

Vermont Community of Practice Data About Disabilities and Disparities (6/12/2019)

Activity from Community of Practice Plan: Collect existing demographic data and information about disparities in status/outcomes for Vermonters from culturally and linguistically diverse backgrounds; summarize key findings.

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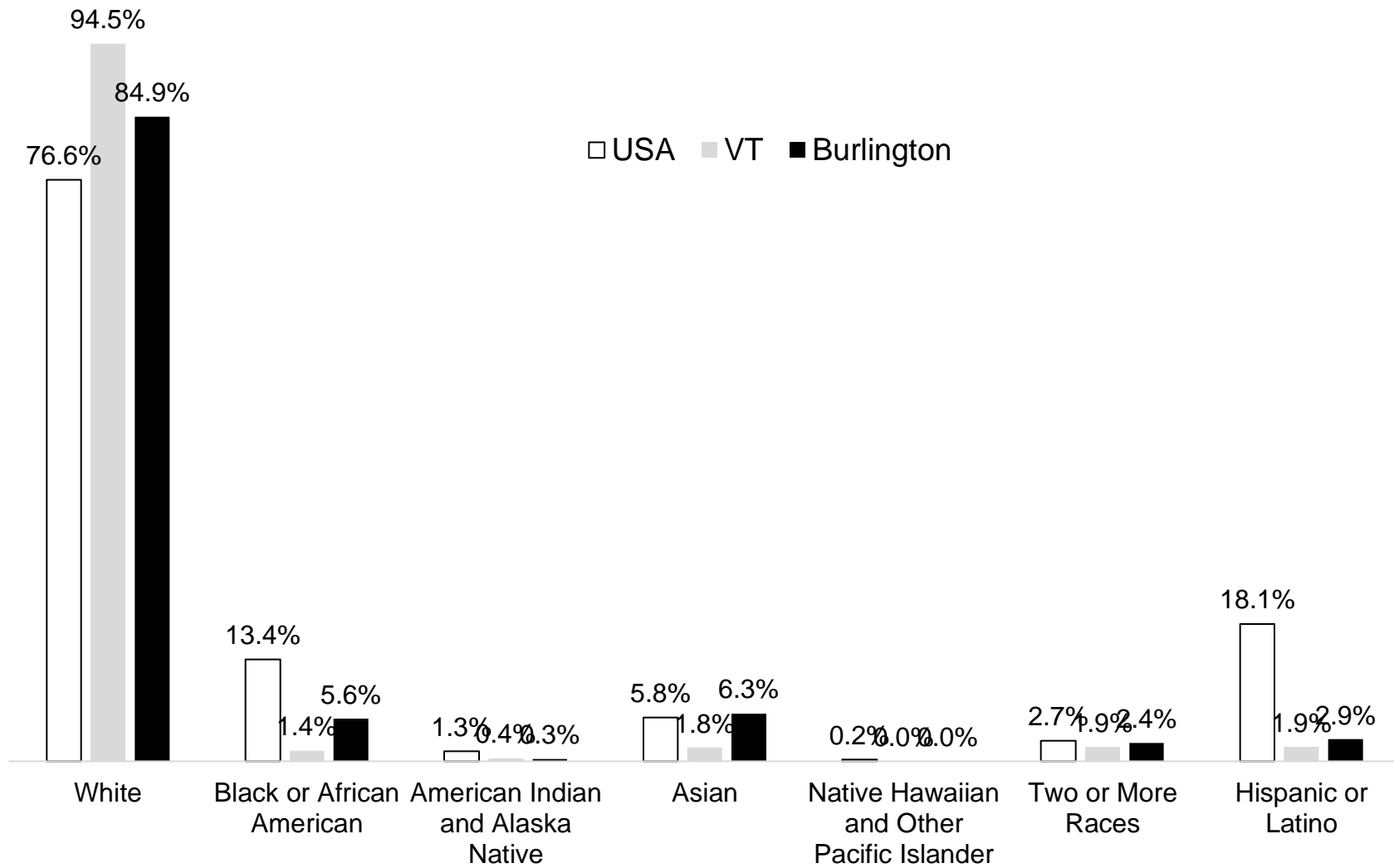
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1) What is the racial and ethnic diversity of Vermont?

Table below is latest estimates from US Census (2018). Burlington is included as the largest and most racially and ethnically diverse city. <https://www.census.gov/quickfacts/VT>

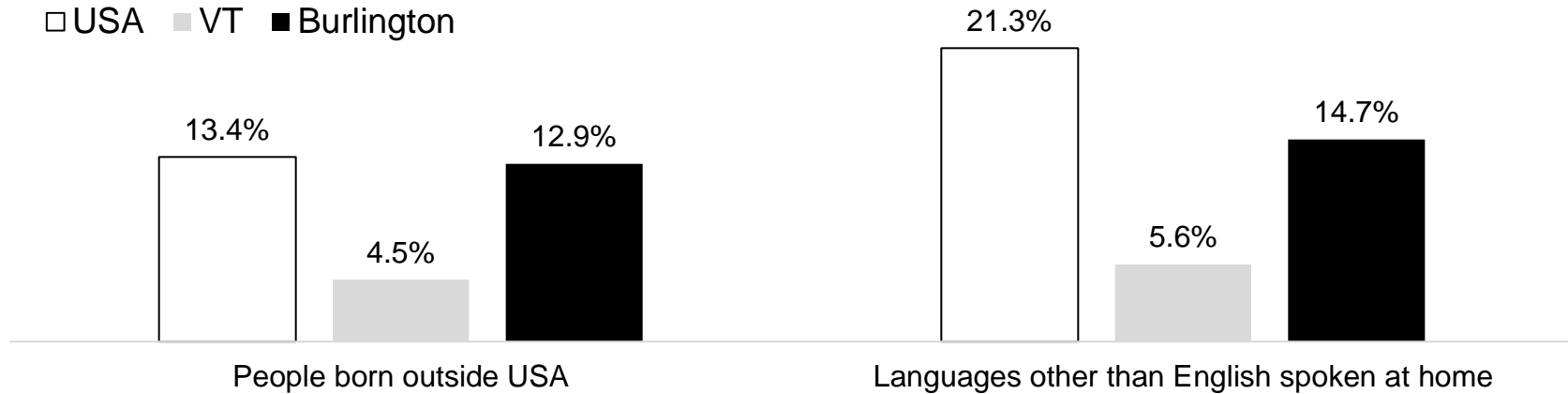
Who?	USA	VT	Burlington
Everyone	327,167,434	626,299	42,899
White	76.6%	94.5%	84.9%
Black or African American	13.4%	1.4%	5.6%
American Indian and Alaska Native	1.3%	0.4%	0.3%
Asian	5.8%	1.8%	6.3%
Native Hawaiian and Other Pacific Islander	0.2%	X	0.0%
Two or More Races	2.7%	1.9%	2.4%
Hispanic or Latino	18.1%	1.9%	2.9%

This graph also shows the latest estimates from US Census (2018):

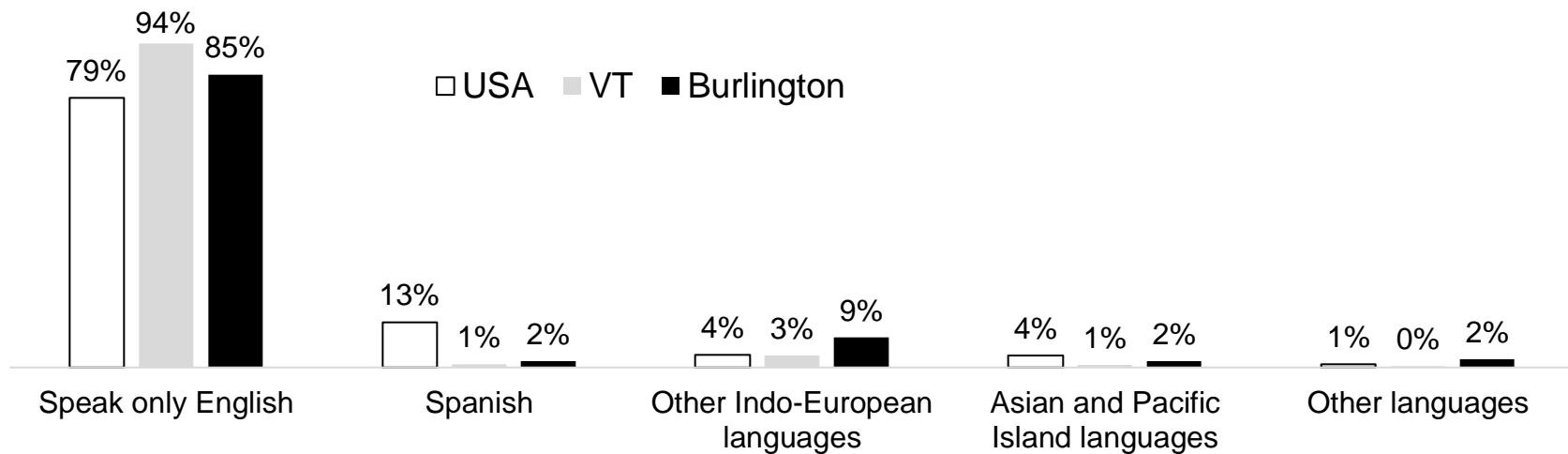


2) How many Vermonters are new Americans and what languages spoken?

Graph below is latest estimates from US Census (2018): <https://www.census.gov/quickfacts/VT>



Languages spoken at home from US Census (2017): <https://factfinder.census.gov>



3) How many people have Intellectual and Developmental Disabilities?

There are different definitions of IDD, so there are different estimates. Here are a few key numbers.

People	USA	USA %	VT	VT %
1. Everyone	327,167,434		626,299	
2. Any Developmental Disability (includes ADHD, learning disabilities)	45,378,123	13.9%	86,867	13.9%
3. Intellectual Disability and Pervasive Developmental Disorders	8,179,186	2.5%	15,591	2.5%
4. Intellectual or Developmental Disabilities	7,374,402	2.3%	12,394	2.0%
5. People served by developmental services	1,488,732	0.5%	4,612	0.7%
6. People receiving long-term supports.	1,228,700	0.4%	3,166	0.5%

Information on sources of data:

1. Census total population 2018: <https://www.census.gov/quickfacts/VT>
2. Centers for Disease Control estimates 13.87% people meet broad definition of DD: <https://www.cdc.gov/ncbddd/developmentaldisabilities/features/birthdefects-dd-keyfindings.html>
3. Vermont DAIL uses 2.5% from national prevalence rates of 1.5% with Intellectual Disability and 1.0% for Pervasive Developmental Disorders: <https://ddsd.vermont.gov/dds-annual-report>
4. Institute on Community Integration at the University of Minnesota uses different estimates for adults (0.79% from the 1994/1995 NHIS-D; Larson, et al., 2001) and children (6.99% for children from the 2016 NHIS; Zablotsky, et al., 2017): <https://risp.umn.edu>
5. Vermont DAIL Developmental Services 2018 Annual Report

4) How many students have Intellectual and Developmental Disabilities?

Data is collected on students with disabilities (3-21 years) in special education. They do not have a category for “Developmental Disabilities”, so I included information on three closest labels.

Disability Categories	USA	USA %	VT	VT %
All students		-		-
All disability categories*	6,808,683	8.6%	14,370	10.1%
Autism (ASD)	655,674	0.8%	1,060	0.7%
Intellectual Disability (ID)	429,575	0.5%	668	0.5%
Multiple disabilities (MD)	133,610	0.2%	233	0.2%
ASD + ID + MD	1,218,859	1.5%	1,961	1.4%

***All disability categories are:**

- Autism
- Deaf-blindness
- Deafness
- Developmental delay
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment, including blindness

Definitions from VT Special Education Rules

(p.69): <https://education.vermont.gov/sites/aoe/files/documents/edu-series-2360-special-education-rules.pdf>

(a) Autism Spectrum Disorder Is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three. Included in the spectrum are: autism, pervasive developmental disorder – not otherwise specified, Rett’s Disorder, Asperger’s Disorder, and childhood disintegrative disorder.

(e) Intellectual disability means a delay in learning of sufficient magnitude to cause a student's performance to fall at or below -1.5 standard deviations from the mean of a test of intellectual ability, existing concurrently with deficits in adaptive behavior.

(f) Multiple disabilities means concomitant impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment) the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.

5) What do we know about people with IDD?

A few reports have information about demographics and people with disabilities.

Vermont Developmental Services Annual Report (2018)

<https://ddsd.vermont.gov/dds-annual-report>

- Demographic information focused on aging: “Vermont is aging more rapidly than the nation as a whole. Vermonters over age 65 are projected to increase from about 18% of the state’s population in 2017 to about 28% of the state’s population by 2030.” (p. 9)
- Five Vermont counties are increasing in size (Chittenden, Franklin, Grand Isle, Lamoille, Orange) and remaining are decreasing (Addison, Bennington, Caledonia, Essex, Orleans, Rutland, Washington, Windham, Windsor).
- Data shared about demographics does not include gender, race, or ethnicity.

The Health of Vermonters Living with Disabilities (2018)

<http://www.healthvermont.gov/sites/default/files/documents/pdf/DisabilityDataPages.pdf>

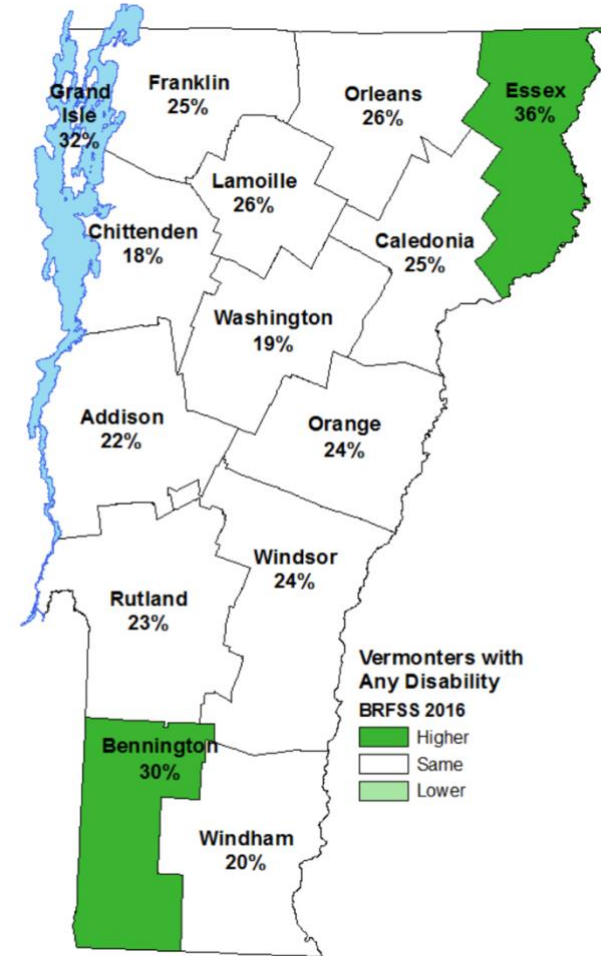
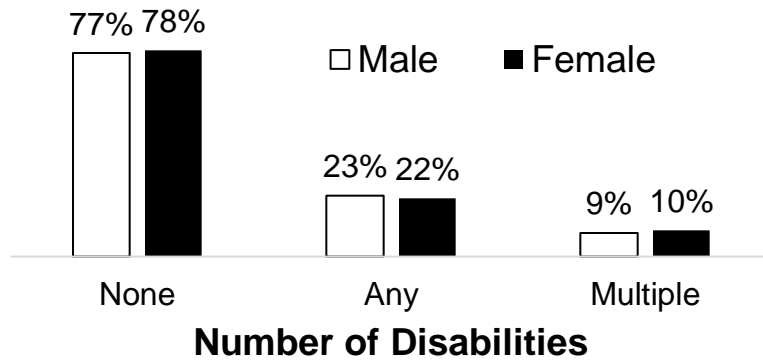
- This Vermont Department of Health report used data from *Behavioral Risk Factor Surveillance System* (BRFSS) because it collects most health information about Vermonters with disabilities.

- It is an annual phone survey with 6,000-7,000 Vermonters responding. It does not include people living in institutions or group homes.
- It asks about six types of disability (same as Census, American Community Survey):
 - Mobility: serious difficulty walking or climbing stairs.
 - Cognitive: serious difficulty concentrating, remembering, or making decisions.
 - Visual: blindness or serious difficulty seeing, even when wearing glasses.
 - Hearing: deafness or serious difficulty hearing.
 - Self-Care: any difficulty dressing or bathing.
 - Independent Living: any difficulty doing errands alone.
- These questions are combined to give information about three other disability types:
 - No disability: none of the above.
 - Any disability: one or any combination of the above.
 - Multiple disabilities: any combination of the above.
- Main findings:
 - 1 in 5 (20%) Vermonters have some type of disability and 1 in 10 (10%) have more than one.
 - Vermonters with disabilities report worse physical health, fewer healthy activities (e.g., exercise, eating healthy), and more risk behaviors (e.g., smoking).

People with Disabilities from VDH Report

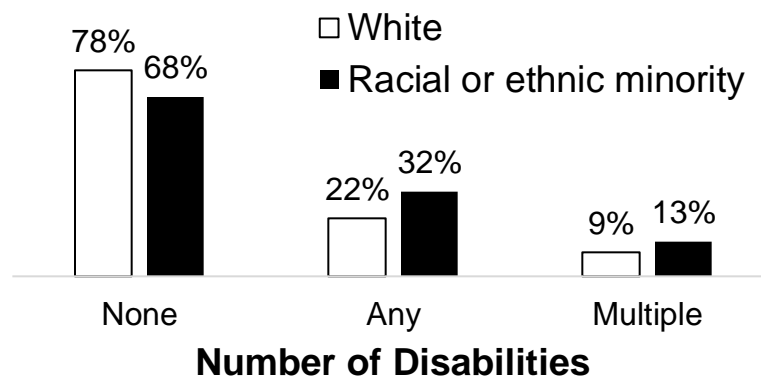
Because the BRFSS phone survey also asked people other questions, we can learn more about people with disabilities.

Men and women report about the same number of disabilities.

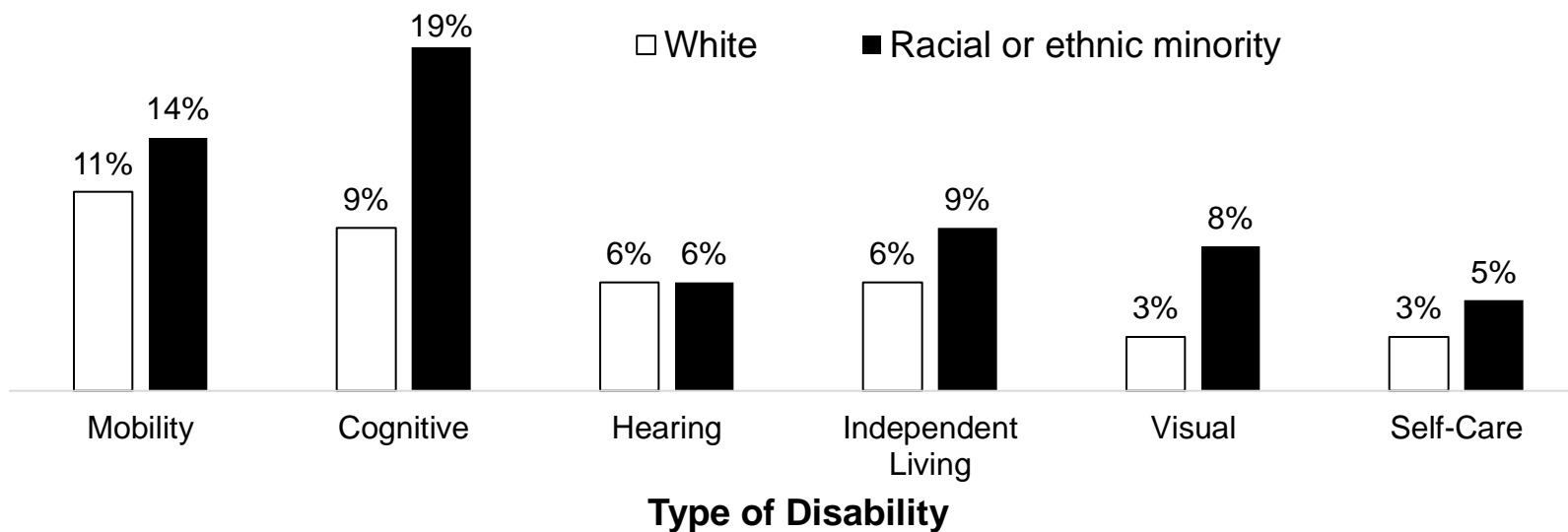


More people in Essex and Bennington report having a disability than people living in other counties.

Vermonters of color are more likely to report having a disability. About 1/3 of adult Vermonters of color have a disability. About 1/5 of adult White (non-Hispanic) Vermonters say they have a disability.

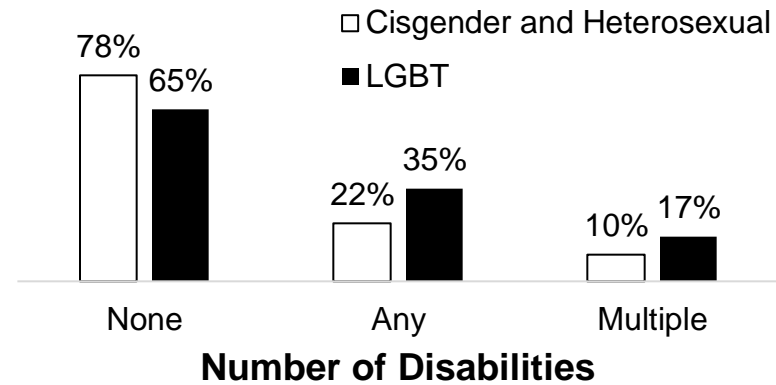


Significantly more adult Vermonters of color report having cognitive and visual disabilities. (The other differences below are not statistically significant).



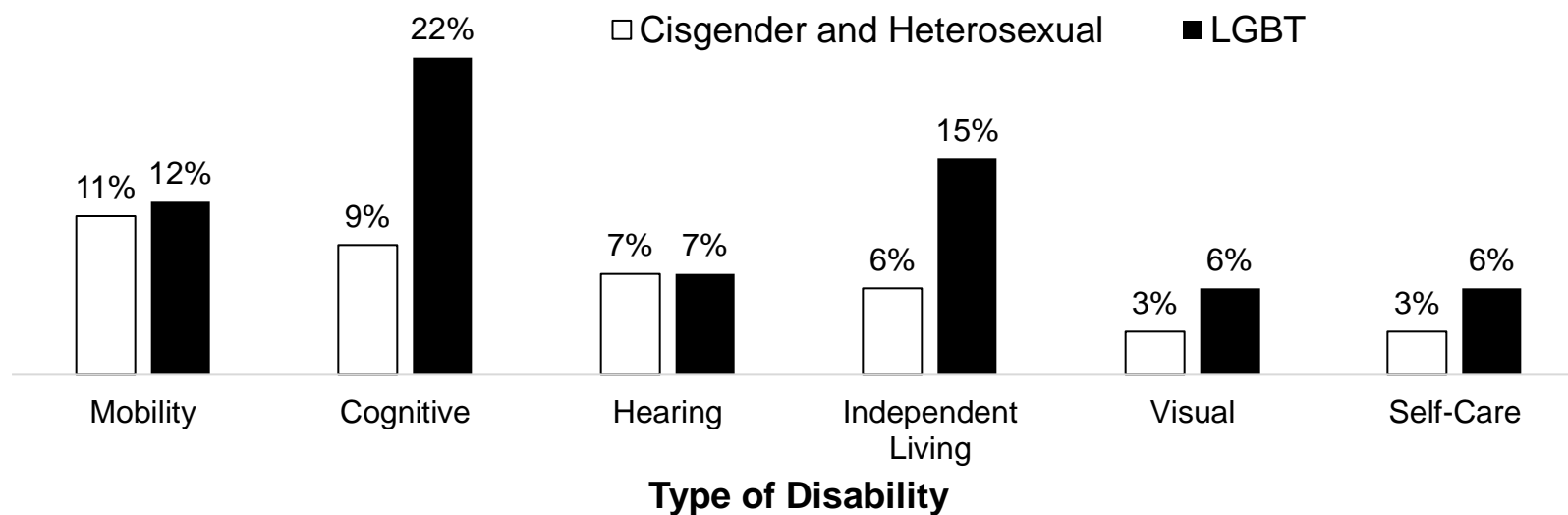
**Lesbian, Gay, Bisexual, and Transgender
Vermonters are more likely to report having a
disability.**

Like Vermonters of color, about 1/3 of LGBT Vermonters have a disability. About 1/5 of Cisgender and Heterosexual Vermonters say they have a disability.



Significantly more LGBT Vermonters report cognitive, independent living and multiple disabilities.

(The other differences below are not statistically significant).

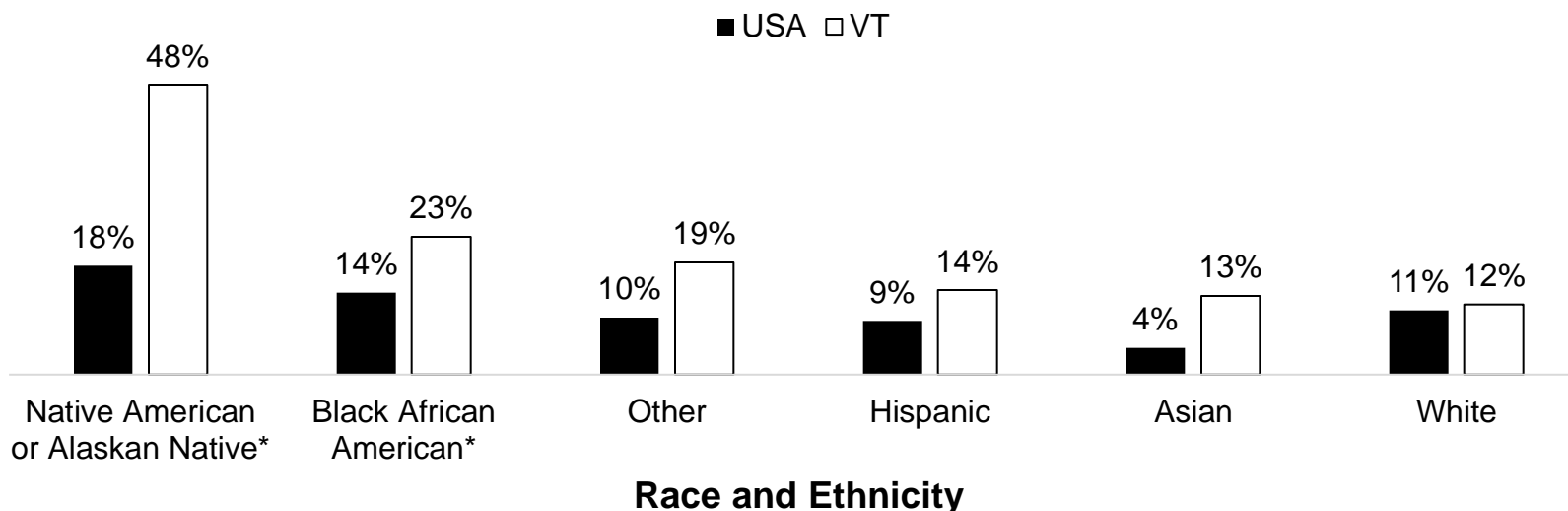


Yang-Tan Institute on Employment and Disability at the Cornell University School of Industrial and Labor Relations (2017)

<http://disabilitystatistics.org>

- This report used information from the Census Bureau American Community Survey.
- It is phone survey of “working age” adults (i.e., 21 to 64).
- Because it is a different survey, not recommended to compare directly to other reports.

Twice as many Black / African American Vermonters and four times as many Native American / Alaskan Native reported having a disability compared to White (non-Hispanic) Vermonters.



*Based on a sample of fewer than 40 people so interpret cautiously.

Kicked Out! Unfair and Unequal Student Discipline in Vermont’s Public Schools

In 2015, [Jay Diaz wrote a report using school discipline data](#). The main findings were:

- Finding 1: Vermont Public School Students Were Suspended for More Than 8,000 Days in the 2011-2012 School Year.
- Finding 2: Students with Disabilities Were Nearly 3 Times More Likely than Students without Disabilities to be Suspended.

- Finding 3: Black and Native American Students Were 2 to 3 Times More Likely than White Students to be Suspended.
- Finding 4: The Use of Exclusionary Discipline, Restraint, Seclusion, Referral to Law Enforcement, and School- related Arrest Varies Widely.
- Finding 5: Valuable Data on School Discipline in Vermont is Largely Unavailable, but is Necessary to Understand What Works.

Recommendations:

1. Limit Disciplinary Exclusion and its Collateral Effects.
2. Allow Students to Continue to Learn During Exclusion and Provide the Necessary Resources.
3. Ensure and Upgrade Students' Constitutional and Civil Rights in Disciplinary Proceedings.
4. Find Positive School Discipline Program Examples in Vermont by Ensuring Accurate and Timely Reporting of School Discipline Data.