

Evaluation of Disability Benefits 101 Information Services

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*...strengthening systems
that improve the lives of people
throughout the world.*

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I. Executive Summary

Disability Benefits 101 (DB101) Information Services are state-focused, web-based programs designed to assist people with disabilities by improving their access to employment and disability benefits. They facilitate the identification of the programs, supports, and jobs that meet the needs of individuals with disabilities and empower them to make decisions in their own lives with the aims of reducing the fear of losing cash and health care benefits, increasing the users' confidence in their ability to manage disability benefits and make employment decisions, and expanding interest in developing employment plans and engaging in job searches.

The DB101 website information and tools also support direct service providers and other stakeholders interested in disability benefit information. By providing a more thorough understanding of how the various disabilities programs interact with each other, the sites help service providers improve the quality of their services to support individuals with disabilities by serving as a central source of information about program benefits. The ultimate aim of DB101 is to increase the number of individuals with disabilities who seek and secure employment.

JBS International, Inc. (JBS) conducted a process evaluation of DB101 in California, New Jersey, Michigan, Minnesota, and Arizona to assess the progress of implementation in these states and recommend ways to improve DB101 effectiveness and management. This evaluation had four goals: (I) describe key features of the DB101 website in each state and the implementation process used by each state; (II) describe the features of each state's site compared to the other states' sites through a matrix that compares the website features and key dimensions of the DB101 Information Services; (III) describe the proposed and actual users of each site: users' profile, program history, context for use, accessibility, and perspectives and outcomes; and (IV) provide recommendations for changes in approach, management, data collection strategies, activities, features, or other means to maximize the utilization, access, content, utility, and effectiveness of DB101 in each state as well as across all states.

To ensure a complete understanding of DB101 users' needs and behaviors, a variety of research methods were used in this evaluation. They include website content and feature inventory, website design review, real-time user testing, website traffic analysis, an online visitor survey, and key informant interviews.

States' implementation models and website content: DB101 was originally conceived by the World Institute on Disability as a 'one-stop' information portal that would provide California end-users (i.e., people with disabilities and their family and friends who are assisting them) with accurate disability benefit information using plain language. DB101 has subsequently been expanded to include multiple state-specific sites that all share a similar look and feel. However, states' contexts, program objectives, and approaches vary significantly from one another. California, Minnesota, and Arizona have chosen to make their sites comprehensive information portals, coordinating information about a variety of benefits and state services. Michigan and New Jersey have sites that host the benefit calculators but do not contain program and benefit information. All five state sites provide the Benefits and Work Calculator, to help users explore their benefits, and glossaries, to define terms; all states with the exception of New Jersey offer the School and Work Calculator. Other popular features include information on specific programs and on how to contact an expert. The varying content of the state websites is presented in a similar page design. California and New Jersey have Spanish versions of their sites available. A matrix that compares the website features and key dimensions of the five DB101 sites is included in this report.

Website design review: The design review provided feedback on layout, navigation, graphics, look and feel, visual aesthetic, format, performance, 508 compliance, etc. The review found that the tabs navigation style is intuitive and popular, though adding breadcrumb navigation would better support the tabs navigation style. Primary navigation is more consistent than subnavigation. Layout and page length

appear suitable, and no performance or speed issues were noted. Suggested improvements to the calculators and estimators could increase ease of use, and there are minor 508 issues.

Real-time user testing: User testing was conducted to identify what users liked and disliked, what was working for them and what was not. Testers were four users from three states, including a person with a disability looking for benefit eligibility, an employed person with a chronic disability, the mother of a child with a disability, and a DB101-trained disability service provider, with intermediate to proficient computer skills. The tests involved completing five tasks, while a facilitator assisted and a note taker recorded the process from linked computers in other locations. While test participants' overall experience was positive, test findings included the desirability of offering more graphics of people with disabilities and reducing the loading time of the calculators and the ability to complete calculator sessions.

Website traffic analysis: Google Analytics was used to analyze information about the DB101 websites regarding user engagement, sources of traffic, content, and specific visitor segments. Among the findings: For the five state sites, 80 percent are new visitors and 20 percent are returning; returning visitors access more pages on the websites and spend more time on site. Bounce rates (visitors leaving a site after viewing a single page) range from 48 to 66 percent. Most traffic sources are organic (from unpaid listings at search engines) across all sites. Beyond the home page, most popular pages across states vary due to differing content. Finally, traffic generated from social networking sites is minimal, representing an opportunity to increase traffic.

Online visitor survey and user interviews: The online survey was administered to users via a link on the DB101 websites and through an email request from state program administrators to their professional networks. The survey captured information about self-users (visitors seeking information for themselves), assisting-users (visitors seeking information for someone else), assisted-individuals (those for whom assisting-users sought information), and professional-users (visitors who are disability-related professionals). Survey results are displayed in matrices showing, by state, types of users, end-users' demographics, professional-users' characteristics, and users' visit goals. Interviews conducted with three end-users from different states and three professional-users from different states provided additional information. Taken together, findings from the survey and interviews show that DB101 sites are quite easy to navigate and very informative about benefit programs and assistance for individuals with disabilities, though it is not yet clear to what extent the sites are motivating people to become employed. Providing more DB101 training to service professionals and more professional assistance to end-users may both improve DB101 usage and enhance effectiveness in achieving this ultimate goal, however.

Other key informant interviews: Interviews also were conducted with state program administrators, DB101 partners, and stakeholders in all five states. While program administrators were enthusiastic about their state sites, they identified some possible ways to increase usage of the sites and improve the sustainability of DB101: conduct further outreach to end-users and website promotional activities, better integrate use of DB101 into professional practice and culture, and to clarify ambiguities created by the innovative DB101 business model. Stakeholder interviews also provided suggestions and best practices, such as including more multi-media visual aids or tutorials for users on the sites, providing assistance for people with disabilities using the calculators, and using a steering committee of stakeholders to participate in state website development and promotion.

Conclusions and recommendations based on broad findings across the data collection efforts are relevant to the whole DB101 initiative, including the five state-specific DB101 websites. They are:

- Increase the use of DB101 by linking it to more websites that target end-users, optimizing the use of social media, and improving operability and compatibility with mobile devices.
- Adjust web design to implement breadcrumb navigation, incorporate images of individuals with disabilities, improve the way the calculators work, and address minor Section 508 issues.

- Clarify the business relationship between states and site owners by identifying contingency and business continuity plans, developing a plan for expansion, performing a total cost of ownership analysis, and reviewing licensing and ownership agreements.
- Provide support to states to facilitate their use of Google Analytics to track and learn more about usage of their DB101 websites.
- Provide support to DB101 website users, especially in using the calculators and interpreting their results.

II. Introduction

Evaluation Goals

Disability Benefits 101 (DB101) Information Services are state-focused, web-based programs designed to assist people with disabilities by improving their access to work and benefits. They were developed to facilitate the identification of the programs, supports, and jobs that meet the needs of individuals with disabilities and to empower them to make decisions in their own lives. Specifically, the outcomes for individuals with disabilities noted for DB101 as an intervention are: (1) reducing the fear of losing cash and health care benefits; (2) increasing the users' confidence in their ability to manage benefits and make employment decisions; and (3) expanding interest in developing employment plans and engaging in job searches.

DB101 also has an intended "interoperability" between individuals with disabilities and direct service providers. The website information and tools are intended to provide a more thorough understanding of how the various disabilities programs interact with each other. The service providers' increased understanding of disability benefits is expected to result in improved quality of services provided to individuals with disabilities. Thus DB101 has intended outcomes for both individuals with disabilities and direct service workers, contributing to the ultimate aim of increasing the number of individuals with disabilities who seek and secure employment.

JBS International, Inc. (JBS) conducted a process evaluation of DB101 implementation in California, New Jersey, Michigan, Minnesota, and Arizona to assess the progress of implementation in these states and recommend ways to improve DB101 effectiveness and management. This evaluation had four goals:

- I. Describe key features of the DB101 website in each state and the implementation process used by each state.
- II. Describe the features of each state's site compared to the other states' sites through a matrix that compares the website features and key dimensions of the DB101 Information Services.
- III. Describe the proposed and actual users of each site: users' profile, program history, context for use, accessibility, and perspectives and outcomes.
- IV. Provide recommendations for changes in approach, management, data collection strategies, activities, features, or other means to maximize the utilization, access, content, utility, and effectiveness of DB101 in each state as well as across all states.

The mixed methods approach used in this evaluation incorporated the considerations outlined above and delivered results that led to recommendations for enhancing the reach and impact of DB101. To ensure a complete understanding of the users' needs and behaviors, research methodologies included a website content and feature inventory, website design review, real-time user testing, website traffic analysis, an online visitor survey, and key informant interviews.

Methodology

A diverse variety of research methods was employed to capture all the information required to fulfill the four goals of the DB101 evaluation. Please see Appendices B–G for detailed descriptions of the methodologies. Note that Appendix A contains a list of abbreviations used throughout this report.

Website Content and Feature Inventory

The website review, which addressed Goals I and II, identified key features of DB101 across the five states' sites. An inventory was taken of the key features and content of DB101 websites, and an investigation was conducted into how each of the states was implementing the DB101 website and how the state integrated its website with its other existing services and programs.

Website Design Review

For the design review, supporting Goals I and II, two JBS Web Designers conducted separate self-guided reviews. They provided feedback from a design perspective on such website aspects as layout, navigation, graphics, look and feel, visual aesthetic, format, performance, 508 compliance, etc.

Website Traffic Analytics

Toward addressing Goals III and IV, advanced analytics about each state's website were collected to provide a portrait of how users interact with the site. Google Analytics was used to track patterns of visitation, lengths of stay, features use, sources of traffic, and information on where users exit. Measuring and analyzing these website data enabled evaluators to understand how the sites are being used and recommend ways to optimize their usage.

Real-Time User Testing

To help address Goals III and IV by getting a real-time understanding of the effectiveness and usability of the websites, four tests were conducted with representatives of target user groups from Arizona, California, and Minnesota in which each individual assessed his or her state's DB101 website. User testing helped to identify what users liked and disliked, what was working for them and what was not, why users come to DB101, what needs or desires they may have, and how to ensure that those desires or needs are satisfied. Watching a small sample of users interact with the websites provided information not available through the other methodologies regarding how users interact with elements of a page and rationales between different navigation patterns, which created a context to inform and support the other methodologies. The results from these tests were used as the basis of four user profiles, which compare the purposes and uses of DB101 sites among different types of users (people with disabilities, individuals assisting someone with a disability, and disability professionals).

Online Visitor Survey

The online visitor survey was the main information source for Goal III, identifying the types of users accessing the sites, their contexts for use, disability situations and their relationship with disability and health benefits. Users were asked what their goals were for their current visit to the site, what they actually accomplished while on the site, and whether they gained confidence from using the site. The survey was created in SurveyMonkey, and links were placed on each site's banner. After approximately 2 weeks of very low response rates, the states' program administrators and the World Institute on Disability (WID) were asked to distribute a direct link to the survey throughout their networks to encourage a higher response rate; an incentive was also added for nonprofessional users.

Key Informant Interviews

To help address Goal IV, key informant interviews were conducted within Arizona, California, Michigan, Minnesota, and New Jersey. Interviewees included DB101 stakeholders who were selected by the states' program administrators to provide feedback about how their organizations and agencies use DB101. The interviews focused on questions about the interface between DB101 and overall state disability

employment efforts and benefits planning systems. Interviews also gathered information about intended target groups, strategies used to market and promote the sites, and tools or techniques used to inform individuals with disabilities and/or service providers. Interviews were conducted with three types of users: self-users (consumers), assisting-users (those helping someone else who has a disability), and professional-users (service providers). Interviews with end-users facilitated better understanding of their fears and concerns about seeking employment and losing disability health coverage and/or benefits.

Common themes, issues, and trends emerged from the data collected through all these methods. The data were synthesized and analyzed to develop recommendations for further expanding usage of the DB101 websites and improving their effectiveness (Goal IV). A more detailed description of each method used is included in the report sections that follow and the appendices.

III. Implementation and Integration of DB101 across States

Goal I of this evaluation is to describe and compare the implementation processes of the DB101 program across the five states of Arizona, California, Michigan, Minnesota, and New Jersey. The first round of interviews was with state DB101 program administrators were interviewed, along with Bryon MacDonald of WID and Jack Eastman of Eightfold Way Consultants. The purpose of these interviews was to understand the states' approaches to DB101, the extent to which the program is integrated into the states' disability infrastructures, their outreach efforts, and plans for sustaining their programs after the end of the federal Medicaid Improvement Grants (MIGs). A second set of interviews was then conducted with key stakeholders selected by the state program administrators. Stakeholders included work incentive coordinators, representatives from departments of rehabilitation, and other service providers. Two interviews with stakeholders were completed within each state, with the exception of New Jersey, which had one stakeholder interview. A list of the program administrators and stakeholders interviewed for this evaluation can be found in Appendix J: Evaluation Participants by Research Method.

Although the five DB101 sites have a uniform look and feel, states' contexts, program objectives, and approaches to DB101 are unique from one another. A brief history of DB101 below summarizes the states' distinctive DB101 programs in chronological order of implementation and then discusses the main themes and issues that emerged from the program administrator interviews. Program administrators were sent copies of their programs' information from Figure 1 below and asked to confirm its accuracy, but only California, Arizona, and Michigan administrators provided a confirmation.

History of DB101

The variety of approaches to implementing DB101 across the five states is due in part to how the original DB101 website, db101.org, was initially developed as a California-specific website and later expanded into a multistate site with customized tools and information (see Appendix B for a summary timeline of DB101 development and implementation). The idea for db101.org came out of a WID needs assessment across Social Security beneficiaries, people with disabilities, service providers, independent living centers, and vocational rehabilitation professionals. The single most urgent need identified was an online one-stop portal to provide information about work, benefits, and health coverage programs in plain language, to overcome the frequent problem of clients getting conflicting answers to their benefit questions when asking different service providers.

In 2004, DB101 launched the first online portal with California-specific content, including 25 informational articles. The three benefit calculators (supporting the user in estimating the impact of different life situations on individual benefits) were later launched in 2007. The expansion of DB101 into additional states began with New Jersey and Michigan, both using their DB101 sites to host their customized calculator tools. Minnesota and Arizona launched sites more recently, both taking a more

comprehensive information portal approach that uses DB101 to coordinate multiple disability services and providers.

Today WID continues to manage the DB101 sites with its partners, Eightfold Way Consultants and ECONorthwest. The expansion of DB101 into multiple states has been funded largely by the federal MIGs, but some states have used additional funding for their sites' development. DB101 now represents a partnership of nonprofit, private, and public entities to provide uniformly branded websites with harmonized information spanning state and federal jurisdictions. As a result, the sites have the ability to analyze the interaction of benefit rules between these jurisdictions and to illustrate how a person's status change affects his or her benefits.

While each state has its own way of using DB101 and situating the program within its overall disability infrastructure, there are two basic approaches. The sites of California, Minnesota, and Arizona contain three calculators, extensive program information, benefit scenarios, and other features and serve as an information and service *portal* that offer the user to a wide range of related content and links. In contrast, the Michigan and New Jersey exclusively contain the calculators, and as such primarily serve as a *tool*. The five sites and their models are summarized below in chronological order of implementation, followed by a matrix comparing key aspects of the states' implementation.

Summary of States' Implementation Models

California (CA) DB101: An Independent Information Portal

CA DB101 was first launched in 2004. It is administered by WID in partnership with the California Health Incentives Improvement Project (CHIIP) of the Interwork Institute at San Diego State University. It differs from other states' sites as it is administered by a nonprofit organization rather than by a state department or agency. Eric Glunt, CHIIP Project Director, notes that being situated outside of the state's program delivery structure is a strength as he is seen as an independent third party among the state disability and employment stakeholders and therefore is able to "broker deals and move across departments, passing information on along the way." California is now looking to these same state department stakeholders—Department of Rehabilitation (DOR), Education, and the Employment Development Department (EDD)—to secure funding for the annual maintenance fees now that the MIG is ending. Planned developments for CA DB101 include building a calculator for veterans (<https://www.Vets101.org>), and engaging the state's Department of Corrections. These efforts will be project driven, with anticipated funding coming from state agency subscriptions and private foundation grants.

CA DB101 is now developing a "no-wrong-door approach" by encouraging the use of DB101 among the state's five main departments which serve CA residents with a disability: EDD, DOR, Department of Developmental Services, Department of Health Care Services, and including CA Independent Living Centers. Examples of outreach include visiting the U.S. Department of Labor-funded One-Stop Development Centers to introduce DB101, training DOR counselors (more than half have been trained), and sitting on committees with the California County Welfare Directors Association to instill members' interest. These efforts are meant to "entice" service providers to use DB101 in order to address the challenge that use of the CA DB101 cannot be mandated as a tool by the state's relevant departments, being situated outside the state government. While DB101 is considered a central information portal, Glunt notes, "The site in no way encompasses everything that people need to know." California is developing online curricula for One-Stop staff about disability education, working with employers, hiring people with disabilities, and working with people released from the criminal justice system. Glunt considers DB101 the "definitive source for accurate calculations," a place to steer people when they are serious about seeking employment.

New Jersey (NJ) DB101: A Stand-Alone Departmental Tool

NJ DB101 was launched in 2006. It is administered by the state's Division of Disability Services (DDS), Department of Human Services, and is overseen by Joseph Amoroso, Director of that division. NJ DB101 consists of one calculator and a limited glossary; it is linked on the DDS website directly as the "Benefits and Work Calculator" rather than a destination for additional disability information. New Jersey's approach of using DB101 as a stand-alone calculator fits with its current initiative to use a portion of its MIG, in addition to departmental funding, to develop a state-hosted one-stop online portal that will provide comprehensive information related to disability. Amoroso reported that the New Jersey portal will link to the DB101 calculator, but go beyond providing benefits information to include resources about other important disability-related issues, such as housing and transportation. This state-based website is projected to be online sometime in the fall of 2012.

Amoroso sees DB101 as an important tool in the New Jersey Governor's Employment First initiative to promote the inclusion of people with disabilities in the workplace and community. As of this year, DB101 is "fully integrated" into all DDS materials and the division's approximately 250 presentations a year on work incentives, division activities, and other activities related to employment supports. New Jersey is integrating the federal MIG to enhance its Money Follows the Person Medicaid initiative in providing support, including employment support, for individuals who are transitioning from nursing homes and other institutions into community-based services. NJ DB101 is linked with various state programs, including New Jersey's Medicaid work incentive program and DiscoverAbility, and is also linked to Facebook. The only formal marketing conducted regarding NJ DB101 was a press release announcing the Spanish version of the calculator in March 2012.

Michigan (MI) DB101: A Grant-Based Tool

MI DB101 was launched in 2009, administered exclusively through the state's MIG and overseen by Joseph Longcor, Project Manager. The site consists solely of the Benefits and Work Calculator and the School and Work Calculator. Longcor noted that developing the site outside the established departmental structures has allowed for the streamlining of decisions and necessary adjustments to maintain the calculators and ensure that they are accurate and up to date. He explained that participation by state departments, either financial or in terms of administrative input, is not seen currently as feasible since these departments are "so stretched" in the current climate.

MI DB101 outreach has consisted primarily of presentations at mental health, rehabilitation, and youth-in-transition conferences, where attendees include potential users (individuals with disabilities, service planners, providers, and allied professionals such as teachers and school counselors). Longcor has made approximately 48 presentations since January 2009, and he is currently engaging vocational rehabilitation partners on understanding and promoting use of the DB101 calculators for individuals with disabilities considering employment. Two training videos from past webinars that take DB101 visitors through the process of using the calculators have been made and posted on the Michigan Department of Community Health website¹ (but not on DB101), though Longcor notes that they have seen very little web traffic. Another outreach effort was using a marketing firm to promote the calculators through social networking sites such as Facebook and Twitter; however, he did not see any noticeable increase in traffic to the MI DB101 website as a result.

Minnesota (MN) DB101: A State Systems and Services Coordinating Portal

MN DB101 was launched in 2010 and is administered by Mary Alice Mowry, Director of Pathways to Employment, Minnesota Department of Human Services. Currently the most extensive of all the DB101

¹ http://www.michigan.gov/mdch/0,4612,7-132-2941_4868_32708-253138--,00.html

sites, MN DB101 was conceptualized as a system-change tool and a part of an overall shift in state policy and service delivery. MN DB101 serves as a central portal in coordinating state systems and disability services. It is developed around the statewide information and referral resource, Disability Linkage Line (DLL), which is a consolidated contact number people can call to receive streamlined information, access, and problem-solving supports. DB101 has been integrated into the state's larger communication technology network which connects all of the state systems with real-time benefit information and answers, with the option of DLL technical assistance through live chat or email. In the future, this DB101 will integrate the DLL client-tracking tool so that client information will be automatically "pushed" into the DB101 calculators (which Minnesota calls "estimators"). Minnesota is also creating a "partner page" for its DB101 site with resources such as how-to training and reference tools intended to help anyone, and especially nonprofessionals assisting people with disabilities, "to have an engaging conversation about work."

According to Mowry, Minnesota began integrating DB101 by looking at all the major systems in the state to promote and change messaging and training from "one where opting into work was difficult" to one where "opting-out has to be a choice." DB101 adoption strategies began with state programs, including vocational rehabilitation, education, youth in transition, case managers, and others. DB101 now has transitioned from a grant activity to part of a departmental solution for providing information to individuals with disabilities. Minnesota conducted a soft roll-out and launch of DB101 in the fall of 2010, but plans a big launch when all of the elements of the website are finished (probably in 2013). Overall, Mowry emphasizes that MN DB101 is intended to go beyond the training on work incentives, to focus on "helping people understand how this site is useful when you think about work and wherever you are in the process."

Arizona (AZ) DB101: A State and Stakeholder Community Coordination Portal

AZ DB101 was launched in May of this year and is administered by the Arizona Health Care Cost Containment System (AHCCCS) through the MIG project, Arizona Employment and Disability Partnership. It is a comprehensive information portal that links state services with the broader disability stakeholder community. Dana Johnson, Program Development Officer, explained that the initial development of AZ DB101 took a significant amount of time (4 years) because the state wanted to establish partnerships throughout the disability-related community to ensure the website would be sustainable after the MIG ended. Arizona brought together a steering committee that represented the public programs addressed by DB101 and whose clients are among the intended DB101 users—e.g., individuals receiving Supplemental Security Income (SSI), family assistance supports, food stamps, Medicaid, and other state agency partners. The steering committee assists in targeting the needs and outreach of DB101 users and in integrating DB101 into the state's existing infrastructures for disability services/information (see Appendix C for a list of AZ steering committee member affiliations).

AZ DB101 is further supported through the Work Incentive Information Network (WIIN), aimed at ensuring the same information, messages, and resources are provided to people with disabilities throughout the state so that they will be supported to consider employment, become employed, and transition to self-sufficiency. WIIN's intent is to create a system of field practitioners (using DB101) who will help people understand what their next steps may be, depending on where they are in the employment search process. Funding for the development and the support of the WIIN network comes from the Arizona Developmental Disabilities Planning Council (ADDCP), and it includes two positions to sustain DB101. One is an information and referral specialist, who directly answers calls from DB101 to provide streamlined information and technical assistance. The other is a trainer and coordinator recruits relevant professionals, facilitates the WIIN whereby discussion and activities are aimed at consistent messages across users, the development of systems change activities (i.e. new business practices) and training on work incentives (using DB101 as a tool). A specific outreach initiative developed a flyer for agencies to

print and a brief for providers that can be used in newsletters. These materials explained why DB101 is beneficial to them in their capacities of supporting individuals with disabilities.

State Implementation Matrix

Figure 1, below, is a summary matrix which compares the features of the DB101 websites of these five states. “ND” indicates no data provided. Further discussion of the information in this matrix may be found in section IV below (Website Content and Usage) and Appendix D: Website Content and Feature Inventory Summary Report.

Figure 1: Comparison of DB101 Programs across States

	CALIFORNIA	MINNESOTA	ARIZONA	NEW JERSEY	MICHIGAN
Implementation models	Independent information portal	State system and service coordinating portal	Stakeholder community coordination portal	Stand-alone departmental tool	Grant-based tool
Year site established	2004	2010	2012 (May)	2006	2009
Major modifications	<ul style="list-style-type: none"> • Calculators (2007) • Spanish Site • Complete revision, including innovations from MN (2011) 	<ul style="list-style-type: none"> • Complete redesign of the site based on a usability study • Live chat function • ‘How To’ page and ‘Partners’ page with embedded training • Integration with MnHelp.info database (minor) 	Spanish site (coming end of 2012)	Spanish site (2012)	School and work (2010)
Administrating agent	World Institute on Disability (WID) administers the site directly	Disability Services Division, Minnesota Department of Human Services	Arizona Health Care Cost Containment System (Medicaid program and Medicaid Infrastructure Grant, or MIG, recipient)	Division of Disability Services, NJ Department of Human Services	MIG through 9/30/12
Staff support	WID staff directly support this effort	<ul style="list-style-type: none"> • MIG Coordinator • Community Supports Supervisor • WID Liaison (contractor) • Adoption Coordinator/ Youth Transition (contractor) • DLL Support Specialist (maintenance) • Quality Review (contractor) 	<ul style="list-style-type: none"> • MIG Coordinator • Work Incentive Information Network (Information and Referral Specialist, Training and Coordinator) 	<ul style="list-style-type: none"> • Project Officer • Program Manager 	<ul style="list-style-type: none"> • MIG Contract Administrator • MIG Information and Outreach Coordinator
Implementation partners	Interwork Institute, San Diego State University (California Health Incentives Improvement Project)	<ul style="list-style-type: none"> • MN Depart of Education • Department of Employment and Economic Development • Disability Linkage Line Partners – 2 CILS 	<ul style="list-style-type: none"> • Rehabilitation Services Administration (AKA Arizona VR). • WIPA (Now “Benefits 2 Work Arizona”) • Developmental Disabilities Planning Council 	None	Early MI development partners included Michigan Rehabilitation Services, Social Security Administration, Michigan Association of Centers for Independent Living, Medical Services Administration/MI Medicaid

	CALIFORNIA	MINNESOTA	ARIZONA	NEW JERSEY	MICHIGAN
Key features	<ul style="list-style-type: none"> Administered by WID directly rather than state department 	<ul style="list-style-type: none"> Used as a “systems-change tool” Unified Communication Software – allows for real-time benefit information and assistance (Disability Linkage Line, or DLL) 	<ul style="list-style-type: none"> Use of Steering Committee representative of benefits and resources highlighted in DB101 Formation of Work Incentive Information Network (WIIN) 	Stand-alone calculators	Entirely grant-based
Ancillary sites/resources	<ul style="list-style-type: none"> www.talentknowsnolimits.org (with direct links to DB101.org and vets101.org) Developing additional tools and curricula, not to be hosted on DB101 	http://www.minnesotahelp.info/public/ (linked to DB101.org)	www.abil.org (linked to DB101.org)	http://www.njhelps.org (no links to DB101.org)	http://www.michigan.gov/disabilityresources (no links to DB101.org)
Promotional activities	<ul style="list-style-type: none"> WID training Presentations and Conferences VR counselor training Disability Employment Initiative training to Project One-Stop staff 	<ul style="list-style-type: none"> Public outreach campaigns – mostly through DLL List-Serv established –to update when changes occur on the site/new features Conferences/webinars/trainings Slow, controlled roll out that uses an Adoption Strategy approach – working from within agencies to promote and encourage folks to embed in their work 	<ul style="list-style-type: none"> Engaged wide range of stakeholders from the beginning Statewide outreach and training for field practitioners including train-the-trainer activities 	<ul style="list-style-type: none"> Integrated into department presentations and materials Press release about the launching of the Spanish site 	<ul style="list-style-type: none"> Presentations and conferences Training video http://goo.gl/GF5hI

	CALIFORNIA	MINNESOTA	ARIZONA	NEW JERSEY	MICHIGAN
Future plans for DB101	<ul style="list-style-type: none"> Developing veterans navigator and calculator Looking into working with CA Department of Corrections 	<ul style="list-style-type: none"> Feature to integrate estimators into existing DLL client tracking tool Adding mini-navigators to further help people navigate content Embed DB101 into universal assessment tool – MnCHOICES Align with Disability Services Division other transformational work Roll out to lead agencies (87 counties, health care providers, and 7 tribes) 	Development of outreach strategies that share information about DB101 with individuals who may not be directly served by partnering agencies (e.g., American Indians).	No Information Available	Meeting with Disability Network of MI and Michigan United Way to possibly align with the MI Benefits Access website/ Department of Human Services; ideally will provide some/most future maintenance funding
Total cost of web development	No information Available	<ul style="list-style-type: none"> WID – \$1,129,000 Usability study and design - \$45,800 Contractor – DSD/WID liaison \$30,000 Contractor – Quality Review (MnWIC and Griffin Hammis) - \$30,000 	\$881,000	No Information Available	\$185,000
Cost of annual quality assurance and maintenance services	\$109,156	\$91,249	\$111,053	\$8,562	\$15,912
Funding sources other than MIG	<ul style="list-style-type: none"> \$2 million by the Social Security Administration CA Endowment Department of Rehabilitation CA Wellness Foundation 	Maintenance/ Enhancements– AOA grants, MFP, DSD	<ul style="list-style-type: none"> ADDPC (WIIN support) \$200,000 Arizona VR (Spanish site) \$121,000 	No information available	None
Plans for covering maintenance fees post-MIG	<ul style="list-style-type: none"> Some maintenance funding through subscription contracts with the Department of Rehabilitation and the Employment Development Department 	No information available	Arizona Voc Rehab	No information available	Currently seeking partnerships with organizations and/or agencies to support maintenance fees

Summary of Program Administrator and Stakeholder Interviews

Each state approaches DB101 in a unique way that makes sense given its needs and available resources. DB101 was originally developed by WID as an “end-user” tool that would provide information and resources directly to people with disabilities and cross the “silos” of state and federal benefit programs. With the MIGs, DB101 has become situated (to different extents) within state disability structures and considered and developed as an information service to assist service providers in their work as much as to assist people with disabilities. In speaking with all of the states’ program administrators, it became evident that there was no one right way for DB101 to be implemented. For example, the states with tool-based sites (Michigan and New Jersey) were not necessarily looking to expand them into more comprehensive information portals, but they still saw the calculators as valuable tools for informing and influencing people with disabilities to consider employment as an option.

Stakeholders interviewed all expressed the positive role of DB101 in supporting their own agencies and organizations’ objectives of assisting individuals with disabilities in a transition to employment and greater economic prosperity. Several themes emerged in the interviews with both program administrators and with stakeholders. While the program administrators were enthusiastic about their DB101 sites and could recount anecdotes of how the calculators have made dramatic impacts in peoples’ lives, they also conceded that their sites were not used as much as they had expected or would like. Several reoccurring themes came up in the administrator interviews regarding the lower than expected use of DB101.

While DB101 was designed to assist people with disabilities in overcoming their fear of losing benefits, these individuals must first be *motivated to seek out the information and resources* available on DB101. The notion of overcoming an entire culture centered around the precariousness of receiving benefits and the risks of pursuing employment was mentioned several times. For example, it is common for individuals seeking employment to come up against the fears of family members who may also be dependent on disability benefits and may discourage individuals from changing their status for fear that the entire household’s income will be negatively impacted. The California administrator expressed the opinion that there also needs to be an effort to provide education around these entrenched beliefs because people with disabilities will come to the site only after they have overcome these types of cultural barriers and fears about work. Arizona and Minnesota are seeking to overcome this barrier by developing their sites so that they are not only for individuals seeking employment but also provide a range of information relevant to “where they are” currently in their lives; the idea is that they will be encouraged to periodically visit the site as their status changes, including when they look for a job.

Overcoming fear around seeking out this information ties into another theme of the interviews: the overall *need for outreach to end-users*. While calculators and information on DB101 are seen as valuable resources to inform people about options and their outcomes, it is challenging to reach people with disabilities who are not already connected with the service systems. It is difficult to navigate through the various programs and agencies, but, as Dara Johnson of Arizona noted, people who are connecting to DB101 typically do not represent the entire population of people with disabilities. For example, Arizona has a strong rural culture that is disconnected from the Metro Phoenix area (which has been very responsive to DB101) and a large percentage of American Indians receiving benefits who are living on reservations.

While most states have given presentations at relevant venues, and states such as Minnesota and Arizona have produced fliers or brief informational radio spots, overall the states’ **promotional activities for end-users have been limited**. Both Minnesota and Arizona have yet to have a big launch as they are still refining their systems. However, as Mary Alice Mowry stated, “As a business practice, we don’t do a lot of marketing as a state for any of our programs. We’re operating at a budget deficit, so we’re not looking for a way to drum up business.” State agencies that have linked DB101 directly to their service delivery

systems are using DB101 to better assist people, but they are ambivalent since they do not want site traffic to overwhelm state agencies at a time of limited resources.

And while Minnesota and Arizona have integrated DB101 into their service delivery, other administrators discuss the fact that DB101 is not used by some professional-users because it is **not a part of their professional practice/culture**. For example Michigan’s grant-based approach worked well for developing their DB101 site because it was outside of the usual bureaucratic infrastructure, allowing the process to be streamlined and simplified; however, since then it has been difficult to get the state disability service providers/departments interested and using the site as it is not a part of their regular pressing responsibilities. California has a similar issue in that DB101 is outside the state’s disability system and it cannot be mandated; instead, California service providers must be shown how the site helps them in performing their existing responsibilities, and this is often done with training.

Need for User Assistance

In interviews with stakeholders, a somewhat related theme repeatedly surfaced. Though the sites are overall very clear and user friendly, understanding benefit eligibility and rules is inherently complex and challenging for most end-users. For example, one Arizona stakeholder felt that end-users needed to be assisted in using the calculators: “For me, the explanation page of the results is where things start to get less user friendly, and it is more complicated to interpret the results.” In her opinion, the graphs and amount of information on DB101 may overwhelm people. Other stakeholders talked about DB101 as an excellent “supplemental tool,” but felt that people with disabilities still need to have a one-on-one counseling to ensure that they understand the calculations and how they apply to their particular circumstances. A California Vocational Rehabilitation stakeholder explained how DB101 is frequently used by her clients: “Clients come with printed-out information from the site and they go through the sessions and highlight questions....They often needed help with the calculator.”

Stakeholder Integration Efforts

Stakeholders, such as representatives from rehabilitation agencies and work incentives coordinators, were asked about their efforts to integrate DB101 into their service delivery. Most of them mentioned the importance of training professionals to assist consumers. Another notable effort is the California Department of Rehabilitation providing a checklist for their counselors that lists the website and suggests talking to their clients about it. The department also refers clients to the website for resources and the calculators. A Michigan stakeholder in Rehabilitation Services noted that each of the state’s 13 districts has a “champion,” someone designated in the district to be a resource regarding DB101. A Minnesota employment assistance provider said that even their AmeriCorps volunteers have been trained and provide peer support, and their staff uses the site to begin the consultation services and “to help show that employment is a step up financially.” To help users go through the steps, online coaching, counseling, and staff and peer mentoring are also available, and the site is integrated into the cycle of training and orientation as well.

Stakeholder Suggestions

Stakeholders offering particular suggestions for improving their sites most frequently mentioned the need for additional features on the sites such as visual aids, video demonstrations, and webinars to “help different types of learners.” Other suggestions included:

- Training and improving general awareness about the site; marketing to both professionals and consumers, “including what is in it for them, how it will help them”
- A tracking system to monitor usage. More multimedia, success as videos, vignettes of success stories, and training modules utilizing sound instructional design techniques for web-based users.
- Reducing the time that it takes for the calculator to load, which is frustrating for both users and trainers

- A simplified version of the calculators: “I think that more people would use them because they might have the stamina to complete it all”
- Augmenting the calculator results: “It gives the bottom line, but it doesn’t share about the medical benefits that might be lost. It just extends it to 2017, which is only 5 years. But the benefits are actually 8½ years, which includes 9 trial work months. So maybe the timeline needs to be longer?” Bringing back the PASS (Plan for Achieving Self-Support) calculator

Funding Challenges

All of the administrators interviewed stated that one of main challenges to the DB101 implementation has been securing funding after the MIG ends for the site’s ongoing maintenance. Several administrators pointed out that a consideration in providing more features and content on their sites is that these additions increase their annual maintenance fees, making DB101 more difficult to sustain financially.

New Type of Business Model

DB101 has been a unique, innovative initiative as it was developed across public, private, and nonprofit sectors. The majority of the expansion into multiple states has been supported by federal MIG money, and because of this support, states have been willing to share with and learn from each other. For example, Minnesota conducted an extensive usability study in preparation for launching their site, but the findings from the study were used to make improvements across all of the DB101 calculators and websites. Now that the MIG is ending, and states must find their own future funding, the path forward is not as clear. This unique cross-sector model, in which the product is externally owned and controlled, falls outside the traditional approaches for providing information and resources within the public sector. There seems to be considerable ambiguity in terms of how this business model will be managed in the long term, including what the impact of adding more states to DB101 will be on existing state sites. As one administrator put it, “We don’t have the rules of the road regarding how this is to work in the long term.”

Promising Practices

When asked about promising practices from their states, most of the interviewed administrators felt that their DB101 programs were still in the development phase, and they were interested in hearing from the other states about what had worked for them. Dara Johnson of Arizona, however, identified as a best practice the development of a steering committee made up of targeted stakeholders—the organizations and agencies that work with targeted end-users. The steering committee laid the groundwork with stakeholders before the website went live and ensured that DB101 would be integrated into their work. As a result, these agencies have initiated DB101 outreach, secured its integration into training programs, and undertaken other initiatives. One result of these efforts was that the first month after AZ DB101 was launched, its web traffic reached nearly half of the web traffic of other states with established sites.

IV. DB101 Website Content and Usage

To address Goals II and III, evaluators conducted a content and feature inventory of all five states’ DB101 websites, a design review, real-time user testing, and website traffic analytics. These efforts and a summary of their findings are presented below. The complete findings from each of these research methods are found in Appendices B–E.

Website Content and Feature Inventory

As discussed above, each state has implemented DB101 somewhat differently from all the others. Three states—California, Minnesota, and Arizona—have chosen to make their sites comprehensive information portals, coordinating information about a variety of benefits and state services. The other two—Michigan and New Jersey—have sites that host the benefit calculators but do not contain program and benefit information. Though each state-specific DB101 site is populated with a unique combination of features and information, some features are common to all five. Each state site provides the Benefits and Work

Calculator, to help users explore their benefits, and a glossary to define terms. Other popular features include information on specific programs and on how to contact an expert. The varying content is presented in a similar page design with site-specific navigation requirements.

Two states—California and New Jersey—have Spanish language versions of their sites available. Users can access a Spanish translation of the English content by clicking a link present on each page of the California site. The Spanish link is available only on the home page of the New Jersey site.

Site Navigation

The five state-specific sites have similar core features and utilize a common design, in which certain content is listed on the top and bottom of each page. On the home pages of the three portal sites (Arizona, California, and Minnesota), when the Your Situation or Programs tab at the top of the page is clicked (or when the More link under the Your Situation or Programs heading in the center of the page is clicked), a new page appears with a useful table of contents format. In this format, each section is separated by a colored rectangle, with the section title and subsections listed. Each listed item has a hyperlink, allowing users to quickly find the information they need. The glossary function can be accessed via a visible link on all sites. The home pages of the two tool-oriented sites (Michigan and New Jersey) highlight and enable immediate one-click access to their calculators rather than featuring Your Situation and Program sections. On those sites, to find the definition of a highlighted term, users can click on the term to open a pop-up window which provides the definition.

Every state has a link to the main DB101 National web page, which provides the gateway to all the state pages. Since Arizona, California, and Minnesota include more detailed information on programs, their sites all include Home, About, and Site Map links as well as a Search function. Minnesota's site has a Font Size tool, a unique accessibility navigation feature which enables the user to increase the font size for each page, in the upper right corner of each page. Minnesota's DB101 also features a short Welcome to DB101 video and suggested steps to guide a visitor in maximizing the benefits of the website.

Site Calculators

The key feature of the websites is calculators which ask users a series of questions to determine how various income and work scenarios will impact their disability benefits. The Benefits and Work Calculator, which is offered by every state, calculates how a job may affect a person's disability benefits, health coverage, and total income. All states except New Jersey also offer a School and Work Calculator, which incorporates going to school while working. After completing use of a calculator, the user may revise answers, add a plan, or produce a PDF report. The Arizona, California, and Minnesota sites offer additional detailed information that expands on the concepts covered in the calculators.

Three states also provide state program-specific calculators. Arizona's AHCCCS Freedom to Work Calculator helps users determine whether they might qualify to receive AHCCCS health coverage while working and what the premium would be. Minnesota's Medical Assistance for Employed Persons with Disabilities (MA-EDP) Estimator lets users know if they would be able to receive medical assistance from the state while employed. California's Medi-Cal for the Working Disabled Calculator helps users determine if their income would be too high for them to be eligible for Medi-Cal benefits. California and Minnesota also offer, for some of their calculators, "advanced user versions" which ask the same questions with fewer instructions.

Site Accessibility

Arizona, California, and Minnesota have an About: Accessibility and Navigation page which explains DB101's accessibility standards, including conformity to W3C (World Wide Web Consortium) standards and requirements of Section 508 of the Rehabilitation Act. Tips are provided for users utilizing screen reader programs. Each of these three states also has a Site Tour link, which provides a basic overview of the major components of the site.

Content and Function

Other features on state DB101 sites range from additional information to short videos to the ability to have questions answered in real time. California provides contact information on various disability work and benefit programs through a Find an Expert link. Arizona and Minnesota offer Talk to an Expert, a feature which allows users to live chat or call an expert. Arizona, California, and Minnesota—the three portal websites—include a News page with articles relating to disability services, legislation, and benefits.

Under Programs on the three portal sites, the Cash Benefits section includes information on various national and state-specific programs, including Childhood Disability Benefits (CDB, which used to be known as Disabled Adult Child Benefit), the Supplemental Nutrition Assistance Program (SNAP), Pell Grants, and Child Care Assistance. The Health Care Coverage section on these sites lists various disability benefit-related health care programs, including private health coverage, federal programs (e.g., Medicare, Medicaid), and state programs. Work Programs information includes details on Earned Income Tax Credit (EITC) and s (IDAs). For each of these sections, the three states provide different levels of detail, and not all programs are represented.

Arizona and California provide information on DB101 Cross Agency Training and contact information for flexible training options. California’s Outreach section includes publicity materials and an invitation for organizations to become DB101 Outreach Partners. California and Minnesota both have a Contact Us link, and Minnesota offers a Forums section as well.

Following are matrices that summarize the functional features and the program information across the five states’ DB101 websites.

Figure 2: Key Functional Features across States’ DB101 Websites

	California English & Spanish	Minnesota	Arizona	Michigan	New Jersey
Key Functional Features					
Glossary	X	X	X	X	X
Email to a Friend	X	X	X	X	X
Give Feedback	X	X	X	X	X
Print This Page	X	X	X	X	X
Contact Us	X	X			
News	X	X	X		
Programs	X	X	X		
Your Situation	X	X	X		
Find an Expert	X				
Rate this Page/Article		X			
Take Our Survey	X	X	X		
Talk to an Expert		X	X		
Forums	X	X			
How To		X	(Oct 2012)		
Calculators					
Benefits and Work	X	X	X	X	X
School and Work	X	X	X	X	
State Medicaid Buy-In Program	Medi-Cal for the Working Disabled	MA-EPD	AHCCCS Freedom to Work		

Figure 3: Program Information Included on States' DB101 Websites

	California English & Spanish	Minnesota	Arizona	Michigan	New Jersey
CASH BENEFIT PROGRAMS					
Childhood Disability Benefits	X	X	X	X	X
Child Care Assistance		X		X	X
Employed Individuals with Disabilities	X	X	X		X
Energy Assistance		X		X	X
Housing/Section 8	X	X	X		X
Long-Term Disability Insurance	X	X	X		X
Pell Grants	X	X	X	X	X
Short-Term Disability Insurance	X	X	X		X
SNAP		X	X	X	X
SSDI	X	X	X	X	X
SSI	X	X	X	X	X
State Specific Programs	<ul style="list-style-type: none"> • CA State Disability Insurance • CalWORKs • Cash Assistance Program for Immigrants • In-Home Supportive Services 	<ul style="list-style-type: none"> • MN Supplemental Aid • MN Family Investment Program • General Assistance Program 	<ul style="list-style-type: none"> • Cash Assistance • Nutrition Assistance 	<ul style="list-style-type: none"> • State SSI Payment 	<ul style="list-style-type: none"> • NJ Temporary Disability Insurance
HEALTHCARE COVERAGE PROGRAMS					
COBRA (or OBRA)	X	X	X		X
HIPAA	X	X	X		
Medicaid	X	X	X	X	X
Medicare	X	X	X	X	X
Personal Assist. Services	X	X	X		X
Prescription Drug Coverage	X	X	X		
Private Health Coverage	X	X	X	X	X
State Specific Programs	<ul style="list-style-type: none"> • CA Department of Rehabilitation 	<ul style="list-style-type: none"> • MN WorkForce Centers • MN Vocational Rehabilitation Services • MN State Services for the Blind 	<ul style="list-style-type: none"> • AZ Rehabilitation Services Administration • One-Stop Centers 	<ul style="list-style-type: none"> • Medicaid NJ WorkAbility Program • Family Independence Program • Freedom to Work - Both Calculations 	<ul style="list-style-type: none"> • Workfirst New Jersey • NJ WorkAbility
WORK PROGRAMS					
EITC	X	X	X		X
IDAs	X	X	X	X	X
PASS	X	X	X		X

	California English & Spanish	Minnesota	Arizona	Michigan	New Jersey
Programs that Support Work	X	X	X		
Ticket to Work	X	X	X	X	X
Work Incentives	Coming Soon (English Only)	X	X		
Workplace Personal Assistance	X	X	X		

Design Review

The design review was conducted by two JBS Web Designers in separate self-guided reviews. The goal was to provide feedback from a design perspective on such areas as layout, navigation, graphics, look and feel, visual aesthetic, format, performance, compliance with Section 508 of the Rehabilitation Act, etc. In considering the findings of this review, note that website design involves both art and engineering, and what is pleasing and efficient to one person may not be to others; a single design will not satisfy the universe of website visitors.

The design review found that the tabs navigation style is intuitive, popular, and most likely welcomed by DB101 users. However, breadcrumb navigation (allowing users to keep track of their locations within sections of a site) is missing and would better support the tab navigation style. The primary or main navigation (the tabs) is more consistent than subnavigation (navigation controls of interior pages). Highest inconsistency in the design of the site is found in the action buttons; for example, the Search button is square, the Back and Continue buttons on the calculator/estimator pages have slightly rounded corners, and the pagination buttons on internal pages are square. Layout and page length appear suitable. Improvements to the calculators and estimators—such as giving buttons in the Save Session dialog pop-up the same look and feel as the calculator buttons and making it easier for users to jump between sections—would increase ease of use. There are minor 508 issues, such as images within a website lacking Alt tags that specify text equivalent. No performance or speed issues were noted during design review. More detailed findings may be found in Appendix F: Website Design Review Summary Report.

Real-Time User Testing

The goal of user testing was to identify what users liked and disliked, what was working for them and what was not. Participants were asked to complete five tasks while a facilitator assisted and a note taker recorded the process from linked computers in other locations. The tasks were:

- Figure out what DB101 accomplishes and what it offers.
- What will happen to your income and benefits if you go to work? Find the Benefits and Work Calculator and calculate your situation.
- Find out more about SSI.
- Locate timely news regarding disability benefits.
- Find out how to contact the agency that administers your benefits program.

The evaluation plan called for testing four users from each of the five states and an additional two users from the California Spanish site. However, only four users were recruited from three states (California, Minnesota, and Arizona) to participate in the tests. Participants for the user tests and the user interviews

were primarily recruited through the online visitor survey. Once respondents completed the survey, they were asked if they would be willing to be contacted to participate further in the evaluation. A total of 126 end-users and 49 professional-users provided their email addresses to be contacted about the study. Of those 126, 51 people either did not respond (42), declined (7), or provided an invalid email address (2). Thirty-seven users selected by their states were invited to participate in either the telephone interview or the user testing. The majority of these individuals did not respond to the initial email, and they were further encouraged with follow-up emails.

Ultimately four users scheduled and participated in the user tests. They included a person with a disability looking for benefit eligibility, an employed person with a chronic disability, the mother of a child with a disability, and a DB101-trained disability service provider.

The level of computer proficiency among the participants ranged from intermediate web-users to proficient web-users. The profiles, combined with the user stories found in Appendix G: Real-Time User Testing Summary Report, illustrate how different users performed the tasks during the tests.

Summary of User-Testing Findings

All users were not able to complete all tasks. Two users were unable to complete their calculator sessions. While test participants felt their overall experience with the DB101 websites was positive, the test findings included the desirability of site enhancements in a few areas:

Graphics: The images on each state’s DB101 website include individuals of various ages, ethnicities, and emotions. It was recommended by two different participants in the user testing that the website could be made more visually enticing and relatable on a personal level by including graphics of individuals with disabilities on the navigation pages. One user stated, “Including graphics of individuals with disabilities on this website would make DB101 more user friendly and would make me feel like I was not the only person using this site with a disability.”

Loadability: Throughout the usability tasks, users were asked to locate and utilize the Benefits and Work Calculator. During two user tests, the calculator failed to complete loading, thus causing a very high level of frustration among both users, particularly after they had spent a significant amount of time inputting their personal/financial information into the calculator. To prevent negative user experiences, it is recommended that this feature’s software be reassessed and enhanced to ensure that the load time and functionality of the tool itself works properly and easily.

Website Traffic Analytics

Google Analytics (GA) was utilized for the web analysis portion of this project, and it provided valuable information regarding user engagement, sources of traffic, content, and specific visitor segments. GA was configured for the DB101 websites starting in late May 2012, limiting the amount of data collected; however the value of GA will grow over time as more and more data are collected.

A range of data, such as the levels of engagement, were collected and analyzed. Detailed data can be found in Appendix E: Website Traffic Analytics Summary Report.

Summary of Findings from Google Analytics

Our high level findings from Google Analytics are found in Figure 4 below. A discussion of the findings follows the web analytics summary matrix.

Figure 4: Web Analytics Summary Matrix

Engagement Web Metrics (6/1/12 – 8/31/12)	California English	California Spanish	Minnesota	Arizona	New Jersey	Michigan	All State Sites
Visitors Per Website							
Total Visitors (% of All States)	46,639 (68%)	606 (1%)	12,957 (19%)	7,303 (11%)	575 (1%)	871 (1%)	68,951
New Visitors (% of Total Visitors)	37,066 (79%)	470 (78%)	8,588 (66%)	5,631 (77%)	498 (87%)	695 (80%)	52,918 (77%)
Average Pages/Visit	3.9	3.7	4.5	4.6	3.9	6.0	4.1
Bounce Rates							
New	47%	55%	52%	49%	68%	55%	48%
Return	51%	57%	40%	45%	55%	36%	47%
Average	48%	55%	48%	48%	66%	51%	48%
Traffic Sources: % of total traffic (% of traffic that bounced)							
Direct	6% (58%)	6% (84%)	15% (44%)	37% (42%)	10% (59%)	24% (57%)	11% (44%)
Organic (e.g., Google)	70% (54%)	72% (57%)	65% (53%)	38% (59%)	10% (54%)	12% (48%)	67% (56%)
Referral (e.g., State Sites)	1% (56%)	22% (41%)	8% (41%)	12% (39%)	14% (60%)	24% (51%)	1% (45%)
db101.org	23% (28%)	0% (0%)	12% (25%)	13% (40%)	66% (69%)	41% (49%)	21% (30%)
Social Media Visits							
(e.g., Facebook, Askville, Yahoo! Answers)	19	1	12	16	-	2	50
Mobile Visits							
# Visits (% of Total)	11,499 (25%)	200 (33%)	1,733 (13%)	976 (13%)	64 (11%)	109 (13%)	14,581 (21%)
% New Visits	77%	78%	75%	84%	94%	94%	77%
Bounce Rate	57%	61%	63%	62%	72%	61%	58%
Average Time per Visit							
New	0:03:22	0:04:13	0:03:54	0:03:27	0:01:45	0:02:45	0:03:27
Return	0:04:24	0:06:11	0:06:34	0:04:57	0:03:09	0:06:20	0:05:05

The metrics presented in the matrix above are more fully explained as follows:

Visitors: New visitors are users who have not previously or recently visited the site, while returning visitors have previously visited the site. All states have roughly 80 percent new and 20 percent returning visitors, with the exception of Minnesota, which has 66 percent new and 34 percent returning. If the website goals include growth in traffic, then one wants to see a high new visitor rate. If the website goal is to sustain current traffic, then one wants to see a higher return visitor rate. Returning visitors represent quality in that they demonstrate the website is meeting the visitors’ needs. For the recently launched website, one would expect to see more new visitors.

Pages/Visit: “Pages” refers to the number of times a visitor arrives on an individual page of a website, while “visit” refers to the number of times a website is accessed. For all states, returning visitors accessed more pages than new visitors. Michigan had significantly more pages per visit for returning visitors (11 pages). Typically, one looks for a high pages-per-visit metric as that indicates visitors find the website useful. It could also represent users having to click more than necessary, though that does not appear to be the case. It is a very common website goal to increase the pages viewed per visit as this would indicate

that visitors are getting more and more utility from the website. As features and functions are added, one would expect pages per visit to increase.

Bounce Rates: The bounce rate is the percentage of visits in which the visitor only views one page of a website before leaving. Many consider the bounce rate to reflect the quality of the traffic; a high bounce rate indicates that users come to the website and find it not relevant to their needs. For state sites this rate is between 48 and 66 percent. For db101.org, this rate is 80 percent, though it makes sense that the rate is higher for this jump site that directs visitors to the state sites. Comparing the bounce rates of new and returning users, new visitor bounce rates are somewhat higher. It is easy to misinterpret bounce rates. For example, a high bounce rate would be expected for some sites that have only a single page, with the sole purpose of serving up an advertisement. It is important to monitor bounce rates and determine what is acceptable for DB101. We think a rate between 30 and 40 percent would be ideal.

Traffic Sources: Organic traffic—coming from unpaid listings at search engines or directories—is significantly high. On a Google search of “disability benefits,” db101.org is among the top sites listed, which is very good. The highest referrer to the jump site is amisco.org, specifically, the page http://amisco.org/california_state_disability_insu.htm. For states, Google organic is typically the top source, while the top referrer is obviously db101.org. The organic sources have a significantly higher bounce rate. There are three exceptions: Arizona’s top source is (direct)/(none), which means visitors type the URL into the browser’s address bar or come via a bookmark, and the top source for New Jersey and Michigan is the db101.org referral.

Social Media Visits: Social media websites—such as Facebook, Askville, Yahoo! Answers, etc.—are driving very little traffic to the websites. This is a key finding and is discussed in detail in section VI below (Conclusions and Recommendations).

Mobile Visits: Mobile traffic from smartphones and tablets is significant, and this trend is expected to continue. Mobile traffic for state sites ranges from 11 percent to 33 percent. The bounce rate for mobile traffic is higher than for the individual websites themselves, and bounce rates for some devices exceed 80 percent. Higher bounce rates compared to viewing from the desktop and browser often indicate a problem with the mobile experience. This is a key finding and is discussed in detail in section VI below (Conclusions and Recommendations).

Average Time per Visit: Time per visit reflects how much time the user thought he or she had spent on the website. Typically one wants visitors to spend more time on a site as that indicates utility. As expected, time per visit for returning visitors is higher than for new visitors. Minnesota has the highest time on site for returning visitors at 6 minutes and 34 seconds. As expected, the jump site, db101.org, has the shortest time per visit, which makes sense as this is the jumping off point to reach the states sites. It seems that visit times are low since it takes a bit of time to go from the start of a calculator or estimator to the calculator or estimator results.

Key Findings from Google Analytics

Popular high level metrics such as visitors and page views metrics appear healthy, but this information alone is misleading. Apply bounce rates to the high level metrics, and the overall high level metrics do not look as good. For the five state sites, this rate is between 48 and 66 percent. This range indicates that users come to the site and find it not relevant to their needs. The bounce rate for the db101.org jump site is 80 percent, and bounce rates for some mobile devices are more than 80 percent.

Social media traffic to state sites is rare. Social media represent a significant opportunity to promote the sites and send highly qualified visitors to them.

Returning visitors are using the sites the most. They not only stay on DB101 sites longer than new visitors; they also view more pages. With the exception of California, the bounce rates for returning visitors are lower than for new visitors. In general this metric indicates that returning visitors find value in the websites. Regarding frequency, only California and Minnesota have 200 or more visits from the same visitor during the 3-month time period.

The mystery finding: Visits to each state-specific site come not only from within that state, but also from exactly nine other states. This finding applies to all five state sites. For New Jersey, traffic from the other states often exceeded traffic from within the state.

Mobile traffic is growing and will continue to do so. Mobile traffic for state sites ranges from 11 to 33 percent. The bounce rate for mobile traffic is higher than bounce rates for the individual websites themselves. It is necessary to verify responsive web design, which ensures good and working designs across many devices, and plan for growth in mobile traffic to ensure a quality user experience.

Appendix E: Website Traffic Analytics Summary Report provides more in-depth discussion of all the metrics referenced in this section.

V. DB101 User Demographics and Visitor Outcomes

Goal III of the DB101 evaluation is to describe the proposed and actual users of each site. The online survey was used to gather information from the range of visitors who come to the DB101 sites and to understand relevant aspects of their situations, such as their contexts for use, disability situations, and employment histories. This information was supplemented by key informant interviews which further explored users' personal experiences with DB101 and their perceptions of how well it met their needs.

The first section below presents a summary of the online survey results, showing the results by state for Types of Users Responding to Survey (Figure 5), Description of End-Users (Figure 6), People with Disabilities (Figure 7), and Profile of Professional-Users (Figure 8), and Visit Outcomes by User Group (Figure 11). Comparing profession-users and end-users, there are also summaries of the Number of Previous Visits to DB101 (Figure 9), First Method of Learning about DB101 (Figure 10), and Goals of DB101 Visit Specified by Users (Figure 12). (A complete discussion of the survey results, along with the table frequencies, is presented in Appendix H: Online Visitor Survey Summary Report.) Following these summaries is a section that summarizes the results from the key informant interviews with end-users and professional-users. The final section discusses key findings found in both the survey and interview results.

Online Visitor Survey

The online survey was administered to users by two methods. First, a link to the survey was directly placed on the DB101 websites, and visitors were encouraged to take the survey when they visited the home page and after clicking through several pages of the site. States' program administrators were also requested to distribute an email throughout their professional networks, asking for people to directly take the survey. More than half of the respondents (54%) were collected through direct solicitations.

The distributions of the respondents by state and by type of users are detailed in Figure 5 below. California visitors made up 39 percent of the surveys, followed by Arizona with 34 percent. Minnesota (19%), New Jersey (6%), and Michigan (2%) made up a much smaller proportion of the responses. Survey responses from both New Jersey and Michigan are included in the analysis below for consistency purposes, but the results should be read with their very low number of responses in mind.

Figure 5: Distribution of Types of Users Responding to Survey

	Self-User		Assisting-User		Professional-User		Other or Did Not Answer		All Visitors	
	#	% State	#	% State	#	% State	#	% State	#	% Total
CA	145	44%	45	14%	125	38%	17	5%	332	39%
MN	75	47%	31	19%	46	29%	9	6%	161	19%
AZ	72	25%	28	10%	162	56%	27	9%	289	34%
NJ	5	10%	3	6%	38	73%	6	12%	52	6%
MI	5	28%	-	-	13	72%	-	-	18	2%
All States	302	35%	107	13%	384	45%	59	7%	852	100%

The Online Visitor Survey captured information about four distinct types of DB101 related individuals:

- **Self-Users:** Individuals seeking information for themselves
- **Assisting-Users:** Individuals seeking information for family or friends
- **Assisted-Individuals:** Individuals for whom the assisting-users are seeking resources and information (described by assisting-users, though they did not actually use/visit the site)
- **Professional-Users:** Disability-related professionals using DB101.

While there are distinctions among the states in terms of the types and backgrounds of users, in most aspects the states followed general patterns of use and visitor demographics. The specific variations can be seen in Figures 6 and 7 below, which summarize the key attributes of these groups. (The survey yielded much more detail than can be reported in this main report, and readers should consult the Appendix H: Online Visitor Survey Summary Report for the complete tables of results.)

End Users

Self-users and assisting-users are grouped together to represent the “end-users,” that is, the individuals who are actually visiting the site to find information and assistance. A summary of the findings is found below in Figure 6.

Demographics: The majority (67%) of the end-users responding to the survey are women and self-report as white (65%). The second most reported ethnicity is Hispanic (15%).

Education: Overall, visitors to the site tend to be more educated than the general population. Only 21 percent of the end-users of DB101 have no college experience (compared with 43 percent of the U.S. population²).

Other Resources: More than one-third (37%) of the end-users indicated that they have used other online resources to understanding their benefits. Likewise, a third (33%) of the end-users have used some professional assistance. Note that only 18 percent of the respondents have used both other online resources and professional assistance.

² 2011 U.S. Census Bureau’s American Community Survey, 42.5% of the US population 25 years and older have no college experience.

Accessibility: Only a very small number of end-users reported using personal assistive technologies to access the sites. Only 25 people (6 percent of all end users) used assistive technologies, the most common being alternative keyboard/mouse systems (5), screen magnification (4), and text browsers (4).

Individuals with Disabilities

Survey results were also analyzed to identify the contexts and situations of the people with disabilities related to the site. “Individuals with disabilities” represent the self-users and the assisted-individuals who the assisting-users are helping (that is, the individuals enrolled in benefits and health care programs or looking for employment).

Age: Information tends to be sought for people who are older. Only 14 percent of the self-users or the people being assisted are 25 years or younger, and more than half (51%) are 46 years or older.

Disability Situation: The majority of self-users and assisted-individuals have a long-term disability (71%). Only 6 percent report having a short-term disability; about a quarter of the respondents (23%) are not sure about their disability status. The most common types of disabilities reported are physical disabilities (35%) and emotional/psychiatric disabilities (23%).

Employment Situations: Overall, a quarter (25%) of the individuals with disabilities are not working but have disability benefits. Individuals who are employed full-time and those who are not working and not on benefits each represent 21 percent of the respondents. Other employment situations reported included employed part-time (13%), working in a vocational rehabilitation program (5%), and young students (5%). The most notable differences between self-users and assisted-individuals is that about a third of the self-users (31%) are not working but on disability benefits, while only 6 percent of the assisted-individuals are in that situation. One-third (33%) of the assisted individuals are not working and not on benefits, while less than one-fifth of the self-users (18%) fit this status. More than half of the individuals with disabilities (61%) had worked a year or more before the onset of disability. Only 20 percent of the individuals with disabilities are currently students.

Family and Living Situations: The most common family status of all individuals with disabilities is single (44%), and about one-third are married (31%). Most of the individuals with disabilities live with their spouse/partner/children (36%) or live alone (21%).

Program Status: Survey questions regarding disability benefit programs and health coverage had low response rates in general, and as a result it is difficult to get a complete picture of the program status for the people with disability group. However, the three most common benefit programs that respondents (self-users and assisted-individuals) indicated being enrolled in are Social Security Disability Insurance (SSDI) (25%), SSI (18%), and Nutrition Assistance (18%). The most common sources of health coverage are Medicare (19%), employer-sponsored health coverage (12%), and both Medicare and Medicaid/dual eligibility (8%).

Figure 6: Description of End-Users (Self-Users & Assisting-Users) by State

	CALIFORNIA	MINNESOTA	ARIZONA	NEW JERSEY	MICHIGAN	ALL STATES
ETHNICITY						
Top two groups	White (56%) Hispanic (22%)	White (85%) African Am. (7%)	White (62%) Hispanic (19%)	White (75%) African Am. (12%)	White (80%) African Am. (20%)	White (65%) Hispanic (15%)
EDUCATION						
12 th grade or less	20%	15%	28%	<i>13%</i>	40%	21%
Some college/Associates	47%	49%	36%	<i>13%</i>	40%	44%
Bachelors/graduate	34%	36%	46%	<i>76%</i>	20%	35%
OTHER RESOURCES & ASSISTANCE TO UNDERSTAND BENEFITS						
Used other online resources	40%	39%	29%	<i>75%</i>	50%	37%
Used professional assistance	33%	36%	29%	<i>25%</i>	25%	33%

Values in italics indicate total number of respondents answering question within the state was less than 10.

Figure 7: Description of Individuals with Disabilities (Self-Users & Assisted-Individuals) by State

	CALIFORNIA	MINNESOTA	ARIZONA	NEW JERSEY	MICHIGAN	ALL STATES
AGE						
Up to 25 years	12%	18%	16%	-	-	14%
26–45 years	41%	31%	30%	17%	20%	35%
46+ years	47%	51%	54%	83%	80%	51%
LENGTH OF DISABILITY						
Short-term	11%	2%	5%	-	-	7%
Long-term	67%	87%	72%	100%	100%	74%
Not Sure/DK	21%	11%	2	-	-	19%
TYPE OF DISABILITY						
Physical	41%	35%	24%	29%	50%	35%
Emotional/Psychiatric	20%	19%	33%	14%	25%	23%
Cognitive	14%	20%	22%	43%	-	18%
Multiple	20%	20%	14%	14%	-	18%
Don't know	1%	4%	3%	-	-	2%
Hearing	1%	-	4%	-	25%	2%
Visual Disability	2%	2%	1%	-	-	2%
EMPLOYMENT STATUS						
Employed part-time	9%	30%	2%	13%	50%	13%
Employed full-time	21%	9%	31%	50%	25%	22%
Not working/ON benefits	23%	31%	26%	25%	25%	26%
Not working/NO benefits	27%	15%	21%	13%	-	22%
Other	20%	16%	19%	-	-	18%
ENROLLED BENEFIT PROGRAMS						
Top three programs enrolled	<ul style="list-style-type: none"> • SSDI • SSI • CA Dept. Rehab. 	<ul style="list-style-type: none"> • SSDI • SSI • Nutrition Assist. 	<ul style="list-style-type: none"> • Nutrition Assist. • SSDI • SSI 	<ul style="list-style-type: none"> • <i>SSDI</i> • <i>Housing Assist.</i> • <i>Voc Rehab</i> 	<ul style="list-style-type: none"> • <i>SSI</i> • <i>SSDI</i> • <i>Nutrition Asst.</i> 	<ul style="list-style-type: none"> • SSDI • SSI • Nutrition Assist.
ENROLLED HEALTH PROGRAMS						
Top three programs enrolled	<ul style="list-style-type: none"> • MediCal • Medicare • Employ. Provided 	<ul style="list-style-type: none"> • Medicare • MN MA • MNMA Waiver Pg. 	<ul style="list-style-type: none"> • AHCCS • Medicare • Employ. Provided 	<ul style="list-style-type: none"> • <i>Employ. Provided</i> • <i>Medicare</i> • <i>COBRA</i> 	<ul style="list-style-type: none"> • <i>Medicare</i> • <i>Medicare/Medic aid</i> • <i>Employ. Provided</i> 	<ul style="list-style-type: none"> • Medicare • Employer Provided • Medicare/Medicaid

Values in italics indicate total number of respondents answering question within the state was less than 10.

Professional-Users

Professional-users are individuals who help people with disabilities within their professional capacities. Examples include service providers, teachers, counselors, vocational rehabilitation counselors, etc. A summary of professional-user findings by state is found in Figure 8 below.

Demographics: Three-quarters of professional-users are female (75%) and self-identified as white (75%). They are also typically older (82 percent are age 36 or older), and overall highly educated (32 percent have graduate degrees).

Professional Program Experience: The most common programs that these users regularly inform individuals with disabilities about in their professional capacities include Vocational Rehabilitation (40%), SSI (30%), SDI (28%), and Ticket to Work (27%). The health programs that professional users are most familiar with are Medicaid (21%), Medicare (18%), and Medicare and Medicaid (17%).

Frequency of DB101 Use: More than half of professional-users (53%) use DB101 periodically in their professional capacities. About one-third (35%) of the professional-users responding were visiting DB101 for the first time; 12 percent use the site at least once a week. Most of the professional-users do or plan to recommend DB101 to people with disabilities (70%) and their colleagues (78%).

Other Resources: Half (50%) of the disability professionals reported regularly using other online resources to help understand disability benefits. About a third (32%) of the respondents overall have received training for DB101.

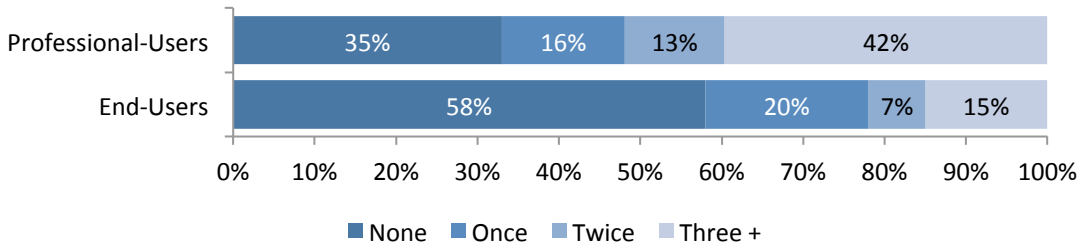
Figure 8: Profile of DB101 Professional-Users by State

	CALIFORNIA	MINNESOTA	ARIZONA	NEW JERSEY	MICHIGAN	ALL STATES
EDUCATION						
Less than a Bachelor's	29%	28%	16%	20%	69%	23%
Bachelors' Degree	21%	36%	23%	46%	15%	26%
Graduate Degree	50%	36%	61%	34%	54%	51%
BENEFIT PROGRAMS of PROFESSIONAL USERS						
Top 3 Programs Professional Users Regularly Inform/Educate Individuals About	<ul style="list-style-type: none"> CA Dep Rehab SSI Voc Rehab 	<ul style="list-style-type: none"> MN Workforce MN Voc Rehab SSDI 	<ul style="list-style-type: none"> Voc Rehab AZ Rehab One Stop Centers 	<ul style="list-style-type: none"> Voc Rehab SSI Nutrition Asst 	<ul style="list-style-type: none"> SSI SSDI Short/Long-Term Disability 	<ul style="list-style-type: none"> Voc Rehab SSI SSDI
HEALTH COVERAGE PROGRAMS of PROFESSIONAL USERS						
Top 3 Programs Professional Users Regularly Inform/Educate Individuals About	<ul style="list-style-type: none"> Medi-Cal Medicaid Medicare 	<ul style="list-style-type: none"> MA-EPD MA MA-Waiver Prog 	<ul style="list-style-type: none"> Freedom to Work AHCCCS Medicaid 	<ul style="list-style-type: none"> Medicaid Medicare Medicare/aid 	<ul style="list-style-type: none"> Medicaid Medicare Medicare/aid 	<ul style="list-style-type: none"> Medicaid Medicare Medicare/Medicaid
FREQUENCY OF PROFESSIONAL USE						
First Visit	19%	18%	53%	60%	11%	36%
Uses Periodically	64%	51%	43%	41%	89%	53%
Uses Once a Week or More	18%	31%	4%	-	-	12%
PROFESSIONALS DEFINITELY PLANNING ON RECOMMENDING DB101						
To People with Disabilities	78%	79%	60%	56%	91%	70%
To Their Colleagues	84%	79%	72%	73%	100%	78%
OTHER RESOURCES and TRAINING						
Regularly Uses Other Online Resources	63%	62%	35%	50%	55%	50%
Received DB101 Training	42%	46%	24%	11%	27%	32%

DB101 Experiences and Outcomes

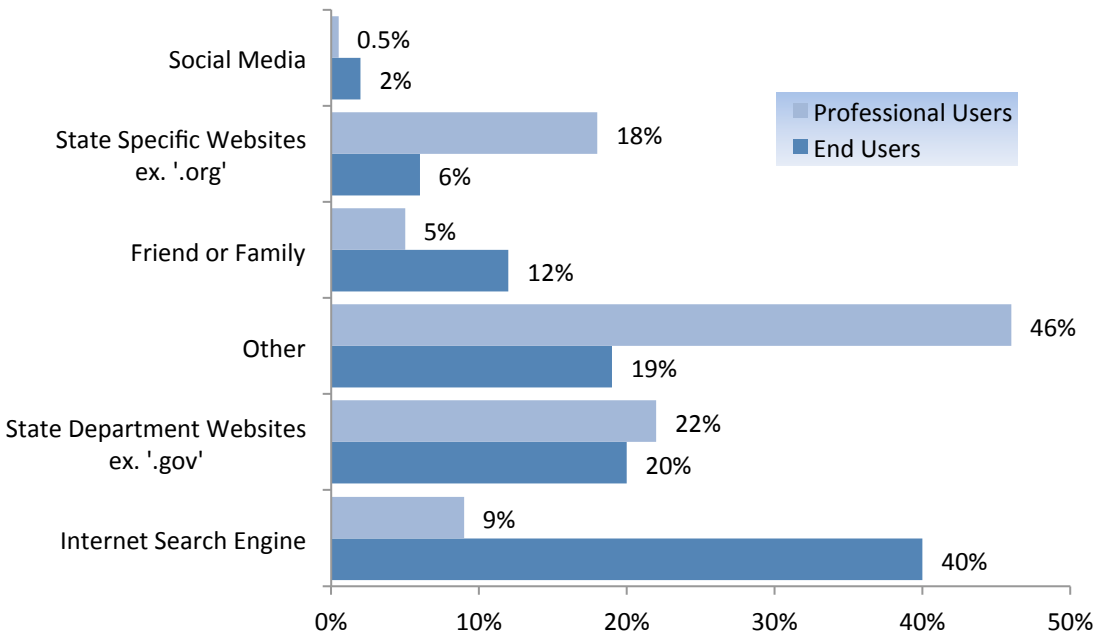
Most of the visitors who took the survey were first-time users (see Figure 9 below). More than half (58%) of the end-users (self-users and assisting-users) had never visited DB101 before taking the survey, and only 15 percent were regular users, having visited the site three times or more previously. By contrast, 42 percent of the professional-users had visited the site three times or more; a little over a third of the professional-users (35%) had not visited DB101 before their current visit.

Figure 9: Number of Previous Visits to DB101



Visitors were asked how they first learned about DB101 (see Figure 10 below). Professional-users found out about the website mostly through “other” methods (46%), such as their professional networks, WID, workshops, work emails, and trainings. State departments (22%) or state-specific websites (18%) were additional sources of information about the site. The most common ways that end-users were introduced to the site were through internet search engines (40%) and states’ department websites (20%). Only a fraction of both types of users learned about DB101 through social media—0.5 percent of professional-users and 2 percent of end-users.

Figure 10: Method of First Learning about DB101



Visitors were also asked about the degree to which their visit made an impact on them in a variety of ways (see Figure 11 for results by state). Almost three-fourths (74%) of the end-users agreed (i.e., indicated “strongly agreed” or “agreed”) that their visit had “increased my knowledge regarding my benefits.” Overall, half of the end-users (51%) agreed that they were “less fearful of losing cash and health care benefits if I look for work.” Likewise, a little more than half (53%) indicated that they were “more interested in planning and looking for employment.”

Figure 11: Visit Outcomes by User Group

	CA	MN	AZ	NJ	MI	ALL
END USER VISIT OUTCOMES (Strongly Agree or Agree)						
Increased knowledge	78%	72%	73%	<i>50%</i>	75%	74%
Less fearful	53%	46%	53%	<i>50%</i>	75%	51%
More interested	51%	48%	64%	<i>25%</i>	50%	53%
PROFESSIONAL USER VISIT OUTCOMES (Strongly Agree or Agree)						
Increased knowledge	81%	79%	66%	57%	81%	72%
Increased understanding	77%	72%	61%	50%	81%	68%
More confident	75%	74%	60%	54%	81%	67%
GOAL ACHIEVEMENT (Definitely Accomplished Goal for Visit)						
End-users	50%	49%	46%	33%	67%	49%
Professional-users	67%	67%	59%	58%	67%	63%

Values in italics indicate total number of respondents answering question within the state was less than 10.

Nearly three-fourths (72%) of professional-users indicated that they had increased their knowledge regarding the available benefits in their states. About two-thirds of professional-users agreed both that they had increased their understanding of the relationship between work, school, and benefits (68%) and that they are more confident about providing benefit information and guidance to individuals with disabilities after visiting the DB101 site (67%).

Survey respondents were also asked to specify their goals for their current visit to DB101 (see Figure 12 below). The most common goal identified by both end-users (41%) and professional-users (39%) was to gain information. Other common goals for end-users included those that were related to considering employment (28%) and looking for benefits and/or assistance with their current situation (19%). About a third of the professional-users (34%) were visiting DB101 to assist their clients, and another 17 percent were new to the site and were visiting it to learn more about it.

Figure 12: Goals of DB101 Visit Specified by Users

Goals for Site Visit	End-Users	Professional-Users
Information	41%	39%
Employment Related	28%	-
Looking for Benefits/Assistance	19%	-
Other	4%	5%
Learning about Site	4%	17%
Calculator/Calculation	3%	5%
Assist Clients	-	34%

Visitors were then asked if they felt they had accomplished their goals during their visit. Overall, 49 percent of end-users and 63 percent of professional-users indicated that they had achieved their stated goals (see Figure 11 for results by state).

User Interviews

Telephone interviews were conducted with end-users and professional-users. Most of the interviewed contacts were provided by the states' DB101 program administration, but interviewees were also recruited through the online visitor survey. The main findings from the interviews about users' backgrounds and their experiences with DB101 are summarized below.

Interviews with End-Users

Three end-users were interviewed with disability situations ranging from cognitive to physical disabilities that were the results of accidents and illness. All of the interviewees were primarily looking for benefits and eligibility information; none of the end-users planned on changing his or her employment status in the near future. The interviewees' disability situations and contexts for using DB101 include the following:

The assisting-user is the partner of a 42-year-old with both physical (related to cancer) and mental/emotional (related to workplace stress) disabilities. His partner has just recently been approved for short-term disability and is worried about going back to work because of the negative workplace setting. He usually goes to the internet first to find information and uses DB101 to find out more specific information about benefits for his partner and the impact of returning to employment.

The first self-user has received short-term disability benefits for 3 years due to a lower back disability which limits his ability to complete physical work or to be on his feet for lengths of time. He sought out DB101 after being told by his state that it was a resource. He was specifically looking for an estimate regarding qualifying for long-term disability benefits. Currently he works 8 hours per week at a service station, and he does not see this changing in the next year.

The second self-user is hearing impaired in both ears and has a mental disability (bipolar depression and anxiety attacks). She has not worked since 2008 and first filed a disability claim in 2011. She considers herself unique in that she has searched out as much information as possible so that she can be informed about all disability benefit supports. She stumbled upon DB101, but really likes the specific scenarios and the interactive information provided.

All of the interviewees were very satisfied overall with their DB101 experiences. Some of the most helpful features they mentioned were information about work, specific eligibility requirements, and use of the calculator to produce different scenarios for disability benefits. Interviewees all stated that DB101 is good or very good. No interviewees were able to identify who operated the site, although they did recognize it was state operated. One interviewee wondered why it was not federally linked. No interviewees stated that they were concerned about confidentiality.

In terms of outcomes, all of the interviewees were able to accomplish what they were looking for. One said, "I had a goal to look for something (qualifying factors), and I found it and got what I needed." Another stated that after he found the information for his partner, "[I]found myself browsing for other people too. Like, SSIP. There was a lot of information to navigate through." Despite the overall positive experience with DB101, none of the interviewees indicated being less fearful or more motivated to look for employment after using the site due to their specific situations.

Interviews with Professional-Users

Professional-users described their organizations/agencies as offering a variety of services aimed at helping people with disabilities to become more independent. They provided such services as an employment network, work incentive programs, information and referral, support understanding how disability benefits are impacted by work, support with transition to work, and Social Security problem solving. Some organizations also offered programs such as independent living skills, assistive technology, benefits counseling, employment training, accommodation equipment for training or work, employment placement services, home modifications, mental/behavioral health services, wellness programs, and peer support. Generally, organizations and agencies served people across all disability groups, though some are specific due to funder requirements. Most organizations/agencies employed staff with disabilities.

Interviewees stated that staff members of their agencies/organizations learn about DB101 through staff meetings, policy manuals, staff orientation, and staff trainings. A California user also described DB101

being included in organizational marketing materials and a Counselor/Client To-Do Checklist. Additionally, the California stakeholder explained that staff members receive both written information and training provided by their organization. There are also ongoing annual trainings of the overview of work incentives that include DB101 information and demonstrations.

DB101 is integrated into the work of professional-users in a variety of ways. A Michigan interviewee explained that each district has a DB101 “champion” who can provide support and training to staff, and a link is also located on the Michigan intranet as a resource. An Arizona user stated that counselors are required to use DB101, and their policy manual specifies that they must use the site at least three times at various stages in each client’s process. A Minnesota user explained that DB101 is discussed at staff meetings and there is formal training. Additionally, there is online coaching through the steps, counseling, and working with staff for direct and peer mentoring. Training covers how to use DB101 and what it includes as well as how it can be helpful to clients and partners (such as schools.) This information is also integrated into the cycle of staff training and orientation.

Interviewees were all very satisfied with their states’ sites, and all stated that DB101 is good or very good. Most reported that it is a primary resource to their colleagues but is often used in an adjunctive manner in assisting people with disabilities, such as referring a client to DB101 for additional information. In general, the professional-users stated that clients would be more informed if they used DB101; however, the interviewees felt that DB101 could not replace a personal, individual relationship with clients to ensure that information was accurate and customized to clients’ needs. For example, a California user explained that counselors prepare ahead of time and refer clients to the website. Additionally, they refer other organizations (such as the county mental health division) to the website. However, she thought that a facilitator is necessary to help people go through it, especially when using the calculator, in order to make sure users have the correct information and know how to benefit from the scenarios.

Other interviewees also expressed the need for clients to be assisted when using DB101. For example, an Arizona user was concerned that some of the information is presented so specifically that it may mislead users if they are not also accessing their local resources. The level of computer literacy was mentioned as a factor in clients’ ability to use DB101, and several users mentioned that the explanation page on the calculators’ results is challenging. There was concern that the graphs and amount of information may overwhelm people, especially if they did not consider all of their special circumstances.

The overwhelming additional need expressed by professional-users was staff training. Prompting this need, a number of interviewees stated that it was not yet a habit for staff members to remember to refer to DB101 as a resource. Additionally, those professionals who had not been trained stated that further formal training would be helpful to learn more about the DB101 site and how to integrate it into their work environments. Likewise, interviewees suggested that more marketing materials and resources be provided so both service-providers and end-users become more aware of DB101. Resource suggestions ranged from postcards to information sheets/brochures to television commercials.

Summary of Findings from Online Visitor Survey and User Interviews

The key findings that emerged from the online visitor survey and interviews with users are as follows:

Program Administration Distance from End-Users: An unexpected finding coming out of the efforts to encourage users to take the online survey and efforts to recruit individuals for the interviews and user tests was that it was very difficult for most states to identify and reach end-users. Arizona was the notable exception, using its existing stakeholder community networks to contact professional- and end-users. In a sense, the response rates of the online survey are indicators of the extent to which the states have integrated DB101 into their disability systems. California’s response rate was assisted by WID, which contacted end-users throughout its extensive networks to solicit more survey responses. The very small

number of respondents on the California Spanish site is especially noteworthy (11 surveys), given the level of response from the California English site.

Variation among States' Users: It is unclear whether the variations between the survey respondents from the portal sites (California, Minnesota, and Arizona) are highly reflective of actual differences between their websites' user groups. Some variations between states could be attributed to the specific networks that were used to solicit feedback. Examples include Minnesota having a higher proportion of end-users and fewer users who were solicited by the program. Likewise, Arizona had a higher percentage of end-users visiting the site for the first time, but Arizona was also the last site to launch DB101, having become active in May of this year. Overall, most of the same trends were seen in the three portal sites and all of the DB101 users taken as a whole.

Two Distinct Groups of Users: DB101 was originally designed as an end-user tool, but it is now equally visited by professional-users and service providers. While this is not an unanticipated finding, it is important to note that the differences between these two groups may affect the utility of the site. For example, professional-users indicate that they experience better outcomes from their site visits; 49 percent of end-users vs. 63 percent of professional-users reported that they had definitely accomplished their goals for their visits. End-users are mainly introduced to the site via search engines, while professional-users are typically introduced to DB101 through work-related efforts. Also, many of the professional-users have used DB101 repeatedly while the majority of end-users are first-time visitors.

Accessibility Beyond Disability: A notable finding from the demographics of the end-users is that they report higher levels of educational attainment overall than the general U.S. population. It may be that, as an online resource, DB101 is most readily accessed by those people who are already computer-literate and accustomed to independently seeking information from the web about benefits and their situations. While valued as an important tool for assisting people with disabilities, a common theme in the interviews with professional-users was that end-users needed assistance in using the site and understanding the results of the calculators. While the information on the site is presented well, the professional-users noted that disability information and benefit considerations are inherently complex. This is important in light of the fact that two-thirds of the end-users responding to the survey have not received any assistance from a disability professional in order to understand their benefits.

Training for Professionals: A common view expressed in the professional-user interviews is that training is needed for professionals to fully utilize the features of DB101 and to integrate it into their day-to-day work. About a third of the professional-users in the survey had already participated in a DB101 training, with a higher percentage of trained respondents in California (42%) and Minnesota (46%).

Encouraging Employment: A primary objective of DB101, and specifically the use of its calculators, is to encourage individuals with disabilities who receive disability benefits to consider employment as an option. When asked to identify the objectives for their current DB101 visit, 28 percent of the end-users mentioned employment-related goals. More than half of the end-users also agreed with statements that they were both "less fearful of losing cash and health care benefits if I look for work" and "more interested in planning and looking for employment." While many of the end-users (such as the interviewed end-users) visit DB101 in order to obtain information about securing or continuing their disability benefits and assistance, there also seems to be a strong indication that DB101 is informing people about their employment options.

Achieving Outcomes: While this evaluation is decidedly a process evaluation, the outcomes reported by the survey respondents are strong. Almost half of the end-users and almost two-thirds of the professional-users stated that they had accomplished their goals for their visits. Almost three-fourths of end- and professional-users agreed that they had increased their knowledge about DB101 during their visit. As

noted above, more than half of end-users indicated that they were less fearful and more interested in looking for work. And more than two-thirds of professional-users agreed that they had also increased their understanding of the relationship between work, school, and benefits and that they are more confident about providing benefit information and guidance to individuals with disabilities. In sum, these are impressive outcomes given that many of these users are visiting DB101 for the first time.

VI. Recommendations and Conclusion

The following recommendations are based on broad findings across the data collection efforts. While there are considerable differences from one state DB101 website to another, these recommendations are relevant to the whole DB101 initiative, including the state-specific DB101 sites of California, New Jersey, Michigan, Minnesota, and Arizona.

Increase Users of DB101

DB101 program administrators all expressed the opinion that DB101 is not reaching the number of potential users who could benefit from website information and services. While the website was designed for the end-user when first developed for California, much of the current outreach and integration has targeted professional-users. Minnesota and Arizona have integrated their state service delivery systems with DB101, and New Jersey and Michigan have focused much of their outreach on their corresponding service delivery systems. As a result, disability professionals have become equally, if not more of, a targeted population of DB101 users. The professional-user population is much easier to connect with DB101 as these users can be informed through their professional networks. It is clear, however, that there is much less reach with the end-user populations, especially those who are not already connected to service providers. This was reflected in the difficulty state administrators had in recruiting end-users for this evaluation.

The web traffic analytics support this perception of lower-than-desired usage rates. While much-cited basic metrics such as the number of visitors and page views appear high, this information alone is misleading. For example, the proportion of people leaving the sites after viewing just one page (i.e., the bounce rate) is between 48 and 66 percent. This can be considered relatively high³ for both content and service websites similar to DB101, and it indicates that many visitors do not find DB101 relevant once they land on the site and quickly leave.

The following recommendations are proposed steps that the states can take to increase the usage rates of their sites.

- **Target end-users.** We recommend that states focus on efforts to more fully link DB101 to additional sites that end-users are most likely to find useful and relevant to their life situations. The web analytics show that the percentages of visits from referral sites are low across all five states (1–24%) in comparison to the percentages from other traffic sources.
- **Optimize use of social media.** We recommend that db101.org and the states make efforts to establish a social media presence for their sites and features. The web analytics and the online survey show that only a fraction of the visitors across the states' sites learn of DB101 through social media sources. For example, DB101 currently does not have a Facebook or LinkedIn page. This could be a relatively simple route through which to target end-users as many other disability

³ Google cites overall site averages at 40 percent and further breaks bounce rate averages for content websites at 40–60% and for service sites at 10–30%. <http://www.blastam.com/blog/index.php/2012/02/what-is-bounce-rate/>

sites are starting to embrace social media to communicate to interested groups. See Appendix I: Social Media Report for a complete list of disability organizations in the five states and their status with social media use. Likewise, social media may reach the younger, under-26 end-users, who are the smallest age demographic currently using DB101.

- **Improve mobile operability/compatibility.** We recommend that WID and its partners consider responsive web design⁴ in terms of expanding an optimal viewing experience—across a wide range of devices such as desktop computer monitors, tablets, and smartphones. Responsive web design can ensure good and working designs for DB101 across many devices, and we recommend integrating it in a plan for growth in mobile traffic. The current analytics for mobile use show high bounce rates, which indicate low operability of the sites and calculators from mobile users. Facilitating mobile access may also strengthen the confidentiality appeal of the site and become a main tool in providing training in group settings (whereby individuals can be walked through a calculation on their own smartphones or tablets).
- **Consider forming a stakeholder group to drive demand.** Arizona’s use of a DB101 steering committee is a key best practice identified in this evaluation. The state’s ability to connect with professional-users and end-users was a notable exception among the five DB101 states. We recommend that new states considering implementing DB101, and the other current states, develop and work with a dedicated stakeholder group representing the public programs addressed by DB101 and including clients among the intended DB101 users (e.g., individuals receiving SSI, family assistance supports, food stamps, Medicaid, and other state agency partners). With these valuable linkages to the user community, the stakeholder group can be instrumental in targeting the needs and outreach of DB101 users and in integrating DB101 into a state’s existing infrastructures for disability services/information.

Adjust Website Design

DB101’s website design is, overall, clear and easy to understand. Below are recommendations to further strengthen the visitors’ experience.

- **Implement “breadcrumb navigation.”** We recommend that breadcrumb navigation, enabling users to keep track of their location within websites, be integrated into the sites to better support the tabs navigation style. The primary navigation via tabs is easily embraced by users because it is used on many other websites and so is familiar; however, subnavigation to inner pages of the sites that are not reached directly via tabs is less consistently achieved and less intuitive.
- **Incorporate images of individuals with disabilities.** We recommend that images of individuals with recognizable disabilities be used on the websites. While the images on each state’s DB101 website include individuals of various ages, ethnicities, and emotions, it was observed by two participants of the user testing that the site would be more visually enticing and relatable on a personal level if it featured pictures of individuals with disabilities on the navigation pages.
- **Improve the way calculators work.** We recommend making improvements to the calculators to increase ease of use and utility. User-testing required participants to locate and use the Benefits and Work Calculator (or Estimator for Minnesota). During two of the four user-tests, the calculator failed to complete load and thus caused both users a very high level of frustration, particularly after both had spent a significant amount of time inputting their personal/financial information into the calculator. The sluggish loading and performance of the calculators was also

⁴ http://en.wikipedia.org/wiki/Responsive_web_design

mentioned as a desired area of improvement in multiple user tests. It is recommended that this feature's software be reassessed and the calculator enhanced to deliver positive user experience and utility.

- **Address minor 508 issues.** We recommend addressing 508 issues found in the sites. While they are minor, any issue related to accessibility should be addressed in a site such as DB101 that targets people with accessibility needs. The specific issues are detailed in Appendix F: Website Design Review Summary Report. One example is the missing Alt tags, which are necessary for people listening to the contents of page so they hear text describing page elements such as images.
- **Insert 'last updated' date on each of the content pages:** Multiple participants of both the real time user-testing and the user interviews asked about the timeliness of the information on the site and the frequency with which it was updated. We recommend placing a 'last updated' date in a prevalent position on each of the pages with program information. This date will assure users that they are receiving relevant and current information.

Clarify Business Relationship between States and Site Owners

The cross-sector relationships on which DB101 has been built are an obvious strength in delivering an innovative product that provides disability benefit information across federal and state programs. However, because these relationships are operating outside the routine methods of doing and sustaining public services, several dimensions of these relationships could be further clarified.

- **Identify contingency and business continuity plans.** We recommend that WID, Eightfold Way Consultants, and ECONorthwest develop contingency and business continuity plans that assess potential risks to the long-term management of DB101 and identify strategies for addressing potential scenarios such as personnel departure. This is particularly important given the proprietary nature of the web application. Likewise, as states such as Arizona and Minnesota further integrate DB101 into their service delivery processes, they also become more exposed to risk in terms of the integrity of the partnership. The National Institute of Standards and Technology (NIST) uses the Risk Management Framework as a basis for developing this type of contingency planning, and there are also many useful guidelines under the NIST Special 800 Series Publications which can be found at <http://csrc.nist.gov/publications/PubsSPs.html>.
- **Develop a plan for expansion:** We recommend developing a plan for expanding DB101 into additional states that includes scalability, a strategy for managing the increased work and delineating a process for decision making.
- **Perform a total cost of ownership (TCO) analysis.** We recommend performing a TCO analysis, not only to break down the costs for development and maintenance for the DB101 sites but also to identify any cost-cutting measures that could be put in place. For example, such an analysis may find that a retooling of some of the ongoing costs, such as technology infrastructure, could significantly reduce the costs of sustaining the sites to the states. Some of today's solutions that might deliver lower TCO for DB101 states are server virtualized machines (simulating actual servers, but not requiring the dedicated hardware); private or public cloud services for storage, memory, bandwidth, etc.; and open-source technologies, such as content management systems like Drupal.
- **Review of licensing, ownership, and other agreements.** Reviewing and reworking licensing, ownership, and other agreements can clarify who owns what and the terms and conditions, such as service level agreements. Creating state roles of stewardship can minimize current or potential future conflicts. This is a common strategy employed by an IT customer and IT service provider.

Provide Support to States

We recommend WID/Eightfold Way work with states to **facilitate their use of Google Analytics** to benchmark how DB101 compares to similar websites. States should create custom dashboards and their own GA accounts so they can track and learn more about their website usage. Custom reports can also be created based on the metrics and dimensions that will help states with their specific interests and needs.

States can use assistance in creating goals (desired action steps after website viewing) and tracking conversions (moving from viewing to action). Each state may have unique priorities for monitoring and need customized metrics. There appear to be goals set up for calculator results pages, but states could also learn more from goal flow and funnel visualization reports, which show how many prospects move from one step to the next, and where they drop out of the conversion process.

Provide Support to Users

Many stakeholders/professional-users noted that despite being a clear and accessible resource, most end-users need assistance in using DB101 and especially in using the calculators and interpreting their results. We recommend that states consider incorporating multimedia demonstrations and training modules on DB101 that takes end-users through the calculators and discusses specific scenarios.

Conclusion

DB101 is still early in its implementation. The five states discussed in this evaluation are still in the process of refining their sites and integrating DB101 with their services, while other states are continuing to join the initiative (Missouri being the next). This process evaluation confirms that DB101 is currently becoming an important resource in assisting people with disabilities through the provision of disability benefit information and tools such as the calculators. It is also a valuable tool that service providers and friends and family members of people with disabilities use to inform themselves and encourage their consideration and eventually planning for employment.

While it is impossible to prescribe one particular implementation approach for all states, the preliminary evidence indicates that those states which have used DB101 for systems change have the advantage in driving the demand for DB101 and making it the resource of choice for both service providers and people with disabilities. Website projects launched with a solid strategy to reach those who will benefit from their use tend to be most successful in attracting appreciable traffic from the outset.

In sum, DB101 represents an innovative approach to providing consistent, accurate information about the complex subject of disability benefits across state and federal programs. The recommendations above may serve as concrete steps in refining this model and increasing the reach of DB101 to more individuals during this time of shrinking options for public support to people with disabilities.

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Appendix A: Abbreviations

ADDPC	Arizona Developmental Disabilities Planning Council
AHCCCS	Arizona Health Care Cost Containment System
CDB	Childhood Disability Benefits
CHIP	California Health Incentives Improvement Project
COBRA	Consolidated Omnibus Budget Reconciliation Act
DB101	Disability Benefits 101
DDS	Division of Disability Services
DLL	Disability Linkage Line
DVR	Department of Vocational Rehabilitation
EDD	Employment Development Department
EITC	Earned Income Tax Credit
HIPAA	Health Insurance Portability and Accountability Act
IDA	Individual Development Account
JBS	JBS International, Inc.
MA-EDP	Medical Assistance for Employed Persons with Disabilities
MIG	Medicaid Improvement Grant
OBRA	Omnibus Budget Reconciliation Act
PASS	Plan for Achieving Self-Support
SNAP	Supplemental Nutrition Assistance Program
SSDI	Social Security Disability Insurance
SSI	Supplemental Security Income
TCO	Total Cost of Ownership
WID	World Institute on Disability
WIIN	Work Incentive Information Network

Appendix B: Timeline of DB101 Information Services Development and Implementation

Dates	DB101 Development	Funding Source
2000–2003	California Work Incentives Initiative (CWII) World Institute on Disability (WID) umbrella project: Convened a statewide network of experts and state advocates working together on paid work and use of public and private, state, and federal disability and health care benefits. CWII staffed the California Work Group, a statewide advocacy and policy network on paid work and benefits for workers with a disability.	<ul style="list-style-type: none"> California Endowment provided funding for 3 years, with a second 2-year grant to 2005 California Department of Rehabilitation provided funding starting in 2002
2001–2002	California Statewide Needs Assessment Conducted Results of assessment found an overwhelming need and demand for a one-stop, user-friendly, web-based information source about benefits for consumers, family members, and service providers.	
2002, Fall	DB101 California Development Begins Web and user interface designer: Jack Eastman, Eightfold Way Consultants.	
2003	Calculator Development Begins Calculator design, research, and beta testing begin: ECONorthwest.	<ul style="list-style-type: none"> Medicaid Improvement Grant (MIG) funding via the California Health Incentives Improvement Project
2004, January	California DB101 Website Launched Site launched with 25 informational articles in English.	<ul style="list-style-type: none"> California Department of Rehabilitation funding
2007, January	California Calculators Launched Five calculators launched on the CaliforniaDB101 website	<ul style="list-style-type: none"> 2005–2007 Social Security Administration (\$1.12 million fixed price contract for design and development of 5calculator tools, a DB101 Spanish site with five calculators, statewide trainings, and a state-centric manual on work incentives information services)
2007, January	DB101, Complete California Spanish Version Launched	
2006	New Jersey DB101 Launched 1.0 Calculator (beta testing in California when launching New Jersey)	<ul style="list-style-type: none"> New Jersey MIG (as an add on to an existing New Jersey contract with ECONorthwest)
2009, January 2010, January	Michigan DB101 <ul style="list-style-type: none"> Benefits and Work Calculator launched School and Work Calculator launched 	<ul style="list-style-type: none"> Michigan MIG
2010	Minnesota DB101 Launched	<ul style="list-style-type: none"> Minnesota MIG
2012, May 2012, December	Arizona DB101 Launched <ul style="list-style-type: none"> Spanish site to be launched in December 	<ul style="list-style-type: none"> MIG via Arizona Health Care Cost Containment System Arizona Rehabilitation Services Administration
2012, June 2012, Sept	Missouri DB101 Launches Calculators <ul style="list-style-type: none"> Content launched 	<ul style="list-style-type: none"> [Post-MIG] Missouri State Council for Developmental Disabilities: Missouri lead champion and funder

Appendix C: Arizona DB101 Steering Committee

As of July 2012

Organization	Title	Area of Expertise
Arizona Department of Economic Security, Division of Aging and Adult Services	Director: Arizona State Health Insurance Assistance Program/Senior Medicare Patrol	Medicare
Arizona Bridge to Independent Living	Program Director: Arizona Freedom to Work	Work Incentive Planning and Assistance
Department of Economic Security, Family Assistance Administration	Policy Specialist	Nutrition Assistance and Cash Assistance Subject Matter Expert
Arizona Health Care Cost Containment System	Policy Manager	Medicaid
Arizona Dept of Education	Transition Education Program Specialist	Youth in Transition
Housing and Urban Development	Public Housing Revitalization Specialist	Housing
Social Security Administration	Area Work Incentive Coordinator	
Arizona Bridge to Independent Living	ABIL Employment Services	Ticket to Work
Abt Associates, Inc.	BOND Site Director	Benefit Offset National Demonstration
Arizona Department of Health Services, Division of Behavioral Health Services	Employment and Rehabilitation Coordinator	Behavioral Health Employment Service System
Arizona Department of Health Services, Division of Behavioral Health Services	Bureau of Compliance: Community Outreach and Training Coordinator	Behavioral Health Employment Service System
Maricopa Workforce Connection	Center Director: West Valley Career Center	One-Stop Career Centers and Ticket to Work Employment Networks
Arizona Department of Economic Security, Division of Developmental Disabilities	Director of Program Services	Developmental Disabilities Employment Service System
Arizona Center for Disability Law	Staff Advocate	Protection and Advocacy for Beneficiaries of Social Security

Appendix D: Website Content and Feature Inventory Summary Report

The Website Content and Feature Inventory Summary Report was intended to capture the status of the DB101 websites of five states: Arizona, California, Minnesota, Michigan, and New Jersey. The aim of this inventory is to provide a cross-state comparison of the layout and structure of state-specific DB101 sites in order to maximize the utility and accessibility of the websites for their intended audiences. The following inventory was completed in July 2012, and since refining the websites is an ongoing process, it is possible that some of their content and features may have changed since then.

Arizona, California, and Minnesota each has a site map which was used to form the structure of the content, which was then analyzed across the web pages. The states' site maps were synthesized into a matrix reflecting each state's unique data. A mock test was used with each state's calculators, in which the programs mentioned were added to the matrix. Once the matrix was completed, a detailed analysis was written on each major component.

Summary Overview and Matrix

The signature feature of all websites is the disability benefit calculator feature (called "estimator" for Minnesota). The websites of Arizona, California, and Minnesota provide greater details on linking various programs for people with disabilities, while Michigan and New Jersey mainly focus on providing calculations.

This inventory provides a functional and a content overview. The functional dimensions of the site reviewed include: appearance and organization, goals, key website features, site navigation, and calculator functions. Content overview includes inventories of the existing home pages, programs, and disability benefits discussed.

A majority of the content and features are included in all the state websites. Since Arizona, California, and Minnesota provide more detail on programs, several website elements—such as some site navigation features and additional stories about working while on benefits—are specific for these three states.

Functional Overview

The DB101 website for each state was designed with the state's programs and resources in mind. Within each state's home page, there are common overarching functions which help streamline the navigation and accessibility of the website.

Key Website Features

All of the states' websites include a calculator and a glossary. For Michigan and New Jersey, the glossary feature is not visible as a link. For these states, a glossary pop-up definition appears when the user clicks on a highlighted term. Each state also provides options for the user: to email a specific webpage to a friend, give feedback relating to a specific webpage, or print a specific page.

Users on the California websites (both English and Spanish) are given contact information on various disability work and benefit programs by the Find an Expert link. Users on the Arizona and Minnesota Website can click on Talk to an Expert, in which they can directly connect to an expert via live chat or call a person via a provided phone number.

Arizona, California (English and Spanish), and Minnesota also include the following features on the top bar of each page: News, Programs and Your Situation. Each link includes greater details on relevant information. For Minnesota, there is also a feature called How To, which leads to video and suggested steps to guide a visitor in maximizing the benefits of the website.

All the states except Arizona have a link which says Contact Us. The link is visible for California (in English and Spanish) and Minnesota, while the link is embedded in the Disclaimers section of the Michigan and New Jersey websites. Minnesota and California also have a Forums section. This option is visible for Minnesota, but is hidden for California (English and Spanish). For California, the feature can be found if a person enters "Forums" in the search field.

Users on the Minnesota site can rate a specific page by clicking on a range of stars. Arizona residents are able to take a survey regarding their experience with the website.

Table 1: Key Functional Features across States' DB101 Websites

	California	Minnesota	Arizona	Michigan	New Jersey
Key Functional Features					
Glossary	X	X	X	X	X
Email to a Friend	X	X	X	X	X
Give Feedback	X	X	X	X	X
Print This Page	X	X	X	X	X
Contact Us	X	X			
News	X	X	X		
Programs	X	X	X		
Your Situation	X	X	X		
Find an Expert	X				
Rate this Page/Article		X			
Take Our Survey	X	X	X		
Talk to an Expert		X	X		
Forums	X	X			
How To		X	(Oct 2012)		
Calculators					
Benefits and Work	X	X	X	X	X
School and Work	X	X	X	X	
State Health Program	Medi-Cal for the Working Disabled	MA-EPD	AHCCCS Freedom to Work		

Content Architecture

The DB101 content architecture reflects the overall goal of the various websites. Every state has a link to the DB101 National main webpage, which provides the gateway to all the state pages. Since Arizona, California, and Minnesota include more detailed information on programs, they all include a Home tab, Search function, and Site Map.

Minnesota includes a Font Size tool, a unique accessibility navigation feature which enables the user to increase the font size for each page. This link is located in the upper right corner of each page. Both California and New Jersey have an option for a Spanish version of the website. The link is in the upper right corner of all pages of California’s website and on the homepage only for New Jersey.

Since all of the websites have similar features, the organization tends to be similar, with certain contents listed on the top and bottom of each page (see Table 2). On the homepages of the Arizona, Minnesota, and California sites, when the tab is clicked on the Your Situation or Programs link in the center of the page, a new page appears with a useful table of contents format. In this format, each “section” is separated by a colored rectangle, with the section title and subsections. Each listed item has a hyperlink, allowing users to quickly find the information they need. The homepages of the two tool-oriented sites (Michigan and New Jersey) highlight and enable immediate one-click access to their calculators rather than featuring Your Situation and Program sections

Table 2: Content Architecture across States' DB101 Websites

	California	Minnesota	Arizona	New Jersey	Michigan
DB101 National	X	X	X	X	X
Home	X	X	X		
Search Function	X	X	X		
Site Map		X	X		
Spanish Version	X		(Jan 2013)	X	
Font Size		X			

Calculators

The calculators provide the backbone of the websites, since they ask the users a series of questions to determine their eligibility and calculate how various income and work scenarios will impact their benefits. The detailed offered information in the websites of Arizona, California, and Minnesota expand on the concepts covered in the calculators.

Each state has a Benefits and Work Calculator (BWC), which calculates how a job may affect a person's disability benefits, health coverage and total income. All the states except New Jersey have a School and Work Calculator (SWC), similar to the BWC except it is tailored to those who are considering going to school while working.

State-specific calculations also exist for Arizona, Minnesota and California. Arizona's Freedom to Work (AFW) Calculator of the Arizona Health Care Cost Containment System (AHCCCS) calculates if people with disabilities might be eligible to receive AHCCCS health coverage while working and what the premium might be. Minnesota's Medical Assistance for Employed Persons with Disabilities (MA-EPD) Estimator lets the user know if he or she can receive medical assistance from the state while employed. California's Medi-Cal for the Working Disabled (MWD) Calculator determines if a person would be able to get Medi-Cal benefits if his or her income were higher.

As shown in Table 3, below, each calculation provides tailored information at the end of the question set. The information provides the reader a detailed overview of how various scenarios may affect his or her benefits.

Table 3: Calculator Contents and Functions across States' DB101 Websites

Calculator Contents and Functions	Benefits and Work					School and Work				State Health Benefits		
	CA	MN	AZ	NJ	MI	CA	MN	AZ	MI	CA	MN	AZ
CONTENTS												
Next Steps	X	X	X	X	X	X	X	X	X	X	X	X
Results Summary	X	X	X	X	X	X	X	X		X	X	X
Tips	X	X	X	X	X					X	X	X
Plan Recap	X	X	X	X	X							
Timeline	X	X	X	X	X							
Monthly Income/ Expense	X	X	X	X	X							
Health	X	X	X	X	X							
Session Review										X	X	X
Details										X		
Your Plan									X			
FUNCTIONS												
Save Session	X	X	X	X	X	X	X	X	X	X	X	X
Get Saved Session	X	X	X	X	X	X	X	X	X	X	X	X

Calculator Contents and Functions	Benefits and Work					School and Work				State Health Benefits		
	CA	MN	AZ	NJ	MI	CA	MN	AZ	MI	CA	MN	AZ
Start Over	X	X	X	X	X	X	X	X	X	X	X	X
Change Plan	X	X	X	X	X	X	X	X	X			
Add Plan	X	X	X	X	X	X	X	X	X			
Make PDF Report	X	X	X	X	X							
Advanced User Version	X	X									X	

The end of each test also provides several functional options, which can be found on the right hand side of the page. Every calculator provides users an option to save their session and return to a saved session at a later time. Users are also able to start over from the beginning, in which case their work will not be saved.

Users of the California BWC (in English and Spanish) and Minnesota residents using the BWC and the MA-EPD Estimator have an option to take an Advanced User Version of the “test.” It has the same questions as the basic version, but fewer instructions.

As shown in Table 3, above, at the end of each test, various state calculators allow a user to either change his or her plan or add a plan to compare various scenario outputs. Every state’s BWC allows for a PDF report to be printed at the end so that the user can print a summary of the calculator report as well as the outcomes.

Content Overview

Since the Arizona, California and Minnesota websites offer additional information outside the calculator function, this section will mainly focus on these three states. An overview of the content for each state’s calculators will also be provided. For the matrices, items which have expanded descriptions or are in the glossary only are noted. There were several programs and concepts (such as Pell Grants) that are mentioned in passing but do not have an expanded explanation or a glossary term. For the sake of space, these programs will not be included in the matrices.

Home Page Contents

The contents described in this section are on the second-tier page for Arizona, California (English and Spanish) and Minnesota (see Table 4 below). This page is found when the participant clicks on the About link located at the bottom of each page. Arizona, California (English and Spanish), and Minnesota offer an Accessibility and Navigation link. This section explains DB101's accessibility standards, such as conforming to W3C (World Wide Web Consortium) standards and requirements of Section 508 of the Rehabilitation Act. Tips are also provided for individuals using screen reader programs to view the website. In addition, the three states have a Site Tour link, which provides a basic overview/outline of the site’s major components.

An Outreach and Training section is seen in Arizona and California (English and Spanish) sites. California's Outreach section includes publicity materials as well as an invitation for organizations to become a DB101 Outreach Partner. The Training section includes information on training events provided by DB101 Information Services as well as information on DB101's Cross Agency Training Model. Arizona’s Outreach and Training sections are together on one page, rather than on two separate links. Minnesota has a Welcome to DB101 video, which provides a 1½-minute overview of the website.

Table 4: Home Page Contents of California, Minnesota and Arizona DB101 Sites

	California	Minnesota	Arizona
About	X	X	X
About: Accessibility and Navigation	X	X	X
About: Site Tour	X	X	X
About: Outreach	X		X
About: Training	X		
Welcome to DB101 (Video)		X	(Oct 2012)

* Includes both English and Spanish sites.

Programs

Arizona, California, and Minnesota have detailed content in various program areas, including Cash Benefit Programs, Health Care Coverage Programs and Work Programs.

Cash Benefit Programs

The Cash Benefit Programs section includes information on various national and state specific programs (see Table 5, below). All the states' websites provide detailed information on the Childhood Disability Benefits program, which used to be known as Disabled Adult Child Benefit and is used interchangeably throughout the various state pages. The Supplemental Nutrition Assistance Program (SNAP) and Pell Grants are other national programs also mentioned on all the websites, though not all provide detailed information about these programs. Minnesota is the only state in which child care assistance is described in detail, with a focus on the state's child care assistance programs.

Table 5: Cash Benefit Programs across States' DB101 Websites

	California	Minnesota	Arizona	Michigan	New Jersey
CASH BENEFIT PROGRAMS					
Childhood Disability Benefits	X	X	X	X	X
Child Care Assistance		X		X	X
Employed Individuals with Disabilities	X	X	X		X
Energy Assistance		X		X	X
Housing/Section 8	X	X	X		X
Long-Term Disability Insurance	X	X	X		X
Pell Grants	X	X	X	X	X
Short-Term Disability Insurance	X	X	X		X
SNAP		X	X		X
SSDI	X	X	X		X
SSI	X	X	X	X	X
State Specific Programs	<ul style="list-style-type: none"> • CA State Disability Insurance • CalWORKs • Cash Assistance Program for Immigrants • In-Home Supportive Services 	<ul style="list-style-type: none"> • MN Supplemental Aid • MN Family Investment Program • General Assistance Program 	<ul style="list-style-type: none"> • Cash Assistance Nutrition Assistance 	<ul style="list-style-type: none"> • State SSI Payment 	<ul style="list-style-type: none"> • NJ Temporary Disability Insurance

Health Care Coverage Programs

Like the cash benefit programs, each state lists various disability benefit-related health care programs, some nationwide and others state specific (see Table 6 below). Medicare is the only program which is discussed in great detail in all the state websites. Each state also discusses Medicaid. The focus is on the state Medicaid programs for Arizona, California, and Minnesota, however.

Private health coverage is also discussed in all the state sites except Arizona’s. For New Jersey, the concept is listed under “employer-sponsored health coverage” rather than a separate entity. HIPAA (the Health Insurance Portability and Accountability Act) is covered in all the states except Michigan, though in California HIPAA is combined with California state information and not listed as a separate entity.

Prescription drug coverage is mentioned only in California and Minnesota. For Arizona it is mentioned in text and glossary in terms of “Medicare Advantage Prescription Drug (MA-PD) Plan, Part D.”

Table 6: Health Care Coverage of Programs across States' DB101 Websites

	California	Minnesota	Arizona	Michigan	New Jersey
HEALTH CARE COVERAGE PROGRAMS					
COBRA (or OBRA)	X	X	X		X
HIPAA	X	X	X		
Medicaid	X	X	X	X	X
Medicare	X	X	X	X	X
Personal Assist. Services	X	X	X		X
Prescription Drug Coverage	X	X	X		
Private Health Coverage	X	X	X	X	X
State Specific Programs	<ul style="list-style-type: none"> CA Department of Rehabilitation 	<ul style="list-style-type: none"> MN WorkForce Centers MN Vocational Rehabilitation Services MN State Services for the Blind 	<ul style="list-style-type: none"> AZ Rehabilitation Services Administration One-Stop Centers 	<ul style="list-style-type: none"> Medicaid NJ WorkAbility Program Family Independence Program Freedom to Work - Both Calculations 	<ul style="list-style-type: none"> Workfirst New Jersey NJ WorkAbility

Work Programs

All the states include various information on work programs, shown in Table 7, below. All the states include details on Earned Income Tax Credit (EITC) and Individual Development Accounts (IDAs).

Table 7: Work Programs across States' DB101 Websites

	California	Minnesota	Arizona	Michigan	New Jersey
WORK PROGRAMS					
EITC	X	X	X		X
IDAs	X	X	X	X	X
PASS	X	X	X		X
Programs that Support Work	X	X	X		
Ticket to Work	X	X	X	X	X
Work Incentives	Coming Soon (English Only)	X	X		
Workplace Personal Assistance	X	X	X		

Your Situation

The Your Situation section covers benefits which would affect people based on their circumstances. The three main subsections of this section are Going to Work, Young People and Benefits, and New to Benefits.

Going to Work Subsection

Going to Work includes information on finding work, benefits, related programs, and stories (see Table 8, below). In the personal stories section, Arizona and California include a story on workforce re-entry. Minnesota’s personal story section includes a story on starting a job while on benefits, as well as success stories on employment.

Table 8: Contents of “Going to Work” across DB101 Sites

GOING TO WORK & BENEFITS	California English	California Spanish	Minnesota	Arizona
Building Your Assets and Wealth	X	X	X	X
Getting Past the Myths: The Truth About Working	X	X	X	X
Health Care Coverage Options While Working	X	X	X	X
Work Credits (SSDI)	X	X	X	X
Know Your Rights and Responsibilities	X		X	X
Personal Stories	X		X	X
Finding the Right Job for You	Coming Soon	Coming Soon (Text in English)	X	X
Going to Work Toolbox			X	X
Job Supports and Accommodations	Coming Soon		X	X
Managing Your Benefits While Working			X	X

Young People and Benefits and New to Benefits Subsections

The Young People and Benefits subsection of Your Situation includes information on benefits for young adults as well as information for parents of a child who may be in need of benefits (see Table 9, below). As in the Going to Work Benefits section, there are personal stories on youth and disability (for California) and transitioning from School to Work (Minnesota). Minnesota’s site also includes success stories on young people and benefits.

The New to Benefits subsection mainly includes stories of those who faced various circumstances which made them eligible for benefits (see Table 9, below). Arizona and California (English and Spanish) include stories on people who were newly diagnosed or who had sudden onset disability. For Minnesota, there are personal stories on sudden onset disability as well as maintaining work with a progressive disability.

Table 9: Contents of “Young People and Benefits” and “New to Benefits” across DB101 Sites

	California	Minnesota	Arizona
YOUNG PEOPLE & BENEFITS			
Benefits at 18	X		
Benefits for Young People	X	X	X
Finding a Job	X	X	X
Getting a Higher Education	X	X	X
Personal Stories	X	X	

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	California	Minnesota	Arizona
Start Planning Now	X	X	X
Tips for Parents	X	X	X
Working		X	X
NEW TO BENEFITS			
Personal Stories	X	X	X
Sudden Onset Disability		X	

Appendix E: Website Traffic Analytics Summary Report

Google Analytics (GA) was used to examine site traffic over the 3-month time period of June 1, 2012, through August 31, 2012. DB101 web sites included in this analysis are California English, California Spanish, Minnesota, Arizona, New Jersey, and in some cases the db101.org jump site. The analysis includes basic engagement web metrics and visit counts, traffic sources, content, advanced segments, and visitor flow. Traffic originating outside the United States was filtered from the counts and is excluded from the analysis below. (Non-U.S. web traffic makes up approximately 2 percent of all the web visits, with the exception of the California Spanish site, which has 30 percent from outside the U.S.) In addition, traffic coming from test accounts is excluded as it does not reflect “real users”; these accounts are used only to move pages from test servers to production.

GA was chosen both because it was already in place and because it is one of the best web analytic products currently available. It is important to note that different analytics products or services use a variety of methods to collect and track information; therefore the GA results may not align exactly with outcomes from other web analytic products.

Engagement Web Metrics and Visit Counts

The most frequently cited web metrics typically come from page views and visitor counts. However, much more information can be gleaned from the analytics when comparing new and returning visitors and looking at the length of time visitors stay on the site, percentage of visitors that leave the sites immediately, common exit pages, and traffic sources.

Table 1: Engagement Web Metrics

Engagement Web Metrics (6/1/12 – 8/31/12)	California English	California Spanish	Minnesota	Arizona	New Jersey	Michigan	All State Sites
Visitors per Website							
New Visitors	37,066	470	8,558	5,631	498	695	52,918
Returning Visitors	9,573	136	4,399	1,672	77	176	16,033
Total Visitors	46,639	606	12,957	7,303	575	871	68,951
Pages per Visit							
New Visitor	3.8	3.6	3.9	4.2	3.6	4.8	3.9
Returning Visitor	4.1	3.9	5.6	5.9	5.9	10.5	4.8
Average	3.9	3.7	4.5	4.6	3.9	6.0	4.1
Total Pages	180,556	2240	19,505	33,503	2,255	5,201	243,260
Average Time per Visit							
New	0:03:22	0:04:13	0:03:54	0:03:27	0:01:45	0:02:45	0:03:27
Return	0:04:24	0:06:11	0:06:34	0:04:57	0:03:09	0:06:20	0:05:05
Bounce Rate							
New	47%	55%	52%	49%	68%	55%	48%
Return	51%	57%	40%	45%	55%	36%	47%
Average	48%	55%	48%	48%	66%	51%	48%

The metrics presented in the web analytics matrix above are more fully explained as follows:

Visitors: New visitors are users who have not previously or recently visited the site, while returning visitors have previously visited the site. All states have roughly 80 percent new and 20 percent returning visitors, with the exception of Minnesota, which has 66 percent new and 34 percent returning. If the website goals include growth in traffic, then one wants to see a high new visitor rate. If the website goal is to sustain current traffic, then one wants to see a higher return visitor rate. Returning visitors represent

quality in that they demonstrate the website is meeting the visitors’ needs. For the recently launched website, one would expect to see more new visitors.

Pages per Visit: “Pages” refers to the number of times a visitor arrives on an individual page of a website, while “visit” refers to the number of times a website is accessed. For all states, returning visitors accessed more pages than new visitors. Michigan had significantly more pages per visit for returning visitors (11 pages). Typically, one looks for a high pages-per-visit metric as that indicates visitors find the website useful. It could also represent users having to click more than necessary, though that does not appear to be the case. It is a very common website goal to increase the pages viewed per visit as this would indicate that visitors are getting more and more utility from the website. As features and functions are added, one would expect pages per visit to increase.

Average Time per Visit: Time per visit reflects how much time the user thought he or she had spent on the website. Typically one wants visitors to spend more time on a site as that indicates utility. As expected, time per visit for returning visitors was found to be higher than for new visitors. Minnesota has the highest time on site for returning visitors at 6 minutes and 34 seconds. As expected, the jump site, db101.org, had the shortest time per visit, which makes sense as this is the jumping off point to reach the states sites. It seems that visit times are low since it takes a bit of time to go from the start of a calculator or estimator to the calculator or estimator results.

Bounce Rate: The bounce rate is the percentage of visits in which the visitor only views one page of a website before leaving. Many consider the bounce rate to reflect the quality of the traffic; a high bounce rate indicates that users come to the website and find it not relevant to their needs. For state sites this rate is between 48 and 66 percent. For db101.org, this rate is 80 percent, though it makes sense that the rate is higher for this jump site as traffic is drawn to this site and then directed to the state sites. Comparing the bounce rates of new and returning users, new visitor bounce rates are somewhat higher. It is easy to misinterpret bounce rates. For example, some sites would not care if they have a high bounce rate because they have a single page site, and all they wish to do is serve up an advertisement. It is important to monitor bounce rates and determine what is acceptable for DB101. A rate between 30 and 40 percent may be ideal.

Table 2: Visit Counts

Visit Counts (6/1/12 – 8/31/12)	California English		California Spanish		Minnesota		Arizona		New Jersey		Michigan		All State Sites	
	# Visits	Av. Page Views	# Visits	Av. Page Views	# Visits	Av. Page Views	# Visits	Av. Page Views	# Visits	Av. Page Views	# Visits	Av. Page Views	# Visits	Av. Page Views
1	37,066	3.8	470	3.6	8,558	3.9	5,631	4.2	498	3.6	695	4.8	52,918	3.9
2	5,158	3.9	71	4.2	1,470	4.7	806	5.3	27	4.2	69	6.6	7,601	4.3
3	1,564	4.1	23	4.9	545	5.1	287	6.2	14	3.4	30	6.8	2,463	4.6
4-8	366	5.0	32	2.7	793	5.7	359	7.4	27	2.2	39	12.3	2,975	5.4
9-14	283	3.8	10	3.0	321	7.4	92	4.9	9	10.2	25	26.3	823	6.5
15-25	202	3.9			279	5.8	73	5.4			13	3.7	648	4.8
26-50	174	3.2			354	5.0	55	4.6					611	4.6
51-100	54	1.2			247	8.8							421	6.5
101-200	47	1.3			188	7.1							242	5.8
201+	1,725	4.7			202	5.9							249	5.1

The table above summarizes the numbers of visits and average number of page views per visit for each of the five states and for all the state sites taken together. These numbers show how frequently visitors return to the site. The numbers represent unique visitors. Frequency data is typically most useful when you have at least a full year of data. In that case you would be able to identify seasonal trends, such as when users are most likely needing to learn about the website content, features, and functions. For this 3-month period all states had a single visit producing the most pages views. Only Minnesota and California had more than 200 visits from the same unique visitors—evidence of a dedicated 200+ user base that finds the site quite useful as they return often.

Traffic Sources

Tables 3 - 8 indicate the sources of traffic to the DB101 websites—that is, the websites or search engines that led users to those sites. The sources of traffic are also called referrers.

For the db101 jump site, the majority of traffic is organic (i.e., from unpaid search engine results), compared to referral (i.e., from a link embedded on another site). Google organic is the top source for the jump site. The highest referrer to the jump site is amisco.org. Though amisco.org may seem like a strange referring domain based on information on its home page, the exact referring page is its California State Disability Insurance page, amisco.org/california_state_disability_insu.htm.

For the states, Google organic is typically the top source, while the top referrer is obviously db101.org. The organic sources have a significantly higher bounce rate. There are three exceptions: Arizona’s top source is (direct)/(none), which means visitors type in the URL into the browser’s address bar or come via a bookmark, and New Jersey’s and Michigan’s top source is the db101.org referral.

Table 3: Sources of Traffic to DB101.org and All State Websites

Traffic Sources (6/1/12 – 8/31/12)	DB101.org				All State Sites			
	Visits	Page/ Visit	% New Visits	Bounce Rate	Visits	Page/ Visit	% New Visits	Bounce Rate
Direct	3,364	1.2	76%	88%	7280	5.1	68%	44%
Organic Sources								
Google	5,320	1.3	94%	80%	38,896	3.5	77%	56%
Bing	1,174	1.3	91%	75%	1,643	4.8	61%	45%
Yahoo	1,418	1.2	94%	80%	1,526	4.6	76%	50%
Ask					651	3.1	78%	56%
AOL					303	1.0	50%	100%
search-results					120	28.5	100%	0%
Total	11,276	1.2	88%	82%	43,139	3.7	76%	56%
Referral Sources								
db101.org					14,024	6.3	72%	30%
intranets					308	5.1	72%	34%
State government sites “.gov”	136	1.2	94%	86%	1,370	4.6	76%	45%
Organizations “.org”	1642	1.5	92%	69%	364	6.0	75%	38%
Other	700	1.2	96%	80%	234	2.2	89%	63%
Total	2,478	1.4	93%	73%	15,992	6.1	72%	32%

Table 4: Sources of Traffic to DB101 California English and Spanish Sites

Traffic Sources (6/1/12 – 8/31/12)	California English				California Spanish			
	Visits	Page/ Visit	%New Visits	Bounce Rate	Visits	Page/ Visit	%New Visits	Bounce Rate
Direct	2,533	3.6	76%	58%	37	1.7	81%	84%
Organic Sources								
Google	28,996	3.1	81%	55%	406	3.1	81%	58%
Bing	1,025	4.0	75%	47%	6	1.8	83%	67%
Yahoo	1,162	3.8	78%	47%	11	7.3	73%	36%
Ask	496	3.5	85%	50%	3	2.3	100%	33%
AOL	301	3.6	83%	50%	2	1.0	50%	100%
search-results	118	4.2	88%	45%	2	28.5	100%	0%
Total	32,098	3.1	81%	54%	430	3.2	81%	57%
Referral Sources								
db101.org	10,683	6.1	76%	28%				
ca.db101.org					123	6.0	61%	39%
intranet								
google.com	225	2.2	88%	63%	6	1.3	100%	67%
lawhelpca.org	111	4.7	78%	42%				
search.mywebsearch.com					3	5.3	100%	67%
Total	11,019	6.0	77%	29%	132	5.8	64%	41%

Table 5: Sources of Traffic to DB101 Minnesota

Traffic Sources (6/1/12 – 8/31/12)	Minnesota			
	Visits	Page/ Visit	%New Visits	Bounce Rate
Direct	1,874	4.8	56%	44%
Organic Sources				
Google	6,956	3.7	74%	55%
Bing	525	4.4	59%	45%
Yahoo	282	4.5	75%	50%
Ask	103	3.2	74%	53%
Total	7866	3.7	72%	53%
Referral Sources				
db101.org	1,464	8.1	42%	25%
intranet				
dhs.state.mn.us	627	4.7	60%	46%
minnesotahelp.info	135	6.7	64%	32%
mn.db101.org	128	0.6	73%	41%
mndisability.gov	98	5.3	88%	18%
Total	2,452	6.6	51%	31%

Table 6: Sources of Traffic to DB101 Arizona

Traffic Sources (6/1/12 – 8/31/12)	Arizona			
	Visits	Page/ Visit	%New Visits	Bounce Rate
Direct	2,583	5.2	75%	42%
Organic Sources				
Google	2,402	3.0	85%	61%
Bing	78	7.4	69%	44%
Yahoo	65	4.7	79%	54%
Ask	47	3.1	85%	62%
Total	2,592	3.2	83%	59%
Referral Sources				
db101.org	909	7.0	60%	40%
intranet	308	5.1	72%	34%
intranet.azdes.gov	268	3.8	84%	50%
azed.gov	185	4.8	89%	35%
abil.org	51	7.6	78%	25%
Total	1,721	5.9	70%	40%

Table 7: Sources of Traffic to DB101 New Jersey

Traffic Sources (6/1/12 – 8/31/12)	New Jersey			
	Visits	Page/ Visit	%New Visits	Bounce Rate
Direct	58	6.3	72%	59%
Organic Sources				
Google	55	4.9	93%	58%
Bing				
Yahoo				
Ask	2	1.0	100%	100%
Total	57	4.5	85%	54%
Referral Sources				
db101.org	377	3.1	88%	69%
intranet				
state.nj.us	34	5.3	97%	62%
nj.gov	25	7.9	100%	60%
nj-es.db101.org	8	5.4	0%	13%
discoverabilitynj.org	4	1.5	100%	75%
vocationalvoice.com	4	1.0	25%	100%
nj.db101.org	3	1.0	100%	100%
Total	455	3.5	88%	67%

Table 8: Sources of Traffic to DB101 Michigan

Traffic Sources (6/1/12 – 8/31/12)	Michigan			
	Visits	Page/ Visit	%New Visits	Bounce Rate
Direct	195	6.7	83%	57%
Organic Sources				
Google	81	6.2	79%	49%
Bing	9	5.4	89%	44%
Yahoo	6	5.8	83%	50%
Ask				
Total	96	6.0	77%	48%
Referral Sources				
db101.org	329	6.3	69%	49%
intranet				
michigan.gov	127	3.8	96%	53%
dnmichigan.org	42	7.6	95%	38%
disabilityconnect.org	12	3.1	92%	75%
elearn.mrs.state.mi.us	6	9.5	50%	50%
mcbh.org	5	2.2	100%	60%
Total	521	5.7	79%	50%

Content

The most popular or most viewed page across all sites and the db101.org jump site is the home page, or “/” in the matrices. This is quite normal. Beyond this metric, there is a variety. For California and Arizona, the top page is Your Situation. For Minnesota, the top page is Programs, and for both New Jersey and Michigan, it is Planning. The variation here is a result of the different content for state pages.

Landing pages are the first pages a visitor views during a session. Exit pages are the pages on a website from which visitors leave.

The top exit page for both New Jersey and Michigan is Planning. The top exit page for Arizona, Minnesota, and California is the home page. This pattern could be related to the bounce rate.

Table 9: Top, Landing, and Exit Pages – California English

Top Pages	Top Landing Pages	Top Exit Pages
1. /	1. /	1. /
2. /your_situation.htm	2. /ca/programs/income_support/sdi/program2a.htm	2. /ca/programs/income_support/sdi/faqs.htm
3. /ca/programs/income_support/sdi/program2a.htm	3. /ca/programs/income_support/sdi/faqs.htm	3. /ca/programs/income_support/sdi/program2a.htm
4. /ca/programs/income_support/sdi/faqs.htm	4. /ca/programs/income_support/std/program.htm	4. /ca/programs/income_support/calworks/faqs.htm
5. /ca/programs/income_support/sdi/program.htm	5. /ca/programs/income_support/calworks/program3.htm	5. /ca/programs/income_support/calworks/program3.htm
6. /ca/programs/income_support/std/program.htm	6. /ca/programs/income_support/calworks/faqs.htm	6. /ca/programs/health_coverage/medi_cal/program2a.htm
7. /planning/	7. /ca/programs/income_support/calworks/program2.htm	7. /ca/programs/income_support/sdi/program2.htm
8. /ca/programs/health_coverage/medi_cal/program2.htm	8. /ca/programs/health_coverage/medi_cal/program2.htm	8. /ca/programs/income_support/calworks/program2.htm
9. /programs.htm	9. /ca/programs/income_support/std/program.htm	9. /ca/programs/health_coverage/medi_cal/program2.htm
10. /ca/programs/income_support/ss_disability/ssdi/program.htm	10. /ca/programs/health_coverage/medi_cal/program2c.htm	10. /ca/programs/health_coverage/medi_cal/program2c.htm

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Table 10: Top, Landing, and Exit Pages – California Spanish

Top Pages	Top Landing Pages	Top Exit Pages
1. /	1. /index.htm	1. /
2. /your_situation.htm	2. /	2. /ca/programs/income_support/ca lworks/faqs.htm
3. /index.htm	3. /ca/programs/income_support/ca lworks/faqs.htm	3. /glossary.htm
4. /ca/programs/income_support/ca lworks/faqs.htm	4. /ca/programs/income_support/ss _disability/ssdi/faqs.htm	4. /ca/programs/income_support/ss _disability/ssdi/faqs.htm
5. /programs.htm	5. /ca/programs/income_support/ss _disability/ssi/faqs.htm	5. /index.htm
6. /ca/programs/health_coverage/ medi_cal/ihss/program.htm	6. /ca/programs/income_support/ca pi/program.htm	6. /ca/programs/health_coverage/ medi_cal/250/faqs.htm
7. /planning/	7. /ca/programs/income_support/s di/program2a.htm	7. /ca/programs/income_support/s di/faqs.htm
8. /ca/programs/health_coverage/ medi_cal/program.htm	8. /glossary.htm	8. /ca/programs/income_support/ca pi/program.htm
9. /ca/programs/income_support/ca lworks/program2b.htm	9. /ca/programs/health_coverage/ medi_cal/250/faqs.htm	9. /ca/programs/income_support/ss _disability/ssi/faqs.htm
10. /ca/programs/income_support/ca pi/program.htm	10. /ca/programs/health_coverage/ medi_cal/program.htm	10. /ca/programs/income_support/ca pi/faqs.htm

Table 11: Top, Landing, and Exit Pages – Minnesota

Top Pages	Top Landing Pages	Top Exit Pages
1. /	1. /	1. /
2. /programs.htm	2. /mn/programs/health_coverage/ ma-epd/program2a.htm	2. /mn/programs/health_coverage/ ma-epd/program2a.htm
3. /your_situation.htm	3. /mn/programs/income_support/f ood_support/program2.htm	3. /mn/programs/income_support/f ood_support/program2.htm
4. /mn/programs/income_support/f ood_support/program2.htm	4. /mn/programs/health_coverage/ minnesotacare/program2a.htm	4. /mn/programs/health_coverage/ minnesotacare/program2a.htm
5. /mn/programs/health_coverage/ ma-epd/program2a.htm	5. /mn/programs/income_support/ housing/program2.htm	5. /mn/programs/income_support/ housing/program2.htm
6. /mn/programs/health_coverage/ minnesotacare/program2a.htm	6. /mn/programs/income_support/s td_ltd/program.htm	6. /mn/programs/income_support/s si/program2.htm
7. /mn/programs/health_coverage/ ma-epd/program.htm	7. /mn/programs/income_support/s si/program2.htm	7. /mn/programs/health_coverage/ ma-epd/program2.htm
8. /mn/planning/	8. (not set)	8. /mn/programs/income_support/s td_ltd/program.htm
9. /planning/b2w2_mn/start	9. /mn/programs/income_support/f ood_support/faqs.htm	9. /mn/programs/income_support/ housing/program2a.htm
10. /mn/programs/income_support/ housing/program2.htm	10. /mn/programs	10. /mn/programs/health_coverage/ minnesotacare/program2.htm

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Appendix E: Website Traffic Analytics Summary Report

Table 12: Top, Landing, and Exit Pages – Arizona

Top Pages	Top Landing Pages	Top Exit Pages
1. /	1. /	1. /
2. /your_situation.htm	2. /ddd	2. /ddd
3. /programs.htm	3. /rsa	3. /rsa
4. /ddd	4. /az/programs/health_coverage/m edicaid/faqs.htm	4. /az/programs/health_coverage/m edicaid/faqs.htm
5. /rsa	5. /dhs	5. /planning/
6. /planning/	6. /az/programs/income_support/ta nf/faqs.htm	6. /az/programs/health_coverage/m edicaid/program2.htm
7. /planning/b2w2_az/start	7. /az/programs/health_coverage/m edicaid/program2.htm	7. /your_situation.htm
8. /az/situations/workandbenefits/	8. /doe	8. /az/programs/income_support/ta nf/faqs.htm
9. /az/programs/income_support/	9. /az/programs/income_support/h ousing/program2a.htm	9. /planning/b2w2_az/res_summary
10. /planning/b2w2_az/sess_house	10. /az/programs/health_coverage/m edicaid/program2a.htm	10. /az/programs/income_support/ss i/program2.htm

Table 13: Top, Landing, and Exit Pages – New Jersey

Top Pages	Top Landing Pages	Top Exit Pages
1. /planning/b2w2_nj/start	1. /planning/b2w2_nj/start	1. /planning/b2w2_nj/start
2. /planning/b2w2_nj/sess_house	2. /planning/b2w2_nj/sess_house	2. /planning/b2w2_nj/sess_house
3. /planning/b2w2_nj/sess_pre_ben efits	3. /disclaimer.htm	3. /planning/b2w2_nj/res_summary
4. /planning/b2w2_nj/sess_house2		4. /planning/b2w2_nj/sess_income
5. /planning/b2w2_nj/sess_living		5. /glossary.htm
6. /planning/b2w2_nj/conf_living		6. /planning/b2w2_nj/next_steps
7. /planning/b2w2_nj/sess_income		7. /planning/b2w2_nj/scen_create_2
8. /planning/b2w2_nj/sess_recent_ work		8. /planning/b2w2_nj/sess_pre_ben efits
9. /planning/b2w2_nj/conf_income		9. /planning/b2w2_nj/redirect_no_d etermination
10. /planning/b2w2_nj/res_summary		10. /planning/b2w2_nj/redirect_not_ disabled

Table 14: Top, Landing, and Exit Pages – Michigan

Top Pages	Top Landing Pages	Top Exit Pages
1. /planning/	1. /planning/	1. /planning/
2. /planning/b2w2_mi/start	2. /planning/b2w2_mi/start	2. /planning/b2w2_mi/start
3. /planning/b2w2_mi/sess_house	3. /mi/planning/index.htm	3. /planning/b2w2_mi/res_summar y
4. /planning/b2w2_mi/sess_pre_be nefits	4. /planning/b2w2_mi/restore_sessi on	4. /planning/b2w2_mi/sess_house
5. /planning/b2w2_mi/res_summar y	5. /planning/index.htm	5. /planning/sw2_mi/start
6. /planning/b2w2_mi/sess_house2	6. /disclaimer.htm	6. /planning/b2w2_mi/res_pdfrepor t
7. /planning/b2w2_mi/conf_living	7. /planning/sw2_mi/start	7. /planning/b2w2_mi/restore_sessi on
8. /planning/b2w2_mi/sess_living	8. /planning/b2w2_mi/res_summary	8. /planning/b2w2_mi/month_detai l
9. /planning/b2w2_mi/sess_income	9. /planning/b2w2_mi/sess_house	9. /planning/b2w2_mi/sess_pre_be nefits
10. /planning/b2w2_mi/conf_income	10. /planning/b2w2_mi/session_list	10. /planning/index.htm

Social Media Metrics

There is very little traffic to the DB101 websites being generated from social media sites. The social sites discovered were Yahoo! Answers, Askville, Facebook, Pinterest, Blogger, Bloglines, Yelp, TypePad, MeetUp, Ning, YouTube, and WordPress. New Jersey was the only site which had no traffic from social sources. In general, social media sites are generating more and more traffic to websites, though there are no specific metrics for the disability benefits sector. It is a growing trend, and further information on disability-related websites' use of social media may be found in Appendix K: Social Media Report.

Table 15: Social Media Metrics

Social Media Visits (6/1/12 – 8/31/12)	DB101.org	California English	California Spanish	Minnesota	Arizona	New Jersey	Michigan	All State Sites
Askville	49	-	-	-	-	-	-	-
Blogger	5	-	-	-	-	-	1	1
Bloglines	5	-	-	-	-	-	-	-
Facebook	14	16	1	12	7	-	1	37
LinkedIn	8	-	-	-	2	-	-	2
Meetup	1	-	-	-	-	-	-	-
Ning	1	-	-	-	-	-	-	-
Pinterest	-	1	-	-	-	-	-	1
TypePad	3	-	-	-	-	-	-	-
Wordpress	-	2	-	-	-	-	-	2
Yahoo! Answers	112	-	-	-	-	-	-	-
Yelp	-	-	-	-	7	-	-	7
YouTube	1	-	-	-	-	-	-	-
Total	199	19	1	12	16	-	2	50

Segments

Mobile: Mobile traffic to states sites is significant, from quite a variety of devices. For California alone, the devices consisted of Apple's iPhone, iPad, and iPod Touch. Other devices included Samsung's Admire, D710, and Epic 4G. 2 HTC mobile phones (Inspire 4G and EVO) were also discovered. Mobile traffic for state sites ranges from 11 to 33 percent. The bounce rate for mobile traffic is higher than the rates for the individual websites themselves. Bounce rates for some devices exceed 80 percent. This is a high bounce rate. There are many possible reasons for high bounce rates, including unqualified traffic to the site and users finding it irrelevant to their needs, design or functionality issues such as potential issues serving pages to specific browsers or microbrowsers, or even user behavior (such as bookmarking it, getting to it, and leaving).

Table 16: Mobile Traffic to DB101 Websites

Mobile Visits (6/1/12 – 8/31/12)	California English	California Spanish	Minnesota	Arizona	New Jersey	Michigan	All State Sites
# of Visits	11,499	200	1,733	976	64	109	14,581
Pages/Visit	2.9	2.5	2.7	2.8	3.1	2.8	2.9
Avg. Duration (time)	0:02:56	0:04:16	0:02:39	0:02:32	0:01:11	0:01:12	0:02:52
% New Visits	77%	78%	75%	84%	94%	94%	77%
Bounce Rate	57%	61%	63%	62%	72%	61%	58%

States: The table below shows what other states are sending visitors to each state's site. It is unclear why there is so much cross-state traffic, but it does not appear to be because of the bordering effect, such as

people living in one state and working in another. For all states, traffic from nine other states is represented. For New Jersey, more than half of the traffic comes from out of state.

Table 17: Location of Visitors

(6/1/12 – 8/31/12)	California English	California Spanish	Minnesota	Arizona	New Jersey	Michigan	All State Sites
AZ	360	7	-	5,108	-	-	5,475
CA	38,137	421	538	645	80	119	39,940
CT	-	-	-	-	9	-	9
DC	-	12	-	49	15	18	94
FL	542	32	-	76	-	-	650
GA	334	6	138	-	-	-	478
IL	509	-	274	114	-	28	925
MA	-	6	135	64	-	-	205
MD	-	-	-	-	-	24	24
MI	438	30	-	57	-	497	1,022
MN	-	-	9,390	-	-	-	9,390
MS	-	-	128	-	-	-	128
NC	-	-	-	-	10	-	10
ND	-	-	186	-	-	-	186
NJ	-	7	-	-	238	-	245
NY	672	19	180	102	69	14	1,056
OH	-	-	-	-	-	35	35
PA	340	-	-	54	36	12	442
SC	-	-	-	-	9	-	9
TX	764	25	166	186	13	-	1,154
VA	-	-	-	-	9	18	27
WA	402	-	-	-	-	-	402
WI	-	-	166	-	-	12	178

Time period June 1, 2012 – August 31, 2012 (3 months).

Default advanced segment: U.S. only and from no test accounts.

Visitor Flow

Graphs 1 - 6 below are visitor flow diagrams. They depict the paths visitors take through a website.

Essentially this kind of diagram depicts where visitors come from; where visitors go, page by page; and where they leave. Such a diagram is provided for each state's English website and for California's Spanish language site as well. It is much easier to interpret and interact with flow maps via the GA interface, but following are some basic guidelines for deciphering a paper reports, like the graphs below.

Green represents flow, or pages viewed. The thicker the funnel, the more pages are viewed. The red represents where the user drops from the website, while the grey represents the path. The flow diagrams were constructed to show entry from the home page and then three interactions or clicks into the site. These reports provide a simple graphic snapshot of the 3-month period of the website analytics review.

Graph 1: Analytics ca.db101.org Visitors Flow

http://ca.db101.org - http://ca.db101.org
ca.db101.org [DEFAULT]

Visitors Flow

Jun 1, 2012 - Aug 31, 2012



Graph 2: Analytics ca-es.db101.org Visitors Flow

<http://ca-es.db101.org> - <http://ca-es.d...>
 ca-es.db101.org [DEFAULT]

Visitors Flow

Jun 1, 2012 - Aug 31, 2012

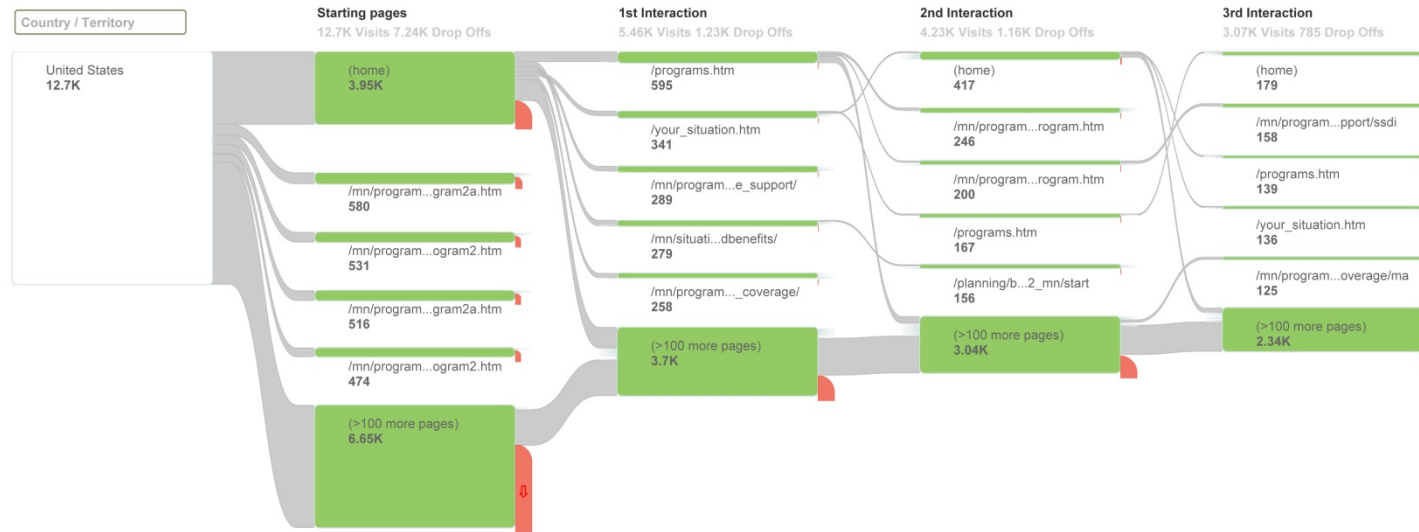


Graph 3: Analytics mn.db101.org Visitors Flow

http://mn.db101.org/ - http://mn.db101.org/
mn.db101.org/ [DEFAULT]

Visitors Flow

Jun 1, 2012 - Aug 31, 2012

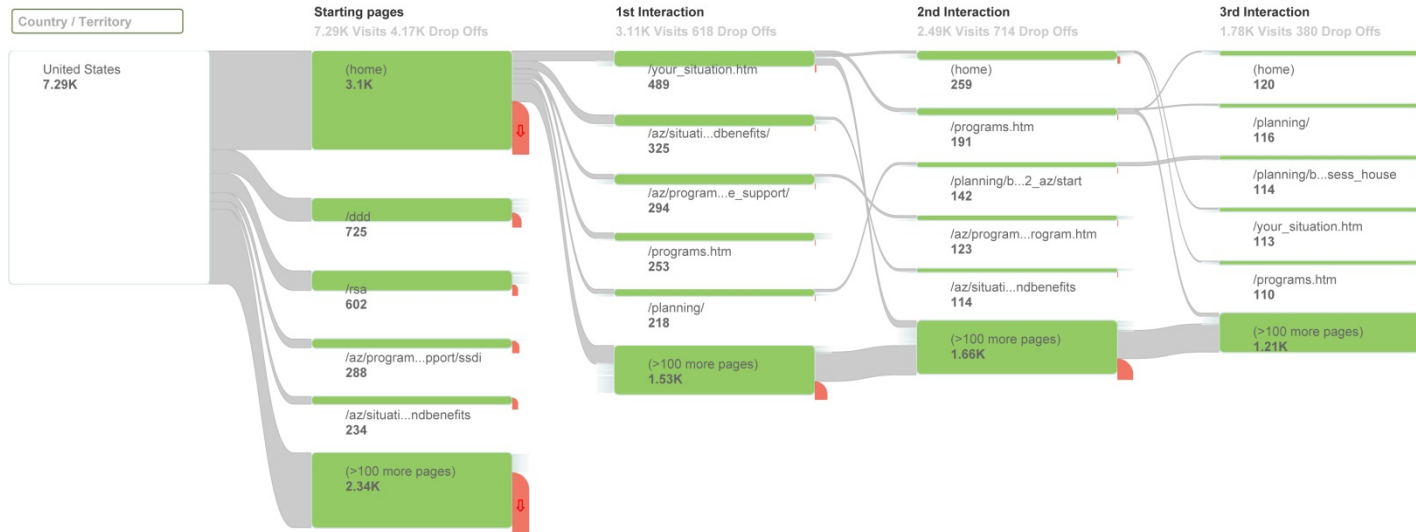


Graph 4: Analytics az.db101.org Visitors Flow

http://az.db101.org - http://az.db101.org
 az.db101.org [DEFAULT]

Visitors Flow

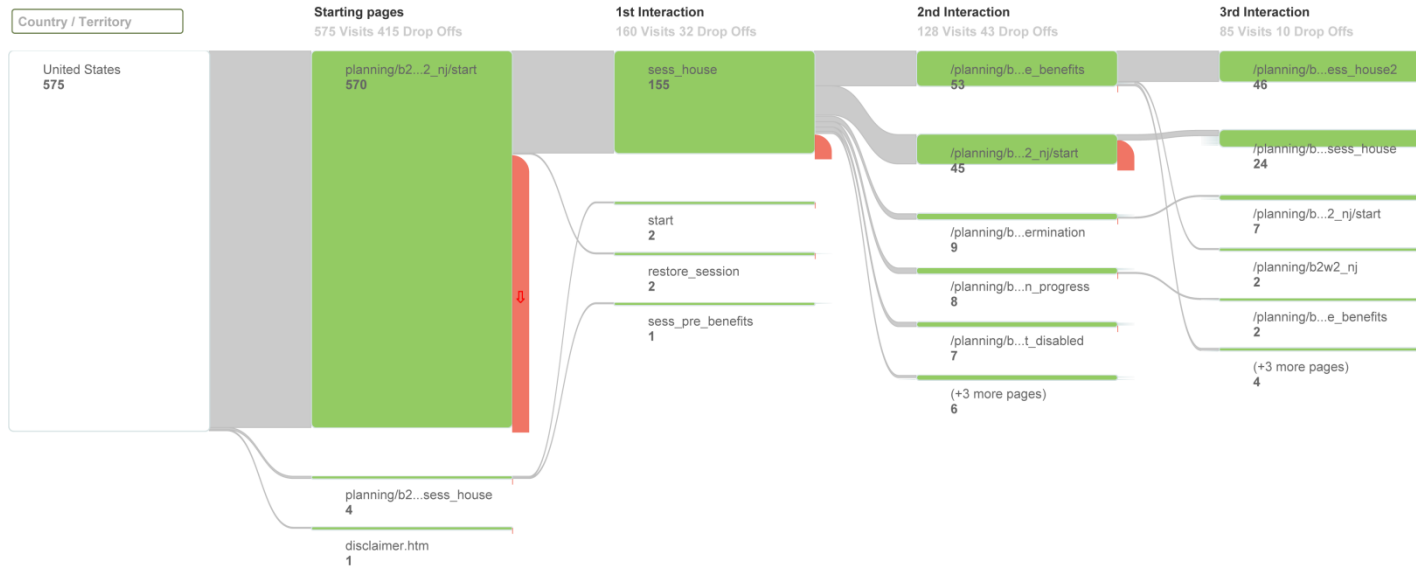
Jun 1, 2012 - Aug 31, 2012



Graph 5: Analytics nj.db101.org Visitors Flow
 http://nj.db101.org - http://nj.db101.org
 nj.db101.org [DEFAULT]

Visitors Flow

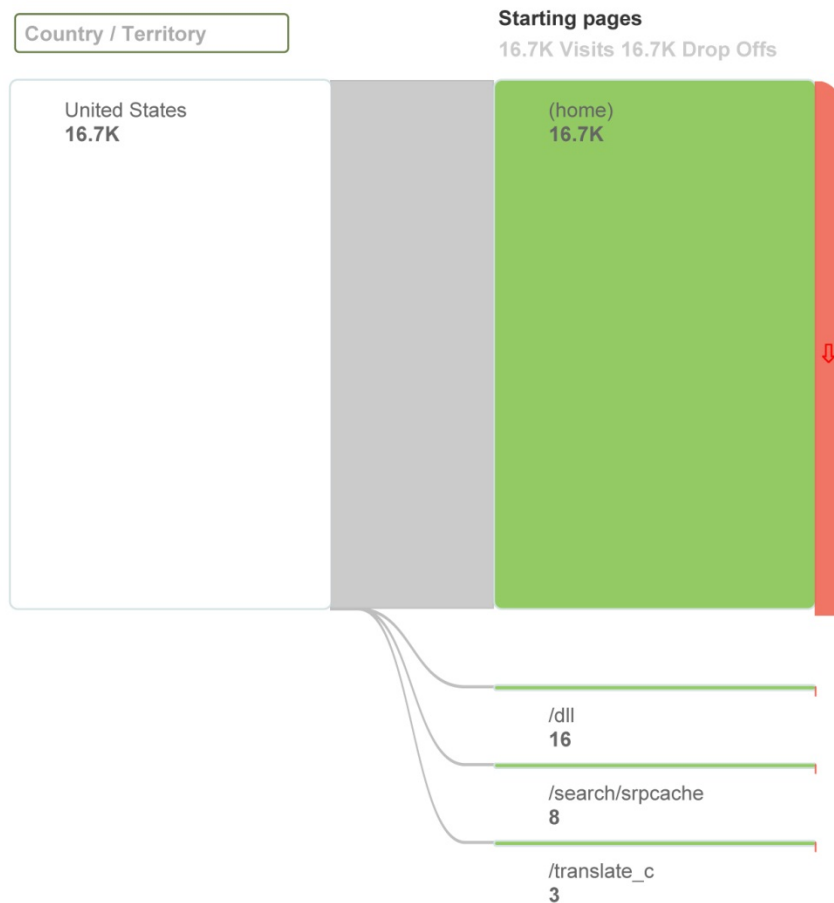
Jun 1, 2012 - Aug 31, 2012



Graph 6: Analytics www.db101.org Visitors Flow

Jun 1, 2012 - Aug 31, 2012

Visitors Flow



Appendix F: Website Design Review Summary Report

The design review consisted of engaging two JBS Web Designers in separate self-guided reviews. Both of these designers are experts in their field and have won awards for their design work. Each designer was asked to go through the websites and take notes about what was working well and what was not working well.

In addition, two automated tools were utilized. One, provided by WebSiteOptimization.com, was Web Page Analyzer .98, which tests web page speed. Numerous studies show that users will leave websites that are not responsive, such as when they have slow page load times. Web industry experts such as Jakob Nielsen publish many articles regarding users leaving website because of slow performance (<http://www.useit.com/alertbox/response-times.html>). The other tool we utilized was HiSoftware's Cynthia Says (<http://www.cynthiasays.com/Default.asp>), which tests for compliance with Section 508 of the Rehabilitation and/or W3C WCAG 1.0, the World Wide Web Consortium's Web Content Accessibility Guidelines.

In addition to 508 compliance and performance, our designers focused on the following:

- Layout: This is the layout of the pages and the overall site. We looked for well-structured layouts and page formats that are suitable to DB101 users. We looked at the entire screen real estate, especially that of the home page, which must show users how to get to information they are seeking. We looked for simplicity in the layout, a comfortable look and feel, and an inviting visual aesthetic. We also dug down into the design details, such as the construction of action buttons.
- Navigation: Navigation is how one maneuvers around a website, how one gets from point A to point B—essentially, how easily users drive around the website. We evaluated the navigation style and various differing methods to obtain the same results, such as clicks, the site map, search, etc. In addition to the primary navigation system, we evaluated the subnavigation.
- Functionality: Though evaluating the design and function of the calculators is outside the scope of pure design, we did look at these things since the calculators are such a critical component of the websites.

Summary of Key Findings

- Tabs navigation style is intuitive, popular, and most likely welcomed by DB101 users.
- Breadcrumb navigation is missing and would better support the tab navigation style.
- Highest inconsistency in the design of the site is found in the action buttons.
- Primary navigation is more consistent compared to subnavigation.
- Layout and page lengthy appear suitable.
- Improvements to the calculator and estimators would increase ease of use.
- There are minor 508 issues.
- No performance or speed issues were noted during the design review.

Findings

Navigation

The top half of each state's Design Benefits 101 (DB101) website contains a tabs navigation style which studies have shown to have a positive psychological effect on visitors. Users are familiar with this type of navigation since they are accustomed to seeing tabs in notebooks and are able to accurately associate this website function. The notebook similarity makes tabs navigation intuitive. This navigational style is a primary element of the website's design and is somewhat consistent throughout. A drawback to the DB101 website is the absence of the breadcrumb navigation, which enables users to keep track of their locations within sections of a site. Since this website has multiple levels of web page hierarchy, a breadcrumb function would support the site's primary tabs navigation system.

There are three ways to obtain information within the site. The first is the standard on-site navigation, second is the search function, and third is a site map. The site map is plain and simple, making it easy for the user to understand its content, the actual linkages within the website. It helps users find the information they are seeking, and it also helps feed search engines the website's pages. Some of the states' sites are large, and the site map helps users identify where all the content of the site is located in case the site navigation and search fail them. The feature may not be used often because the Site Map link is located at the bottom of the page. Likewise, many users express the desire to quickly locate the Contact Us page, and this is also anchored at the bottom of the page.

The main db101.org landing page is clean and straightforward. This landing page offers the user to choose a state subsite to default to (e.g., "Always go to Arizona") when revisiting db101.org, though there is no clear way to change this choice if the user accidentally chooses the wrong state. Consider adding a link near the top of the state pages that says something along the lines of "Not your state?" and links back to the main landing page. If implemented, consider a script that will check the user's location based on IP address.

On the Arizona, California, and Minnesota site home pages, there is a feeling of false division with the translucent colored content boxes (Your Situation, Programs) that extend beyond the background image. The treatment used on the California Programs page is more effective as the edge of the background image creates a division between the column headers and their content. Consider making the state landing page background image shorter and using a treatment similar to the Programs page, or make the content boxes opaque. Also, consider using slightly less padding above the Your Situation and Programs text so that the padding on the left appears closer to the amount of padding on the top.

Tabs should be more consistent throughout site. For example, starting a calculator removes all the tabs except for a link back to the home page. Tabs should remain for consistency, and if a user clicks on a tab while in the middle of a session, the user should receive a dialog box that asks for confirmation and warns of a loss of unsaved worked. This setup would be similar to the way the Start Over link works.

Subnavigation has some inconsistency. The landing page for Your Situation is clear (herein referred to as L2 [Level 2], with the tabs being L1, Going to Work being L3, and so on) but subnavigation becomes less clear once the user starts getting deeper in the site. For example L4 pages (e.g., Getting Past the Myths) feature a subnav on the left that includes L3 pages, but the L3 pages themselves don't have this same navigation menu. All pages included within the subnavigation menu should include the subnavigation menu on their respective pages (Going to Work, Young People and Benefits, and New to Benefits). The L3 pages under Programs do this already. Consider merging the L5 (Table of Contents) and deeper navigation to this same navigation menu so that throughout the site there are only two navigation menus: the L1 navigation tabs and the L2 and deeper navigation menu on the left. Regarding the design of the subnavigation menu, consider removing the top and bottom line dividers and have the top and bottom of the menu's backgrounds (the parts with the curved corners) match the background of the closest

navigation item (so the top of the menu's background would have the same background as the first menu item and the bottom of the menu's background would have the same background as the last menu item).

For the graphically sensitive, tab labels are not properly centered inside the tab graphic, and the left padding appears larger than right padding. A nice touch, again for the graphically sensitive, is the state outline in the header, though the glass effect and blue gradient in the background works better for some states than others.

Content Styles (as Related to User Experience)

There are certain functions and features within state sites that improve the user experience. These functions and features include a Search field, Spanish translation of the site, Find an Expert, Email to a Friend, Give Feedback, chat box, email field, and video introduction, among others.

MN is the only state that uses video to welcome users to the site and to give them a tour of the website. A rich multimedia experience enhances the user experience and allows for a better understanding of how to use the DB101 website. Since this website has disabled users as an audience, closed captions are accurately used with the videos.

Layout

The DB101 website has a suitable page length with structured ideas. The home page prints within two pages of double-spaced, 12-point text, in an acceptable standard. Clear and concise screen real estate is defined in DB101. It is evident where the top of the page is located, due a strong graphical design. There is a clear space at the top of a website that positions the logo and navigation system boldly. A bold logo is used to define the website's mission, and it lets the users know that they are in the correct website. The site lays out teasers followed by secondary links that help users glance through the site and find the information they are seeking from within the home page.

DB101's website information is laid out in a clean and simple three-column structure that makes the content easy to consume. The use of color boxes focuses on communicating some of the main information on the site, and horizontal lines with links are used to define the end of the website. The placement of content on white space makes users relaxed within the website and promotes a better browsing experience. DB101's most important content is located above the fold for users searching information regarding their benefits. The wording targets users and gives a good user experience. For example, the headline of Your Situation is powerful, showing that the site is putting its self in the user's perspective.

Calculator/Estimator

The Calculators and Estimators are a big piece of functionality. We took a close look at them and offer the following observations and suggestions:

- Progress Bar: Extend progress bar across all Calculator/Estimator columns like the green area that contains the Back and Continue buttons does. From Confirm: Your Health Coverage to Create a Plan: Plan A, the status fill jumps from about 40 percent into Current Status to 20 percent into Your Plan. Perhaps make this more accurate.
- Navigation: Remove the green background from the Back and Continue buttons. Consider making the Start Over link a button to the left of the Back button. Consider making the Continue button a different color from the other buttons to differentiate between the primary and secondary action buttons. The Back and Continue buttons allow users to go back and change their answers to questions. There is no way to quickly jump from an early question to much further in the session. While it is logical to not allow the user to jump past unanswered questions, requiring the user to click through answered questions to get to various points in the session is inconvenient and time consuming. Consider making it easier to navigate between completed sections.

- Save Session - Dialog Popup: Give the Save and Cancel buttons the same look and feel as the buttons used to navigate the Calculator. Change the color of the Save button to the same primary action color used for Continue, as mentioned above. Make the gray border much thinner. Consider rewording “Your session is being saved” that appears on all pages after saving session. Wording implies a momentary saving, like when saving a file in Word, and may cause the user to hesitate to continue out of fear of interrupting the saving. Perhaps substitute wording such as “Your session is automatically being saved as you progress.”
- Print Report: Build Basic Report and Build Advanced Report buttons are images. Consider making them buttons with text. It would look better if the button text were all on one line. Make the buttons match the look and feel of the buttons used through the site. During the building progress notification, there is a Cancel button. Consider making the shape of the button match the buttons throughout the site. The link to Get Adobe Reader is convenient, but the type of user who doesn’t have it already installed may not know that it’s used to view PDF files. Consider rewording the link to better explain why Adobe Reader is useful. The onscreen instructions say to click the Get It Now link when it appears to download the report. This may be confusing for users.
- End Navigation: In the final part of the Calculator, there are links for Change Plan, Add Plan, and Make PDF Report. These links persist across all sections of the report except for Next Steps. Consider having these links also appear on the Next Steps page, especially if the next steps are to include making another Plan.
- Advanced User Version: While offering more options, the general look and feel between the Standard and Advanced Calculators should be the same.
- Glossary Pop-up Windows: Close button link should match the button style used throughout the site.
- The CA > Benefits and Work Calculator > Programs Not Covered: Explanatory text says, “CalWORKs, PASS, and Workers' Comp – This Calculator does not cover CalWORKs, PASS, or Workers' Comp. To learn more about these programs, read DB101,” but “read DB101” doesn’t link to anywhere. Considering the whole site is DB101, this language is probably confusing the average user.
- Get Saved Session: The correlation between the folder icon and a saved session is unclear. Consider use of a better icon. In the Your Saved Sessions explanatory text (in gray), it says, “You can remove sessions from the list that you don't want anymore. Just click the red ‘X’ on the right.” The X appears to be superscript. Consider making it normal.

Action Buttons

There is an inconsistency regarding the look and feel of the buttons use throughout the site. The Search button is square. The Back and Continue buttons used on the Calculator/Estimator pages have slightly rounded corners. The pagination buttons used on internal pages are square. Some links could be buttons but aren’t; for example, on the Calculator/Estimator pages, the Start Over and Switch User links are just plain text. Consider making them like buttons used elsewhere on the site, or give them icons like the links for Find an Expert, Email to a Friend, etc. Buttons for saving your session and printing reports have a much more rounded appearance than other buttons. Visually speaking, the nicest looking buttons are the Back and Continue buttons used on the Calculator/Estimator pages. Consider making all buttons throughout the site look like this.

Performance/Speed

Though we encountered no performance issues during the graphics review, we ran a speed report using WebSiteOptimization.com against the California website. The analysis and recommendations from that tool are as follows:

- **TOTAL_HTML - Congratulations**, the total number of HTML files on this page (including the main HTML file) is 1, which most browsers can multithread. Minimizing HTTP requests is key for website optimization.
- **TOTAL_OBJECTS - Warning!** The total number of objects on this page is 108, which by their number will dominate webpage delay. Consider reducing this to a more reasonable number. Above 20 objects per page, the overhead from dealing with the actual objects (description time and wait time) accounts for more than 80 percent of whole page latency. Combine, refine, and optimize your external objects. Replace graphic rollovers with CSS rollovers to speed display and minimize HTTP requests. Consider using [CSS sprites](#) to help consolidate decorative images. Using CSS techniques such as colored backgrounds, borders, or spacing instead of graphic techniques can reduce HTTP requests. Replace graphic text headers with CSS text headers to further reduce HTTP requests. Finally, consider [optimizing parallel downloads](#) by using different hostnames or a CDN to reduce object overhead.
- **TOTAL_IMAGES - Warning!** The total number of images on this page is 95. Consider reducing this to a more reasonable number. We recommend combining, replacing, and optimizing your graphics. Replace graphic rollover menus with [CSS rollover menus](#) to speed display and minimize HTTP requests. Consider using [CSS sprites](#) to help consolidate decorative images. Use CSS techniques such as colored backgrounds, borders, or spacing instead of graphic techniques to reduce HTTP requests. Replace graphic text headers with CSS text headers to further reduce HTTP requests. Finally, consider [optimizing parallel downloads](#) by using different hostnames to reduce object overhead.
- **TOTAL_CSS - Caution.** The total number of external CSS files on this page is 5. Consider reducing this to a more reasonable number. Because external CSS files must be in the HEAD of your HTML document, they must load first before any BODY content displays. Although they are cached upon subsequent requests, CSS files slow down the initial display of your page. Combine, refine, and optimize your external CSS files. Ideally you should have 1 (or even embed CSS for high-traffic pages) on your pages. You can [optimize CSS files](#) using shorthand properties, grouping and then minify and GZIP compress them to reduce their footprint. Remember to place CSS files in the HEAD and JavaScript files at the end of the BODY to enable progressive display.
- **TOTAL_SIZE - Warning!** The total size of this page is 753168 bytes, which will load in 171.71 seconds on a 56Kbps modem. Consider reducing total page size to less than 100K to achieve sub-20-second response times on 56K connections. Pages over 100K exceed most attention thresholds at 56Kbps, even with feedback. Consider optimizing your site with [Website Optimization Secrets](#), [Speed Up Your Site](#) or [contacting us](#) about our optimization services.
- **TOTAL_SCRIPT - Warning!** The total number of external script files on this page is 7. Consider reducing this to a more reasonable number. Combine, refactor, and minify to [optimize your JavaScript](#) files. Ideally you should have 1 (or even embed scripts for high-traffic pages) on your pages. Consider [suturing JavaScript files together](#) at the server to minimize HTTP requests. Placing external JavaScript files at the bottom of your BODY, and CSS files in the HEAD enables progressive display in XHTML web pages.
- **HTML_SIZE - Congratulations**, the total size of this HTML file is 6069 bytes, which less than 50K. Assuming that you specify the HEIGHT and WIDTH of your images, this size allows your

HTML to display content in under 10 seconds, the average time users are willing to wait for a page to display without feedback.

- **IMAGES_SIZE - Warning!** The total size of your images is 623380 bytes, which is over 100K. Consider [switch graphic formats](#) to archive smaller file sizes (from JPEG to PNG for example). Finally, substitute CSS techniques for graphics techniques to create colored borders, backgrounds, and spacing. **SCRIPT_SIZE - Warning!** The total size of external your scripts is 91203 bytes, which is over 20K. Consider [optimizing your JavaScript](#) for size, combining them, and using [HTTP compression](#) where appropriate for any scripts placed in the HEAD of your documents. You can substitute [CSS menus](#) for JavaScript-based menus to minimize or even eliminate the use of JavaScript. **CSS_SIZE - Warning!** The total size of your external CSS is 32516 bytes, which is over 20K. Consider [optimizing your CSS](#) for size by eliminating whitespace, using shorthand notation, and combining multiple CSS files where appropriate. By using labeled container cells and [descendant selectors](#) you can target chunks of HTML content efficiently without the need to embed extra classes and styles.
- **MULTIM_SIZE - Congratulations,** the total size of all your external multimedia files is 0 bytes, which is less than 10K.

508 Compliance

In order to verify the Section 508 compliance of the website, we used HiSoftware® Cynthia Says™ 508 Validator (<http://www.cynthiasays.com>), a web content accessibility validation tool. This tool identifies errors in the website content related to Section 508 standards and/or the Web Content Accessibility Guidelines (WCAG). An error encountered in this process was that the images within the site lacked an Alt tag specifying text equivalent. The full Cynthia Says reports follow.

California English

HiSoftware® Cynthia Says™ - Web Content
Accessibility Report

Powered by [HiSoftware Content Quality Technology](#). If you have a question about this output please email support@hisoftware.com

Verified File Name: <http://ca.db101.org/>

Date and Time: 7/10/2012 2:46:08 PM

Failed Automated Verification



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The level of detail setting for the report is to show all detail.

Checkpoints	Passed		
	Yes	No	Other
<p>508 Standards, Section 1194.22</p> <p>A. 508 Standards, Section 1194.22, (a) A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).</p> <p>Rule: 1.1.1 - All IMG elements are required to contain either the alt or the longdesc attribute. Warning - IMG Element found at Line: 170, Column: 107 contains the 'alt' attribute with an empty value. Please verify that this image is only used for spacing or design and has no meaning. Failure - IMG Element at Line: 170, Column: 266 Warning - IMG Element found at Line: 197, Column: 170 contains the 'alt' attribute with an empty value. Please verify that this image is only used for spacing or design and has no meaning. Warning - IMG Element found at Line: 199, Column: 4504 contains the 'alt' attribute with an empty value. Please verify that this image is only used for spacing or design and has no meaning. Warning - IMG Element found at Line: 210, Column: 73 contains the 'alt' attribute with an empty value. Please verify that this image is only used for spacing or design and has no meaning. Failure - IMG Element at Line: 224, Column: 114 Failure - IMG Element at Line: 227, Column: 291 Failure - IMG Element at Line: 229, Column: 516</p> <p>Rule: 1.1.2 - All INPUT elements are required to contain the alt attribute or use a LABEL. Failure - INPUT Element, of Type TEXT, found at Line: 190, Column: 5</p> <p>Rule: 1.1.3 - All OBJECT elements are required to contain element content. No OBJECT elements found in document body.</p> <p>Rule: 1.1.4 - All APPLET elements are required to contain both element content and the alt attribute. No APPLET elements found in document body.</p> <p>Rule: 1.1.6 - All IFRAME elements are required to contain element content. No IFRAME elements found in document body.</p> <p>Rule: 1.1.7 - All Anchor elements found within MAP elements are required to contain the alt attribute. No MAP elements found in document body.</p> <p>Rule: 1.1.8 - All AREA elements are required to contain the alt attribute. No AREA elements found in document body.</p> <p>Rule: 1.1.9 - When EMBED Elements are used, the NOEMBED element is required in the document. No EMBED elements found in document body.</p>		No	
<p>B. 508 Standards, Section 1194.22, (b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.</p> <p>Rule: 1.4.1 - Identify all OBJECT Elements that have a multimedia MIME type as the type attribute value. No OBJECT elements found in document body.</p> <p>Rule: 1.4.2 - Identify all OBJECT Elements that have a 'data' attribute value with a multimedia file extension. No OBJECT elements found in document body.</p> <p>Rule: 1.4.3 - Identify all EMBED Elements that have a 'src' attribute value with a multimedia file extension. No EMBED elements found in document body.</p>			N/A
<p>C. 508 Standards, Section 1194.22, (c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.</p>			
<p>D. 508 Standards, Section 1194.22, (d) Documents shall be organized so they are readable without requiring an associated style sheet.</p> <p>Note: Document uses external stylesheets, inline style information, or header style information.</p>			
<p>E. 508 Standards, Section 1194.22, (e) Redundant text links shall be provided for each active region of a server-side image map.</p> <p>Rule: 1.2.1 - Locate any IMG element that contains the 'ismap' attribute. No IMG elements found in document body that contain the 'ismap' attribute. Rule: 1.2.2 - Locate any INPUT element that contains the 'ismap' attribute. No INPUT elements found in document body that contain the 'ismap' attribute.</p>			N/A
<p>F. 508 Standards, Section 1194.22, (f) Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.</p> <p>Rule: 9.1.1 - No IMG element should contain the 'ismap' attribute. No server-side image map IMG elements found in document body. Rule: 9.1.2 - No INPUT element should contain the 'ismap' attribute. No server-side image map INPUT elements found in document body.</p>			N/A
<p>G. 508 Standards, Section 1194.22, (g) Row and column headers shall be identified for data tables.</p> <p>Rule: 5.1.1 - Identify all Data TABLE elements. No Data TABLE elements found in document body.</p>			N/A

Evaluation of Disability Benefits 101 Information Services
Appendix F: Website Design Review Summary Report

Checkpoints	Passed		
	Yes	No	Other
508 Standards, Section 1194.22			
H. 508 Standards, Section 1194.22, (h) Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers. Rule: 5.2.1 - Identify all Data TABLE elements. No Data TABLE elements found in document body.			N/A
I. 508 Standards, Section 1194.22, (i) Frames shall be titled with text that facilitates frame identification and navigation. Document is not a FRAMESET Page.			N/A
J. 508 Standards, Section 1194.22, (j) Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz. Rule: 7.1.1 - Documents are required not to contain the BLINK element. No BLINK elements found in document body. Rule: 7.1.2 - Documents are required not to contain the MARQUEE element. No MARQUEE elements found in document body. Note: SCRIPT element(s) found in document body, a visual verification must be done to ensure the script does not cause the screen to flicker.			
K. 508 Standards, Section 1194.22, (k) A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.			
(k) Option A - Check for the string 'Text Version' within the document.			N/V
(k) Option B - Check for a Global Text Version Link within the document.			N/V
(k) Option C - Check for an Accessibility Policy Link within the document.			N/V
L. 508 Standards, Section 1194.22, (l) When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by assistive technology. Rule: 6.3.1 - Anchor elements are required not to use javascript for the link target when the NOSCRIPT element is not present in the document. These elements will not cause a failure of the checkpoint if the NOSCRIPT element is found, however, they will be identified. Warning: Anchor Element found at Line: 174, Column: 164 contains 'javascript:' in the 'href' attribute and the NOSCRIPT element is not present within the document body. Rule: 6.3.2 - AREA elements are required not to use javascript for the link target when the NOSCRIPT element is not present in the document. These elements will not cause a failure of the checkpoint if the NOSCRIPT element is found, however, they will be identified. No AREA Elements found in document body. Rule: 6.3.3 - Locate elements that use HTML event handlers. Note: This rule has not been selected to be verified for this checkpoint. Rule: 6.3.4 - When SCRIPT Elements are used, the NOSCRIPT element is required in the document. Warning - SCRIPT Element(s) are found in document and the NOSCRIPT element is not.			
M. 508 Standards, Section 1194.22, (m) When a web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(a) through (l). Rule: 6.3.5 - All OBJECT elements are required to contain element content. No OBJECT elements found in document body. Rule: 6.3.6 - All APPLETS elements are required to contain both element content and the alt attribute. No APPLETS elements found in document body. Rule: 6.3.7 - When EMBED Elements are used, the NOEMBED element is required in the document. No EMBED elements found in document body. Rule: 6.3.8 - All pages that have links to files that require a special reader or plug-in are required to contain the specified text indicating a link to the reader or plug-in. Note: This rule has not been selected to be verified for this checkpoint.	Yes		
N. 508 Standards, Section 1194.22, (n) When electronic forms are designed to be completed on-line, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.			
O. 508 Standards, Section 1194.22, (o) A method shall be provided that permits users to skip repetitive navigation links. Rule: (o).1 - All pages are required to contain a bookmark link to skip navigation that has the specified text in either the link text or the 'title' attribute value. Skip Navigation Text: Note: This rule has not been selected to be verified for this checkpoint.			
P. 508 Standards, Section 1194.22, (p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.			

Checkpoint Result Legend: Yes = Passed Automated Verification, No = Failed Automated Verification, Warning = Failed Automated Verification, however, configured not to cause page to fail (Priority 2 or 3 only), N/V = Not selected for verification, N/A = No related elements were found in document (Visual only), No Value = Visual Checkpoint

HiSoftware Alt Text Quality Report

Verified File Name: <http://ca.db101.org/>

Date and Time: 7/10/2012 2:46:08 PM

Failed Automated Verification

Verification Checklist

Checkpoints	Passed		
	Yes	No	Other
<p>1.1 Validate that the alt text does not use the word image When users add alternative text to an image they tend to add the word "Image" when it really says nothing about the image, but describes the object versus the meaning of the object. This check will fail a page for the use of the word image in the alternative text.</p> <p>Image Alternative Text should not contain the word "Image"</p> <p>Failure - img Element at Line: 170, Column: 266 - The element does not use the attribute: alt. Failure - img Element at Line: 224, Column: 114 - The element does not use the attribute: alt. Failure - img Element at Line: 227, Column: 291 - The element does not use the attribute: alt. Failure - img Element at Line: 229, Column: 516 - The element does not use the attribute: alt.</p>		No	
<p>1.2 Validate that the alt text does not contain the text: .jpg, .gif, .bmp, .jpeg Many content creation tools will automatically add alternative text when you add an image to your content. The text is generally the image name. Validate that: .jpg, .gif, .bmp, .jpeg, are not found in the alt text.</p> <p>Image alternative text should not contain : .jpg, .gif, .bmp, .jpeg</p> <p>Failure - img Element at Line: 170, Column: 266 - The element does not use the attribute: alt. Failure - img Element at Line: 224, Column: 114 - The element does not use the attribute: alt. Failure - img Element at Line: 227, Column: 291 - The element does not use the attribute: alt. Failure - img Element at Line: 229, Column: 516 - The element does not use the attribute: alt.</p>		No	
<p>1.6 Validate that the alt text does not contain the text "image" Many content creation tools will automatically add alternative text when you add an image to your content. The text is generally the image name or the word image with a number associated, like image001. This checkpoint will fail a page if the string image is found in the alternative text.</p> <p>Image alternative text should not contain the text "image"</p> <p>Failure - img Element at Line: 170, Column: 266 - The element does not use the attribute: alt. Failure - img Element at Line: 224, Column: 114 - The element does not use the attribute: alt. Failure - img Element at Line: 227, Column: 291 - The element does not use the attribute: alt. Failure - img Element at Line: 229, Column: 516 - The element does not use the attribute: alt.</p>		No	
<p>2.1 Validate that Alternative Text is greater than 7 and less than 81 characters in length Short alternative text may not be valid, warn the report user if alternative text was found that is less than seven characters in length. Additionally alternative text should not be larger than 80 characters, if the alt text is greater the long description attribute should be used. This check validates that the alt attribute does not exceed 80 characters in length.</p> <p>The alternative text failed the minimum/maximum allowed characters check</p> <p>Note - img Element at Line: 170, Column: 107 - The alt attribute is 0 characters. Note - img Element at Line: 170, Column: 266 - The element does not use the attribute: alt. Note - img Element at Line: 197, Column: 170 - The alt attribute is 0 characters. Note - img Element at Line: 199, Column: 4504 - The alt attribute is 0 characters. Note - img Element at Line: 210, Column: 73 - The alt attribute is 0 characters. Note - img Element at Line: 224, Column: 114 - The element does not use the attribute: alt. Note - img Element at Line: 227, Column: 291 - The element does not use the attribute: alt. Note - img Element at Line: 229, Column: 516 - The element does not use the attribute: alt.</p>			Warning
<p>2.2 Validate that Alternative Text is not used to repeat words Alternative text should not be used to simply hide words with the hope of increasing your ranking on search engines. If you repeat a word more than 5 times your page may not be indexed.</p> <p>The alternative text failed the maximum allowed repeated words check</p> <p>Failure - img Element at Line: 170, Column: 266 - The element does not use the attribute: alt. Failure - img Element at Line: 224, Column: 114 - The element does not use the attribute: alt. Failure - img Element at Line: 227, Column: 291 - The element does not use the attribute: alt. Failure - img Element at Line: 229, Column: 516 - The element does not use the attribute: alt.</p>		No	

Checkpoint Result Legend: Yes = Passed Automated Verification, No = Failed Automated Verification, Warning = Automated Verification Warning, N/V = Not Verified, N/A = No related elements were found in document, No Value = Visual Checkpoint

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Source Listing

```
1:
2: <!DOCTYPE html PUBLIC "-//W3C//DTD XHTML 1.0 Transitional//EN" "http://www.w3.org/TR/xhtml1/DTD/xhtml1-transitional.dt
3: <html xmlns="http://www.w3.org/1999/xhtml" lang="en" xml:lang="en"><head runat="server"><!-- 6/19/2012 6:48:36 PM: Pag
4:     DB101 California - Disability Benefits 101: Working with a Disability in California
5: </title><style type="text/css">
6:     #sh_main
7:     {
8:     width: 100%
9:     text-align: center;
10:    }
11:    #banner_main
12:    {
13:    width: 961px;
14:    margin: 0 auto;
15:    text-align: left;
16:    /*overflow: hidden;*/
17:    }
18:    #banner_print
19:    {
20:    margin: 0;
21:    padding: 0;
22:    }
23:    #banner
24:    {
25:    float: left;
26:    display: inline;
27:    }
28:    #banner_utility
29:    {
30:    float: right;
31:    text-align: right;
32:    display: inline;
33:    }
34:    #banner_clear
35:    {
36:    clear: both;
37:    }
38:    #menu_top
39:    {
40:    width: 100%;
41:    }
42:    #rule
43:    {
44:    width: 100%;
45:    padding: 0;
46:    margin: 0;
47:    }
48:    #core_main
49:    {
50:    width: 961px;
51:    margin: 0 auto;
52:    text-align: left;
53:    }
54:    #core_back
55:    {
56:    width: 100%;
57:    }
58:    #outerCore
59:    {
60:    margin: 0;
61:    padding: 0;
62:    }
63: </style><style type="text/css">
64:     #sh1_home
65:     {
66:     width: 100%;
67:     position: relative;
68:     }
69:     #hero
70:     {
71:     width: 100%;
72:     margin: 0;
73:     padding: 1px 0px 32px 0px;
74:     }
75:     #hero_top
76:     {
77:     width: 583px;
78:     margin: 28px 10px 28px 10px;
79:     }
80:     #hero_table
81:     {
82:     /*border: solid 1px #333;*/
83:     margin: 0px 0px 0px 10px;
84:     width: 725px;
85:     padding: 0;
86:     }
87:     #hero_a0
```

Evaluation of Disability Benefits 101 Information Services
Appendix F: Website Design Review Summary Report

```
88:     {
89:     padding: 17px;
90:     width: 50%; /*317px;*/
91:     }
92:     #hero_a1
93:     {
94:     padding: 17px 17px 7px 17px;
95:     }
96:     #hero_g0
97:     {
98:     padding: 0;
99:     /*width: 23px;*/
100:    }
101:    #hero_b0
102:    {
103:    padding: 17px;
104:    width: 50%;
105:    }
106:    #hero_b1
107:    {
108:    padding: 17px 17px 7px 17px;
109:    }
110:    /* common opacities */
111:    .hero_title_cell, .hero_content_cell
112:    {
113:    vertical-align: top;
114:    }
115:    #sh1_core
116:    {
117:    width: 100%;
118:    }
119:    #wrap
120:    {
121:    float: left;
122:    display: inline;
123:    width: 725px;
124:    padding: 0 0 0 10px;
125:    margin: 0;
126:    }
127:    #global_sidebar
128:    {
129:    width: 203px;
130:    position: absolute;
131:    top: 451px; /* = 430 + 21 */
132:    right: 0;
133:    }
134:    #col1
135:    {
136:    width: 351px;
137:    float: left;
138:    display: inline;
139:    padding: 0;
140:    }
141:    #col2
142:    {
143:    width: 351px;
144:    float: right;
145:    display: inline;
146:    padding: 0;
147:    }
148:    #sh1_footer
149:    {
150:    clear: both;
151:    }
152:    </style></head><body class="s_1 p_21 pc_Home2 pv_General l_1"><a href="#"#slot_content" title="Jump to content" access
153:
154:
155:
156: <script src="http://ajax.googleapis.com/ajax/libs/jquery/1.4.2/jquery.min.js" type="text/javascript"></script>
157: <script src="http://ajax.googleapis.com/ajax/libs/jqueryui/1.7.2/jquery-ui.min.js" type="text/javascript"></script><li
158: <!--
159: function WrEmL(a, b) {document.write('<a class="styleMailLink" href="mailto:' + a + '@' + b + '>');}
160: // -->
161: </script><script type="text/javascript" language="javascript">
162: <!--
163: function WrEmLE() { document.write('</a>'); }
164: // -->
165: </script>
166: <script src="/js/jquery/cookie.js" type="text/javascript"></script>
167: <script src="/js/jquery/trackOrg.js" type="text/javascript"></script>
168: <script src="/js/jquery/efw.trackEvents.js" type="text/javascript"></script><div class="slot begin_form"><div>
169:
170: </div></div><div id="sh_main"><div id="banner_main"><div id="banner_print"><div class="slot_banner_print"><div class="bannerUtil_row row_0"><div class="bannerUtil_item item_0"><div class="slot_
172: <a class="styleLanguageJump" href="http://ca-es.db101.org/index.htm">En espaÃ±ol</a>
173: </div></div></div><div class="bannerUtil_item item_1"><div class="slot_banner_utility_0_1"><div>
174: <div class="trackOrgArea" style="display:none;"><div class="trackOrgWelcome">Welcome,&nbsp;<span class="trac
175: </div></div></div></div><div class="bannerUtil_row row_1"><div class="bannerUtil_item item_0"><div class="slot_banne
```

Evaluation of Disability Benefits 101 Information Services

Appendix F: Website Design Review Summary Report

```
176: <script type="text/javascript">
177:   google.load('search', '1');
178:   google.setOnLoadCallback(function() {
179:     google.search.CustomSearchControl.attachAutoCompletion(
180:       '002344229059497182184:pqqjbvxs8ni',
181:       document.getElementById('q'),
182:       'cse-search-box');
183:   });
184: </script>
185: <form action="/gresult.htm" id="cse-search-box">
186:   <div class="styleGoogleSearch" role="search">
187:     <input type="hidden" name="cx" value="002344229059497182184:pqqjbvxs8ni" />
188:     <input type="hidden" name="cof" value="FORID:11;NB:1" />
189:     <input type="hidden" name="ie" value="UTF-8" />
190:     <input type="text" name="q" id="q" size="10" class="gsb_box_01" />
191:     <input type="submit" name="sa" value="Search" class="gsb_submit_01" />
192:   </div>
193: </form>
194: <script type="text/javascript" src="http://www.google.com/cse/brand?form=cse-search-box&lang=en"></script>
195: </div></div></div></div>
196: </div></div></div><div id="banner_clear"><div class="slot_banner_clear"></div></div><div id="menu_top" role="navigatio
197: <p>Take a personal approach to benefits planning: Find information that applies to you. <a href="/your_situation.htm">
198: <p>Just the facts: Get details about benefit programs.<br />
199: <a href="/programs.htm">&gt; More</a></p></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div>
200:   <div class="styleItemContainer"><h2>In the News</h2><div class="styleListContainer"><h4 class="styleItemTitle"><a href
201: </div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div>
202:   <div class="slot_global_sidebar_0"><!-- --></div><div class="slot_global_sidebar_1"><div>
203:     <div class="styleBoxOuter styleBoxOuter_blue"><div class="styleBoxInner styleBoxInner_blue"><div>
204:       <div class="slot_global_sidebar_1_content_0"><h2>Find an Expert</h2>
205:     <p>Find a professional who can answer your questions or help with your benefits.</p></div><div class="slot_global_side
206: <table border="0" cellpadding="0" cellspacing="0" class="styleHelpMultilineTable" role="presentation" summary="">
207:   <tbody>
208:     <tr>
209:       <td class="styleHelpMultilineImageCell">
210:         <a href="/ca/directories/planners.htm"><span class="styleHelpImage"><img align="absMiddle" a
211:       </td>
212:       <td class="styleHelpMultilineTextCell">
213:         <a href="/ca/directories/planners.htm"><span class="styleHelpText">Find an expert</span></a>
214:       </td>
215:     </tr>
216:   </tbody>
217: </table>
218: </div></div></div><div class="slot_global_sidebar_1_content_2"><!-- --></div><div class="slot_global_sidebar_1_content_3"><!--
219: </div></div></div>
220: </div></div></div><div class="slot_global_sidebar_2"><div>
221:   <div class="styleBoxOuter styleBoxOuter_yellow"><div class="styleBoxInner styleBoxInner_yellow"><div>
222:     <div class="slot_global_sidebar_2_content_0"><div>
223:       <div>
224:         <div class="styleHelpItem"><span class="styleHelpImage"><a href="#" onclick="window.
225:       </div>
226:     </div></div></div><div class="slot_global_sidebar_2_content_1"><div>
227:     <div class="styleHelpItem"><span class="styleHelpImage"><a href="mailto:?subject=Web20from20
228:   </div></div></div><div class="slot_global_sidebar_2_content_2"><div>
229:     <div class="styleHelpItem"><span class="styleHelpImage"><a href="/comment.aspx?title=Disabil
230:   </div></div></div><div class="slot_global_sidebar_2_content_3"><!-- --></div><div class="slot_global_sideb
231: </div></div></div></div>
232: </div></div></div><div class="slot_global_sidebar_3"><!-- --></div><div class="slot_global_sidebar_4"><div class="styleBox
233: </div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div>
234:   <div class="slot_end_form_0"><!-- --></div><div class="slot_end_form_1"><!-- --></div><div class="slot_end_form_2
235: </div></div>
236: <script type="text/javascript" language="javascript">
237: <!--
238: $(document).ready(function() {
239:   jQuery('.trackOrgArea').trackOrg$trackblock();
240: });
241: // -->
242: </script><script type="text/javascript">
243:   var _gaq = _gaq || [];
244:   _gaq.push(['_setAccount', 'UA-6354151-2']);
245:   _gaq.push(['_setCustomVar', 2, 'category', 'general', 3]);
246:   _gaq.push(['_trackPageview']);
247:   (function() {
248:     var ga = document.createElement('script'); ga.type = 'text/javascript'; ga.async = true;
249:     ga.src = ('https:' == document.location.protocol ? 'https://ssl' : 'http://www') + '.google-analytics.com/ga.js';
250:     var s = document.getElementsByTagName('script')[0]; s.parentNode.insertBefore(ga, s);
251:   })();
252: </script></body></html>
```

California Spanish

HiSoftware® Cynthia Says™ - Web Content
Accessibility Report

Powered by [HiSoftware Content Quality Technology](#). If you have a question about this output please email support@hisoftware.com

Verified File Name: <http://ca-es.db101.org/>

Date and Time: 7/10/2012 2:48:07 PM

Failed Automated Verification



HiSoftware can help you meet all of your accessibility needs and more. Our industry leading [enterprise content compliance solutions](#) provide you with an automated, full-featured monitoring, auditing and testing solution to ensure your ever-changing Web content is always compliant with the latest standards for accessibility, privacy and confidentiality, site quality and data and information security. Visit www.hisoftware.com to find out more about how HiSoftware solutions can help you meet your Web compliance goals and request a trial copy.

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The level of detail setting for the report is to show all detail.

Checkpoints	Passed		
	Yes	No	Other
<p>508 Standards, Section 1194.22</p> <p>A. 508 Standards, Section 1194.22, (a) A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).</p> <p>Rule: 1.1.1 - All IMG elements are required to contain either the alt or the longdesc attribute. Warning - IMG Element found at Line: 170, Column: 107 contains the 'alt' attribute with an empty value. Please verify that this image is only used for spacing or design and has no meaning. Failure - IMG Element at Line: 170, Column: 266 Warning - IMG Element found at Line: 197, Column: 219 contains the 'alt' attribute with an empty value. Please verify that this image is only used for spacing or design and has no meaning. Warning - IMG Element found at Line: 199, Column: 201 contains the 'alt' attribute with an empty value. Please verify that this image is only used for spacing or design and has no meaning. Warning - IMG Element found at Line: 210, Column: 73 contains the 'alt' attribute with an empty value. Please verify that this image is only used for spacing or design and has no meaning. Failure - IMG Element at Line: 224, Column: 114 Failure - IMG Element at Line: 227, Column: 304 Failure - IMG Element at Line: 229, Column: 544</p> <p>Rule: 1.1.2 - All INPUT elements are required to contain the alt attribute or use a LABEL. Failure - INPUT Element, of Type TEXT, found at Line: 190, Column: 5</p> <p>Rule: 1.1.3 - All OBJECT elements are required to contain element content. No OBJECT elements found in document body.</p> <p>Rule: 1.1.4 - All APPLET elements are required to contain both element content and the alt attribute. No APPLET elements found in document body.</p> <p>Rule: 1.1.6 - All IFRAME elements are required to contain element content. No IFRAME elements found in document body.</p> <p>Rule: 1.1.7 - All Anchor elements found within MAP elements are required to contain the alt attribute. No MAP elements found in document body.</p> <p>Rule: 1.1.8 - All AREA elements are required to contain the alt attribute. No AREA elements found in document body.</p> <p>Rule: 1.1.9 - When EMBED Elements are used, the NOEMBED element is required in the document. No EMBED elements found in document body.</p>		No	
<p>B. 508 Standards, Section 1194.22, (b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.</p> <p>Rule: 1.4.1 - Identify all OBJECT Elements that have a multimedia MIME type as the type attribute value. No OBJECT elements found in document body.</p> <p>Rule: 1.4.2 - Identify all OBJECT Elements that have a 'data' attribute value with a multimedia file extension. No OBJECT elements found in document body.</p> <p>Rule: 1.4.3 - Identify all EMBED Elements that have a 'src' attribute value with a multimedia file extension. No EMBED elements found in document body.</p>			N/A
<p>C. 508 Standards, Section 1194.22, (c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.</p>			
<p>D. 508 Standards, Section 1194.22, (d) Documents shall be organized so they are readable without requiring an associated style sheet.</p> <p>Note: Document uses external stylesheets, inline style information, or header style information.</p>			
<p>E. 508 Standards, Section 1194.22, (e) Redundant text links shall be provided for each active region of a server-side image map.</p> <p>Rule: 1.2.1 - Locate any IMG element that contains the 'ismap' attribute. No IMG elements found in document body that contain the 'ismap' attribute. Rule: 1.2.2 - Locate any INPUT element that contains the 'ismap' attribute. No INPUT elements found in document body that contain the 'ismap' attribute.</p>			N/A
<p>F. 508 Standards, Section 1194.22, (f) Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.</p> <p>Rule: 9.1.1 - No IMG element should contain the 'ismap' attribute. No server-side image map IMG elements found in document body. Rule: 9.1.2 - No INPUT element should contain the 'ismap' attribute. No server-side image map INPUT elements found in document body.</p>			N/A
<p>G. 508 Standards, Section 1194.22, (g) Row and column headers shall be identified for data tables.</p> <p>Rule: 5.1.1 - Identify all Data TABLE elements. No Data TABLE elements found in document body.</p>			N/A

Evaluation of Disability Benefits 101 Information Services
Appendix F: Website Design Review Summary Report

Checkpoints	Passed		
	Yes	No	Other
508 Standards, Section 1194.22			
H. 508 Standards, Section 1194.22, (h) Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers. Rule: 5.2.1 - Identify all Data TABLE elements. No Data TABLE elements found in document body.			N/A
I. 508 Standards, Section 1194.22, (i) Frames shall be titled with text that facilitates frame identification and navigation. Document is not a FRAMESET Page.			N/A
J. 508 Standards, Section 1194.22, (j) Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz. Rule: 7.1.1 - Documents are required not to contain the BLINK element. No BLINK elements found in document body. Rule: 7.1.2 - Documents are required not to contain the MARQUEE element. No MARQUEE elements found in document body. Note: SCRIPT element(s) found in document body, a visual verification must be done to ensure the script does not cause the screen to flicker.			
K. 508 Standards, Section 1194.22, (k) A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.			
(k) Option A - Check for the string 'Text Version' within the document.			N/V
(k) Option B - Check for a Global Text Version Link within the document.			N/V
(k) Option C - Check for an Accessibility Policy Link within the document.			N/V
L. 508 Standards, Section 1194.22, (l) When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by assistive technology. Rule: 6.3.1 - Anchor elements are required not to use javascript for the link target when the NOSCRIPT element is not present in the document. These elements will not cause a failure of the checkpoint if the NOSCRIPT element is found, however, they will be identified. Warning: Anchor Element found at Line: 174, Column: 168 contains 'javascript:' in the 'href' attribute and the NOSCRIPT element is not present within the document body. Rule: 6.3.2 - AREA elements are required not to use javascript for the link target when the NOSCRIPT element is not present in the document. These elements will not cause a failure of the checkpoint if the NOSCRIPT element is found, however, they will be identified. No AREA Elements found in document body. Rule: 6.3.3 - Locate elements that use HTML event handlers. Note: This rule has not been selected to be verified for this checkpoint. Rule: 6.3.4 - When SCRIPT Elements are used, the NOSCRIPT element is required in the document. Warning - SCRIPT Element(s) are found in document and the NOSCRIPT element is not.			
M. 508 Standards, Section 1194.22, (m) When a web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(a) through (l). Rule: 6.3.5 - All OBJECT elements are required to contain element content. No OBJECT elements found in document body. Rule: 6.3.6 - All APPLET elements are required to contain both element content and the alt attribute. No APPLET elements found in document body. Rule: 6.3.7 - When EMBED Elements are used, the NOEMBED element is required in the document. No EMBED elements found in document body. Rule: 6.3.8 - All pages that have links to files that require a special reader or plug-in are required to contain the specified text indicating a link to the reader or plug-in. Note: This rule has not been selected to be verified for this checkpoint.	Yes		
N. 508 Standards, Section 1194.22, (n) When electronic forms are designed to be completed on-line, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.			
O. 508 Standards, Section 1194.22, (o) A method shall be provided that permits users to skip repetitive navigation links. Rule: (o).1 - All pages are required to contain a bookmark link to skip navigation that has the specified text in either the link text or the 'title' attribute value. Skip Navigation Text: Note: This rule has not been selected to be verified for this checkpoint.			
P. 508 Standards, Section 1194.22, (p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.			

Checkpoint Result Legend: Yes = Passed Automated Verification, No = Failed Automated Verification, Warning = Failed Automated Verification, however, configured not to cause page to fail (Priority 2 or 3 only), N/V = Not selected for verification, N/A = No related elements were found in document (Visual only), No Value = Visual Checkpoint

HiSoftware Alt Text Quality Report
Verified File Name: http://ca-es.db101.org/
Date and Time: 7/10/2012 2:48:08 PM
Failed Automated Verification

Verification Checklist

Checkpoints	Passed		
	Yes	No	Other
<p>1.1 Validate that the alt text does not use the word image When users add alternative text to an image they tend to add the word "Image" when it really says nothing about the image, but describes the object versus the meaning of the object. This check will fail a page for the use of the word image in the alternative text.</p> <p>Image Alternative Text should not contain the word "Image"</p> <p>Failure - img Element at Line: 170, Column: 266 - The element does not use the attribute: alt. Failure - img Element at Line: 224, Column: 114 - The element does not use the attribute: alt. Failure - img Element at Line: 227, Column: 304 - The element does not use the attribute: alt. Failure - img Element at Line: 229, Column: 544 - The element does not use the attribute: alt.</p>		No	
<p>1.2 Validate that the alt text does not contain the text: .jpg, .gif, .bmp, .jpeg Many content creation tools will automatically add alternative text when you add an image to your content. The text is generally the image name. Validate that: .jpg, .gif, .bmp, .jpeg, are not found in the alt text.</p> <p>Image alternative text should not contain : .jpg, .gif, .bmp, .jpeg</p> <p>Failure - img Element at Line: 170, Column: 266 - The element does not use the attribute: alt. Failure - img Element at Line: 224, Column: 114 - The element does not use the attribute: alt. Failure - img Element at Line: 227, Column: 304 - The element does not use the attribute: alt. Failure - img Element at Line: 229, Column: 544 - The element does not use the attribute: alt.</p>		No	
<p>1.6 Validate that the alt text does not contain the text "image" Many content creation tools will automatically add alternative text when you add an image to your content. The text is generally the image name or the word image with a number associated, like image001. This checkpoint will fail a page if the string image is found in the alternative text.</p> <p>Image alternative text should not contain the text "image"</p> <p>Failure - img Element at Line: 170, Column: 266 - The element does not use the attribute: alt. Failure - img Element at Line: 224, Column: 114 - The element does not use the attribute: alt. Failure - img Element at Line: 227, Column: 304 - The element does not use the attribute: alt. Failure - img Element at Line: 229, Column: 544 - The element does not use the attribute: alt.</p>		No	
<p>2.1 Validate that Alternative Text is greater than 7 and less than 81 characters in length Short alternative text may not be valid, warn the report user if alternative text was found that is less than seven characters in length. Additionally alternative text should not be larger than 80 characters, if the alt text is greater the long description attribute should be used. This check validates that the alt attribute does not exceed 80 characters in length.</p> <p>The alternative text failed the minimum/maximum allowed characters check</p> <p>Note - img Element at Line: 170, Column: 107 - The alt attribute is 0 characters. Note - img Element at Line: 170, Column: 266 - The element does not use the attribute: alt. Note - img Element at Line: 197, Column: 219 - The alt attribute is 0 characters. Note - img Element at Line: 199, Column: 201 - The alt attribute is 0 characters. Note - img Element at Line: 210, Column: 73 - The alt attribute is 0 characters. Note - img Element at Line: 224, Column: 114 - The element does not use the attribute: alt. Note - img Element at Line: 227, Column: 304 - The element does not use the attribute: alt. Note - img Element at Line: 229, Column: 544 - The element does not use the attribute: alt.</p>			
<p>2.2 Validate that Alternative Text is not used to repeat words Alternative text should not be used to simply hide words with the hope of increasing your ranking on search engines. If you repeat a word more than 5 times your page may not be indexed.</p> <p>The alternative text failed the maximum allowed repeated words check</p> <p>Failure - img Element at Line: 170, Column: 266 - The element does not use the attribute: alt. Failure - img Element at Line: 224, Column: 114 - The element does not use the attribute: alt. Failure - img Element at Line: 227, Column: 304 - The element does not use the attribute: alt. Failure - img Element at Line: 229, Column: 544 - The element does not use the attribute: alt.</p>		No	

Checkpoint Result Legend: Yes = Passed Automated Verification, No = Failed Automated Verification, Warning = Automated Verification Warning, N/V = Not Verified, N/A = No related elements were found in document, No Value = Visual Checkpoint

Report generated by the HiSoftware Company Cynthia Agent. Powered by the AccMonitor Compliance Server HiSoftware, Cynthia Says, AccMonitor Compliance Server, Cynthia Agent are all trademarks of HiSoftware Inc. (www.hisoftware.com 603.578.1870 or 1.888.272.2484)

Source Listing

```
1:
2: <!DOCTYPE html PUBLIC "-//W3C//DTD XHTML 1.0 Transitional//EN" "http://www.w3.org/TR/xhtml1/DTD/xhtml1-transitional.dt
3: <html xmlns="http://www.w3.org/1999/xhtml" lang="en" xml:lang="en"><head runat="server"><!-- 6/19/2012 6:57:59 PM: Pag
4:   DB101 California - Disability Benefits 101: CÃ³mo trabajar con una discapacidad en California
5: </title><style type="text/css">
6:   #sh_main
7:   {
8:     width: 100%
9:     text-align: center;
10:  }
11:  #banner_main
12:  {
13:    width: 961px;
14:    margin: 0 auto;
15:    text-align: left;
16:    /*overflow: hidden;*/
17:  }
18:  #banner_print
19:  {
20:    margin: 0;
21:    padding: 0;
22:  }
23:  #banner
24:  {
25:    float: left;
26:    display: inline;
27:  }
28:  #banner_utility
29:  {
30:    float: right;
31:    text-align: right;
32:    display: inline;
33:  }
34:  #banner_clear
35:  {
36:    clear: both;
37:  }
38:  #menu_top
39:  {
40:    width: 100%;
41:  }
42:  #rule
43:  {
44:    width: 100%;
45:    padding: 0;
46:    margin: 0;
47:  }
48:  #core_main
49:  {
50:    width: 961px;
51:    margin: 0 auto;
52:    text-align: left;
53:  }
54:  #core_back
55:  {
56:    width: 100%;
57:  }
58:  #outerCore
59:  {
60:    margin: 0;
61:    padding: 0;
62:  }
63: </style><style type="text/css">
64:  #sh1_home
65:  {
66:    width: 100%;
67:    position: relative;
68:  }
69:  #hero
70:  {
71:    width: 100%;
72:    margin: 0;
73:    padding: 1px 0px 32px 0px;
74:  }
75:  #hero_top
76:  {
77:    width: 583px;
78:    margin: 28px 10px 28px 10px;
79:  }
80:  #hero_table
81:  {
82:    /*border: solid 1px #333;*/
83:    margin: 0px 0px 0px 10px;
84:    width: 725px;
85:    padding: 0;
86:  }
87:  #hero_a0
```

Evaluation of Disability Benefits 101 Information Services
Appendix F: Website Design Review Summary Report

```
88:     {
89:     padding: 17px;
90:     width: 50%; /*317px;*/
91:     }
92:     #hero_a1
93:     {
94:     padding: 17px 17px 7px 17px;
95:     }
96:     #hero_g0
97:     {
98:     padding: 0;
99:     /*width: 23px;*/
100:    }
101:    #hero_b0
102:    {
103:    padding: 17px;
104:    width: 50%;
105:    }
106:    #hero_b1
107:    {
108:    padding: 17px 17px 7px 17px;
109:    }
110:    /* common opacities */
111:    .hero_title_cell, .hero_content_cell
112:    {
113:    vertical-align: top;
114:    }
115:    #sh1_core
116:    {
117:    width: 100%;
118:    }
119:    #wrap
120:    {
121:    float: left;
122:    display: inline;
123:    width: 725px;
124:    padding: 0 0 0 10px;
125:    margin: 0;
126:    }
127:    #global_sidebar
128:    {
129:    width: 203px;
130:    position: absolute;
131:    top: 451px; /* = 430 + 21 */
132:    right: 0;
133:    }
134:    #col1
135:    {
136:    width: 351px;
137:    float: left;
138:    display: inline;
139:    padding: 0;
140:    }
141:    #col2
142:    {
143:    width: 351px;
144:    float: right;
145:    display: inline;
146:    padding: 0;
147:    }
148:    #sh1_footer
149:    {
150:    clear: both;
151:    }
152:    </style></head><body class="s_1 p_21 pc_Home2 pv_General l_2"><a href="#"#slot_content" title="Ir al contenido" access
153:
154:
155:
156: <script src="http://ajax.googleapis.com/ajax/libs/jquery/1.4.2/jquery.min.js" type="text/javascript"></script>
157: <script src="http://ajax.googleapis.com/ajax/libs/jqueryui/1.7.2/jquery-ui.min.js" type="text/javascript"></script><li
158: <!--
159: function WrEmL(a, b) {document.write('<a class="styleMailLink" href="mailto:' + a + '@' + b + '>');}
160: // -->
161: </script><script type="text/javascript" language="javascript">
162: <!--
163: function WrEmLE() { document.write('</a>'); }
164: // -->
165: </script>
166: <script src="/js/jquery/cookie.js" type="text/javascript"></script>
167: <script src="/js/jquery/trackOrg.js" type="text/javascript"></script>
168: <script src="/js/jquery/efw.trackEvents.js" type="text/javascript"></script><div class="slot begin_form"><div>
169:
170: </div></div><div id="sh_main"><div id="banner_main"><div id="banner_print"><div class="slot_banner_print"><div class="bannerUtil_row row_0"><div class="bannerUtil_item item_0"><div class="slot_
172: <a class="styleLanguageJump" href="http://ca.db101.org/index.htm">In English</a>
173: </div></div></div><div class="bannerUtil_item item_1"><div class="slot_banner_utility_0_1"><div>
174: <div class="trackOrgArea" style="display:none;"><div class="trackOrgWelcome">Bienvenidos,&nbsp;&nbsp;&nbsp;<span class="
175: </div></div></div></div><div class="bannerUtil_row row_1"><div class="bannerUtil_item item_0"><div class="slot_banne
```


Minnesota

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HiSoftware can help you meet all of your accessibility needs and more. Our industry leading [enterprise content compliance solutions](#) provide you with an automated, full-featured monitoring, auditing and testing solution to ensure your ever-changing Web content is always compliant with the latest standards for accessibility, privacy and confidentiality, site quality and data and information security. Visit www.hisoftware.com to find out more about how HiSoftware solutions can help you meet your Web compliance goals and request a trial copy.
Read [The Accessibility Handbook](#) today! [Download Now](#)

Verified File Name: <http://mn.db101.org/>
Date and Time: 7/10/2012 2:51:18 PM
Failed Automated Verification

The level of detail setting for the report is to show all detail.

Checkpoints	Passed		
	Yes	No	Other
<p>508 Standards, Section 1194.22 A. 508 Standards, Section 1194.22, (a) A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).</p> <p>Rule: 1.1.1 - All IMG elements are required to contain either the alt or the longdesc attribute. Warning - IMG Element found at Line: 188, Column: 107 contains the 'alt' attribute with an empty value. Please verify that this image is only used for spacing or design and has no meaning. Failure - IMG Element at Line: 188, Column: 266 Failure - IMG Element at Line: 190, Column: 144 Failure - IMG Element at Line: 190, Column: 254 Warning - IMG Element found at Line: 219, Column: 9 contains the 'alt' attribute with an empty value. Please verify that this image is only used for spacing or design and has no meaning. Warning - IMG Element found at Line: 221, Column: 9 contains the 'alt' attribute with an empty value. Please verify that this image is only used for spacing or design and has no meaning. Warning - IMG Element found at Line: 228, Column: 170 contains the 'alt' attribute with an empty value. Please verify that this image is only used for spacing or design and has no meaning. Warning - IMG Element found at Line: 229, Column: 4388 contains the 'alt' attribute with an empty value. Please verify that this image is only used for spacing or design and has no meaning. Warning - IMG Element found at Line: 238, Column: 392 contains the 'alt' attribute with an empty value. Please verify that this image is only used for spacing or design and has no meaning. Warning - IMG Element found at Line: 238, Column: 974 contains the 'alt' attribute with an empty value. Please verify that this image is only used for spacing or design and has no meaning. Failure - IMG Element at Line: 244, Column: 114 Failure - IMG Element at Line: 247, Column: 213 Failure - IMG Element at Line: 249, Column: 392</p> <p>Rule: 1.1.2 - All INPUT elements are required to contain the alt attribute or use a LABEL. Failure - INPUT Element, of Type TEXT, found at Line: 208, Column: 5</p> <p>Rule: 1.1.3 - All OBJECT elements are required to contain element content. No OBJECT elements found in document body.</p> <p>Rule: 1.1.4 - All APPLET elements are required to contain both element content and the alt attribute. No APPLET elements found in document body.</p> <p>Rule: 1.1.6 - All IFRAME elements are required to contain element content. No IFRAME elements found in document body.</p> <p>Rule: 1.1.7 - All Anchor elements found within MAP elements are required to contain the alt attribute. No MAP elements found in document body.</p> <p>Rule: 1.1.8 - All AREA elements are required to contain the alt attribute. No AREA elements found in document body.</p> <p>Rule: 1.1.9 - When EMBED Elements are used, the NOEMBED element is required in the document. No EMBED elements found in document body.</p>		No	
<p>B. 508 Standards, Section 1194.22, (b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.</p> <p>Rule: 1.4.1 - Identify all OBJECT Elements that have a multimedia MIME type as the type attribute value. No OBJECT elements found in document body.</p> <p>Rule: 1.4.2 - Identify all OBJECT Elements that have a 'data' attribute value with a multimedia file extension. No OBJECT elements found in document body.</p> <p>Rule: 1.4.3 - Identify all EMBED Elements that have a 'src' attribute value with a multimedia file extension. No EMBED elements found in document body.</p>			N/A
<p>C. 508 Standards, Section 1194.22, (c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.</p>			
<p>D. 508 Standards, Section 1194.22, (d) Documents shall be organized so they are readable without requiring an associated style sheet.</p> <p>Note: Document uses external stylesheets, inline style information, or header style information.</p>			
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Evaluation of Disability Benefits 101 Information Services
Appendix F: Website Design Review Summary Report

Checkpoints	Passed		
	Yes	No	Other
508 Standards, Section 1194.22			N/A
F. 508 Standards, Section 1194.22, (f) Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape. Rule: 9.1.1 - No IMG element should contain the 'ismap' attribute. No server-side image map IMG elements found in document body. Rule: 9.1.2 - No INPUT element should contain the 'ismap' attribute. No server-side image map INPUT elements found in document body.			
G. 508 Standards, Section 1194.22, (g) Row and column headers shall be identified for data tables. Rule: 5.1.1 - Identify all Data TABLE elements. Note: Data TABLE Element found at Line: 216, Column: 3.			
H. 508 Standards, Section 1194.22, (h) Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers. Rule: 5.2.1 - Identify all Data TABLE elements. Note: Data TABLE Element found at Line: 216, Column: 3.			
I. 508 Standards, Section 1194.22, (i) Frames shall be titled with text that facilitates frame identification and navigation. Document is not a FRAMESET Page.			N/A
J. 508 Standards, Section 1194.22, (j) Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz. Rule: 7.1.1 - Documents are required not to contain the BLINK element. No BLINK elements found in document body. Rule: 7.1.2 - Documents are required not to contain the MARQUEE element. No MARQUEE elements found in document body. Note: SCRIPT element(s) found in document body, a visual verification must be done to ensure the script does not cause the screen to flicker.			
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(k) Option A - Check for the string 'Text Version' within the document.			N/V
(k) Option B - Check for a Global Text Version Link within the document.			N/V
(k) Option C - Check for an Accessibility Policy Link within the document.			N/V
L. 508 Standards, Section 1194.22, (l) When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by assistive technology. Rule: 6.3.1 - Anchor elements are required not to use javascript for the link target when the NOSCRIPT element is not present in the document. These elements will not cause a failure of the checkpoint if the NOSCRIPT element is found, however, they will be identified. Warning: Anchor Element found at Line: 192, Column: 164 contains 'javascript:' in the 'href' attribute and the NOSCRIPT element is not present within the document body. Rule: 6.3.2 - AREA elements are required not to use javascript for the link target when the NOSCRIPT element is not present in the document. These elements will not cause a failure of the checkpoint if the NOSCRIPT element is found, however, they will be identified. No AREA Elements found in document body. Rule: 6.3.3 - Locate elements that use HTML event handlers. Note: This rule has not been selected to be verified for this checkpoint. Rule: 6.3.4 - When SCRIPT Elements are used, the NOSCRIPT element is required in the document. Warning - SCRIPT Element(s) are found in document and the NOSCRIPT element is not.			
M. 508 Standards, Section 1194.22, (m) When a web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(a) through (l). Rule: 6.3.5 - All OBJECT elements are required to contain element content. No OBJECT elements found in document body. Rule: 6.3.6 - All APPLETS elements are required to contain both element content and the alt attribute. No APPLETS elements found in document body. Rule: 6.3.7 - When EMBED Elements are used, the NOEMBED element is required in the document. No EMBED elements found in document body. Rule: 6.3.8 - All pages that have links to files that require a special reader or plug-in are required to contain the specified text indicating a link to the reader or plug-in. Note: This rule has not been selected to be verified for this checkpoint.	Yes		
N. 508 Standards, Section 1194.22, (n) When electronic forms are designed to be completed on-line, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.			
O. 508 Standards, Section 1194.22, (o) A method shall be provided that permits users to skip repetitive navigation links. Rule: (o).1 - All pages are required to contain a bookmark link to skip navigation that has the specified text in either the link text or the 'title' attribute value. Skip Navigation Text: Note: This rule has not been selected to be verified for this checkpoint.			
P. 508 Standards, Section 1194.22, (p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.			

Checkpoint Result Legend: Yes = Passed Automated Verification, No = Failed Automated Verification, Warning = Failed Automated Verification, however, configured not to cause page to fail (Priority 2 or 3 only), N/V = Not selected for verification, N/A = No related elements were found in document (Visual only), No Value = Visual Checkpoint

HiSoftware Alt Text Quality Report

Verified File Name: <http://mn.db101.org/>

Date and Time: 7/10/2012 2:51:19 PM

Failed Automated Verification

Verification Checklist

Checkpoints	Passed		
	Yes	No	Other
<p>1.1 Validate that the alt text does not use the word image When users add alternative text to an image they tend to add the word "Image" when it really says nothing about the image, but describes the object versus the meaning of the object. This check will fail a page for the use of the word image in the alternative text.</p> <p>Image Alternative Text should not contain the word "Image"</p> <p>Failure - img Element at Line: 188, Column: 266 - The element does not use the attribute: alt. Failure - img Element at Line: 190, Column: 144 - The element does not use the attribute: alt. Failure - img Element at Line: 190, Column: 254 - The element does not use the attribute: alt. Failure - img Element at Line: 244, Column: 114 - The element does not use the attribute: alt. Failure - img Element at Line: 247, Column: 213 - The element does not use the attribute: alt. Failure - img Element at Line: 249, Column: 392 - The element does not use the attribute: alt.</p>		No	

Checkpoint Result Legend: Yes = Passed Automated Verification, No = Failed Automated Verification, Warning = Automated Verification Warning, N/V = Not Verified, N/A = No related elements were found in document, No Value = Visual Checkpoint

Report generated by the HiSoftware Company Cynthia Agent. Powered by the AccMonitor Compliance Server HiSoftware, Cynthia Says, AccMonitor Compliance Server, Cynthia Agent are all trademarks of HiSoftware Inc. (www.hisoftware.com 603.578.1870 or 1.888.272.2484)

Source Listing

```

1:
2: <!DOCTYPE html PUBLIC "-//W3C//DTD XHTML 1.0 Transitional//EN" "http://www.w3.org/TR/xhtml1/DTD/xhtml1-transitional.dtd">
3: <html xmlns="http://www.w3.org/1999/xhtml" lang="en" xml:lang="en"><head runat="server"><!-- 7/2/2012 5:53:52 PM: Page Rendering on 8F-001
4:     DB101 Minnesota - Home
5: </title><style type="text/css">
6:     #sh_main
7:     {
8:     width: 100%
9:     text-align: center;
10:    }
11:    #banner_main
12:    {
13:    width: 961px;
14:    margin: 0 auto;
15:    text-align: left;
16:    /*overflow: hidden;*/
17:    }
18:    #banner_print
19:    {
20:    margin: 0;
21:    padding: 0;
22:    }
23:    #banner
24:    {
25:    float: left;
26:    display: inline;
27:    }
28:    #banner_utility
29:    {
30:    float: right;
31:    text-align: right;
32:    display: inline;
33:    }
34:    #banner_clear
35:    {
36:    clear: both;
37:    }
38:    #menu_top
39:    {
40:    width: 100%;
41:    }
42:    #rule
43:    {
44:    width: 100%;
45:    padding: 0;
46:    margin: 0;
47:    }
48:    #core_main
49:    {
50:    width: 961px;

```


Evaluation of Disability Benefits 101 Information Services Appendix F: Website Design Review Summary Report

```
51:     margin: 0 auto;
52:     text-align: left;
53: }
54: #core_back
55: {
56:     width: 100%;
57: }
58: #outerCore
59: {
60:     margin: 0;
61:     padding: 0;
62: }
63: </style><style type="text/css">
64: #sh1_home
65: {
66:     width: 100%;
67:     position: relative;
68: }
69: #hero
70: {
71:     width: 100%;
72:     margin: 0;
73:     padding: 1px 0px 32px 0px;
74: }
75: #hero_top
76: {
77:     width: 583px;
78:     margin: 28px 10px 28px 10px;
79: }
80: #hero_table
81: {
82:     /*border: solid 1px #333;*/
83:     margin: 0px 0px 0px 10px;
84:     width: 725px;
85:     padding: 0;
86: }
87: #hero_a0
88: {
89:     padding: 17px;
90:     width: 50%; /*317px;*/
91: }
92: #hero_a1
93: {
94:     padding: 17px 17px 7px 17px;
95: }
96: #hero_g0
97: {
98:     padding: 0;
99:     /*width: 23px;*/
100: }
101: #hero_b0
102: {
103:     padding: 17px;
104:     width: 50%;
105: }
106: #hero_b1
107: {
108:     padding: 17px 17px 7px 17px;
109: }
110: /* common opacities */
111: .hero_title_cell, .hero_content_cell
112: {
113:     vertical-align: top;
114: }
115: #sh1_core
116: {
117:     width: 100%;
118: }
119: #wrap
120: {
121:     float: left;
122:     display: inline;
123:     width: 725px;
124:     padding: 0 0 0 10px;
125:     margin: 0;
126: }
127: #global_sidebar
128: {
129:     width: 203px;
130:     position: absolute;
131:     top: 451px; /* = 430 + 21 */
132:     right: 0;
133: }
134: #col1
135: {
136:     width: 351px;
137:     float: left;
138:     display: inline;
```

Evaluation of Disability Benefits 101 Information Services

Appendix F: Website Design Review Summary Report

```
139: padding: 0;
140: }
141: #col2
142: {
143: width: 351px;
144: float: right;
145: display: inline;
146: padding: 0;
147: }
148: #sh1_footer
149: {
150: clear: both;
151: }
152: </style></head><body class="s_6 p_1195 pc_Home2 pv_General l_1"><a href="#" slot_content" title="Jump to content"
accesskey="2"></a><a href="#" slot_content" title="Jump to content"
153:
154:
155:
156: <script src="/js/dw_event.js" type="text/javascript"></script>
157: <script src="/js/dw_cookies.js" type="text/javascript"></script>
158: <script src="/js/dw_sizerdx.js" type="text/javascript"></script><script type="text/javascript" language="javascript">
159: <!--
160: dw_Event.add( window, 'load', dw_fontSizerDX.init ); dw_fontSizerDX.setDefaults( 'em', .833, .633, 1.233, ['body'] );
161: // -->
162: </script>
163: <script src="http://ajax.googleapis.com/ajax/libs/jquery/1.4.2/jquery.min.js" type="text/javascript"></script>
164: <script src="http://ajax.googleapis.com/ajax/libs/jqueryui/1.7.2/jquery-ui.min.js" type="text/javascript"></script><link type="text/css" h
165: <script src="/js/jquery/cookie.js" type="text/javascript"></script>
166: <script src="/js/jquery/jquery.rating.pack.js" type="text/javascript"></script><script type="text/javascript" language="javascript">
167: <!--
168: function WrEmL(a, b) {document.write('<a class="styleMailLink" href="mailto:' + a + '@' + b + '">');}
169: // -->
170: </script><script type="text/javascript" language="javascript">
171: <!--
172: function WrEmLE() { document.write('</a>'); }
173: // -->
174: </script>
175: <script src="/js/jquery/trackOrg.js" type="text/javascript"></script><link rel="stylesheet" href="/js/jquery/jquery.rating.css" type="text
176: <script src="/js/VotesSvc.js" type="text/javascript"></script><script type="text/javascript" language="javascript">
177: <!--
178: $(document).ready(function(){$('.rating').rating({ callback: function(value, link) { jQuery.fn.Votes.Vote(6, 1195, "/index.htm", value);}
179: // -->
180: </script><script type="text/javascript" language="javascript">
181: <!--
182: $(document).ready(function(){ jQuery.fn.Votes.Ack('Thanks for voting!'); jQuery.fn.Votes.GetScore(1195); });
183: // -->
184: </script>
185: <script src="/js/jquery/efw.trackEvents.js" type="text/javascript"></script>
186: <input type="hidden" name=" EVENTVALIDATION" id=" EVENTVALIDATION"
value="/wEWBgKtF4Lv2DgJBAkACQwJCAkVEukEpUaHC1p1Sct6tpgN92V5nHQ==" /><div
187:
188: </div></div><div id="sh_main"><div id="banner_main"><div id="banner_print"><div class="slot_banner_print"><div class="bannerUtil_row row_0"><div class="bannerUtil_item item_0"><div
class="slot_banner_utility_0_0">
190: <div id="sizer" class="styleFontSize2"><span class="styleFontSize2Label">Font Size</span><a href="#" class="decrease" title="S
191: </div></div></div><div class="bannerUtil_item item_1"><div class="slot_banner_utility_0_1"><div>
192: <div class="trackOrgArea" style="display:none;"><div class="trackOrgWelcome">Welcome,&nbsp;<span
class="trackOrgWelcomeName"></div>
193: </div></div></div></div><div class="bannerUtil_row row_1"><div class="bannerUtil_item item_0"><div
class="slot_banner_utility_1_0"><!--
194: <script type="text/javascript">
195: google.load('search', '1');
196: google.setOnLoadCallback(function() {
197: google.search.CustomSearchControl.attachAutoCompletion(
198: '002344229059497182184:10cry5avkqo',
199: document.getElementById('q'),
200: 'cse-search-box');
201: });
202: </script>
203: <form action="/gresult.htm" id="cse-search-box">
204: <div class="styleGoogleSearch" role="search">
205: <input type="hidden" name="cx" value="002344229059497182184:10cry5avkqo" />
206: <input type="hidden" name="cof" value="FORID:11;NB:1" />
207: <input type="hidden" name="ie" value="UTF-8" />
208: <input type="text" name="q" id="q" size="10" class="gsb_box_01" />
209: <input type="submit" name="sa" value="Search" class="gsb_submit_01" />
210: </div>
211: </form>
212: <script type="text/javascript" src="http://www.google.com/cse/brand?form=cse-search-box&lang=en"></script>
213: </div></div></div></div>
214: </div></div></div><div id="banner_clear"><div class="slot_banner_clear"></div></div><div id="menu_top" role="navigation"><div
class="slot_
215: <div class="slot_hero_top_0"><div><span class="styleRealBigHero">Disability Benefits 101</span> gives you tools and information on
healt
216: <table summary="" role="presentation" cellpadding="0" cellspacing="0" border="0" width="100%">
217: <tr>
218: <td class="c_0"><a href="http://content.bitsontherun.com/players/l7mttgT9-debKqc7T.html" title="Welcome to DB101
```

Evaluation of Disability Benefits 101 Information Services

Appendix F: Website Design Review Summary Report

```
219: <td></td>
220: <td class="c_1"><div><a href="http://content.bitsontherun.com/players/l7mttgT9-debKqc7T.html" onclick="$(').slot_
221: <td></td>
222: <td class="c_2"><div class="styleHomeHeroExtra">First Time? <a href="/howto.htm">Start Here</a></div></td>
223: </tr>
224: </table>
225:
226: </div></div>
227: </div></div></div><table id="hero_table" cellspacing="0" cellpadding="0" role="presentation"><tr id="hero_r0" class="tr_hero_a0"><td
id="h
228: <p>Take a personal approach to benefits planning: Find information that applies to you. <a href="/your_situation.htm">&gt; More</a></p></d
229: <p>Just the facts: Get details about benefit programs. <a href="/programs.htm">&gt;&nbsp;More</a></p></div></div></td></tr><tr
id="hero_r1
230: <div class="styleItemContainer"><h2>In the News</h2>
231: <div class="styleListContainer"><h4 class="styleItemTitle"><a href="/news/news_6112.htm">Major Companies and Government Launch
Initiative
232: </div></div></div></div></div><div id="global_sidebar" role="complementary"><div class="slot_global_sidebar"><div>
233: <div class="slot_global_sidebar_0"><!-- --></div><div class="slot_global_sidebar_1"><div>
234: <div class="styleBoxOuter styleBoxOuter_blue"><div class="styleBoxInner styleBoxInner_blue"><div>
235: <div class="slot_global_sidebar_1_content_0"><h2>Talk to an Expert</h2>
236: <p>Mon-Fri 8:30-5:00 Central</p></div><div class="slot_global_sidebar_1_content_1"><div>
237: <div class="styleChatPresenceContainer"><a class="popup_1" href="/chatpresence/presenceurl.ashx" onclick="if ('_
238: </div></div><div class="slot_global_sidebar_1_content_2"><div class="styleHelpItem"><a href="/_dll.htm" class="popup_1"
239: </div></div></div>
240: </div></div><div class="slot_global_sidebar_2"><div>
241: <div class="styleBoxOuter styleBoxOuter_yellow"><div class="styleBoxInner styleBoxInner_yellow"><div>
242: <div class="slot_global_sidebar_2_content_0"><div>
243: <div>
244: <div class="styleHelpItem"><span class="styleHelpImage"><a href="#" onclick="window.print(); return fals
245: </div>
246: </div></div><div class="slot_global_sidebar_2_content_1"><div>
247: <div class="styleHelpItem"><span class="styleHelpImage"><a href="mailto:?subject=Web20from20friend&amp;body=Chec
248: </div></div><div class="slot_global_sidebar_2_content_2"><div>
249: <div class="styleHelpItem"><span class="styleHelpImage"><a href="/comment.aspx?title=Home&amp;path=http2f%2fmm.d
250: </div></div><div class="slot_global_sidebar_2_content_3"><!-- --></div><div class="slot_global_sidebar_2_content_4"><!--
251: </div></div></div>
252: </div></div><div class="slot_global_sidebar_3"><!-- --></div><div class="slot_global_sidebar_4"><!-- --></div><div
class="slot_global_si
253: <div class="styleRateWrap"><div class="styleRatePrompt">Rate this page</div><div class="styleRateInner"><input value="1" name="r
254: </div></div>
255: </div></div></div></div><div id="sh1_footer"></div><div class="slot_endInclude_outerCore"><!-- --></div></div><div id="menu_bottom"
role=
256: <!-- --><!-- --><!-- --><!-- --><!-- -->
257: </div></div>
258: <script type="text/javascript" language="javascript">
259: <!--
260: $('document').ready(function() {
261:     jQuery('.trackOrgArea').trackOrg$trackblock();
262: });
263: // -->
264: </script><script type="text/javascript">
265:     var _gaq = _gaq || [];
266:     _gaq.push(['_setAccount', 'UA-6354151-5']);
267:     _gaq.push(['_setCustomVar', 2, 'category', 'general', 3]);
268:     _gaq.push(['_trackPageview']);
269:     (function() {
270:     var ga = document.createElement('script'); ga.type = 'text/javascript'; ga.async = true;
271:     ga.src = ('https:' == document.location.protocol ? 'https://ssl' : 'http://www') + '.google-analytics.com/ga.js';
272:     var s = document.getElementsByTagName('script')[0]; s.parentNode.insertBefore(ga, s);
273:     })();
274: </script></body></html>
```

Arizona

HiSoftware® Cynthia Says™ - Web Content Accessibility Report Powered by [HiSoftware Content Quality Technology](#). If you have a question about this output please email support@hisoftware.com



HiSoftware can help you meet all of your accessibility needs and more. Our industry leading [enterprise content compliance solutions](#) provide you with an automated, full-featured monitoring, auditing and testing solution to ensure your ever-changing Web content is always compliant with the latest standards for accessibility, privacy and confidentiality, site quality and data and information security. Visit www.hisoftware.com to find out more about how HiSoftware solutions can help you meet your Web compliance goals and request a trial copy.
Read [The Accessibility Handbook](#) today! [Download Now](#)

Verified File Name: <http://az.db101.org/>
Date and Time: 7/10/2012 2:49:10 PM
Failed Automated Verification

The level of detail setting for the report is to show all detail.

Checkpoints	Passed		
	Yes	No	Other
<p>508 Standards, Section 1194.22</p> <p>A. 508 Standards, Section 1194.22, (a) A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).</p> <p>Rule: 1.1.1 - All IMG elements are required to contain either the alt or the longdesc attribute. Warning - IMG Element found at Line: 170, Column: 107 contains the 'alt' attribute with an empty value. Please verify that this image is only used for spacing or design and has no meaning. Failure - IMG Element at Line: 170, Column: 266 Warning - IMG Element found at Line: 195, Column: 170 contains the 'alt' attribute with an empty value. Please verify that this image is only used for spacing or design and has no meaning. Warning - IMG Element found at Line: 196, Column: 4479 contains the 'alt' attribute with an empty value. Please verify that this image is only used for spacing or design and has no meaning. Warning - IMG Element found at Line: 203, Column: 639 contains the 'alt' attribute with an empty value. Please verify that this image is only used for spacing or design and has no meaning. Failure - IMG Element at Line: 209, Column: 114 Failure - IMG Element at Line: 212, Column: 213 Failure - IMG Element at Line: 214, Column: 392</p> <p>Rule: 1.1.2 - All INPUT elements are required to contain the alt attribute or use a LABEL. Failure - INPUT Element, of Type TEXT, found at Line: 188, Column: 5</p> <p>Rule: 1.1.3 - All OBJECT elements are required to contain element content. No OBJECT elements found in document body.</p> <p>Rule: 1.1.4 - All APPLETS elements are required to contain both element content and the alt attribute. No APPLET elements found in document body.</p> <p>Rule: 1.1.6 - All IFRAME elements are required to contain element content. No IFRAME elements found in document body.</p> <p>Rule: 1.1.7 - All Anchor elements found within MAP elements are required to contain the alt attribute. No MAP elements found in document body.</p> <p>Rule: 1.1.8 - All AREA elements are required to contain the alt attribute. No AREA elements found in document body.</p> <p>Rule: 1.1.9 - When EMBED Elements are used, the NOEMBED element is required in the document. No EMBED elements found in document body.</p>		No	
<p>B. 508 Standards, Section 1194.22, (b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.</p> <p>Rule: 1.4.1 - Identify all OBJECT Elements that have a multimedia MIME type as the type attribute value. No OBJECT elements found in document body.</p> <p>Rule: 1.4.2 - Identify all OBJECT Elements that have a 'data' attribute value with a multimedia file extension. No OBJECT elements found in document body.</p> <p>Rule: 1.4.3 - Identify all EMBED Elements that have a 'src' attribute value with a multimedia file extension. No EMBED elements found in document body.</p>			N/A
<p>C. 508 Standards, Section 1194.22, (c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.</p>			
<p>D. 508 Standards, Section 1194.22, (d) Documents shall be organized so they are readable without requiring an associated style sheet.</p> <p>Note: Document uses external stylesheets, inline style information, or header style information.</p>			
<p>E. 508 Standards, Section 1194.22, (e) Redundant text links shall be provided for each active region of a server-side image map.</p> <p>Rule: 1.2.1 - Locate any IMG element that contains the 'ismap' attribute. No IMG elements found in document body that contain the 'ismap' attribute. Rule: 1.2.2 - Locate any INPUT element that contains the 'ismap' attribute. No INPUT elements found in document body that contain the 'ismap' attribute.</p>			N/A
<p>F. 508 Standards, Section 1194.22, (f) Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.</p> <p>Rule: 9.1.1 - No IMG element should contain the 'ismap' attribute. No server-side image map IMG elements found in document body. Rule: 9.1.2 - No INPUT element should contain the 'ismap' attribute. No server-side image map INPUT elements found in document body.</p>			N/A
<p>G. 508 Standards, Section 1194.22, (g) Row and column headers shall be identified for data tables.</p> <p>Rule: 5.1.1 - Identify all Data TABLE elements. No Data TABLE elements found in document body.</p>			N/A

Evaluation of Disability Benefits 101 Information Services
Appendix F: Website Design Review Summary Report

Checkpoints	Passed		
	Yes	No	Other
508 Standards, Section 1194.22			
H. 508 Standards, Section 1194.22, (h) Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers. Rule: 5.2.1 - Identify all Data TABLE elements. No Data TABLE elements found in document body.			N/A
I. 508 Standards, Section 1194.22, (i) Frames shall be titled with text that facilitates frame identification and navigation. Document is not a FRAMESET Page.			N/A
J. 508 Standards, Section 1194.22, (j) Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz. Rule: 7.1.1 - Documents are required not to contain the BLINK element. No BLINK elements found in document body. Rule: 7.1.2 - Documents are required not to contain the MARQUEE element. No MARQUEE elements found in document body. Note: SCRIPT element(s) found in document body, a visual verification must be done to ensure the script does not cause the screen to flicker.			
K. 508 Standards, Section 1194.22, (k) A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.			
(k) Option A - Check for the string 'Text Version' within the document.			N/V
(k) Option B - Check for a Global Text Version Link within the document.			N/V
(k) Option C - Check for an Accessibility Policy Link within the document.			N/V
L. 508 Standards, Section 1194.22, (l) When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by assistive technology. Rule: 6.3.1 - Anchor elements are required not to use javascript for the link target when the NOSCRIPT element is not present in the document. These elements will not cause a failure of the checkpoint if the NOSCRIPT element is found, however, they will be identified. Warning: Anchor Element found at Line: 172, Column: 164 contains 'javascript:' in the 'href' attribute and the NOSCRIPT element is not present within the document body. Rule: 6.3.2 - AREA elements are required not to use javascript for the link target when the NOSCRIPT element is not present in the document. These elements will not cause a failure of the checkpoint if the NOSCRIPT element is found, however, they will be identified. No AREA Elements found in document body. Rule: 6.3.3 - Locate elements that use HTML event handlers. Note: This rule has not been selected to be verified for this checkpoint. Rule: 6.3.4 - When SCRIPT Elements are used, the NOSCRIPT element is required in the document. Warning - SCRIPT Element(s) are found in document and the NOSCRIPT element is not.			
M. 508 Standards, Section 1194.22, (m) When a web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(a) through (l). Rule: 6.3.5 - All OBJECT elements are required to contain element content. No OBJECT elements found in document body. Rule: 6.3.6 - All APPLETS elements are required to contain both element content and the alt attribute. No APPLETS elements found in document body. Rule: 6.3.7 - When EMBED Elements are used, the NOEMBED element is required in the document. No EMBED elements found in document body. Rule: 6.3.8 - All pages that have links to files that require a special reader or plug-in are required to contain the specified text indicating a link to the reader or plug-in. Note: This rule has not been selected to be verified for this checkpoint.	Yes		
N. 508 Standards, Section 1194.22, (n) When electronic forms are designed to be completed on-line, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.			
O. 508 Standards, Section 1194.22, (o) A method shall be provided that permits users to skip repetitive navigation links. Rule: (o).1 - All pages are required to contain a bookmark link to skip navigation that has the specified text in either the link text or the 'title' attribute value. Skip Navigation Text: Note: This rule has not been selected to be verified for this checkpoint.			
P. 508 Standards, Section 1194.22, (p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.			

Checkpoint Result Legend: Yes = Passed Automated Verification, No = Failed Automated Verification, Warning = Failed Automated Verification, however, configured not to cause page to fail (Priority 2 or 3 only), N/V = Not selected for verification, N/A = No related elements were found in document (Visual only), No Value = Visual Checkpoint

HiSoftware Alt Text Quality Report

Verified File Name: <http://az.db101.org/>

Date and Time: 7/10/2012 2:49:10 PM

Failed Automated Verification

Verification Checklist

Checkpoints	Passed		
	Yes	No	Other
<p>1.1 Validate that the alt text does not use the word image When users add alternative text to an image they tend to add the word "Image" when it really says nothing about the image, but describes the object versus the meaning of the object. This check will fail a page for the use of the word image in the alternative text.</p> <p>Image Alternative Text should not contain the word "Image"</p> <p>Failure - img Element at Line: 170, Column: 266 - The element does not use the attribute: alt. Failure - img Element at Line: 209, Column: 114 - The element does not use the attribute: alt. Failure - img Element at Line: 212, Column: 213 - The element does not use the attribute: alt. Failure - img Element at Line: 214, Column: 392 - The element does not use the attribute: alt.</p>		No	
<p>1.2 Validate that the alt text does not contain the text: .jpg, .gif, .bmp, .jpeg Many content creation tools will automatically add alternative text when you add an image to your content. The text is generally the image name. Validate that: .jpg, .gif, .bmp, .jpeg, are not found in the alt text.</p> <p>Image alternative text should not contain : .jpg, .gif, .bmp, .jpeg</p> <p>Failure - img Element at Line: 170, Column: 266 - The element does not use the attribute: alt. Failure - img Element at Line: 209, Column: 114 - The element does not use the attribute: alt. Failure - img Element at Line: 212, Column: 213 - The element does not use the attribute: alt. Failure - img Element at Line: 214, Column: 392 - The element does not use the attribute: alt.</p>		No	

Checkpoint Result Legend: Yes = Passed Automated Verification, No = Failed Automated Verification, Warning = Automated Verification Warning, N/V = Not Verified, N/A = No related elements were found in document, No Value = Visual Checkpoint

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Source Listing

```

1:
2: <!DOCTYPE html PUBLIC "-//W3C//DTD XHTML 1.0 Transitional//EN" "http://www.w3.org/TR/xhtml1/DTD/xhtml1-transitional.dtd">
3: <html xmlns="http://www.w3.org/1999/xhtml" lang="en" xml:lang="en"><head runat="server"><!-- 7/4/2012 12:14:42 PM: Page Rendering on 8F-
00
4:     DB101 Arizona - Home
5: </title><style type="text/css">
6:     #sh_main
7:     {
8:     width: 100%
9:     text-align: center;
10:    }
11:    #banner_main
12:    {
13:    width: 961px;
14:    margin: 0 auto;
15:    text-align: left;
16:    /*overflow: hidden;*/
17:    }
18:    #banner_print
19:    {
20:    margin: 0;
21:    padding: 0;
22:    }
23:    #banner
24:    {
25:    float: left;
26:    display: inline;
27:    }
28:    #banner_utility
29:    {
30:    float: right;
31:    text-align: right;
32:    display: inline;
33:    }
34:    #banner_clear
35:    {
36:    clear: both;
37:    }
38:    #menu_top
39:    {
40:    width: 100%;
41:    }
42:    #rule

```

Evaluation of Disability Benefits 101 Information Services
Appendix F: Website Design Review Summary Report

```
43:     {
44:     width: 100%;
45:     padding: 0;
46:     margin: 0;
47:     }
48:     #core_main
49:     {
50:     width: 961px;
51:     margin: 0 auto;
52:     text-align: left;
53:     }
54:     #core_back
55:     {
56:     width: 100%;
57:     }
58:     #outerCore
59:     {
60:     margin: 0;
61:     padding: 0;
62:     }
63:     </style><style type="text/css">
64:     #sh1_home
65:     {
66:     width: 100%;
67:     position: relative;
68:     }
69:     #hero
70:     {
71:     width: 100%;
72:     margin: 0;
73:     padding: 1px 0px 32px 0px;
74:     }
75:     #hero_top
76:     {
77:     width: 583px;
78:     margin: 28px 10px 28px 10px;
79:     }
80:     #hero_table
81:     {
82:     /*border: solid 1px #333;*/
83:     margin: 0px 0px 0px 10px;
84:     width: 725px;
85:     padding: 0;
86:     }
87:     #hero_a0
88:     {
89:     padding: 17px;
90:     width: 50%; /*317px;*/
91:     }
92:     #hero_a1
93:     {
94:     padding: 17px 17px 7px 17px;
95:     }
96:     #hero_g0
97:     {
98:     padding: 0;
99:     /*width: 23px;*/
100:    }
101:    #hero_b0
102:    {
103:    padding: 17px;
104:    width: 50%;
105:    }
106:    #hero_b1
107:    {
108:    padding: 17px 17px 7px 17px;
109:    }
110:    /* common opacities */
111:    .hero_title_cell, .hero_content_cell
112:    {
113:    vertical-align: top;
114:    }
115:    #sh1_core
116:    {
117:    width: 100%;
118:    }
119:    #wrap
120:    {
121:    float: left;
122:    display: inline;
123:    width: 725px;
124:    padding: 0 0 0 10px;
125:    margin: 0;
126:    }
127:    #global_sidebar
128:    {
129:    width: 203px;
130:    position: absolute;
```

Evaluation of Disability Benefits 101 Information Services

Appendix F: Website Design Review Summary Report

```
131:     top: 451px; /* = 430 + 21 */
132:     right: 0;
133:   }
134:   #col1
135:   {
136:     width: 351px;
137:     float: left;
138:     display: inline;
139:     padding: 0;
140:   }
141:   #col2
142:   {
143:     width: 351px;
144:     float: right;
145:     display: inline;
146:     padding: 0;
147:   }
148:   #sh1_footer
149:   {
150:     clear: both;
151:   }
152:   </style></head><body class="s_9 p_1663 pc_Home2 pv_General l_1"><a href="#" slot_content" title="Jump to content"
accesskey="2"></a><a href="#" slot_content" title="Jump to content"
153:
154:
155:
156: <script src="http://ajax.googleapis.com/ajax/libs/jquery/1.4.2/jquery.min.js" type="text/javascript"></script>
157: <script src="http://ajax.googleapis.com/ajax/libs/jqueryui/1.7.2/jquery-ui.min.js" type="text/javascript"></script><link type="text/css" href="#"
158: <!--
159: function WrEmL(a, b) {document.write('<a class="styleMailLink" href="mailto:' + a + '@' + b + '>');}
160: // -->
161: </script><script type="text/javascript" language="javascript">
162: <!--
163: function WrEmLE() { document.write('<a>'); }
164: // -->
165: </script>
166: <script src="/js/jquery.cookie.js" type="text/javascript"></script>
167: <script src="/js/jquery/trackOrg.js" type="text/javascript"></script>
168: <script src="/js/jquery/efw.trackEvents.js" type="text/javascript"></script><div class="slot begin_form"><div>
169:
170: </div></div><div id="sh_main"><div id="banner_main"><div id="banner_print"><div class="slot_banner_print"><div class="bannerUtil_row row_0"><div class="bannerUtil_item item_0"><div
class="slot_banner_utility_0_0">
172: <div class="trackOrgArea" style="display:none;"><div class="trackOrgWelcome">Welcome,&nbsp;<span
class="trackOrgWelcomeName"></s
173: </div></div></div></div><div class="bannerUtil_row row_1"><div class="bannerUtil_item item_0"><div
class="slot_banner_utility_1_0"><!--
174: <script type="text/javascript">
175:   google.load('search', '1');
176:   google.setOnLoadCallback(function() {
177:     google.search.CustomSearchControl.attachAutoCompletion(
178:       '002344229059497182184:upstfsij2q4',
179:       document.getElementById('q'),
180:       'cse-search-box');
181:     });
182: </script>
183: <form action="/gresult.htm" id="cse-search-box">
184:   <div class="styleGoogleSearch" role="search">
185:     <input type="hidden" name="cx" value="002344229059497182184:upstfsij2q4" />
186:     <input type="hidden" name="cof" value="FORID:11;NB:1" />
187:     <input type="hidden" name="ie" value="UTF-8" />
188:     <input type="text" name="q" id="q" size="10" class="gsb_box_01" />
189:     <input type="submit" name="sa" value="Search" class="gsb_submit_01" />
190:   </div>
191: </form>
192: <script type="text/javascript" src="http://www.google.com/cse/brand?form=cse-search-box&lang=en"></script>
193: </div></div></div></div>
194: </div></div></div><div id="banner_clear"><div class="slot_banner_clear"></div></div><div id="menu_top" role="navigation"><div
class="slot_
195: <p>Take a personal approach to benefits planning: Find information that applies to you. <a href="/your_situation.htm">&gt; More</a></p></d
196: <p>Just the facts: Get details about benefit programs. <a href="/programs.htm">&gt; More</a></p></div></div></td></tr><tr id="hero_r1"
cla
197:   <div class="styleItemContainer"><h2>In the News</h2>
198: <div class="styleListContainer"><h4 class="styleItemTitle"><a href="/news/news_6112.htm">Major Companies and Government Launch
Initiative
199: </div></div></div></div><div id="global_sidebar" role="complementary"><div class="slot_global_sidebar"><div>
200:   <div class="slot_global_sidebar_0"><!-- --></div><div class="slot_global_sidebar_1"><div>
201:   <div class="styleBoxOuter styleBoxOuter_blue"><div class="styleBoxInner styleBoxInner_blue"><div>
202:   <div class="slot_global_sidebar_1_content_0"><h2>Talk to an Expert</h2>
203: <p>A <a href="/glossary_item.aspx?item-id=3641" class="styleGlossaryLink" rel="Benefits and Work Incentives Counselor" onclick="if (!_glos
204: </div></div></div>
205: </div></div><div class="slot_global_sidebar_2"><div>
206: <div class="styleBoxOuter styleBoxOuter_yellow"><div class="styleBoxInner styleBoxInner_yellow"><div>
207: <div class="slot_global_sidebar_2_content_0"><div>
208: <div>
209: <div class="styleHelpItem"><span class="styleHelpImage"><a href="#" onclick="window.print(); return fals
210: </div>
```


Evaluation of Disability Benefits 101 Information Services Appendix F: Website Design Review Summary Report

```
211:     </div></div><div class="slot_global_sidebar_2_content_1"><div>
212:     <div class="styleHelpItem"><span class="styleHelpImage"><a href="mailto:?subject=Web20from20friend&amp;body=Chec
213:     </div></div><div class="slot_global_sidebar_2_content_2"><div>
214:     <div class="styleHelpItem"><span class="styleHelpImage"><a href="/comment.aspx?title=Home&amp;path=http2f%2fz.faz.d
215:     </div></div><div class="slot_global_sidebar_2_content_3"><!-- --></div><div class="slot_global_sidebar_2_content_4"><!--
216:     </div></div></div>
217:     </div></div><div class="slot_global_sidebar_3"><!-- --></div><div class="slot_global_sidebar_4"><div class="styleBoxOuter
styleBoxOuter_
218:     <div class="styleBoxOuter styleBoxOuter_pink"><div class="styleBoxInner styleBoxInner_pink"><h4>Take Our Survey!</h4>
219:     <p>You can help us make DB101 better by filling out our short <a href="http://www.surveymonkey.com/s/6F87FCH"
onclick="window.open(this.hr
220:     </div></div></div>
221:     </div></div></div></div><div id="sh1_footer"></div><div class="slot_endInclude_outerCore"><!-- --></div></div><div id="menu_bottom"
role=
222:     <!-- --><!-- --><!-- --><!-- --><!-- --><!-- -->
223: </div></div>
224: <script type="text/javascript" language="javascript">
225: <!--
226: $(document).ready(function() {
227:     jQuery('.trackOrgArea').trackOrg$trackblock();
228: });
229: // -->
230: </script><script type="text/javascript">
231:     var _gaq = _gaq || [];
232:     _gaq.push(['_setAccount', 'UA-6354151-8']);
233:     _gaq.push(['_setCustomVar', 2, 'category', 'general', 3]);
234:     _gaq.push(['_trackPageview']);
235:     (function() {
236:     var ga = document.createElement('script'); ga.type = 'text/javascript'; ga.async = true;
237:     ga.src = ('https:' == document.location.protocol ? 'https://ssl' : 'http://www') + '.google-analytics.com/ga.js';
238:     var s = document.getElementsByTagName('script')[0]; s.parentNode.insertBefore(ga, s);
239:     })();
240: </script></body></html>
```

New Jersey

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HiSoftware can help you meet all of your accessibility needs and more. Our industry leading [enterprise content compliance solutions](#) provide you with an automated, full-featured monitoring, auditing and testing solution to ensure your ever-changing Web content is always compliant with the latest standards for accessibility, privacy and confidentiality, site quality and data and information security. Visit www.hisoftware.com to find out more about how HiSoftware solutions can help you meet your Web compliance goals and request a trial copy.
Read [The Accessibility Handbook](#) today! [Download Now](#)

Verified File Name: <http://nj.db101.org>
Date and Time: 7/10/2012 2:53:11 PM
Failed Automated Verification

The level of detail setting for the report is to show all detail.

Checkpoints	Passed		
	Yes	No	Other
<p>508 Standards, Section 1194.22</p> <p>A. 508 Standards, Section 1194.22, (a) A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).</p> <p>Rule: 1.1.1 - All IMG elements are required to contain either the alt or the longdesc attribute. Warning - IMG Element found at Line: 168, Column: 107 contains the 'alt' attribute with an empty value. Please verify that this image is only used for spacing or design and has no meaning. Failure - IMG Element at Line: 168, Column: 261 Failure - IMG Element at Line: 188, Column: 119 Failure - IMG Element at Line: 190, Column: 59 Failure - IMG Element at Line: 192, Column: 59 Failure - IMG Element at Line: 197, Column: 113 Failure - IMG Element at Line: 199, Column: 255 Failure - IMG Element at Line: 201, Column: 364</p> <p>Rule: 1.1.2 - All INPUT elements are required to contain the alt attribute or use a LABEL. No invalid INPUT elements found in document</p> <p>Rule: 1.1.3 - All OBJECT elements are required to contain element content. No OBJECT elements found in document body.</p> <p>Rule: 1.1.4 - All APPLET elements are required to contain both element content and the alt attribute. No APPLET elements found in document body.</p> <p>Rule: 1.1.6 - All IFRAME elements are required to contain element content. No IFRAME elements found in document body.</p> <p>Rule: 1.1.7 - All Anchor elements found within MAP elements are required to contain the alt attribute. No MAP elements found in document body.</p> <p>Rule: 1.1.8 - All AREA elements are required to contain the alt attribute. No AREA elements found in document body.</p> <p>Rule: 1.1.9 - When EMBED Elements are used, the NOEMBED element is required in the document. No EMBED elements found in document body.</p>		No	
<p>B. 508 Standards, Section 1194.22, (b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.</p> <p>Rule: 1.4.1 - Identify all OBJECT Elements that have a multimedia MIME type as the type attribute value. No OBJECT elements found in document body.</p> <p>Rule: 1.4.2 - Identify all OBJECT Elements that have a 'data' attribute value with a multimedia file extension. No OBJECT elements found in document body.</p> <p>Rule: 1.4.3 - Identify all EMBED Elements that have a 'src' attribute value with a multimedia file extension. No EMBED elements found in document body.</p>			N/A
<p>C. 508 Standards, Section 1194.22, (c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.</p>			
<p>D. 508 Standards, Section 1194.22, (d) Documents shall be organized so they are readable without requiring an associated style sheet.</p> <p>Note: Document uses external stylesheets, inline style information, or header style information.</p>			
<p>E. 508 Standards, Section 1194.22, (e) Redundant text links shall be provided for each active region of a server-side image map.</p> <p>Rule: 1.2.1 - Locate any IMG element that contains the 'ismap' attribute. No IMG elements found in document body that contain the 'ismap' attribute. Rule: 1.2.2 - Locate any INPUT element that contains the 'ismap' attribute. No INPUT elements found in document body that contain the 'ismap' attribute.</p>			N/A
<p>F. 508 Standards, Section 1194.22, (f) Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.</p> <p>Rule: 9.1.1 - No IMG element should contain the 'ismap' attribute. No server-side image map IMG elements found in document body. Rule: 9.1.2 - No INPUT element should contain the 'ismap' attribute. No server-side image map INPUT elements found in document body.</p>			N/A
<p>G. 508 Standards, Section 1194.22, (g) Row and column headers shall be identified for data tables.</p> <p>Rule: 5.1.1 - Identify all Data TABLE elements. No TABLE elements found in document body.</p>			N/A

Evaluation of Disability Benefits 101 Information Services
Appendix F: Website Design Review Summary Report

Checkpoints	Passed		
	Yes	No	Other
508 Standards, Section 1194.22 H. 508 Standards, Section 1194.22, (h) Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers. Rule: 5.2.1 - Identify all Data TABLE elements. No TABLE elements found in document body.			N/A
I. 508 Standards, Section 1194.22, (i) Frames shall be titled with text that facilitates frame identification and navigation. <i>er,</i> configured not to cause page to fail (Priority 2 or 3 only), N/A = No related elements were found in document (Visual only), No Value = Visual Checkpoint	Priority 2 or 3		N/A

Checkpoint Result Legend: Yes = Passed Automated Verification, No = Failed Automated Verification, Warning = Failed Automated Verification, however, configured not to cause page to fail (Priority 2 or 3 only), N/V = Not selected for verification, N/A = No related elements were found in document (Visual only), No Value = Visual Checkpoint

HiSoftware Alt Text Quality Report

Verified File Name: <http://nj.db101.org>

Date and Time: 7/10/2012 2:53:11 PM

Failed Automated Verification

Verification Checklist

Checkpoints	Passed		
	Yes	No	Other
1.1 Validate that the alt text does not use the word image When users add alternative text to an image they tend to add the word "Image" when it really says nothing about the image, but describes the object versus the meaning of the object. This check will fail a page for the use of the word image in the alternative text. Image Alternative Text should not contain the word "Image" Failure - img Element at Line: 168, Column: 261 - The element does not use the attribute: alt. Failure - img Element at Line: 188, Column: 119 - The element does not use the attribute: alt. Failure - img Element at Line: 190, Column: 59 - The element does not use the attribute: alt. Failure - img Element at Line: 192, Column: 59 - The element does not use the attribute: alt. Failure - img Element at Line: 197, Column: 113 - The element does not use the attribute: alt. Failure - img Element at Line: 199, Column: 255 - The		No	
1.2 Validate that the alt text does not contain the text: .jpg, .gif, .bmp, .jpeg Many content creation tools will automatically add alternative text when you add an image to your content. The text is generally the image name. Validate that: .jpg, .gif, .bmp, .jpeg, are not found in the alt text. Image alternative text should not contain : .jpg, .gif, .bmp, .jpeg Failure - img Element at Line: 168, Column: 261 - The element does not use the attribute: alt. Failure - img Element at Line: 188, Column: 119 - The element does not use the attribute: alt. Failure - img Element at Line: 190, Column: 59 - The element does not use the attribute: alt. Failure - img Element at Line: 192, Column: 59 - The element does not use the attribute: alt. Failure - img Element at Line: 197, Column: 113 - The element does not		No	
1.6 Validate that the alt text does not contain the text "image" Many content creation tools will automatically add alternative text when you add an image to your content. The text is generally the image name or the word image with a number associated, like image001. This checkpoint will fail a page if the string image is found in the alternative text. Image alternative text should not contain the text "image" Failure - img Element at Line: 168, Column: 261 - The element does not use the attribute: alt. Failure - img Element at Line: 188, Column: 119 - The element does not use the attribute: alt. Failure - img Element at Line: 190, Column: 59 - The element does not use the attribute: alt. Failure - img Element at Line: 192, Column: 59 - The element does not use the attribute: alt. Failure - img Element at Line: 197, Column: 113 - The element does not		No	
2.1 Validate that Alternative Text is greater than 7 and less than 81 characters in length Short alternative text may not be valid, warn the report user if alternative text was found that is less than seven characters in length. Additionally alternative text should not be larger than 80 characters, if the alt text is greater the long description attribute should be used. This check validates that the alt attribute does not exceed 80 characters in length. The alternative text failed the minimum/maximum allowed characters check Note - img Element at Line: 168, Column: 107 - The alt attribute is 0 characters. Note - img Element at Line: 168, Column: 261 - The element does not use the attribute: alt. Note - img Element at Line: 188, Column: 119 - The element does not use the attribute: alt. Note - img Element at Line: 190, Column: 59 - The element does not use the attribute: alt. Note - img Element at Line: 192, Column: 59 - The element does not use the attribute: alt. Note - img Element at Line: 197, Column: 113 - The element			Warnin

Evaluation of Disability Benefits 101 Information Services
Appendix F: Website Design Review Summary Report

Checkpoints	Passed		
	Yes	No	Other
<p>2.2 Validate that Alternative Text is not used to repeat words Alternative text should not be used to simply hide words with the hope of increasing your ranking on search engines. If you repeat a word more than 5 times your page may not be indexed.</p> <p>The alternative text failed the maximum allowed repeated words check</p> <p>Failure - img Element at Line: 168, Column: 261 - The element does not use the attribute: alt. Failure - img Element at Line: 188, Column: 119 - The element does not use the attribute: alt. Failure - img Element at Line: 190, Column: 59 - The element does not use the attribute: alt. Failure - img Element at Line: 192, Column: 59 - The element does not use the attribute: alt. Failure - img Element at Line: 197, Column: 113 - The element does not use the attribute: alt.</p>		No	

Checkpoint Result Legend: Yes = Passed Automated Verification, No = Failed Automated Verification, Warning = Automated Verification Warning, N/V = Not Verified, N/A = No related elements were found in document, No Value = Visual Checkpoint

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Source Listing

```

1:
2: <!DOCTYPE html PUBLIC "-//W3C//DTD XHTML 1.0 Transitional//EN" "http://www.w3.org/TR/xhtml1/DTD/xhtml1-transitional.dtd">
3: <html xmlns="http://www.w3.org/1999/xhtml" lang="en" xml:lang="en"><head><!-- 6/1/2012 5:36:51 PM: Page Rendering on 8F-0016A --
><meta htt
4:
5:         DB101 New Jersey - Benefits and Work Calculator
6:
7: </title><style type="text/css">
8:     #sh_main
9:     {
10:         width: 100%
11:         text-align: center;
12:     }
13:     #banner_main
14:     {
15:         width: 961px;
16:         margin: 0 auto;
17:         text-align: left;
18:         /*overflow: hidden;*/
19:     }
20:     #banner_print
21:     {
22:         margin: 0;
23:         padding: 0;
24:     }
25:     #banner
26:     {
27:         float: left;
28:         display: inline;
29:     }
30:     #banner_utility
31:     {
32:         float: right;
33:         text-align: right;
34:         display: inline;
35:     }
36:     #banner_clear
37:     {
38:         clear: both;
39:     }
40:     #menu_top
41:     {
42:         width: 100%;
43:     }
44:     #rule
45:     {
46:         width: 100%;
47:         padding: 0;
48:         margin: 0;
49:     }
50:     #core_main
51:     {
52:         width: 961px;
53:         margin: 0 auto;
54:         text-align: left;
55:     }
56:     #core_back
57:     {
58:         width: 100%;
59:     }

```

Evaluation of Disability Benefits 101 Information Services
Appendix F: Website Design Review Summary Report

```
60:     #outerCore
61:     {
62:     margin: 0;
63:     padding: 0;
64:     }
65: </style><style type="text/css">
66: #sh1_sidebar
67: {
68: width: 100%;
69: padding: 25px 0 0 0;
70: }
71: #core
72: {
73: padding: 0;
74: margin: 0px 0px 0px 10px;
75: width: 726px;
76: float: left;
77: display: inline;
78: /* border: solid 1px #ccc; */
79: }
80: #global_sidebar
81: {
82: padding: 0;
83: margin: 0;
84: width: 203px;
85: float: right;
86: display: inline;
87: /* border: solid 1px #ccc; */
88: }
89: #sh1_footer
90: {
91: clear: both;
92: }
93: </style><style type="text/css">
94: #sh2_calc_start
95: {
96: width: 100%;
97: }
98: #hero
99: {
100: width: 100%;
101: height: 122px;
102: position: relative;
103: padding: 12px 10px 10px 14px;
104: margin-bottom: 20px;
105: }
106: #content_wrap
107: {
108: padding: 0;
109: padding-bottom: 20px;
110: }
111: #col1, #col2
112: {
113: padding: 0;
114: margin: 0;
115: width: 343px;
116: display: inline;
117: }
118: #col1
119: {
120: float: left;
121: }
122: #col2
123: {
124: float: right;
125: }
126: #content_clear
127: {
128: margin: 0;
129: padding: 0;
130: clear: both;
131: }
132: #sh2_mid
133: {
134: border-top: solid 1px #d3d3d3;
135: border-bottom: solid 1px #d3d3d3;
136: padding-top: 38px;
137: padding-bottom: 38px;
138: }
139: #sh2_tail
140: {
141: padding-top: 21px;
142: padding-bottom: 102px;
143: }
144: </style></head><body class="ls_b2w2_nj s_8 p_1702 pc_BP_Start pv_BP101_2 l_1"><a href="#slot_content" title="Jump to content"
accesskey=
145:
146:
```

Evaluation of Disability Benefits 101 Information Services

Appendix F: Website Design Review Summary Report

```
147:
148: <script src="http://ajax.googleapis.com/ajax/libs/jquery/1.4.2/jquery.min.js" type="text/javascript"></script>
149: <script src="http://ajax.googleapis.com/ajax/libs/jqueryui/1.7.2/jquery-ui.min.js" type="text/javascript"></script><link type="text/css" h
150: <script src="/js/jquery/cookie.js" type="text/javascript"></script>
151: <script src="/js/jquery/watermark.js" type="text/javascript"></script>
152: <script src="/js/jquery/jquery.validate.js" type="text/javascript"></script>
153: <script src="/js/jquery/jquery.calculation.js" type="text/javascript"></script>
154: <script src="/js/jquery/jquery.progressbar.min.js" type="text/javascript"></script>
155: <script src="/js/jquery/jquery.cluetip.jje.js" type="text/javascript"></script>
156: <script src="/js/jquery/jquery.iframe-auto-height.js" type="text/javascript"></script>
157: <script src="/js/jquery/jquery.resize-event.js" type="text/javascript"></script><script type="text/javascript" language="javascript">
158: <!--
159: function WrEmL(a, b) {document.write('<a class="styleMailLink" href="mailto:' + a + '@' + b + '>');}
160: // -->
161: </script><script type="text/javascript" language="javascript">
162: <!--
163: function WrEmLE() { document.write('</a>'); }
164: // -->
165: </script>
166: <script src="/js/jquery/efw.trackEvents.js" type="text/javascript"></script><div class="slot_begin_form"><div>
167:
168: </div></div><div id="sh_main"><div id="banner_main"><div id="banner_print"><div class="slot_banner_print">
171: </div>
172:
173: <script language="javascript" src="/bp101.js"></script>
174: <script type="text/javascript">
175: //<![CDATA[
176: $(document).ready(function($) { ;if (!(typeof _gaq === 'undefined') && _gaq) { _gaq.push(['_trackPageview', '/planning/b2w2_nj/start']); } }
177: </script>
178: <div id="sh2_calc_start" role="main"><div id="hero"><div class="slot_hero"><div class="menu_Calculators"><div
class="styleMenuGroupLanding
179: <p>The Benefits and Work Calculator is for people aged 18-64 using public disability benefits.</p>
180: <h2>What will I need?</h2>
181: <p>Gather your bank statements and information on benefits you get from Social Security or the state. Know <a href="/glossary_item.aspx?it
182: <p>It will take about 20-30 minutes to complete the Calculator. You can save your session and come back to it later.</p>
183: <h2>Will my information be kept private?</h2>
184: <p>Yes. Any information you enter or store in the Calculator is completely confidential. It will NOT be shared with any government agency
185: <p class="styleSmaller">This Benefits Calculator is made possible by a grant from the Centers for Medicare and Medicaid Services (CMS), Gr
186: <div class="slot_global_sidebar_0"><div id="Controls_1">
187: <div class="styleBPControlBar"><div class="styleBPControlBar_a"><div>
188: <div class="styleHelpItem"><span class="styleHelpImage"><a href="/restore.aspx?screen=restore_session&I=b2w2_nj"><span class="styleHelpImage"><div>
192: <div class="styleHelpItem"><span class="styleHelpImage"></div></div>
194: </div></div><div class="slot_global_sidebar_1"><!-- --></div><div class="slot_global_sidebar_2"><div>
195: <div class="styleBoxOuter styleBoxOuter_yellow"><div class="styleBoxInner styleBoxInner_yellow"><div>
196: <div class="slot_global_sidebar_2_content_0"><div>
197: <div class="styleHelpItem"><span class="styleHelpImage"><a href="#" onclick="window.print(); return false;"><img
198: </div></div><div class="slot_global_sidebar_2_content_1"><div id="EmailLink_1">
199: <div class="styleHelpItem"><span class="styleHelpImage"><a href="mailto:?subject=Web20from20friend&amp;body=Check20this3a22Benefits20Wor
200: </div></div><div class="slot_global_sidebar_2_content_2"><div id="Feedback_1">
201: <div class="styleHelpItem"><span class="styleHelpImage"><a onclick="javascript:
window.open('report.aspx?screen=start&amp;sess=134194642
202: </div></div><div class="slot_global_sidebar_2_content_3"><!-- --></div><div class="slot_global_sidebar_2_content_4"><!-- --></div>
203: </div></div></div>
204: </div></div><div class="slot_global_sidebar_3"><!-- --></div><div class="slot_global_sidebar_4"><div>
205: <div class="styleBoxOuter styleBoxOuter_gray"><div class="styleBoxInner styleBoxInner_gray"><h3 class="styleSmaller">Programs Co
206: <ul>
207: <li>
208: <a href="/glossary_item.aspx?item-id=855" class="styleGlossaryLink" rel="Supplemental Security Income (SSI)" onclick="if
(' _glos
209: </li>
210: <li>
211: <a href="/glossary_item.aspx?item-id=2044" class="styleGlossaryLink" rel="Social Security Disability Insurance (SSDI)"
onclick="
212: </li>
213: <li>
214: <a href="/glossary_item.aspx?item-id=1700" class="styleGlossaryLink" rel="Childhood Disability Benefits (CDB)" onclick="if (' _gl
215: </li>
216: <li>
217: <a href="/glossary_item.aspx?item-id=3010" class="styleGlossaryLink" rel="Earned Income Disregard (Section 8)" onclick="if
(' _gl
218: </li>
219: <li>
220: <a href="/glossary_item.aspx?item-id=2610" class="styleGlossaryLink" rel="Medicaid" onclick="if (' _glossary' == window.name)
ret
221: </li>
222: <li>
223: <a href="/glossary_item.aspx?item-id=1845" class="styleGlossaryLink" rel="NJ WorkAbility" onclick="if (' _glossary' ==
window.nam
224: </li>
225: <li>
```

Evaluation of Disability Benefits 101 Information Services Appendix F: Website Design Review Summary Report

```
226:                <a href="/glossary_item.aspx?item-id=2012" class="styleGlossaryLink" rel="Medicare" onclick="if ('_glossary' == window.name)
ret
227:            </li>
228:        </li>
229:                <a href="/glossary_item.aspx?item-id=3410" class="styleGlossaryLink" rel="NJ SNAP (formerly Food Stamps)" onclick="if
('_glossar
230:            </a>
231:        </li>
232:    </li>
233:                <a href="/glossary_item.aspx?item-id=1849" class="styleGlossaryLink" rel="New Jersey Temporary Disability Insurance"
onclick="if
234:            </a>
235:        </li>
236:    </li>
237:                <a href="/glossary_item.aspx?item-id=1736" class="styleGlossaryLink" rel="Employer-Sponsored Health Coverage" onclick="if
('_glo
238:            </li>
239:        </li>
240:                <a href="/glossary_item.aspx?item-id=1014" class="styleGlossaryLink" rel="Earned Income Tax Credit (EITC)" onclick="if
('_glossa
241:            </li>
242:        </ul>
243:    </div></div>
244:    </div></div>
245:    </div></div></div></div><div id="sh1_footer"></div><div class="slot_endInclude_outerCore"><!-- --></div></div><div id="menu_bottom"
role=
246:        <!-- --><!-- --><!-- --><div>
247:
248:    </div><!-- -->
249: </div></div><script type="text/javascript">
250:     var _gaq = _gaq || [];
251:     _gaq.push(['_setAccount', 'UA-6354151-7']);
252:     _gaq.push(['_setCustomVar', 2, 'category', 'calculators', 3]);
253:     (function() {
254:     var ga = document.createElement('script'); ga.type = 'text/javascript'; ga.async = true;
255:     ga.src = ('https:' == document.location.protocol ? 'https://ssl' : 'http://www') + '.google-analytics.com/ga.js';
256:     var s = document.getElementsByTagName('script')[0]; s.parentNode.insertBefore(ga, s);
257:     })();
258: </script><!-- sessionID: 1341946424292 --></body></html>
```

Michigan

HiSoftware® Cynthia Says™ - Web Content Accessibility Report Powered by [HiSoftware Content Quality Technology](#). If you have a question about this output please email support@hisoftware.com

Verified File Name: <http://mi.db101.org/>

Date and Time: 7/10/2012 2:50:17 PM

Failed Automated Verification



HiSoftware can help you meet all of your accessibility needs and more. Our industry leading [enterprise content compliance solutions](#) provide you with an automated, full-featured monitoring, auditing and testing solution to ensure your ever-changing Web content is always compliant with the latest standards for accessibility, privacy and confidentiality, site quality and data and information security. Visit www.hisoftware.com to find out more about how HiSoftware solutions can help you meet your Web compliance goals and request a trial copy.

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The level of detail setting for the report is to show all detail.

Checkpoints	Passed		
	Yes	No	Other
<p>508 Standards, Section 1194.22</p> <p>A. 508 Standards, Section 1194.22, (a) A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).</p> <p>Rule: 1.1.1 - All IMG elements are required to contain either the alt or the longdesc attribute. Warning - IMG Element found at Line: 144, Column: 107 contains the 'alt' attribute with an empty value. Please verify that this image is only used for spacing or design and has no meaning. Failure - IMG Element at Line: 144, Column: 266 Failure - IMG Element at Line: 148, Column: 113 Failure - IMG Element at Line: 150, Column: 232 Failure - IMG Element at Line: 152, Column: 438</p> <p>Rule: 1.1.2 - All INPUT elements are required to contain the alt attribute or use a LABEL. No INPUT Elements found within document</p> <p>Rule: 1.1.3 - All OBJECT elements are required to contain element content. No OBJECT elements found in document body.</p> <p>Rule: 1.1.4 - All APPLET elements are required to contain both element content and the alt attribute. No APPLET elements found in document body.</p> <p>Rule: 1.1.6 - All IFRAME elements are required to contain element content. No IFRAME elements found in document body.</p> <p>Rule: 1.1.7 - All Anchor elements found within MAP elements are required to contain the alt attribute. No MAP elements found in document body.</p> <p>Rule: 1.1.8 - All AREA elements are required to contain the alt attribute. No AREA elements found in document body.</p> <p>Rule: 1.1.9 - When EMBED Elements are used, the NOEMBED element is required in the document. No EMBED elements found in document body.</p>		No	
<p>B. 508 Standards, Section 1194.22, (b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.</p> <p>Rule: 1.4.1 - Identify all OBJECT Elements that have a multimedia MIME type as the type attribute value. No OBJECT elements found in document body.</p> <p>Rule: 1.4.2 - Identify all OBJECT Elements that have a 'data' attribute value with a multimedia file extension. No OBJECT elements found in document body.</p> <p>Rule: 1.4.3 - Identify all EMBED Elements that have a 'src' attribute value with a multimedia file extension. No EMBED elements found in document body.</p>			N/A
<p>C. 508 Standards, Section 1194.22, (c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.</p>			
<p>D. 508 Standards, Section 1194.22, (d) Documents shall be organized so they are readable without requiring an associated style sheet.</p> <p>Note: Document uses external stylesheets, inline style information, or header style information.</p>			
<p>E. 508 Standards, Section 1194.22, (e) Redundant text links shall be provided for each active region of a server-side image map.</p> <p>Rule: 1.2.1 - Locate any IMG element that contains the 'ismap' attribute. No IMG elements found in document body that contain the 'ismap' attribute. Rule: 1.2.2 - Locate any INPUT element that contains the 'ismap' attribute. No INPUT elements found in document body.</p>			N/A
<p>F. 508 Standards, Section 1194.22, (f) Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.</p> <p>Rule: 9.1.1 - No IMG element should contain the 'ismap' attribute. No server-side image map IMG elements found in document body. Rule: 9.1.2 - No INPUT element should contain the 'ismap' attribute. No INPUT elements found in document body.</p>			N/A
<p>G. 508 Standards, Section 1194.22, (g) Row and column headers shall be identified for data tables.</p> <p>Rule: 5.1.1 - Identify all Data TABLE elements. No TABLE elements found in document body.</p>			N/A
<p>H. 508 Standards, Section 1194.22, (h) Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.</p> <p>Rule: 5.2.1 - Identify all Data TABLE elements. No TABLE elements found in document body.</p>			N/A

Evaluation of Disability Benefits 101 Information Services
Appendix F: Website Design Review Summary Report

Checkpoints	Passed		
	Yes	No	Other
508 Standards, Section 1194.22			
I. 508 Standards, Section 1194.22, (i) Frames shall be titled with text that facilitates frame identification and navigation. Document is not a FRAMESET Page.			N/A
J. 508 Standards, Section 1194.22, (j) Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz. Rule: 7.1.1 - Documents are required not to contain the BLINK element. No BLINK elements found in document body. Rule: 7.1.2 - Documents are required not to contain the MARQUEE element. No MARQUEE elements found in document body. Note: SCRIPT element(s) found in document body, a visual verification must be done to ensure the script does not cause the screen to flicker.			
K. 508 Standards, Section 1194.22, (k) A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.			
(k) Option A - Check for the string 'Text Version' within the document.			N/V
(k) Option B - Check for a Global Text Version Link within the document.			N/V
(k) Option C - Check for an Accessibility Policy Link within the document.			N/V
L. 508 Standards, Section 1194.22, (l) When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by assistive technology. Rule: 6.3.1 - Anchor elements are required not to use javascript for the link target when the NOSCRIPT element is not present in the document. These elements will not cause a failure of the checkpoint if the NOSCRIPT element is found, however, they will be identified. No Anchor elements that use javascript for the link target were found in document body. Rule: 6.3.2 - AREA elements are required not to use javascript for the link target when the NOSCRIPT element is not present in the document. These elements will not cause a failure of the checkpoint if the NOSCRIPT element is found, however, they will be identified. No AREA Elements found in document body. Rule: 6.3.3 - Locate elements that use HTML event handlers. Note: This rule has not been selected to be verified for this checkpoint. Rule: 6.3.4 - When SCRIPT Elements are used, the NOSCRIPT element is required in the document. Warning - SCRIPT Element(s) are found in document and the NOSCRIPT element is not.			
M. 508 Standards, Section 1194.22, (m) When a web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(a) through (l). Rule: 6.3.5 - All OBJECT elements are required to contain element content. No OBJECT elements found in document body. Rule: 6.3.6 - All APPLETS elements are required to contain both element content and the alt attribute. No APPLETS elements found in document body. Rule: 6.3.7 - When EMBED Elements are used, the NOEMBED element is required in the document. No EMBED elements found in document body. Rule: 6.3.8 - All pages that have links to files that require a special reader or plug-in are required to contain the specified text indicating a link to the reader or plug-in. Note: This rule has not been selected to be verified for this checkpoint.	Yes		
N. 508 Standards, Section 1194.22, (n) When electronic forms are designed to be completed on-line, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.			N/A
O. 508 Standards, Section 1194.22, (o) A method shall be provided that permits users to skip repetitive navigation links. Rule: (o).1 - All pages are required to contain a bookmark link to skip navigation that has the specified text in either the link text or the 'title' attribute value. Skip Navigation Text: Note: This rule has not been selected to be verified for this checkpoint.			
P. 508 Standards, Section 1194.22, (p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.			

Checkpoint Result Legend: Yes = Passed Automated Verification, No = Failed Automated Verification, Warning = Failed Automated Verification, however, configured not to cause page to fail (Priority 2 or 3 only), N/V = Not selected for verification, N/A = No related elements were found in document (Visual only), No Value = Visual Checkpoint

HiSoftware Alt Text Quality Report

Verified File Name: <http://mi.db101.org/>

Date and Time: 7/10/2012 2:50:17 PM

Failed Automated Verification

Verification Checklist

Checkpoints	Passed		
	Yes	No	Other
<p>1.1 Validate that the alt text does not use the word image When users add alternative text to an image they tend to add the word "Image" when it really says nothing about the image, but describes the object versus the meaning of the object. This check will fail a page for the use of the word image in the alternative text.</p> <p>Image Alternative Text should not contain the word "Image"</p> <p>Failure - img Element at Line: 144, Column: 266 - The element does not use the attribute: alt. Failure - img Element at Line: 148, Column: 113 - The element does not use the attribute: alt. Failure - img Element at Line: 150, Column: 232 - The element does not use the attribute: alt. Failure - img Element at Line: 152, Column: 438 - The element does not use the attribute: alt.</p>		No	
<p>1.2 Validate that the alt text does not contain the text: .jpg, .gif, .bmp, .jpeg Many content creation tools will automatically add alternative text when you add an image to your content. The text is generally the image name. Validate that: .jpg, .gif, .bmp, .jpeg, are not found in the alt text.</p> <p>Image alternative text should not contain : .jpg, .gif, .bmp, .jpeg</p> <p>Failure - img Element at Line: 144, Column: 266 - The element does not use the attribute: alt. Failure - img Element at Line: 148, Column: 113 - The element does not use the attribute: alt. Failure - img Element at Line: 150, Column: 232 - The element does not use the attribute: alt. Failure - img Element at Line: 152, Column: 438 - The element does not use the attribute: alt.</p>		No	
<p>1.6 Validate that the alt text does not contain the text "image" Many content creation tools will automatically add alternative text when you add an image to your content. The text is generally the image name or the word image with a number associated, like image001. This checkpoint will fail a page if the string image is found in the alternative text.</p> <p>Image alternative text should not contain the text "image"</p> <p>Failure - img Element at Line: 144, Column: 266 - The element does not use the attribute: alt. Failure - img Element at Line: 148, Column: 113 - The element does not use the attribute: alt. Failure - img Element at Line: 150, Column: 232 - The element does not use the attribute: alt. Failure - img Element at Line: 152, Column: 438 - The element does not use the attribute: alt.</p>		No	
<p>2.1 Validate that Alternative Text is greater than 7 and less than 81 characters in length Short alternative text may not be valid, warn the report user if alternative text was found that is less than seven characters in length. Additionally alternative text should not be larger than 80 characters, if the alt text is greater the long description attribute should be used. This check validates that the alt attribute does not exceed 80 characters in length.</p> <p>The alternative text failed the minimum/maximum allowed characters check</p> <p>Note - img Element at Line: 144, Column: 107 - The alt attribute is 0 characters. Note - img Element at Line: 144, Column: 266 - The element does not use the attribute: alt. Note - img Element at Line: 148, Column: 113 - The element does not use the attribute: alt. Note - img Element at Line: 150, Column: 232 - The element does not use the attribute: alt. Note - img Element at Line: 152, Column: 438 - The element does not use the attribute: alt.</p>			
<p>2.2 Validate that Alternative Text is not used to repeat words Alternative text should not be used to simply hide words with the hope of increasing your ranking on search engines. If you repeat a word more than 5 times your page may not be indexed.</p> <p>The alternative text failed the maximum allowed repeated words check</p> <p>Failure - img Element at Line: 144, Column: 266 - The element does not use the attribute: alt. Failure - img Element at Line: 148, Column: 113 - The element does not use the attribute: alt. Failure - img Element at Line: 150, Column: 232 - The element does not use the attribute: alt. Failure - img Element at Line: 152, Column: 438 - The element does not use the attribute: alt.</p>		No	

Checkpoint Result Legend: Yes = Passed Automated Verification, No = Failed Automated Verification, Warning = Automated Verification Warning, N/V = Not Verified, N/A = No related elements were found in document, No Value = Visual Checkpoint

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Source Listing

```
1:
2: <!DOCTYPE html PUBLIC "-//W3C//DTD XHTML 1.0 Transitional//EN" "http://www.w3.org/TR/xhtml1/DTD/xhtml1-transitional.dtd">
3: <html xmlns="http://www.w3.org/1999/xhtml" lang="en" xml:lang="en"><head runat="server"><!-- 6/19/2012 6:50:02 PM: Page Rendering on 8F-
00
4:     DB101 Michigan - Calculators
5: </title><style type="text/css">
6:     #sh_main
7:     {
8:     width: 100%
9:     text-align: center;
10:    }
11:    #banner_main
12:    {
13:    width: 961px;
14:    margin: 0 auto;
15:    text-align: left;
16:    /*overflow: hidden;*/
17:    }
18:    #banner_print
19:    {
20:    margin: 0;
21:    padding: 0;
22:    }
23:    #banner
24:    {
25:    float: left;
26:    display: inline;
27:    }
28:    #banner_utility
29:    {
30:    float: right;
31:    text-align: right;
32:    display: inline;
33:    }
34:    #banner_clear
35:    {
36:    clear: both;
37:    }
38:    #menu_top
39:    {
40:    width: 100%;
41:    }
42:    #rule
43:    {
44:    width: 100%;
45:    padding: 0;
46:    margin: 0;
47:    }
48:    #core_main
49:    {
50:    width: 961px;
51:    margin: 0 auto;
52:    text-align: left;
53:    }
54:    #core_back
55:    {
56:    width: 100%;
57:    }
58:    #outerCore
59:    {
60:    margin: 0;
61:    padding: 0;
62:    }
63: </style><style type="text/css">
64:    #sh1_sidebar
65:    {
66:    width: 100%;
67:    padding: 25px 0 0 0;
68:    }
69:    #core
70:    {
71:    padding: 0;
72:    margin: 0px 0px 0px 10px;
73:    width: 726px;
74:    float: left;
75:    display: inline;
76:    /* border: solid 1px #ccc; */
77:    }
78:    #global_sidebar
79:    {
80:    padding: 0;
81:    margin: 0;
82:    width: 203px;
83:    float: right;
84:    display: inline;
85:    /* border: solid 1px #ccc; */
86:    }
```

Evaluation of Disability Benefits 101 Information Services

Appendix F: Website Design Review Summary Report

```
87:     #sh1_footer
88:     {
89:     clear: both;
90:     }
91: </style><style type="text/css">
92:     #sh2_plain_c2
93:     {
94:     width: 100%;
95:     }
96:     #hero
97:     {
98:     width: 100%;
99:     height: 179px;
100:    position: relative;
101:    padding: 17px 10px 10px 14px;
102:    margin-bottom: 20px;
103:    }
104:    #content_wrap
105:    {
106:    padding: 0;
107:    /*border: solid 1px red;*/
108:    }
109:    #col1, #col2
110:    {
111:    padding: 0;
112:    margin: 0 0 20px 0;
113:    width: 340px;
114:    /*border: solid 1px #cccccc;*/
115:    display: inline;
116:    }
117:    #col1
118:    {
119:    float: left;
120:    }
121:    #col2
122:    {
123:    float: right;
124:    }
125:    #sh2_footer
126:    {
127:    clear: both;
128:    }
129: </style></head><body class="s_7 p_1572 pc_Estimators_Landing pv_General l_1"><a href="#slot_content" title="Jump to content"
accesskey="
130:
131:
132: <script type="text/javascript" language="javascript">
133: <!--
134: function WrEmL(a, b) {document.write('<a class="styleMailLink" href="mailto:' + a + '@' + b + '>');}
135: // -->
136: </script><script type="text/javascript" language="javascript">
137: <!--
138: function WrEmLE() { document.write('</a>'); }
139: // -->
140: </script>
141: <script src="http://ajax.googleapis.com/ajax/libs/jquery/1.4.2/jquery.min.js" type="text/javascript"></script>
142: <script src="/js/jquery/efw.trackEvents.js" type="text/javascript"></script><div class="slot_begin_form"><div>
143:
144: </div></div><div id="sh_main"><div id="banner_main"><div id="banner_print"><div class="slot_banner_print"><!-- --></div><div class="slot_global_sidebar_1"><!-- --></div><div
class="slot_global_sidebar_2"><div
146: <div class="styleBoxOuter styleBoxOuter_yellow"><div class="styleBoxInner styleBoxInner_yellow"><div>
147: <div class="slot_global_sidebar_2_content_0"><div>
148: <div class="styleHelpItem"><span class="styleHelpImage"><a href="#" onclick="window.print(); return false;"><img
149: </div></div><div class="slot_global_sidebar_2_content_1"><div>
150: <div class="styleHelpItem"><span class="styleHelpImage"><a href="mailto:?subject=Web20from20friend&amp;body=Chec
151: </div></div><div class="slot_global_sidebar_2_content_2"><div>
152: <div class="styleHelpItem"><span class="styleHelpImage"><a href="/comment.aspx?title=Calculators&amp;path=http2f
153: </div></div><div class="slot_global_sidebar_2_content_3"><!-- --></div><div class="slot_global_sidebar_2_content_4"><!--
154: </div></div></div>
155: </div></div><div class="slot_global_sidebar_3"><!-- --></div><div class="slot_global_sidebar_4"><!-- --></div>
156: </div></div></div></div><div id="sh1_footer"></div><div class="slot_endInclude_outerCore"><!-- --></div></div><div id="menu_bottom"
role=
157: <!-- --><!-- --><!-- --><!-- --><!-- -->
158: </div></div><script type="text/javascript">
159: var _gaq = _gaq || [];
160: _gaq.push(['_setAccount', 'UA-6354151-6']);
161: _gaq.push(['_setCustomVar', 2, 'category', 'general', 3]);
162: _gaq.push(['_trackPageview']);
163: (function() {
164: var ga = document.createElement('script'); ga.type = 'text/javascript'; ga.async = true;
165: ga.src = ('https:' == document.location.protocol ? 'https://ssl' : 'http://www') + '.google-analytics.com/ga.js';
166: var s = document.getElementsByTagName('script')[0]; s.parentNode.insertBefore(ga, s);
167: })();
168: </script></body></html>
```

Appendix G: Real-Time User Testing Summary Report

The real-time user tests of the DB101 state websites were conducted in order to obtain an enhanced understanding about the broad range of factors that may impact the usability, usefulness, and accessibility of DB101. The tests allowed for an even greater understanding of how users interacted with the DB 101 websites, the operability of state sites, and their levels of accessibility for specific types of users.

The goal of the user tests was ultimately to identify what users liked and disliked and what was working for them and what was not. The tests also provided an opportunity to understand why users were coming to DB101, what needs or desires they may have, and how to ensure that those desires or needs were satisfied. The observance of a sample of users' interactions with DB101 sites in real time supported the ability to identify any usability problems through the collection of primary research (quantitative data on participants' performance on a usability test and questionnaire), to ultimately assess the participants' satisfaction with the website. The conclusion of the user test included an open opportunity for the users to comfortably disclose their feedback, such as their understanding of DB101's intent and purpose, their motivations for using the website, and any suggestions for improving various facets of the website to enhance the usability of DB101.

A total of four tests were conducted with representatives of the target users from the states of Arizona, California, and Minnesota, wherein each individual assessed his or her state's DB101 website. The results from these tests were used as the basis of the four user profiles below and are summarized in Table 1.

For each test, the participant was instructed to complete a series of five common tasks that would be performed on DB101, including both broad tasks and specific tasks to evaluate the sites' performance and subjective metrics. Performance measures included success in completing the tasks, the amount of time taken, and [any] errors/rate of confusion, among other measures described in more detail below. The subjective measures assessed included the user's self-reported satisfaction and comfort-level ratings. Following the task analyses, the user tests concluded with a set of questions to measure different factors of the website, including the layout, design, graphics, navigation, accessibility, comfort level, familiarity, and others.

Methodology

Outreach and Recruitment

Users were recruited through the online visitor survey, and they were asked to provide their email address if they were interested in participating in a follow-up research. Users were selected by their state and type of user and invited to participate in the user testing by email. Potential participants were notified that the test would take approximately 30–45 minutes and a \$10 gift card would be provided for their participation. Information such as the user's previous experience with DB10, state of residence, and use (if any) of an assistive device were captured prior to conducting the user tests.

The user tests were conducted via sharing the user's desktop through the online web service WebEx. Once the user test was scheduled, the facilitator notified the user that he or she would be receiving an electronic confirmation and reminder about the user test, including the call-in number and URL for joining, prior to the test date. The facilitators offered their availability by providing their contact information should the user have any questions or concerns.

Four user tests were conducted (fewer than the targeted total number of six user tests) after reaching out to a total of 37 individuals who indicated that they could be contacted for further information. Adjustments were made in the electronic recruitment efforts by enhancing the subject line of the initial outreach email and pieces of the email body to further highlight our appreciation for their visiting the DB101 website and being willing to provide their feedback.

Participants

The participants of the user test were residents of California, Minnesota, and Arizona. The participants' responsibilities were to attempt to complete a set of representative task scenarios (usability tasks) presented to them as efficiently as possible and to provide feedback regarding the usability and acceptability of the user interface. From the outset of the test, participants were verbally directed to provide honest opinions regarding the usability of the website and to participate in the post-session subjective questionnaire and debriefing.

Two of the individuals identified themselves as “sporadic users” of the website, meaning they had periodically used db101.org on an irregular basis. The other two participants were “first-time users” of the site, meaning this was their first interaction with the site.

Procedure

Participants took part in the usability test at a computer convenient for them (i.e., either a personal and/or public computer) and participated in the test via the use of WebEx, a remote screen sharing technology. Their interaction with the website and web applications was monitored by the facilitator seated remotely at another computer location. The note taker remotely monitored the sessions through the use of yet another computer. The facilitator, participant, and note taker were all connected through the WebEx system, and the test sessions were all recorded. Verbal communication was also supported by telephone during the webinar.

The facilitator began by briefing the participant of the user test, then asked if the participant had any questions. The facilitator began the test with the task completion by first reading clearly aloud the task and then instructing the participant to “think aloud” so that a verbal record of the user’s interaction with the website/web application would exist. The facilitator and note taker observed the user behavior, comments, levels of frustration, and success in completing the identified tasks.

Participants were asked to complete five tasks:

- Figure out what DB 101 accomplishes and what it offers you.
- What will happen to your income and benefits if you go to work? Find the Benefits and Work Calculator and calculate your situation.
- You wish to learn more about Supplemental Security Income (SSI). Find out more.
- You are interested in timely news regarding disability benefits. Locate the news.
- You need help with your benefits and need to contact the agency that administers your benefits program. Find this information.

The usability tasks were developed to reflect five common tasks that users would perform on DB101 websites. The tasks were identical for all participants through the use of both broad tasks and specific tasks, which ultimately develop a comprehensive “User Test Profile.” The usability tasks helped identify and pinpoint where users experienced confusion or frustration in trying to do something specific and/or something broad on DB101 through measuring the quality of the user’s experience when interacting with the website. A broad range of metrics were used to evaluate the usability of the DB101 state websites to help guide recommendations for improvement. The user test concluded with the facilitator obtaining the

user's demographic information as well as identifying and understanding the user's motivations for using the website.

Analysis

The analysis of the real-time user test examined the responses across the differing characteristics and histories of the respondents. It captured key quotes and descriptions to illustrate and augment the observation used in the user test, and assisted in developing user scenarios to “put a face” on how DB101 is experienced by the intended users.

Results

Usability Tasks

The types of usability tasks recorded are explained below along with a brief discussion of the tests' results. Table 1 below summarizes the four user test results. Full descriptions of all of the user tests can be found at the end of this document.

Ease of learning and efficiency of use refers to the user friendliness of the website, but also its utility in being a valuable source or tool for the user. One participant, a community-based program manager serving individuals with various disabilities, found DB101 to have a high ease of learning and efficiency of use, particularly in determining the qualification of benefits for the individuals they served. This participant strongly recommended DB101 to the clients served. Another user test participant noted that the website's ease of learning and efficiency of use was higher due to the user's previous experience dealing with financial, insurance, and medical terminology, making the terminology and content featured on the website easier to understand.

Time user spent on site per visit is what the user perceived as the time he or she spent on the site, versus a measure of actual time, and was a strong indicator of the value and utility of DB101. The time spent on DB101 per visit ranged from under 5 minutes to 15–30 minutes among the four participants. The two individuals who spent more time on the website included a person with a disability looking for her benefit eligibility and the mother of a child with a disability. Both individuals said that they found DB101 to be user friendly and helpful in determining eligibility and benefit information for their respective situations and thus visited the site for a longer period of time.

Understanding of what DB101 accomplishes and offers the user measures whether or not the user can easily, quickly, and deeply understand the purpose of DB101 and what it provides and offers. This metric received high ratings and a low confusion rate among all four participants. Each individual tested was able to locate the About page on the website, and one user stated that the Programs section had a “clean and crisp” feel to it that made the site more inviting.

Error of Confusion Rate (1–5 Scale) is a subjective rating based on not only what the user said, but also how the user worked toward performing and accomplishing the given tasks. A rating of 1 denoted no confusion whatsoever, and a rating of 5 represented extreme confusion. Users' error of confusion rates ranged from 1 to 3. It was notable that the higher error of confusion rates among two of the participants were the result of one of the usability tasks in particular, which was to find out more information about SSI. Two of the participants experienced a high level of frustration after being unable to locate the SSI: More Information page. One user ultimately relied on using the Search box to complete this task after being unable to locate it within the website's navigation tools.

Subjective Satisfaction Level measures the “frustration factor” with a subjective rating based on how the user responded to the given tasks. It took into account how easily, quickly, and successfully tasks were accomplished and how the user felt at completion. Two of the participants received moderately high scores of subjective satisfaction. One user in particular was able to benefit from the News section and

found satisfaction through reading about topical news articles relating to disability benefits, etc. One participant obtained a low subjective satisfaction level score after experiencing a high amount of frustration due to being unable to locate the SSI information.

DB101’s Navigation measure is based on how easy it was to move around the site and how easy it was to know where to go on the website. Two participants felt that the site was “very easy to navigate” and were highly satisfied with the navigation tools. One user felt that patience was needed in order to successfully navigate through the web pages, particularly among first-time users.

The Benefits and Work Calculator was tested as a specific usability task. It was notable that this resource failed to load properly for one participant and thus caused a high amount of frustration, particularly as this individual had spent about 10 minutes inputting personal/financial information into the calculator. Another user who successfully inputted and loaded the calculator results was unsatisfied with the graphical figures produced by the Benefits and Work Calculator. This user noted that the graphs depicting the calculator’s results were visibly illegible due to the small font, resulting in the user’s inability to analyze and fully understand the implications of these results.

Finally, the user tests provided an opportunity for users to give **other feedback** on using DB101 and to make any additional comments regarding the website and their user experience.

Table 1. User Test Results

User Profile	Person with Disability looking for Benefit Eligibility	Employed Person with a Chronic Disability	Mother of a Child with a Disability	DB101 Trained Disability Service Provider
Age Gender State	<30 Female (California)	>40 Female (Minnesota)	>50 Female (Arizona)	>40 Male (Arizona)
Level of Computer Proficiency	Intermediate web user	Intermediate web user	Proficient web user	Proficient web user
DB101 Experience	Sporadic user	First-time user	First-time user	Sporadic user
Ease of Learning and Efficiency of Use	Assessed as being a useful “101” website, but not particularly helpful for an individual with highly specific medical needs.	Content and language identified as easy to understand, primarily due to user’s extensive experience dealing with financial/insurance and medical	The user stated that that navigation tools were easy to use after she realized its accessibility. She needed more time to orientate herself with the site due to tiredness.	User finds this site very helpful in determining the qualification of benefits for people with disabilities. User highly recommends this site as a Community Based Program manager.
Time Spent on Site per Visit	15–30 minutes	terminology. 5–15 minutes	15–30 minutes	Under 5 minutes
Understanding of What DB101 Accomplishes and Offers the User	<ul style="list-style-type: none"> The website providing introductory, “101” information was apparent to user tested. The user understood that the material provided on this website was much more “general” than the information she needed to support her unique medical situation. 	<ul style="list-style-type: none"> The Programs web page clearly outlines the broad types of information DB101 offers the user. The website has a “clean and crisp” feel to it that makes the site overall more inviting for users. 	<ul style="list-style-type: none"> The About page was easily identified by the user 	<ul style="list-style-type: none"> The About page was identified after a couple of clicks by the user.

Evaluation of Disability Benefits 101 Information Services
Appendix G: Real-Time User Testing Summary Report

User Profile	Person with Disability looking for Benefit Eligibility	Employed Person with a Chronic Disability	Mother of a Child with a Disability	DB101 Trained Disability Service Provider
Error of Confusion Rate (1–5 Scale)	<ul style="list-style-type: none"> Rate of confusion (3) was moderately high. The user was unable to locate the SSI page: More information home page, without needing to enter this into the search box. 	<ul style="list-style-type: none"> Rate of confusion (2) was low. The user’s previous experience with the website enabled her to feel more “comfortable” navigating to certain site features. 	<ul style="list-style-type: none"> Rate of confusion (3) was moderately high. The user was unable to locate the SSI page, and the Talk to an Expert link. The user was able to locate the News section after being egged on. 	<ul style="list-style-type: none"> Rate of confusion (1) was low. The user’s previous experience with the website enabled him to feel more “comfortable” navigating around the website.
Subjective Satisfaction Level	<ul style="list-style-type: none"> Low scores due to frustration experienced with the Return to Work Calculator and difficulty locating the SSI information High scores for other tasks involving identification of specific website features 	<ul style="list-style-type: none"> Moderately high scores of subjective satisfaction level. The user was able to benefit from the News stories and eventually through the Estimators features. 	<ul style="list-style-type: none"> Moderate scores for subjective satisfaction. 	<ul style="list-style-type: none"> Moderately high scores of subjective satisfaction level.
Navigation	<ul style="list-style-type: none"> The user felt this website was “easy to navigate” and easy to comprehend. The website has a consistent look and feel to it, which helps grab the attention of users of all ages. 	<ul style="list-style-type: none"> User stated that an individual must be patient in order to successfully navigate through the web pages, particularly if they do not have prior experience with the material presented. 	<ul style="list-style-type: none"> Since the user was a first-time visitor, she had some difficulty navigating through the website and stated that she needed more time becoming acquainted with site. 	<ul style="list-style-type: none"> The user felt that site was “real easy to navigate” and was highly satisfied with the navigation tools.
Other Feedback	<ul style="list-style-type: none"> The links were not obvious in their intent and destination. Felt that material was not organized into meaningful, clear sections. 	<ul style="list-style-type: none"> The site language was easy for her to comprehend because [the user] has dealt with health care; would imagine it would be a more difficult task for those persons who may not be as familiar with this terminology. Website was easy to comprehend and organized into meaningful sections 	<ul style="list-style-type: none"> The user felt that this website was rich in information and that hours could be spent gathering material. She indicated that other users could find this site friendlier and more effective than talking to an individual who may not provide answers to their questions. 	<ul style="list-style-type: none"> The user had all positive feedback regarding the site and its functionality. His only suggestion was incorporating images of people with disabilities into the site.

Evaluation of Disability Benefits 101 Information Services
Appendix G: Real-Time User Testing Summary Report

User Profile	Person with Disability looking for Benefit Eligibility	Employed Person with a Chronic Disability	Mother of a Child with a Disability	DB101 Trained Disability Service Provider
Benefits and Work Calculator:	<ul style="list-style-type: none"> User felt frustrated that this task was included in the test because results were unrealistic for her own future plans. Resource did not load in an appropriate amount of time. User experienced frustration with the loaded graphics and charts after completing the survey; unable to comprehend without the help of a loved one. 	<ul style="list-style-type: none"> The calculator experienced technical difficulties and was unable to complete loading to part II of the calculations. The user became frustrated that time was lost after inputting such extensive personal and financial information. 	<ul style="list-style-type: none"> The user was able to locate the Benefits and Work Calculator found in the Calculators tab. 	<ul style="list-style-type: none"> The user effortlessly locates the Benefits and Work Calculator.
Performance Data (What Actually Happened)	<ul style="list-style-type: none"> Overall found the News section and the Glossary section to be very helpful. Unable to locate and navigate to the Ask an Expert page. 	<ul style="list-style-type: none"> The Benefits and Work Calculator failed to load properly. The user was unable to learn her results after inputting extensive personal and financial data into the calculator, resulting in frustration. 	<ul style="list-style-type: none"> The user had difficulty locating information regarding SSI and used the Glossary section instead of the Programs tab. The News tab was difficult for the user to find. She navigated out of the DB101 website and stated that she had no idea where the News section was located. After being directed to exit the Glossary section, the user was able to find the News tab. The user had difficulty locating information to contact the agency that administered her benefits program. She stated that she would need more time to become familiar with the site. She was able to locate the SSI page, which is the agency that administered her benefits. However, she did not find the Talk to an Expert link. 	<ul style="list-style-type: none"> The user was able to find all information that he needed. SSI content took the longest to locate. However, after using the search feature, it was no problem.

User Profile	Person with Disability looking for Benefit Eligibility	Employed Person with a Chronic Disability	Mother of a Child with a Disability	DB101 Trained Disability Service Provider
Suggestions for Website	<ul style="list-style-type: none"> This individual needs very specialized, highly specific information and thus did not find the generalized information on this website helpful. Would thus go to these websites and individuals to find information specific to her situation. 	<ul style="list-style-type: none"> Include graphics of individuals with disabilities on home pages. Suggested to make the website more “user friendly.” 	<ul style="list-style-type: none"> None. User felt that the design is friendly and well done. 	<ul style="list-style-type: none"> The only suggestion was to incorporate images of people with disabilities in the website.

Conclusion

The goal of the user tests was to ultimately identify what users liked and disliked and what was working for them and what was not. The tests succeeded in providing a better understanding of this information. The tests were also successful in helping evaluators understand why users come to DB101, what needs or desires they may have, and how to ensure that those desires or needs are satisfied. As an outcome of the four user tests conducted, the key findings below have been identified to enhance the effectiveness of DB101 in fulfilling its purpose: giving users the tools and information on health coverage, benefits, and employment.

Key Findings

Graphics: The images on each state’s DB101 website include individuals of various ages, ethnicities, and emotions. It was recommended by two unique participants of the user test that the website would be more visually enticing and relatable on a personal level by including graphics of individuals with a disability on the navigation pages. One user stated, “Including graphics of individuals with disabilities on this website would make DB101 more ‘user friendly’ and would make me feel like I was not the only person using this site with a disability.”

Loadability: Throughout the usability tasks, the users were asked to locate and utilize the Benefits and Work Calculator/Estimator. During two user tests, the calculator **failed to complete load** and thus caused a very high level of frustration among both users, particularly after they had spent a significant amount of time inputting their personal/financial information into the calculator. **It is recommended that this feature’s software be reassessed and enhanced to ensure that the load time and functionality of the tool itself works properly in order to prevent negative user experiences.**

User Test Descriptions

The following descriptions are based upon the four user tests. The names of the participants have been changed, however.

Cindy’s User Story: AZ DB101 Website

Cindy is the parent of a 28-year-old son with cerebral palsy. She just discovered db101.org and is a proficient web user.

Cindy begins by opening Internet Explorer and typing “DB101” into the MSN search field. The search brings up a list of sites and she clicks on the first result, www.db101.org.

Once the jump page, Cindy clicks on Arizona. She finds the link to the About page by clicking on More from the homepage's opening header. Once on the About page, she scrolls down and discovers what DB101 accomplishes and offers.

Cindy next clicks on Your Situation at the top of the page and then on the Going to Work section. In this section she finds the Benefits and Work Calculator highlighted in the purple box and clicks on it. Once in the calculator, she clicks on the SSI link located in the right column under Programs Covered in this Calculator. A pop-up window opens the Glossary and provides a definition for "Supplemental Security Income (SSI)." Within the pop-up window, Cindy clicks on the link for Social Security Administration and navigates to its glossary window. Cindy then clicks on Close Window and exits the Glossary.

In the Benefits and Work tab, Cindy once again clicks on the SSI link located in the right column under Programs covered in this calculator. A pop-up window opens the Glossary for "Supplemental Security Income (SSI)." She maximizes the pop-up window and clicks on the link for Social Security Administration and navigates to its Glossary window. She next clicks on the SSDI link and navigates to its Glossary page. Within the footer of the pop-up she clicks on the World Institute on Disability link and is confused on how to locate News section. After being indicated that the News would not be located in the Glossary, she exits the page and navigates back to the Calculators tab and scrolls the page up, down, and up, and lastly finds the News tab.

Cindy clicks on the Your Situation tab, scans the page, then clicks on the Programs tab and clicks on the SSI link under the Cash Benefits section. She scrolls down the page and clicks on Next. She scans the page and clicks on FAQs link located in the right column under Table of Contents. She scans the FAQs page and clicks on the link, "What happens to my SSI if I go back to work?" She scrolls the page and shows confusion contacting the agency (SSI) that administers her benefits program.

Cindy's had a positive experience with the site and thinks the site is well designed and extremely friendly.

John's User Story: AZ DB101 Website

John is a service provider for the Scottsdale Training and Rehabilitation Services (STARS) and works with people who have disabilities. John attended a seminar regarding the website before it was up and running and has hardly used the website. John is proficient web user and has continuously referred his clients to db101.org as a useful resource.

John begins by opening up Internet Explorer and types the web address "http://az.db101.org/" in the address bar. He then clicks on the Programs tab and looks at Cash Benefits, Health Care Coverage, and Work Programs, then scrolls down and looks at the links DB101 National and About.

John then clicks on the Calculators tab, then clicks on Go under the Benefits and Work section and locates the Start button.

John returns to the Home page tab and then clicks on the Your Situation tab, where he scans the page and then returns back to the Home page. He then types in SSI into the Search field and is given a list of results. He clicks on the first link and navigates to SSI: The Details, located within the Programs tab. He then clicks on the link that takes him to Eligibility and Application, the information that he was looking to obtain.

After, he clicks on the News tab and a list of results is shown. He then clicks on the link Important New Features on the Social Security Website Make Understanding and Applying for Disability Benefits Easier and sees news regarding disability benefits.

Back on the Home page, John clicks on link Work Incentive Consultant located in the right column under Talk to an Expert. A pop-up from the Glossary section appears, and he clicks on Benefits 2 Work Arizona where he is able to contact a Work Incentive Consultant.

John has an overall good experience with DB101. He states that it is very easy to navigate the website.

Sara's User Story: CA DB101 Website

Sara has been researching disability benefits and coverage using various specific federal and state agencies' websites. She realizes that, while her situation is unique and has required a team of health lawyers, family members, and care givers, she wants the ability to be her *own* advocate as well. Sara is looking to DB101 to find more general information (for the state of California) regarding benefits and coverage she is eligible for, to ensure that she is (and has been) receiving accurate information by her health care providers and team of lawyers. Sara's enhanced understanding of her situation and the benefits offered in her state will be a useful means to empower her through a difficult time.

Sara begins by opening Google Chrome, wherein she types "DB101" into the Google browser. The search brings up a list of sites and she clicks on the first result, www.db101.org. From the jump page, Sara clicks on California. She finds the first link on the first column, Going to Work, to be relevant and clicks on it. She quickly scans the navigation headers and information provided on the homepage, as her experiencing of constant/chronic pain limits her desire to spend a long time on a generalized page. Sara then navigates to the Glossary homepage, where she intends to learn more about those terms especially helpful for young people such as herself. She then clicks on the Young People tab within the Glossary and finds enthusiasm in the website's ability to offer such helpful information targeted for individuals of her age.

Sara next clicks on the Calculators tab and begins inputting her personal information into the Benefits and Work Calculator hastily. Once she has completed entering her information, the browser is slow to load her personalized graphics and results. Once the results are produced, Sara becomes frustrated that she is unable to understand (1) what these figures mean, (2) what the implications are, and (3) what she should do with these results. She became frustrated, but she continued to explore the remainder of the site.

Sara's overall experience with DB101 has been satisfactory, primarily because she feels her situation cannot be addressed through such general guidelines and resources as those provided on this website. She expresses that the Glossary—particularly the glossary for young people—has been extremely helpful in her understanding of the medical and financial terminology used by her health care providers and lawyers. She will most likely continue to use this website in the future.

Veronica's User Story: MN DB101 Website

Veronica has been researching disability benefits using various federal and state agencies' websites. She is employed as a programmer at a mid-sized company in Minnesota and has suffered from a chronic disability for over two decades. Veronica is married with one teenage son, and her family is constantly trying to make ends meet. Veronica is fearful that her current salary and work hours, which have been manageable and accommodating for her condition, are putting her Social Security in jeopardy. She is distressed because she loves her job, and she cannot physically afford to work a second job should her hours be cut back due to Social Security qualifications.

Veronica is seeking more information, particularly through the SSI and benefits calculator of DB101, to help her better understand and manage her situation. She is looking to DB101 to get the facts about what she does and does not qualify for.

Veronica opens Internet Explorer to her Google homepage. She types db101.mn.org into the search box and hits Enter. The search brings up the Minnesota DB101 homepage.

Once in homepage, Veronica first clicks on the Programs tab. She expresses her understanding of what DB101 has to offer users through the identified programs, including Cash Benefits, Health Care Coverage, and Work Programs. She understands the wide array of information this website offers for such each individually unique end user.

Veronica is interested in exploring the Benefits and Work Estimator, to find out how her current job may affect her disability benefits, health coverage, and total income. She clicks on the Estimators tab, then clicks on the Benefits and Work Estimator. Once in the Benefits and Work Estimator, Veronica begins to enter her personal information by hitting the Start button. She completes the first section, Current Status of the estimator, until her computer no longer loads the calculator. The technical difficulties experienced with the calculator (being unable to complete loading) causes her a high level of frustration after she has spent 15 minutes inputting her personal information in the Current Status section.

Overall, Veronica feels as though the DB101 website makes efficient use of colors and graphics. She suggests improving the website by incorporating photographs of individuals who have a disability, in order to make those users who have a disability feel more relatable. Her experience with DB101 has been helpful in her effort to learn more about her situation with work and to continue to make ends meet for her family.

Appendix H: Online Visitor Survey Summary Report

Goal III of the DB101 evaluation is to describe the proposed and actual users of states' sites. Information about users' demographics, contexts for use, disability situations, and employment histories was gathered using the Online Visitor Survey. Survey respondents were also asked about their experience visiting DB101 and about their perceived visit outcomes. The response rate of the survey was initially very low across states, and state program administrators were subsequently asked to contact their networks and encourage both professional-users and end-users to take the survey. An incentive was also added to the online survey for end-users. More than half (55%) of the survey respondents were visitors who were asked to take the survey.

The results of the Online Visitor Survey provide a snapshot of who is visiting DB101 sites. While the data taken as a whole are very informative, it is not known if the survey respondents accurately illustrate differences between the states' organic users or if the respondent groups illustrate the strength and reach of the states' ability to mobilize their networks. As such, the following discussion primarily considers the survey respondents as a whole but disaggregates the findings by state.

Methodology

JBS drafted the DB101 Online Visitor Survey using SurveyMonkey to address the research questions posed by this evaluation. The survey was revised based on feedback from a draft review by the Heldrich Center and the World Institute on Disability (WID) and an internal pilot test conducted by JBS staff. A state-specific version of the survey was developed for each of the five states. A link was then sent to each state administrator to distribute to a limited number of targeted users in order to pilot the surveys, and the survey was further refined based on feedback from the 30 pilot respondents.

The original evaluation plan for using a preliminary "gateway survey" that led to a "post-visit survey" was changed because of the technical challenges of that approach, and it was replaced with a single survey that included all of the original questions. A link to the survey was initially placed in the top right banner of each state's web pages by Jack Eastman of Eightfold Way Consultants, and users also would encounter a pop-up once they had viewed four pages or arrived at logical "exit points" on the sites (e.g., the end of a calculator session).

The surveys appeared on the DB101 websites on July 25, 2012, but after one week the surveys had extremely low response rates. JBS, WID, and Eightfold Way Consultants met to discuss options for increasing the visibility of the survey. As a result, the following strategies were used to increase the response rates: (1) the survey banner was modified in order to stand out more prominently; (2) a News item was added to the sites that had a News feature, explaining the evaluation and the purpose of the survey; (3) the number of page views for triggering the pop-up was reduced to two; and (4) users were given an incentive by entering a drawing for a \$100 gift card if they completed the survey (only nonprofessionals were eligible). At the same time, we asked the state program administrators and WID to distribute a direct link throughout their networks to encourage users to take the survey. State program administrators were given special links to the survey so that we could identify whether each survey respondent took the survey directly from the site or through a link sent by the program administrator. As a result of all these initiatives, the response rate immediately improved.

On September 21, the survey was closed and the survey data downloaded from SurveyMonkey into SPSS statistical analysis software files. The individual survey files were cleaned (that is, extraneous records were detected and corrected or removed), and data were aggregated into one file for analysis. Table 1 breaks down the number of survey responses by state website after the data were cleaned. A total of 852 users participated in the survey, with the majority of users coming from the larger websites of California

(38%), Arizona (34%), and Minnesota (19%). Respondents who took the survey directly from a website link were 45 percent of all respondents, and solicited respondents were 55 percent, but the proportions varied widely among the five states (Table 1, below).

Table 1: Type of Survey Respondents by Website

DB101 Site	Direct Survey		Solicited		All Respondents	
	% Total	#	% State	#	% State	#
California	58%	186	42%	135	38%	321
Arizona	28%	82	72%	207	34%	289
Minnesota	63%	102	37%	59	19%	161
New Jersey	2%	1	98%	51	6%	52
Michigan	22%	4	78%	14	2%	18
California-Spanish	70%	8	30%	3	1%	11
Total	45%	383	55%	469	100%	852

The very small number of responses from the California Spanish site (n=11) are included with the California English site data for the analysis below and are not disaggregated to represent a separate site. Survey responses were analyzed using SPSS and are reported by basic frequencies and percentages below. Responses to the questions were disaggregated by user groups when relevant; state-level data are also presented below, depending on the sample sizes of the questions and the interest to state programs. Those respondents who indicated “other” or who did not answer the question regarding the context of their visit (e.g., professional, person with a disability) are not included in most of the analyses, and in most cases they did not fully complete the survey (Table 2, below).

As shown in Table 2 below, the majority of the survey respondents came from the three states with portal websites (those providing information on programs and resources in addition to calculators): California (39%), Arizona (34%), and Minnesota (19%). Overall, 45 percent of the respondents were disability-related professionals, though this varied by state, with the states that offer calculators only on their sites having the highest proportion of professional-users (New Jersey, 73%, and Minnesota, 73%). The smallest group of respondents was those identifying themselves as visiting DB101 to obtain information for a family member or friend (13% overall).

Table 2: The Purpose of Respondents’ Current Visit to DB101

States	Seeking Information for Self		Seeking Information for Friend/Family		Disability-Related Professional		Other or Did Not Answer		All Respondents	
	% State	#	% State	#	% State	#	% State	#	% Total	#
CA	44%	145	14%	45	38%	125	5%	17	39%	332
MN	47%	75	19%	31	29%	46	6%	9	19%	161
AZ	25%	72	10%	28	56%	162	9%	27	34%	289
NJ	10%	5	6%	3	73%	38	12%	6	6%	52
MI	28%	5	-	-	72%	13	-	-	2%	18
All States	35%	302	13%	107	45%	384	7%	59	100%	852

Overall, the Online Visitor Survey captured information about four distinct types of individuals:

- Self-users: Individuals seeking information for themselves
- Assisting-users: Individuals seeking information for family or friends
- Assisted-individuals: Individuals for whom the assisting-users are seeking resources and information (described by assisting-users, though they are not considered “users” as they did not actually use/visit the site)

- Professional-users: Disability-related professionals using DB101 to assist their clients or consumers.

User Demographics

Tables below summarize responses by several different groups. Self-users and assisting-users are grouped together to represent the “end-users,” that is, the individuals who are actually visiting the site to find information and assistance. Survey results were also analyzed to identify the contexts and situations of the individuals with disabilities related to the site. “Individuals with disabilities” represent the self-users and the assisted-individuals who the assisting-users are helping (that is, the individuals enrolled in benefits and health care programs or looking for employment). Finally, professional-users are individuals who are using DB101 in their professional capacities.

Gender

The majority of survey are women, representing two-thirds (67%) of the end-users and three-fourths (75%) of the professional-users (Table 3 below).

Table 3: Gender of End-Users and Professional-Users

Type of User	Male		Female		Total #
	%	#	%	#	
End-user	33%	131	67%	272	403
Professional-user	25%	92	75%	281	373
All Users	29%	223	71%	553	776

Age

About two-thirds (61%) of professional-users who responded are 46 years or older (and only 18% were under 35 years old). The majority of end-users also tended to be older, with more than half (56%) reporting being 45 years or older (Table 4 below).

Table 4: Age of End-Users and Professional-Users

Age Group	End-Users (average = 46)		Professional-Users (average = 48)	
	%	#	%	#
<17 years	<1%	2	-	-
18–25 years	5%	21	2%	7
26–35 years	16%	64	16%	58
36–45 years	22%	88	22%	81
46–55 years	32%	130	31%	113
56–65 years	20%	82	28%	102
66+ years	4%	16	2%	7
All Users	100%	403	100%	368

Ethnicity

The survey also collected information about visitors’ ethnicity (Table 5 below). Overall, the majority of DB101 users reported their ethnicity as white (70%), with end-users being a bit more diverse than professional-users. California had the greatest proportion of all users self-identifying as non-white (40%), with the greatest number of users identifying as Hispanic (including nine users from the California Spanish site).

Table 5: End-User and Professional-User Ethnicity

	White		Asian		African-American		Hispanic		Other		Total State
	%	#	%	#	%	#	%	#	%	#	
CA Total	60%	184	8%	25	7%	23	19%	57	6%	18	307
End-user	56%	104	9%	17	8%	15	22%	42	5%	9	187
Prof-user	67%	80	7%	8	7%	8	13%	15	8%	9	120
MN Total	87%	130	3%	5	5%	8	1%	1	3%	5	149
End-user	85%	89	4%	4	7%	7	1%	1	4%	4	105
Prof-user	93%	41	2%	1	2%	1	-	-	2%	1	44
AZ Total	70%	181	2%	5	6%	16	16%	42	6%	15	259
End-user	62%	62	4%	4	6%	6	19%	19	9%	9	100
Prof-user	75%	119	1%	1	6%	10	14%	23	4%	6	159
NJ Total	79%	34	-	-	14%	6	5%	2	2%	1	43
End-user	75%	6	-	-	13%	1	-	-	13%	1	8
Prof-user	80%	28	-	-	14%	5	6%	2	-	-	35
MI Total	82%	14	-	-	6%	1	12%	2	-	-	17
End-user	80%	4	-	-	20%	1	-	-	-	-	5
Prof-user	83%	10	-	-	-	-	17%	2	-	-	12
All States	70%	543	5%	35	7%	54	13%	104	5%	39	775
End-user	65%	265	6%	25	7%	30	15%	62	6%	23	405
Prof-user	75%	278	3%	10	6%	24	11%	42	4%	16	370

Primary Language and English Reading Ability

Survey respondents were also asked about their primary language and English reading ability (Table 6 below). Almost all of the users (92%) indicated that English is their first language. Three percent (24) speak Spanish as their primary language, with 8 of these 24 users coming from the California Spanish site and 5 from Arizona’s site. An additional 3 percent speak other primary languages, such as Chinese (5) and Vietnamese (4). Half of the end-users (50%) and all of the professional-users speaking English as a second language report their English reading ability to be “very well/fluent” or “good.” Six of the eight respondents speaking Spanish as their first language who came from the California Spanish site indicated that they can “only read a little” in English.

Table 6: Primary Language and English Reading Ability of Users

	End-Users		Professional-Users		All Users	
	% State	#	% State	#	% Total	#
Primary Language of User						
English	92%	375	97%	362	94%	737
Spanish	4%	18	2%	6	3%	24
Other	3%	13	2%	7	3%	20
Total	100%	406	100%	375	100%	781
English Reading Ability of User Whose Primary Language Is Not English						
Very well/fluent	39%	13	81%	13	53%	26
Good	21%	7	19%	3	20%	10
Okay	15%	5	-	-	10%	5
Only a little	24%	8	-	-	16%	8
Total	100%	33	100%	16	100%	49

Education Level

Survey respondents also reported their levels of education (Table 7 below). Education levels varied by the type of user but were overall high for both groups. Some post-secondary educational experience was reported by 79 percent of end-users, and more than a third (35%) reported at least a Bachelor’s degree. Among end-users, 21 percent have a high-school level education or less, compared to 2 percent of professional-users. Almost one-third of all users (32%) have a graduate or professional degree.

Table 7: Education Level of Users

	12 th Grade or Less		Some College		Associates/ Voc Degree		B.S./B.A.		Graduate or Professional		Total State #
	%	#	%	#	%	#	%	#	%	#	
CA Total	13%	38	24%	72	15%	44	21%	64	27%	80	298
End-user	20%	35	28%	50	19%	34	22%	39	12%	21	179
Prof-user	3%	3	18%	22	8%	10	21%	25	50%	59	119
MN Total	10%	15	24%	36	18%	27	27%	40	20%	29	147
End-user	15%	15	31%	32	18%	19	23%	24	13%	13	103
Prof-user	-	-	9%	4	18%	8	36%	16	36%	16	44
AZ Total	12%	30	13%	33	10%	25	20%	52	45%	115	255
End-user	28%	27	21%	20	15%	14	17%	16	19%	18	95
Prof-user	2%	3	8%	13	7%	11	23%	36	61%	97	160
NJ Total	7%	3	9%	4	5%	2	44%	19	35%	15	43
End-user	13%	1	13%	1	-	-	38%	3	38%	3	8
Prof-user	6%	2	9%	3	6%	2	46%	16	34%	12	35
MI Total	17%	3	28%	5	-	-	17%	3	39%	7	18
End-user	40%	2	40%	2	-	-	20%	1	-	-	5
Prof-user	8%	1	23%	3	-	-	15%	2	54%	7	13
All States	12%	89	20%	150	13%	98	23%	178	32%	246	761
End-user	21%	80	27%	105	17%	67	21%	83	14%	55	390
Prof-user	2%	9	12%	45	8%	31	26%	95	51%	191	371

Profile of Self-Users and Assisted-Individuals

Below, survey responses are analyzed for both self-users and assisted-individuals to provide a snapshot of the individuals with disabilities for whom information or assistance was sought by visiting DB101.

Age

Among the individuals with disabilities (self-users and assisted-individuals represented in the survey results), more than half (51%) are 46 years old or older (Table 8 below). The age distribution among the states with portal websites is roughly equivalent, with California showing a slightly higher percentage for the 26- to 45-year-old group (41%) and Minnesota having 18 percent of individuals with disabilities in the group 25 years and younger.

Table 8: Age of Individuals with Disabilities

Age Groups	CA		MN		AZ		NJ		MI		All States	
	%	#	%	#	%	#	%	#	%	#	%	#
25 years and younger	12%	21	18%	18	16%	15	-	-	-	-	14%	54
26–45 years	41%	71	31%	31	30%	28	17%	1	20%	1	35%	132
46+ years	47%	82	51%	50	54%	50	83%	5	80%	4	51%	191
Total	100%	174	100%	99	100%	93	100%	6	100%	5	100%	377

Length of Disability

Survey respondents were also asked about the disability situations of the self-users and the assisted-individuals (Table 9 below). Most of the individuals with disabilities reported long-term disabilities (74%); about one-fifth (19%) of the individuals with disabilities did not know if they had a long- or short-term disability.

Table 9: Length of Disability of Self-Users and Assisted-Individuals by State

	CA		MN		AZ		NJ		MI		All States	
	%	#	%	#	%	#	%	#	%	#	%	#
Short-term	11%	17	2%	2	5%	4	-	-	-	-	7%	23
Long-term	67%	101	87%	77	72%	58	100%	4	100%	4	74%	244
Not sure/DK	21%	32	11%	10	23%	19	-	-	-	-	19%	61
Total	100%	150	100%	89	100%	81	100%	4	100%	4	100%	328

Type of Disability

Table 10 below shows the types of disabilities reported. About two-thirds (35%) of all the individuals with disabilities reported that their primary disability is physical, followed by 23 percent reporting an emotional or psychiatric primary disability. Those with cognitive disability and those with multiple disabilities each make up 18 percent of the individuals with disabilities.

Table 10: Types of Disabilities of Self-Users and Assisted-Individuals by State

Type of Disability	CA		MN		AZ		NJ		MI		All States	
	%	#	%	#	%	#	%	#	%	#	%	#
Physical	41%	58	35%	30	24%	19	29%	2	50%	2	35%	111
Emotional/ Psychiatric	20%	29	19%	16	33%	26	14%	1	25%	1	23%	73
Cognitive	14%	20	20%	17	22%	17	43%	3	-	-	18%	57
Multiple	20%	28	20%	17	14%	11	14%	1	-	-	18%	57
Don't know	1%	2	4%	3	3%	2	-	-	-	-	2%	7
Hearing	1%	2	-	-	4%	3	-	-	25%	1	2%	6
Visual	2%	3	2%	2	1%	1	-	-	-	-	2%	6
Total	100%	142	100%	85	100%	79	100%	7	100%	4	100%	317

Current Employment Status

Self-users were also asked about their employment situation or that of the individual they were assisting (Table 11 below). Overall, about one-quarter (26%) of all individuals with disabilities reported currently not working but receiving benefits. Those employed full time or not working and not on benefits each represent 22 percent of all the individuals with disabilities. Among other employment situations reported, the most frequently cited was employed part time (13%).

Table 11: Employment Status of Self-Users and Assisted-Individuals

Employment Status	CA		MN		AZ		NJ		MI		All States	
	%	#	%	#	%	#	%	#	%	#	%	#
Not working: On Benefits	23%	32	31%	25	26%	23	25%	2	25%	1	26%	83
Not working: Not on Benefits	27%	38	15%	12	21%	19	13%	1	0%	0	22%	70
Employed full-time	21%	30	9%	7	31%	28	50%	4	25%	1	22%	70
Other	20%	28	16%	13	19%	17	0%	0	0%	0	18%	58
Employed part-time	9%	13	30%	24	2%	2	13%	1	50%	2	13%	42
Total	100%	141	100%	81	100%	89	100%	8	100%	4	100%	323

Reason for Unemployment

Self-users and assisted-individuals who reported being unemployed were asked to provide a reason (Table 12 below). The most common reasons given by those not employed are that they are planning or actively looking for work (30%) or that they are not seeking employment because they are not able (24%). For those being assisted by others, half (50%) are not seeking employment because they are unable to work.

Table 12: Reason for Unemployment

Reason	Self-Users		Assisted-Individuals		All Individuals with Disabilities	
	%	#	%	#	%	#
Planning or actively looking for work	30%	14	6%	1	23%	15
Not seeking employment: Not able	30%	14	50%	9	24%	23
Want to work; concerned about loss of health care/benefits	15%	7	6%	1	15%	8
Other/ Don't Know	11%	5	17%	3	15%	8
Not seeking employment: Other	8%	4	23%	4	15%	8
Considering work but unsure	4%	2	-	-	4%	2
Total	100%	46	100%	18	100%	64

Years of Employment before Disability

As shown in Table 13 below, over two-thirds (68%) of the users looking for information for themselves had worked a year or more before they became disabled. Among people being assisted by the user, 42 percent had never worked or had worked for less than a year.

Table 13: Years of Employment before Disability

Years of Employment	Self-Users		Assisted-Individuals		All Individuals with Disabilities	
	%	#	%	#	%	#
A year or more	68%	160	37%	26	61%	186
None or less than a year	32%	75	42%	30	34%	105
Don't know	-	-	21%	15	5%	15
Total	100%	235	100%	71	100%	306

Occupation before Disability/Current Occupation

Information was also collected on those who had worked previous to their disabling conditions (Table 14 below). The most commonly cited occupations held before the onset of disability were in office and administrative support, sales and related positions, and food preparation and serving-related positions. Among those who are currently employed, the most common occupational fields are education, training, and library; office and administration support; and community and social services.

Table 14: Occupations of Those Working before Disability and of Those Currently Employed

Occupation	Before Disability #	Currently Employed #
Office and Administrative Support	46	16
Sales and Related	35	9
Food Preparation and Serving Related	30	8
Education, Training, and Library	29	24
Management	25	5
Healthcare Support	25	6
Business and Financial Operations	21	7
Computer and Mathematical	17	7
Community and Social Services	16	11
Arts, Design, Entertainment, Sports, & Media	13	5
Healthcare Practitioners and Technical	13	6
Transportation and Material Moving	13	5
Building and Grounds Cleaning & Maintenance	11	-
Production	11	3
Installation, Maintenance, and Repair	10	3

Occupation	Before Disability #	Currently Employed #
Construction and Extraction	9	3
Legal	7	4
Personal Care and Service	6	3
Farming, Fishing, and Forestry	4	1
Military Specific	2	1
Architecture and Engineering	1	-
Life, Physical, and Social Science	1	1
Protective Service	1	-

Student Status

As shown in Table 15 below, the majority of users with disabilities are not currently students (84% of those seeking information for self and 65% of users assisted by others). A significant percentage (18%) of the assisted-individuals is minors in high school or lower grades.

Table 15: Student Status

Student Status	Self-Users		Assisted-Individuals		All Individuals with Disabilities	
	%	#	%	#	%	#
Not a Student	84%	215	65%	46	80%	261
Vocational or Community College	5%	13	6%	4	5%	17
University Undergraduate	4%	10	1%	1	3%	11
Graduate School	2%	6	-	-	2%	6
Other (please specify)	2%	6	8%	6	4%	12
Technical Training	1%	3	-	-	1%	3
High School or Below (Including Graduating in 2012 or GED)	1%	2	18%	13	5%	15
Don't Know	-	-	1%	1	0%	1
Total	100%	255	100%	71	100%	326

Family Status

As shown in Table 16 below, the most common family status of all individuals with disabilities related to the site is single (44%). About one-third (31%) are married.

Table 16: Family Status of Self-Users and Assisted-Individuals

Family Status	Self-Users		Assisted-Individuals		All Individuals with Disabilities	
	%	#	%	#	%	#
Single	40%	99	60%	42	44%	141
Married	32%	79	26%	18	31%	97
Divorced	21%	51	3%	2	17%	53
Cohabiting/partnered	6%	15	7%	5	6%	20
Widowed	1%	3	4%	3	2%	6
Total	100%	247	100%	70	100%	317
Person with disabilities is economically supporting children						
Yes	32%	79	10%	7	27%	86
No	68%	167	88%	61	72%	228
Don't Know	-	-	1%	1	0%	1
Total	100%	246	100%	69	100%	315

Living Situation

As shown in Table 17 below, most of the individuals with disabilities live with their spouse/partner/children (36%) or live alone (21%). For assisted-individuals, 41 percent live with their parents and/or guardians, reflecting the number of minors in this group.

Table 17: Living Situations of Self-Users and Assisted-Individuals

Living Situation	Users Looking for Information for Self		Persons Being Assisted by User		All Individuals with Disabilities	
	%	#	%	#	%	#
Live with spouse/partner/children	38%	93	28%	20	36%	113
Live alone own place	25%	62	7%	5	21%	67
Share home (roommates/friends)	14%	35	11%	8	14%	43
Other	14%	33	8%	6	12%	39
Live with parent(s) or guardian	9%	21	41%	29	16%	50
Licensed board and care	1%	2	4%	3	2%	5
Total	100%	246	100%	71	100%	317

Personal Assistive Technology Used

A very small number of users reported using personal assistive technologies to access the sites (Table 18 below). Only 25 people (representing 6% of all end-users) reported using technologies. The most common were alternative keyboard/mouse systems (5), screen magnification (4) and text browsers (4).

Table 18: Personal Assistive Technologies Used to Access DB101

Personal Assistive Technology	# Users
Alternative Keyboard/Mouse Systems	5
Screen Magnification	4
Text Browsers	4
Other	4
Speech Recognition	3
Adaptive Switches and Joysticks	1
Electronic Pointing Device	1
Screen Readers (Including Speech Synthesizers)	1
Trackball Systems and Stick and Wand Devices	1
Visual Notifications	1
Total	25

Disability Benefit and Health Coverage Program Status

Enrollment in disability programs and enrollment in health coverage programs of both self-users and assisted-individuals are reported below in Tables 19 and 20, respectively. The percentages included in these tables must be read with the understanding that they reflect the total number of people responding to these questions (i.e., people with disabilities), not the total number of all survey respondents.

The most frequently enrolled disability benefit programs reported include Social Security Disability Insurance (SSDI) (43%), Supplemental Security Income (SSI) (35%), and Nutrition Assistance, formerly called Food Stamps (30%). Approximately 13–15 percent of the people answering these questions were seeking enrollment in these same programs. Of the state programs, 23 percent of respondents reported enrollment with the California Department of Rehabilitation programs, Minnesota Workforce Centers (18%), and Minnesota Vocational Rehabilitation Services (27%).

Table 19: Disability Benefit Program Status for Self-Users and Assisted-Individuals

Disability Benefit Program	Currently enrolled		Seeking enrollment		Don't know program/status		Total # answering question
	#	%	#	%	#	%	
SSDI (Social Security Disability Insurance)	102	43%	32	14%	102	43%	236
SSI (Supplemental Security Income)	73	35%	27	13%	109	52%	209
Nutrition Assistance (formerly "Food Stamps")	55	30%	27	15%	103	56%	185
Vocational Rehabilitation	28	16%	27	15%	121	69%	176
Short-Term/Long-Term Disability	26	15%	20	12%	124	73%	170
Housing Assistance (e.g., Section 8, etc.)	26	15%	27	15%	125	70%	178
Ticket to Work	23	13%	22	13%	130	74%	175
Cash Assistance	20	11%	22	13%	132	76%	174
CDB (Childhood Disability Benefits)	4	3%	8	5%	147	92%	159
Temporary Assistance for Needy Families (TANF)	3	2%	12	8%	142	90%	157
PASS	1	1%	6	4%	152	96%	159
State Program							
CA Department of Rehabilitation	16	23%	5	7%	48	70%	69
MN WorkForce Centers	5	18%	4	14%	19	68%	28
MN Vocational Rehabilitation Services	8	27%	4	13%	18	60%	30
MN State Services for the Blind	1	4%	-	-	22	96%	23
AZ Rehabilitation Services Administration	2	6%	4	11%	30	83%	36
AZ One-Stop Centers	2	6%	5	14%	29	81%	36
Workfirst New Jersey	-	-	-	-	6	100%	6
NJ WorkAbility	-	-	-	-	6	100%	6
MI Family Independence Program	-	-	1	33%	2	67%	3
MI Freedom to Work	-	-	1	33%	2	67%	3

The disability health programs/coverage with the most people enrolled are Medicare (45%), employer-sponsored health coverage (35%), and Medicare and Medicaid (25%). The state programs with the highest percentage of people enrolled are California Medi-Cal (55%), Minnesota Medical Assistance (52%), and Arizona Health Care Cost Containment System (AHCCCS) (44%).

Table 20: Disability Health Coverage Program Status for Self-Users and Assisted-Individuals (All States)

Disability Health Benefit/Coverage	Currently enrolled		Seeking enrollment		Don't know program/status		Total # answering question
	#	%	#	%	#	%	
Medicare	78	45%	9	5%	87	50%	174
Employer-sponsored health coverage	51	35%	3	2%	90	63%	144
Medicare and Medicaid	34	25%	11	8%	91	67%	136
Medicaid	27	20%	11	8%	95	71%	133
Coverage through spouse or domestic partner	26	20%	2	2%	104	79%	132
Private individual health coverage	25	20%	2	2%	98	78%	125
Coverage under a parent's plan	17	14%	2	2%	103	84%	122
Workman's Compensation	5	4%	3	3%	106	93%	114
COBRA or OBRA	1	1%	1	1%	110	98%	112
State Program							
CA Medi-Cal	38	55%	9	13%	22	32%	69
MN MinnesotaCare	8	38%	1	5%	12	57%	21
MN Program HH	-	-	-	-	16	100%	16
MN Comprehensive Health Association (MCHA)	1	6%	-	-	16	94%	17
MN Medical Assistance (MA)	14	52%	1	4%	12	44%	27
MN MA-Waiver Programs	5	24%	1	5%	15	71%	21
MN Medical Assistance for Employed Persons with Disabilities (MA-EPD)	8	26%	5	16%	18	58%	31
AZ Health Care Cost Containment System (AHCCCS)	15	44%	2	6%	17	50%	34

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AZ AHCCCS Freedom to Work	1	4%	3	11%	24	86%	28
NJ Temporary Disability Insurance	-	-	-	-	4	100%	4

Results for program enrollment for the three portal states of California, Minnesota, and Arizona are shown below in Tables 21, 22, and 23, respectively. New Jersey and Michigan did not have enough responses to complete the tables.

Table 21: California Disability Benefits and Health Coverage for Self-Users and Assisted-Individuals

Disability Benefit/ Coverage	Currently enrolled		Seeking enrollment		Don't know program/status		Total # answering question
	#	%	#	%	#	%	
SSDI	38	38%	14	14%	49	49%	101
SSI	35	36%	19	19%	44	45%	98
CA Depart of Rehabilitation	17	20%	6	7%	60	72%	83
Nutrition Assistance	16	21%	13	17%	49	63%	78
Short-Term/Long-Term Disability	15	18%	13	16%	54	66%	82
Housing Assistance	12	14%	17	20%	56	66%	85
Ticket to Work	12	14%	12	14%	59	71%	83
Cash Assistance	9	12%	10	13%	58	75%	77
Vocational Rehabilitation	9	11%	12	15%	59	74%	80
CDB	2	3%	4	5%	70	92%	76
TANF	2	3%	10	14%	61	84%	73
PASS	1	1%	4	5%	69	93%	74
Health Program							
MediCal	46	56%	11	13%	25	30%	82
Medicare	34	44%	6	8%	38	49%	78
Employer-sponsored health coverage	23	35%	2	3%	40	62%	65
Medicare and Medicaid	16	25%	7	11%	41	64%	64
Private individual health coverage	13	22%	2	3%	43	74%	58
Medicaid	9	15%	6	10%	46	75%	61
Coverage through spouse or domestic partner	8	14%	1	2%	49	84%	58
Coverage under a parent's plan	6	11%	2	4%	47	85%	55
Workman's Compensation	4	7%	2	4%	49	89%	55
COBRA or OBRA	-	-	1	2%	51	98%	52

Table 22: Minnesota Disability Benefits and Health Coverage for Self-Users and Assisted-Individuals

Disability Benefit/ Coverage	Currently enrolled		Seeking enrollment		Don't know program/status		Total # answering question
	#	%	#	%	#	%	
SSDI	39	58%	10	15%	18	27%	67
SSI	17	37%	3	7%	26	57%	46
Nutrition Assistance	15	33%	9	20%	21	47%	45
MN Vocational Rehabilitation Services	10	25%	4	10%	26	65%	40
Cash Assistance	8	19%	5	12%	29	69%	42
Vocational Rehabilitation	8	22%	4	11%	25	68%	37
Ticket to Work	8	21%	4	11%	26	68%	38
Housing Assistance	6	17%	4	11%	26	72%	36
MN WorkForce Centers	6	17%	4	11%	26	72%	36
Short-Term/Long-Term Disability	3	9%	4	12%	26	79%	33
CDB	1	3%	2	6%	29	91%	32
TANF	1	3%	1	3%	31	94%	33
MN State Services for the Blind	1	3%	-	-	30	97%	31
PASS	-	-	1	3%	32	97%	33
Health Program							
Medicare	25	58%	0	0%	18	42%	43
MN Medical Assistance (MA)	21	60%	1	3%	13	37%	35

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Disability Benefit/ Coverage	Currently enrolled		Seeking enrollment		Don't know program/status		Total # answering question
	#	%	#	%	#	%	
MN MA-Waiver Programs	10	33%	1	3%	19	63%	30
Medicaid	9	30%	2	7%	19	63%	30
Employer-sponsored health coverage	8	31%	1	4%	17	65%	26
MN MinnesotaCare	8	30%	1	4%	18	67%	27
MN Medical Assistance for Employed Persons with Disabilities (MA-EPD)	8	28%	5	17%	16	55%	29
Medicare and Medicaid	7	27%	1	4%	18	69%	26
Coverage through spouse or domestic partner	7	27%	1	4%	18	69%	26
Coverage under a parent's plan	7	27%	-	-	19	73%	26
Private individual health coverage	6	24%	-	-	19	76%	25
MN Comprehensive Health Association (MCHA)	1	5%	-	-	21	95%	22
COBRA or OBRA	-	-	-	-	20	100%	20
Workman's Compensation	-	-	1	5%	20	95%	21
MN Program HH	-	-	-	-	21	100%	21

Table 23: Arizona Disability Benefits and Health Coverage for Self-Users and Assisted-Individuals

Disability Benefit/ Coverage	Currently enrolled		Seeking enrollment		Don't know program/status		Total # answering question
	#	%	#	%	#	%	
Nutrition Assistance	23	43%	5	9%	25	47%	53
SSDI	21	36%	7	12%	30	52%	58
SSI	20	36%	4	7%	32	57%	56
Vocational Rehabilitation	10	20%	11	22%	29	58%	50
Short-Term/Long-Term Disability	8	17%	3	6%	36	77%	47
Housing Assistance	7	15%	6	13%	35	73%	48
Cash Assistance	3	7%	6	13%	37	80%	46
Ticket to Work	3	7%	6	13%	36	80%	45
AZ Rehabilitation Services Administration	2	5%	4	9%	38	86%	44
AZ One-Stop Centers	2	4%	5	11%	38	84%	45
CDB	1	2%	2	5%	40	93%	43
PASS	-	-	1	2%	43	98%	44
TANF	-	-	-	-	42	100%	42
Health Program							
AZ Health Care Cost Containment System (AHCCCS)	24	51%	2	4%	21	45%	47
Medicare	16	36%	2	5%	26	59%	44
Employer-sponsored health coverage (e.g. health insurance through your job)	15	34%	-	-	29	66%	44
Medicare and Medicaid	10	26%	2	5%	27	69%	39
Medicaid	9	25%	2	6%	25	69%	36
Coverage through spouse or domestic partner	9	22%	-	-	32	78%	41
Private individual health coverage	5	14%	-	-	31	86%	36
Coverage under a parent's plan	4	11%	-	-	31	89%	35
AZ AHCCCS Freedom to Work	2	6%	4	11%	30	83%	36
Workman's Compensation	1	3%	-	-	31	97%	32
COBRA or OBRA	-	-	-	-	33	100%	33

Profile of Assisting-Users

The survey also collected information about those users who were assisting others (Table 24 below). Among these users, 43 percent reported being the parent or legal guardian of an individual with a disability, and about one-quarter (24%) reported being some other relation to the individual. Only 8 percent were using DB101 with the individual being assisted. The most common reasons for not

reviewing the site with the disabled individual were because the user was asked to review it on the person’s behalf (19%), because of the disability of the individual being assisted, or because of other factors (19%), for example, because the individual was too young or it would concern him or her.

Table 24: Characteristics of Users Assisting Family or Friends

Characteristics	%	#
Relationship of User and Individual Being Assisted		
Parent or legal guardian of this person	43%	35
Another relation to this person (e.g., brother, aunt, etc.)	24%	20
Spouse/partner	20%	16
Friend	10%	8
Other	2%	2
Appointed guardian	1%	1
Reviewed Site with Individual Being Assisted		
Yes	8%	7
No	92%	76
Reason for Not Reviewing Site with Person Being Assisted		
Other	19%	14
Asked to review on the person’s behalf	19%	14
Disability	13%	10
Not able to use computer due to disability/accessibility	12%	9
I was curious myself/person wasn’t interested in site	11%	8
Person is a minor	11%	8
Does not have computer	8%	6
Busy	7%	5
Don’t know	1%	1
Other reasons for not reviewing the site with person:		
<ul style="list-style-type: none"> To inform myself to better help my mother and gather more info to ask more detailed questions about programs that may be available to her. Participating would worry the person receiving benefits (parent) My son was at school while I researched on my lunch break at work. We also do not have a computer or internet access at home (parent) I am more the research type and he is overwhelmed (partner/spouse) I was aiding my friend; trying to guide her with correct information. Too complex for an autistic person. One needs a special section for them (parent) 		

Profile of Professional-Users

Survey results also include information about the professional-users who visit DB101. This information is summarized below.

Age

The age of professional-users who responded to the survey tends to be older, with 60 percent being 46 years or older (Table 25, below).

Table 25: Age of Professional-Users

	CA		MN		AZ		NJ		MI		All States	
	%	#	%	#	%	#	%	#	%	#	%	#
25 and younger	1	1%	4	9%	2	1%	-	-	-	-	7	2%
26–45 years	41	34%	23	51%	65	42%	7	19%	3	25%	139	38%
46 and older	78	65%	18	40%	88	57%	29	81%	9	75%	222	60%
Total	120	100%	45	100%	155	100%	36	100%	12	100%	368	100%

Professional-Users' Experience with Disability Benefit and Health Programs

Professional-users were asked about their experience with a variety of disability benefit and health programs. (As in the section above, the percentages below represent the proportion of individuals who responded to each question, not the percentage of all users.) The majority of professional-users (54%) across all states regularly inform/educate individuals about vocational rehabilitation programs. Other programs that are the responsibility of the professional-users include SSI (41%), SSDI (38%) and Ticket to Work (37%). Professional-users' experience with disability benefit and health programs for all states is presented in Table 26 below and for each of the states individually in Tables 27–31.

Table 26: Professional-Users' Experience with Disability Benefit and Health Programs (All States)

ALL STATES Professional-Users	Regularly inform/educate individuals about this program		Well informed about this program, but not my responsibility		Aware of program, would like to be better informed		Do not know about this program		Total #
	%	#	%	#	%	#	%	#	
Vocational Rehabilitation	54%	153	21%	59	22%	63	3%	9	284
SSI	41%	117	22%	64	34%	98	2%	6	285
SSDI	38%	109	24%	68	34%	96	4%	11	284
Ticket to Work	37%	103	22%	61	30%	85	11%	32	281
Nutrition Assistance	20%	57	28%	80	41%	114	11%	30	281
Short-Term/Long-Term Disability	19%	54	27%	75	43%	121	11%	31	281
PASS	19%	54	21%	59	29%	81	31%	86	280
Housing Assistance	18%	52	24%	69	44%	125	13%	36	282
Cash Assistance	16%	45	22%	62	37%	103	26%	72	282
TANF	13%	37	26%	74	41%	114	20%	55	280
CDB	12%	34	15%	43	37%	102	36%	99	278
Health Program									
Medicaid	28%	80	22%	61	45%	126	5%	15	282
Medicare	24%	68	24%	67	46%	130	6%	17	282
Medicare and Medicaid	24%	67	24%	69	46%	130	6%	16	282
Private individual health coverage	12%	33	34%	96	46%	130	8%	23	282
Workman's Compensation	11%	30	32%	90	49%	138	8%	21	279
COBRA or OBRA	10%	29	30%	83	46%	128	13%	37	277

Table 27: California Professional-Users' Experience with Disability Benefits and Health Programs

CALIFORNIA Professional-Users	Regularly inform/educate individuals about this program		Well informed about this program, but not my responsibility		Aware of program, would like to be better informed		Do not know about this program		Total #
	%	#	%	#	%	#	%	#	
CA Department of Rehabilitation	60%	59	22%	22	14%	14	4%	4	99
SSI	57%	56	19%	19	23%	23	1%	1	99
Vocational Rehabilitation	54%	53	26%	25	18%	18	2%	2	98
SSDI	53%	52	22%	22	24%	24	1%	1	99
Ticket to Work	45%	44	25%	24	26%	25	4%	4	97
PASS	29%	28	27%	26	25%	24	19%	18	96
Short-Term/Long-Term Disability	28%	27	27%	26	36%	35	9%	9	97
CDB	22%	21	15%	14	33%	32	30%	29	96
Housing Assistance	20%	19	27%	26	48%	47	5%	5	97
Cash Assistance	14%	14	24%	24	41%	40	20%	20	98
TANF	14%	13	29%	28	45%	43	13%	12	96
Nutrition Assistance	13%	13	35%	34	44%	43	7%	7	97
Health Program									
Medi-Cal	39%	38	22%	21	36%	35	3%	3	97

CALIFORNIA Professional-Users	Regularly inform/educate individuals about this program		Well informed about this program, but not my responsibility		Aware of program, would like to be better informed		Do not know about this program		Total #
	%	#	%	#	%	#	%	#	
Medicaid	37%	36	23%	22	36%	35	4%	4	97
Medicare	35%	34	23%	22	38%	37	4%	4	97
Medicare and Medicaid	33%	32	26%	25	39%	38	3%	3	98
Private individual health coverage	17%	17	27%	26	51%	50	5%	5	98
Workman's Compensation	16%	16	33%	32	44%	43	6%	6	97
COBRA or OBRA	14%	13	31%	30	46%	44	9%	9	96

Table 28: Minnesota Professional-Users' Experience with Disability Benefits and Health Programs

MINNESOTA Professional-Users	Regularly inform/educate individuals about this program		Well informed about this program, but not my responsibility		Aware of program, would like to be better informed		Do not know about this program		Total #
	%	#	%	#	%	#	%	#	
Minnesota WorkForce Centers	55%	22	23%	9	20%	8	3%	1	40
Minnesota Vocational Rehabilitation Services	55%	22	20%	8	20%	8	5%	2	40
SSDI	53%	21	18%	7	28%	11	3%	1	40
Vocational Rehabilitation	50%	20	23%	9	28%	11	-	-	40
Nutrition Assistance	49%	19	18%	7	28%	11	5%	2	39
SSI	48%	19	23%	9	30%	12	-	-	40
Ticket to Work	44%	17	15%	6	33%	13	8%	3	39
Cash Assistance	36%	14	21%	8	28%	11	15%	6	39
Housing Assistance	33%	13	20%	8	40%	16	8%	3	40
PASS	31%	12	5%	2	33%	13	31%	12	39
Minnesota State Services for the Blind	30%	12	30%	12	23%	9	18%	7	40
Short-Term/Long-Term Disability	20%	8	28%	11	45%	18	8%	3	40
TANF	18%	7	28%	11	30%	12	25%	10	40
CDB	13%	5	10%	4	43%	17	35%	14	40
Health Program									
Medical Assistance for Employed Persons with Disabilities (MAEPD)	56%	22	13%	5	26%	10	5%	2	39
Medical Assistance (MA)	54%	21	15%	6	31%	12	-	-	39
MA-Waiver Programs	49%	19	10%	4	36%	14	5%	2	39
Medicaid	46%	18	15%	6	38%	15	-	-	39
MinnesotaCare	45%	17	21%	8	32%	12	3%	1	38
Medicare and Medicaid	41%	16	15%	6	44%	17	-	-	39
Medicare	39%	15	16%	6	45%	17	-	-	38
Minnesota Comprehensive Health Association (MCHA)	26%	10	13%	5	24%	9	37%	14	38
COBRA or OBRA	19%	7	24%	9	57%	21	-	-	37
Program HH	18%	7	8%	3	24%	9	50%	19	38
Private individual health coverage	16%	6	37%	14	45%	17	3%	1	38
Workman's Compensation	13%	5	45%	17	42%	16	-	-	38

Table 29: Arizona Professional-Users' Experience with Disability Benefits and Health Programs

ARIZONA Professional-Users	Regularly inform/educate individuals about this program		Well informed about this program, but not my responsibility		Aware of program, would like to be better informed		Do not know about this program		Total #
	%	#	%	#	%	#	%	#	
Vocational Rehabilitation	57%	65	15%	17	24%	28	4%	5	115
Arizona Rehabilitation Services Administration	42%	48	15%	17	34%	39	10%	11	115
One-Stop Centers	38%	43	20%	23	21%	24	21%	24	114
Ticket to Work	28%	32	19%	22	32%	37	20%	23	114
SSI	25%	29	24%	28	47%	54	3%	4	115
SSDI	23%	26	26%	30	44%	51	7%	8	115
Short-Term/Long-Term Disability	12%	14	26%	29	48%	54	14%	16	113
Nutrition Assistance	12%	14	29%	33	43%	49	16%	18	114
Housing Assistance	11%	13	25%	28	41%	47	23%	26	114
Cash Assistance	9%	10	22%	25	34%	39	35%	40	114
TANF	9%	10	26%	29	41%	46	25%	28	113
PASS	8%	9	20%	23	25%	29	46%	53	114
CDB	5%	6	18%	20	37%	41	40%	44	111
Health Program									
AHCCCS Freedom to Work	19%	21	19%	21	43%	48	20%	22	112
Arizona Health Care Cost Containment System (AHCCCS)	18%	21	28%	32	43%	49	11%	13	115
Medicaid	12%	14	22%	25	57%	66	9%	10	115
Medicare and Medicaid	10%	11	24%	27	55%	63	11%	13	114
Medicare	9%	11	24%	28	56%	65	10%	12	116
Private individual health coverage	7%	8	37%	43	42%	49	14%	16	116
COBRA or OBRA	6%	7	30%	35	41%	47	23%	26	115
Workman's Compensation	6%	7	27%	31	56%	64	11%	13	115

Table 30: New Jersey Professional-Users' Experience with Disability Benefits and Health Programs

NEW JERSEY Professional-Users	Regularly inform/educate individuals about this program		Well informed about this program, but not my responsibility		Aware of program, would like to be better informed		Do not know about this program		Total #
	%	#	%	#	%	#	%	#	
Vocational Rehabilitation	59%	13	18%	4	18%	4	5%	1	22
SSI	45%	10	18%	4	32%	7	5%	1	22
Nutrition Assistance	41%	9	23%	5	27%	6	9%	2	22
SSDI	36%	8	27%	6	32%	7	5%	1	22
Ticket to Work	36%	8	27%	6	27%	6	9%	2	22
Cash Assistance	27%	6	18%	4	32%	7	23%	5	22
TANF	27%	6	23%	5	36%	8	14%	3	22
Housing Assistance	23%	5	23%	5	45%	10	9%	2	22
Workfirst New Jersey	23%	5	41%	9	32%	7	5%	1	22
NJ WorkAbility	23%	5	32%	7	41%	9	5%	1	22
Short-Term/Long-Term Disability	14%	3	32%	7	41%	9	14%	3	22
PASS	14%	3	23%	5	50%	11	14%	3	22
CDB	5%	1	9%	2	45%	10	41%	9	22
Health Program									
Medicaid	36%	8	27%	6	32%	7	5%	1	22
Medicare	27%	6	36%	8	32%	7	5%	1	22
Medicare and Medicaid	27%	6	36%	8	36%	8	-	-	22

NEW JERSEY Professional-Users	Regularly inform/educate individuals about this program		Well informed about this program, but not my responsibility		Aware of program, would like to be better informed		Do not know about this program		Total #
	%	#	%	#	%	#	%	#	
NJ Temporary Disability Insurance	18%	4	32%	7	41%	9	9%	2	22
Private individual health coverage	9%	2	50%	11	36%	8	5%	1	22
COBRA or OBRA	9%	2	36%	8	45%	10	9%	2	22
Workman's Compensation	5%	1	41%	9	45%	10	9%	2	22

Table 31: Michigan Professional-Users' Experience with Disability Benefits and Health Programs

MICHIGAN Professional-Users	Regularly inform/educate individuals about this program		Well informed about this program, but not my responsibility		Aware of program, would like to be better informed		Do not know about this program		Total #
	%	#	%	#	%	#	%	#	
SSI	33%	3	44%	4	22%	2	-	-	9
SSDI	25%	2	38%	3	38%	3	-	-	8
Short-Term/Long-Term Disability	22%	2	22%	2	56%	5	-	-	9
PASS	22%	2	33%	3	44%	4	-	-	9
Nutrition Assistance	22%	2	11%	1	56%	5	11%	1	9
Housing Assistance	22%	2	22%	2	56%	5	-	-	9
Vocational Rehabilitation	22%	2	44%	4	22%	2	11%	1	9
Ticket to Work	22%	2	33%	3	44%	4	-	-	9
Family Independence Program	22%	2	11%	1	44%	4	22%	2	9
Freedom to Work	22%	2	22%	2	56%	5	-	-	9
CDB	11%	1	33%	3	22%	2	33%	3	9
Cash Assistance	11%	1	11%	1	67%	6	11%	1	9
TANF	11%	1	11%	1	56%	5	22%	2	9
Health Program									
Medicaid	44%	4	22%	2	33%	3	-	-	9
Medicare	22%	2	33%	3	44%	4	-	-	9
Medicare and Medicaid	22%	2	33%	3	44%	4	-	-	9
Workman's Compensation	14%	1	14%	1	71%	5	-	-	7
Private individual health coverage	-	-	25%	2	75%	6	-	-	8
COBRA or OBRA	-	-	14%	1	86%	6	-	-	7

Professional-Users' Frequency of DB101 Use

Professional-users were also asked about the frequency with which they use DB101 in their professional capacities (Table 32 below). More than half (53%) reported that they use the site periodically. Almost one-third (36%) stated that they had visited DB101 for the first time but they expect to return. Only 12 percent stated that they use the site once a week or more.

Table 32: Frequency of DB101 Use among Professional-Users

Frequency of Professional Use	CA		MN		AZ		NJ		MI		All States	
	%	#	%	#	%	#	%	#	%	#	%	#
First visit	19%	19	18%	7	53%	61	60%	13	11%	1	36%	101
Periodically	64%	65	51%	20	43%	49	41%	9	89%	8	53%	151
At least once a week	18%	18	31%	12	4%	5	-	-	-	-	12%	35
Total	100%	102	100%	39	100%	115	100%	22	100%	9	100%	287

User Experience and Outcomes

The survey results reflect a number of differences between end-users' and professional-users' experience with DB101 and usage of DB101. The responses of the user groups are compared below.

Users' Previous Experience with DB101

Users were asked about their previous experience visiting DB101 (Table 33 below). Almost half (46%) of all the visitors taking the survey had not previously visited DB101. The majority of end-users (58%) were visiting the sites for the first time. The proportion was reversed with those respondents who had had a lot of experience with DB101; 42 percent of the professional-users and 15 percent of the end-users had visited the sites more than three times. California and Minnesota both had high percentages (63% and 71% respectively) of their professional-users with extensive experience with the site.

Table 33: Number of Previous Visits by Types of Users

USER TYPE	None		Once		Twice		Three or More		Total #
	%	#	%	#	%	#	%	#	
CALIFORNIA	41%	127	15%	48	6%	19	37%	116	310
End-user	56%	105	18%	34	5%	10	20%	38	187
Prof-user	18%	22	11%	14	7%	9	63%	78	123
MINNESOTA	44%	66	14%	21	9%	13	34%	51	151
End-user	54%	57	17%	18	11%	12	18%	19	106
Prof-user	20%	9	7%	3	2%	1	71%	32	45
ARIZONA	54%	140	22%	57	9%	24	15%	40	261
End-user	65%	64	22%	22	8%	8	5%	5	99
Prof-user	47%	76	22%	35	10%	16	22%	35	162
NEW JERSEY	52%	23	25%	11	-	-	23%	10	44
End-user	38%	3	63%	5	-	-	-	-	8
Prof-user	56%	20	17%	6	-	-	28%	10	36
MICHIGAN	47%	8	24%	4	12%	2	18%	3	17
End-user	80%	4	20%	1	-	-	-	-	5
Prof-user	33%	4	25%	3	17%	2	25%	3	12
ALL STATES	46%	364	18%	141	7%	58	28%	220	783
End-user	58%	233	20%	80	7%	30	15%	62	405
Prof-user	35%	131	16%	61	7%	28	42%	158	378

How Users First Learned of DB101

Visitors were also asked how they first learned about their states' DB101 sites (Table 34 below). Sources identified varied significantly between end-users and professional-users. Among the end-users, 40 percent learned about DB101 through a search engine, and 20 percent learned about the site from state-specific websites. More than half of the "other" means specified by end-users were either a service provider or a counselor/social worker. More than twice as many professional-users (46%) as end-users indicated "other," of which the majority specified learning about DB101 in their workplace, from a colleague, or attending a training/presentation. Both user groups had very small numbers of people learning about DB101 through social media, and the majority of these were in California (five out of a total of eight).

Table 34: How Users First Learned of DB101

USER TYPE	Search Engine		Friend or Family		Social Media		State Dept. Website (.gov)		State-Specific Websites		Other		Total #
	%	#	%	#	%	#	%	#	%	#	%	#	
CALIFORNIA	38%	119	11%	34	2%	5	14%	42	%	1	35%	109	310
End-user	55%	102	13%	24	2%	4	14%	27	-	-	16%	30	187
Prof-user	14%	17	8%	10	1%	1	12%	15	1%	1	64%	79	123
MINNESOTA	29%	44	11%	16	1%	2	22%	33	6%	9	32%	48	152
End-user	40%	42	13%	14	2%	2	21%	22	5%	5	20%	21	106
Prof-user	4%	2	4%	2	-	-	24%	11	9%	4	59%	27	46
ARIZONA	11%	28	4%	11	-	-	26%	68	31%	80	28%	72	259
End-user	20%	20	8%	8	-	-	29%	29	19%	19	24%	24	100
Prof-user	5%	8	2%	3	-	-	25%	39	38%	61	30%	48	159
NEW JERSEY	11%	5	7%	3	2%	1	43%	19	-	-	36%	16	44
End-user	-	-	13%	1	13%	1	38%	3	-	-	38%	3	8
Prof-user	14%	5	6%	2	-	-	44%	16	-	-	36%	13	36
MICHIGAN	-	-	24%	4	-	-	24%	4	18%	3	35%	6	17
End-user	-	-	40%	2	-	-	40%	2	-	-	20%	1	5
Prof-user	-	-	17%	2	-	-	17%	2	25%	3	42%	5	12
ALL STATES	25%	196	9%	68	1%	8	21%	166	12%	93	32%	251	782
End-user	40%	164	12%	49	2%	7	20%	83	6%	24	19%	79	406
Prof-user	9%	32	5%	19	<1%	1	22%	83	18%	69	46%	172	376

Search engines such as Google, Yahoo, and Bing were cited by the majority of end-users in both California (55%) and Minnesota (40%) as the most common means for end-users to learn about DB101. Arizona, which is the latest state site to be launched, shows relatively fewer users finding out about DB101 through search engines (11%) and significantly more from its state websites (31%). Users of the smaller websites of New Jersey and Michigan primarily learned about DB101 through their state websites.

Features Used on DB101

Users were also asked what features they had used on DB101 on their current visit. Table 35 shows the most popular features overall are the Benefits and Work Calculator, health care coverage information, and work programs information. Table 35 breaks down the features visited by user group. Note that the percentages are the proportion of all respondents in each of these groups.

Table 35: Features Used on DB101 by User Group

	Self-Users		Assisted-Users		Professional-Users		All Users	
	%	#	%	#	%	#	%	#
Benefits and Work Calculator	25%	77	15%	16	43%	165	32%	258
Health care coverage information	29%	88	31%	33	32%	124	31%	245
Work programs information	23%	71	18%	19	37%	141	29%	231
Returning to work information	28%	86	12%	13	32%	122	28%	221
Cash benefit program information	28%	86	22%	24	27%	102	27%	212
State health program calculator	20%	61	14%	15	29%	111	24%	187
News	12%	36	10%	11	15%	58	13%	105
School and Work Calculator	9%	27	10%	11	15%	59	12%	97
Glossary	9%	28	6%	6	13%	50	11%	84
Find an Expert	10%	31	9%	10	9%	36	10%	77
Forums	1%	2	1%	1	1%	5	1%	8
Total Users	100%	303	100%	107	100%	384	100%	794

Use of Additional Information and Services to Understand Disability Benefits

Users were asked about additional resources and assistance they had received in relation to understanding disability benefits and DB101 (Table 36 below). Overall, half (50%) of the professional-users regularly use other resources besides DB101 (with a range from 35% for Arizona to 63% for California). About a third (32%) of professional users reported receiving training specifically related to DB101; Minnesota is the state with the most professional-users trained (46%) and New Jersey with the fewest (11%).

Table 36: Use of Additional Information and Services to Understand Disability Benefits

	Professional-Users				End-Users			
	Regularly Uses Other Resources		Received DB101 Training		Used Other Resources		Used Professional Assistance	
	%	#	%	#	%	#	%	#
CA	63%	71	42%	48	40%	66	33%	55
MN	62%	26	46%	19	39%	37	36%	34
AZ	35%	47	24%	32	29%	25	29%	24
NJ	50%	14	11%	3	75%	3	25%	1
MI	55%	6	27%	3	50%	2	25%	1
All States	50%	164	32%	105	37%	133	33%	115

Over a third (37%) of the end-users reported that they have also used other resources to understand disability benefits. Another third (33%) of the end-users have used professional resources to understand their benefits.

Likelihood of Users Recommending DB101

Users were also asked the likelihood of recommending DB101 to others in the future (Tables 37 and 38 below). Three-fourths (75%) of the end-users reported that they would definitely recommend DB101 to other people interested in disability benefit information. Only 9 percent reported that they did not know or would not be recommending DB101 to others.

Table 37: Likelihood of End-Users Recommending DB101

	CA		MN		AZ		NJ		MI		All States	
	%	#	%	#	%	#	%	#	%	#	%	#
Yes	77%	124	71%	64	75%	64	50%	2	75%	3	75%	260
Maybe	17%	27	14%	12	14%	12	50%	2	25%	1	16%	55
No/DK	7%	10	15%	9	10%	9	-	-	-	-	9%	33

Overall, 70 percent of professional-users stated that they would recommend DB101 to people with disabilities looking for information on benefits. The percentage of professional-users stating that they would likely recommend DB101 varies across states, with 91 percent of Michigan users and only 56 percent of New Jersey users (given that both states having relatively low response rates). A higher percentage of professionals overall would recommend DB101 to other professionals (78%).

Table 38: Likelihood of Professional-Users Recommending DB101

	CA		MN		AZ		NJ		MI		All States	
	%	#	%	#	%	#	%	#	%	#	%	#
Recommend to people looking for information about disability benefits												
Yes	78%	87	79%	33	60%	81	56%	15	91%	10	70%	266
Maybe	14%	15	21%	9	22%	29	22%	6	9%	1	18%	60
No/DK	9%	9	-	-	17%	24	22%	6	-	-	12%	39
Recommend to your colleagues and/or disability professional-users												
Yes	84%	89	79%	33	72%	86	73%	16	100%	10	78%	234
Maybe	11%	12	19%	8	16%	19	9%	2	-	-	14%	41
No/DK	5%	5	2%	1	11%	14	18%	4	-	-	8%	24

Plans for Future Visits

Users were also asked if they planned on visiting DB101 in the future (Table 39 below). The majority of both professional (81%) and end-users (72%) definitely plan to return to DB101 in the future.

Table 39: Plans for Visiting DB101 in Future

	Professional-Users				End-Users			
	Yes		Maybe		Yes		Maybe	
	%	#	%	#	%	#	%	#
CA	87%	95	10%	11	78%	124	18%	28
MN	90%	38	7%	3	66%	62	27%	25
AZ	76%	99	17%	22	65%	56	28%	24
NJ	68%	19	14%	4	75%	3	25%	1
MI	80%	8	20%	2	100%	4	0%	0
All States	81%	259	13%	42	72%	249	22%	78

Users' Goals for Current Visit

Users were asked to specify their goals for their current visit to DB101 (Table 40 below). The most common goal identified by both end-users (41%) and professional-users (39%) was to gain information. Other common goals for end-users included those that were related to considering employment (28%) and looking for benefits and/or assistance with their current situation (19%). About a third of the professional-users (34%) were visiting DB101 to assist their clients, and another 17 percent were new to the site and were visiting it to learn more about it.

Table 40: Goals of DB101 Visit Specified by Users

Goals for Site Visit	End-Users	Professional-Users
Information	41%	39%
Employment Related	28%	-
Looking for Benefits/Assistance	19%	-
Other	4%	5%
Learning about Site	4%	17%
Calculator/Calculation	3%	5%
Assist Clients	-	34%

Visitors were then asked if they felt they had accomplished their goals during their visit (Table 41 below). Overall, 49 percent of end-users and 63 percent of professional-users indicated that they had achieved their stated goals.

Table 41: Users' Accomplishment of Goals Identified for Current Visit

	Professional-Users						End-Users					
	Yes		Maybe		No/Don't Know		Yes		Maybe		No/Don't Know	
	%	#	%	#	%	#	%	#	%	#	%	#
CA	67%	73	17%	19	16%	17	50%	79	31%	49	19%	31
MN	67%	29	21%	9	12%	5	49%	46	24%	23	27%	25
AZ	59%	76	19%	25	22%	28	46%	38	31%	26	23%	19
NJ	58%	15	12%	3	31%	8	33%	1	67%	2	0%	0
MI	67%	6	33%	3	0%	0	67%	2	0%	0	33%	1
All States	63%	199	19%	59	18%	58	49%	166	29%	100	22%	76

User Evaluation of DB101 Features

The survey also asked users to evaluate four aspects of the DB101 website. Responses to all of these features were generally high. Tables 42 and 43 below reflect the evaluations of professional-users and end-users, respectively.

About three-fourths (77%) of professional-users indicated that the ability to navigate DB101 was either excellent or good. A similar proportion (77%) felt that the relevance of the information was either excellent or good. Most (71%) professional-users indicated that the sites' ability to inform about options about work, school, and/or benefits was excellent or good; more than three-fourths (78%) found the presentation of information excellent or good.

Table 42: Professional-Users' Evaluation of DB101 Features

Professional-Users' Evaluation	Excellent		Good		Okay		Poor		Don't Know	
	%	#	%	#	%	#	%	#	%	#
CALIFORNIA										
Ability to navigate the website	43%	48	41%	45	10%	11	3%	3	4%	4
The relevance of information in addressing my situation	46%	51	38%	42	14%	15	-	-	2%	2
Informing my options about work, school, and/or benefits	40%	43	38%	41	15%	16	1%	1	6%	7
Presentation of information in an understandable format	45%	49	41%	45	11%	12	3%	3	1%	1
MINNESOTA										
Navigating the website...	28%	12	49%	21	16%	7	-	-	7%	3
Relevance of information...	40%	17	43%	18	7%	3	5%	2	5%	2
Informing options...	29%	12	43%	18	21%	9	-	-	7%	3
Understandable format...	38%	15	38%	15	18%	7	-	-	8%	3
ARIZONA										
Navigating the website ...	23%	31	50%	68	12%	16	4%	5	12%	16
Relevance of information...	28%	38	41%	55	13%	18	3%	4	14%	19
Informing options...	27%	35	42%	55	13%	17	4%	5	15%	20
Understandable format...	31%	39	45%	57	11%	14	5%	6	9%	11
NEW JERSEY										
Navigating the website ...	18%	5	43%	12	7%	2	-	-	32%	9
Relevance of information...	29%	8	32%	9	7%	2	-	-	32%	9
Informing options...	26%	7	26%	7	15%	4	-	-	33%	9
Understandable format...	21%	6	39%	11	7%	2	-	-	32%	9
MICHIGAN										
Navigating the website ...	18%	2	73%	8	9%	1	-	-	-	-
Relevance of information...	18%	2	73%	8	-	-	-	-	9%	1
Informing options...	18%	2	73%	8	-	-	-	-	9%	1
Understandable format...	36%	4	55%	6	9%	1	-	-	-	-
ALL STATES										
Navigating the website ...	30%	98	47%	154	11%	37	2%	8	10%	32
Relevance of information...	36%	116	41%	132	12%	38	2%	6	10%	33
Informing options...	31%	99	40%	129	14%	46	2%	6	13%	40
Understandable format...	36%	113	42%	134	11%	36	3%	9	8%	24

End-users evaluated the website similarly. The navigation of the website was considered excellent/good by 82 percent; 77 percent found the relevance of the information excellent or good. Two-thirds (67%) of the end-users evaluated the sites' ability to inform about options excellent or good, and 79 percent equally evaluated the sites format.

Table 43: End-Users' Evaluation of DB101 Features

End-Users' Evaluation	Excellent		Good		Okay		Poor		Don't Know	
	%	#	%	#	%	#	%	#	%	#
CALIFORNIA										
Ability to navigate the website	40%	66	43%	72	13%	21	1%	1	4%	7
The relevance of information in addressing my situation	38%	63	39%	64	12%	20	4%	7	7%	11
Informing my options about work, school, and/or benefits	32%	52	37%	61	17%	28	4%	6	10%	17
Presentation of information in an understandable format	44%	72	36%	59	12%	19	3%	5	4%	7
MINNESOTA										
Navigating the website ...	33%	32	46%	44	13%	12	1%	1	7%	7
Relevance of information...	34%	32	42%	40	13%	12	4%	4	7%	7
Informing options...	27%	25	33%	31	23%	22	4%	4	13%	12
Understandable format...	44%	39	34%	30	16%	14	3%	3	3%	3
ARIZONA										
Navigating the website ...	33%	28	51%	44	8%	7	1%	1	7%	6
Relevance of information...	31%	26	45%	37	13%	11	2%	2	8%	7
Informing options...	31%	26	39%	33	15%	13	1%	1	13%	11
Understandable format...	37%	30	39%	32	11%	9	1%	1	12%	10
NEW JERSEY										
Navigating the website ...	-	-	75%	3	25%	1	-	-	-	-
Relevance of information...	-	-	75%	3	25%	1	-	-	-	-
Informing options...	-	-	50%	2	25%	1	-	-	25%	1
Understandable format...	-	-	75%	3	25%	1	-	-	-	-
MICHIGAN										
Navigating the website ...	75%	3	25%	1	-	-	-	-	-	-
Relevance of information...	25%	1	50%	2	25%	1	-	-	-	-
Informing options...	25%	1	25%	1	25%	1	-	-	25%	1
Understandable format...	50%	2	25%	1	25%	1	-	-	-	-
ALL STATES										
Navigating the website ...	36%	129	46%	164	11%	41	1%	3	6%	20
Relevance of information...	35%	122	42%	146	13%	45	4%	13	7%	25
Informing options...	30%	104	37%	128	19%	65	3%	11	12%	42
Understandable format...	42%	143	37%	125	13%	44	3%	9	6%	20

User Outcomes from Visit

Visitors were also asked about the degree to which their visit made an impact on them in a variety of ways (Tables 44 and 45 showing results for end-users and professional-users, respectively). Almost three-fourths (74%) of the end-users agreed (i.e., indicated “strongly agreed” or “agreed”) that their visit had “increased my knowledge regarding my benefits.” About half (51%) of the end-users agreed that they were “less fearful of losing cash and health care benefits if I look for work.” Likewise, a little more than half (53%) indicated that they were “more interested in planning and looking for employment.”

Evaluation of Disability Benefits 101 Information Services
Appendix H: Online Visitor Survey Summary Report

Table 44: End-User Outcomes from DB101 Visit

End-Users' Evaluation	Excellent		Good		Okay		Poor		Don't Know	
	%	#	%	#	%	#	%	#	%	#
CALIFORNIA										
I increased my knowledge regarding my benefits.	43%	69	35%	56	13%	20	2%	3	2%	3
I am less fearful of losing cash and healthcare benefits if I look for work.	25%	40	28%	44	19%	30	5%	8	4%	7
I am more interested in planning and looking for employment.	32%	51	19%	31	23%	36	3%	5	1%	1
MINNESOTA										
Increased knowledge...	27%	25	45%	42	20%	19	3%	3	1%	1
Less fearful...	20%	19	26%	24	27%	25	9%	8	2%	2
More interested...	22%	20	26%	24	28%	26	3%	3	2%	2
ARIZONA										
Increased knowledge...	23%	19	50%	42	17%	14	-	-	-	-
Less fearful...	15%	13	38%	32	20%	17	6%	5	1%	1
More interested...	19%	16	45%	38	20%	17	5%	4	-	-
NEW JERSEY										
Increased knowledge...	-	-	50%	2	50%	2	-	-	-	-
Less fearful...	-	-	50%	2	50%	2	-	-	-	-
More interested...	-	-	25%	1	50%	2	-	-	-	-
MICHIGAN										
Increased knowledge...	50%	2	25%	1	25%	1	-	-	-	-
Less fearful...	50%	2	25%	1	25%	1	-	-	-	-
More interested...	50%	2	-	-	25%	1	-	-	-	-
ALL STATES										
Increased knowledge...	33%	115	41%	143	16%	56	2%	6	1%	4
Less fearful...	21%	74	30%	103	22%	75	6%	21	3%	10
More interested...	26%	89	27%	94	24%	82	3%	12	1%	3

Nearly three-fourths (72%) of professional-users indicated that they had increased their knowledge regarding the available benefits in their states. About two-thirds of professional-users agreed both that they had increased their understanding of the relationship between work, school, and benefits (68%) and that they are more confident about providing benefit information and guidance to individuals with disabilities after visiting the DB101 site (67%).

Table 45: Professional-User Outcomes from DB101 Visit

End-Users' Evaluation	Excellent		Good		Okay		Poor		Don't Know	
	%	#	%	#	%	#	%	#	%	#
CALIFORNIA										
I increased my knowledge regarding my benefits.	37%	41	44%	48	13%	14	2%	2	1%	1
I am less fearful of losing cash and healthcare benefits if I look for work.	30%	33	47%	51	14%	15	3%	3	1%	1
I am more interested in planning and looking for employment.	35%	39	40%	44	15%	17	3%	3	2%	2
MINNESOTA										
Increased knowledge...	30%	13	49%	21	9%	4	-	-	5%	2
Less fearful...	14%	6	58%	25	14%	6	2%	1	2%	1
More interested...	29%	12	45%	19	12%	5	-	-	7%	3
ARIZONA										
Increased knowledge...	20%	27	46%	61	16%	22	1%	2	3%	4
Less fearful...	19%	25	42%	56	20%	27	2%	3	2%	3
More interested...	21%	28	39%	51	22%	29	2%	3	5%	6
NEW JERSEY										
Increased knowledge...	25%	7	32%	9	18%	5	-	-	-	-

End-Users' Evaluation	Excellent		Good		Okay		Poor		Don't Know	
	%	#	%	#	%	#	%	#	%	#
Less fearful...	18%	5	32%	9	21%	6	-	-	-	-
More interested...	18%	5	36%	10	18%	5	-	-	-	-
MICHIGAN										
Increased knowledge...	36%	4	45%	5	-	-	9%	1	-	-
Less fearful...	36%	4	45%	5	9%	1	-	-	-	-
More interested...	36%	4	45%	5	9%	1	-	-	-	-
ALL STATES										
Increased knowledge...	28%	92	44%	144	14%	45	2%	5	2%	7
Less fearful...	23%	73	45%	146	17%	55	2%	7	2%	5
More interested...	27%	88	40%	129	18%	57	2%	6	3%	11

Summary of Key Findings

The survey results provide extensive detail about DB101 users. Several key findings stand out:

Linkages with DB101 Users. An unexpected finding coming out of the efforts to encourage users to take the online survey and to recruit individuals for the interviews was that it was very difficult for most states to identify and reach end-users. Arizona was the notable exception, using its existing stakeholder community networks to contact professional- and end-users. In a sense, the response rates of the online survey are indicators of the states' relationships with their disability communities. California's response rate was assisted by WID, which contacted end-users throughout its extensive networks in order to solicit more survey responses. The very small number of respondents on the California Spanish site (11 surveys) in comparison to the level of response from the California English site is especially noteworthy.

Variation among States' Users: It is unclear whether the variations between the survey respondents from the portal sites (California, Minnesota, and Arizona) are highly reflective of actual differences between their websites' user groups. Some variations between states could be attributed to the specific networks that were used to solicit feedback. Examples include Minnesota having a higher proportion of end-users and fewer users who were solicited by the state program administrator. Likewise, Arizona had a higher percentage of end-users visiting the site for the first time, but Arizona was also the last site to launch DB101, having become active in May 2012. Overall, the same trends were seen in the three portal sites and all of the DB101 users taken as a whole.

Two Distinct Groups of Users: DB101 was originally designed as an end-user tool, but it is now equally visited by professional-users. While this is not an unanticipated finding, it is important to note that the differences between these two groups may affect the utility of the site between them. For example, professional-users indicate that they experience better outcomes from their site visits; 49 percent of end-users vs. 63 percent of professional-users reported that they had definitely accomplished their goals for their visits. End-users are mainly introduced to the site via search engines, while professional-users are typically introduced to DB101 through work-related efforts. Also, many of the professional-users have used DB101 repeatedly, while the majority of end-users are first-time visitors.

Accessibility Beyond Disability: A notable finding from the demographics of the end-users is that they report higher levels of educational attainment overall than the general U.S. population. It may be that, as an online resource, DB101 is most readily accessed by those people who are already computer-literate and accustomed to independently seeking information about benefits and their situations. While valued as an important tool for assisting people with disabilities, a common theme in the interviews with professional-users was that end-users needed assistance in using the site and understanding the results of the calculators. While the information on the site is presented well, the professional-users noted that disability information and benefit considerations are inherently complex. This is important in light of the

fact that two-thirds of the end-users responding to the survey have not received any assistance from a disability professional in order to understand their benefits.

Encouraging Employment: A primary objective of DB101, and specifically the use of its calculators, is to encourage individuals with disabilities who receive disability benefits to consider employment as an option. When asked to identify the objectives for their current DB101 visit, 28 percent of the end-users mentioned employment-related goals. More than half of the end-users also agreed with statements that they were both “less fearful of losing cash and health care benefits if I look for work” and “more interested in planning and looking for employment.” While many end-users visit DB101 in order to obtain information about securing or continuing their disability benefits and assistance (such as the interviewed end-users), there also seems to be a strong indication that DB101 is informing people about their employment options.

Appendix I: Key Informant Interviews Summary Report

Interviews were conducted with key informants in five states (Arizona, California, Michigan, Minnesota, and New Jersey) from July 18 to September 25, 2012. Key informant groups included stakeholders (e.g., state vocational rehabilitation representative and other service providers), professional-users (disability professionals who use DB101 with clients) and end-users (people with disabilities or their family members). Stakeholder interviews focused on questions about the interface between DB101 and overall state disability employment efforts and benefits planning systems. Interviews with professional-users also gathered information about intended target groups, methods of marketing or promoting the sites, and identified tools or techniques that are used to inform individuals with disabilities and/or service providers. Interviews with end-users helped to identify their specific contexts for using DB101 and their fears and concerns about seeking employment and losing disability health coverage and/or disability benefits.

Overall, DB101 has been well received by stakeholders, professional-users, and end-users. All stakeholders, professional-users, and end-users were confident in the material provided. All stakeholders and professional-users expressed very strongly that DB101 fits with their mission and goals, particularly the goal of empowering clients with information and strategies to increase their independence. DB101 is primarily used as a reference site to increase knowledge. Although stakeholders and professional-users stated that it is helpful to change attitudes, the three end-users who were interviewed indicated that, in their cases, it did not change their attitudes toward employment or reduce their fears of losing benefits.

Many stakeholders, professional-users, and end-users struggled to identify potential improvements specific to the site. Most did ask about how the site was to be kept up to date. Other suggested that improvements include a Spanish version, increased multimedia (such as a video demonstration), more vignettes, more local resources, and additional resources for coping with a disability. Interviewees also suggested additional formal training to improve familiarity with DB101 and to increase integration of the use of DB101 into the worksite as well as marketing resources to increase awareness of DB101 to other service providers, community members, and potential users.

Methodology

Key informant interviews were conducted in the five DB101 states (Arizona, California, Michigan, Minnesota, and New Jersey) from July 18 to September 25, 2012. Key informant groups included stakeholders (e.g., state vocational rehabilitation representative and other service providers), professional-users (disability professionals who use DB101 with clients) and end-users (people with disabilities or their family members). Although the questions differed depending upon the type of key informant, the interviews focused on the interface between DB101 and overall state disability employment efforts and benefits planning systems. Interviews also gathered information about intended target groups, methods of marketing or promoting the sites, and tools or techniques that are used to inform individuals with disabilities and/or service providers. Additionally, interviews with end-users helped to identify their fears and concerns about seeking employment and losing health coverage and/or cash benefits.

Interview protocols were developed based on the finalized research questions, a review of relevant documents, and discussions with Heldrich Center staff. Interview questions were drafted for each of the stakeholder groups, and the draft protocols were included in the evaluation plan. JBS revised the interview protocols based on the Heldrich Center's feedback, and they were piloted to ensure the language was clear and the questions were consistent. The interview protocols were finalized based on the pilot-testing of three stakeholder interviews.

JBS was provided with contact information for stakeholders in each of the five states by Heldrich Center and the state administrators. These individuals were sent an introductory email by the state administrators,

and a consultant then followed up by arranging for confidential phone interviews. A total of nine stakeholder interviews were conducted, two in each state, with the exception of New Jersey, which had only one stakeholder interview. (A list of stakeholders interviewed can be found in Appendix J.)

State administrators were also asked to provide a list of professional and end-users to participate in the interviews. Arizona was the only state that provided user contacts. Other users were recruited through the online visitor survey and asked to provide their email addresses if they were interested in participating in a follow-up phone interview. A total of 126 end-users and 49 professional-users provided their email addresses to be contacted about the study. Selected users from each state were invited to participate in a telephone interview. The intent was to interview two end-users and one professional-user from each state. From states with high numbers of volunteers, users were selected to provide diversity in the interviews—both men and women, those who used assistive technology and those who did not, frequent DB101 users and first-time users. From states with low recruitment response rates, all volunteers were invited to participate.

The majority of those invited to be interviewed did not respond to the initial email, and several were not available when contacted for their scheduled interviews. For example, three respondents taking the online survey from the California Spanish site provided their email addresses but did not respond to invitations to participate in the interviews; therefore, no Spanish interviews could be conducted. Of the 47 individuals contacted, only 16 responded and completed an interview. As a result, the following key information interviews were conducted.

Table 1: Key Informant Interviews by State

	Stakeholders	Professional-Users	End-Users	All
CA	2	1	1	4
MN	2	1	1	4
AZ	2	1	-	3
NJ	1	1	1	3
MI	2	-	-	2
All	9	4	3	16

The very low response rates for the interviews significantly reduced the number of interviews we were able to conduct for this evaluation. Other factors limiting the interview process included respondents not being available during the scheduled time (which occurred 6 times out of 16 interviews), not rescheduling the interview (this occurred 2 times out of the 16 interviews), not scheduling enough time for the interview (this occurred 3 times out of the 16 interviews), and citing a significant time since they had last used DB101.

Phone interviews ranged from 15 to 70 minutes, and 30 minutes was the average length of the phone conversations. The beginning of the interview provided introductions, reviewed the purpose, acknowledged the contact for agreeing to participate, discussed how the contact was selected and confirmed confidentiality, explained recording of the responses, and reminded the contact that he or she could contact JBS directly with any concerns or questions. Phone interviews were transcribed and summarized by content analysis.

Discussion of Interviews by Respondent Group and Question

All respondents stated that they had used DB101 multiple times. Their experience ranged from daily use to at least three times. Responses about when they had last used DB101 varied, from one year ago to the same day. All respondents were comfortable with technology and the internet.

Stakeholder Responses

Stakeholder User and Programs Description

In what capacity (and how long) have you worked with disability services? What services or support does your agency/organization offer in [the state]?

Stakeholders were primarily administrators or trainers who had been in the field 4–36 years. The age range was 41–64 years old. The gender distribution was six female and three male.

Stakeholders described their organizations/agencies as offering a variety of services. All services were aimed at helping people with disabilities to be more independent. They provided an employment network, work incentive programs, information and referral, support for understanding how benefits are impacted by work, support for transition to work, and Social Security problem solving. Some organizations also included programs such as independent living skills, assistive technology, benefits counseling, employment training, accommodation equipment for training or work, employment placement services, home modifications, mental/behavioral health, wellness programs, and peer support. Generally, the organizations or agencies served people across all disabilities, although some were specific by funder. Most organizations/agencies employed staff with disabilities as well.

A Michigan stakeholder stated, “Our services are highly individualized; there isn’t a cookie cutter. People may need help with placement, interviews, or a resume. Although we have broad services, job placement is core, then counseling and guidance in rehab counseling, technology accommodations, and job maintenance is also provided in support of our primary service. If people haven’t worked in a long time because of limitations or length of time out of employment, we look for a transfer of skills, provide skills assessments, and administer an aptitude assessment. Our focus is on abilities. Overall, we want to help people make an informed choice work through Title I.”

Stakeholder Introduction to DB101

How did you first learn about the DB101 website? Was your agency/organization involved or did it have input in the development of DB101? If so, please explain. Have you participated in formal training regarding using DB101 in your professional capacity?

Stakeholders all responded that they were involved in the development of DB101, contributing content expertise and providing a test environment. They found out about DB101 through the state, formal workshop training, or committees that they participated in formally. One Michigan stakeholder explained that she learned about DB101 when she was out in the field. She was familiar with work incentives but wasn’t sure from whom or when she found out about it.

Stakeholder DB101 Program Information Provided

Does the DB101 web site contain information about your particular program/service? If yes, how would you rate the information provided?

Stakeholders identified that their programs were included on the DB101 website as a resource and were comfortable with the information about their organization that was provided.

Stakeholder Agency/Organization Link to DB101

Is your program integrated with the website in any other ways? Is DB101 linked to your own agency’s/organization’s website?

Stakeholders have links to DB101 on their websites. Several stakeholders did suggest that a more dynamic link to their organization/agency (e.g., one that sent an email to indicate someone would like services) would be helpful. One stakeholder explained that the organization had advertised DB101 in the

monthly newsletter since April and added that the staff would appreciate and use brochures or other collateral materials that they could provide to their clients.

DB101 Fit with Stakeholder Organization/Agency Mission

How does DB101 fit into the mission/goals/policy of your agency/organization?

Stakeholders expressed that DB101 strongly fits with their mission and goals. Primarily this fit was related to empowering clients with information and strategies to increase their independence. One stakeholder explained that she would like DB101 to stay more focused on employment and disability. She explained that it is a resource to her staff. Because of this, she would not include information about how people get on benefits, but focus rather on how they get off benefits, which better matches their mission. This was the only area that she had any concern about because they get calls from parents on how to get their children benefits.

An Arizona stakeholder explained that, because the stakeholder's organization is an employment program, many of its clients are on benefits, and there is a fear that they will lose benefits. The organization's focus is to try to dispel this myth so that more people will return to work, and DB101 can help this process.

A Michigan stakeholder explained that she thinks DB101 is a good fit for her organization because it partners with individuals and employers to achieve quality employment goals.

An Arizona stakeholder stated that DB101 fits with her agency's mission and goals "because we promote independent living philosophy. People need to take responsibility of their lives, and they are partners in their success with professionals, and the database helps them access information."

A Minnesota stakeholder stated that DB101 fits his organization's mission because "we are consumer driven, like DB101. It is a perfect fit. It is about keeping the consumer in control."

Stakeholder Staff Learning About DB101

How does your staff typically learn about DB101?

Stakeholders stated that staff members of their agencies/organizations learn about DB101 through staff meetings, policy manuals, staff orientation, and staff trainings. California stakeholders also describe DB101 being included in organizational marketing materials and a Counselor/Client To-Do Checklist. Additionally, a California stakeholder explained that staff members receive both written information and training provided by the agency. There are also ongoing annual trainings on the overview of work incentives, and as part of those trainings DB101 information and demonstrations are included.

A Michigan stakeholder explained how each district has a DB101 "champion" who can provide support and training to staff. DB101 is also located on the agency's intranet as a resource. An Arizona stakeholder explained that it is a requirement that the counselors use DB101: the policy manual specifies they must administer it at least three times in various stages in the client's process. A Minnesota stakeholder explained that DB101 is discussed at staff meetings and there is a formal training. There is online coaching to go through the steps, counseling, and working with staff for direct and peer mentoring. Training includes how to use DB101 and what it includes, as well as how it can be helpful to clients and partners (such as schools.) It is also integrated into the cycle of training and orientation.

DB101 Use within Stakeholder Organization/Agency

Is DB101 used within your organization? If yes, how?

All stakeholders stated that staff members use DB101. The level of use varied by organization and agency. Most stakeholders referred to the primary use of DB101 as an additional resource for

clients/consumers, specifically for the calculator. Other uses included finding additional information, directing clients/consumers to service provider users or other resources, determining the impact of employment in relation to benefits, and helping clients/consumers make informed decisions.

One Arizona stakeholder finds the website to be very helpful with clients, and the organization has taken efforts to integrate its use into policy and procedures. Counselors are all trained, with both formal and informal methods. With more interaction with the website, the organization hopes to have better feedback from clients.

Stakeholders stated that they felt like clients would be more informed if they used DB101. However, most stakeholders felt that DB101 was a secondary source of information, not the primary source. In other words, they felt that it was still important to have a personal, individual relationship with the client/consumer to ensure that information was accurate and customized to the client/consumers' needs.

One California stakeholder explained that DB101 is used primarily by the vocational rehabilitation counselors, who receive training on how to use DB101 with their consumers. Counselors are provided a checklist that lists the website to talk about with their consumers or clients. The counselors may also do a session with the consumers. When they provide information, such as for Ticket to Work, they refer to the website for resources and to use the calculators. They also provide in-service trainings and training with community partners, such as the World Institute on Disability.

A Minnesota stakeholder explained that DB101 is one of the main offerings in the call center to complement one-to-one meetings with a counselor. He said that as soon as staff members take a call from a consumer, they engage the consumer with DB101. He thought it would be optimal if clients knew about DB101 and accessed it prior to calling, and he thought that clients tell each other about DB101 as a resource. He explained that in his organization, there is another project with where an independent living specialist works in the rehab services, so that they are automatically linked to the independent living skills and DB101. This group loves DB101 and finds it to be a valuable tool because it provides information that helps clients to make decisions for themselves. Another Minnesota stakeholder explained that even the AmeriCorps volunteers have been trained and provide peer support. Furthermore, staff members use it on the front end to begin consultation services and to help show that working is a step up financially.

A California stakeholder stated, "Clients come with printed-out information from the site, so they had gone through the sessions and highlighted questions and were more specific. People bring up the website and ask how to use it or get training for it. They need help with the calculator."

Stakeholder Client Referrals

Have you referred any of your clients to the DB101 website? Why or Why not? Have you consulted with any clients who have used the DB101 website? If yes, did you find that they were more informed/better prepared than other clients? Do you know of any "DB101 success stories" – that you've experienced directly or have heard about?

Stakeholders indicated that their staff refer clients to the DB101 website; however, as administrators, they are not often in direct contact with clients. They do advocate referring clients to the website.

One Arizona stakeholder explained that he refers clients to the DB101 website during the one-to-one consultation (not prior to the consultation). Another Arizona stakeholder explained that she is concerned about some of the information that is presented so specifically that if users are not also accessing their local resources, it may be misunderstood. A California stakeholder explained that the primary reasons the stakeholder's agency refers clients to the DB101 website are for the calculator to plan impact, for specific content information, and for resources related to other agencies or programs. A Michigan stakeholder reported that she refers community partners because it helps them to know what might be going on with

their clients. She generally does not refer clients, however, because she feels the information is too basic and not detailed enough for a specific client's situation.

A Minnesota stakeholder felt that if he asked staff members, they would say that DB101 results in the individual being more informed and empowered to make decisions. Another Minnesota stakeholder stated that DB101 is very important because it can start to guide people, but he acknowledged that some clients will need more intensive support. Additionally, he explained that his agency promotes DB101 through an interagency partnership it hosts, providing technical guidance and serving as a fiscal host for small organizations that find using the site complicated because of limited resources. He explained that some people who are in the day training program have not used it because of they worry that clients will pick a specific earning level simply to retain benefits. However, this stakeholder thinks that DB101 makes a huge difference moving people to consider work, though because some people are not computer literate, it is a supplemental tool.

Stakeholder Employment Perspectives and Perceived Barriers to Employment

In your experience, what is the biggest barrier for your clients in seeking employment?

Stakeholders felt that clients were more informed about resources available. Regardless of the state, the primary barrier to employment was fear of losing benefits. Additional barriers that were cited included stigma by the public, a tough employment market, reliable transportation, misinformation about working, and lack of skills/training by client or employer. An Arizona stakeholder explained that a difficulty for her clients is that in an area of high unemployment, they are not qualified for the few jobs that are available, and the competition for lower-skilled jobs is very tough.

A California stakeholder explained that there is a fear of loss of benefits and misinformation about working. However, she explained that certain California initiatives have brought state agencies together to do training or advisory committees about planning; a unique media campaign in the state promotes public awareness about the options for employment for people with disabilities; and there are initiatives to make the state a model employer for hiring people with disabilities.

A Michigan stakeholder explained that since transportation was difficult for many clients, DB101 was helpful because it made the information accessible. She thought they still need a one-to-one conversation along with the DB101 to make sure that the information was interpreted correctly.

A Minnesota stakeholder stated that he thinks that it all begins with general fear of losing benefits. He explained that his agency serves clients with a wide range of barriers, but the primary barrier is this fear of losing benefits. He also shared that when they participated in a study for people receiving Social Security Disability Insurance (SSDI) and mental health treatment, they struggled to get people to agree to participate. They were only able to get about .5 percent of people to participate. He believes that people think once they get benefits, they are giving away the concrete for the abstract (work). He stated that DB101 has been helpful to guide people on how work affects income or healthcare.

One Minnesota stakeholder stated, "People just see work as too risky. Don't blame the people; that is the way it is played. It is embedded in people's minds to receive benefits instead of working. That is the general problem. Additionally, people have health benefits that they worry about losing, paying for medications and such. We need more training—in schools, with families, with case managers—so we can shift this ingrained way of thinking."

Overall Stakeholder DB101 Satisfaction

Overall, how would you rate the DB101 website in addressing the information needs of people with disabilities in your state? How easy is it for you to use DB101 calculators and the site in general? Have you found the information on the site to be accurate? If yes, how do you know the information is accurate

(e.g., compared it to other sources, talked to other people, talked to a benefit planner, etc.)? If not, which information specifically have you found to be inaccurate (e.g., calculator, program information, etc.)?

Stakeholders all stated that DB101 is good or very good. They reported that it was a resource to staff, but is often used in an adjunctive manner, such as referring a client to DB101 for additional information.

Although not able to identify who operated the site, stakeholders were generally confident in the information provided. They were curious about how often the website was updated, however, and how they would know or be informed of the latest update.

Stakeholders from Arizona stated that additional state-specific information would be helpful; however, they did not specify what in particular would be helpful. Only one stakeholder (from Arizona) was concerned that people might misinterpret what local resources are available. Stakeholders did suggest that confidentiality may be a possible deterrent for people to use the site.

Another Arizona stakeholder explained that, although she thinks DB101 is good, especially because it can help to break the stereotype that they cannot work, she is concerned that people might go through the content and think that they understand the rules. They are providing information, but they may be unaware of what Social Security actually knows about them, and that may get them into trouble with Social Security. Furthermore, although people read the information, they may make assumptions—for example, assuming that Social Security knows they are paying taxes when they work. They also may forget to follow up for information with their support resources. In person, a staff member can tell them that they need to do XYZ and follow up with them to ensure that they get the information or get connected with the right support resource.

A stakeholder from California indicated that state-specific information (CalWorks) was helpful to include on the site. Another California stakeholder suggested that a system to track usage—to see who is using DB101 and what is being used—would be helpful. Additionally, this stakeholder was frustrated because the calculator was slow and took a long time to load. She suggested that maybe all of the fields could be on one page.

A Michigan stakeholder thought that the work calculator is good when people are not good at math because it provides graphs. She said that sometimes people need something really simple to show the impact of the math. A Minnesota stakeholder also confirmed that the information and content is excellent. He explained that it is a complex subject, and there is no place where it has been simplified and is user friendly.

One Arizona stakeholder stated, “There is such a stigma and fear for people who are disabled, so this is a very helpful tool. It (DB101) empowers people with information that they need.”

A Michigan stakeholder commented, “They (clients) are afraid to lose benefits but want to work. It (DB101) provides a snapshot. It is not appropriate for everyone, for example if they have paranoia features about the government (like the general data name and such) or someone with low cognitive abilities and understanding. But we could focus on certain parts. Overall, I really like it. I like that it provides the outlook in timelines. They (clients) can see how they can increase their independence.”

Another Michigan stakeholder stated, “I like it. I wish the food stamps information were accurate because that is a big question that we get. SSDI is so complicated that we just have to work them through it individually. There is a lot that they don’t understand. But it (the website) refers to an 800 number that I strongly advise them not to go to because they do not give them the right information, because it is only general information and they are not accessing their particular case history.... As a generalized overview it is good. I teach it in the class, but tell people not to rely

on it completely. They need to go to Social Security for additional information. For us, it is nice to have community partners to walk through it. It works better on the SSI side than the SSDI side....I think a place to refer folks would be to their local Social Security office, to find their claims rep, because their claims rep has the most accurate information. There are too many different stories from the 800 number. The only thing that is going to allow people to go back to work is getting a good understanding of how their benefits work and getting the same story and letting them make choices. They need the accurate information to begin with so they are more willing to work—an informed choice.”

A Minnesota stakeholder said, “I think that it is one of those tools that we are glad to have, and I know that this is an era of tight resources, but this is one that helps reduce their level of dependency. It allows them to lead more self-directed lives. We want to make sure it doesn’t go away.”

Stakeholder-Suggested DB101 Improvements and Additional Needs

In what ways could it be improved?

Stakeholders struggled to identify potential improvements. Most did ask about how the site was to be kept up to date. One Arizona stakeholder stated that it was complicated and suggested that there were too many details, such as the specific definitions. (This opinion, however, was contradicted by other stakeholders, professional-users, and end-users, who specifically stated that the definitions were helpful.)

Another Arizona stakeholder explained that she would like direct feedback from users, which her agency has not gathered yet. However, she thought that an additional helpful feature would be a place where clients could click and apply for their services directly. She also explained that, for her, “the explanation page of the results is where things start to get less user friendly, and it is more complicated to interpret the results.” She thought that the graphs and amount of information may overwhelm people, especially if they did not consider all of their special circumstances.

Several format improvements were suggested. The most common suggestion by stakeholders was to make DB101 available in Spanish. Other suggestions included providing a how-to section, a longer timeline, online training modules, vignettes of success stories, a quick estimate (in addition to the long estimate), and video demonstrations.

A Michigan stakeholder was not sure if the Alt tags were visible when a user scrolls the mouse over. She knew that people who need them might have a reader on the computer but was uncertain how the reader would interact when there was a graph. She also wondered if there was a larger font available. She was particularly concerned when she typed in a generic example and found that the results gave a bottom line number but did not share information about the medical benefits that might be lost. She explained that the timeline was extended to 2017, which is only 5 years, but that the benefits are actually available for 8½ years, which includes 9 trial work months.

One Arizona stakeholder stated, “Well, it is tricky to know where to put the caveats. It is just general information, but it is detailed information, so that can be confusing, and if we go away from the general population, who is going to help people? The devil is in the details.”

A California stakeholder observed, “The PASS (Plan for Achieving Self-Support) Calculator used to be there but is gone. We provide a training to achieve self-support, and I would like to the plan to achieve self-support with the PASS Calculator returned.”

The overwhelming additional need expressed by stakeholders was training, for staff, end-users, and community members (such as teachers). Prompting this need, stakeholders stated that DB101 was not yet a habit for staff members to remember to refer to as a resource. Additionally, they said that further formal

training would be helpful to learn more about the DB101 site and how to integrate it into their work environment.

Additionally, stakeholders suggested that more marketing materials and resources be provided so that service provider users and end-users know that this resource is available. Resource suggestions ranged from postcards, to information sheets/brochures, to television commercials.

Professional-User Responses

Professional-User and Programs Description

In what capacity (and how long) have you worked with disability services? What services or support does your agency/organization offer in [the state]?

Professional-users were supervisors, field counselors, employment coordinators, or disability advocates who had been in the field 6 months to 22 years. The age range was 26–52 years old. The gender distribution was three female and one male.

Professional-users described their organizations/agencies as offering a variety of services, all aimed at helping people with disabilities to be more independent. They included providing an employment network, work incentive programs, information and referral, support understanding how benefits are impacted by work, support with transition to work, Social Security problem solving. Some organizations also included programs such as independent living skills, assistive technology, benefits counseling, employment training, accommodation equipment for training or work, employment placement services, home modifications, mental/behavioral health, wellness programs, and peer support. Generally, organizations/agencies served people across all disabilities, although some were specific by funder. Most organizations/agencies employed staff with disabilities as well.

Professional-User Introduction to DB101

How did you first learn about the DB101 website? Was your agency/organization involved or did it have input in the development of DB101? If so, please explain. Have you participated in formal training regarding using DB101 in your professional capacity?

Professional-users learned about DB101 primarily through formal workshops or from other service providers. Typically they were not involved in the development of DB101, though one professional-user from Minnesota was a field tester.

Specifically, one professional-user from Minnesota learned about DB101 from attending a formal workshop. One Arizona service provider user learned it from a staff orientation. One professional-user from Arizona and two from California have not attended a formal workshop.

Professional-User Program Information Provided

Does the DB101 website contain information about your particular program/service? If yes, how would you rate the information provided?

Professional-users did not know if information about their programs was included on the DB101 website as a resource.

Professional-User Agency/Organization Link to DB101

Is your program integrated with the website in any other ways? Is DB101 linked to your own agency's/organization's website?

Professional-users were not always aware that their agency/organization had a link to DB101; however, they did have links to DB101 on their websites.

DB101 Fit with Professional-user Organization/Agency Mission

How does DB101 fit into the mission/goals/policy of your agency/organization?

Professional-users expressed that DB101 strongly fits with their mission and goals. Primarily this fit was related to empowering clients with information and strategies to increase their independence.

DB101 Use within Professional-users Organization/Agency

Is DB101 used within your organization? If yes, how?

Professional-users stated that staff members use DB101. The level of use varied by organization and agency. Most service provider users referred to DB101 primarily as an additional resource for clients/consumers, specifically for the calculator. Other uses included finding additional information, directing clients/consumers to professional-users or other resources, determining the impact of employment in relation to benefits, and helping clients/consumers make informed decisions. One Michigan professional-user utilizes DB101 for training and did not know how it was used with staff members or within the organization.

Professional-users stated that they felt like clients would be more informed if they used DB101. However, professional-users they felt that DB101 was a secondary source of information, not the primary source. In other words, they felt that it was still important to have a personal, individual relationship with the client/consumer to ensure that information was accurate and customized to the client/consumers need.

A California professional-user explained that counselors prepare ahead of time and refer clients to the website. Additionally, they refer other organizations (such as the county mental health) to the website. However, she thought that a facilitator to help people go through it is necessary, especially when using the calculator and to make sure they have the correct information and know how to play with the scenarios.

Professional-User Staff Learning about DB101

How does your staff typically learn about DB101?

Professional-users stated that staff members of their agencies/organizations learn about DB101 through staff meetings, policy manuals, staff orientation, and staff trainings.

A California professional-user explained that staff members learn about DB101 primarily through their supervisor “forcing it down their throats.” She explained that the supervisors constantly have to nag to try to get staff to do anything new. She said that they used to have postcards for DB101 that were helpful and explained that DB101 was shared at staff meetings or individually with a counselor. She reported that some of the counselors have participated in training if training has come up within the state workgroups.

Professional-User Client Referrals

Have you referred any of your clients to the DB101 website? Why or why not? Have you consulted with any clients who have used the DB101 website? If yes, did you find that they were more informed/better prepared than other clients? Do you know of any “DB101 success stories” – that you’ve experienced directly or have heard about?

Professional-users indicated that they or their staffs refer clients to the DB101 website. Those who are primarily administrators and are not often in direct contact with clients may not directly refer; however, they do advocate referring clients to the website.

A Minnesota professional-user explained that she refers people who are computer savvy and want to navigate to compare various incomes and how they would affect their benefits.

One California professional-user stated, “I think it is fabulous. I like the little vignettes. It is written for the layperson. Lots of information. I literally think it is so good I recommend it to everybody.”

Professional-User Employment Perspectives and Perceived Barriers to Employment

In your experience, what is the biggest barrier for your clients in seeking employment?

Professional-users felt that clients were informed about resources available. Regardless of the state, the primary barrier to employment was fear of losing benefits. Additional barriers stated included stigma by the public, a tough employment market, reliable transportation, misinformation about working, and lack of skills/training by client or employer.

Overall Professional-User DB101 Satisfaction

Overall, how would you rate the DB101 website in addressing the information needs of people with disabilities in your state? How easy is it for you to use DB101 calculators and the site in general? Have you found the information on the site to be accurate? If yes, how do you know the information is accurate (e.g., compared it to other sources, talked to other people, talked to a benefit planner, etc.)? If not, which information specifically have you found to be inaccurate (e.g., calculator, program information, etc.)?

Professional-users all stated that DB101 is good or very good. They reported that it is a resource to staff but is often used in an adjunctive manner, such as referring a client to DB101 for additional information. Professional-users reported that the definitions were helpful.

Although not able to identify who operated the site, professional-users were generally confident in the information provided. They were curious as to how often the website was updated and how would they know or be informed of the latest update. Professional-users did suggest that confidentiality may be a possible deterrent for people to use the site. A California professional-user felt that the layout was easy to navigate.

Professional-User-Suggested DB101 Improvements and Additional Needs

In what ways could it be improved?

Professional-users struggled to identify potential improvements. Most asked about how the site was to be kept up to date. Several format improvements were suggested. The most common suggestion by professional-users was that it would be helpful to have DB101 in Spanish. Other formatting suggestions included providing a how-to section, a longer timeline, online training modules, vignettes of success stories, a quick estimate (in addition to the long estimate), and video demonstrations.

The overwhelming additional need expressed by professional-users was staff training. Prompting this need, professional-users stated that DB101 was not yet a habit for staff members to remember to refer to as a resource. Additionally, professional-users stated that further formal training would be helpful to learn more about the DB101 site and how to integrate it into their work environment.

Additionally, professional-users suggested that more marketing materials and resources be provided so that professional-users and end-users know that this is an available resource. Resource suggestions ranged from postcards to information sheets/brochures to television commercials.

One California professional-user stated, “I think that if there was a simplified version, more people would use it because they might have the stamina to complete it all—a quick go-to or sample pages.”

End-User Responses

End-User Descriptions

The age range was 56–60 years. The gender distribution was one female and two males.

End-user #1 is the partner of a 42-year-old with both physical (related to cancer) and mental health (related to workplace stress) disabilities. His partner has just recently been approved for short-term disability and is worried about going back to work because of the negative work place setting. He usually goes to the internet first to find information and used DB101 to find out more specific information about benefits for his partner and the impact of going back to work. He found DB101 to be useful for general information, but wanted more specific state resources and a more robust glossary of terms.

End-user #2 has received disability assistance for 3 years due to a lower back disability, which limits his ability to complete physical work or to be on his feet. He sought out DB101 after being told by the state that it was a resource. He was specifically looking for an estimate regarding qualifying for benefits. Currently, he works 8 hours per week at a service station and does not see this changing in the next year.

End-user #3 is hearing impaired in both ears and has mental health disabilities, bipolar disorder and anxiety attacks. She hasn't worked since before 2008, but filed a claim in 2011. She considers herself unique in that she searched out as much information as possible so that she could be informed. She stumbled upon DB101, but really likes the specific scenarios and the interactive information provided. There was only one area (alimony) that the calculator did not estimate correctly, since DB101 assumes an annual increase but she does not get an increase annually. Ultimately, however, although she is more informed, it did not change her attitude or decision to work.

End-User Disability Description

Please describe your disabling condition and how it impacts your ability to work.

End-user disabilities ranged from mental health to physical health due to accidents and illness. The length of the disability ranged from 3 months to 5 years. The end-users ranged in current employment from none to 8 hours per week. None of the end-users planned on changing their employment status in the near future.

End-user #1 explained that his partner is on short-term disability, initiated in January and approved in August of 2012. He has thyroid cancer, but the synthetic hormone treatments were contraindicated with his HIV status, and he ended up in bed. Additionally, the end-user said that the workplace was very negative and that his partner is also suffering from mental health issues related to this stress. His partner is currently not able to work.

End-user #2 has a lower back disability and explained that he can't do much physical work and has a hard time being on his feet all day. He applied and began receiving assistance 3 years ago.

End-user #3 is hearing impaired in both ears and has mental health disabilities, bipolar disorder and anxiety attacks. She has not worked since 2008, but filed claim in 2011. The date of onset was January 2009.

End-User Assistive Device Needs

Did you use an assistive device to access the DB101 website? If yes, what is the device and how accessible did you find the site?

None of the end-users required assistive technology to access the site. All end-users were comfortable with technology and the internet and stated that they would use the DB101 website again.

How End-Users Learn About DB101

When you have questions about programs and services related to your disability, where do you typically go first for answers?

End-users learn about DB101 through an internet search ,or it was provided to them as a resource by a service provider.

End-user #1 reported that he uses the Internet as a primary source of information. “I look up everything on the computer first.”

End-user #2 heard about DB101 when he called a state-operated help line for people with disabilities. The website was suggested as a resource where he could find more information about disability assistance and estimate the amount of assistance he could receive.

End-user #3 stated that she just used the internet and found DB101 posted on her state government’s website. She was not sure which site it was posted on. She said that, for the most part, she tries to find answers on the internet; however, “I will use the Social Security Administration website whenever possible. I call the help line occasionally, but if I can’t get the answer, I use the local office for in-person answers. Plus, I already have a relationship with the person that originally helped me with my claim. Social Security local people are more friendly than the local rehab facility.”

DB101 Information for End-Users

Were you able to find information on the DB101 website that relates to your specific situation? Why or why not?

End-user #1 said he thinks he found out about DB101 through Google, though it may have been a contact within another organizational association. “Daniel Fortuno, who was contracted to develop the site and comes out of the HIV world, may be who I first heard something from, because people were curious about how risky would it be to go back to work. I do a lot of training in the area, and I had questions about the corporate policy related to that area and contacted him. He might have told me about the site.”

End-user #2 stated, “I was looking for information about the program and the requirements to get onto disability. I found exactly what I was looking for.”

End-user #3 finds DB101 a useful tool in general. For example, when reviewing information for SSDI, it gave her information about other sources of income, like alimony. However, the tool assumes alimony increases each year, and this is not necessarily the case. “It helped me to understand how much I receive monthly, and it takes into consideration Medicare and COBRA, and it prompts to the date when COBRA ends. It does assume the increase in alimony. But it doesn’t use examples for my specific situation because I don’t have permanent alimony, and it depends on where I am living (in the marital home or another house).”.

DB101 Content

What features did you use on the site (e.g., calculator, help-line)? How well did the features meet your expectations/function? How confident are you that your visit to the site will remain anonymous and confidential? Do you know who runs and operates DB101?

End-users all state that DB101 is good or very good. None of the end-users were able to identify who operated the site, although they did recognize it was state operated. One end-user wondered why it was not federally linked. No end-users stated that they were concerned about confidentiality.

End-user #1 commented, “It is a great product. The survey popped up when I just started, so I didn’t have much time to explore the site.” He felt that the website was a little confusing. “I don’t know that it is a

critique, as it is a confusing area. So, it is important to read the FAQs. It is clearly written more easily to understand than corporate policy. Also, I found out that people who are newly disabled have a hard time coming to grips with that fact.” He stated that some advice and resources on how to help people regarding this matter would be helpful. He also thought it would be helpful to have local resources sited who are available to help someone through the website or the kind of agency someone might need to access to find a case manager or find a social worker. “People who don’t know how to work the system don’t know how to do that. It would be helpful if methodically it showed where to find help, such as Google search terms, types of agencies, etc.”

End-user #2 remembered that he used the glossary for terms that he wanted more information about and also used the calculator. He stated, “The site was excellent.” It met his expectations, and he had no difficulties navigating the site or finding what he needed.

End-user #3 explained, “One thing I would like to have seen was that it took into consideration my COBRA payment and hearing aids as a deductible work expense. I liked the scenarios of anticipated income based on the work plans, and the calculator gives a clear picture. It takes into consideration the trial work period and it helps me understand the process better. If I had to rate it on a scale of 10, based on my expectations, it has met them pretty well, 8 out of 10. It is better than anything that I have seen, and the Social Security administration itself doesn’t have a tool—just a PDF that they call a planner, but it isn’t an interactive tool.”

DB101 Ongoing Usage

Do you plan to return to the DB101 website?

All three end-users stated that they planned to revisit the DB101 website.

End-user #1 plans on going back to the website when his partner decides to go back to work.

End-user #2 stated, “I am sure I will get back there sometime.” He was not able to identify a particular reason, as he does not see his situation changing any time soon.

End-user #3 stated that she does plan on going back to the website if/when she decides to go back to work.

Overall DB101 Satisfaction

Which aspect of the DB101 website did you find the most helpful? The least helpful? How easy is it for you to use DB101 calculators and the site in general? Please ask reasons for why or why not the calculator/s are easy. Have you found the information on the site to be accurate? If yes, how do you know the information is accurate (e.g., compared it to other sources, talked to other people, talked to a benefit planner, etc.)? If not, which information specifically have you found to be inaccurate (e.g., calculator, program information, etc.)?

End-user #1 stated, “It helped to give more information about work and to persuade my partner that there are a variety of resources available and that long-term disability is a possibility.” He felt like the least helpful was that there was no information about Workers’ Compensation available. He felt that the back-to-work incentives information was very helpful. He also suggested, “I noticed that at one point it had a list of other sorts of income supports, such as general assistance. I am also politically active and would like to know what is state funded and federal funded. A more robust glossary would be more helpful. I overlooked SSI because I thought it was a poverty program, and it is such a long time to wait, 2 years, to get SSDI. So, a chart of how long it takes to receive benefits. Also, it would be helpful to be more state specific because there are lots more services available than are listed on the site. For example, [state] COBRA or help for single payer health care.”

End-user #2 stated that it was most helpful to find out about the specific requirements for receiving assistance. “I spoke with the [help line], and they told me I qualified for the program, but I tried to call the county and only got an answering machine, so the website let me know that I did qualify, and I was able to get information right away.” He was unable to identify anything that was not helpful or anything that might have been more useful or missing from the site.

End-user #3 stated that she finds the scenarios of anticipated income based on the work plans the most helpful. There was nothing that she could identify as least helpful. “I spent a lot of time with ‘what if’ scenarios. Some of the terms that were covered in the glossary could have been more extensive, but it is more information than I had before. For example, it makes reference to a benefits planner, a person, but it doesn’t link to anyone in the state to contact. So this term was sort of vague.”

End-User Employment Situation

What is your employment situation? Have you/do you plan to seek employment? Why or why not?

End-user #1 stated that his partner is currently not working and not planning to return to work at his current workplace due to the negative environment. He will plan on seeking work if the cancer heals and the hormone reaction resolves itself.

End-user #2 stated that he currently works part time at a service station (8 hours per/week). He does not see this changing anytime in the future.

End-user #3 explained that she is not currently working. “Right now, I just got approved for disability. I won’t get far on the income, but it gives me some time to think about what to do next.” She plans to start with a volunteer position to see how she can handle employment before seeking a part-time or full-time job.

End-User Perceived Impact on Benefits with Employment

Do you have any concerns about losing benefits/health insurance if you pursue employment? Did the information on DB101 change your attitude toward employment in any way?

End-user #1 stated that DB101 has not changed his attitude because his partner is a veteran and receives benefits through the Veterans Administration. His partner is frightened about the current medical conditions and the rejections to the treatment. The DB101 information did change his attitude about the possibility of long-term disability.

End-user #2 responded, “Not really, because I can’t do any more than I do.” He also stated that his attitude was not changed at all due to the information on the website.

End-user #3 end-user stated, “In general, yes, but I do have COBRA coverage, so I opted for Medicare A. But it doesn’t pay for that much.” She is worried that the COBRA coverage is better than any health care she might. She did not feel that DB101 changed her attitude toward employment “because the idea that there are incentives to go back to work is great, but service months are counted after \$750 is earned in a month, and this is out of line because you can’t afford to live on that or the SGA amount. I get more in Social Security than that amount, so it doesn’t pay me to go back to work.”

End-User Perception of Being Informed about Disability Programs and Services

Did you feel better informed about disability programs and services after visiting the DB101 website?

End-user #1 stated that he does feel more informed. He stated, “I found myself browsing for other people then, too. Like, SSIP. There was a lot of information to navigate through, but it can provide hope for people.”

End-user #2 said that he did feel more informed. He stated, “I had a goal to look for something (qualifying factors), and I found it and got what I needed.”

End-user #3 explained, “I spend a lot of time looking into the programs and services at the federal level. Cornell University has an institute, and the tool that they have helps to inform as well. Probably more than the average person. But I still feel better informed; it gives me a clearer picture.”

End-User Employment Perceptions

After visiting the DB101 website, do you feel less fearful of losing benefits if you pursue employment?

End-user #1 did not feel that his perceptions about loss of benefits changed because his partner has Veterans Administration benefits. He did state that sometimes his partner has a feeling that he doesn't deserve help.

End-user #2 stated that he was not fearful because he did not feel the physical situation was going to change to require a change in benefits or ability to work.

End-user #3 stated, “I don't feel less fearful. I have done legal research online, and they basically said that once people are approved for SSDI, they don't go back to work. So they advise ,if you don't have to go back to work, don't, so that you don't lose the benefits. Just because they call it incentives doesn't make it better for me. They call it financial independence, but it doesn't seem like enough of an incentive to be independent. I was thinking about part-time work, but I need to make under the \$750/month amount. I am not even sure if I can volunteer, if that would impact my benefits.”

Summary of Key Findings

Overall, DB101 has been well received by stakeholders, professional-users, and end-users. It is primarily used as a reference site to increase knowledge. End-users reported that using db101 did not seem to change their attitudes toward employment or reduce their fear of losing benefits. Following is a summary of specific key findings.

- Stakeholders, professional-users, and end-users all state that DB101 is good or very good, and all were confident in the material provided. Arizona and New Jersey interviewees did request additional state-specific information be added to the site.

One Arizona stakeholder stated, “There is such a stigma and fear for people who are disabled, so this is a very helpful tool. It empowers people with information that they need.”

- All stakeholders and professional-users expressed very strongly that DB101 fits with their mission and goals, particularly the goal of empowering clients with information and strategies to increase their independence.

One Minnesota stakeholder stated, “We are consumer driven, like DB101. It is a perfect fit. It is about keeping the consumer in control.”

- Stakeholders and professional-users stated that DB101 was a resource to staff but is often used in an adjunctive manner, such as referring a client to DB101 for additional information. End-users stated that they are using it to begin gathering information prior to seeking one-to-one counseling. By contrast, professional-users stated that they give DB101 as a resource after one-to-one counseling for the consumer's additional information or later reference.
- In general, stakeholders learn about DB101 through formal training; professional-users learn about DB101 through other professional-users; and end-users learn about DB101 through an internet search or when it is provided to them as a resource by a service provider.

One New Jersey end-user stated that, for the most part, she tries to find answers on the internet; however, “I will use the Social Security Administration website whenever possible. I call the help line occasionally, but if I can’t get the answer, I use the local office for in-person answers. Plus, I already have a relationship with the person that originally helped me with my claim. Social Security local people are more friendly than the local rehab facility.”

- Many stakeholders, professional-users, and end-users struggled to identify potential improvements. Most did ask about how the site was to be kept up to date. Other suggested improvements include a Spanish version, increased multimedia (such as a video demonstration), more vignettes, more local resources, and additional resources for coping with a disability.

One New Jersey end-user stated, when asked what she found helpful, “I spent a lot of time with ‘what if’ scenarios. Some of the terms that were covered in the glossary could have been more extensive, but it is more information than I had before.”

- Improvements suggested were additional formal training to improve familiarity with DB101 and to increase integration of the use of DB101 into the worksite as well as marketing resources to increase awareness of DB101 to other service providers, community members, and potential end-users.

Appendix J: Evaluation Participants by Research Method

State	Name	Organization/Title	Date
State Program Administrators and DB101 Partners			
AZ	Dara Johnson	Program Development Officer AHCCCS	7/3
CA	Eric Glunt	Project Director, California Health Incentives Improvement Project, San Diego State University	7/25
MI	Joseph Longcor	Michigan Medicaid Infrastructure Grant Director Office of Long-Term Care Supports and Services	7/2
MN	Mary Alice Mowry & Lesli Kerkhoff	Director & Supervisor Pathways to Employment, Department of Human Services	7/5
NJ	Joseph Amoroso	Director, Division of Disability Services New Jersey Department of Human Services	7/11
	Bryon MacDonald	Program Director World Institute on Disability	7/19
	Jack Eastman	Eightfold Way Consultants	7/25
Stakeholder Interviews			
AZ	Amina Kruck	Work Incentive Coordinator ABIL/Director of Advocacy Programs	7/18
AZ	Letitia Labrecque	Rehabilitation Services Administration (vocational rehabilitation)	7/19
CA	Abygail Medina	California Department of Rehabilitation	9/20
CA	Karla Bell	California Department of Rehabilitation	9/21
MI	Cheryl Liss	Michigan Rehabilitation Services (vocational rehabilitation)	8/9
MI	Kathy Homan	Work Incentives Coordinator CWIC (work incentives coordinator)	7/18
MN	Don Lavin	RISE	7/27
MN	David Hancox	SEMCIL - Disability Linkage Line	8/28
NJ	William Ditto	Director (retired), Division of Disability Services New Jersey Department of Human Services	9/24
User Interviews			
AZ	Service Provider	Referral by stakeholder	8/29
AZ	Service Provider	Online Survey Respondent	9/25
CA	Service Provider	Online Survey Respondent	9/12
CA	Family/Friend of a PWD	Online Survey Respondent	9/17
MN	Person with a Disability	Online Survey Respondent	9/18
MN	Service Provider	Referral by stakeholder	9/24
NJ	Person with a Disability	Online Survey Respondent	9/11
User Testing			
AZ	Family/Friend of a PWD	Referral by stakeholder	8/29
AZ	Service Provider	Referral by stakeholder	8/29
CA	Person with a Disability	Online Survey Respondent	10/2
MN	Person with a Disability	Online Survey Respondent	9/20

Appendix K: Social Media Report

Disability Benefits 101 (DB101) Information Services websites may be able to reach and assist more people with disabilities by using social media to their advantage. State-based disability organizations have social media sites in all five states with DB101 websites—Arizona, California, Michigan, Minnesota, and New Jersey. This report summarizes a review of those organizations' social media sites with the data collected on July 9, 2012. It presents a snapshot of the status of their social media presence at that time, but it is possible that some of the ways they use social media may have changed since then.

The organizations reviewed were selected because they are relevant to individuals with disabilities who are targeted users of the DB101 websites. They include the following eight organizations:

- The ARC: For People with Intellectual and Developmental Disabilities (ARC)
- Easter Seals: Disability Services
- Independent Living Centers (ILC)
- National Alliance on Mental Illness (NAMI)
- Paralyzed Veterans of America (PVA)
- TASH: Equity, Opportunity and Inclusion for People with Disabilities
- United Cerebral Palsy (UCP)
- National Spinal Cord Injury Association (NSCIA)
- Brain Injury Association or Brain Injury Alliance (BIA)

Organization websites were reviewed to identify effective social media that met the following criteria for effectiveness:

- A link to social media sites on the website's home page, allowing visitors find the sites quickly and easily.
- Frequent postings on the social media sites. As readers repost information from the original posts, increased numbers of people see the link to the Facebook or Twitter page for that organization, leading to increased website and information utilization.

Some state-based disability organizations may not use *true social media* such as Facebook or Twitter, instead including a news section or some other education tool on their website (which are not included in the social media measurements that follow). A state-based disability organization's use of social media was considered to demonstrate baseline effectiveness if each social media page was assessed as having a minimum of 50 followers and postings are placed at least once a month.

Table 1 summarizes the number of disability organization effectively using social media by state. In the state of Arizona, eight of its nine disability organizations use true social media, and four of those eight are effective. In the state of California, seven of its nine disability organizations use true social media, and five of those seven are effective. In the state of Michigan, seven of its eight disability organizations use true social media, and six of those seven are effective. In the state of Minnesota, six of its eight disability organizations use true social media, and all six of them are successful. In the state of New Jersey, six of its nine disability organizations have true social media sites, and four of those six are successful.

Table 1: Number of Disability Organizations Effectively Using Social Media

State	Disability Organizations Using Social Media	Organizations Effectively Using Social Media
Arizona	8	4 (50%)
California	7	5 (71%)
Michigan	8	6 (75%)
Minnesota	6	6 (100%)
New Jersey	6	4 (66%)

Following is a description, by state, of the social media presence of the eight organizations reviewed. A link to each organization’s main website is provided after each description of social media use.

Arizona

ARC—Has a Facebook page, no Twitter page. Facebook page has seven followers and has had one post, which occurred on February 2010. arcarizona.org/

Easter Seals—Has both Facebook and Twitter pages. The Southwest Human Development Twitter page has almost 800 followers and postings daily or more than once per day. The Blake Foundation Facebook page has about 200 followers and posts monthly. Blake Foundation – blakefoundation.easterseals.com/site/PageServer?pagename=AZTU_homepage; Southwest Human Development – www.swhd.org/

ILC—No Facebook page or Twitter page, but they do have a page called Disability Post, which is a calendar of events relating to disability. azsilc.org/

NAMI—Has both Facebook and Twitter pages. Facebook page has 37 followers but no posts. Twitter page has almost 120 followers but hasn’t posted since September 29, 2011. www.namiaz.org/

PVA—Has Facebook page, no Twitter page. Facebook page only has two followers and no posts. azpva.org/

TASH—Has Facebook page, no Twitter page. Facebook page has about 200 followers and posts about every 2 weeks. arizonatash.org/

UCP—Has both Facebook and Twitter pages. Facebook page has 1,300 followers and posts every week. Twitter page has 210 followers but hasn’t posted since 2010. ucpsa.org/

NSCIA—Has both Facebook and Twitter pages. Facebook page has 19 followers, no posts by organization. Twitter page has about 50 followers and posts every 3 or 4 months. www.azspinal.org/index.aspx

BIA (Brain Injury Alliance)—Has Twitter page, no Facebook page. Twitter page has 800 followers and posts almost every day, sometimes multiple times a day. www.biaaz.org/bia/index.aspx

California

ARC—Has Twitter page, no Facebook page. Twitter page has almost 400 followers and monthly posts. www.thearca.org/

Easter Seals—Both the Bay Area and Central Sectors have Facebook pages, no Twitter; the Southern Sector does not have either. Bay Area and Central Sectors' Facebook pages both have about 200 followers and posts about every 2 weeks.

Bay Area – bayarea.easterseals.com/site/PageServer?pagename=CABY_homepage

Central – centralcal.easterseals.com/site/PageServer?pagename=CACN_homepage

Southern – southerncal.easterseals.com/site/PageServer?pagename=CALA_Board

ILC—No Facebook page or Twitter page, but they have a section on their website with press releases relating to ILCs. www.calsilc.org/

NAMI—Has both Facebook and Twitter pages. Twitter page has about 30 followers with no posts since August 2011. Facebook page has 250 followers and posts every 2 weeks. www.namicalifornia.org/

PVA—Has Facebook page, no Twitter page. Facebook page has about 150 followers and posts about once a month. www.calpva.org/

TASH—Has Facebook page, no Twitter page. Facebook page has 40 followers and posts about once a month. www.calpva.org/

UCP—Its Central Branch has a Twitter page and a Facebook page. Facebook page has almost 600 follower and posts weekly. Twitter page has about 200 followers and posts weekly. The Sacramento Branch has a Facebook page but no Twitter page. Facebook page has about 300 followers and posts every 2 weeks. Central – www.ccucp.org/about-ucp Sacramento – ucpsacto.org/

NSCIA—No social media sites, but there is a link on the home page which includes social meetings and support groups around the state that people with disabilities can attend. www.wyngs.org

BIA—Has both Facebook and Twitter pages. Twitter page has 400 followers, but BIA has not posted since August 2011. Facebook page has about 700 followers but has not posted since January 2012. It seems that BIA stopped both posting and use of social media. www.biacal.org

Michigan

ARC—Has Facebook page, no Twitter page. Facebook page has about 400 followers and weekly posts. www.arcmi.org

Easter Seals—Has both Facebook and Twitter pages. Twitter page has almost 2,000 followers and posts daily. Facebook page has about 400 followers and has daily posts. mi.easterseals.com/site/PageServer?pagename=MISE_homepage

ILC—Has Facebook page, no Twitter page. Facebook page has 56 followers, and the last post was November 2011. The page was posted on frequently in 2011, with no posts in 2012. www.misilc.org/

NAMI—Has both Facebook and Twitter pages. There are 400 followers per each page. Facebook page has no posts from the organization. Twitter page posts about every week. namimi.org/

PVA—Has both Facebook and Twitter pages. Facebook page has about 350 followers and posts daily. Twitter page has only 13 followers and hasn't posted since March. michiganpva.org/

TASH—No Michigan statewide program.

UCP—Has both Facebook and Twitter pages. Both pages have about 300 followers, and both post about every 2 weeks. www.ucpmichigan.org/

NSCIA—Has Facebook page link on home page but no actual Facebook page. www.mispinalcord.org/

BIA—Has both Facebook and Twitter pages. Facebook page has about 1,500 followers and posts about once a month. Twitter page has about 500 followers and posts weekly. www.biarni.org

Minnesota

ARC—Has both Facebook and Twitter pages. Both pages have about 600 followers. Facebook page posts every week; the Twitter page has not been posted on since 2009. www.TheArcofMinnesota.org

Easter Seals—Has both Facebook and Twitter pages. Facebook page has about 2,000 followers and posts multiple times a day. Twitter page has about 1,000 followers and posts multiple times a day. www.goodwilleasterseals.org/site/PageServer

ILC—No social media, but on their website there are links to minutes of meetings open to the public and a news section. www.mnsilc.org/

NAMI—Has both Facebook and Twitter pages. Facebook page has 1,400 followers and posts daily. Twitter page has 800 followers and posts weekly. www.namihelps.org/

PVA—No social media, but on their website there is a link to receive a newsletter as well as links to an events page that provides information on events for paralyzed veterans in Minnesota. www.mnpva.org/

TASH—No Minnesota statewide program.

UCP—Has Facebook page, no Twitter page. Facebook page has about 100 followers and posts monthly. www.ucpmn.org/

NSCIA—Has both Facebook and Twitter pages. Facebook page has about 250 followers with posts weekly. Twitter has about 170 followers with weekly posts. www.mnscia.org

BIA (Brain Injury Alliance)—Has Facebook and Twitter pages. Facebook page has 1,300 followers and posts twice a week. Twitter page has 900 followers and posts two to three times a week. www.braininjurymn.org/index.php

New Jersey

ARC—Has both Facebook and Twitter pages. Both pages have about 600 followers and post weekly. www.braininjurymn.org/index.php

Easter Seals—Has both Facebook and Twitter pages. Both pages have about 1,500 followers, and each posts weekly. nj.easterseals.com/site/PageServer?pagename=NJDR_homepage

ILC—Has Facebook page, no Twitter page. Facebook page only has one follower and does not post. www.njsilc.org/

NAMI—Has Facebook page, no Twitter page. Facebook page has 70 followers and posts monthly. www.naminj.org/

PVA—No New Jersey statewide program.

TASH—Has Facebook page, no Twitter page. Facebook page has 11 followers and has not posted since 2010. tash.org/get-involved/find-a-local-chapter/new-jersey-tash/

UCP—No social media, but there is a link to receive a newsletter on its home page and also a link with a calendar of events; as of July 9, 2012, there are no events listed. affnet.ucp.org/ucp_local.cfm/100

NSCIA—No New Jersey statewide program.

BIA (Brain Injury Alliance)—Has both Facebook and Twitter pages. Twitter page has almost 1,300 followers and posts at least twice a week. Facebook page has 120 followers and posts about once a week. bianj.org/

Appendix L: California DB101 Visitor Feedback (English)

Complete the brief survey below and enter into a drawing to win a \$100 gift card. Your answers are confidential and anonymous.

If you should have any questions about this survey, feel free to contact db101@jbsinternational.com.

Thank you again for your time!

How did you first learn about this Web site?

- Search Engine (Google, Yahoo, Bing, etc.)
- Friend or Family
- Social Media (Facebook, Twitter, etc.)
- Announcement on radio or television
- State website (www.ca.gov, etc.)
- LawHelpCA.org
- Other (please specify)

What is your age?

What is your gender?

- Male
- Female

What is your ethnic background?

- White
- Asian
- African-American
- Hispanic
- Native American
- Pacific Islander
- Other (please specify)

What is your primary language?

- English
- Spanish
- Chinese
- Vietnamese
- French/Haitian Creole
- Hindi
- Korean
- German
- Arabic
- Russian
- Miao/Hmong
- Other (please specify)

How well do you read English?

- Very well/fluent
- Good
- Okay
- Only a little
- Not at all

What is the highest grade-level that you have completed?

6

What is the ZIP code where you reside? (enter 5-digit ZIP code for example, 00544 or 94305)

How many times before today have you visited the DB101 site?

- None
- Once
- Twice
- Three or more times

***What was your primary purpose for visiting the California DB101 site today?**

- I was seeking information/assistance for myself.
- I was seeking information/assistance for a family member or friend.
- I work in the area of disability (e.g., providing services, assistance, and/or information to people with disabilities, managing a disability-related organization)
- Other (please specify)

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We would like to ask you several questions about your experience using DB101.

Please check the features you have used on California DB101.

- Returning to work information
- Cash benefit program information
- Health care coverage information
- Work programs information
- Benefits and Work Calculator
- School and Work Calculator
- Medi-Cal for the Working Disabled Calculator
- Glossary
- Find an Expert
- News

Please give an overall rating for California DB101:

	Excellent	Good	Okay	Poor	Don't know/ Not applicable
Ability to navigate the Web site (move around web pages and find what you were looking for)					
The relevance of information in addressing my situation					
Informing my options about work, school, and/or benefits					

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Have you used other online or printed resources to understand disability benefits?

- Yes
- No
- Don't know

If yes, what other resources have you used?

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Have you used any professional assistance to understand disability benefits?

- Yes
- No
- Don't know

If yes, what professional assistance have you used?

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Would you recommend the DB101 site to other people looking for information about disability benefits?

- Yes
- Maybe
- No
- Don't Know

Do you plan to visit the California DB101 site again?

- Yes
- Maybe
- No
- Don't know

What was your primary goal in using DB101?

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Do you feel that you accomplished this goal after using DB101?

- Yes
- Maybe
- No
- Don't know

Please indicate your level of agreement with the following statements. After using DB101, I feel....

	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't know/ Not applicable
...I increased my knowledge regarding my benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
...less fearful of losing cash and healthcare benefits if I look for work.		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...more interested in planning and looking for employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This section asks you several questions about your disability.

Is your primary disability short- or long-term?

- Short-term
- Long-term
- Not sure/Don't know

What is your primary disability?

- Hearing Disability (Deaf or serious difficulty hearing)
- Visual Disability (Blind or serious difficulty seeing even when wearing glasses)
- Cognitive Disability (Serious difficulty concentrating, remembering or making decisions due to a physical or emotional condition)
- Emotional/Psychiatric Disability (Depression, Schizophrenia, SED, etc.)
- Physical Disability (Serious difficulty walking or climbing stairs)
- Multiple Disabilities (For example, deaf and blind, walking difficulties due to brain injury, etc.)

Did you use any personal assistive technology to access this Web site?

- Yes
- No

If yes, please mark all the assistive technology or adaptive software you used.

- Adaptive Switches and Joysticks
- Alternative Keyboard/Mouse Systems
- Braille Technology
- Electronic Pointing Device
- Screen Magnification
- Screen Readers (including speech synthesizers)
- Speech Recognition
- Text-to-Speech (TTS) or Speech Synthesizers
- Trackball Systems and Stick and Wand Devices
- Text Browsers
- Visual Notifications
- Other (please specify)

If yes, how accessible was DB 101 using this/these device/s?

	Very well	Good	Okay	I had some problems	I couldn't access the site/features
[Q26]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please tell us about any difficulties you encountered using these devices

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Were there any areas or features of the DB 101 site that were difficult for you to access?

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This section asks several questions about your employment situation and background.

Approximately how many years were you employed before the onset of your disability?

- None or less than a year
- A year or more (indicate number)

If you were employed before the onset of your disability, what was your occupation(s)? (mark all that apply)

- Architecture and Engineering
- Arts, Design, Entertainment, Sports, and Media
- Building and Grounds Cleaning and Maintenance
- Business and Financial Operations
- Community and Social Services
- Computer and Mathematical
- Construction and Extraction
- Education, Training, and Library
- Farming, Fishing, and Forestry
- Food Preparation and Serving Related
- Healthcare Practitioners and Technical
- Healthcare Support
- Other (please specify)
- Installation, Maintenance, and Repair
- Legal
- Life, Physical, and Social Science
- Management
- Military Specific
- Office and Administrative Support
- Personal Care and Service
- Production
- Protective Service
- Sales and Related
- Transportation and Material Moving

What is your current employment status?

- Employed full-time
- Employed part-time
- Not working but on short-term disability leave
- Not working and on disability benefits
- Not working and not on benefits (unemployed)
- Working in a vocational rehabilitation program (doesn't affect benefits) but want to transition to full or part time employment
- Other (please specify)

If you are employed, what is your occupation(s)? (mark all that apply)

- Architecture and Engineering
- Arts, Design, Entertainment, Sports, and Media
- Building and Grounds Cleaning and Maintenance
- Business and Financial Operations
- Community and Social Services
- Computer and Mathematical
- Construction and Extraction
- Education, Training, and Library
- Farming, Fishing, and Forestry
- Food Preparation and Serving Related
- Healthcare Practitioners and Technical
- Healthcare Support
- Other (please specify)
- Installation, Maintenance, and Repair
- Legal
- Life, Physical, and Social Science
- Management
- Military Specific
- Office and Administrative Support
- Personal Care and Service
- Production
- Protective Service
- Sales and Related
- Transportation and Material Moving

If unemployed, which scenario best describes your situation?

- I am currently not seeking employment because I am not able to work at this time.
- I am currently not seeking employment because I am staying home to look after a child/parent.
- I am currently not seeking employment because I am going to school.
- I am considering looking for work, but I'm not sure.
- I want to work, but I'm concerned about loss of health care/other benefits.
- I am currently planning or actively looking for work.
- Other (please specify)

Are you currently a student?

- No
- Yes, High School (including graduating in 2012 or GED)
- Yes, Vocational or Community College
- Yes, Technical Training
- Yes, University - undergraduate, 4-year degree
- Yes, Graduate School
- Other (please specify)

In this section we'd like to ask you about your experience with various benefits and programs.

What is your current status with the following programs:

	Currently enrolled	Seeking enrollment	Don't know about this program and/or my status
SSI (Supplemental Security Income)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CDB (Childhood Disability Benefits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SSDI (Social Security Disability Insurance)	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/>
Short-Term/Long-Term Disability	<input type="checkbox"/>		
PASS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cash Assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutrition Assistance (formerly "Food Stamps")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing Assistance (e.g., Section 8, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational Rehabilitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ticket to Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Temporary Assistance for Needy Families (TANF)	<input type="checkbox"/>	<input type="checkbox"/>	
California Department of Rehabilitation		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	

What type(s) of health coverage do you currently have?

	Currently enrolled	Seeking enrollment	Don't know about this program and/or my status
Medicaid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medicare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medicare and Medicaid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private individual health coverage	<input type="checkbox"/>	<input type="checkbox"/>	
Employer-sponsored health coverage (e.g. health insurance through your job)		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
Coverage through spouse or domestic partner		<input type="checkbox"/>	
Coverage under a parent's plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COBRA or OBRA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workman's Compensation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medi-Cal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)			

This section asks several questions about your day-to-day life.

What is your marital status?

- Single
- Married
- Co-habiting/partnered
- Divorced
- Widowed

Do you have children under 21 who you economically support?

- Yes
- No

What best describes your living situation?

- Live with my parent(s) or guardian
- Licensed Board and Care
- Share home (roommates/friends)
- Live with spouse/partner/children
- Live alone/my own place
- Live in college dorm
- Other (please specify)

We would like to ask you several questions about your experience using DB101.

Please check the features you have used on California DB101.

- Returning to work information
- Cash benefit program information
- Health care coverage information
- Work programs information
- Benefits and Work Calculator
- School and Work Calculator
- Medi-Cal for the Working Disabled Calculator
- Glossary
- Find an Expert
- News

Please give an overall rating for California DB101:

	Excellent	Good	Okay	Poor	Don't know/ Not applicable
Ability to navigate the Web site (move around web pages and find what you were looking for)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The relevance of information on the Web site in addressing the situation of the person I am assisting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informing the options about work, school, and/or benefits for the person I am assisting	<input type="radio"/> <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation of information in an understandable format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have you used other online or printed resources to understand disability benefits?

- Yes
- No
- Don't know

If yes, what other resources have you used?

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Have you used any professional assistance to understand disability benefits?

- Yes
- No
- Don't know

If yes, what professional assistance have you used?

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What is your relationship to the person for whom you are seeking disability information?

- I am the parent or legal guardian of this person
- Spouse/partner
- I am another relation to this person (e.g., brother, aunt, child, cousin, etc.)
- Friend
- Appointed guardian
- Other (please specify)

Did the person for whom you are seeking disability information review the DB101 site with you at the same time?

- Yes
- No

If you and the person for whom you are seeking disability information did not review the DB101 site at the same time, why not?

- Disability
- Busy
- Does not have computer
- Not able to use computer due to disability/does not have assistive device
- Asked to review on the person's behalf
- I was curious myself/person wasn't interested in site
- Don't know
- Other (please specify)

What is his/her age?

What is his/her gender?

- Male
- Female

What is his/her ethnic background?

- White
- Asian
- African-American
- Hispanic
- Native American
- Pacific Islander
- Other (please specify)

What is his/her primary language?

- English
- Spanish
- Chinese
- Vietnamese
- French/Haitian Creole
- Hindi
- Korean
- German
- Arabic
- Russian
- Miao/Hmong
- Other (please specify)

How well does he/she read English?

- Very well/fluent
- Good
- Okay
- Only a little
- Not at all

What is the highest grade-level that he/she has completed?

6

What is the ZIP code where he/she resides? (enter 5-digit ZIP code for example, 00544 or 94305)

This section asks you several questions about the disability of the person being assisted.

Is the primary disability of the person you are assisting short- or long-term?

- Short-term
- Long-term
- Not sure/Don't know

What is his/her primary disability?

- Hearing Disability (Deaf or serious difficulty hearing)
- Visual Disability (Blind or serious difficulty seeing even when wearing glasses)
- Cognitive Disability (Serious difficulty concentrating, remembering or making decisions due to a physical or emotional condition)
- Emotional/Psychiatric Disability (Depression, Schizophrenia, SED, etc.)
- Physical Disability (Serious difficulty walking or climbing stairs)
- Multiple Disabilities (For example, deaf and blind, walking difficulties due to brain injury, etc.)
- Don't know

Did you use any personal assistive technology (for you or the person you were assisting) to access DB101?

- Yes
- No

If yes, please mark all the assistive technology or adaptive software you used.

- Adaptive Switches and Joysticks
- Alternative Keyboard/Mouse Systems
- Braille Technology
- Electronic Pointing Device
- Screen Magnification
- Screen Readers (including speech synthesizers)
- Speech Recognition
- Text-to-Speech (TTS) or Speech Synthesizers
- Trackball Systems and Stick and Wand Devices
- Text Browsers
- Visual Notifications
- Other (please specify)

If yes, how accessible was DB101 using this/these device/s?

	Very well	Good	Okay	I had some problems	I couldn't access the site/features
[Q26]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please tell us about any difficulties you encountered using these devices

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Were there any areas or features of the DB101 site that were difficult for you to access?

5

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This section asks several questions about the employment situation and background of the person being assisted.

Approximately how many years was the person you are assisting employed before the onset of his/her disability?

- Don't know
- None or less than a year
- A year or more (indicate number)

If he/she was employed before the onset of his/her disability, what was his/her occupation before the onset of his/her disability? (mark all that apply)

- Architecture and Engineering
- Arts, Design, Entertainment, Sports, and Media
- Building and Grounds Cleaning and Maintenance
- Business and Financial Operations
- Community and Social Services
- Computer and Mathematical
- Construction and Extraction
- Don't know
- Education, Training, and Library
- Farming, Fishing, and Forestry
- Food Preparation and Serving Related
- Healthcare Practitioners and Technical
- Other (please specify)
- Healthcare Support
- Installation, Maintenance, and Repair
- Legal
- Life, Physical, and Social Science
- Management
- Military Specific
- Office and Administrative Support
- Personal Care and Service
- Production
- Protective Service
- Sales and Related
- Transportation and Material Moving

What is his/her current employment status?

- Employed full-time
- Employed part-time
- On disability leave
- On workers' compensation
- Not working and Not on benefits (unemployed)
- Working in a supported employment situation (doesn't affect benefits) but want to transition to full time employment
- Don't Know
- Other (please specify)

If he/she is employed, what is his/her occupation? (mark all that apply)

- Architecture and Engineering
- Arts, Design, Entertainment, Sports, and Media
- Building and Grounds Cleaning and Maintenance
- Business and Financial Operations
- Community and Social Services
- Computer and Mathematical
- Construction and Extraction
- Don't know
- Education, Training, and Library
- Farming, Fishing, and Forestry
- Food Preparation and Serving Related
- Healthcare Practitioners and Technical
- Other (please specify)
- Healthcare Support
- Installation, Maintenance, and Repair
- Legal
- Life, Physical, and Social Science
- Management
- Military Specific
- Office and Administrative Support
- Personal Care and Service
- Production
- Protective Service
- Sales and Related
- Transportation and Material Moving

If unemployed, which scenario best describes the situation of the person you're assisting?

- He/she is currently not seeking employment because he/she is not able to work at this time.
- He/she is currently not seeking employment because he/she is staying home to look after a child/parent.
- He/she is currently not seeking employment because he/she is going to school.
- He/she is considering looking for work, but he/she is not sure.
- He/she wants to work, but he/she is concerned about loss of health care/other benefits.
- He/she is currently planning or actively looking for work.
- Don't know.
- Other (please specify)

Is the person you are assisting currently a student?

- No
- Yes, High School (including graduating in 2012 or GED)
- Yes, Vocational or Community College
- Yes, Technical Training
- Yes, University - undergraduate, 4-year degree
- Yes, Graduate School
- Don't know
- Other (please specify)

In this section we'd like to ask you about the experience with various benefits and programs of the person being assisted.

What is the current status of the person you are assisting with the following programs:

	Currently enrolled	Seeking enrollment	Don't know about this program and/or their status
SSI (Supplemental Security Income)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CDB (Childhood Disability Benefits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SSDI (Social Security Disability Insurance)	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/>
Short-Term/Long-Term Disability	<input type="checkbox"/>		
PASS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cash Assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutrition Assistance (formerly "Food Stamps")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing Assistance (e.g., Section 8, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational Rehabilitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ticket to Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Temporary Assistance for Needy Families (TANF)	<input type="checkbox"/>	<input type="checkbox"/>	
California Department of Rehabilitation		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	

What type(s) of health coverage does the person you are assisting currently have?

	Currently enrolled	Seeking enrollment	Don't know about this program and/or their status
Medicaid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medicare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medicare and Medicaid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private individual health coverage	<input type="checkbox"/>	<input type="checkbox"/>	
Employer-sponsored health coverage (e.g. health insurance through your job)		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
Coverage through spouse or domestic partner		<input type="checkbox"/>	
Coverage under a parent's plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COBRA or OBRA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workman's Compensation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medi-Cal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)			

This section asks several questions about the day-to-day life of the person being assisted.

What is the marital status of the person you are assisting?

- Single
- Married
- Co-habiting/partnered
- Divorced
- Widowed
- Don't know

Does the person you are assisting have children under 21 who he/she is economically supporting?

- Yes
- No
- Don't know

What best describes the living situation of the person you are assisting?

- Lives with his/her parent(s) or guardian
- Licensed Board and Care
- Shares home (roommates/friends)
- Lives with spouse/partner/children
- Lives alone/his/her own place
- Lives in college dorm
- Don't know
- Other (please specify)

We would like to ask you several questions about your experience using DB101.

Please check the features you have used on California DB101.

- Returning to work information
- Cash benefit program information
- Health care coverage information
- Work programs information
- Benefits and Work Calculator
- School and Work Calculator
- Medi-Cal for the Working Disabled Calculator
- Glossary
- Find an Expert
- News

Please give an overall rating for California DB101:

	Excellent	Good	Okay	Poor	Don't know/ Not applicable
Ability to navigate the Web site (move around web pages and find what you were looking for)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The relevance of information in assisting me in my professional capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informing the available options for work, school and/or benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation of information in an understandable format	<input type="radio"/> <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you regularly use other online or printed resources to understand disability benefits?

- Yes
- No
- Don't know

If yes, what other resources have you used?

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Have you received any training to help you use DB101 in your professional capacity?

- Yes
- No
- Don't know

If yes, please tell us about the training (i.e., name, training organization, approximate date)?

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Have you, or do you plan to, regularly recommend the DB101 site to people looking for information about their disability benefits?

- Yes
- Maybe
- No
- Don't Know

Why or why not?

5

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Would you recommend the DB101 site to your colleagues and/or disability service providers?

- Yes
- Maybe
- No
- Don't Know

Why or why not?

5

6

Do you plan to visit the California DB101 site again?

- Yes
- Maybe
- No
- Don't know

What was your primary goal in using DB101?

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6

Do you feel that you accomplished this goal after using DB101?

- Yes
- Maybe
- No
- Don't know

Please indicate your level of agreement with the following statements. After using DB101, I feel....

	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Don't know/ Not applicable
...I increased my knowledge regarding the available benefits in my state.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...I increased my understanding of the relationships between work, school, and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...more confident about providing benefit information and guidance to individuals with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In this section we'd like to ask you about your experience with various benefits and programs.

What is your current knowledge about the following programs:

	Regularly inform/educate individuals about this program	Well informed about this program, but not my responsibility	Aware of program, would like to be better informed	Do not know about this program
SSI (Supplemental Security Income)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CDB (Childhood Disability Benefits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SSDI (Social Security Disability Insurance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short-Term/Long-Term Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PASS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cash Assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutrition Assistance (formerly "Food Stamps")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing Assistance (e.g., Section 8, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational Rehabilitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ticket to Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Temporary Assistance for Needy Families (TANF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California Department of Rehabilitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is your current knowledge about the following health coverage programs?

	Regularly inform/educate individuals about this program	Well informed about this program, but not my responsibility	Aware of program, would like to be better informed	Do not know about this program
Medicaid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medicare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medicare and Medicaid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private individual health coverage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COBRA or OBRA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workman's Compensation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medi-Cal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)				

How often do you use the DB101 site in your professional capacity?

- This is my first visit, I don't expect to return
- This is my first visit, but I do expect to return
- I have used this site periodically
- I use this site pretty regularly (once a week).
- I use this site on almost a daily basis.

If you use the site regularly/plan to return, please explain how you use/plan to use this site in your professional capacity.

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Do you have any suggestions to make this site more useful to individuals with disabilities or to disability professionals?

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Would you like to enter a drawing to win a \$100 gift card? [Note: state employees or individuals using DB101 in their professional capacity are not eligible to participate in this drawing.]

- Yes, enter me in the drawing! (I am not using DB101 in a professional capacity.)
- No, thank you.

If yes, please enter your email address in the boxes below to enter into a drawing for a \$100 gift card. The drawing will be held on October 1, 2012.

Enter your email address

Please
confirm
your
email
address

As a part of our evaluation, we are also looking for DB101 to participate in short telephone interviews. All interview participants will receive a \$10 Amazon gift card for their time. Please email db101@jbsinternational.com if you would like to be considered for a confidential telephone interview or have any questions about this evaluation. If you would prefer that we contact you regarding participating in an interview, you may enter your email below.

Enter your email address

Please
confirm
your
email
address

Appendix M: California DB101 Visitor Feedback (Spanish)

Complete la encuesta breve abajo e inscriba su nombre para participar en un sorteo para ganar una tarjeta de regalo de \$100. Sus respuestas son confidenciales y anónimas. ¡Gracias de antemano!

Su comentario es completamente confidencial y anónimo. Si tiene alguna pregunta sobre esta encuesta, no dude en ponerse en contacto db101@jbsinternational.com

Gracias nuevamente por su tiempo!

¿Cómo aprendió por primera vez sobre este sitio Web?

- Utilicé un buscador (Google, Yahoo, Bing, etc.)
- Amigo o familiar
- Medios de Comunicación Social/ Medios sociales (Facebook, Twitter, etc.)
- Anuncio en la radio o la televisión
- Sitio web estatal (www.ca.gov, etc.)
- LawHelpCA.org
- Otro (especifique)

¿Cuál es su edad?

¿Cuál es su género?

- Hombre
- Mujer

¿Cuál es su origen étnico?

- Blanco
- Asiático
- Negro o africano americano
- Hispano
- Indio Americano
- Isleños del Pacífico
- Otro (especifique)

¿Cuál es su idioma principal?

- Inglés
- Español
- Chino
- Vietnamita
- Francés/ Haitiano Criollo
- Hindú
- Coreano
- Alemán
- Árabe
- Ruso
- Miao/Hmong
- Otro (especifique)

¿Qué tan bien lee usted inglés?

- Muy bien/fluido
- Bueno
- Sólo uno poco
- Nada

¿Cuál es el grado más alto que ha completado?

6

¿Cuál es el código postal donde usted reside? (escriba los 5 dígitos del código postal, por ejemplo 00544 o 94305)

¿Cuántas veces antes de hoy ha visitado el sitio DB101?

- Ninguna
- Una vez
- Dos veces
- Tres o más veces

*¿Cuál fue su propósito principal para visitar el sitio California DB101 hoy?

- Yo estaba buscando asistencia/información para mí.
- Yo estaba buscando información/asistencia para un familiar o amigo.
- Trabajo en el área de la discapacidad (por ejemplo, proporcionando servicios, ayuda, y/o información a personas con discapacidad, manejando una organización relacionada con la discapacidad)
- Otro (por favor especifique)

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Nos gustaría hacerle varias preguntas acerca de su experiencia con DB101.

Por favor marque las características que usted ha usado en California DB101:

- Información acerca de como regresar a trabajar
- Información sobre programas de beneficios de dinero en efectivo
- Información sobre cobertura de salud
- Información sobre los programas de trabajo
- Calculadora del trabajo y beneficios
- Calculadora de la escuela y trabajo
- Calculadora de Medi-Cal para discapacitados del trabajo
- Glosario
- Encontrar un experto
- Noticias

Por favor dé una calificación general de California DB101:

	Excelente	Buena	Esta bien	Pobre	No sabe/no aplicable
La habilidad en navegar el sitio Web (trasladar entre las páginas Web y encontrar lo que usted buscaba)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La pertinencia de la información en la solución de mi situación	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informándome sobre mis opciones de trabajo, escuela, y/o ventajas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentación de la información en un formato comprensible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¿Usted ha utilizado otros recursos en línea o impresos para entender los beneficios para la discapacidad?

- Sí
- No
- No sabe

Si es sí, por favor díganos sobre los otros recursos que usted ha usado.

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¿Usted ha usado alguna ayuda profesional para entender los beneficios para la discapacidad?

- Sí
- No
- No sabe

Si es sí, por favor díganos sobre la ayuda profesional que usted ha usado.

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¿Recomendaría usted el sitio DB101 a otras personas que busca la información sobre beneficios para la discapacidad?

- Sí
- Quizás/Tal vez
- No
- No sabe

¿Piensa usted visitar el sitio California DB101 otra vez?

- Sí
- Quizás/Tal vez
- No
- No sabe

¿Cuál era su objetivo principal en el uso de DB101?

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¿Siente usted que logró este objetivo después de utilizar DB101?

- Sí
- Quizás/Tal vez
- No
- No sabe

Por favor indique su nivel de acuerdo con las siguientes declaraciones. Después de usar DB101, yo siento (que)

	Estoy totalmente de acuerdo	Estoy de acuerdo	Ni acuerdo/desacuerdo (necesito utilizar más)	No está de acuerdo	Totalmente en desacuerdo	No sé
... Aumenté mi conocimiento sobre mis beneficios.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... menos temeroso de perder el dinero efectivo y la asistencia médica si busco trabajo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... más interesado en planificación y busca de empleo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Esta sección le hace varias preguntas sobre su discapacidad.

¿Es su discapacidad primaria corto o a largo plazo?

- Corto plazo
- Largo plazo
- No esta seguro/No sabe

¿Cuál es su discapacidad primaria?

- Discapacidad auditiva (sordos o grave dificultad de audición)
- Discapacidad Visual (ciegos o grave dificultad para ver incluso cuando usando anteojos/gafas)
- Discapacidad cognitiva (grave dificultad para concentrarse, recordar o tomar decisiones debido a una condición física o emocional)
- Discapacidad emocional/psiquiátrica (depresión, esquizofrenia, THIRST, etc.)
- Discapacidad Física (grave dificultad para caminar o subir escaleras)
- Discapacidades Múltiples (por ejemplo, sordos y ciegos, las dificultades para caminar debido a lesiones cerebrales, etc.)

¿Ha usado alguna tecnología de asistencia personal para acceder a este sitio Web?

Sí

No

Si la respuesta es sí, por favor, marque todas las tecnologías de asistencia que utilizó

- Interruptores de adaptación y Palancas de mando
- Sistemas de Teclado/Ratón alternativos
- Tecnología en braille
- Dispositivo electrónico que señala
- Ampliación de pantalla
- Proteja a Lectores (incluso sintetizadores de discurso)
- Reconocimiento de voz
- Texto al discurso (TTS) o Sintetizadores de Discurso
- Sistemas de "Trackball" y Dispositivos de Varita y Palo
- Navegadores de texto
- Notificaciones visuales
- Otro (especifique)

Si sí, ¿qué tan accesible era DB101 en utilizar esto/estos dispositivos?

Yo no podía acceder el sitio o sus características

Muy bien

Bueno

Esta bien

Yo tenía algunos problemas

[Q26a]



Por favor cuéntenos acerca de las dificultades que ha encontrado utilizando estos dispositivos

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¿Hubo alguna áreas o características del sitio DB101 que fueron difíciles para acceder a?

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Esta sección hace varias preguntas acerca de su situación de empleo y fondos.

¿Aproximadamente cuántos años fue empleado usted antes del inicio de su discapacidad?

- Ninguno o menos de un año
- Un año o más (indicar número)

¿Si usted estaba empleado antes del inicio de su discapacidad, cuál era su ocupación (ones)? (marque todo que se aplican)

- | | |
|--|--|
| <input type="checkbox"/> Arquitectura e ingeniería | <input type="checkbox"/> Instalación, mantenimiento y reparación |
| <input type="checkbox"/> Artes, diseño, entretenimiento, deportes y medios de comunicación | <input type="checkbox"/> Legal |
| <input type="checkbox"/> Mantenimiento y limpieza de terrenos y edificio | <input type="checkbox"/> Vida, física y ciencias sociales |
| <input type="checkbox"/> Negocios y operaciones financieras | <input type="checkbox"/> Administración |
| <input type="checkbox"/> Servicios comunitarios y sociales | <input type="checkbox"/> Militar específica |
| <input type="checkbox"/> Informática y matemáticas | <input type="checkbox"/> Oficina y apoyo administrativo |
| <input type="checkbox"/> Construcción y extracción | <input type="checkbox"/> Cuidado personal y servicio |
| <input type="checkbox"/> Educación, formación y biblioteca | <input type="checkbox"/> Producción |
| <input type="checkbox"/> Agricultura, pesca y silvicultura | <input type="checkbox"/> Servicio de protección |
| <input type="checkbox"/> La preparación de alimentos y servicio relacionados | <input type="checkbox"/> Ventas y afines |
| <input type="checkbox"/> Técnicos y profesionales de la salud | <input type="checkbox"/> Transporte y movimiento de materiales |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Apoyo sanitario | |
| <input type="checkbox"/> Otros (especifique) | |

¿Cuál es su actual situación de empleo?

- Empleado a tiempo completo

- Empleado de tiempo medio/parcial
- No trabaja pero tiene discapacidad de corto plazo
- No trabaja y tiene beneficios de discapacidad
- No trabajo y no esta en beneficios (desempleados)
- Trabajo en una situación de empleo con apoyo (no afecta a beneficios), pero quiere transición al empleo de tiempo completo
- Otros (especifique)

¿Si usted esta empleado, cuál era su ocupación (ones)? (marque todo que se aplican)

- | | |
|--|--|
| <input type="checkbox"/> Arquitectura e ingeniería | <input type="checkbox"/> Instalación, mantenimiento y reparación |
| <input type="checkbox"/> Artes, diseño, entretenimiento, deportes y medios de comunicación | <input type="checkbox"/> Legal |
| <input type="checkbox"/> Mantenimiento y limpieza de terrenos y edificio | <input type="checkbox"/> Vida, física y ciencias sociales |
| <input type="checkbox"/> Negocios y operaciones financieras | <input type="checkbox"/> Administración |
| <input type="checkbox"/> Servicios comunitarios y sociales | <input type="checkbox"/> Militar específica |
| <input type="checkbox"/> Informática y matemáticas | <input type="checkbox"/> Oficina y apoyo administrativo |
| <input type="checkbox"/> Construcción y extracción | <input type="checkbox"/> Cuidado personal y servicio |
| <input type="checkbox"/> Educación, formación y biblioteca | <input type="checkbox"/> Producción |
| <input type="checkbox"/> Agricultura, pesca y silvicultura | <input type="checkbox"/> Servicio de protección |
| <input type="checkbox"/> La preparación de alimentos y servicio relacionados | <input type="checkbox"/> Ventas y afines |
| <input type="checkbox"/> Técnicos y profesionales de la salud | <input type="checkbox"/> Transporte y movimiento de materiales |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Apoyo sanitario | |
| <input type="checkbox"/> Otros (especifique) | |

Si esta desempleado/a, ¿que escenario describe mejor su situación?

- Actualmente no estoy buscando empleo porque no soy capaz de trabajar en este momento.
- Actualmente no busco empleo porque estoy quedándome en casa para cuidar de un niño y padres.
- Actualmente no estoy buscando empleo porque voy a la escuela.
- Estoy planteando buscar trabajo, pero no estoy seguro.
- Quiero trabajar, pero me preocupa la pérdida de salud u otros beneficios.
- Estoy preparando o buscando activamente trabajo.
- Otros (especifique)

¿Es usted actualmente un estudiante?

- No
- Sí, escuela secundaria (incluso graduación en 2012 o GED)
- Sí, preparatoria vocacional o Colegio Comunitario
- Sí, capacitación técnica
- Sí, universidad - estudiante universitario, título de 4 años de universidad
- Sí, Escuela de posgrado
- Otro (especifique)

En esta sección nos gustaría preguntarle acerca de su experiencia con diferentes programas y beneficios.

¿Cuál es su estado actual con los siguientes programas:

	Actualmente matriculados	Solicitar inscripción	No sé acerca de este programa
SSI (Ingresos de Seguridad Suplementales)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CDB (Beneficios de discapacidad infantil)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SSDI (Seguro por discapacidad del Seguro Social)	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/>
Discapacidad de corto plazo/a largo plazo	<input type="checkbox"/>		
PASS (Plan para lograr la autosuficiencia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ayuda en efectivo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ayuda de nutrición (antes "Estampillas de comida")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ayuda de alojamiento (p.ej, el Artículo 8, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rehabilitación vocacional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Billete para Trabajar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ayuda temporal para Familias Necesitadas (TANF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Departamento de rehabilitación de California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¿Qué tipos de cobertura de salud tiene actualmente?

	Actualmente matriculados	Solicitar inscripción	No sé acerca de este programa
Medicaid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medicare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medicare y Medicaid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cobertura de salud individual privado	<input type="checkbox"/>	<input type="checkbox"/>	
Cobertura de salud patrocinado por el empleador (por ejemplo, el seguro de salud a través de su trabajo)		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
Cobertura a través de cónyuge o compañero doméstico		<input type="checkbox"/>	
Cobertura bajo el plan de los padres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COBRA o OBRA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compensación de obrero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medi-Cal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otro (especifique)			

Esta sección hace varias preguntas sobre su vida cotidiana.

¿Cuál es tu estado civil?

- Soltero
- Casado
- Viviendo juntos/acompañado
- Divorciado
- Viudo

¿Tiene hijos menores de 21 años que apoya económicamente?

- Sí
- No

¿Qué mejor describe su situación en la que viven?

- Vivo con mis padres o guardianes
- Vivienda y cuidado licenciada
- Comparto casa (compañeros/amigos)
- Vivo con cónyuge/pareja/niños
- Vivo solo/mi propio lugar
- Vivo en dormitorio universitario
- Otros (especifique)

Nos gustaría hacerle varias preguntas acerca de su experiencia con DB101.

Por favor marque las características que usted ha usado en California DB101:

- Información acerca de como regresar a trabajar
- Información sobre programas de beneficios en efectivo
- Información sobre cobertura de salud
- Información sobre los programas de empleo
- La Calculadora de los Beneficios y el Trabajo
- La Calculadora de la Escuela y el Trabajo
- La Calculadora de Medi-Cal para Trabajadores Discapacitados
- Glosario
- Localice a un/a experto/a
- Noticias

Por favor dé una calificación total para California DB101:

	Excelente	Bueno	Esta bien	Pobre	No sabe/No aplicable
Capacidad para navegar el sitio Web (moverse por las páginas web y encontrar lo que estaban buscando)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La pertinencia de la información en la solución de mi situación	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informe de mis opciones sobre trabajo, la escuela y/o beneficios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentación de la información en un formato comprensible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¿Usted ha utilizado otros recursos impresos o en línea para entender los beneficios de discapacidad?

- Sí
- No
- No sabe

Si es sí, por favor díganos acerca de los otros recursos que ha utilizado.

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¿Usted ha utilizado cualquier asistencia profesional para entender los beneficios de discapacidad?

- Sí
- No
- No sabe

Si es sí, por favor díganos acerca de la asistencia profesional que ha utilizado.

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¿Recomendaría el sitio DB101 a otras personas que buscan información sobre beneficios de discapacidad?

- Sí
- Quizás/ tal vez
- No
- No sabe

¿Piensa usted visitar el sitio California DB101 otra vez?

- Sí
- Quizás/ tal vez
- No
- No sabe

¿Cuál era su objetivo principal en el uso de DB101?

5

6

¿Siente usted que logro este objetivo después de utilizar DB101?

- Sí
- Quizás/ tal vez
- No
- No sabe

**Por favor indique su nivel de acuerdo con las siguientes declaraciones.
Después de usar
DB101, yo siento (que)**

	Estoy totalmente de acuerdo	Estoy de acuerdo	Ni acuerdo/desacuerdo (necesito utilizar más)	No está de acuerdo	Totalmente en desacuerdo	No sé
... Aumenté mi conocimiento en cuanto a las ventajas de la persona que asisto.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... menos preocupado/a que la persona que asisto perderá dinero efectivo y beneficios de asistencia médica si él/ella busca el trabajo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...mas interesada/o en ayudar a la persona estoy ayudando a planificar y buscar empleo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¿Cuál es su relación con la persona para quien usted busca información de discapacidad?

- Soy el padre o guarda legal de esta persona
- Pareja o cónyuge
- Soy otra relación con esta persona (por ejemplo, hermano, tía, hijo, primo, etc..)
- Amigo
- Guarda designado
- Otros (especifique)

¿La persona para quien usted busca información de discapacidad examino el sitio DB101 con usted al mismo tiempo?

- Sí
- No

Si usted y la persona para quien esta buscando información de discapacidad no examinaron el sitio DB101 al mismo tiempo, ¿Por qué no?

- Discapacidad
- Ocupado
- No tiene una computadora
- No puede usar la computadora debido a la discapacidad/ no tiene mecanismo/dispositivo de asistencia
- Pedido examinar en el nombre de la persona
- Yo me quedé con la curiosidad /persona no estaba interesada en sitio
- No sé
- Otro (especifique)

¿Cuál es su edad?

¿Cuál es su género?

- Hombre
- Mujer

¿Cuál es su origen étnico?

- Blanco
- Asiático
- Negro o africano americano
- Hispano
- Indio Americano
- Isleños del Pacífico
- Otro (especifique)

¿Cuál es su idioma principal?

- Inglés
- Español
- Chino
- Vietnamita
- Francés/ Haitiano Criollo
- Hindú
- Coreano
- Alemán
- Árabe
- Ruso
- Miao/Hmong
- Otro (especifique)

¿Qué tan bien lee usted inglés?

- Muy bien/fluido
- Bueno
- Esta bien
- Sólo uno poco
- Nada

¿Cuál es el grado más alto que ha completado?

6

¿Cuál es el código postal donde usted reside? (escriba los 5 dígitos del código postal, por ejemplo 00544 o 94305)

Esta sección le hace varias preguntas sobre la discapacidad de la persona que está siendo asistida.

¿Es la discapacidad primaria de la persona que usted asiste corto - o a largo plazo?

- Corto plazo
- Largo plazo
- No esta seguro/No sabe

¿Cuál es su discapacidad primaria?

- Discapacidad auditiva (sordos o grave dificultad de audición)
- Discapacidad Visual (ciegos o grave dificultad para ver incluso cuando usando anteojos/gafas)
- Discapacidad cognitiva (grave dificultad para concentrarse, recordar o tomar decisiones debido a una condición física o emocional)
- Discapacidad emocional/psiquiátrica (depresión, esquizofrenia, SED, etc.)
- Discapacidad Física (grave dificultad para caminar o subir escaleras)
- Discapacidades Múltiples (por ejemplo, sordos y ciegos, las dificultades para caminar debido a lesiones cerebrales, etc.)
- No sabe

¿Utilizó (usted o la persona que asistió) alguna tecnología de asistencia personal para acceder a este sitio web?

- Sí
- No

Si la respuesta es sí, por favor, marque todos las tecnologías de asistencia que utilizó

- Interruptores de adaptación y Palancas de mando
- Sistemas de Teclado/Ratón alternativos
- Tecnología en braille
- Dispositivo electrónico que señala
- Ampliación de pantalla
- Proteja a Lectores (incluso sintetizadores de discurso)
- Reconocimiento de voz
- Texto al discurso (TTS) o Sintetizadores de Discurso
- Sistemas de "Trackball" y Dispositivos de Varita y Palo
- Navegadores de texto
- Notificaciones visuales
- Otros (especifique)

Si sí, ¿qué tan accesible era DB101 en utilizar esto/estos dispositivos?

Yo no podía acceder el sitio o sus características

Muy bien

Bueno

Esta bien

Yo tenía algunos problemas

[Q65a]



Por favor cuéntenos acerca de las dificultades que ha encontrado utilizando estos dispositivos.

5

6

¿Hubo alguna áreas o características del sitio DB101 que fueron difíciles para acceder a?

5

6

Esta sección hace varias preguntas acerca de la situación de empleo y fondo de la persona que usted ayuda.

¿Aproximadamente cuántos años estaba empleado la persona a quien usted ayuda antes del inicio de su discapacidad?



No sabe



Ninguno o menos de un año



Un año o más (indicar número)

No sabe

Otros (especifique)

El o ella está planeando actualmente o buscando trabajo activamente.

No sabe.

Otro (especifique)

La persona a quien usted ayuda, ¿Es actualmente un estudiante?

- No
- Sí, escuela secundaria (incluso graduación en 2012 o GED)
- Sí, preparatoria vocacional o Colegio Comunitario
- Sí, capacitación técnica
- Sí, universidad - estudiante universitario, título de 4 años de universidad
- Sí, Escuela de posgrado
- Otro (especifique)

En esta sección nos gustaría preguntarle acerca de la experiencia con diversos programas y beneficios de la persona que está siendo ayudada.

¿Cuál es la situación actual de la persona a la que está ayudando con los siguientes programas:

	Actualmente matriculados	Solicitar inscripción	No sé acerca de este programa
SSI (Ingresos de Seguridad Suplementales)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CDB (Beneficios de discapacidad infantil)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SSDI (Seguro por discapacidad del Seguro Social)	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/>
Discapacidad de corto plazo/a largo plazo	<input type="checkbox"/>		
PASS (Plan para lograr la autosuficiencia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ayuda en efectivo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ayuda de nutrición (antes " Estampillas de comida ")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ayuda de alojamiento (p.ej, el Artículo 8, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rehabilitación vocacional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Billete para Trabajar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ayuda temporal para Familias Necesitadas (TANF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Departamento de rehabilitación de California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

La persona que usted ayuda, ¿Qué tipo (s) de la cobertura de salud actualmente tienen?

	Actualmente matriculados	Solicitar inscripción	No sé acerca de este programa
Medicaid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medicare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medicare y Medicaid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cobertura de salud individual privado	<input type="checkbox"/>	<input type="checkbox"/>	
Cobertura de salud patrocinado por el empleador (por ejemplo, el seguro de salud a través de su trabajo)		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
Cobertura a través de cónyuge o compañero doméstico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cobertura bajo el plan de los padres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COBRA o OBRA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compensación de obrero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medi-Cal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otro (especifique)			

Esta sección hace varias preguntas sobre la vida cotidiana de la persona que está siendo ayudada.

¿Cuál es el estado civil de la persona que usted está ayudando?

- Soltero
- Casado
- Viviendo juntos/acompañado
- Divorciado
- Viudo
- No sabe

La persona a quien usted ayuda, ¿Tiene hijos menores de 21 años que el/ella apoya económicamente?

- Sí
- No
- No sabe

¿Qué mejor describe la situación en la que vive la persona que usted ayuda?

- Vivo con mis padres o guardianes
- Vivienda y cuidado licenciada
- Comparto casa (compañeros/amigos)
- Vivo con cónyuge/pareja/niños
- Vivo solo/mi propio lugar
- Vivo en dormitorio universitario
- No sabe
- Otros (especifique)

Nos gustaría hacerle varias preguntas acerca de su experiencia con DB101.

Por favor marque las características que usted ha usado en California DB101:

- Información acerca de como regresar a trabajar
- Información sobre programas de beneficios en efectivo
- Información sobre cobertura de salud
- Información sobre los programas de empleo
- La Calculadora de los Beneficios y el Trabajo
- La Calculadora de la Escuela y el Trabajo
- La Calculadora de Medi-Cal para Trabajadores Discapacitados
- Glosario
- Localice a un/a experto/a
- Noticias

Por favor dé una calificación total para California DB101:

	Excelente	Bueno	Esta bien	Pobre	No sabe/no aplicable
Capacidad para navegar el sitio Web (moverse por las páginas web y encontrar lo que estaban buscando)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La pertinencia de la información en la solución de mi situación	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informe de mis opciones sobre trabajo, la escuela y/o beneficios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentación de la información en un formato comprensible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¿Usted ha utilizado regularmente otros recursos impresos o en línea para entender los beneficios de incapacidad?

- Sí
- No
- No sabe

Si es sí, por favor díganos acerca de los otros recursos que ha utilizado.

5

6

¿Ha recibido alguna capacitación para ayudarle a utilizar DB101 en su capacidad profesional?

- Sí
- No
- No sabe

Si es sí, ¿por favor díganos acerca de la formación (es decir, nombre, organización dedicada a la capacitación, fecha aproximada)?

5

6

¿Ha recomendado o planea recomendar regularmente el sitio DB101 a personas que buscan información acerca de sus beneficios por discapacidad?

- Sí
- Quizás/Tal vez
- No
- No sabe

¿Por qué o por qué no?

5

6

¿Recomendaría el sitio DB101 a sus colegas o proveedores de servicios de discapacidad?

- Sí
- Quizás/Tal vez
- No
- No sabe

¿Por qué o por qué no?

5

6

¿Recomendaría el sitio DB101 a sus colegas o proveedores de servicios de discapacidad?

- Sí
- Quizás/Tal vez
- No
- No sabe

¿Cuál era su objetivo principal en el uso de DB101?

5

6

¿Siente usted que logro este objetivo después de utilizar DB101?

- Sí
- Quizás/Tal vez
- No
- No sabe

Por favor indique su nivel de acuerdo con las siguientes declaraciones. Después de usar DB101, yo siento (que)....

	Estoy totalmente de acuerdo	Estoy de acuerdo	Ni acuerdo/desacuerdo (necesito utilizar más)	No está de acuerdo	Totalmente en desacuerdo	No sé
...He aumentado mis conocimientos acerca de los beneficios disponibles en mi estado.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...He aumentado mi comprensión de las relaciones entre trabajo, escuela y beneficios.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Confío mas en proporcionar información de beneficio y orientación a las personas con discapacidad.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

En esta sección nos gustaría preguntarle acerca de su experiencia con diferentes programas y beneficios.

¿Cuál es su conocimiento actual sobre los siguientes programas:

	Informar regularmente / educar a las personas acerca de este programa	Bien informado acerca de este programa, pero no es mi responsabilidad	Consciente de programa, le gustaría estar mejor informados	No sé acerca de este programa
SSI (Ingresos de Seguridad Suplementales)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CDB (Beneficios de discapacidad infantil)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SSDI (Seguro por discapacidad del Seguro Social)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discapacidad de corto plazo/a largo plazo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PASS (Plan para lograr la autosuficiencia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ayuda en efectivo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ayuda de nutrición (antes " Estampillas de comida ")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ayuda de alojamiento (p.ej, el Artículo 8, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rehabilitación vocacional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Billete para Trabajar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ayuda temporal para Familias Necesitadas (TANF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Departamento de rehabilitación de California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¿Cuál es su conocimiento actual acerca de los siguientes programas de cobertura de salud?

	Informar regularmente / educar a las personas acerca de este programa	Bien informado acerca de este programa, pero no es mi responsabilidad	Consciente de programa, le gustaría estar mejor informados	No sé acerca de este programa
Medicaid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medicare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medicare y Medicaid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cobertura de salud individual privado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COBRA o OBRA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compensación de obrero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medi-Cal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Otro (especifique)

¿Con qué frecuencia utiliza el sitio DB101 en su capacidad profesional?

- Esta es mi primera visita, no espero volver
- Esta es mi primera visita, pero espero volver
- He utilizado este sitio periódicamente
- Utilizo este sitio con bastante regularidad (una vez por semana)
- Uso este sitio casi a diario

Si utiliza el sitio regularmente o planea volver, por favor explique cómo uso/piensa utilizar este sitio en su capacidad profesional.

5

6

¿Tiene alguna sugerencia para hacer este sitio más útil para las personas con discapacidad o a profesionales de la discapacidad?

5

6

¿Quisiera usted ser inscrito en un sorteo para ganar una tarjeta de regalo de \$100? [Note:

empleados estatales o los individuos que usan DB101 en su capacidad profesional no son elegibles para participar en este sorteo.]

- ¡Sí, inscriba mi nombre en el sorteo! (No uso DB101 en una capacidad profesional)
- No, gracias.

Si sí, por favor registre su dirección de correo electrónico en las cajas abajo para que su nombre participe en el sorteo para una tarjeta de regalo de 1\$00. El sorteo se llevará a cabo el 1 de octubre, 2012.

Ingrese en su dirección de correo electrónico

Por favor confirme su dirección de correo electrónico.

Como parte de nuestra evaluación, también buscamos a usuarios de DB101 para participar en entrevistas telefónicas cortas. Todos los participantes de la entrevista recibirán una tarjeta de regalo de Amazon de \$10 por su tiempo. Por favor mande un correo electrónico a db101@jbsinternational.com si desea ser considerado para una entrevista telefónica confidencial o tiene alguna pregunta acerca de esta evaluación. Si usted prefiere que nos comuniquemos con usted en cuanto a participar en una entrevista, puede ingresar su correo electrónico a continuación.

Ingrese en su dirección de correo electrónico

Por favor confirme su dirección de correo electrónico.

Solutions for tomorrow's world



Evaluation of Disability Benefits 101 Information Services

November 16, 2012

North Bethesda, MD Washington, DC San Francisco, CA Olympia, WA
Headquarters: JBS International, Inc., 5515 Security Lane, Suite 800, North Bethesda, MD 20852-5007
www.jbsinternational.com



Discussion Overview

- Evaluation Goals
- Approach
- Findings
- Recommendations
- Q & A

DB101 Evaluation Goals

- I. Describe key features of the DB101 websites and implementation process by each state.
- II. Describe features of each state's site compared to the other states' sites through a matrix.
- III. Describe the proposed and actual users of each site.
- IV. Provide recommendations for changes in approach, management, data collection strategies, activities, features, or other means.



Our Approach: Mixed Methodologies

- Website content and feature inventory
- Website design review
- Website traffic analytics
- Real-time user testing
- Online visitor survey
- Key informant interviews

Findings: Website content and feature inventory

Key features

	California English & Spanish	Minnesota	Arizona	Michigan	New Jersey English & Spanish
Key Functional Features					
Glossary	X	X	X	X	X
Email to a Friend	X	X	X	X	X
Give Feedback	X	X	X	X	X
Print This Page	X	X	X	X	X
Contact Us	X	X			
News	X	X	X		
Programs	X	X	X		
Your Situation	X	X	X		
Find an Expert	X				
Rate this Page/Article		X			
Take Our Survey	X	X	X		
Talk to an Expert		X	X		
Forums	X	X			
How To		X	X		
Calculators					
Benefits and Work	X	X	X	X	X
School and Work	X	X	X	X	
State Medicaid Buy-In Program	Medi-Cal for the Working Disabled	MA-EPD	AHCCCS Freedom to Work		

DB101 Implementation Models

CA

- *Independent Information Portal (2004)*

NJ

- *Stand-Alone Departmental Tool (2006)*

MI

- *Grant-Based Tool (2009)*

MN

- *State Service Coordination Portal (2010)*

AZ

- *Stakeholder Community Coordination Portal (2012)*

Administrator/Stakeholder Interviews

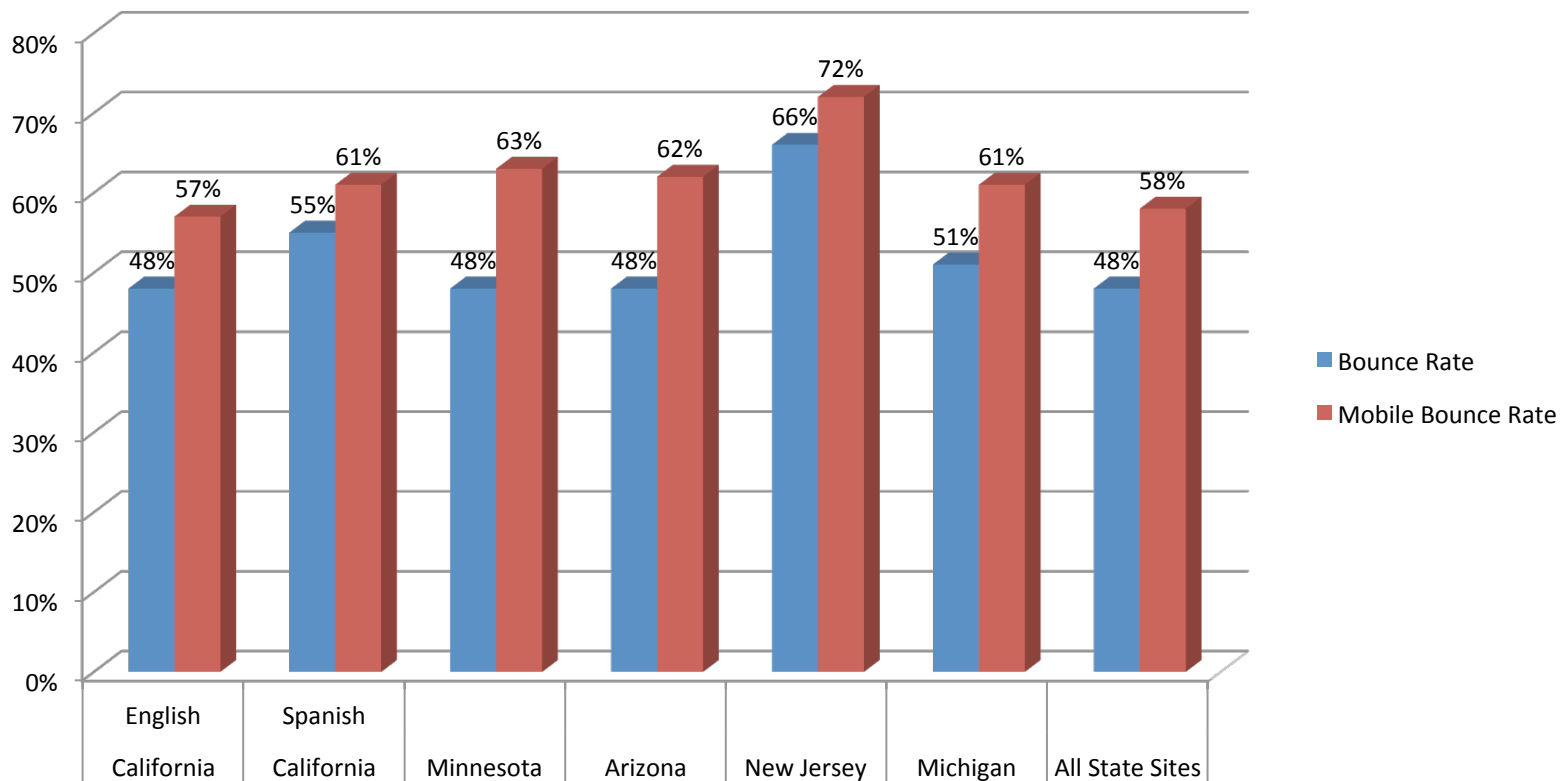
- Universal support and enthusiasm for DB101
- Need for end-user outreach (people need to be motivated to use DB101)
- Promotional activities have been limited
- For non-coordinating states, challenge to integrate into professional practice/culture
- Finding funding to sustain greatest challenge
- Early for promising practices – AZ stakeholder involvement

Findings: Website Traffic Analytics

Engagement Web Metrics (6/1/12 – 8/31/12)	California English	California Spanish	Minnesota	Arizona	New Jersey	Michigan	All State Sites
Visitors Per Website							
Total Visitors (% of All States)	46,639 (68%)	606 (1%)	12,957 (19%)	7,303 (11%)	575 (1%)	871 (1%)	68,951
New Visitors (% of Total Visitors)	37,066 (79%)	470 (78%)	8,588 (66%)	5,631 (77%)	498 (87%)	695 (80%)	52,918 (77%)
Average Pages/Visit	3.9	3.7	4.5	4.6	3.9	6.0	4.1
Bounce Rates							
New	47%	55%	52%	49%	68%	55%	48%
Return	51%	57%	40%	45%	55%	36%	47%
Average	48%	55%	48%	48%	66%	51%	48%
Traffic Sources: % of total traffic (% of traffic that bounced)							
Direct	6% (58%)	6% (84%)	15% (44%)	37% (42%)	10% (59%)	24% (57%)	11% (44%)
Organic (e.g., Google)	70% (54%)	72% (57%)	65% (53%)	38% (59%)	10% (54%)	12% (48%)	67% (56%)
Referral (e.g., State Sites)	1% (56%)	22% (41%)	8% (41%)	12% (39%)	14% (60%)	24% (51%)	1% (45%)
db101.org	23% (28%)	0% (0%)	12% (25%)	13% (40%)	66% (69%)	41% (49%)	21% (30%)
Social Media Visits							
(e.g., Facebook, Askville, Yahoo! Answers)	19	1	12	16	-	2	50
Mobile Visits							
# Visits (% of Total)	11,499 (25%)	200 (33%)	1,733 (13%)	976 (13%)	64 (11%)	109 (13%)	14,581 (21%)
% New Visits	77%	78%	75%	84%	94%	94%	77%
Bounce Rate	57%	61%	63%	62%	72%	61%	58%
Average Time per Visit							
New	0:03:22	0:04:13	0:03:54	0:03:27	0:01:45	0:02:45	0:03:27
Return	0:04:24	0:06:11	0:06:34	0:04:57	0:03:09	0:06:20	0:05:05

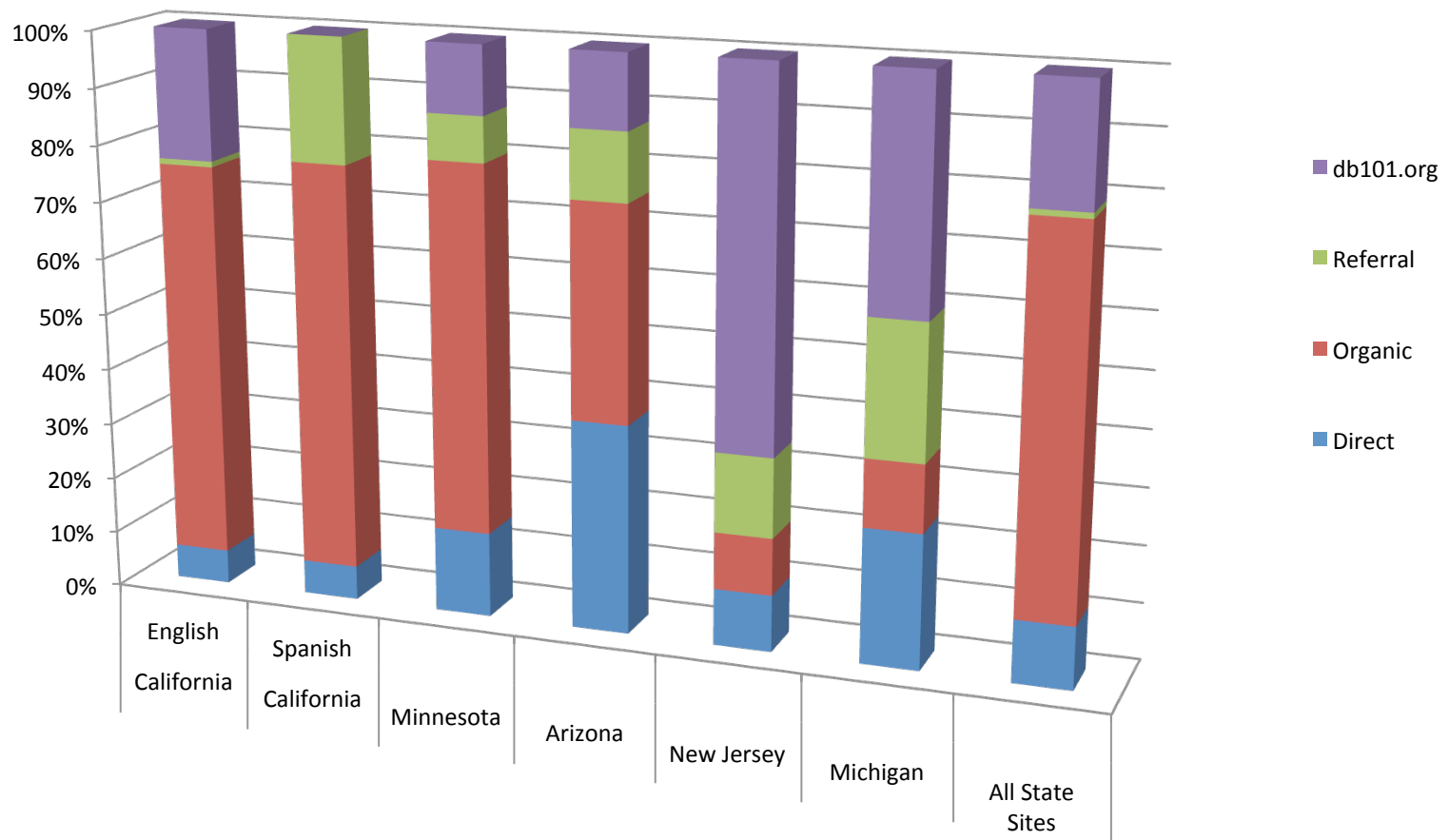
Mobile Traffic and Bounce Rates

- Mobile traffic is healthy. Example: 25% for CA-English and 33% for CA-Spanish.
- Bounce rates for mobile are higher than non-mobile.



Traffic Sources

- Organic sources are significantly high except MI and NJ



Findings: Website Design Review

- Tabs navigation style is intuitive, popular, and most likely welcomed by DB101 users
- Breadcrumb navigation would better support main tab navigation
- Subnavigation is less consistent than main navigation
- Most inconsistency is in the action buttons
- Layout and page length is suitable
- Improvements to calculators would make it easier to use
- Minor 508 issues
- No speed issues

Findings: Website Design Review

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- Minor 508 issues
- No speed issues

Findings: Real time User Testing

- Graphics: “Including graphics of individuals with disabilities on this website would make DB101 more user friendly and would make me feel like I was not the only person using this site with a disability.”



- Calculator: Failed to complete loading for 2 user during tests.

Findings: Online Visitor Survey

- **End-Users**
 - Tend to be better-educated
 - Large proportion use DB101 exclusively
- **Individuals with Disabilities**
 - Tend to be older with long-term disabilities
 - Over half of users either had physical or emotional/psychiatric disabilities
 - Over one-third employed; quarter on benefits
- **Professional-Users**
 - Over half use periodically
 - One-third received DB101 training

DB101 Visit Outcomes

End-User: 49% achieved goal

- Increased Knowledge (74%)
- Less Fearful (51%)
- More Interested (53%)

Professional-User: 63% achieved goal

- Increased Knowledge (72%)
- Increased Understanding (68%)
- More confident (67%)

Findings: User-Interviews

- **End** – Small group of internet-savvy users looking for benefit information.
 - *I was looking for information about the program and the requirements to get onto disability. I found exactly what I was looking for. (Self-User)*
- **Professionals** – Use DB101 to augment one-on-one assistance
 - *I think it is fabulous. I like the little vignettes. It is written for the layperson. Lots of information. I literally think it is so good I recommend it to everybody. (Professional-User)*

Recommendations

- Expanding reach to potential DB101 users
 - Target “qualified” users
 - Optimize use of social media
 - Improve mobile operability/compatibility
 - Form a stakeholder group to drive demand
- Adjust website design
 - Implement breadcrumb navigation
 - Incorporate images of individuals with disabilities
 - Improve the way the calculators work
 - Address minor 508 issues
 - Include update date on pages

Recommendations (continued)

- Clarify Business Relationship between States and Site Owners
 - Identify contingency and business continuity plans
 - Develop a plan for expansion
 - Perform a total cost of ownership (TCO) analysis
 - Review of licensing, ownership, and other agreements

Recommendations (continued)

- Provide support to states
 - Facilitate state use of Google Analytics
- Provide support to users
 - Despite being a clear and accessible resource most end-users need assistance in using and interpreting calculator results

Q & A

- Feel free to contact us should you have any questions or comments regarding this evaluation.
 - lwonnacott@jbsinternational.com 650-373-4990
- Thank you so much for your time and valuable input into this evaluation!
- Thrive DB101 thrive!