Agenda: September 26, 2017 from 3:30pm-5:00pm

1. 10:30-10:35 Introductions—All

2. 10:35-10:40 Updated RHIP Voting Policy—MaCayla Arsenault

3. 10:40-11:55 Complete A3—Sarah Worthington & Steve Strang
   • Subworkgroup Update
   • Complete A3

4. 11:55-12:00 Next Steps/Action Items—Sarah Worthington & Steve Strang

Next Meeting: October 24 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>Year</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>
</tr>
<tr>
<td>2015</td>
<td>15.4%</td>
<td><strong>12.2%</strong>↓</td>
<td><strong>20.4%</strong>↑</td>
<td><strong>11.0%</strong>↓</td>
<td><strong>14.3%</strong>↓</td>
</tr>
</tbody>
</table>

## 11th Grade  
Target: 13%  
<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>Region</th>
<th>Crook</th>
<th>Deschutes</th>
<th>Jefferson</th>
</tr>
</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>
<th>Year</th>
<th>State</th>
<th>Region</th>
<th>Crook</th>
<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%  
<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>Region</th>
<th>Crook</th>
<th>Deschutes</th>
<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><strong>3.1%</strong>↓</td>
<td><strong>3.5%</strong>↓*</td>
<td><strong>5.8%</strong>↑</td>
</tr>
</tbody>
</table>

### 11th Grade  
Target: 9%  
<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>Region</th>
<th>Crook</th>
<th>Deschutes</th>
<th>Jefferson</th>
</tr>
</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><strong>9.2%</strong>↓</td>
<td><strong>3.4%</strong>↓*</td>
<td><strong>8.8%</strong>↓</td>
</tr>
</tbody>
</table>
### Adults with no Leisure Activity

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

<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>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%

<table>
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<th>State</th>
<th>Region</th>
<th>Crook</th>
<th>Deschutes</th>
<th>Jefferson</th>
</tr>
</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>
</tr>
</tbody>
</table>

**11th Grade**

**Target:** 10%

<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>11.1%</td>
<td>11%</td>
<td>8.2%</td>
<td>12.6%</td>
<td>9.8%</td>
</tr>
<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>
<th>Region</th>
<th>Crook</th>
<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>
</tr>
</tbody>
</table>

**11th Grade**

<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>-</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>
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</tbody>
</table>
### 1. Problem

**Cost prevents Central Oregon youth from participating in physical activities resulting in skyrocketing obesity rates and an epidemic of chronic conditions.**

### 2. Aim

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

### 3. Boundaries

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

### 4. Metric

- Increase the number of students who didn't previously participate due to cost barriers who currently participate by 15%.
- 16%* of 8th graders are overweight
- 14% of 11th graders are overweight
- 6% of 8th graders report 0 days of physical activity
- 11% of 11th graders report 0 days of physical activity

### 5. Solution Approach

See attached Fishbone Diagram

---

### Current State

<table>
<thead>
<tr>
<th>Event</th>
<th>Value Stream ID</th>
<th>Site / Location</th>
<th>Event Number</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: REASONS FOR ACTION</td>
<td>COHC</td>
<td>Facilitator: MaKayla Arsenault</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2: INITIAL STATE</td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3: TARGET STATE</td>
<td></td>
<td></td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4: GAP ANALYSIS</td>
<td></td>
<td></td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>5: SOLUTION APPROACH</td>
<td></td>
<td></td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>6: RAPID EXPERIMENTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7: COMPLETION PLAN</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8: CONFIRMED STATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9: INSIGHTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Notes

- See attached Fishbone Diagram
- 16%* of 8th graders are overweight
- 14% of 11th graders are overweight
- 6% of 8th graders report 0 days of physical activity
- 11% of 11th graders report 0 days of physical activity
CVD/DIABETES PREVENTION: BOX 4 FISHBONE DIAGRAM - Physical Activity

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

**WHAT could help us reach our aim?**

1. **Increase sports during P.E. classes**
   - Research current P.E. 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

2. **Increase scholarships & availability for physical activity programs**
   - 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

3. **Free transportation for after-school programs**
   - 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

4. **Diversify options for after-school non-sport physical activity**
   - 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

5. **Fund travel & expenses for out-of-town events (i.e. tournaments)**
   - Fund “bike check” at schools and/or locks
   - Access to bikes
   - Student incentives to lead walking school bus
   - Commute Options Program for high schools

6. **Affordable & free sports equipment**
   - Support schools in obtaining funding
   - LOS
   - Identify sports with low/no cost
   - Help schools bridge the funding gap
   - Provide grants/stipends to families

**HOW do we do it?**

1. **Build relationships with schools & Parks and Rec**
   - Invite them to workgroup meetings
   - Promote their successes and offer help
   - 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

2. **Identify the # of students with cost as a barrier to physical activity**
   - Obtain free & reduced lunch data by school

3. **Provider referrals to physical activity & scholarships**
   - 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

4. **Increase active modes of transportation**
   - 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

5. **Free/no fees to participate in sports**
   - Support schools in obtaining funding
   - LOS
   - Identify sports with low/no cost
   - Help schools bridge the funding gap
   - Provide grants/stipends to families

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

**WHAT could help us reach our aim?**

- Provide Peaceful Playground training and equipment
- Support schools in obtaining funding
- LOS
- Identify sports with low/no cost
- Help schools bridge the funding gap
- Provide grants/stipends to families

**HOW do we do it?**

- Provide grants for teachers/coaches for peaceful playground modules & orientation
- Pilot one small school with Peaceful Playground equipment
- Support schools in obtaining funding
- LOS
- Identify sports with low/no cost
- Help schools bridge the funding gap
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- Obtain free & reduced lunch data by school

**Provider referrals to physical activity & scholarships**

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- Create closed loop referrals system
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**Increase active modes of transportation**

- Research current PE courses & activities
- Implement an MOV or IGA to receive commitment from schools
- Provide equipment to implement intramural sports
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**Free/no fees to participate in sports**

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**Provide Peaceful Playground training and equipment**

- Provide grants for teachers/coaches for peaceful playground modules & orientation
- Pilot one small school with Peaceful Playground equipment
- Support schools in obtaining funding
- LOS
- Identify sports with low/no cost
- Help schools bridge the funding gap
- Provide grants/stipends to families
### 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).

### 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 we need to do to accomplish the aim?

- Ask “why” or “how” to find the root cause – treat the root cause, not the symptom.

### Create an Action Plan
- Create an action plan to implement the solution
- Track progress and review status
- Small tests of change and then spread
- What worked, what didn’t work, review gaps

### Track Progress
- **Plan, Do Check, Act (PDCA)**
- **Metrics Tracking**
  - Track your metrics over time to visualize trends.
  - Verify the solution and learnings.

### Set the Target
- Expressed in the same terms as initial state.
- When possible, use the voice of the customer.
- Aim high for the required target, not just what we think we can achieve. The Target metric must align with the metric determined in Box 2.

### Document how you will measure going forward.

### Check & Course-correct
- What we’re going to try to test the hypothesis.
- What we tried, tested, implemented.
- What are the conclusions?

- If the Aim remains elusive, return to Box 4 and repeat the cycle until the Aim has been achieved.

### 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?

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### Suggested Tool: Reverse Fishbone
- The Reverse Fishbone only works well for new problems, not existing processes.

### Suggested Tool: PICK Chart
- The PICK Chart works best when there seem to be too many “If we, then we” statements.

<table>
<thead>
<tr>
<th>Impact</th>
<th>Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>(high impact, low effort)</td>
<td>(low impact, low effort)</td>
</tr>
<tr>
<td>(high impact, high effort)</td>
<td>(high impact, high effort)</td>
</tr>
</tbody>
</table>

Plot proposed initiatives on the PICK Chart based on their perceived impact and effort. Take action based on the quadrant they land in.
RHIP Workgroup Updates: August

Behavioral Health: Identification & Awareness  (Support: Rebeckah Berry & Nikki Lemmon)
- This group meets the fourth Tuesday of every month from 8:15-9:15am and currently has 18 members.
- In August, the group continued their A3 process with the aim of identifying and engaging 100% of individuals in Central Oregon that have a behavioral health need, and ensure an effective and timely response. The group finalized their current state and target state measurements, which will structure a baseline survey to be sent out to primary care, women’s health, school based health centers, and Indian Health Service. The group is currently in the midst of completing Box 4, the gap analysis. In September, the group will provide guidance for the MindYourMind project and will respond to a first draft of the baseline survey.

Behavioral Health: Substance Use and Chronic Pain  (Support: Rebeckah Berry & Rick Treleaven)
- This group meets the third Wednesday of every month from 3:45-5pm and currently has 23 members.
- In August, the group continued the work their first A3 with the aim of all Central Oregonians with an SUD that enter the hospital, the ED, and primary care will receive engagement, treatment, or harm reductions services. In September this workgroup will continue the development of their A3.

Cardiovascular Disease—Clinical  (Support: Rebeckah Berry & Shiela Stewart)
- This group meets the fourth Tuesday of every month from 3:45-5pm and currently has 10 members.
- In August, this group continued their work on their first A3 around asking, engaging, and providing services/support to decrease youth tobacco use in Central Oregon.

Diabetes—Clinical  (Support: Rebeckah Berry & Shiela Stewart)
- This group meets the second Thursday of every month from 9-10:30am and currently has 12 members.
- In August, this workgroup selected their first experiments within their first A3. The experiments chosen are continuing the work of developing algorithms for patient care based on A1c specifically for the Central Oregon region, and standardizing point of care A1c testing among health care providers throughout the region. In September, the group will finalize their first A3 in order to present to Operations Council.

CVD & Diabetes: Prevention  (Support: MaCayla Arsenault, Sarah Worthington, & Steve Strang)
- This group meets the fourth Tuesday of every month from 3:30-5pm and currently has 14 members.
- This workgroup has completed the PICK chart on their A3, and will vote on the results via email to select their experiment. They expect to present their A3 to Ops in October or November.
**RHIP Workgroup Updates: August**

**Oral Health (Support: Donna Mills & Mary Ann Wren)**
- This group meets the third Tuesday of every month from 11-12pm and currently has 24 members.
- The OH Workgroup met and vetted two proposals that came from within the existing structure. The A3 these proposals were applicable to was the Screen and Seal. The conversation was robust and will continue into September.
- The A3 will need to be shared with Ops as a matter of protocol.

**Reproductive Health/Maternal Child Health (Support: Donna Mills & Muriel DeLaVergne-Brown)**
- This group meets the second Tuesday of every month from 4-5pm and currently has 22 members.
- The RMCH workgroup spent their August meeting catching up on what is happening relative to RMCH throughout the Region. Future meetings include continuing work on the A3 for unintended pregnancy and discussing how they can partner with Deschutes County Health Services around the Family Connects model.

**Social Determinants of Health**
- This group meets the third Friday of every month from 10:30-11:30am and currently has 27 members in Kindergarten Readiness and 37 members in Housing.

**Education & Health (Support: Donna Mills & Desiree Margo)**
- The KR workgroup did not meet in August due to the Eclipse.

**Housing (Support: Bruce Abernethy & MaCayla Arsenault)**
- In August, this workgroup did not meet because of the Eclipse. At the beginning of the month Bruce Abernethy presented an A3 experiment for a Housing First-like model through Pfeifer & Associates, and the workgroup has agreed to fund the experiment, pending matching funds from NeighborImpact.