

Using Race, Ethnicity, Language & Disability (REALD) Data to Advance Health Equity

November 20, 2020

While we wait to get started...

- We are recording this webinar.
- To access captioning, click on **captions – show subtitles**.
- For ASL interpreter access, you can “pin” the video on your screen to keep the interpreter view at all times.
- Private chat to Tom Cogswell if you are having technical challenges.
- If your name is not visible / clear, please rename yourself for clarity if possible.

Oregon
Health
Authority

Welcome and structure for today

- Introductions
 - Tom Cogswell, OHA Transformation Center: THOMAS.COGSWELL@dhsoha.state.or.us
 - Marjorie McGee, Ph.D., OHA Equity and Inclusion Division: MARJORIE.G.MCGEE@dhsoha.state.or.us
- Structure: Brief Q & A after each section (use Chatbox)

REALD Learning (webinar) Series:

- 10/9/2020: REALD 101 – Introduction – What and Why*
- 10/14/2020: Implementing New REALD Data Collection for Providers*
- 10/16/2020: How to ask the questions*
- 11/10/2020: Implementing REALD for Providers: Updates and FAQs
- **11/20/2020 (today): Using REALD Data to Advance Health Equity**
- TBD – December: Cleaning the REALD data

*Webinar registration, materials/recordings:

<https://www.oregon.gov/oha/OEI/Pages/REALD.aspx>

Learning objectives and caveats

Learning objective

- Understand the utility of the REALD data elements to identify and address inequities

Next webinar will go into details on how to set up the data to do these analyses.

Caveats

- Data examples are from the 2014-18 ACS PUMS data unless otherwise specified.
 - The data is relatively “clean.” (The ACS did their own imputations for missingness, etc.)
 - Many of the disaggregated race/ethnicity categories in REALD were imputed.
 - The “outcome” variables selected were based on role of SDOH in health outcomes – including COVID.

How to make REALD work for you...

- At a **demographic (community) level**:
 - Identify inequities (between/within/intersectionally)
 - Address inequities through community action, policy and legislative efforts
 - Make the case for additional resources and funds needed to effectively address inequities
 - Determine who are being served or surveyed
 - Ensure effective interpreter (spoken) and translation (written) services
 - Develop culturally specific and accessible programs, services and materials (such as health education materials and survey tools)
 - Determine if certain groups of people are underserved

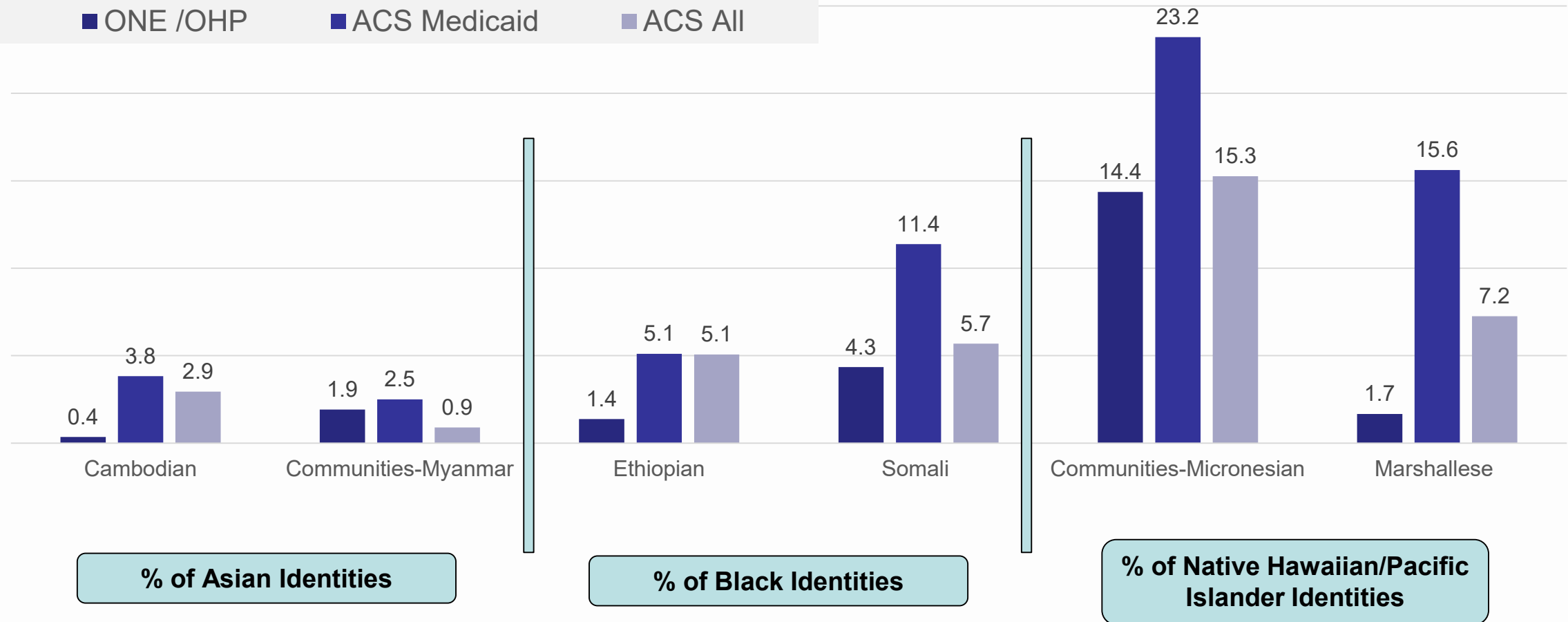
Starting with the question...

- What do you want to know?
 - Do you have what you need to answer the question?
 - Is the data good enough to answer the question?
- For today:
 - Want to show different ways of examining the same variables
 - Will show when a deeper dive could be helpful

Question: Emerging populations

- What do you want to know?
 - Which “emerging” populations were masked by original REALD categories?
- Do you have what you need to answer the question?
 - Race/Ethnicity variables: Reopen HomeLangS, SpokLang, WritLang (ACS & ONE/OHP)
 - REALD template items:
 - Q1 – How do you identify your race, ethnicity, tribal affiliation, country of origin, or ancestry?
 - Q4a (primary language), 4b (preferred spoken), 4c (preferred written)
- Is the data good enough to answer the question?

Emerging populations

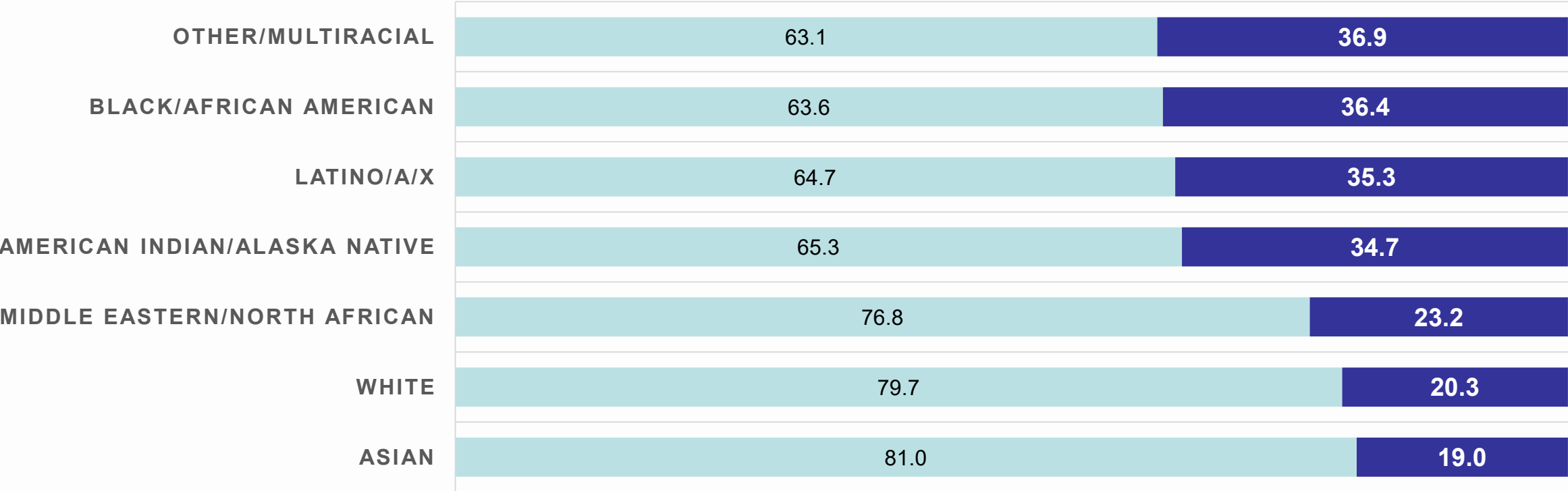


Question: Poverty and race/ethnicity

- What do you want to know?
 - Which groups are most likely to be under 139% of federal poverty levels (FPL)?
 - Who are masked when using aggregated identities?
- Do you have what you need to answer the question?
 - Race/ethnicity variables: Recat (note - using identities and not primary race) (ACS)
 - REALD template item Q2 – Disaggregated race/ethnicity categories
- Is the data good enough to answer the question?

Poverty by aggregate identities

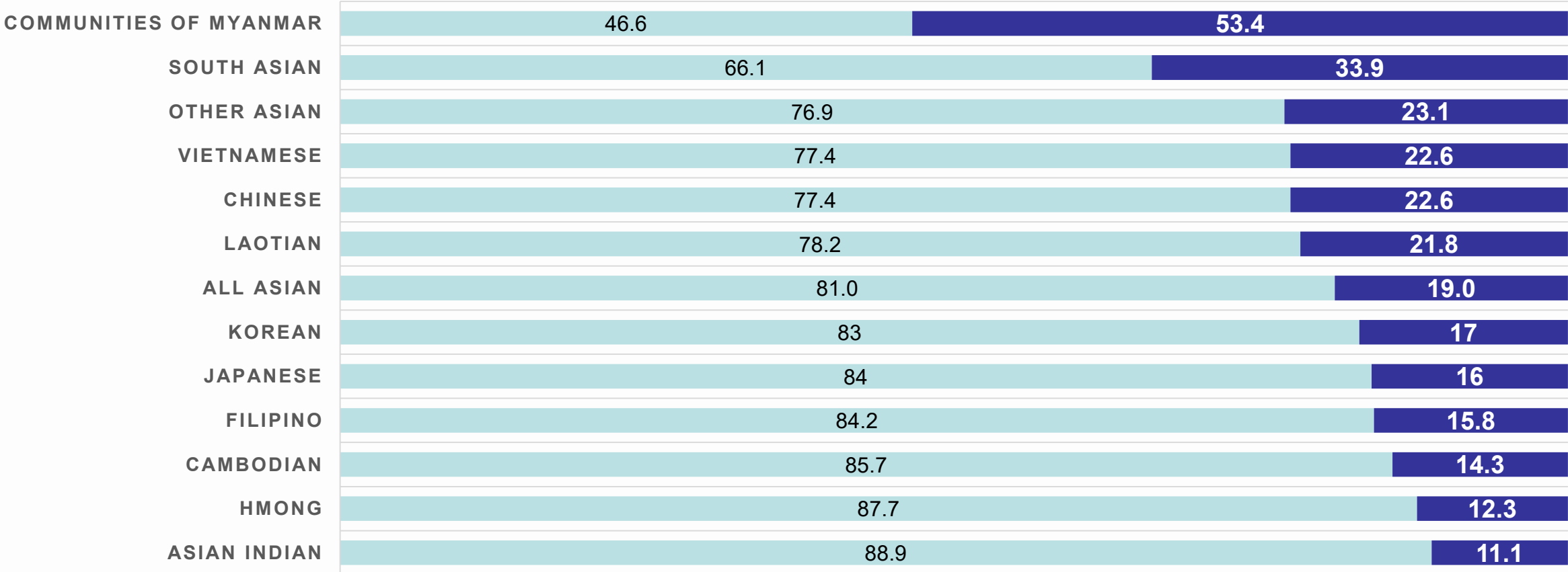
Over 138% FPL Under 139% FPL



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Poverty: Deeper dive among Asian identities

Over 138% FPL Under 139% FPL

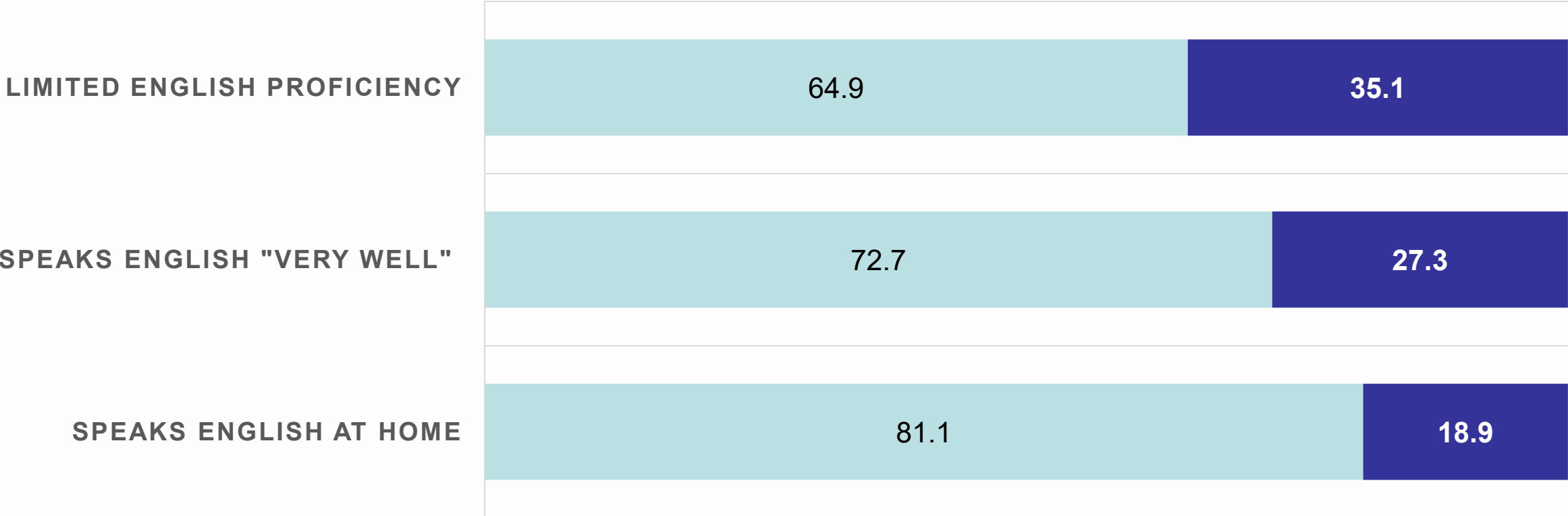


Question: Poverty and language

- What do you want to know?
 - What are the % of poverty (139% FPL) by home language and English proficiency status?
- Do you have what you need to answer the question?
 - Language variables: Language: PrefLang; ENG; POVPIP (ACS)
 - REALD template items: Q4a (primary language), Q6 (English proficiency)
- Is the data good enough to answer the question?

Poverty by home language and English proficiency

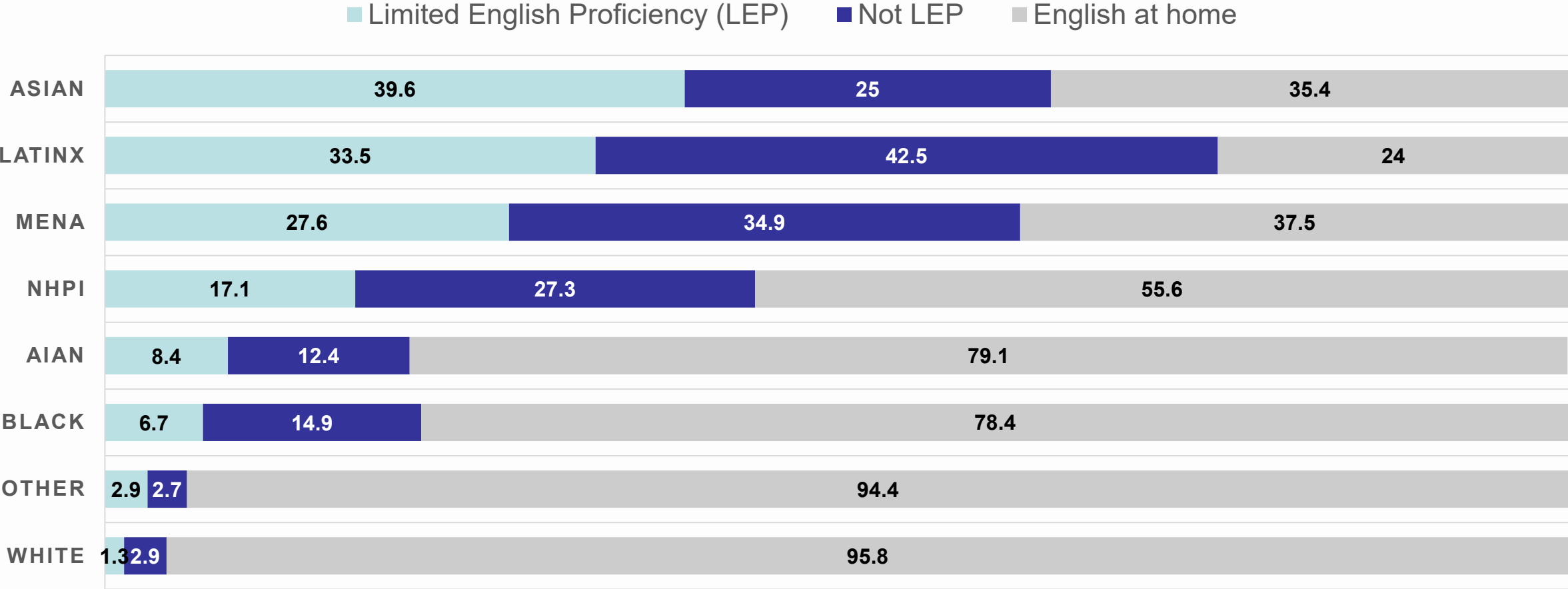
■ 139% FPL + ■ Under 139% FPL



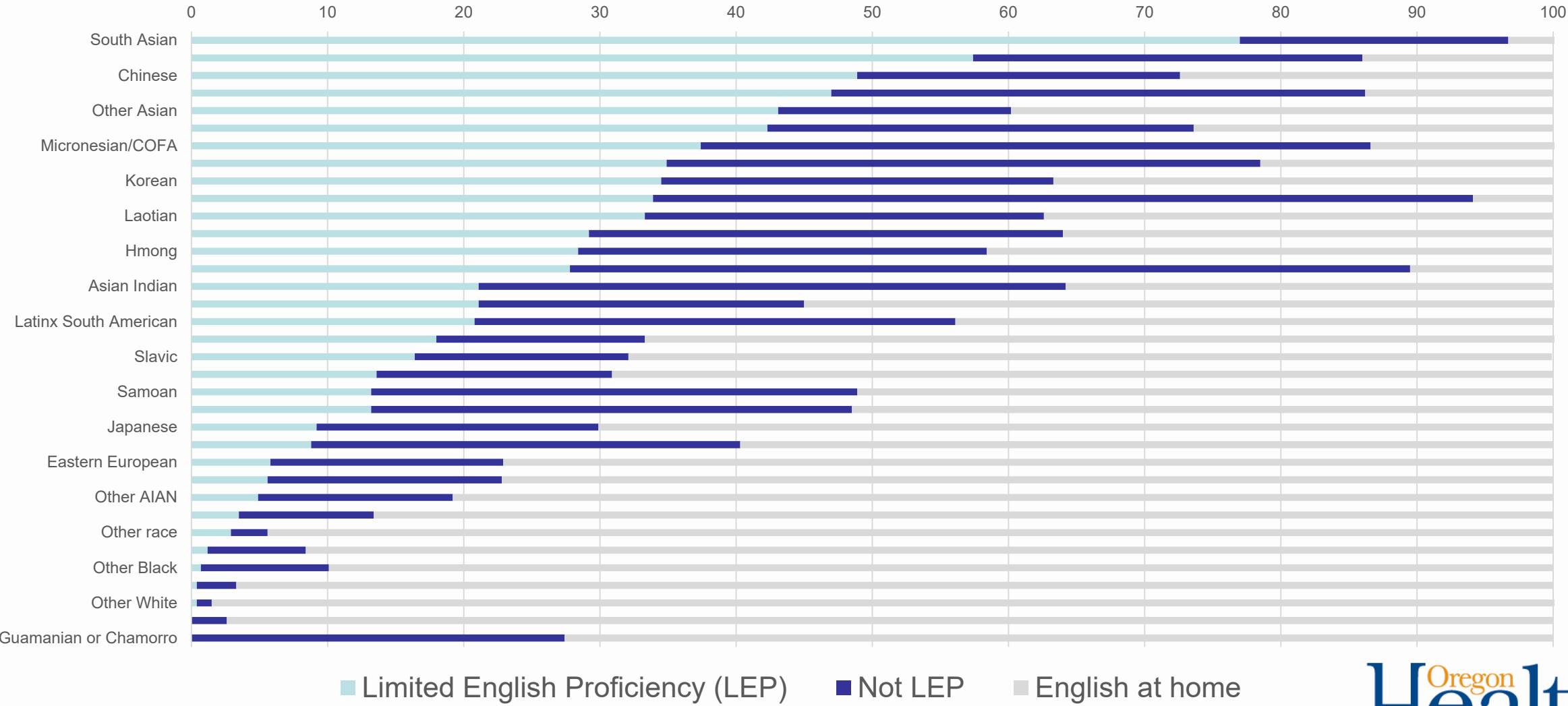
Question: English proficiency and race

- What do you want to know?
 - What is the profile of Oregonians by English proficiency and primary race (aggregated and disaggregated)?
- Do you have what you need to answer the question?
 - Variables: PriREcd; ENG (ACS)
 - REALD template items: Q3, Q6
- Is the data good enough to answer the question?

English proficiency by primary race (aggregated)



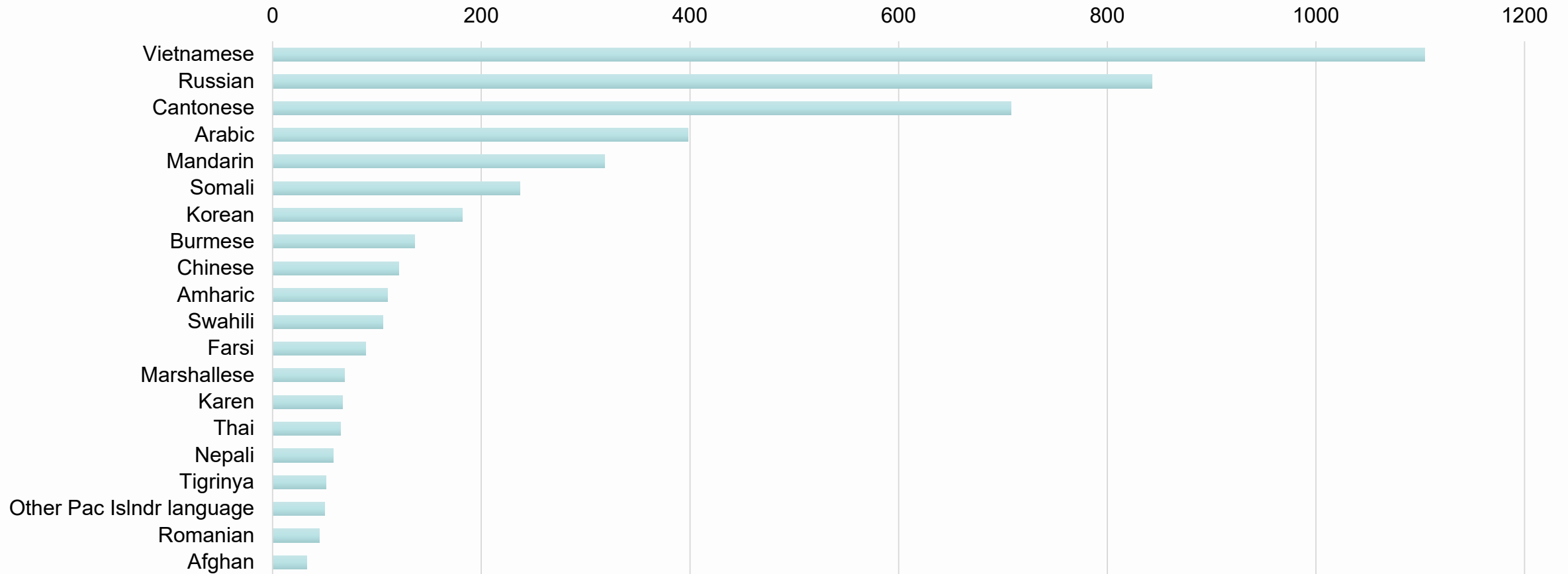
English proficiency by primary race (disaggregated)



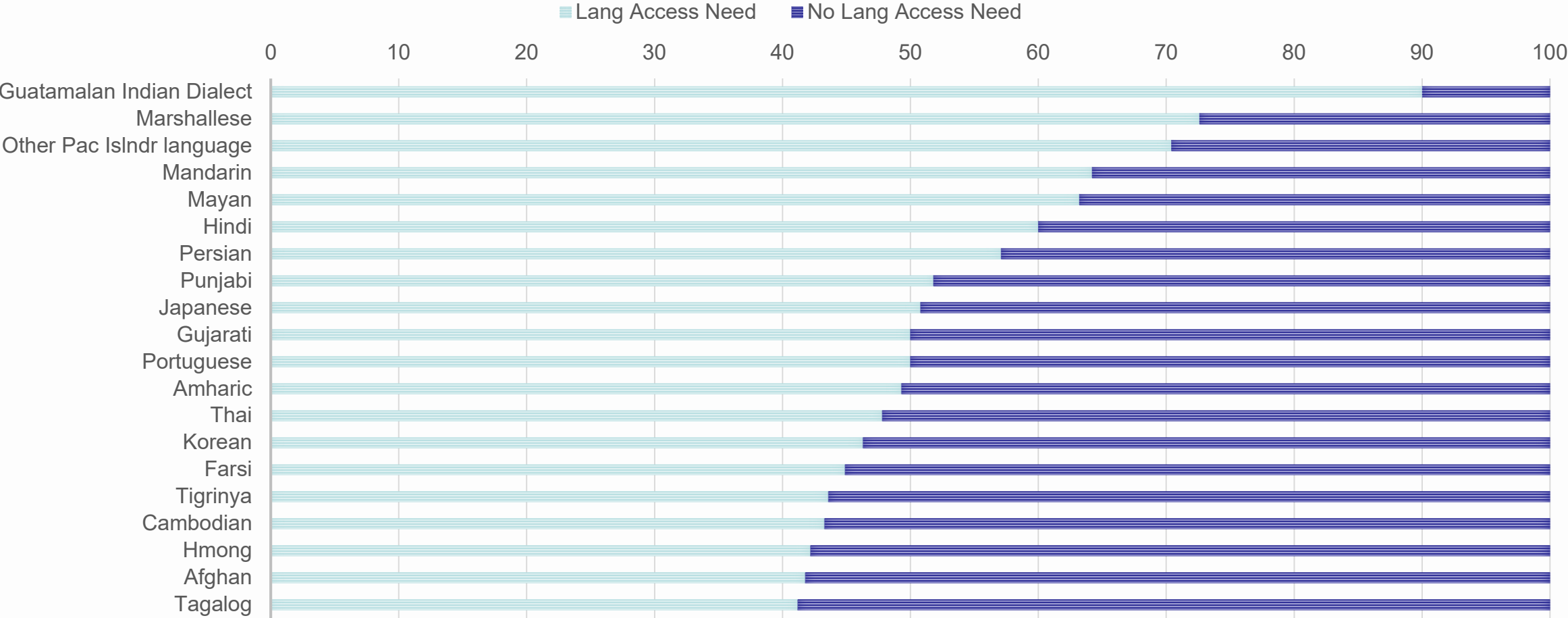
Question: Language access needs

- What do you want to know?
 - Excluding Spanish speakers, what are the top 20 language groups with access needs?
 - Which groups have highest language access needs?
- Do you have what you need to answer the question?
 - Variables: SpokLang, WritLang; ENG, Interp (ONE/OHP)
 - REALD template items: Created composite variables
 - Preferred language from combination of 4b, 4c
 - LEPdiMod category using PrefLang, LEPdi, InterpN
- Is the data good enough to answer the question?

Top 20 language groups: OHP members with language access needs



Preferred language by access needs

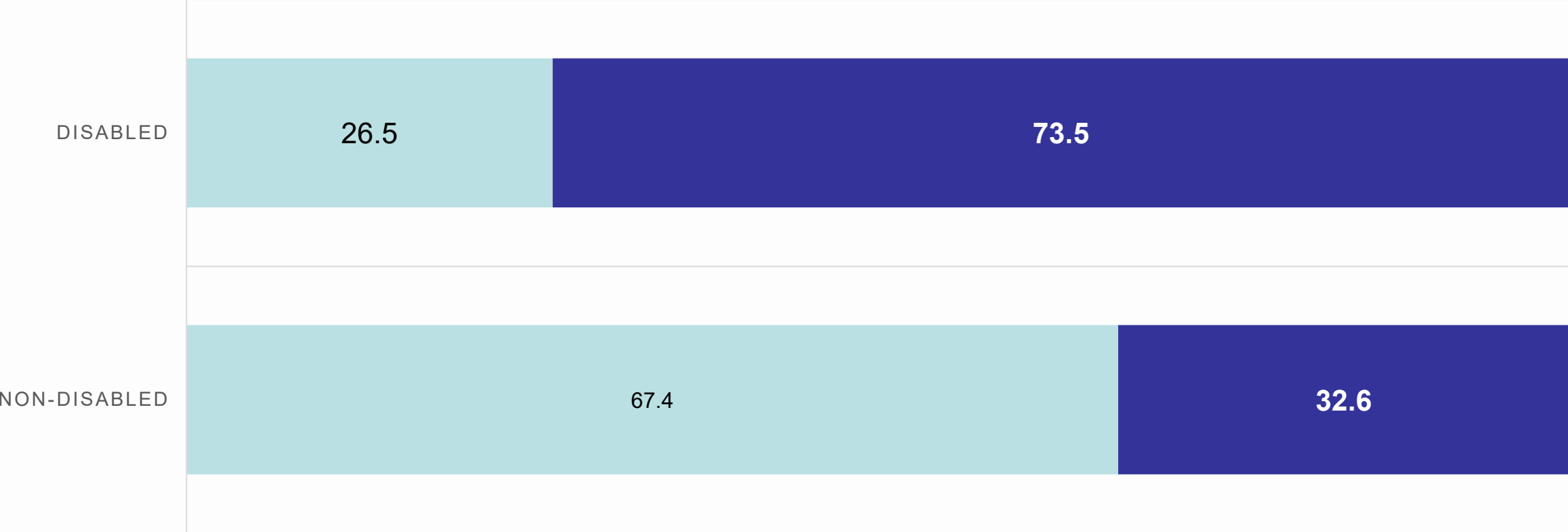


Question: Public assistance and disability

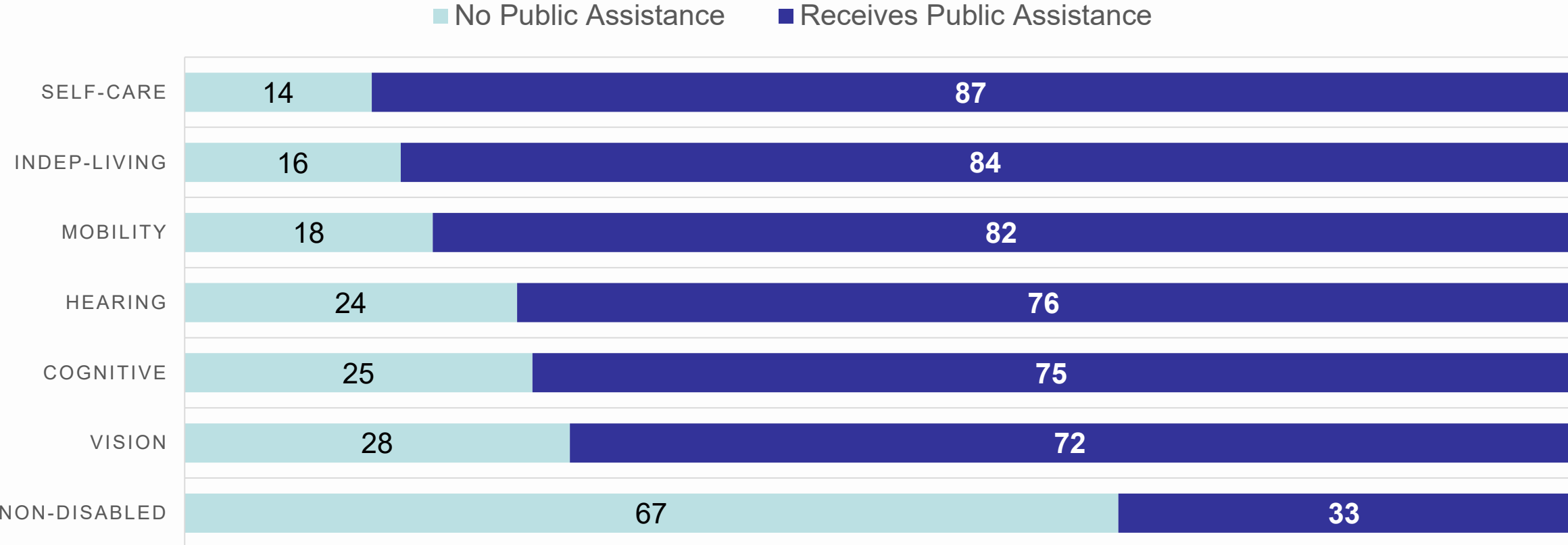
- What do you want to know?
 - How does the profile of people receiving public assistance (e.g., SSI, OHP, food stamps) vary by how the disability variables are handled in analyses?
- Do you have what you need to answer the question?
 - Variables: Calculated field – DA7comp (Composite var); DISdi (dichotomous var) (base vars: DEAR, DEYE, DREM, DPHY, DDRS, DOUT) (ACS)
 - REALD template items: Q7-Q11; Q14 (the other disability variables are not in ACS datasets)
- Is the data good enough to answer the question?

Public assistance by disability

■ No Public Assistance ■ Receives Public Assistance



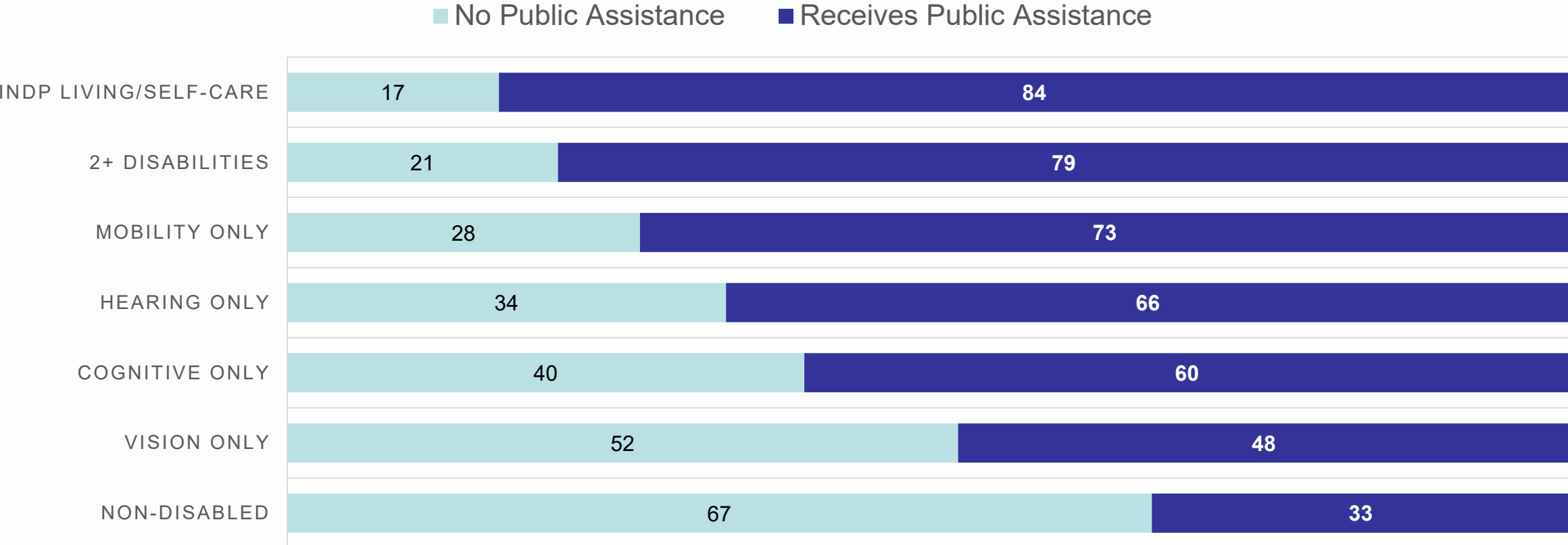
Public assistance by functional limitations



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Public assistance by disability profile variable



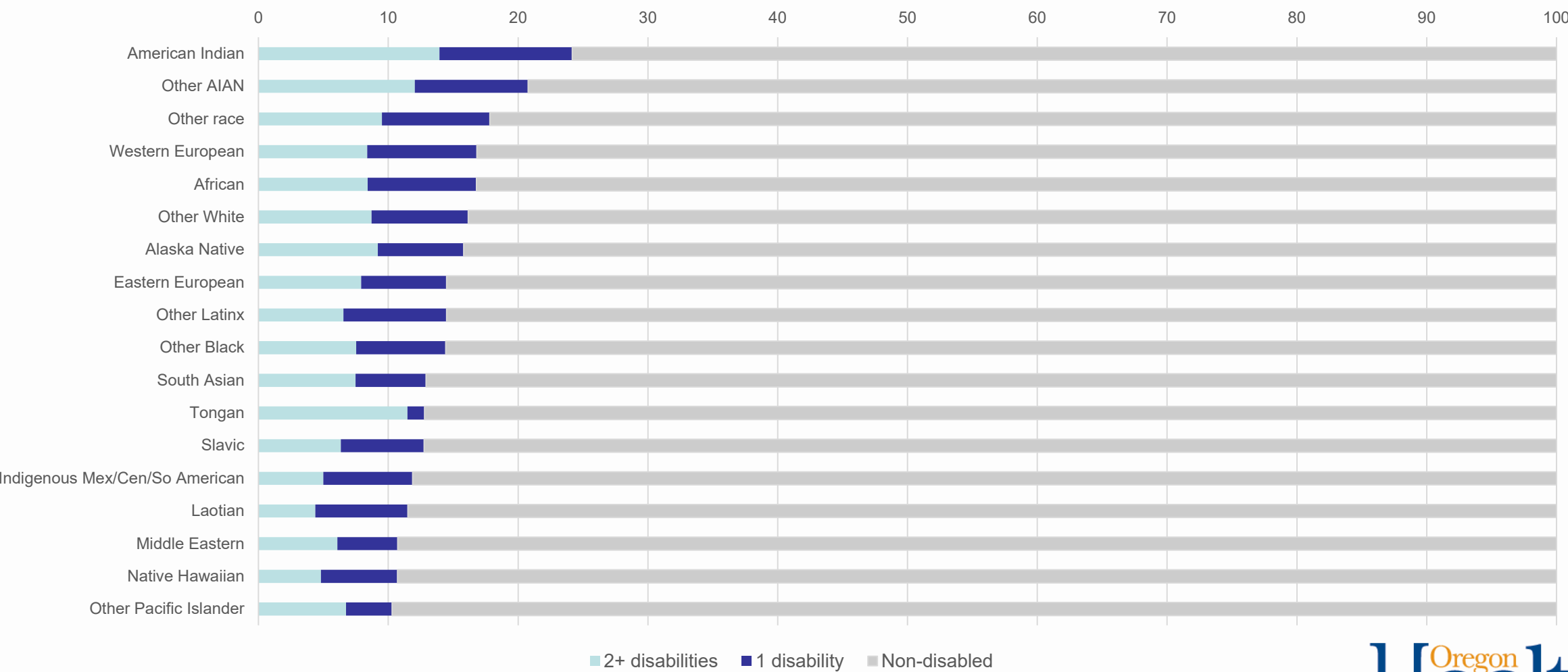
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Question: Race/ethnicity and disability

- What do you want to know?
 - Among which racial/ethnic groups is disability most common?
 - How does that vary by number of disabilities?
- Do you have what you need to answer the question?
 - Variables: Calculated field – DA7comp (Composite var); DISdi (dichotomous var) (base vars: DEAR, DEYE, DREM, DPHY, DDRS, DOUT) (ACS)
 - REALD template items: Q7-Q11; Q14 (the other disability variables are not in ACS datasets)
- Is the data good enough to answer the question?

Intersections: Granular race and disability



Questions

Using REALD Data to Advance Health Equity
(Race, Ethnicity, Language & Disability)