SILC-NET Two-Part Series on Disability Statistics, Part 2: Using Statistics on People with Disabilities to Inform the SPIL presented by Andrew Houtenville, Eric Lauer and Tony Ruiz on August 23, 2012

>> Good afternoon, Ladies and Gentlemen, and thank you for waiting. Welcome to the Disability Statistics call. All lines have been placed on listen-only mode and you will be able to hear questions after the presentation. Without further ado, it is my pleasure to turn the floor over to Mr. Tim Fuchs. I'm.

>> I'm Tim with the national council on disability with Washington, D.C. I want to welcome you back to our SILC net disability series on statistics. I will keep my housekeeping shorter to save time for the presentation since you heard the call on Tuesday. Today's seminar is being presented by the SILC-Net, a program of the IL Net technical assistance for SILs and SILCs. It is operated through a partnership among the independent living research utilization, between ILRU , NICL national council on independent living and the rural independent living. April in little rock, Arkansas. Support is provided by RSA at the Department of Education. We are going to archive this on the ILRU's website. The website is already available from Tuesday's call. If you or your colleagues want to go and listen to that. We are going to break again for questions during the session.

So if you submit a question. He, on the public chat, don't worry, we do see it. And we'll address it during the Q & A breaks. Materials for today's call are on the same training web page that you accessed on Tuesday. If you don't have the PowerPoint open now, you're going to want to do that. If you're on the webinar, of course it will display automatically but if you're participating on the phone, you'll want to have it either on your computer or print it out. If you don't have the training link or the PowerPoint, you can just email me. My email is Tim @NICL.org. And I'll send it to you right away.

And I'll just remind you that this PowerPoint is fairly lengthy. So we will be going over some slides, passing over some slides. We'll alert you to that fact when we do that so you can stay on track with us. And do plan to go back and review the whole PowerPoint as your time allows. It really is a great resource, so I want to make sure that you all see the whole thing. Okay. I want to welcome back our speakers for today. Andrew Houtenvil. Eric Lauer and Tony Ruiz from the University of New Hampshire council on disability. So without furtsdz ado, I will turn it over to Andrew.

>> Andrew: I guess unmuting would be a good idea. Thanks, Tim, for having us here on your webinar series. This was a great experience to pull together this material and continue working with independent living organizations and leaders trying to help infuse disability statistics in a relatively straightforward manner that can be compared across states and geographic locations without having to go out and do your own surveys.

Today we're going to be going over some specific examples of three surveys that are very powerful. On Tuesday, we were much more conceptual and talked about some of the key issues that face people who are looking to use statistics that are generated from survey-type data. Today we're going to get down to a little bit of brass tacks. So we'll have several places where we stop for Q & A. And we have several slides, as Tim mentioned, that we may be just jumping over for the sake of brevity. We'll try to switch up the presenters so that you don't hear the same voice the whole time. And we look forward to your questions. So I'm going to get started. Let's do the next slide. We'll do a brief overview of the major data sources and then go one by one. Through the data sources.

So next slide.

So the three sources of data we're going to talk about all products of the U.S. Census bureau. So the census bureau doesn't just do the census, they also conduct a myriad of other services including household surveys, these three are surveys of households. They do employers surveys, nothing on disability, although that would be something to look into. They do a lot of surveys of organizations, governments and various things beyond just the disinnial sentence. So we will go over the CPS, the American community survey, the ACS and program participation. Each one of them has various strengths and weaknesses which we'll go over have one of the frustrating things is that with statistics, you kind of have to be -- there's a certain degree of creativity. There is creativity for statistics and trying to pull together the various sources. Eric was laughing. I hope everybody else laughed. Anyway. These three data sets offer a lot of the things. Some are good for some things

and others are better for some things. So why don't we go through the next slide.

Before I start looking through this slide, let me just hold for a second and make sure that if you weren't here on Tuesday, there are a lot of kind of attachments and things and web links that you might find useful and I may be referring to some of those links throughout today's session. So just be aware there's some good stuff in the other presentation if you weren't there on Tuesday.

So the current population survey is conducted by the census bureau on behalf of the U.S. Department of Labor statistics. It's roughly a sample of about 100,000 households. There's the basic monthly survey which is asked each month to sample and that's the source of the official unemployment rate in the U.S. The March CPS, sometimes it's called the annual socioeconomic supplement the March supplement or the income supplement collects information on income and demographics as well as disability. And so the CPS is a really complicated program with many supplements. Some voting behavior stuff you may have seen come out of a voting supplement. So while they have the people collecting information on their basic economic and employment figures, they'll also do a bunch of different supplements. There was computer use supplement which is every few years. And if you have ever heard the digital divide, that comes from CPS, typically.

So the CPS data is used throughout. It's also the source of the official poverty rate of the U.S. You'll be hearing the official poverty rate coming out when the data for the CPS comes out in September. Go to the next slide? Some of the strengths and weaknesses of the CPS. It's a really good provision of national-level annual statistics. There's also -- it also provides state-level estimates. Although when you dig a little deep, say for disability, state estimates start jumping around quite a bit. It can give state-level estimates, but they tend to have small samples, thus vary a lot from year-to-year.

The CPS 's benefit is a long term time trend. It goes back to 1968. They first started collecting a disability variable of work limitation, so whether you have a limitation that limits the amount or kind of work you can do. They first started asking that question in 1981. So it also provides a lot of detail, very detailed information on income, including receipt of disability insurance, Social Security Disability Insurance and Social Security Supplemental Security Income.

In 19 -- sorry. In 2008, they added a six-question sequence on disability. It's the same questions that you saw last Tuesday. And I'll go over those shortly. These questions have been accepted by secretary Seibelious to be included in all health surveys in the U.S. So you'll likely see information come out in the health and healthcare access of people with disabilities because of that effort.

Some of the limitations, it doesn't have some of the underlying health condition. A lot of people, as was pointed out the other day, there's sometimes physical limitations, functional limitations and the underlying health condition that's causing a disability or that's playing a part in the disability. The CPS doesn't have that. You'll see the six questions and the work limitations and they're very broad. It doesn't address people living in institutions, and it doesn't really have a really good set of variables that you can connect to with regard to external factors. So disability is a function of the environment as well as a person's characteristics. It doesn't really do that very well.

Why don't we go to the next slide? All right. So in terms of work limitation, this is the question that goes back to the 1980s. Does anyone in this household have a health condition or problem that prevents eye which prevents them from working or which limits the kind or amount of work they can do? If yes, who is that? Anybody else?

So within this question, you'll see it's a proxy question. They ask what's called the household or the lead finance person in the house to -- that's who they're asking the questions of. And they report for other people. So that's always a big caveat when you look at statistics as to whether a proxy was used. Work limitation is a really powerful variable and it's collected internationally, as well, because a lot of programs that we know very well are geared at people with disabilities that influence their ability to work. So SSI, DI, workers' comp, vocational rehabilitation, it's all kind of geared towards that population, although with the ADA, it's been broadened out to not just be work-related.

All right. Next slide?

So here you'll see the prevalence rate for, so the percentage of people who report a work limitation from 1981 to 2001 for people ages 16 to 64. 16 to 64 is if you ever see that, it's usually because that's what the bureau of labor statistics uses. Census bureau will use 2164. So we always have that issue. So you'll see that it's kind of hovered around 7 percent, between 7 and 8 percent over the years. And it's kind of just os late back and forth.

When you hear the question do you have a condition that limits the amount of work you do? You hear people who wear glasses can't be fighter pilots, so maybe people would over report that. This is evidence that, A, it's been consistent over time; and, B, it's not picking up a huge portion of people. And some of the other work we've been doing at UNH, we've been looking at who's reporting this as kind of work limitation.

Why don't we go to the next slide?

All right. So one of the power of the ACS-- I'm sorry, CPS is its ability to do employment statistics. Here we have the employment rate. So the percentage of people who are employed, ages 16-64 between -- before 1984 and 2011. So you kind of see decline over the years. And in some of these graphs when you put it up against people without disabilities, you'll see that a lot of it ends up being economic recovery sessions that appears that people with disabilities aren't participating in the growth periods during the economy.

Why don't we go to the next slide? All right. So here are the questions. They've added some questions. They basically took the same questions, modified them a little bit from the American community survey. So there are six types of questions. There's six questions. One is hearing difficulty. Is the person deaf or does he or she have serious difficulty hearing? They asked that for everybody. Vision difficulty is a person blind or does he or she have serious difficulties seeing even when wearing glasses? They asked that from everyone. Cognitive difficulty because of physical, mental, emotional difficulty does this person have serious difficulty concentrating, remembering, or making decisions? That's asked of people five or older. I have preteens, and I probably would -- anyway.

Next slide. Ambulatory difficulty. Does this person have serious difficulty walking or climbing stars stairs? They asked that of people five years or older. Self-care, does the person have difficulty dress or bathing? Asked of five or older. Independent living difficulty. Because of a physical, mental or emotional condition, does this person have difficulty doing errands alone such as visiting a doctor's office or shopping? They asked that of people 15 or older. So next slide?

So that's -- a lot of people will say well, there's those six disability types really don't capture a population that I'm interested in, particularly with regard to cognitive difficulty. People are looking for well is it because of mental illness or difficulty or something else? We really don't know. Unfortunately these questions were designed to fit in a period, a physical space of 3 inches on a survey. 3 inches by 2-1/2 inches space with a reasonable font that the census bureau has. So how do we fit those?

The hearing and vision questions were divided. They used to be together before 2008 on the ACS, they used to have those vision and hearing together in what they called a sensory.

Some of the other topics available in the CPS are DAAT o on the individual family members within the families within the household and then the household itself because there can be more than one family. It has extensive information on health insurance, unemployment, even have some industry and occupational variables, wages and salary information, number of hours worked, educational attainment, income from 18 or about 20 different sores of income, pro -- sources of income, program participation, say in food stamps and everything else and also a lot on poverty.

So, fairly limited disability information, but lots of really good information that can go back many, many years. And so that's the real benefit of the ACS-- CPS. It's also the source of the official poverty rate and the official unemployment rate and labor force participation rate. So a lot of times people are very interested in that. And the government doesn't publish it. It doesn't publish disability, a lot of times, in their reports even though they have the underlying data.

I'm going to go to the next slide, and I believe, okay, you can access the data. You can get raw files. You can actually get kind of a cleaned-up version that hides individual identifiable information. You can get a bunch of disability statistics off the census bureau's website. You can also go to our disability compendium.org to access it. Another way of accessing the data is to hire a consultant or a graduate student or someone like that to work through the data for you.

You know, one of the things we try to do with our NIDRR funding is to provide technical assistance. In fact, we just got an email from someone out at the Indiana's statewide independent living council looking for statistics that we had provided them last year and they're looking for updates for their three-year plan. And so what we're hoping over time with our NIDRR support is to provide these kinds of statistics for you also that you can find them more readily and use them more readily.

Why don't we go to the next slide? There are a couple sources of information. There's a guide to disability statistics out of the current population survey. If you Google, you could find it. And then the census bureau also has a really brief summary of disability statistics, as well. Next slide?

All right. So we'll turn it back over the time and the operator and get the Q & A started.

>> OPERATOR: Opened for questions. If you have a question, please press the number 7 on your telephone keypad. Questions will be taken in the order it has been received. If at any time your question has been answered, you may press 7 again to disable your request. I'll turn it back to Tim for now.

>> TIM SHEEHAN: Thanks, Erin. We'll wait to see if any questions come in on the phone. We don't have anything pending on the webinar. But I'll just remind folks if you're listening on the webinar, you can ask your question on the public chat and hit enter, that's the space just below the he moaty cons on the webinar platform.

>> OPERATOR: If you do have a question on the line, please press the number 7 on your telephone keypad.

>> Tim: Okay. I'll jump in. We've got our first question from Becky Tuttle in Georgia. Becky asks: She wants the combined annual income of people with disabilities in the country and her state. Which of these resources would best provide that?

>> That's a really good question. We actually wrote something for the Federal Reserve with pay PD, so the American Association of People with Disabilities. About the consumer power that people with disabilities and their families yield -- wield. And we did just this. We added up the combined income of people with disabilities throughout the country and we also added another one that said the income of families and households with at least one person with a disability. That's at least one in four households has a person with a disability in it.

So the data sources I would use are, well, it kind of depends. Georgia is a big enough state, you may be able to use the zip, the -- income program which we'll talk about shortly. We're lucky there's a current one that's available. The sip is only asked every three years so sometimes it kind of gets dated. If you wanted to do more within the state of Georgia, you'd probably have to go to the American community survey. So income, I'd probably, the SIP is probably good. CPS is pretty good but the SIPP has a good disability measure I would probably compromise sample measure for the disability measure. Plus it's pretty good.

>> Tim: I'll continue. We'll go back to the phone. We have our next question from mark Salazar. Mark asks if you can recommend a source on housing and people with disabilities. And he follows up to say that specifically they're looking for numbers on accessible housing in El Paso, Texas.

>> El Paso's big. You'll get a lot of statistics for the El Paso area, MSA . But accessible housing not so much. I don't know of any -- you know, so the answer is: There probably isn't a data source out there that can get you that information. There are statistics that are related to the size of the housing stock. I'm sorry, the age of the housing stock, which I think you can get off American factfinder. And you might be able to get it at the El Paso MSA level. Age of housing stock and the number of housing units that are apartment complexes with various flights -- various flights, you can get that information I've tried to get this information before and it's never really worked out well. There's a guy, Steve gold, who does a lot of advocacy for housing. He would probably be the person that I would go to if I had to try to -- he keeps coming to me and I keep saying

>> TIM: Okay, good. Let's go back to the phones and see if any questions have come in there.

>> OPERATOR: You have a question on the line from Tony Durancy? Tony?

>> Tony: Yeah, is it possible to get any data on the disposable income level of people with disabilities? I understood from a presentation recently that we're the fastest growing minority with the largest disposable income.

[Laughter]

>> Andrew: Yeah. Disposable income is really hard to come by as opposed to total income. So disposable income is basically after tax. And after transfer. So any kind of transfers like Social Security benefits and things like that. It's possible to estimate. I have not seen it estimated in a long time. It just takes a lot of extra effort to impute. You actually have to get imputed taxes. These surveys don't actually ask how much people paid in taxes. They end up kind of calculating it, inputting it.

In terms of it being the fastest growing minority, I'd have to see the DAAT on that. I wouldn't believe that, actually.

>> Tony: CDC was the data source, center for disease control.

>> Andrew:. I'd have to see exactly which survey they used and who said it. If you'd like to send it to me, I'd love to see it. In terms of disposable income, there's this estimate out there of I think $220 billion in spending capacity for the population with disabilities. I have never found the original source for that, so if anybody has that original source, I'd love to see that. I have tried to track that down for a long time and never found it.

>> Tony: Yeah, there's just an interest in measuring the economic impact of people with disabilities.

>> Andrew: Yeah, I know. It's a great point that they wield a lot of spending power. And if businesses aren't paying attention, then they do this at their own peril.

>> Tony: Thank you.

>> OPERATOR: No other questions in the queue at this time. Again if you do have a question, please press 7 on your telephone keypad.

>> TIM: So we've got a question on the web from Suzanne Bruce ter. And Suzanne asked if it would be possible to give us written examples much grant requests where disability statistics have had great impact? I can't share written examples of grant requests over the teleconference today, but we can look to see if that's something that can be put together; and in the meantime, Andrew, I might ask you if you have any recommendations or advice for people that are looking to use these sorts of -- this sort of data in applications and proposals.

>> Andrew: You know, I wish I had the examples. But usually people email me for the statistics when they're writing their grant for their local area. And I give them something. And I never actually see what they end up doing at the end. So I don't actually have the examples. I can only presume that a lot of them are in the framing the issues part of it where it is the introduction. So there are X number of people in the county. There are so many people with disabilities and the poverty rate among these people with disabilities is much higher, et cetera. And so I don't have any examples. I do have some examples particularly the Chicago community trust one that I had the link to on Tuesday's presentation, that's probably the best written kind of example of how to use disability statistics to set goals. Other ones are kind of more framing the issues. So I'll turn it back.

>> TIM: Thank you, Andrew. I'll check in with Erin one more time. And after that question, we'll get back to the presentation. If you still have a question that you don't have a chance to ask, we are going to break a couple more times for questions, so jot it down. And well get to you a little bit later in the presentation. Erin, anything from the phone queue?

>> OPERATOR: There are no questions in the queue at this time.

>> TIM: Okay. Andrew, the floor is yours. We'll move on to the next section.

>> ANDREW HOUTENVILLE: So I will turn over the American community survey to Eric Lauer. He will go through strengths and weaknesses with that, as well. Eric, go ahead.

>> Eric: Good afternoon, this is Eric Lauer. The American community survey is a very large national and local survey implemented by the census bureau for planning, investment and services on both federal and state level. It took over the decennial census long form in 2010 as part of the census. The long form, as some people may know, was taken at the beginning of -- that census was taken at the beginning of every eke decade. And what they have done is used the ACS which is implemented now every year, to provide a more current level of feedback than the long form, which was only implemented once a year. In comparison to the CPS, the ACS interviews approximately 3 million housing units which translates to about 9 million people. And in addition to providing an annual survey, they also provide data in three and five-year formats. And what you really are able to then do is weigh the value of additional precision you would get using three and five years worth of data versus the current value of just using the most recent year or two of data. And you really are able to drill down when you use three and five years of data to much more local and specific estimates. Next slide?

Reich the CPs, the ACS uses the same six disability questions. They were actually developed by the ACS in 2008 and the CPS and other surveys have adopted them since then. And I think for brevity sake, I'm not going to go through all of these again. So next slide?

So, the ACS has several strengths, it includes people living in institutions. It provides annual statistics at a very local level that you can't normally get otherwise in other surveys. And it provides a very consistent level of measurement for trend analysis. It does have some limitations, especially in comparison to the CTS. There's no work limitation question. There are no questions on specific health conditions. And it does not address any external environmental factors related to disability or how people experience disability. Next slide?

The table you're seeing here are the overall prevalence rates for disability by type using the six questions that Andrew introduced earlier for 2011. The slide difference in age group. But that's typically the standard for a working age population. I think that these eye having looked at several years of the ACS data, I think you typically find that these values are fairly consistent over time, and these trends also are consistent when you start to break them down on a state level. And it's only then that you start to see geographic variation.

You'll also note there's a hearing and vision question now. There was not a hearing and vision separate question prior to 2008 in the way that you see it. So one of the things that you'll have to keep in mind is that if you go back past 2008, some of this data, actually comparability. Next slide? So this is an example of the ability of the ACS to drill down to very local, even census track data. And here we were able to use a website that I'll talk to you in more detail about later called factfinder and it is very straightforward database utility that will let you sort of you pick if you're interested in individuals with disabilities, you're interested in specific ethnicities, there's a series of check boxes. And you can then go under the geography tab and drill down and create and present yourself a table like the one we're seeing. Next slide?

The ACS does provide several other items, including income, Social Security income, hours worked per week and weeks worked per year, which can be very informative when you're looking at the population of people with disabilities and a state versus a city. For example, we recently did a project and translation for New York City looking at the five boroughs, the state and the U.S. contrasting the pattern of employment and hours worked per week and weeks worked per year depending upon the sector and the type of employment those individuals were in. Next slide?

So the ACS supplies their data in several different formats, one of which I've already mentioned is the American factfinder, which I have several slides for after this. There is raw data you can readily download on their -- on both their FTP site and the factfinder site. This data has significant documentation and allows you to work directly with a subsample of the annual survey in a one, three or five-year format. And it provided the prevalence estimates that you saw earlier in the histogram.

In addition, the disability, the annual disability statistics compendium that's produced by Andrew and Tony, which you can find at disability compendium.org uses the ACS data and factfinder for a number of the tables. And there's table references there. So if you end up going through the disability compendium, you can readily look up the data and work with other breakdowns of demographics and things like that that you're interested in.

Next slide? This slide simply gives you a link to go to factfinder. And we have screen shots of the website, so you don't have to go there to follow along. Next slide?

So this is the home page of factfinder maintained by the census bureau using the ACS data on the left-hand side you will see tabs for specific subpopulations and demographics that you might be interested in. You can break down the data that they have immediately based on topic, by, for example, if you're interested in poverty, if you're interested in disability or disability and poverty, they have a geography, a race tab and so on. And what will begin to happen, next slide, as you make specific selections, you'll see in the upper left-hand corner in the screen shot it informs you what you selected and then in the center of the page also circled in black are the tables that you can actually pick that contain this data. Oftentimes, there's multiple tables. And when you then -- let's see. Did I provide a table? Yes. Next slide?

When you pick a table, for example, such as this one, you are able to manage it. There's a series of commands at the top under the first tab right above the table that will let you change the columns trows, resort specific areas because a lot of times you'll end up with additional data that you aren't interested in but you still would like to download this in Excel format or a PDF and present it maybe in a slide. The example of local statistics that we provided earlier right after the histogram on the United States, New York and then specific counties and census track all came from the factfinder. And you can create a table that you saw in that slide right out of Fact Finder and download it directly. Next slide?

This is a link to the guide provided by Cornell on the disability statistics from the ACS as well as the website maintained by the census bureau.

Next slide?

I am now going to turn things back over to Andrew, and he is going to take you through the SIPP.

>> ANDREW HOUTENVILLE: Okay. So the ACS and American factfinder, once you learn how to work through American Fact Finder, it gets a little easier. I can't say I've always appreciated its complex. It's got a lot -- versatility, yes, that's the word. It's very versatile, but in that, estimates you end up getting lost.

So the survey income participation, again it's connected by the census bureau.

It's nationally representative sample of households and individuals in the United States and it's aimed at getting income and program participation estimates.

It samples around 36,000, although that's been ramped. No, it's about 36,000, that's right. And it's usually fielded every three or four years. But the key to this SIPP is that it actually follows people. So it resurveys them every quarter for about a 36, three-month year period. And so we get data on the on set of a disability sometimes. We also can get data on what happens when somebody leaves the labor market? So if somebody loses their job, what happens? That data is very difficult to work with in terms of the statistics and many times you'll just see what we call a cross sectional snapshot where it's just the sheer number of people with disabilities and the employment rate. It won't necessarily use that longitudinal component to say how many people lost their job.

Why don't we go to the next slide?

The tremendous strength of the SIPP is its large module on disability measures. It's called the adult. It's also got a child version of this huge statistical -- of this huge survey that's done. In their basic survey, they ask about work limitation, but in the disability module, they'll ask about specific condition that's behind the difficulty, doing very -- doing a rage of basic tasks. Will also ask about impairment. It will ask about functional status, including activities of daily living and instrumental activities of daily living. So difficulty doing tasks around the house. And also self-care tasks. It also asks about these assistants, as well. And it does also have, assistive technology-oriented questions. That's a far cry from the six questions that both the CPS and the ACS. The SIPP has been doing -- the precursors were around in the 70s. Social Security used to do a survey and then the census took it over. And so these are really powerful, powerful data.

It has lots of information on the history of chronic health conditions, the history of employment, pov ermt a bit on medical expenditures and also participation in federal programs. Go to the next slide.

So again one of the strengths when you're using this data, you can say this is the source of large number, the 54 million number that you've always heard. Which as I mentioned last week or last Tuesday was recently upgraded with new estimates to 60 -- what was it 68 or so? 68.7 million? And so that's good to see an updated version. The other thing is it provides a variety of the different data that I mentioned. It also reinterviews and allows you to track longitudinally. It's also linked to Social Security administrative records. You can also get earnings histories for people well before and well after the survey.

Next slide? So some of the limitations, relatively small samples compared to other surveys. For small states, it's just not possible to do reasonably precise estimates. It does have some measurement issues with regard to the disability questions. But for the most part, these questions are one of, you know, whether you prompt -- how you prompt people. If you said well last month, you reported that you had XYZ condition. They started doing that when they started using computer-assisted telephone interviews that they would prompt people about what their responses were earlier.

One of the issues with the longitudinal survey is that you'll lose people as they move around. SIPP does a pretty good job as well as any survey to continue to try to track people down. You know, it's not really good for -- to follow trends over time because each panel is -- each time they run this, it's going to be slightly different. Next slide?

So here you'll see we're going to skip through these pretty quickly. So the SIPP has some sensory questions. For example, are you able to see the words and letters in an ordinary print -- ordinary print at all? They're going to have to change that question because my children I don't think have ever seen a newspaper.

They have some hearing difficulty and some speech-related questions. Next slide? We're going to just flip through these because read through each one of these. The SIPP has in total about 60 or so disability-related questions. So there's some physical impairment-related questions around lifting 10 pounds, such as a bag of groceries, pushing our pulling large objects like a chair, difficulty doing certain things like stooping, reaching over your head and things like that, standing on your feet for an hour. And these are good because they provide much greater context than, say, the ACS or CPS questions did.

Next slide?

So they continue to have a huge set of questions about going up flights of stairs, walking a quarter mile about a city block. When you have time, you can go back to these. Again, we have DAAT on everybody's responses to these. Everybody in the samples' responses.

Next slide?

The people who design these surveys continue to have difficulty wrapping their heads around conditions, mental-related impairments and conditions. There's -- it's really hard to get at -- people are very much interested in the specific condition. Functional definitions of mental impairment are limited because it's very important where the source of that difficulty might be, particularly if you're thinking about interventions. So they ask questions about specific conditions such as dyslexia, mental retardation again. They've typically chain thadged now to intellectual disability in the most recent survey, but they kept mental retardation because they feared people wouldn't know, wouldn't have heard of the term intellectual disability.

There's information about Alzheimer's and emotional conditions. They have a battery of questions around depression that they've added recently.

Next slide?

Here you see the activities of daily living. So things around getting around in the house and showers, bathing, dressing, eating. Next slide?

Then we have instrumental activity. So kind of more higher up in terms of functional requirement. So going outside the home, keeping track of money and bills. Doing light housework. It doesn't mean do you like doing housework, but whether you can do housework.

Taking the right amount of prescription medication so higher order than just the activities of daily living. Next slide?

The SIPP does have a work limitation question very similar to the CPS and what the ACS used to have. So do you have any physical, mental or health condition that limits the kind or amount of work you can do?

We're going to skip over the next slide. So go ahead and go to the next slide. There's some statistics similar to what Eric had that just went flying by about the prevalence rates. Actually, why don't we go back to that? What the heck. This is from an old SIPP. This is from the 2002 SIPP and the age range is 25 to 61. You'll see that in terms of the overall disability is 18 percent. So that's much higher than what Eric had reported earlier. Basically the more questions you have to pick up the population, the more likely you are to get a higher -- capture a greater number of people, percentage of people. Physical disability is by far the largest group with 13.2 percent of people, of those age range reporting a physical condition. All right. Next slide.

All right. There are a number of sources. There's a user guide that is just now starting to get a little dated. There's a couple papers on measurement. And the census bureau has a website dedicated to the SIPP. Why don't we go to the next slide? And we're back to Q & A. So we'll do the Q & A before we go on to a few more exercises.

>> OPERATOR: Again, if you have a question on the line, please press 7 on your telephone keypad.

>> TIM: While we're waiting for questions on the phone, I'll start off with a question that we got on the webinar. Again, folks looking for examples of how to use data. So on Tuesday's webinar, you mentioned using statistics to tell your story. Can you give a written few examples for a few sources you mentioned such as American Fact Finder that would help tell a story to the public or legislators? Could you make some of these types of examples available? And I'll say again, this is a common request. And of course this is part of the reason why we're doing the webinar. So we will do our best to organize some examples and share it with you all, with the registrants via email after the fact. But, Andrew, I'll give you another opportunity if it jogs your memory if you have any suggestions.

>> ANDREW HOUTENVILLE: Just two documents that were Lynn toked the last ones that I kind of know of.

One is and I mentioned it earlier, the one from the Chicago community trust. That was a committee of people that spent a very, very long time doing it. We also have some links from -- there was a report that we worked on with the city of New York independent living center and Susan there. We spent a good chunk of time there last year writing up a table that used these kind of statistics. Many of them came from American Fact Finder itself.

So if I don't have those links already in that previous slide, Tim, maybe we can have a conversation about just collecting a bunch of links to reports that are good examples.

>> TIM: Good.

>> ANDREW HOUTENVILLE: So, yeah, we'll do that.

>> TIM: Okay. For the next question, I'm going to go back to slide 38. Mark Salazar asks if you could clarify what "overall disability" is on this slide 38.

>> ANDREW HOUTENVILLE: On slide 38. That is a compilation of roughly 40 -- well, this one uses at roughly 42 questions to get at disability. So in this overall disability if you reported, say, because of mental, emotional or physical condition you had difficulty walking a quarter mile, you would be considered a person with a disability.

If you reported being blind, you'd be considered a person with a disability. If you reported that you were limited -- no this, one didn't have it. If you were limited in your ability to run outside the Homer rands because of mental, emotional or physical condition, you would be considered a person with a disability.

So you're almost 1 in 5 once you tally up all those questions. The thing I mentioned last time is to find the survey and go to the survey. Census bureau tries to write up what's included in these kinds of overall estimates, and, boy, I still have a hard time reading through all the possible variations. And sometimes I just need to go to the questionnaire itself so I can see how people are responding to these kinds of questions.

I will say that, you know, a lot of people are concerned sometimes that well maybe these aren't people with severe disabilities. The census bureau does give a severe disability variable and it's about a third of the population with disabilities that they categorize as severe. And they typically will categorize severe as needing some form of assistance on a regular basis. So that's my answer.

>> TIM: All right. And Mark had a second piece to his question just quickly with regard to the ACS, what does housing data consist of?

>> ANDREW HOUTENVILLE: Let me go back to Page 38. Housing data usually you can get it for how old the house is, whether it's rented or owner-occupied, whether it's a multiunit house or apartment complex, whether it's a mobile home. You can get whether it has electricity and telephone. A lot of the things that the census bureau uses to report to the housing, to HUD and to other housing authorities about living conditions in various areas. So I've often wanted to work with David gray out of Washington University St. Louis who's active with para quad to do an assessment that used one of his assessments of accessibility and graphed it to the same kind of questions that the census bureau has on houses so that we can get like an accessibility index for a house. And then compile that accessibility index across an area, you know, like a county or a Zip Code or even those kind of things. We just never have gotten together to write that proposal for NIDRR. Maybe some day, though.

>> TIM: Okay, good. Let's go back to Aaron Erin to see if any questions are on the line?

>> OPERATOR: Question from Tony.

>> Tony: Often a comment is made that everybody has a disability at one time or another, so disabilities can be temporary or permanent. Does the long term study look at that? Or are there any cry tier I can't say that measure what is -- criterias that only measure what is a temporary situation versus what is permanent?

>> ANDREW HOUTENVILLE: Yeah, that's a huge issue on survey literature on how to convey to people that a lot of times these questions will add "a condition lasting six months or more" so that they'll try to get at this issue of temperature versus a permanent condition.

Another thing they do is they actually ask it a year apart. They ask the same question a year apart. And you can see people who you can limit your ample to only people who have reported it twice.

But that's a serious issue. And it's very difficult to get that kind of detail when you're asking surveys. Like the American Community Survey and the current population survey, the ones that Eric and I went over, they don't have anything about duration. So I'm always surprised the prevalence rates aren't higher. But I think people generally understand that they're looking for fairly severe conditions that are permanent in nature. But they don't ask it. They don't use the word "long las lasting "or things like that. So it's very important to go back to the survey question. And if you're looking for long last conditions to try to find a survey that has that specific question, that specific kind of wording.

>> Tony: Thank you.

>> ANDREW HOUTENVILLE: Yep.

>> OPERATOR: Question from the line from Karen Mccullski corny. Karen?

>> Karen: Yes, Andrew, I was wondering if you had any sense of how accessible these data sites are to people with disabilities?

>> ANDREW HOUTENVILLE: (laughing) yeah.

>> Karen: That's what I'm afraid of.

>> ANDREW HOUTENVILLE: They're not accessible to anybody to start. You know, I ran a website out of Cornell, disability statistics that I achieved for many years with Tony. And we were always very limited for many years because we couldn't do maps, and we couldn't get maps across. And we paid very strict attention to accessibility.

I think that technology is increased that web designers think they're more accessible. But unfortunately they end up doing things that are very unusable, not just accessible.

You know, most federal agencies are going to be 508 compliant. What that means these days, I think the web designers have gotten more creative on how they get around those things. And I'd like to talk to real users who are using the software or, you know, devices to see if things are staying, if it has any meaning anymore.

So people have issues with any website, including our website, I'd love to know about it because I do know people who can push on the Census Bureau web designers.

>> Karen: Great, thank you.

>> OPERATOR: There are no other questions in the queue at this time. Again, if you have a question, please press 7 on your telephone keypad.

>> TIM: I'm going to jump in here. We're just about 10 minutes on the Q & A break. There's nothing on the web, either. Let's get back to the presentation. We will have a final Q & A break at the end of the call.

>> ANDREW HOUTENVILLE: All right. Next slide. All right. So using disability statistics, which definition and which source? I'd also ask what's your question? A lot of this is going to depend on what your specific question is. Next slide?

All right.

So a couple things to consider when you're looking around for information. A key question to ask is: When choosing a dataset, hold on a second. Yeah. So I'm going to talk a little bit about some key questions that you need to do to ask about when you're looking at a data source and also give you some examples of accessing the data.

So go ahead, next slide?

All right. So one of the first things you have to kind of figure out is what your kind of needs are. And so geographic level is going to dictate a lot, if you're able to use national then the SIPP might be the best. If you're looking for super current and national, the CPS might be the one to use or the ACS. If you're looking for very local statistics, you might want to use the SIPP or I'm sorry, the ACS. Year collected, a lot of times you'll end up getting stuff that's quite old and there may be something -- you may be able to switch a data source around and find something relatively newer.

The disability concepts you're trying to capture, whether you're looking at sensory, physical or mental, or as was mentioned last and talked about last week, asked about last week, whether you're looking for functional definitions or more impairment-based information or health condition-related information. Telephone population coverage. Half the time you're going to be stuck with non-institutionalized information. So households not including people in group quarters or living in an institutional setting.

The American Community Survey is really the only one right now that has information on the population living in institutions.

Your area of interest, so employment, CPS is the best income and poverty to income is the best.

In population the ACS might be better because you have a large sample size and lots of populations. Ethnicity in housing, housing as we just talked about is really kind of characteristic of the house but not with such detail that you get at accessibility or accessibility elements specifically.

In terms of the ease of use, American Fact Find certain probably the most comprehensive data source now.

In terms of ready access. The SIPP you really need to hire kind of an outside consultant or get a programmer or graduate student to work with you. Same with the CPS.

Next slide?

All right. And so now we're going to give some examples. I'm going to turn it over to Tony and he'll run through some examples of questions that you might be interested in and then how you'd go about thinking of them in terms of the data source.

>> TONY RUIZ: Thank you, Andrew. Hi, everybody. Next slide, please? What this slide again shows everybody who was there last time, remember that we kind of tried to tell you how you might approach if you want to use statistics in your work. Actually with Andrew just did, he addressed it a little bit more specific. Again it always comes down to did you try to identify the problem or question that you have, that you then try to, from there, find out what kind of information out of the statistical area would be helpful for you to answer this question? And then you know the next is what Andrew just worked through and Eric, where wow find the information? And there were some instances given. And then finally what you use information that is part of what you have asked and in between can you give us an example of how this has been done? I understood that Tim is trying to get some of these together.

I don't know actually, I looked, I mean we supplied two reports which Andrew mentioned which also should give you -- out of New York, which would give you a good idea of how people had used statistics.

Next slide? This is kind of what I'm going to do now, and I'm going to do it relatively fast, you know. Ask you some questions or give you some exercises which actually you should be able to answer relatively straightforward now. The first one you see here is about prevalence rate. And the question is, if you look at the table down there, there are three estimates of prevalence given. And the table below and the question is: List possible Renz for the differences between these three sometimes. -- reasons.

Wed talked about this last time on Tuesday, so we have the American Community Survey, which kind of gives a prevalence rate of 11.9. We have national Health Survey which gives 16.7 and the SIPP, which gives an estimate of something like 18.7. So if you think for yourself for a second a little bit about it, you should be able to come up with some answers or some explanation why these prevalence rates are so different.

Now I'm going to give you the solution of this pretty straightforward now. If you could go to the next slide? And, you know, here are three possible answers. Given this is not exhaustive, there might be other answers. You know, we have kind of, you know, discussed before the SIPP seems to always give a large prevalence rate as compared to other survey instruments. And one of the reasons which we have discussed is really that the SIPP has a lot more questions which are related to disability as compared to the national health survey or the American Community Survey. And what this means is that's pretty obvious. The more questions you have, the more likely it is that you really catch every kind of different aspect of disability. Why if you have like the ACS relatively broad categories of disability, some of the people might slip through and you will not be able to identify them. So that's one of the explanations you could have for these different kind much estimates.

Another thing is context.

The national health surveys obviously has a health context, which means people are, when they kind of end up with the disability-related questions, already focused more on health issues. The SIPP kind of has a different issue than the ACS again.

And then finally, it is always good to kind of pay attention to the year when a survey was done because there might be changes in the aspect there, too.

I think I'm going to do one more at least. Tim, if you feel that we want to use the time otherwise, just give me a hint and we can immediately kind of go to something else because everybody's able to do this also on their own.

>> TIM: Sure.

>> TONY RUIZ: Let's go through one more. This is about employment rate. And again you find three different estimates of employment rate of people with disabilities in this table. And again the question is: Why are these different? If you look at them tdifferences are not as big, but still it ranges on 53.5 in the SIPP -- actually from 49.9 in the American Community Survey to 58.6 in the national health survey. So again think of it a second. Look also as I kind much just said about the different years they were done. So they were relatively done at the same time.

Let's look at the next solution, on the next slide.

And you have learned if you just think back what Eric and Andrew have done for a big part of the session today is going through the different questions and definition. We have also theoretically talked about it last time. So what you should remember by now is that all these surveys really use very different definitions. And obviously depending upon how you define it, you will have different -- you are looking at a different kind of subsection of people with disability. And then you are also looking at different kind of employment rate.

Again, it's not only the disability which was complicated. What you need to look at -- Andrew has always said is to kind of go to the questionnaire or the survey questions and really kind of look how which kind of phrasing is used, not only for disability, the same for employment.

Also there each word counts. How is the employment estimated? Is it short-term employment included? Or is it just in a certain time frame? Is there certain income bracket when something starts to be counted as employment? So all this stuff you have to consider, too, if you are looking at employment rate.

And then again what we just said, too, it's not only the different years, which we didn't have in these three surveys, but it is actually the month of the year. Because as you're aware, there are seasonal differences in employment. So if you're kind much using your survey at a time frame in the year where there is a seasonal high unemployment, then obviously this will even more so it will be actually reflected among people with disabilities. Okay, next slide?

Shall we do this, Tim?

>> TIM: Yeah, go ahead, Tony.

>> TONY RUIZ: So the next question is state comparison. You will see this in a second in another table. Where you had differences in prevalence rates among different states. So I want you to kind of look a little bit at the states and kind of come up with ideas of why certain states have higher rates than other and give me some reasons for that. So next slide, please? I hope it's visible. It should be on the computer, at least, the others should have the slide in front of them. This slide 51 I think or 50, I'm never sure the somehow changes, so again if you look at this, there's quite variability in disability.

Remember this is noninstitutionalized civilians.

If you look at the different states, then you can see it kind of goes like pretty much, I don't know, like Kansas, what is it? Alabama has relatively high. Then you have New Jersey has relatively low. So if you just kind of browse a little bit over the table, you see that there are quite some differences. Can you go through next slide and give some explanations? Again possible. And again if you look at this table, you saw that states like the Appalachian and lower Mississippi valley had relatively higher rates. And I mean if you look at the -- you will see that what is normally kind of called the disability belt was reflected pretty good in this table. It's not only the data from this survey but also if you would look at Social Security Disability data, you would find actually kind of like a similar system version of the different state. Kind of mentioned that it might be due to lung disease, I'm not sure whether this would actually kind of still be the case today but it's a

possible explanation one could discuss. The other is, which I like a little bit more is -- lung disease I think counts the other thing for me is it's labor intensive industries, like agriculture, mining, where we always know that we have the higher rate of work-related disabilities.

And then there might be actually in the states, it's also especially important if you ever kind of happen to look at disability prevalence in different countries, never forget that there are cultural dichtsz of reporting a disability -- differences of reporting a disability. Certain communities have, you know, a hesitance or certain groups are hesitant to report or more hesitant to report a disability than others. I mean that is especially the case and I know in international comparison. But it might also be among communities within states in the U.S.

Okay. I think I would rather suggest that we go to let me look. What is coming up? Are we having a Q & A here or are we kind of going to the next slide? I don't know actually.

>> TIM: The next Q & A will be at the end of the call. So I'm not sure, Andrew, where your slides pick back up again. But I'll leave it up to you.

>> ANDREW HOUTENVILLE: Tony, try to end. Maybe do one more. Do the county one.

>> TONY RUIZ: Okay. Next one, please. I just don't want to kind of cut out. I'm in the powerful situation of cutting out your time.

>> ANDREW HOUTENVILLE: Let's leave 10 for Q & A.

>> TIM: That means we have 8 minutes left, Tony, so you've got plenty of time.

>> TONY RUIZ: Okay, good. Then there's one more which I also think hopefully you are able to relatively easy answer after we have been through, and that's the question which data, if you look at the data below here which is county level, which kind of data source has been used to create this table? And also which gives you a hint, what is the question used to define military difficulties? I think both give a hint to each other. And if you go to the next slide, we have talked about that before that actually one of the advantages of the American Community Survey is you can pull three or five years, and by doing this, you are actually able to construct data which is 1R58 idea on the county level -- more or less valid on the county level. It is the only instrument way to do this if you are looking at county-level data. And then the answer to the second part of the question was "does this person have serious difficulty walking or climbing stairs"? That was the question

was used for abilities.

Okay. So, Andrew, one more or not?

>> ANDREW HOUTENVILLE: Go ahead and do one more. Skip over the next one. Go to the last one. Next slide.

>> TIM: 7? And, Tony, if you could, your line is a little bit muffled, if you could get closer to your mic.

>> TONY RUIZ: I'm trying, really, Tim.

>> TIM: I know.

>> TONY RUIZ: I have a bad phone from UNH. I'm kind of eating it.

>> ANDREW HOUTENVILLE: You're in the middle of no where in New York State.

>> TONY RUIZ: Yeah, right.

>> ANDREW HOUTENVILLE: Go ahead and do this county one, too.

>> TONY RUIZ: The last one we are going to do is again the question for the data source and you will see again county-level and condition-specific. And the question is which data source was used to create the table below? And what are some of the caveats about such statistics? Well now I'm kind of totally lost.

Okay. So what you see there is Social Security, beneficiaries, skeletal injuries that are eligible of the ticket to work program by countial nublghts to gud the wox pro ra program. Where do we go to the next? Where do we find data like that? There's the web address given. Obviously it comes from the ticket to work program. And the problem with this kind of information is that obviously if you are getting data from a program like the ticket to work program, then the data is only including people who are eligible for the ticket. So there might be also other people who would also fall under this category which would not be counted in something like that.

On the other hand, the advantage is that you can really go down to a Zip Code level. And as Andrew tells us here, there are 19 categories that are included. If you happen to be interested in one much these 18 diagnostic categories, you can really drive very deep, a lot deeper than you could with any of the large major surveys.

Okay. Then I think we should continue.

>> ANDREW HOUTENVILLE: Okay. Next slide. Let's talk about the next developments the next slide, Tim. So just recently, as a part of little component of the ACI, someone slid something in during the discussions that mandated that the secretary picayuney form set of disability questions included on all health surveys or surveys that the health agencies conduct. So it doesn't include the census but what they're doing is putting the six ACS questions into all the other surveys. Stay on that slide.

One of the other things that's going to happen is once 2003 data becomes available in a couple years, we'll be able to get the five pooled samples for the ACS and that will give great ability to go much more local with disability statistics in your state or your catchment area.

The CPS, the current Population Survey, the supplemented data on that should be available pretty soon. It asks a lot about barriers and facilitators to employment. Whether we'll be able to get state-level estimates out that is still to be determined. Probably for the bigger states you'll be able to do it but not for the smaller states. And so that will be very interesting to have. People have been looking for that for a while.

Next slide? Some additional resources, you can get to our primary website, researchdisability.org. You can find the information we already provided. You can find the research compendium. There's a website called data.gov that's fairly new. And it's got a wealth of data from all the agencies. You won't find survey data there, but you will find lots of data on the Social Security programs and other government programs.

ICDR.gov, it has a subcommittee on disability statistics and they have a monthly conference call that's available. At that conference call you'll hear a lot of them talk about the things they're trying to do to improve statistics.

Some good examples, here's the link to that New York City report that we did. And so we looked very carefully and thought very long and hard about the statistics we were going to do. And all of the statistics are pretty relative. Many of the statistics are available in Fact Finder, some are ones we estimated with the raw data.

The other one I mentioned is the Chicago Community Trust that used statistics to set goals. We actually started that when Chicago was applying for the 2016 Olympics and we pinned all our goals on by 2016 the city and the State of Illinois will do XYZ. But I forget, I think we eventually stuck with 2020 or 2015, I forgot what we were stuck with. But that's a really nicely put together one that went through a lot of vetting and a lot of committee work of people trying to decide exactly how they want to spin and couch their statistics within policy statements and goal statements. So I highly recommend that one.

Next slide?

And so that's concluding comments. Next slide?

Okay. So I think probably the biggest question is, you know, that comes to mind is be very wide open, eyes wide open about the definition of disability used in the survey methods being used. We try to give you an introduction to the major national survey sources and some administrative sources and talk a bit about how to use these survey data. I think the biggest question is to always say: What's the optimal thing that you would want? And then go and find the statistic that gets the closest to that optimal. Because a lot of times you can't find precisely what you need. And hopefully we've provided some resources to help you start thinking about your questions and where to get the answers.

So I'll leave it, turn it back over to B & A, to Tim.

>> TIM: Great.

Thanks, Andrew. So let's go ahead. I'm going to have Erin give the instructions for the phone while we wait for questions to line up, I'll take the first question from the web. Erin?

>> OPERATOR: Again, if you have a question on the line, please press the number 7 on your telephone keypad. Okay. So let me start off here with a question. Mike has been waiting patiently. Mike noticed an interesting fact and that's Social Security reports 30 to 40 percent of beneficiaries as having quote/unquote mental disorders other than quote/unquote, excuse me, mental retardation, depending upon which year federal or state SSI or SSDI. And then Mike asks, compared to that, what do surveys like SIPP show such a low number?

>> ANDREW HOUTENVILLE: There are two things that can be going on. Sometimes the slides that Eric showed were prevalence rates, not the share of the population with disabilities that have a certain type of disability. You know, roughly -- I think the SIPP will come up to roughly 30 percent reporting, roughly close. But one thing to keep in mind is that surveys, there are a large number of people with disabilities who don't participate in Social Security. And so the state, the surveys are picking up the entire population.

Another reason for a low number if you're thinking that things around mental conditions are low, it's because I think the surveys do -- the survey methodology around measuring people with mental conditions is really limited. They're trying to improve it and there's lots of people working on designing new questions to get at it. But we just don't have questions that are tried and true and can do it in a short amount of survey space that they have. So that's my answer.

>> TIM: Okay. David Robinson asked if you are aware of any studies that support -- and I'll paraphrase -- or report, support or report IL services, IL model, the centers, IL programs, anything like that that you're aware of, Andrew?

>> ANDREW HOUTENVILLE: Yeah, so if I was going to go try to find some statistics that incorporates independent living centers and their work, the big huge surveys never ask questions about voc rehab or independent living centers. The big programs that they ask about are food stamps and temporary assistance for needy families and the big federal programs. The disability, specific disability programs you typically don't find questions being asked. Probably the only one asked is special education. So the surveys themselves won't be able to give you some specific information.

But in terms of kind of collecting statistics around disability, you know, there are kind of -- I would always go to Alexander enders at the rural institute in Montana, the University of Montana. Alexander has been doing work for a long, long time in the area of statistics on independent living. So if I don't know something, I'll usually send people to Alexandra. And she's written some reports over the years around independent living and statistics. So Alexandra might be able to be a good source.

>> TIM: Unfortunately rural institute is no longer.

>> ANDREW HOUTENVILLE: What?

>> TIM: You have to contact Alexandra as an individual. That's something we've all been reacting to. It's been a big discussion.

>> ANDREW HOUTENVILLE: I'll to look into that.

>> TIM: Let me move quickly and go back to the phone. Mark Salazar says this is the term first term I've used the disability belt. Which states are included and does it go specifically across the country?

>> ANDREW HOUTENVILLE: It doesn't go specifically across, it goes up. It consists of Appalachian the lower Mississippi valley. So even within states, it's not real estate-driven, it's more that region. So it will go through western New York, upstate New York, upstate New Hampshire, Vermont. Let me start again from the top and bottom.

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Goes through upstate Maine, New Hampshire and Vermont, through western and kind of upstate New York, down through.

>> PENNY: into West Virginia, and then -- west Pennsylvania and into West Virginia and Mississippi valley. It follows the track of Appalachia and the lower Mississippi valley.

And so really as Tony kind of mentioned, when I think of Appalachia, I think of mining sometimes or rural poverty. Then I also think of when I think of lower Mississippi valley, I think of a lot of things like chicken cutting processing plants and things like that, really not only labor intensive but labor intensive industries where your body parts are really close to big moving machines.

whereas a combine can do lots of work and it's dangerous to drive a combine, but it's one person in one combine. A chicken processing plant can produce lots of people with disabilities very quickly if it's not regulated appropriately.

And it's also poverty. Poverty and disability have gone hand-in-hand for quite a while. Causality is unclear. But I'm sure can it go both ways. When you think about Katrina, which is at the bottom of the disability belt in Louisiana, a lot of the issues were poverty and disability, the nexus of that created a problem in terms of emergency preparedness and response.

>> TIM: Thanks. Let's switch to the phone and see who we have in the queue.

>> OPERATOR: We have no questions in the queue at this time. But again if you do have a question, please press the number 7 on your telephone keypad.

>> TIM: I'll remind those folks, too, I'm on the CART chat, so if you're participating on the CART screen today, you can ask your question right in the chat screen and you'll voice it on the call. We've got a couple minutes left, so if you have a question, don't be shy. Here's one from Shelly Emery. Shelly asks: Several times you mentioned hiring a data consultant, grad student, other example like that to generate data we might want. What kind of questions might we ask to make a quality result more likely?

>> ANDREW HOUTENVILLE: I would look for past experience first and foremost like any kind of contractor connection. The more experience they have, the better. You know, it seems like whenever I talk to independent living, statewide independent living council people and state VR people and VR council people, they're usually hiring someone that they've hired for a long time at a local university, the State University who does their consumer satisfaction survey. And sometimes they'll do the consumer satisfaction survey and sometimes those researchers will pull data off the Census Bureau and things like that. So I've seen, say, some midwestern state hired people to pull data off, and they pulled it off for the census 2000. Now those researchers weren't aware that the census 2000 disability data is considered by the Census Bureau to be invalid. The Census Bureau is very shy about making that public.

So I would look for experience and an understanding of disability. You know, state demographers are usually pretty helpful. They can get you to your state epidemiologist and public health people are usually good at getting you there. A good reference librarian is fantastic because a lot of times they can. Or you can call us. We do have some technical assistance capacity through NIDRR. And we'd be happy to help out if you had specific questions.

>> TIM: Good tips. Okay. So it's just about 4:30. Let's check in on the phone one more time to make sure I'm not leaving anybody hanging and then we'll close up.

>> OPERATOR: There are no questions in the queue at this time.

>> TIM: Okay. All right. Well with that, I'm going click ahead a couple slides here. Again, on slide 65 you see the contact information for our presenters. Thanks to you all for offering this to the participants, I really appreciate it.

Also, I always do and I'm happy to do this this time, offer myself as a point of contact. My email's really simple. Tim @NCIL.org. If you have any questions about any of our presentations, email me. If I can't answer it, I'll pass it along to the presenters, whether that's in two hours or two weeks, that's fine. So Tim @NCIL.org. And then I'm clicking ahead to slide 66. This is the evaluation form. Again, if you're on the webinar, this is a live link. You can click it and it will tell you to the evaluation. Otherwise, type this into your browser. Please take a minute to do this. As I said on Tuesday's call, this is very, very quick. Those of you that have filled these out before know that I'm telling the truth. It om takes a moment. They're really important to us. We review them all and take them very seriously as we look to improve our trainings and see what you thought.

So with that, this is the last in our brief two-part series here. Andrew, Eric and Tony, fantastic job, I want to thank you all for your work preparing and presenting this. And I want to thank all of you for participating in what's been one of our largest SILCnet calls of the year. So thanks so much, everyone, for making this possible. Let us know if you have any followup questions and have a great afternoon. Bye-bye.

>> OPERATOR: That does conclude today's teleconference. You may disconnect.

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