	8/9/19
Faculty Advisor	Deanne Unruh	Protocol number:	11132018.104
Study Title:	Employer Perspectives on Hiring Individuals with Disabilities		

1. Research Status (check one)

- ☒ Project not yet started (no subjects being recruited)
- ☐ Currently in progress (subjects being recruited)
- ☐ Closed to new subject entry (long term follow-up only or data analysis)

2. Transition to the Revised Common Rule

- Revisions to the federal regulations governing human subjects research known as the Common Rule are effective January 21, 2019. **Protocols that were initially approved or determined exempt prior to January 21, 2019 may remain under the pre-2018 Common Rule regulations or have the option of transitioning to comply with the 2018 Common Rule.** You may request that your study be assessed for transition. This assessment will determine if your study is a good candidate for transition and identify changes necessary to comply with the revised 2018 Common Rule.

Select one option below:

- ☒ My study was initially approved after January 21, 2019 or has already transitioned to the 2018 Common Rule.
- ☐ My study was already assessed for transition to the 2018 Common Rule.
- ☐ I am requesting that this study NOT be *assessed* for transition to the revised 2018 Common Rule at this time.
- ☐ I am requesting that this study be *assessed* for transition to the revised 2018 Common Rule

If requesting assessment for transition, provide anticipated end date for human subject research activities (month and year):

- For more information about the revised 2018 Common Rule and transition considerations, please see our dedicated webpages [here](#). If you are unsure about your study's status, please contact RCS at researchcompliance@uoregon.edu or 541-346-2510.
- Protocols recommended for transition to the revised 2018 Common Rule may be asked to submit previously approved materials and/or make revisions to those materials to comply with the revised 2018 Common Rule.

Research

Compliance Services

08/15/2019 – 05/29/2024

"EXEMPT"
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PART II: PROPOSED CHANGES TO PREVIOUSLY APPROVED RESEARCH

1. Give a brief description of the proposed change(s).

The research plan has been updated to reflect specific recruitment methods that were not identified in the previous research plan as well as to include incentives for participation in the survey. The survey itself has also been updated. All changes to the survey, recruitment, and incentives have been noted using track changes in the attached research plan.

2. Describe the rationale for the change(s).

Incentives have been added to increase participation in the survey. The recruitment methods were not explicitly stated in the previous research plan, and are now spelled out in this iteration. The small changes to the survey have been made to align with best practices in the field.

3. As a result of the proposed amendment, do you need to make a change to the previously established project period?

☐ Yes

☒ No

Provide anticipated end date for human
subject research activities (month and year):

PART III: RESEARCH PERSONNEL

If you are making any changes to research personnel at this time (e.g., adding research staff, changing PI, etc.), list the individuals below and attach an updated [Research Personnel Form](#) highlighting those individuals.

☒ No changes to Research Personnel; proceed to Part V below.

☐ Research Personnel Form is attached; the following individuals have been added and/or updated:

- It is the responsibility of the Principal Investigator (PI) to ensure that any research personnel, including the PI, responsible for the design, conduct, and reporting of research complete the [Human Subjects Conflict of Interest \(COI\) form](#).
- The PI must keep completed copies of all Human Subject COI forms for their records.
- The PI must submit with this application Human Subject COI forms only for
 - New research personnel who have identified a real, perceived, or potential conflict of interest on their form; and
 - Existing personnel who have identified a change to a real, perceived, or potential conflict of interest on their form.

☐ No conflicts are identified.

☐ Yes, conflicts and/or changes are identified and Human Subject COI form(s) are attached for the following individuals:

PART IV: RESEARCH RISK

1. Based on the proposed change(s), are there any new or altered risks?

☐ Yes

☒ No

Explain in the text box below:



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2. In your opinion, how do the proposed change(s) impact the overall risk profile for the previously approved research (select one of the following):

☐ Increase ☐ Decrease ☒ Remain the same

Provide rationale and justification with support for your response.

3. Is the proposed amendment a result of an unanticipated problem or adverse event?

☐ Yes ☒ No If "Yes", explain in the text box below

4. As a result of the proposed change(s), has a Data and Safety Monitoring Plan (DSMP) been created for this research? This is typically required by a sponsor or regulatory agency (e.g., FDA).

☐ Yes ☒ No If "Yes," attach a copy of the DSMP and address in the Research Plan.

5. As a result of the proposed change(s), has a Data Safety Monitoring Board or Committee (DSMB/DSMC) been established for this research? This is typically required by a sponsor or regulatory agency (e.g., FDA).

☐ Yes ☒ No If "Yes," attach a copy of the DSMB/DSMC information and address in the Research Plan.

PART V: COLLABORATIONS

• As a result of the proposed change(s), will the research be conducted with institutions, or at site(s)/organization(s) other than University of Oregon (e.g., public schools, tribes, non-profit organizations, companies, hospitals, universities, etc.)?

☐ Yes ☒ No If "Yes", explain and attach applicable permission and/or approval documentation:

PART VI: CLINICAL TRIALS

• Based on the proposed changes, does the research now meet the definition of clinical trial under NIH or other sponsor requirements and/or FDA, or 2018 HHS regulations?

☐ NA This research previously met the definition of clinical trial.

☒ No This research does not meet the definition of clinical trial.

☐ Yes This research now meets the definition of clinical trial under FDA, other sponsor, or 2018 HHS definition of clinical trial.

If "yes," the principal investigator is responsible for ensuring the additional requirements related to conduct of clinical trials are met.

- All individuals involved in the design, conduct, oversight, and management of the clinical trial must complete Good Clinical Practice (GCP) training. Current training dates need to be listed in the Research Personnel Form.

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- For NIH sponsored research that meets the definition of clinical trial, research must be registered with and any results submitted to clinicaltrials.gov per program requirements. This may be required by other sponsors or federal agencies.
- For non-exempt research reviewed under the 2018 Revised Common Rule, the informed consent form must be posted to a federal website after the study is closed to recruitment and no later than 60 days after the last study visit by any subject.

See the [RCS Clinical Trials](#) page for more information and guidance.

PART VII: MATERIALS

1. New and revised materials must be submitted with this application. Revisions to any previously approved protocol materials must be submitted with proposed changes clearly indicated (e.g., using track changes).

Check material type below and indicate if this is new or revised.

Material Type	New	Revised	Title(s)/Comments/Other
<input type="checkbox"/> Form - Personnel	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Form - Conflict of Interest	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Form - Funding	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Research Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Incl. n/a			
<input type="checkbox"/> <input checked="" type="checkbox"/> Appendix A - Drugs	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> <input checked="" type="checkbox"/> Appendix B - Medical Devices	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> <input checked="" type="checkbox"/> Appendix C - Ionizing Radiation	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> <input checked="" type="checkbox"/> Appendix D - HIPAA	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> <input checked="" type="checkbox"/> Appendix E - Genetic Materials	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Recruitment Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/> Consent/ Assent Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/> Debriefing Materials			
<input type="checkbox"/> Data Collection Materials/Instruments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/> Data Safety Monitoring Plan			
<input type="checkbox"/> Data Safety Monitoring Board/Committee Information	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Permissions/ Support Letters/ Outside IRB Approval	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> For funded/sponsored Research: Human Subjects portion of grant Proposal	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	

2. As a result of the proposed changes, will any of the previously approved protocol materials no longer be used?

☐ Yes ☒ No If "Yes", list materials below

Material Name/Type/Title/Comments☐☐



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August 9, 2019
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AMENDMENT APPLICATION

<input type="checkbox"/>	
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[Remainder of page intentionally left blank; acknowledgements and signature page to follow.]



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PART VIII: INVESTIGATOR AND FACULTY ADVISOR SIGNATURES

- By signing below I certify that I will conduct this research as approved by the University of Oregon CPHS (IRB) and in accordance with the [Investigator Agreement](#).
- I understand that any changes listed above may not be implemented in the human subjects research until this amendment has been approved by the CPHS (IRB).

Kyle Reardon

August 9, 2019

Principal Investigator Signature

Date

- *Electronic signatures acceptable. The name of the Principal Investigator may be typed in the signature line.*
- *If the person emailing this application is not the Principal Investigator, the Principal Investigator must be copied on this application submission.*

REQUIRED FOR STUDENT RESEARCH

- By signing this form, the Faculty Advisor attests that (s) he has reviewed the proposed change and agrees to provide appropriate education, oversight, and supervision of the student investigator above, and share the above Principal Investigator responsibilities.

Click here to type name or insert electronic signature.

Click here to enter a date.

Faculty Advisor Signature

Date

- *Electronic signatures acceptable. The name of the Faculty Advisor may be typed in the signature line.*
- *If the person emailing this application is not the Faculty Advisor, the Faculty Advisor must be copied on this application submission.*

Research Plan

IMPORTANT: When completing this outline, please use the [Research Plan Guidance](#) for the content necessary to develop a comprehensive yet succinct Research Plan. Using the guidance to complete this outline will help facilitate timely IRB review.

Study Title: Employer Perspectives on Hiring Individuals with Disabilities

Protocol Number: TBD

Principal Investigator: Kyle Reardon, M.A.

A. Introduction and Background

Meaningful employment is one of the cornerstones of adult life and has been identified as a critical need for individuals with disabilities (Rogan, Grossi & Gajewski, 2002). Not only does a career promote financial independence, it can also provide an individual with confidence, self-determination, supportive relationships, and engagement within the community. Research has pointed to employment contributing to the development of positive and stable identities, quality of life, and future career success and potential earnings (Levin & Wagner, 2005; Shandra & Hogan, 2008).

Despite this, research consistently demonstrates that employment rates for individuals with disabilities fall significantly below those of individuals without disabilities (Stapleton and Burkhauser 2003; Kaye 2010; OECD 2010; Schur, Kruse, and Blanck 2013; Lauer and Houtenville 2017). Evidence from the Bureau of Labor Statistics (2016) indicates that the percentage of persons with disabilities who are employed was only 17.9 percent as compared to 65.3 percent of persons without disabilities. These employment disparities not only affect the economic well-being of individuals with disabilities (e.g., low income levels and high poverty rates), but also their social inclusion (OECD 2010; WHO/World Bank 2011). The 1990 Americans with Disabilities Act and subsequent 2008 amendments, combined with the 2006 UN convention on the Rights of Persons with Disabilities, is evidence that improving employment opportunities for people with disabilities is an important goal in the United States and around the world (Ameri, Schur, Adya, Bentley, McKay, & Kruse, 2018).

While preparing individuals for employment has been a dominant theme of secondary education and transition for more than two decades (National Collaborative on Workforce and Disability for Youth, 2009; Wehmeyer & Webb, 2012), there has been less emphasis placed on the willingness of employers to hire individuals with disabilities. A primary focus of the employment literature to date has been on strategies to improve employment readiness and the identification of factors that influence employment outcomes for students with disabilities. For example, Rabren, Dunn and Chambers (2002) identified the predictors of postschool employment for individuals with disabilities and much of the research has focused on improving employment readiness skills on behalf of students with disabilities as opposed to focused on employers who should be considered an important stakeholder in this effort.

There have been some studies, however, that have examined the attitudes and perspectives of employers and how they influence employment outcomes for individuals with disabilities. Gilbride Stensrud, Vandergoot and Golden (2003), examined the characteristics of employers who are open to hiring and supporting workers with disabilities and found that even employers who were willing to hire individuals with disabilities still had major concerns maintaining explicit and rigorous hiring guidelines and felt that individuals with disabilities who didn't meet these criteria would not be considered for competitive employment positions. In another study on employer perspectives, Houtenville and Kalargyrou (2015), compared hiring practices across industries and found that while employers were open to hiring individuals with disabilities, there remained a concern about outward-facing positions and whether or not customers were willing to be served by or interact with individuals with disabilities. Morgan and Alexander (2005), in a comparison study of employers with and without experience hiring individuals with disabilities, found that while most were willing, those with prior experience hiring and working with individuals with disabilities were more comfortable hiring this demographic.

Among other factors, employers' attitudes toward employees with disabilities is an important influential factor in employment rates for individuals with disabilities (Unger, 2002). While positive employer attitudes may lead to improved employment outcomes for individuals with disabilities, discrimination or other negative attitudes may lead to employment barriers for this population (Livermore & Goodman, 2009). However, as evidenced from the above literature, while there are some studies that have explored employer perspectives toward hiring individuals with disabilities, much of the research exists in niche areas and is both incomplete and out-of-date. Thus, a gap has been

identified between the preparedness of individuals with disabilities for competitive integrated employment and the willingness of employers to hire them. Therefore, it is necessary to better understand the perspectives of employers on individuals with disabilities in the workforce. Better understanding of this gap in knowledge will lead to better outcomes for individuals with disabilities and more appropriate job matches, as well as leading to more positive perspectives on hiring individuals with disabilities on the part of employers.

B. Specific Aims/Study Objectives

The purpose of this study will be to (a) better understand the perspectives of employers toward hiring individuals with disabilities and (b) determine industries more open to hiring individuals with disabilities.

Research questions include:

1. What are the perspectives of employers toward hiring individuals with disabilities?
2. What are employers' experiences hiring individuals with disabilities?
3. What are the important employability skills as perceived by employers?
4. What do employers identify as barriers to hiring individuals with disabilities?
5. What industries are most open to hiring individuals with disabilities?

C. Methods, Materials and Analysis

Methods: Survey participants will be contacted via email and asked to respond to an online survey (attachment A). Recruitment emails will include a recruitment statement and a link to the survey, which will be developed using online survey software called Qualtrics.

The survey is being developed by the researchers conducting the current using previous employer surveys described in prior studies (Ju et al., 2014; ODEP, 2008) as an impetus for the survey and will include additional questions and necessary modifications in order to address the specific research questions described above. Though the survey is still currently under development by the research team, a draft survey is attached to this application (attachment B). The research team will submit an IRB amendment once the final draft of the survey is complete.

Materials: A researcher-developed survey comprised of questions targeting the hiring practices and willingness of employers to hire individuals with disabilities will be used in this study (see attachment A). The survey is anticipated to take approximately 20 minutes to complete.

Analyses: Given the exploratory purpose of the study (i.e., to learn more about the perspectives of employers toward hiring individuals with disabilities), analyses will be primarily descriptive in nature. Initially, however, we will conduct a confirmatory factor analysis to validate factor structures of employability skills, basing the factor structures on a previous study (Ju et al., 2012; Ju et al., 2014). Next, we will run descriptive statistics for survey items to explore patterns among survey respondents. Logistic regression analyses will also be computed to explore whether certain variables are predictive of employers' responses to individual survey items. Structural equation modeling (e.g., exploratory factor analysis) may be used to identify the factor structure of perceived characteristics of employers willing to hire individuals with disabilities.

Dissemination of Results: We will share results of the survey with professionals and other stakeholders involved in providing employment opportunities for individuals with disabilities. We may also disseminate the results of this study via local and national educational research conferences and via publications in peer-reviewed educational research journals.

D. Research Population & Recruitment Methods

Research Population and Methods: Our intent is to include relevant employers from across the country, generating a sample representative of employers across all industries. We will target individuals who are responsible for or knowledgeable of the hiring practices at their respective places of employment, though the specifics of this will be unable to be confirmed. They may be managers, Human Resources representatives, or others in charge of hiring.

Recruitment Methods: To obtain feedback from relevant employers responsible for hiring, the researchers will use "US Business Data" to generate a list of employer contacts. US Business Data provides over 65 million business contacts in the United States in an Excel file including the following fields of information: company name, contact name, contact title, email address, street address, city, state, zip code, county, area code, phone number, website URL, number of employees, annual revenue, SIC code, and SIC description. The only field of interest for the purposes of this research will be email addresses, and no other information in this data file will be used. It will be impossible to link survey responses to any other identifying information in the data file.

Participants will be sent a link to the survey via email. Informed consent (attachment A) will be provided on the first page of the survey. No identifying information will be collected via survey or reported in the study. We do not plan to exclude any employers from our survey and for that reason will not target any specific field(s) of employers. We desire a rich and diverse group of employment fields in order to increase the generalizability of our findings.

Incentives: Upon completion of the survey, participants will be offered the opportunity to enter their name, phone number, and email address into a random drawing for one of 25 gift incentives that will be held at the end of the data collection period. Gift incentives include: (1) 2 Apple Watches (estimated value: \$400 each); (2) 5 Apple AirPods (estimated value: \$160 each); (3) 24 \$100 Amazon Gift Cards. If participants elect to be entered into the drawing, their contact information will not be linked to their survey submission.

Commented [KR1]: Updated language around recruitment and incentives.

E. Informed Consent Process

We are requesting waiver of documentation of informed consent. The proposed research presents no more than minimal risk or harm to participants. We believe an alteration will not adversely affect the rights or welfare of participants because we will not be asking them to engage in a task that is outside the scope of normal practice (i.e., survey completion) and concerted efforts will be made to keep the survey data confidential and secure.

Participants will provide consent through the survey itself (attachment A). Once participants sign in they will be prompted to read the statement of consent and agree before continuing with the survey. Participants will be adults ages 18 or older who give their consent to take part in this research survey and will be told the main purposes of the study. Participants will be informed that the survey is voluntary, secure, and confidential and will be assured that their responses will be used only to obtain their feedback and perspectives about their background in, knowledge of, and needs related to hiring individuals with disabilities. The survey will include an introduction section that provides information on the study and potential participants will be free to elect whether or not to participate in the study. Their completion of the survey will indicate that they have consented to participate in this project.

F. Provisions for Participant Privacy and Data Confidentiality

Data collected for this study is to be only used by researchers who will ensure that the raw research data and identity of the participants will be kept confidential and anonymous. Only the investigators will have access to research data. Survey responses, emails, as well as any digital/computer processing and storage of research data, will be kept in a secure location by the researchers at the University of Oregon. To ensure security, computers with research-related information will be password protected. Participants will be assured that their anonymity will be maintained in any internal documents and communications or formal publications, and that the information obtained from surveys will be kept in a secure location for an established period of time after the study is completed before being deleted. Participant responses will not be linked to their names or other identifying information.

G. Potential Research Risks or Discomforts to Participants

We do not anticipate participants will experience any fatigue while completing the survey because it should only take approximately 20 minutes to complete, nor do we anticipate any physical risks to participants. Additionally, the survey will not require engagement in any activities beyond what is typically expected as part of participants' positions. We also do not anticipate any legal or genetic privacy risks. The only risk or harm which may affect participants is a potential loss of confidentiality. To minimize this risk, survey data collected will be stored by the principal investigator on password protected electronic files and reported only in aggregate format.

H. Potential Benefits of the Research

There will be no direct benefits to participants in this study, though knowledge gained will be generalizable to other individuals and employment settings. Results from this study will be shared with practitioners working to support the employment goals of individuals with disabilities to ensure proper industries are targeted for employment and to align employer expectations with the skills and characteristics of job seekers. Results from the current study may also contribute meaningfully to the field of secondary transition research in terms of (a) producing peer-reviewed publications related to employer perspectives of hiring individuals with disabilities, (b) presenting results of researchers and practitioners in the field of disability employment, and (c) inform future research related to the employment of individuals with disabilities.

I. Investigator Experience

Kyle Reardon (Principal Investigator). Kyle is a first-year doctoral student at the University of Oregon and a Graduate Employee in the Special Education department. Kyle holds a B.A. in Music Education and an M.A. in Special Education, both from Johnson State College. Kyle has worked in a variety of settings including direct behavior support for students with autism spectrum disorders, coordinator of a customized employment program for adults with developmental disabilities, public school special education teacher for high school students with intellectual disabilities, and as the Assistant Director of a residential and academic support program for college students with diverse learning needs. In this most recent role Kyle oversaw a team of three Academic Case Managers and three Academic Coaches (direct support staff) and redesigned the education program. Kyle's research interests include Universal Design in post-secondary educational settings to support diverse learners, students on the autism spectrum attending post-secondary education, and the role of self-determination in secondary transition for individuals with disabilities.

Deanne Unruh (Co-Investigator). Deanne Unruh, Ph.D., is an Associate Research Professor in the College of Education and is the Director of the Secondary Special Education and Transition (SSET) research unit and Co-Director of the National Technical Assistance Center on Transition (NTACT). NTACT provides technical assistance to all State Departments of Education, State Vocational Rehabilitation offices and local practitioners to use data-based decision-making to improve services to youth with disabilities to stay in school, graduate, and continue positive life outcomes of post-secondary education and employment. Her research expertise includes high risk adolescents involved in the juvenile justice system. She has directed grants from the Office of Juvenile Justice and Delinquency Prevention, Institute of Educational Sciences, and the Office of Special Education Programs focused on juvenile justice re-entry interventions. Her recent work is in collaboration with state juvenile justice agency and local community agencies.

Dawn Rowe (Co-Investigator). Dr. Rowe is a Research Associate Professor in the College of Education at the University of Oregon. Dr. Rowe began providing professional development, including coaching and technical assistance, to states and local education agencies since 2008 with NSTTAC (H326J050004) and continued as the Project Coordinator for the NPSO (H326U090001). In her current role, she serves as a researcher and technical assistance provider for NTACT (H326E140004). Her duties include providing technical assistance related to the collection, analysis, and use of postschool outcomes data (i.e., Indicator 14), review of literature to expand evidence-base for secondary transition practices and predictors, and development of research-based training materials related to quality secondary transition components of the IEP and service delivery. Her research focuses on collaboration, family engagement, self-determination skill development, and evidence-based practices and predictors of post-school success for students with low-incidence disabilities. She served as a special education teacher and transition specialist for youth with disabilities in the public-school system for 12 years (see Biosketch).

Tracy Blue (Co-Investigator). Tracy is a first-year doctoral student in Special Education at the University of Oregon. Mr. Blue has an extensive background in counseling, education, business development and capacity building working in many leadership roles with Tribal Governments. A former triathlete and competitive swimmer, Tracy designed swimming and therapeutic water programs for disabled students while working as a lifeguard and instructor. Recently, Mr. Blue has been instrumental in developing effective and inclusive Career Technical Education programs for 10 districts in Southwestern Oregon. His research interests include equine therapeutic techniques to create resilience and improved health and wellness outcomes, policy development that addresses the socio-emotional development as assessments for elementary students, mindfulness techniques to increase academic and health outcomes and business and job skill development for individuals with intellectual challenges. Mr. Blue is a professional, licensed racehorse owner and trainer and continues to develop his work with disabled young people who enjoy working with horses and would like to obtain the skills necessary to work successfully in the horse industry.

Connor McCroskey (Co-Investigator). Connor is a first-year doctoral student in Special Education at the University of Oregon. Mr. McCroskey has experience implementing evidence-based strategies in self-contained and co-taught mathematics classrooms. He has served as a compliance manager for a high school, ensuring the legal development and implementation of over 200 IEPs annually. Most recently, as the Dean of Self-Contained Programs, he managed a staff of special education professionals, oversaw all aspects of IDEIA compliance, and designed systems, structures and routines that promoted positive academic and behavior outcomes for students. Mr. McCroskey has been the Project Coordinator for a number of youth development grants and currently serves as a Recruitment Alumni Board Member for Teach for America. His research interests include supporting districts in implementing evidence/research-based practices through the use of multi-tiered systems of support, equitable translation of Individualized Education Plans into practice, and quality indicators of teacher preparation programs.

Attachment A

Informed Consent for Employer Perspectives Survey

Thank you for your interest in our research! We are conducting a national research survey to collect information that describes the attitudes and perspectives of employers toward hiring individuals with disabilities. In particular, we want to examine the perspectives of employers toward hiring individuals with disabilities along with strategies that could make workplaces more inclusive. You are being asked to complete this survey due to your status as an individual who makes hiring decisions or supervisors of other individuals at your worksite.

This project has the following important features:

1. Your decision to participate is strictly voluntary. Simply do not complete this survey if you do not wish to participate. There will be no consequence if you decide not to participate.
2. Your consent to participate in this research is indicated simply by completing the online survey.
3. It should take approximately 30 minutes to complete the survey.
4. Your responses will be handled confidentially and all identifying information will be separated immediately and stored separately. Your privacy will be strictly protected and maintained.

Your decision to participate in this study is completely voluntary. You can choose to be in the study or not. The survey may be completed on a work or personal electronic device, however, while necessary steps are being taken to protect your confidentiality in your survey responses, this confidentiality cannot be completely guaranteed, and if you are using a work device your participation in this study may be known to your employer and subject to workplace rules and policies.

Information collected from the survey will be saved on a secure website (Qualtrics) and will not be stored on your device or be accessible to your colleagues. If possible, we would like your participation by no later than _____ (3 months after IRB approval date).

After completing the survey, you will be offered the opportunity enter into a random drawing for one of the following gift incentives: (1) 2 Apple Watches (estimated value: \$400 each); (2) 5 Apple AirPods (estimated value: (\$160 each); (3) 24 \$100 Amazon Gift Cards.

If you choose not to participate in this research study, please exit the survey. By clicking "next", you are consenting to participate in this study.

If you have further questions about this project, or if you have a research-related problem you may contact me, Kyle Reardon, by email at kreardon@uoregon.edu.

Thank you very much for participating in our research study!

Sincerely,
Kyle Reardon

Commented [KR2]: Updated language around incentives.

Attachment B
Employer Survey

Section I. Demographic Information.

1. What is your job title?
 - a. President/Owner
 - b. Financial Director
 - c. Human Resources Director
 - d. Vice-President
 - e. Director
 - f. Assistant Director
 - g. Manager
 - h. Assistant Manager
 - i. Supervisor
 - j. Other (please specify) _____
2. In what U.S. state or territory is your business headquartered?
3. What is the size (employee number) of the company in which you work?
 - a. Fewer than 5
 - b. 5 to 14
 - c. 15 to 249
 - d. 250 to 999
 - e. 1000 or more
4. Of what industry is your business a part?
 - a. Architecture and Engineering
 - b. Arts and Design
 - c. Building and Grounds Cleaning
 - d. Business and Financial
 - e. Community and Social Service
 - f. Computer and Information Technology
 - g. Construction and Extraction
 - h. Education, Training, and Library
 - i. Entertainment and Sports
 - j. Farming, Fishing, and Forestry
 - k. Food Preparation and Serving
 - l. Healthcare
 - m. Installation, Maintenance, and Repair
 - n. Legal
 - o. Life, Physical, and Social Science
 - p. Management
 - q. Math
 - r. Media and Communication
 - s. Military
 - t. Office and Administrative Support
 - u. Personal Care and Service
 - v. Production
 - w. Protective Service
 - x. Sales
 - y. Transportation and Material Moving
 - z. Other (please specify) _____
5. How many years have you been working for the company?
6. How many years have you been in your current role?

Commented [KR3]: Updated to reflect current business sectors.

7. How many employees do you supervise?
8. In the past 12 months, has your workplace had difficulty hiring individuals?
9. In the past 12 months, has your workplace had unfilled positions?
10. In the past 12 months, have you posted job openings with little to no applicants?

Commented [KR4]: Added questions.

Section II. Company Practices.

1. To your knowledge, do any of your company's current employees have a physical or mental disability?
 - a. Yes
 - b. No
 - c. Not sure
2. Do you happen to know how many employees in your company have a disability?
 - a. Number _____
 - b. We don't track that information
 - c. Not sure how many
3. In the past 12 months has your company hired any individuals with disabilities?
 - a. Yes
 - b. No
 - c. Not sure
4. Does your company actively recruit job applicants who are individuals with disabilities?
 - a. Yes
 - b. No
 - c. Not sure
5. How do you proactively recruit job applicants who are individuals with disabilities? Please check all that apply.
 - a. Including individuals with disabilities in diversity recruitment goals
 - b. Creating partnerships with disability-related advocacy organizations
 - c. Contacting career centers at colleges and universities when vacancies arise
 - d. Posting job announcements in disability-related publications
 - e. Posting job announcements on disability-related websites
 - f. Posting job announcements and/or hosting a table at disability-related job fairs
 - g. Establishing summer internship and mentoring programs targeted at youth with disabilities
 - h. Posting jobs with Centers for Independent Living (CILS)
 - i. Posting jobs with the Department of Vocational Rehabilitation or Rehabilitation Services
 - j. Posting jobs with the job service or workforce employment center (if needed: unemployment Offices)
 - k. Other ways (please specify) _____
6. Would any of the following types of information persuade you to recruit individuals with a disability? Please check all that apply.
 - a. Information that addresses your concerns about costs?
 - b. Information showing how hiring individuals with disabilities has benefited other companies in your industry?
 - c. Information showing how hiring individuals with disabilities has benefited nationally recognized companies, for example a Fortune 500 company (e.g., IBM, Proctor & Gamble, Ernst & Young, Cisco Systems, S.C. Johnson, Sodexo, etc.)?
 - d. Information showing how hiring individuals with disabilities can benefit your company's bottom line?
 - e. Information showing how hiring individuals with disabilities can increase your company's productivity?
 - f. Information that is supported by statistics or research?
 - g. Information on satisfactory job performance, attendance, and retention of individuals with disabilities?
 - h. Testimonial information of senior executives attesting to the success for their companies?
 - i. Testimonial information of human resources managers attesting to the success for their companies?
 - j. Testimonial information of line managers attesting to the success for their companies?
 - k. Anything else? (please specify) _____
7. How much of a challenge are the following factors to your company in hiring individuals with disabilities?

	Not a challenge	Somewhat	Major challenge	Unsure	N/A
Discomfort or unfamiliarity regarding hiring individuals with disabilities					

Commented [KR5]: This language has been updated throughout the survey. Changed from "people with disabilities" to "individuals with disabilities".

Commented [KR6]: These choices have been added on questions 7, 8, 9, and 10.

Lack of knowledge or information about individuals with disabilities					
Attitudes of co-workers					
Attitudes of supervisors					
Attitudes of customers					
Not knowing how much accommodation will cost					
Actual cost of accommodating disability					
Concern about the cost of health care coverage					
Concern about the cost of workers compensation premiums					
Fear of litigation					
You cannot find qualified individuals with disabilities					
The nature of the work is such that it cannot be effectively performed by individuals with disabilities					

8. In your opinion, how much of a challenge are the following factors to your company in advancing a person with a disability?

	Not a challenge	Somewhat	Major challenge	Unsure	N/A
Attitudes of co-workers?					
Attitudes of supervisors					
Attitudes of customers					
Actual cost of accommodating disability					
Lack of advancement potential					

9. In your opinion, how much of a challenge are the following factors to your company in retaining a person with a disability?

	Not a challenge	Somewhat	Major challenge	Unsure	N/A
Lack of opportunity for advancement					
Attitudes of co-workers					
Attitudes of supervisors					
Attitudes of customers					
Actual cost of accommodating a disability					
Concern about the cost of health care coverage					
Concern about the cost of workers compensation premiums					
Finding a way to return employees to work who have been on disability leave or workers compensation					

10. Some employers have concerns about hiring individuals with disabilities. Here are some of the concerns we often hear from employers. Please rate whether these concerns are not a challenge to a major challenge.

	Not a challenge	Somewhat	Major challenge	Unsure	N/A
Supervisors are not comfortable managing individuals with disabilities					
Supervisors are not sure how to evaluate an individual with a disability					

Supervisors are not sure how to take disciplinary action for an individual with a disability					
Workers with disabilities lack the skills and experience to do our jobs					
Individuals with disabilities may not be as safe and productive as other workers					
It costs more to employ workers with disabilities than those without disabilities due to accommodations, additional management time, or healthcare and insurance costs.					

11. Identify which of the following strategies could be helpful in reducing barriers to **hiring** individuals with disabilities into your company? Please check all that apply.
- a. Using a recruiting source that specializes in placing individuals with disabilities
 - b. Developing a targeted recruitment program for individuals with disabilities
 - c. Short-term on the job assistance with an outside job coach?
 - d. Training existing staff
 - e. On-site consultation or technical assistance
 - f. Mentoring
 - g. Visible top management commitment
 - h. Centralized accommodations fund
 - i. Disability targeted internship program
 - j. Assistive technology
 - k. Flexible work schedule
 - l. Employer tax credits and incentives
 - m. Reassignment
12. Identify which of the following strategies could be helpful in reducing barriers to **advancing** individuals with disabilities into your company? Please check all that apply.
- a. Short-term on the job assistance with an outside job coach
 - b. Training existing staff
 - c. On-site consultation or technical assistance
 - d. Mentoring
 - e. Visible top management commitment
 - f. Centralized accommodations fund
 - g. Disability awareness training
 - h. Disability targeted internship program
 - i. Assistive technology
 - j. Flexible work schedule
 - k. Reassignment
 - l. Employer tax credits and incentives
13. Identify which of the following strategies could be helpful in reducing barriers to **retaining** individuals with disabilities into your company? Please check all that apply.
- a. Short-term on the job assistance with an outside job coach
 - b. Training existing staff
 - c. On-site consultation or technical assistance
 - d. Mentoring
 - e. Visible top management commitment
 - f. Centralized accommodations fund
 - g. Disability awareness training
 - h. Disability targeted internship program
 - i. Assistive technology
 - j. Flexible work schedule
 - k. Reassignment
 - l. Employer tax credits and incentives

Section III. Skill Assessment.

Directions: for the questions below, please rate the importance of each skill or attribute for an ENTRY LEVEL job. Check the score that best represents your opinion.

- 1- NOT important at all
2- SOMEWHAT important
3- VERY important
4- EXTREMELY important

1. Given the *basic skills* listed below, please rate the level of importance with regard to ENTRY LEVEL employees. (8 items)

	Not at all	Somewhat	Very	Extremely
Ability to read with understanding	1	2	3	4
Ability to convey ideas in writing	1	2	3	4
Ability to speak so others can understand	1	2	3	4
Ability to listen actively	1	2	3	4
Ability to learn new skills	1	2	3	4
Ability to apply basic math	1	2	3	4
Ability to apply basic computer/technology skills	1	2	3	4
Ability to follow instructions	1	2	3	4

2. Given the **higher order thinking skills** listed below, please rate the level of importance with regard to ENTRY LEVEL employees. (4 items)

	Not at all	Somewhat	Very	Extremely
Ability to solve problems	1	2	3	4
Ability to seek help when needed	1	2	3	4
Ability to use critical thinking (i.e., purposeful and reflective judgments)	1	2	3	4
Ability to use creative thinking	1	2	3	4
Ability to consider the impact of decisions	1	2	3	4
Ability to employ valid and reasonable research strategies	1	2	3	4

Commented [KR7]: Added.

3. Given the *personal management skills* listed below, please rate the level of importance with regard to ENTRY LEVEL employees. (11 items)

	Not at all	Somewhat	Very	Extremely
Ability to maintain appropriate personal appearance (grooming, hygiene, clothing)	1	2	3	4
Ability to follow schedules	1	2	3	4
Ability to be on-time	1	2	3	4
Ability to monitor quality of work	1	2	3	4
Ability to stay with a task until finished	1	2	3	4
Ability to control self and work without direct supervisor	1	2	3	4
Ability to accept authority	1	2	3	4
Ability to accept criticism	1	2	3	4
Ability to show a high regard for safety procedures	1	2	3	4
Ability to make plans and work toward goals	1	2	3	4
Ability to recognize and correct own mistakes	1	2	3	4
Ability to attend to personal health and financial well-being	1	2	3	4

Commented [KR8]: Added.

4. Given the *interpersonal skills* listed below, please rate the level of importance with regard to ENTRY LEVEL employees. (6 items)

	Not at all	Somewhat	Very	Extremely
Ability to use socially acceptable language	1	2	3	4
Ability to show respect for others	1	2	3	4
Ability to work well with individuals from diverse backgrounds	1	2	3	4
Ability to cooperate with others and be a good team player	1	2	3	4
Ability to model integrity and ethical leadership	1	2	3	4
Ability to advocate for self	1	2	3	4
Ability to negotiate and resolve conflict	1	2	3	4
Ability to communicate clearly, effectively, and with reason	1	2	3	4

Commented [KR9]: Added.

Commented [KR10]: Added.

5. Given the *personal attributes* listed below, please rate the level of importance with regard to ENTRY LEVEL employees. (7 items)

	Not at all	Somewhat	Very	Extremely
Demonstrating personal interest in work	1	2	3	4
Demonstrating motivation towards work	1	2	3	4
Demonstrating personal integrity/Honesty in work	1	2	3	4
Demonstrating ability to adapt to change	1	2	3	4
Demonstrating responsibility in work	1	2	3	4
Demonstrating confidence in work	1	2	3	4
Demonstrating initiative in work	1	2	3	4

When thinking about disabilities working in your workplace, please provide any additional information that was not addressed in this survey that may support individuals with disabilities being successful in your workplace.

Thank you very much for your patience and participation. Please feel free to put any comments or additional information below: