

PRESENTATION

# REALD

## Service Equity



 Oregon Department  
of Human Services  
AGING & PEOPLE WITH DISABILITIES



# Welcome!



Turn your camera on if you have the technical capability to do so



Mute yourself if you are not speaking/sharing



The chat box will be monitored, please share in whatever ways work best for you



If you would like to speak/share, please “raise your hand” or indicate so in the chat box



Use the “reactions” to provide quick information and indicate you are following the discussion





# Community Agreements



Be present during the meeting. Participate, listen, focus.



Default to inquiry over judgement/defensiveness.



Be respectful in our language and interactions.



Step back if you are a talker, lean in if you are more quiet.



Self-care. Commit to taking care of yourself.



Let people complete their thoughts. Do not interrupt.

# Topics included in this module:



Diversity within older  
adult and disability  
populations

Service Equity



Impacts to Service  
Equity

How REALD Data  
Can Be Used



## What is REALD?

- REALD stands for Race, Ethnicity, Language, and Disability.
- Demographic data standard that was initiated by Oregon community leaders
  - Previous data categories were overly broad and sometimes overlooked whole groups of people.
- REALD standards became law with the passage of HB2134 (2013) and part of ODHS policy in 2020



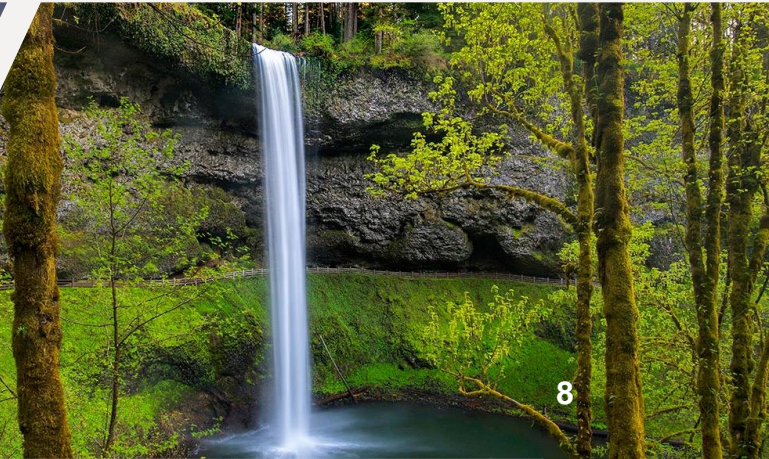


## Why REALD?

- Legal requirement
- Identifies avoidable inequities because of implicit bias, racism, disablism, and lack of language access
- Addresses unique inequities that occur at the intersections of race, ethnicity, language, and disability
- To better identify, understand, and develop culturally specific and accessible services in partnership with the communities we are here to serve

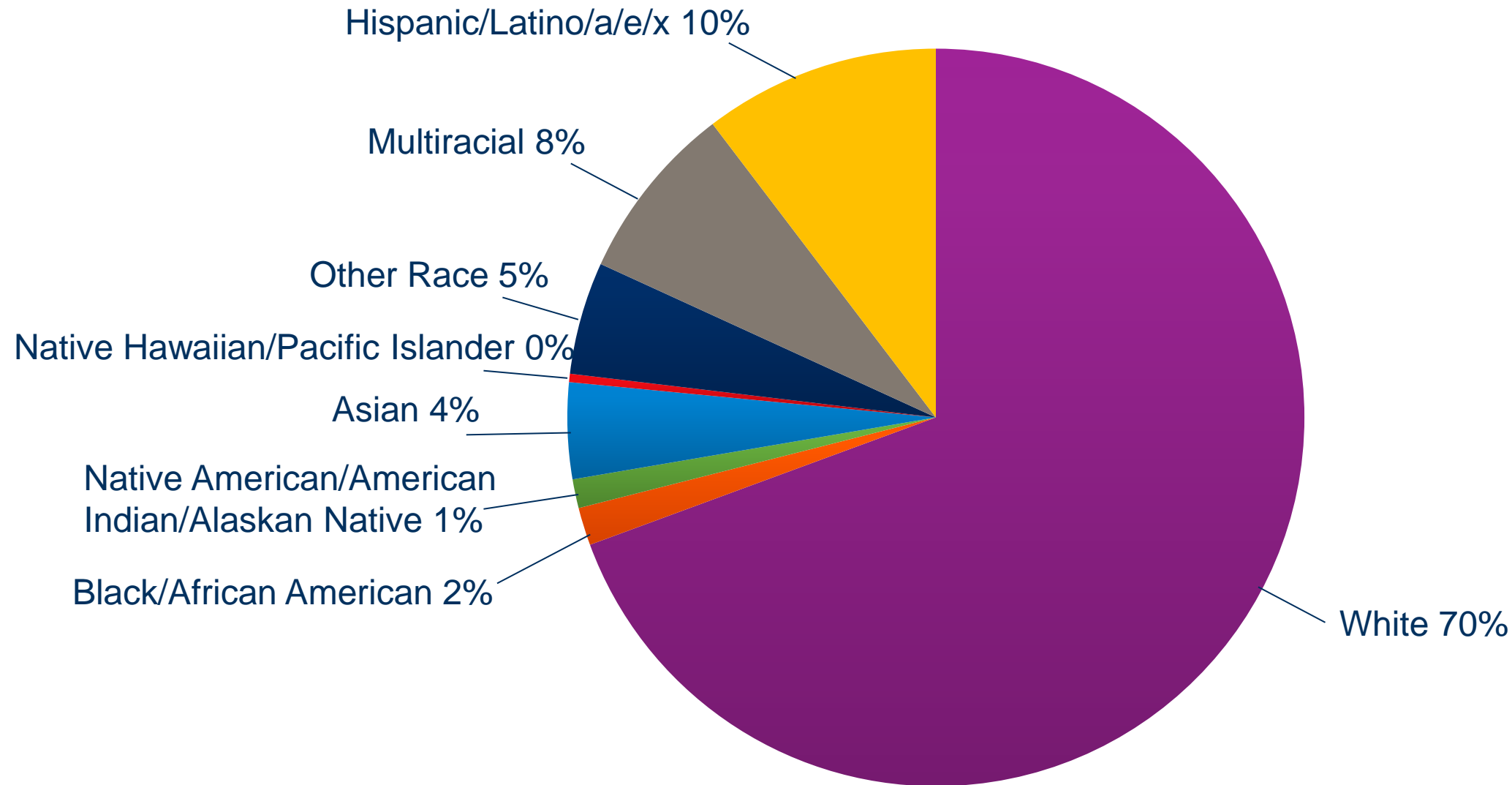


**Oregon's population is becoming more diverse...**



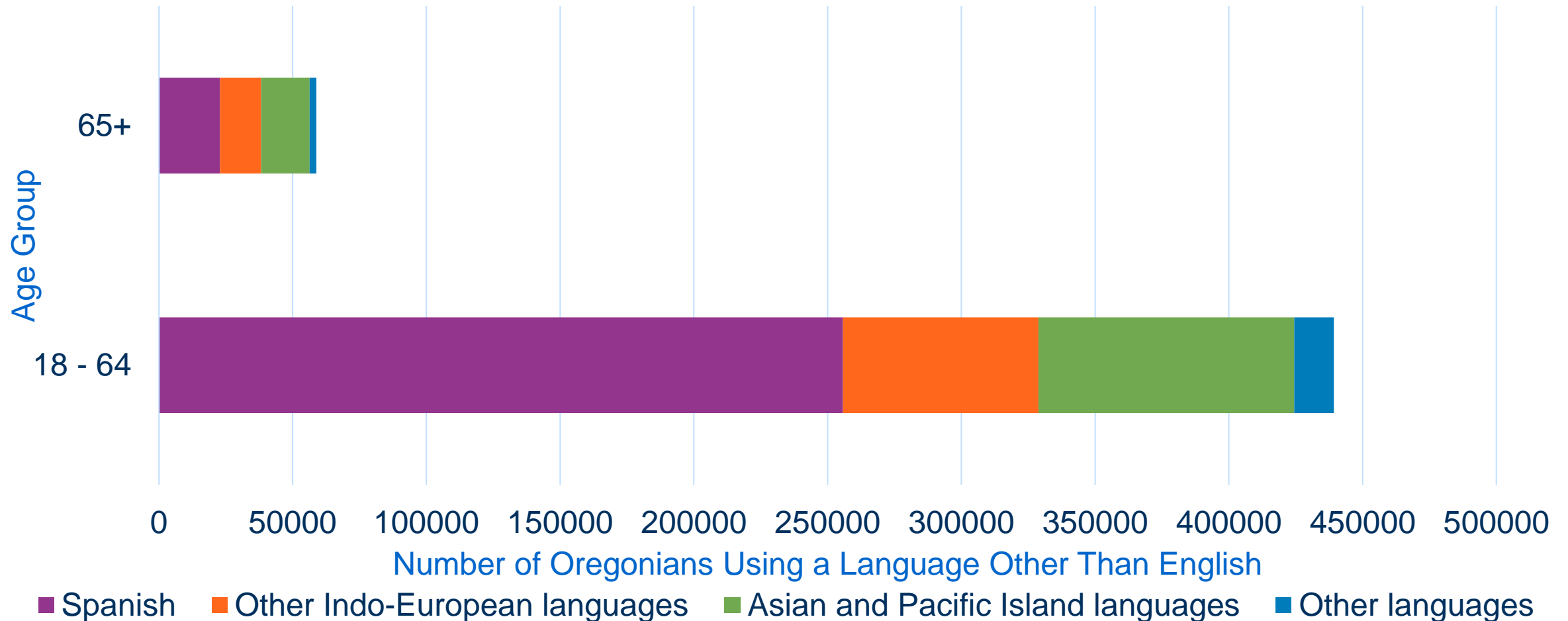


# Race & Ethnicity of Adults in Oregon (ages 18+)



2020 Census

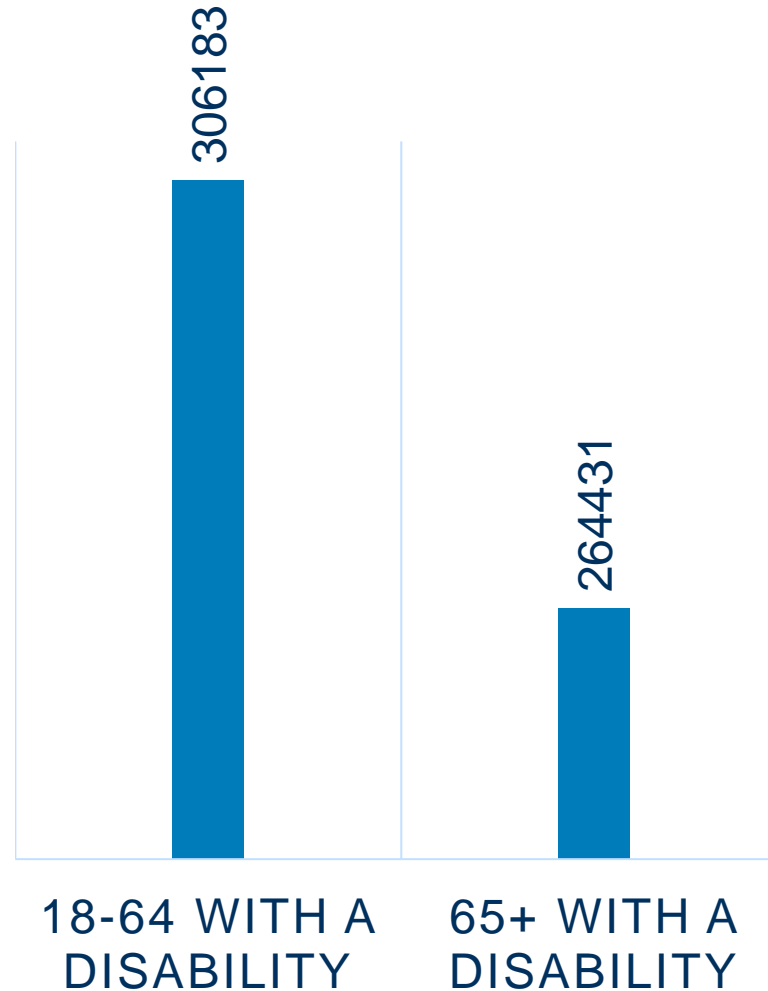
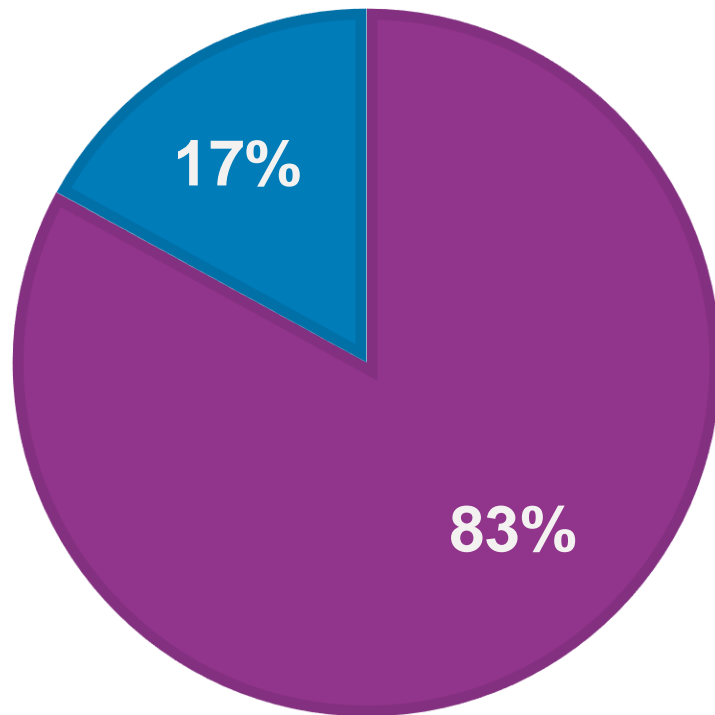
# Languages other than English by Adults in Oregon



# Disability Status of Adults in Oregon (ages 18+)

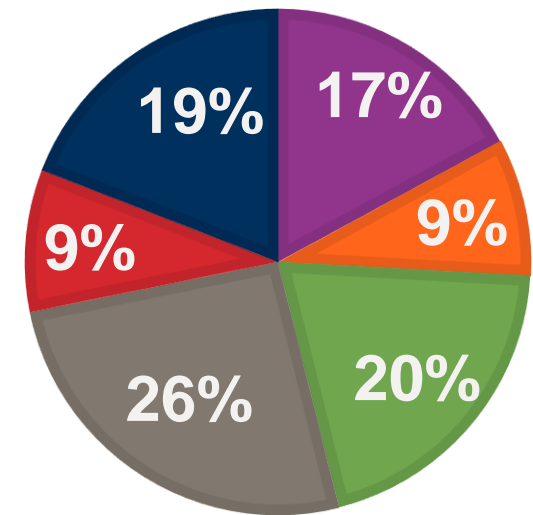
## % OF OVERALL POPULATION

- Without a Disability
- With a Disability



## DISABILITY TYPE

- Hearing Difficulty
- Vision Difficulty
- Cognitive Difficulty
- Ambulatory Difficulty
- Self-care Difficulty
- Independent Living Difficulty

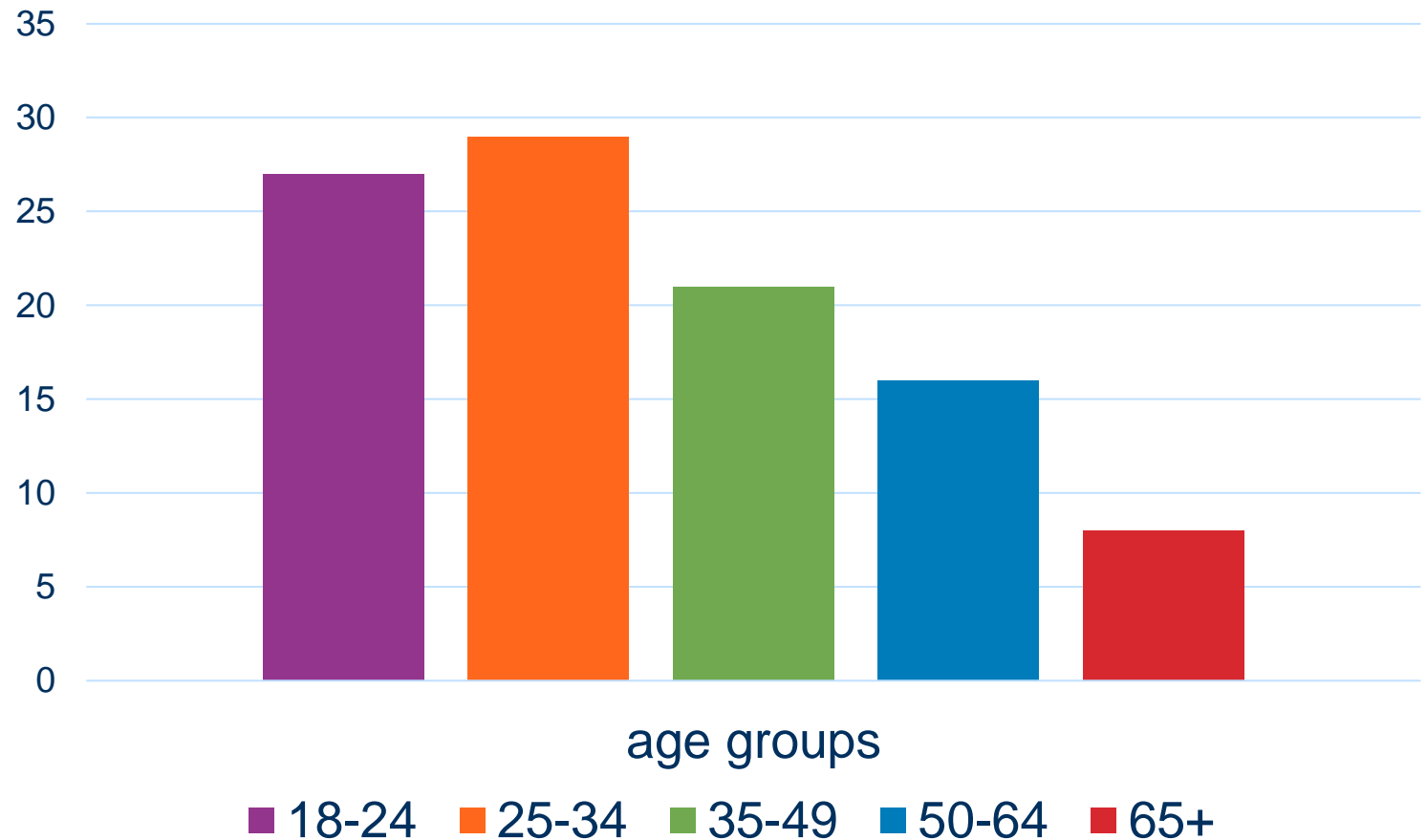


# Sexual Orientation, Gender Identity and Expression

**5.6%**

of Oregon's total population identifies as LGBT

Percent (%) of age group identifying as LGBT



LGBT Demographic Data Interactive.  
(January 2019).  
Los Angeles, CA: The Williams  
Institute, UCLA School of Law.



## Intersectionality:

Coined by Professor Kimberlé Crenshaw in 1989, this term describes the ways in which race, class, gender, and other aspects of our identity “intersect” overlap and interact with one another, informing the way in which individuals simultaneously experience oppression and privilege in their daily lives interpersonally and systemically. Intersectionality promotes the idea that aspects of our identity do not work in a silo. Intersectionality, then, provides a basis for understanding how these individual identity markers work with one another.



## Equality



## Equity



# Definitions: Equity

- ❖ An ideal, a goal
- ❖ Everyone has the resources they need to succeed
- ❖ Fair and just distribution of resources
- ❖ Just decision-making and involvement processes, leading to greater shared power and involvement of communities most affected



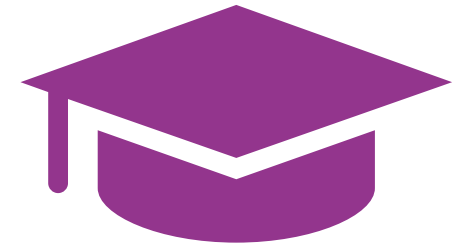
# Definition: Service Equity

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Programs, services, and supports are designed, improved and provided to Oregonians through an understanding and acknowledgement of historic inequities, current disparities and individual experiences.







What impacts Service Equity?

# Policy and Procedure

## Examples:

- Treaties with Tribal Nations
- Older Americans Act
- Americans with Disabilities Act
- Chinese Exclusion Act
- Japanese Internment Camps in Oregon
- Braceros and Repatriation
- Civil Rights Act
- Suffrage



Top: Bracero Workers during WWII

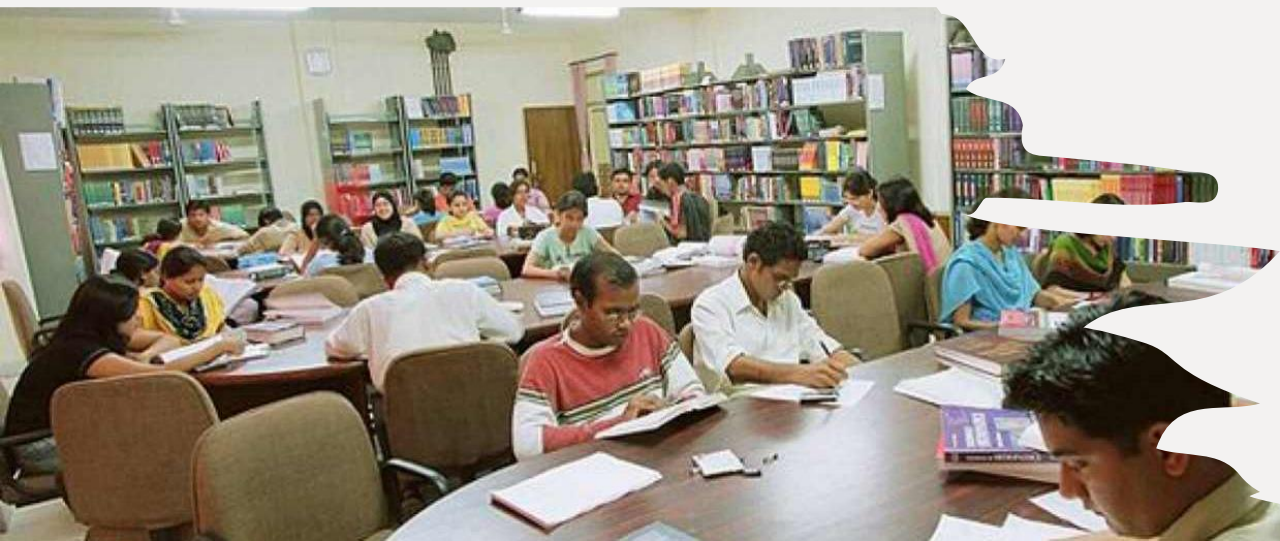
Bottom Left: Chinese Oregonians during the Exclusion Era

Bottom Right: Japanese Oregonians bound for Internment camps in Ontario



# Trauma

- Historical
- Individual
- Collective
- Vicarious



# Education



## Food Access



# Housing



# Infrastructure



The background of the slide is a collage of US currency. It features several \$5 bills, \$20 bills, and \$100 bills, along with various coins including quarters, dimes, and nickels. The text "Socioeconomic Status" is overlaid in the center in a white, serif font.

# Socioeconomic Status



# How REALD Data Can be Used

## Identify

- Cultural practices of an Oregonian we are serving
- Unique caregiving preferences for an Oregonian
- Support systems and natural supports

## Understand

- Better understand and avoid triggers or re-traumatization

## Improve

- Internal systems by identifying gaps in service delivery

# Person-Centered Approach

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Recognizes individuals, acknowledges the whole person, and supports choice and self-direction.



Graphic from Charting the Life  
Course: <https://www.lifecoursetools.com/lifecourse-library/foundational-tools/>

The way we  
ask the  
questions  
determines  
the responses  
we receive

- Ask questions respectfully and from a place of positivity.
- Be genuine. Consumers can hear when we are inauthentic.

# Considerations when Asking the Questions



Control your reactions and potential biases.  
Demonstrate humility.



If confronted with negativism, remain positive and adapt.



Be aware of your triggers.  
Manage your verbal and non-verbal communication.  
Pause.

# REALD responses are self- reported



Encourages consumers to use their own words to describe themselves.



Keeps individuals from feeling like they need to fit into a box.



The option to decline to respond or answer a specific question gives consumers some control.

# Remember:

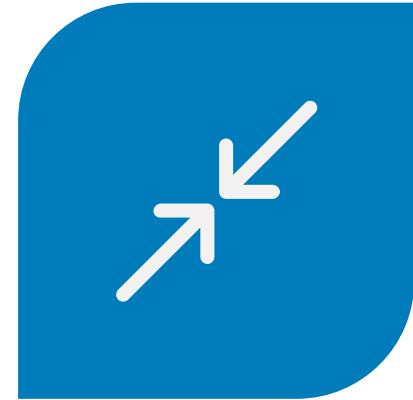
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**ASK QUESTIONS IN A  
CONVERSATIONAL WAY.**



**WHEN YOU LISTEN AND  
ASK QUESTIONS BASED  
ON WHAT YOU HEAR, YOU  
CREATE A CONNECTION.**



**CHANGE YOUR  
PERSPECTIVE.**



Questions?

# REALD Data Collection

Collecting Quality Data  
Asking REALD Questions





# Collecting Quality Data

**Why do we collect granular race, ethnicity, language and disability data?**

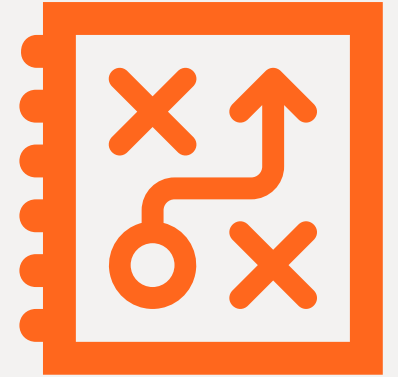
- Identify subgroups who experience inequities
- Discover the causes and magnitude of inequities
- Implement focused responses
- Understand change over time



# Collecting Quality Data

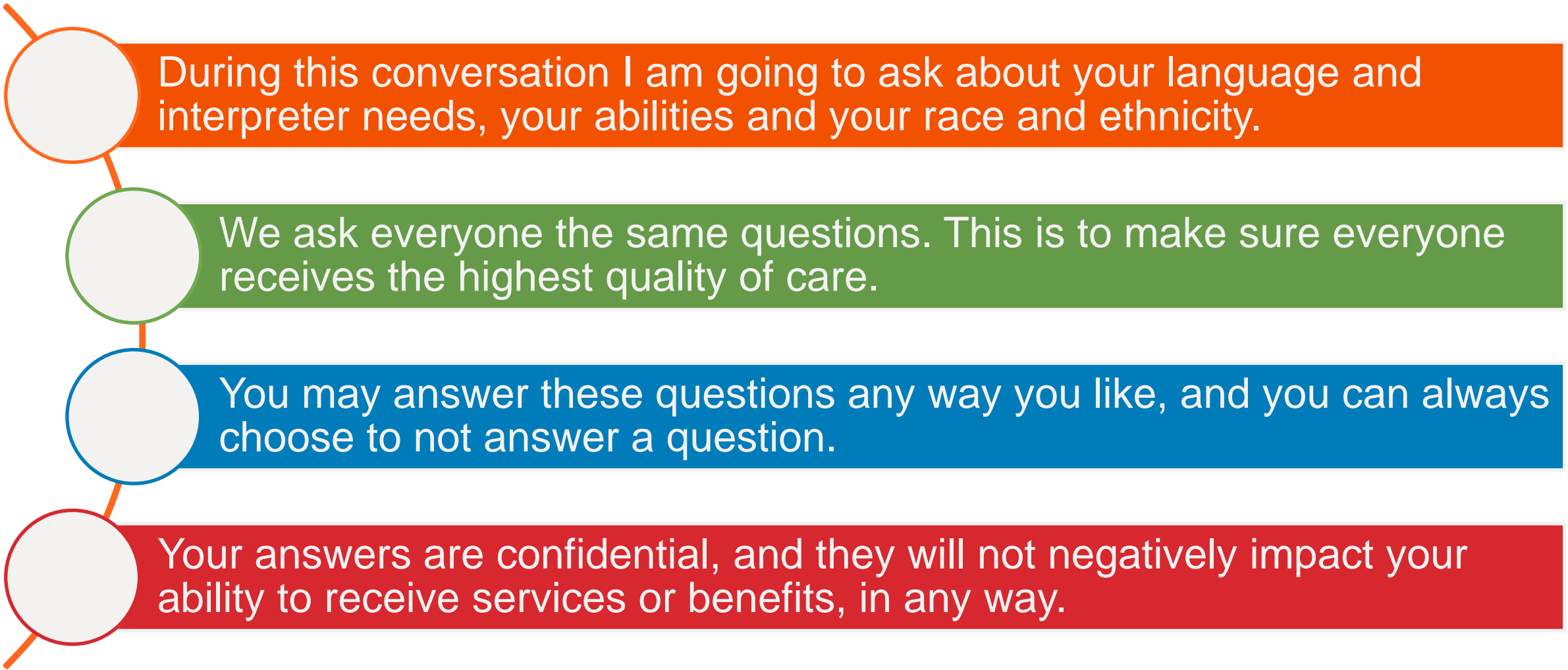
## How do we ask the questions well?

- Accessible questions (multiple languages, interpreters, etc.)
- Consistent wording of questions
- Consistent categories
- Collecting and recording valid responses



# Collecting Quality Data

## REALD Disclosure



During this conversation I am going to ask about your language and interpreter needs, your abilities and your race and ethnicity.

We ask everyone the same questions. This is to make sure everyone receives the highest quality of care.

You may answer these questions any way you like, and you can always choose to not answer a question.

Your answers are confidential, and they will not negatively impact your ability to receive services or benefits, in any way.





# Language Questions Interpreter Support

- Do you need an interpreter for us to communicate?
- What type of interpreter do you prefer?
- How well do you speak English?
- (Arrange appropriate interpreter services if requested)

# Race & Ethnicity Question

“How do you identify your race, ethnicity, tribal affiliation, country of origin, or ancestry?”

- Open ended...



# Race and Ethnicity Questions

Here are some more specific categories. Which of these describe your racial or ethnic identity? You may choose more than one (Read these options):

American  
Indian or  
Alaska Native

Asian

Black or African  
American

Hispanic or  
Latinx

Middle Eastern  
or North African

Native  
Hawaiian or  
Pacific Islander

White

Other

Don't Know

Don't want to  
answer

## — Race and Ethnicity Questions

If the respondent's choice is **American Indian or Alaska Native**, ask "More specifically, do you identify as...?"

- American Indian
- Alaska Native
- Canadian Inuit
- Metis or First Nation
- Indigenous Mexican
- Central or South American



## — Race and Ethnicity Questions

If the respondent's choice is **Asian**, ask "More specifically, do you identify as...?"

- Asian Indian
- Cambodian
- Chinese
- Communities of Myanmar
- Filipino/a
- Hmong
- Japanese
- Korean
- Laotian
- South Asian
- Vietnamese
- Other Asian

## — Race and Ethnicity Questions

If the respondent's choice is **Black or African American**, ask "More specifically, do you identify as...?":

- African American
- Afro-Caribbean
- Ethiopian
- Somali
- Other African
- Other Black

## — Race and Ethnicity Questions

If the respondent's choice is **Hispanic and Latina/o/x**, ask "More specifically, do you identify as...?":

- Central American
- Mexican
- South American
- Other Hispanic or Latino/a/x

## — Race and Ethnicity Questions

If the respondent's choice is **Native Hawaiian or Pacific Islander**, ask "More specifically, do you identify as...?":

- Guamanian
- Chamoru (Chamorro)
- Marshallese
- Communities of the Micronesian Region
- Native Hawaiian
- Samoan
- Other Pacific Islander

## — Race and Ethnicity Questions

If the respondent's choice is **Middle Eastern or North African**, ask "More specifically, do you identify as...?":

- Middle Eastern
- North African

## — Race and Ethnicity Questions

If the respondent's choice is **White**, ask "More specifically, do you identify as...?"

- Eastern European
- Slavic
- Western European
- Other White

## — Race and Ethnicity Questions

If the respondent provides a **different response**, it should be recorded under "Other Categories"

- Don't know
- Don't want to answer
- Other (please list): \_\_\_\_\_

## — Race and Ethnicity Questions

If the respondent mentions **multiple race** categories, ask "Is there one race/ethnicity you think of as your *primary* racial or ethnic identity?"

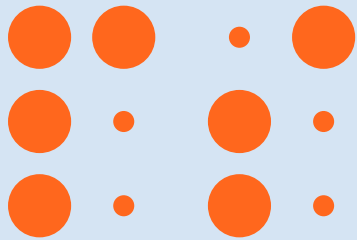
- Yes
- I identify as Biracial/Multiracial
- I don't have just one primary identity
- Don't know
- Don't want to answer



# Functional Ability Questions For Everyone:



Are you deaf or do you have serious difficulty hearing? (If yes, "At what age did this condition begin?")



Are you blind or do you have serious difficulty seeing even when wearing glasses? (If yes, "At what age did this condition begin?")

# Functional Ability Questions For Ages 5+



Do you have serious difficulty walking or climbing stairs? (If yes, "At what age did this condition begin?")

Because of a physical, mental or emotional condition, do you have serious difficulty concentrating, remembering, or making decisions? (If yes, "At what age did this condition begin?")

# Functional Ability Questions For Ages 5+

Do you have serious difficulty dressing or bathing? (If yes, "At what age did this condition begin?")

Do you have serious difficulty learning how to do things most people your age can learn? (If yes, "At what age did this condition begin?")



# Functional Ability Questions For Ages 5+

Using your usual or customary language, do you have serious difficulty communicating? For example, difficulty understanding or being understood by others? (If yes, "At what age did this condition begin?")



# Functional Ability Questions For Ages 15+

Because of a physical, mental, or emotional condition, do you have serious difficulty doing errands alone such as visiting a doctor's office or shopping? (If yes, "At what age did this condition begin?")

Do you have serious difficulty with the following: mood, intense feelings, controlling your/their behavior, or experiencing delusions or hallucinations? (If yes, "At what age did this condition begin?")



# GetCare

Let's take a brief look at the layout of the questions in GetCare.

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The screenshot shows the top header of the ADRC website. On the left is the State of Oregon seal, and on the right is the ADRC logo with the text "Aging and Disability Resource Connection of OREGON". Below the header is a dark blue banner with white text: "If you have a current User ID and Password, please log in here. Currently only DHS and ADRC employees have access to log in here." The main content area is a dark blue rounded rectangle containing a login form with two input fields labeled "Username:" and "Password:", and a "Login" button. At the bottom left of this area is a link for "Consumer Site". At the bottom right is the logo for RTZ Systems.

**ADRC**  
Aging and Disability  
Resource Connection  
of OREGON

**If you have a current User ID and Password, please log in here. Currently only DHS and ADRC employees have access to log in here.**

**Username:**

**Password:**

**Login**

[Consumer Site](#)

 by RTZ Systems

# Breakout session

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- Opportunity to practice
- Pair up. One person will role-play staff and the other person will be consumer.
- Switch!
- Choose one person to report out on how it went



# What's Next

**GetCare Technical  
Training and Office Hours**  
[CSSU Training Calendar](#)

Questions?  
Contact Community Services  
and Support (CSSU) Team  
[SUA.Email@dhsoha.state.or.us](mailto:SUA.Email@dhsoha.state.or.us)

**Links to resources/materials**  
[OHA Office of Equity and Inclusion REALD  
Implementation](#)

[Additional REALD and SOGI Information](#)