



Central Oregon Diversity Equity and Inclusion (CODEI) Committee

Agenda: February 22; 11:15 – 12:45pm

Join by computer: <https://us02web.zoom.us/j/87938002036?pwd=eHNkbllnTFREa0JweW5qdJiSTVkUT09>

Join by phone: +1 669 900 6833; Meeting ID: 307 489 003

Passcode: 061565

- 11:15am - 11:20am Welcome, Guiding Principles, Introductions, Current Events
- 11:20am - 11:25am Reading - Shelly Irwin
- 11:25am - 12:15pm CODEI Action Plan: Meyer Memorial Trust DEI Spectrum Tool - Organizational Review
- Report back on Data and Training Findings
  - Assess Workplace Diversity and Hiring
- 12:15pm - 12:35pm CODEI Action Plan: How can CODEI help RHIP workgroups lead with equity? (Poverty and Upstream Prevention Workgroups) - Focused Conversation
- 12:35pm - 12:40pm CODEI Action Plan: Resource Development
- Seeking 3 – 4 people to meet and work on the Key Concepts resource document
- 12:40pm - 12:45pm Closing

Shared working documents:

<https://drive.google.com/drive/folders/1Y3-hzNmUV9aZ5rxh9iORVtA4jPp87U2N?usp=sharing>

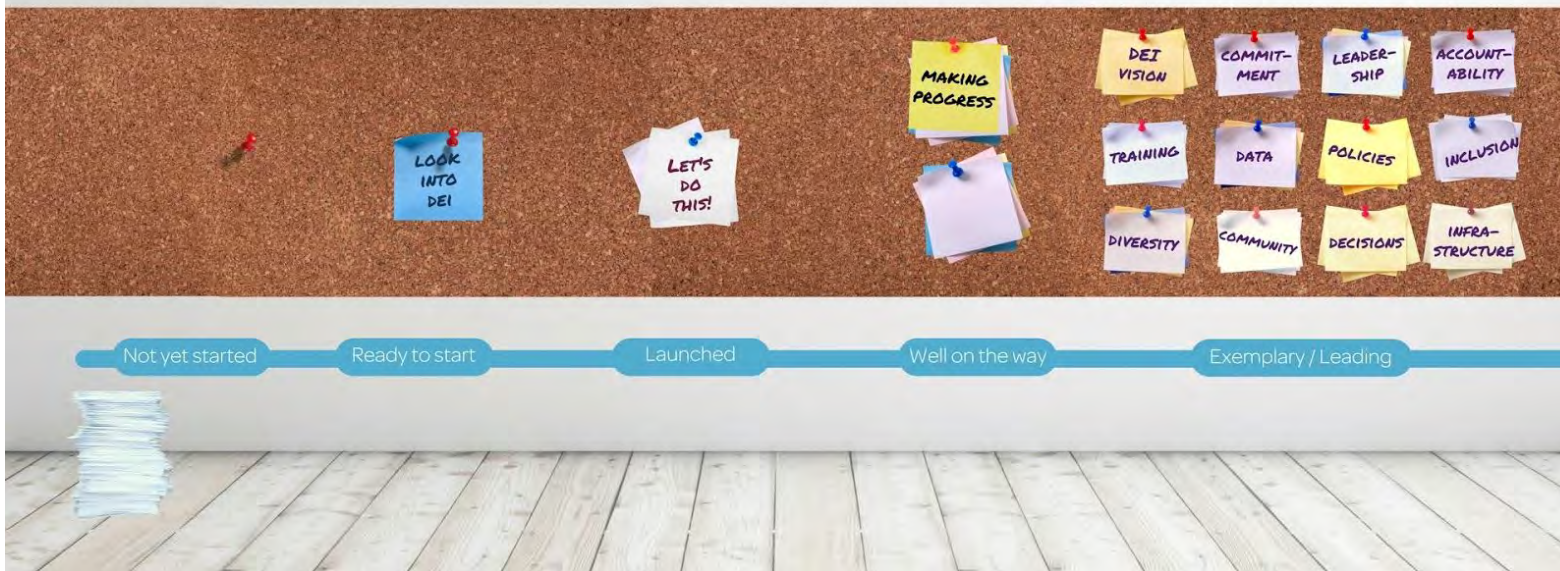
Next Meeting - Monday, March 22; 11:15a - 12:45p (Spring Break for schools)



As the Central Oregon Diversity, Inclusion and Equity Committee we collectively and individually practice and believe in:

- Solidarity
  - We move toward action in solidarity with our neighbors to actively and positively impact our agencies and communities.
  
- Humility
  - We carry the burden of history and a better future together, responsible to each other and ourselves for the space and energy we give and take.
  
- Curiosity
  - The direction we seek is bigger than any one of ourselves or agencies. We actively work to see a broader perspective, gain deeper insight, self-reflect and work towards equitable representation of diverse identities.
  
- Courage
  - This is courageous work. We choose to lean into the discomfort we experience knowing we grow in understanding and relationships.
  
- Transformation
  - Our lived experiences and need for safety are as true and diverse as we are. It is through invitation, curiosity, and listening that we reach our greatest shared understanding and commitment to transformative action.

# Diversity, Equity and Inclusion Spectrum Tool



The Diversity, Equity and Inclusion (DEI) Spectrum Tool helps assess where an organization is on its DEI journey and to identify potential areas for future work.

The tool describes organizational components at different points along the DEI continuum for twelve different dimensions of DEI work:

- DEI Vision
- Commitment
- Leadership
- Policies
- Infrastructure
- Training
- Diversity
- Data
- Community
- Decisions
- Accountability
- Inclusion


DEI is a complex process, and every organization's DEI journey is unique.

The scale focuses on five points along the DEI continuum – “Not Yet Started,” “Ready to Start,” “Launched,” “Well on the Way,” and “Exemplary/Leading” – but few organizations' DEI experiences will fit neatly into these stages.

The descriptions of organizational characteristics at each point in the process are intended to serve as guideposts rather than fixed stages. Users are encouraged to place a dot on the arrow underneath each DEI dimension to indicate where the organization is on the continuum in relation to the guideposts.

<b>DEI Component</b>	<b>Not Yet Started</b>	<b>Ready to Start</b>	<b>Launched</b>	<b>Well on the Way</b>	<b>Exemplary/Leading</b>
<b>DEI Vision</b>	Does not see DEI as relevant to its work	Recognizes the importance of DEI to its work and is contemplating its next steps	Recognizes the importance of DEI to its work and is in the process of developing a shared DEI vision	Has developed a shared DEI vision and is working to align the organization's programs and operations with this vision	Has integrated DEI in organizational mission and vision statements which are actively being used to guide the organization's programs and operations
	—————→				
<b>Commitment</b>	Does not have an interest in advancing its DEI work	Is interested in advancing its DEI work and is considering how to do so	Is interested in advancing its DEI work and has put some strategies or actions in motion	Is actively engaged in advancing its DEI work	A commitment to DEI is fully institutionalized throughout the organization both internally and externally
	—————→				
<b>Leadership</b>	Members of management, staff or board have not taken leadership on DEI issues	A few members of management, staff or board are leading the DEI discussion	A DEI point person or team is leading the organization's DEI work	All levels of management, staff and board are taking leadership on DEI issues	Organization is a DEI leader and is helping to build the field and best practices; leadership demonstrates accountability to clients, constituents, stakeholders
	—————→				
<b>Policies</b>	Does not have any DEI-related organizational policies (beyond non-discrimination policies)	Does not have, but is interested in developing, DEI-related organizational policies (beyond non-discrimination policies)	May have some DEI-related language in some of its organizational policies	Has DEI policies and/or an organizational DEI plan but may be unclear about how to operationalize it	Has DEI policies and an organizational DEI plan with clear goals, strategies and indicators of progress
	—————→				
<b>Infrastructure</b>	Has not had internal discussions about the organization's DEI work	Has had some internal DEI discussions, but doesn't have an infrastructure to guide the organization's DEI work	Individuals or small groups are guiding internal DEI discussions but aren't integrated into the organization as a whole	Has internal committees, affinity groups or other formal structures focused on integrating DEI issues into the organization's work	Work on DEI issues is integrated into every aspect of organizational culture and infrastructure
	—————→				
<b>Training</b>	Has not done any training related to DEI	Is contemplating doing organizational DEI training; individual staff may have done some initial training	Some staff or board have participated in DEI-related training	All management, staff and board are involved in DEI training and capacity building	Fosters ongoing DEI training, growth and leadership among management, staff and board in line with an equity plan/strategy; staff are held accountable to DEI-related practices
	—————→				

Diversity	Doesn't see diversification of board and staff as a priority; may be paralyzed by the perceived challenges or view it as unattainable	Has had initial discussions about and values the idea of diversifying its board and staff	Beginning attempts to diversify its board and/or staff but may not know how to do it effectively or have strategies and systems in place; may not result in growing diversity	Actively works to increase diversity of board and staff, resulting in growing diversity; has begun to identify and institute retention strategies for diverse staff	Has policies and strategies for strengthening and maintaining organizational diversity; staff and board represent the diversity of the community it serves; effective retention strategies are implemented
	—————→				
Data	Does not collect demographic data in its programmatic or operational work	Does not collect demographic data in its programmatic or operational work, but views this as a future goal	Collects some demographic data in its programmatic or operational work, but not in a systematic or comprehensive way	Collects and disaggregates comprehensive demographic data in its programmatic and operational work but may not know what to do with the information	Routinely collects, disaggregates and analyzes demographic data for all programmatic and operational work; uses the information in planning and decision-making
	—————→				
Community	Doesn't express interest in building stronger partnerships with communities facing disparities; may see it as unrealistic or unimportant to the organization's mission	Values the idea of building partnerships with communities facing disparities, but may not know how or have relationships to draw upon	Is beginning to build partnerships with communities facing disparities but has not yet established accountability to and meaningful partnerships with these communities and may approach it in a tokenistic way	Actively works to build partnerships and trust with communities facing disparities; working to understand how to provide value and support to these communities	Has strong, mutually beneficial, accountable and equitable partnerships with diverse organizations and leaders from communities facing disparities
	—————→				
Decisions	DEI considerations do not factor into decision-making	Interested in factoring DEI considerations into decision-making, but may view it as an option or an add-on to core decision-making considerations	Decisions are occasionally influenced by DEI considerations in an ad hoc way	Decisions regarding organizational policies, practices and resource allocation are informed by DEI considerations	Decisions regarding organizational policies, practices and resource allocation are systematically guided by DEI considerations
	—————→				
Accountability	DEI-related metrics are not included in evaluations of staff or programs or in organizational accountability mechanisms	May recognize the value of including DEI-related metrics in evaluations of staff or programs or in organizational accountability mechanisms, but has not made any plans to do so	Is preparing to include or is currently including DEI-related metrics in a few aspects of the organization, such as staff and/or board representation or evaluations of specific projects	Some of the organization's standard evaluation and accountability mechanisms include DEI-related metrics	All evaluation and accountability mechanisms for the organization, its projects, programs, management, staff and board include specific DEI-related metrics
	—————→				

Inclusion	No explicit effort is made to create an inclusive atmosphere for staff and board members from communities facing disparities	Values the idea of being an inclusive organization but tries to achieve this by encouraging staff and board members from communities facing disparities to participate in the dominant culture	There is an appreciation of the voice and perspective of staff and board members from communities facing disparities, particularly in relation to the organization's DEI work, but they are still expected to conform to the dominant culture	The voice of staff and board members from communities facing disparities is valued and is integrated into aspects of the organization; the organization is in transition from a dominant culture to an inclusive/ multicultural culture	All staff and board feel valued and all aspects of the organization reflect the voice, contributions and interests of a multicultural constituency; the organization has transitioned to an inclusive/multicultural culture and has created systems, policies and practices to maintain this culture
					

# Upstream Prevention: Promotion of Individual Well-Being



## Background: Why are we talking about this?

<p><b>1973</b> Roe v. Wade</p> <p><b>1990s</b> ACEs Study Evolving birth control options</p> <p><b>2000s</b> Tech Advancement and Screen Time No Child Left Behind National Traumas (9/11, school shootings) Anti-Vax (Vaccine) Movement</p>	<p>Upstream strategies improve fundamental social and economic structures that allow people to achieve their full health potential. Discrimination and racism impact all aspects of a person's well-being and intersect with all major systems of society. Educational status provides a significant predictor of health outcomes. Third-grade disparities exist for marginalized populations by race and economic status.</p>
--	--

## Current Condition: What's happening right now?

- In Central Oregon, early literacy had a decreasing trend from 2016 to 2018
- Current State Metrics:**
1. Letter recognition at kindergarten for economically disadvantaged: Crook 11.9, Deschutes 12.1, Jefferson 9.4
  2. Third grade reading for underserved races: Crook 29%, Deschutes 41%, Jefferson 35.4%
  3. 44.8% of pregnancies were intended in Central Oregon
  4. Two-year-old up-to-date immunization rates: Crook 70%, Deschutes 69%, Jefferson 71%
  5. No established baseline for a metric such as the Child/Youth/Adult Resilience Measure

## Goal Statement: Where do we want to be in 4 years?

**Aim/Goal**  
All communities in Central Oregon have equitable access and opportunities to health, education, healthy relationships, community support, and experiences necessary to thrive at every stage of life.

**Future State Metrics - By December 2023:**

1. Increase letter name recognition at kindergarten for economically disadvantaged and/or underserved races
2. Increase third grade reading proficiency for economically disadvantaged and/or underserved races
3. Increase proportion of pregnancies that are intended
4. Increase two-year-old immunization rates
5. Establish a resiliency measure and increase the number of people who feel they belong in their community

## Analysis: What's keeping us from getting there?

- Unbalanced distribution of resources across the region
- Decision-making based on misinformation and personal belief
- Systemic inequity prevents access to usable information
- Unbalanced bias creating isolation (connection vs alienation)
- Generational impact of foundational instability

Date updated: \_\_\_\_\_ Version: \_\_\_\_\_

## Strategic Direction: What are we going to try?

- Transforming care coordination across health systems
- Cultivating equity and inclusion in our communities
- Operationalizing DEI practices
- Broadening education to improve health outcomes
- Advocating for policies that improve health outcomes

## Focused Implementation: What are our specific actions? (who, what, when, where?)

{insert}

## Follow-Up: What's working? What have we learned?

{insert}



<b>Background: Why are we talking about this?</b>	
<p><b>1990s</b> Mill Closures / Timber Industry Decline  <b>2000s</b> Population Growth in Central Oregon                      The Great Recession                      Decreasing safety net – “War on Poor”                      Local workforce displacement                      Widening Opportunity Gap</p>	<p>Central Oregon has grown rapidly over the past two decades. Individual communities face different economic and social challenges associated with this development, including increased unemployment, lack of affordable housing, and income inequality. There is significant evidence linking poverty to health disparities and poor outcomes.</p>

<b>Current Condition: What’s happening right now?</b>
<ul style="list-style-type: none"> <li>• 9-17% of residents in Central Oregon lived in poverty between 2013 and 2017</li> <li>• Almost 50% of the region’s renters are considered to be cost burdened</li> <li>• Almost 25% of the civilian labor force in Warm Springs is experiencing unemployment</li> </ul> <p><b>Current State Metrics:</b></p> <ol style="list-style-type: none"> <li>1. 2018 Central Oregon graduation rates were significantly lower among economically disadvantaged students</li> <li>2. Food Insecurity by County: Crook 15%, Deschutes 13%, Jefferson 13.3%</li> <li>3. Income constrained households: Crook 29%, Deschutes 26%, Jefferson 34%</li> <li>4. Housing and transportation costs combined as a percent of income: Crook 67%, Deschutes 58%, Jefferson 58%</li> </ol>

<b>Goal Statement: Where do we want to be in 4 years?</b>
<p><b>Aim/Goal</b>                      Individuals and families in Central Oregon experiencing poverty are provided equitable access and connected to appropriate resources that help them overcome obstacles to self-sufficiency and address health-related challenges.</p> <p><b>Future State Metrics - By December 2023:</b></p> <ol style="list-style-type: none"> <li>1. Increase high school graduation rates among economically disadvantaged students</li> <li>2. Decrease food insecurity</li> <li>3. Decrease percent of income constrained households</li> <li>4. Decrease housing and transportation costs as a percent of income</li> </ol>

<b>Analysis: What’s keeping us from getting there?</b>
<ul style="list-style-type: none"> <li>• Demand exceeds supply for range of housing needs required</li> <li>• Disjointed Systems</li> <li>• Funding/Educational system is designed not to meet the needs of historically marginalized students</li> <li>• Inactive response to Awareness, Barriers and Cultural Sensitivity</li> <li>• Transportation can be inaccessible due to distance/economic</li> <li>• Inequity of resources for income constrained families</li> <li>• Scarcity culture promotes exclusionary programming</li> <li>• Historical classism and racist structures undervalue and constrain people</li> <li>• Complex &amp; excessive restrictions to access safety nets</li> </ul>

<b>Strategic Direction: What are we going to try?</b>
<p><i>Date updated:</i> _____ <i>Version:</i> _____</p> <ul style="list-style-type: none"> <li>• Strengthening Foundation of Individual and Community Health</li> <li>• Empowering All People and Communities Through Inclusive and Collaborative Partnership</li> <li>• Connecting People and Establishing Pathways to Enhance Community Resources</li> <li>• Boosting Advocacy to Address Systemic Factors Contributing to Poverty</li> </ul>

<b>Focused Implementation: What are our specific actions? (who, what, when, where?)</b>
{insert}

<b>Follow-Up: What’s working? What have we learned?</b>
{insert}