Welcome to the first module of the disability statistics training. This is Megan Henly from the University of New Hampshire Institute on Disability. In this unit, we will provide a brief overview of some disability statistics from recent years to provide context about the population of people with disabilities. Many of these statistics indicate that there are disparities between the population with disabilities and those without. We focus on some of these big issues by way of background. But keep in mind that there are also ways in which those with disabilities are thriving. I'll ask you to pause and think about some of these findings to consider the context and why these differences exist. Agenda. In this video, I'll show some useful sources for identifying already summarized data on health, demographics and employment for people with disabilities. We will show some well-documented disparities that have been established at the population level. Our expectation is that this provides some of you with ideas for potential research topics and to provide context about this population. In future modules, we will delve into specifics related to data collection, data sources, and measurement of disability. For now, we will point you to places you can turn to if you want to find a number. The Disability Statistics Compendium and Supplement compiles the most recent statistics on the US population with disabilities, drawing from a variety of federal sources and databases. This information is summarized at the national and state level with additional reports summarizing county level statistics for the most recent year. The annual report is a useful place for seeing how statistics have changed over time because it shows trend data for the last decade or so. There are other governmental and research organizations that summarize disability statistics and topical reports which we linked to in our external resources. When looking for statistics, you may find them in a variety of formats, including tables, charts, graphs, and infographics, which utilize a mix of text and graphics. We will show some of these here. Seeing and hearing about these already summarized numbers can be useful for considering how you may want to present your own findings. Once we get into the topic of data analysis it's important to consider accessibility when presenting your findings. This pie chart represents the total US population of 323 million people in 2019. Of this total, about 12.7% reported one of the six types of disabilities for which data is collected in the US. Some demographic factors are associated with higher incidence of disability. This includes age, gender, and race or ethnicity. This infographic created by the US Census Bureau provides estimates that make it easier to describe how prevalence varies by disability type, sex, and age groups. As clear from the infographic, hearing disability is most prevalent in males aged 65 and over. Ambulatory disability is most prevalent, and females aged 65 and over, and vision difficulty is most prevalent in women in the age group 18 to 64. Can you tell by looking at the infographic? Cognitive disability is the most prevalent among which group? Another way of visualizing, summarized data is by using bar graphs or bar charts. This bar graph shows the percentage prevalence of disability by type. Out of 20.2% people with disabilities in the United States in 2018, 9.4% had an ambulatory disability. 8.8% had a cognitive disability, 7.3% had an independent living disability. We will leave the rest of the graph for you to interpret. The image shown here is a map of the US where each state is shaded according to the prevalence of disability among the population aged 18 to 64. With the exception of New Mexico, all of the states in the west have below average prevalence that is below 12.4% and many are below 10 percent. This is indicated by the lighter shading. We see a higher level of disability prevalence in the band of states running from West Virginia and Kentucky through the South to Arkansas and Mississippi where prevalence is 14.7% and higher in each state. Otherwise, with the exception of Maine, all of the East Coast states also have below average prevalence of disability. In the next few slides, we will be using line graphs to compare statistics for different social and economic indicators between people with and without disabilities. The first line graph shows the percentage of the population with less than a high school education from the period of 2008 to 2019. A line graph is useful for showing whether there has been a change over time. And this shows that for both people with and without disabilities, the percentage with less than a high school education has decreased over this time period, which is a positive trend. It indicates that in general, people are more likely to complete at least high school in 2019 compared to the past. The top line in blue represents people with disabilities, where we see that the percentage for the most recent year is 16.4%, still substantially higher than the 7.3% of people without disabilities. But it's a bit lower than it was just a decade ago. This line graph shows the percentage of the population with a bachelor's degree or higher from the period of 2008 to 2019. We see an increasing trend here, which means for both people with and without disabilities, percentage of people with a bachelor's degree or more has increased. Though there is a gap between people with and without disabilities. Similarly, for employment trends, we notice that employment to population ratio comparing the percentage of people employed with and without disabilities went down during the 2010 to 2011 period, but has been showing an increasing trend since then. We also noticed that a higher percentage of people without disabilities are employed as compared to people with disabilities. Please note, this data is prior to the COVID-19 epidemic. Here's a line graph showing earnings over time. This trendline shows fluctuation from 2008 to 2019. And we notice that on average, people without disabilities earn greater than people with disabilities. In general, as you can see from this graph, the percentage of people with disabilities covered by health insurance is greater for people with disabilities than it is for those without disabilities. This graph shows that overall, the percentage of people with health insurance has been increasing over time for both groups. However, in this graph, we notice that a greater percentage of people without disabilities have private health insurance coverage compared to people with disabilities. More people with disabilities have health insurance coverage and people with no disability, because most of them are covered by government health insurance programs such as Medicaid and Medicare due to differences in employment and income. Right now, pause and consider this question. Why are there a greater percentage of persons with disabilities covered by any type of health insurance? Yet persons without disabilities are more likely to have private health insurance. In conclusion, one thing to keep in mind about a percentage or an average is that these numbers are snapshots of a way to describe the population. They have great utility because they can help us to identify a role that policy can play. And how many people may be affected by a programmatic change. This is our motivation for providing this training. However, we want to recognize that a single number or, or point estimate ignores the amazing range of outcomes and experiences for the population with disabilities. While there are statistical approaches to understanding this variation, if you are new to interpreting statistics, keep in mind that you may not see your own experience represented in these numbers. Your experience is important even as we consider the context of a typical outcomes for people with disabilities in the US. After completing this video, please see the additional resources where you'll find an assignment directing you to look up some statistics and summarize them. Once the work for this module is completed, please proceed to the next topic called participation in general and disability focused programs. Thank you and see you there.