1. 10:30-10:35  Introductions—All

2. 10:35-10:40  Nutrition Wellness Survey Update—Jess Weiland

3. 10:40-10:50  RHIP Voting Policy—MaCayla Arsenault

4. 10:50-11:55  A3 Development—Sarah Worthington & Steve Strang
   • Target completion date
   • PICK Chart

5. 11:55-12:00  Next Steps/Action Items—Sarah Worthington & Steve Strang

Next Meeting: September 26 from 3:30-5:00pm at PacificSource (Suite 210)
## RHIP Cardiovascular Disease & Diabetes Updated Data

**Green= Target met**

**Orange= Progress**

**Red= Moving in wrong direction**

* This number may be statistically unreliable and should be interpreted with caution.

### Overweight Teens

**8th Grade**

Target: 14%

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>Region</th>
<th>Crook</th>
<th>Deschutes</th>
<th>Jefferson</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>14.8%</td>
<td>16%</td>
<td>15.2%</td>
<td>13.6%</td>
<td>22.6%</td>
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<tr>
<td>2015</td>
<td>15.4%</td>
<td><strong>12.2%</strong>↓</td>
<td>20.4%↑</td>
<td><strong>11.0%</strong>↓</td>
<td>14.3%↓</td>
</tr>
</tbody>
</table>

### 11th Grade

Target: 13%

<table>
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<th>State</th>
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<th>Deschutes</th>
<th>Jefferson</th>
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</thead>
<tbody>
<tr>
<td>2013</td>
<td>13.6%</td>
<td>14%</td>
<td>10.6%</td>
<td>12.8%</td>
<td>20.5%</td>
</tr>
<tr>
<td>2015</td>
<td>15.4%</td>
<td><strong>13.8%</strong>↓</td>
<td><strong>17.4%</strong>↑</td>
<td><strong>12.8%</strong>↑</td>
<td><strong>18.7%</strong>↓</td>
</tr>
</tbody>
</table>

### Adult Smoking

Target: 16%

<table>
<thead>
<tr>
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<th>State</th>
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<th>Deschutes</th>
<th>Jefferson</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>19.0%</td>
<td>16%</td>
<td>31.0%</td>
<td>16.3%</td>
<td>24.1%</td>
</tr>
<tr>
<td>2015</td>
<td>17.9%</td>
<td><strong>18.0%</strong>↑</td>
<td><strong>26.3%</strong>↓</td>
<td><strong>17.3%</strong>↑</td>
<td><strong>12.7%</strong>↓</td>
</tr>
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</table>

### Teen Smoking

**8th Grade**

Target: 3%

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<th>Jefferson</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>4.1%</td>
<td>6%</td>
<td>8.9%</td>
<td>5.0%</td>
<td>4.9%</td>
</tr>
<tr>
<td>2015</td>
<td>4.3%</td>
<td><strong>3.7%</strong>↓</td>
<td>3.1%↓</td>
<td><strong>3.5%</strong>↓</td>
<td><strong>5.8%</strong>↑</td>
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### 11th Grade

Target: 9%

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<th>Jefferson</th>
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</thead>
<tbody>
<tr>
<td>2013</td>
<td>9.4%</td>
<td>12%</td>
<td>16.8%</td>
<td>10.7%</td>
<td>12.3%</td>
</tr>
<tr>
<td>2015</td>
<td>8.8%</td>
<td><strong>4.5%</strong>↓</td>
<td>9.2%↓</td>
<td><strong>3.4%</strong>↓</td>
<td><strong>8.8%</strong>↓</td>
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</tbody>
</table>
### Adults with no Leisure Activity

**Target:** 14% Crook, 12% Deschutes, 15% Jefferson

<table>
<thead>
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<th>Crook</th>
<th>Deschutes</th>
<th>Jefferson</th>
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</thead>
<tbody>
<tr>
<td>2013</td>
<td>18.0%</td>
<td>-</td>
<td>15.8%</td>
<td>13.5%</td>
<td>16.7%*</td>
</tr>
<tr>
<td>2015</td>
<td>16.8%</td>
<td>-</td>
<td>29.3%↑</td>
<td>12.7%↓</td>
<td>19.3%↑</td>
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</table>

### Teens with 0 days PA

**8th Grade**

**Target:** 5%

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<th>Region</th>
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<th>Deschutes</th>
<th>Jefferson</th>
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</thead>
<tbody>
<tr>
<td>2013</td>
<td>6.2%</td>
<td>6%</td>
<td>4.0%</td>
<td>5.9%</td>
<td>6.9%</td>
</tr>
<tr>
<td>2015</td>
<td>6.7%</td>
<td>3.9%↓</td>
<td>4.9%↑</td>
<td>3.4%*↓</td>
<td>6.6%↓</td>
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</tbody>
</table>

**11th Grade**

**Target:** 10%

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<th>Deschutes</th>
<th>Jefferson</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>11.1%</td>
<td>11%</td>
<td>8.2%</td>
<td>12.6%</td>
<td>9.8%</td>
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<tr>
<td>2015</td>
<td>11.6%</td>
<td>4.1%*↓</td>
<td>11.1%↑</td>
<td>2.4%*↓</td>
<td>11.2%↑</td>
</tr>
</tbody>
</table>

### OHT Survey Participants

**8th Grade**

<table>
<thead>
<tr>
<th></th>
<th>State</th>
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<th>Deschutes</th>
<th>Jefferson</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>-</td>
<td>1,026</td>
<td>178</td>
<td>648</td>
<td>200</td>
</tr>
<tr>
<td>2015</td>
<td>-</td>
<td>568</td>
<td>165</td>
<td>291</td>
<td>112</td>
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</table>

**11th Grade**

<table>
<thead>
<tr>
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<th>Deschutes</th>
<th>Jefferson</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>-</td>
<td>625</td>
<td>114</td>
<td>471</td>
<td>154</td>
</tr>
<tr>
<td>2015</td>
<td>-</td>
<td>367</td>
<td>102</td>
<td>87</td>
<td>178</td>
</tr>
</tbody>
</table>
**Problem:** Cost prevents Central Oregon youth from participating in physical activities resulting in skyrocketing obesity rates and an epidemic of chronic conditions.

**Aim:** Cost will never be a barrier to participate in a variety of physical activities for students.

**Boundaries:** Middle and High School youth in Central Oregon

**Metric:** Increase the number of students who didn't previously participate due to cost barriers who currently participate by 15%.

![See attached Fishbone Diagram](image-url)
AIM
Cost will never be a barrier to participate in a variety of physical activities for students

WHAT could help us reach our aim?

- Research current PE courses & activities
- Implement an MOV or IGA to receive commitment from schools
- Provide equipment to implement intramural sports
- Outside help from nonprofits, parks and Rec
- Influence PE Curriculum

- Increase sports during PE. classes
- Free transportation for after-school programs
- Diversify options for after-school non-sport physical activity
- Fund travel & expenses for out-of-town events (i.e. tournaments)
- Affordable & free sports equipment

- Meet & work with physical activity organizations
- Financial incentive for youth's continued attendance in physical activity organizations
- Walking school bus for high use routes (i.e. Bear Creek to Boys & Girls Club)
- School IDs as bus passes (partner with CET)
- Offer bus for kids who stay late for activities
- More program offerings at schools

- Increase scholarships & availability for physical activity programs
- Provider referrals to physical activity & scholarships
- Free/no fees to participate in sports
- Provide Peaceful Playground training and equipment

- Discuss needs for success with adult leaders
- Identify possible leaders in the areas chosen
- Select top options to focus on
- Survey students on possible activities

- HOW do we do it?
- Increase active modes of transportation
- Support schools in obtaining funding
- LOS
- Identify sports with low/no cost
- Help schools bridge the funding gap
- Provide grants/stipends to families

- Special district funding to cover buses for sports travel
- Funding for non-bus transportation (i.e. gas cards for families)
- Supplement admin/coach time to coordinate transportation
- Connect school lunches/ meals to sports teams

- Support organizations during fundraising
- Writing letters of support for outside grants
- Identify companies willing to offer good used or discounted new equipment
- Send out RFP to partners

- Provide grants for teachers/coaches for peaceful playground modules & orientation
- Pilot one small school with Peaceful Playground equipment

- Identify the # of students with cost as a barrier to physical activity
- Obtaining free & reduced lunch data by school
- Partnering and meeting with PCPs
- Partnering and meeting with physical activity organizations
- Create closed loop referrals system
- Financial incentive for youth's continued attendance for physical activity organizations
- Fund “bike check” at schools and/or locks
- Access to bikes
- Student incentives to lead walking school bus
- Commute Options Program for high schools

- Diversify options for after-school non-sport physical activity
- Increase active modes of transportation
- Build relationships with schools & Parks and Rec
- Identify the # of students with cost as a barrier to physical activity
- Provide Peaceful Playground training and equipment

- Make the grant process simple
- Meet with them where they are
- Engage YAC leaders to survey students
- Form county committees focused on physical activity
- Ask for insight on the aim
- Platform for communicating between them, schools, & the workgroup
- Identify concrete goals for partnership
- Engage YAC leaders to survey students
- Form county committees focused on physical activity
- Ask for insight on the aim
- Platform for communicating between them, schools, & the workgroup
- Identify concrete goals for partnership
## Major Elements

- **Problem Statement**: A factual statement, clear, concise, hurts. Use the voice of the customer.
- **Aim**: Where we want to be, think big, reach beyond what we think we can achieve.
- **Boundaries**: Show what is in or out of scope.
- **Trigger & End**: The start and finish of a process (only applicable to processes with a clear beginning and end)

### Unclear reason - unclear action

### Identify all possible causes or gaps for the situation
If you had to be at future state tomorrow, identify all of the things that are standing in the way or are absent. What do we need to do to accomplish the aim?

Ask "why" or "how" to find the root cause – treat the root cause, not the symptom.

### Suggested Tool: Reverse Fishbone

<table>
<thead>
<tr>
<th>WHAT</th>
<th>HOW</th>
<th>HOW</th>
<th>HOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIM</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Suggested Tool: PICK Chart

- **Impact**
  - Possible (low impact, high effort)
  - Possible (high impact, low effort)
  - Challenge (high impact, high effort)
  - All (low impact, low effort)

- **Effort**
  - Plot proposed initiatives on the PICK Chart based on their perceived impact and effort. Take action based on the quadrant they land in.

- **The Reverse Fishbone only works well for new problems, not existing processes**

### Metrics Tracking

- **Track your metrics over time to visualize trends.**
- **Verify the solution and learnings.**

- **When box 8 = box 3 you've reached your target.**

### Learning

- **Share the learning so we can continually improve through the future.**
- **What worked well, what didn't work well?**
- **What did we learn?**
- **What would we do differently?**