How to Advance Race-Informed Work In Aging Services & Advocacy

June 18, 2019
Webinar Instructions

• All attendees are currently muted, but there will be an opportunity to be unmuted to ask questions at the end of the webinar.
• To ask a question during the Q&A section, click on the raise hand feature.
• When you’ve raised your hand, n4a will then unmute you and you will be able to ask your question out loud.
Speakers

Paula Dressel, Vice President, of JustPartners, Inc.

Timothy Hogues, Commissioner, Erie County Personnel and the Department of Senior Services
HOW TO ADVANCE RACE-INFORMED WORK IN AGING SERVICES & ADVOCACY

PAULA DRESSEL  Race Matters Institute of JustPartners, Inc.
TIMOTHY HOGUES  Commissioner, Erie County, NY
The Context:
The demographics of diversity

The Case:
Why race-informed work is critical for aging organizations

The Challenge:
What can you do?

The Landscape:
Where others are doing it
The Context: The demographics of diversity

The older population is becoming more diverse.

Percent Distribution of the U.S. Population Ages 65 and Older by Race and Ethnicity, 2017, 2030, and 2060

Note: An asterisk denotes non-Hispanic.
The Case: Why race-informed work is critical

Aging services need race-informed policies & practices to address how different groups are “differently situated”.

For example...

![Graph showing the share of population living in other family members' households by age group (percent)](image)

**Older Asians and Hispanics Are Much More Likely to Live with Relatives as They Age**

- Share of Population Living in Other Family Members' Households by Age Group (Percent)

For other family members are relatives other than a spouse or partner. Whites, blacks, and Asian/others are non-Hispanic. Hispanics may be of any race. Data include people living in group quarters.

Source: JCHS tabulations of US Census Bureau, 2012 American Community Survey.
The Case: Why race-informed work is critical

Aging services will benefit from an increasingly diverse pool of providers.

For example...
Racial equity requires targeted universalism

TOOL: Racial Equity Impact Analysis used for both operations & programs
TOOL: Racial Equity Impact Analysis

1. Are the racial/ethnic groups who are affected by the idea at the table?

2. How will the idea affect each group?

3. How will the idea be perceived by each group?

4. Does the idea worsen or ignore existing disparities?

5. Based on the above responses, what revisions are needed in the idea under discussion?
The Challenge: What can you do?

✓ Understand the assets & challenges of different older populations

✓ Use the Racial Equity Impact Analysis to be sure aging programs & services effectively address all elders

✓ Use the Racial Equity Impact Analysis to ensure recruitment of diverse staff (e.g., job ad placement, applicant evaluation)

✓ Pay attention to the hidden problem of unconscious bias in program implementation & staff evaluations/opportunities  
   https://implicit.harvard.edu/implicit/takeatest.html
The Landscape: Where others are doing it

Racial Equity Impact Analysis
The Landscape: Where others are doing it – A closer look at Buffalo, NY

Buffalo is building a new shared future, one with prosperity, equity, and opportunity, on every side of Main Street.

Together, we are tackling the divisions and disparities that hold us all back.

Erie County, NY
Initial racial equity steps

• County sends a critical group of participants to the 4-hour trainings

• County strategic plans then incorporate aspiration of racial equity & use of REIA
Section 1.3

USE OF RACIAL EQUITY IMPACT ANALYSIS

One important way to ensure the efforts outlined in this document create shared opportunities for all Erie County residents is to make use of the Racial Equity Impact Analysis in decision-making. Members of the Greater Buffalo Racial Equity Roundtable, which includes a representative from Erie County, were given the opportunity to train key leaders in their institutions on the use of the Racial Equity Impact Analysis. This tool, developed by the Race Matters Institute of JustPartners, Inc., consists of five simple questions and is used to identify how to alter existing and proposed policies and practices in order to achieve greater results for all groups. Where applicable, Erie County will use the Racial Equity Impact Analysis to guide implementation of the I4SE 2.0 initiatives.

RACIAL EQUITY IMPACT ANALYSIS

1. Are all racial/ethnic groups who are affected by the policy/practice/decision at the table?
2. How will the proposed policy/practice/decision affect each group?
3. How will the proposed policy/practice/decision be perceived by each group?
4. Does the policy/practice/decision worsen or ignore existing disparities?
5. Based on the above responses, what revisions are needed in the policy/practice/decision under discussion?
Erie County Senior Services

✓ Erie County Senior Services Advisory Board
✓ Improved RFP process
✓ New Service Offerings
✓ Advertising opportunities
✓ Professional Development & Career Advancement
✓ When I Started with the Dept. 2014 – One Full-time person of color on staff......2019 – Seven Full-time people of color
Questions?
The older population also has a stake in the well-being of the increasingly diverse child population...
The child population is becoming more diverse.

Figure 3.
Racial and Ethnic Composition of Children Under Age 18
The share of children who are non-Hispanic White is projected to fall from one-half to about one-third by 2060.
(In percent)

- Non-Hispanic White
- Hispanic
- Black
- All others*
- Asian

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2060</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Hispanic White</td>
<td>51.1</td>
<td>36.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>24.9</td>
<td>32.0</td>
</tr>
<tr>
<td>Black</td>
<td>15.1</td>
<td>16.0</td>
</tr>
<tr>
<td>All others*</td>
<td>7.2</td>
<td>13.0</td>
</tr>
<tr>
<td>Asian</td>
<td>5.2</td>
<td>8.1</td>
</tr>
</tbody>
</table>

* The other race group includes children who are American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander, and Two or More Races.
Note: Hispanic is considered an ethnicity, not a race. The percentages do not add to 100 because Hispanics may be any race.
The Case: Children are elders’ family members. It is ultimately anti-family to think of generational well-being separately.
The Case: Generations share households; their well-being is intertwined. In about 1/3 of these arrangements, grandparents are children’s primary caregivers.
The Case: Children are the future workforce whose contributions to Social Security will sustain the system for elders.
The Case: There’s a powerful but often unspoken intergenerational bond that each generation should leave the world a better place for the next generation.
The Challenge: What can you do?

Similar to what we mentioned earlier...

✓ Understand the assets & challenges of different child populations & their family arrangements

✓ Use the Racial Equity Impact Analysis to be sure intergenerational programs & services effectively address all populations

✓ Use the Racial Equity Impact Analysis to ensure recruitment of diverse staff (e.g., job ad placement, applicant evaluation)

✓ Pay attention to the hidden problem of unconscious bias in program implementation, volunteer efforts, & staff evaluations/ opportunities

⇒ https://implicit.harvard.edu/implicit/takeatest.html
EXAMPLES FROM YOUR WORK?

Questions?
Questions?