Upstream Prevention: Promotion of Individual Well-Being
Regional Health Improvement Plan Workgroup

Join Zoom Meeting
https://us02web.zoom.us/j/83481310803?pwd=ZVprb2p3c09Bd2l6UEdzYkg2Y0RoQT09

Join by phone:
+1 669 900 6833
Meeting ID: 834 8131 0803
Passcode: 143060

June 27, 2023
3:30-5:00pm

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 from prenatal to adulthood.

Future State Metrics

1. Increase letter name recognition at kindergarten
2. Increase third grade reading proficiency
3. Increase proportion of pregnancies that are planned
4. Increase two-year-old immunization rates
5. Establish a regional measure for belonging and measure yearly

AGENDA

3:30 - 3:45 Welcome and Announcements

3:45 - 4:15 Investment Guidelines (Oregon Health Authority - Health Related Services)
• Tricia Wilder and Kristen Tobias, PacificSource

4:15 - 4:50 Community Investment Update and Conversation - Resilience and Belonging Measure
• Camilla Dohlman and Kaitlin Greene

4:50 - 4:55 Implementation Plan
• Third Grade Reading
• Next Steps

4:55 - 5:00 Closing

Working Document: https://docs.google.com/presentation/d/1SR6ThnxkLYDpcT2LHhW_beu4ldsDkAWdd1fhHSNAn3/edit?usp=sharing

Workgroup Budget: https://docs.google.com/spreadsheets/d/1Gw9dL6ilRe1olGHJRMloXg9pEUofJ-KzU5WnsCbbEX8/edit?usp=sharing
Upstream Prevention: Promotion of Individual Well-Being
Regional Health Improvement Plan Workgroup

Future State Metrics – Full Detail

1. By December 2023, letter name recognition at kindergarten readiness will be the following by county:

<table>
<thead>
<tr>
<th></th>
<th>Total Population</th>
<th>Economically Disadvantaged</th>
<th>Underserved Races</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crook County</td>
<td>15.8</td>
<td>14.3</td>
<td>12.8</td>
</tr>
<tr>
<td>Deschutes County</td>
<td>17.5</td>
<td>14.6</td>
<td>16.6</td>
</tr>
<tr>
<td>Jefferson County</td>
<td>13.2</td>
<td>11.3</td>
<td>11.1</td>
</tr>
</tbody>
</table>

Overall increase of at least 10% for all students, a 20% increase for students from economically disadvantaged (ED) and underserved races (UR).

2. By December 2023, increase third-grade reading proficiency to the following by county:

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Economically Disadvantaged</th>
<th>Underserved Races</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crook County</td>
<td>54.5%</td>
<td>51%</td>
<td>33.5%</td>
</tr>
<tr>
<td>Deschutes County</td>
<td>67.5%</td>
<td>52%</td>
<td>47%</td>
</tr>
<tr>
<td>Jefferson County</td>
<td>47.5%</td>
<td>49.5%</td>
<td>40.5%</td>
</tr>
</tbody>
</table>

Increase of 10% overall, and 15% for economically disadvantaged students (ED) and students from underserved races (UR).

3. By December 2023, increase the proportion of pregnancies that are planned in Central Oregon to 56%.

4. By December 2023, increase the Central Oregon two-year-old up-to-date immunization rates to 80%.

5. By December 2023, a Resilience Measure, such as the Child/Youth/Adult (CYARM) will be established, and the number of people who feel like they belong in their community (by gender, race, and ability) will increase by 10% from the baseline.
Land Acknowledgment

We recognize and acknowledge the indigenous land on which we live, work, learn, play, and grow. This is the land of the Warm Springs, Wasco, Northern Paiute, Tenino, Klamath, Molalla, and Yahooskin. We acknowledge them as the past, present, and future caretakers of this land. It is on their traditional land that we partner to improve the health and well-being of Central Oregonians. We aspire to be good guests honoring the concept in the Warm Springs culture: “This land is for you to know and live upon and pass on to the children.”

Upstream Prevention: Promotion of Individual Well-Being

RHIP Workgroup Virtual Meeting
Regional Health Improvement Plan (RHIP) Workgroup

Guiding Principles

Shared Focus
We come together to improve the health and well-being of individuals living in various and diverse communities throughout Central Oregon region. We use the Regional Health Improvement Plan (RHIP) as our guide. It is our region’s shared vision of current problems and our aims. As workgroup partners we develop agreed-upon actions to solve the issues and keep the needs of our communities as the main focus.

Shared Metrics
We measure progress, process and outcomes through a shared lens. We use the Regional Health Assessment (RHA), Regional Health Improvement Plan and community dashboard.

Partner with Priority Populations
The individuals living in our diverse Central Oregon communities are the center of our work. We make every effort to include people from every part of the region in our workgroups, discussions, processes and decisions.

Collaborate to Solve Complex Issues
Inviting diverse perspectives from throughout the Central Oregon region deepens our shared understanding of complex issues and propels us toward better progress and outcomes. We practice frequent, structured, open communication to build trust, assure shared objectives, and create common motivation. We respect the privacy and sensitivity of information partners share.

Coordinate Collective Efforts
We are made up of diverse partner organizations and individuals with unique strengths, skills, and resources. We coordinate our efforts and use our unique strengths and skills to meet the goals of the RHIP.

Learn and Adapt Together
We embrace shared learning and a growth mindset. We create a space that allows for mistakes, failures, second changes, and a celebration of brave attempts. We adjust and apply our learnings to the complex and changing landscape of health and well-being in Central Oregon.

RHIP Workgroup Guiding Principles

Last updated 12.28.2020
Upstream Prevention: Promotion of Individual Well-Being

Background: Why are we talking about this?

1973 Roe v. Wade
1990s ACEs Study
2000s Tech Advancement and Screen Time
No Child Left Behind
National Traumas (9/11, school shootings)
Anti-Vax (Vaccine) Movement

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.

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 2024:
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, measure yearly 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

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?)

<table>
<thead>
<tr>
<th>Future State Measures</th>
<th>What</th>
<th>When</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving kindergarten readiness</td>
<td>Multi-pronged, culturally specific, community-developed program</td>
<td>Anticipated Fall 2023</td>
<td>Warm Springs. Focus on priority populations</td>
</tr>
<tr>
<td>Improving kindergarten readiness and 3rd grade reading</td>
<td>Community Grant Opportunity</td>
<td>Awarded 7.2021</td>
<td>Full region. Focus on priority populations</td>
</tr>
<tr>
<td>Increase proportion of pregnancies that are intended</td>
<td>Media Campaign Promoting Intended Pregnancies</td>
<td>Awarded 1.2022</td>
<td>Full region. Focus on 18-24yo, under resourced, specific identities and their partners</td>
</tr>
<tr>
<td>Increase two-year-old immunization rates</td>
<td>Central Oregon Immunization Quality Improvement Coordinator</td>
<td>Awarded 2.2022</td>
<td>Full region. Clinics and public health</td>
</tr>
<tr>
<td>Create a regional measure for resilience and belonging</td>
<td>Create a regional measure for resilience and belonging</td>
<td>Awarded 12.2021</td>
<td>Full region. Representative sampling.</td>
</tr>
</tbody>
</table>

Follow-Up: What’s working? What have we learned?

{insert}
<table>
<thead>
<tr>
<th>Root Cause Barriers: What is blocking us from moving toward our future state measures?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unbalanced distribution of resources across the region</strong></td>
</tr>
<tr>
<td>Geographic distribution across the region</td>
</tr>
<tr>
<td>Duplication of efforts</td>
</tr>
<tr>
<td>Unbalanced resource allocation</td>
</tr>
<tr>
<td>Technology access and know how</td>
</tr>
<tr>
<td>Health literacy</td>
</tr>
<tr>
<td>Access to/stigma contraceptive counseling</td>
</tr>
<tr>
<td>Beliefs of gov. Overstepping boundaries</td>
</tr>
<tr>
<td>Trusted institutions are highly politicized</td>
</tr>
<tr>
<td>Pervasive misinformation around immunizations</td>
</tr>
<tr>
<td>Philosophical differences on reproductive health</td>
</tr>
</tbody>
</table>
### STRATEGIC DIRECTIONS: What Moves Us Toward Our 2023 Practical Visions

<table>
<thead>
<tr>
<th>Deepen approaches to pre-literacy development</th>
<th>Reduce unintended pregnancies</th>
<th>Increase and diversify approach to health literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Support early introduction of books to kids; library programs</td>
<td>• Screen for pregnancy intention</td>
<td>• Education of school board and teachers “teach the educators” on updated health literacy approaches</td>
</tr>
<tr>
<td>• Expand access to pre-literacy and pre-numeracy programs</td>
<td>• Timely access to contraception and long-acting reversible contraceptives</td>
<td>• Health literacy varies by audience, how do we convey overall idea – story talk</td>
</tr>
<tr>
<td>• Increase awareness and promotion of strategies for early literacy</td>
<td>• Audit schools to ensure comprehensive sex education</td>
<td>• Combat misinformation – some sort of fact-check clearing house?</td>
</tr>
<tr>
<td>• Support early education programs</td>
<td>• Ensure comprehensive sex ed programs are in all schools</td>
<td>• Creating spaces for sharing of evidence-based Health information</td>
</tr>
<tr>
<td>• Tap into the national conversations about leading research in pre-literacy activities and reading acquisition in order to strengthen our community knowledge about the science about how kids learn to read</td>
<td></td>
<td>• Increase awareness and promotion of strategies for health literacy (awareness campaign)</td>
</tr>
</tbody>
</table>

#### Broadening Education to Improve Health Outcomes

<table>
<thead>
<tr>
<th>Develop culturally inclusive community support jobs</th>
<th>Improve our individual organizational internal DEI practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Expand culturally responsive home visiting programs for pre and post-natal women by leveraging traditional health workers</td>
<td>• Assess staff diversity and look at recruitment and retention strategies</td>
</tr>
<tr>
<td>• Peer to peer support programs (MOMs, Boost, Drug and Alcohol)</td>
<td>• Look at our own organizations and establish a baseline about diversity (for improvement)</td>
</tr>
<tr>
<td>• Stipend/Hiring from within communities (LCA, withing low-income housing communities, etc.) to be advocates, create trust to refer individuals and families to meet their needs.</td>
<td>• Evaluate how bias and racism is being experience in CO schools before we offer solutions</td>
</tr>
<tr>
<td>• Bias/equitable access (provide doula model/liaison to provide additional health and promotion Latinx community)</td>
<td>• Reach out to partners to assess, identify, and implement strategies to better communicate information that meets the language, literacy, and cultural needs of the community</td>
</tr>
<tr>
<td>• Regional Community Health Workers in inequitable regions</td>
<td>• Greater anti-racism training in educational, health, and safety sectors</td>
</tr>
<tr>
<td>• Community health worker models</td>
<td></td>
</tr>
</tbody>
</table>

#### Operationalizing Organizational DEI Practices

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>

---
<table>
<thead>
<tr>
<th>Cultivate equity and belonging thru community programs</th>
<th>Actionable elevate marginalized lived experience in our communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create more access to academic, stem, arts programs</td>
<td>• Cover technology options for inequitable regions</td>
</tr>
<tr>
<td>• Support community cultural programs</td>
<td>• Creating more opportunities/career pathways for undocumented</td>
</tr>
<tr>
<td>• Create free high quality parenting classes for all people</td>
<td>residents/students</td>
</tr>
<tr>
<td>• Establish a baseline metric for belonging such as the Child</td>
<td>• Systemic inequity (involve people who have been in others’ shoes,</td>
</tr>
<tr>
<td>youth Adult Resilience Measure</td>
<td>to share their own stories and reduce stigma)</td>
</tr>
<tr>
<td>• Include parents in children’s programs (not just kids)</td>
<td>• Identify and implement strategies to assure more diverse</td>
</tr>
<tr>
<td></td>
<td>representation on local committees</td>
</tr>
<tr>
<td></td>
<td>• Support diverse representation on boards and at meetings with child</td>
</tr>
<tr>
<td></td>
<td>care, etc.; but also recognize burden on people of color to</td>
</tr>
<tr>
<td></td>
<td>“represent” their communities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Invest in Social Determinants of Health</th>
<th>Advocate for legislation and local policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Deliver preventive dental services to children and pregnant</td>
<td>• Identify and implement strategies to work collaboratively with organizations whose activities advance health equity and promote Health in all Policies</td>
</tr>
<tr>
<td>women in non-traditional settings</td>
<td>• Work directly with communities to co-create policies, programs and strategies to ensure that health interventions are equitable and culturally responsive</td>
</tr>
<tr>
<td>• Mapping out who is doing service where</td>
<td>• Make healthy foods more accessible</td>
</tr>
<tr>
<td>• System is still fragmented: where do I go for care? Public</td>
<td>• Lobby for universal sex education and birth control</td>
</tr>
<tr>
<td>Health, Health System, or PCP, Urgent Care.</td>
<td>• Move funds from the police budget to these community outreach positions</td>
</tr>
<tr>
<td>• Reimagine medical homes to better support care</td>
<td>• Litmus test question for all policy proposals – how does this policy prevent system racism? How does this policy support equity?</td>
</tr>
<tr>
<td>coordination</td>
<td>• Legislative action to mandate vaccines</td>
</tr>
<tr>
<td>• Think very honestly about duplication and removing</td>
<td></td>
</tr>
<tr>
<td>services to make room for streamlined support to work</td>
<td></td>
</tr>
<tr>
<td>easier with each other</td>
<td></td>
</tr>
<tr>
<td>• Discussion around lack of direct care services (mental</td>
<td></td>
</tr>
<tr>
<td>health therapy, alternative therapies, strategically</td>
<td></td>
</tr>
<tr>
<td>attract top talent)</td>
<td></td>
</tr>
<tr>
<td>• Survey to gain information about how telehealth is</td>
<td></td>
</tr>
<tr>
<td>going. Is it improving access? How can we make it</td>
<td></td>
</tr>
<tr>
<td>even better for equity?</td>
<td></td>
</tr>
<tr>
<td>• Increasing hours of all services in rural communities</td>
<td></td>
</tr>
</tbody>
</table>

**Cultivating Equity and Inclusion in Our Communities**

**Transforming Care Coordination Across Health Systems**

**Advocating for Policies that Improve Health Outcomes**
# Five-Year Investment Overview

## All Workgroups

January 2020–December 2024

<table>
<thead>
<tr>
<th>Budget</th>
<th>Spent</th>
<th>Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>$12,000,000</td>
<td>$7,184,584.04</td>
<td>$4,815,416</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workgroup</th>
<th>Spent</th>
<th>Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address Poverty</td>
<td>$941,993.79</td>
<td>$1,058,006.21</td>
</tr>
<tr>
<td>Behavioral Health</td>
<td>$1,954,157.00</td>
<td>$45,843.00</td>
</tr>
<tr>
<td>Physical Health</td>
<td>$1,117,158.56</td>
<td>$882,841.44</td>
</tr>
<tr>
<td>Stable Housing</td>
<td>$1,129,654.00</td>
<td>$870,346.00</td>
</tr>
<tr>
<td>Substance and Alcohol Misuse</td>
<td>$617,494.69</td>
<td>$1,382,505.31</td>
</tr>
<tr>
<td>Upstream Prevention</td>
<td>$1,424,126.00</td>
<td>$575,874.00</td>
</tr>
</tbody>
</table>
## UPSTREAM PREVENTION
### 2023 Budget

#### Overview

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Spent</th>
<th>Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-Year</td>
<td>$2,000,000</td>
<td>$1,424,126.00</td>
<td>$575,874.00</td>
</tr>
<tr>
<td>Cycle to Date</td>
<td>$1,500,000</td>
<td>$1,424,126.00</td>
<td>$75,874.00</td>
</tr>
<tr>
<td>Yearly</td>
<td>$500,000</td>
<td>$0.00</td>
<td>$75,874.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Spent</th>
<th>Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yearly Mini-Grant</td>
<td>$0</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Yearly Standard Grant</td>
<td>$0</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

#### By Future State Measure (5 year)

<table>
<thead>
<tr>
<th>Future State Measure</th>
<th>Budget*</th>
<th>Spent</th>
<th>Available</th>
<th>Currently Allocated</th>
<th>Projected Available</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childhood Immunization</td>
<td>$429,428.00</td>
<td>$429,428.00</td>
<td>$0.00</td>
<td></td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Third-Grade Reading</td>
<td>$384,728.66</td>
<td>$111,518.50</td>
<td>$273,210.16</td>
<td></td>
<td>$273,210.16</td>
<td></td>
</tr>
<tr>
<td>Kindergarten Readiness</td>
<td>$384,728.66</td>
<td>$115,993.50</td>
<td>$268,735.16</td>
<td></td>
<td>$268,735.16</td>
<td></td>
</tr>
<tr>
<td>Resilience Measure</td>
<td>$391,386.00</td>
<td>$384,686.00</td>
<td>$6,700.00</td>
<td></td>
<td>$6,700.00</td>
<td></td>
</tr>
<tr>
<td>Intended Pregnancies</td>
<td>$384,728.66</td>
<td>$300,000.00</td>
<td>$84,728.66</td>
<td></td>
<td>$84,728.66</td>
<td></td>
</tr>
</tbody>
</table>

*Budget for each FSM reflects the agreed upon 5 year ‘soft budget’ minus the portion contributed to shared minigrant budget and adjustments for historical investments.

### 2023 Investments

<table>
<thead>
<tr>
<th>Organization</th>
<th>Process</th>
<th>Project</th>
<th>Award</th>
<th>Decision Date</th>
<th>Future State Measure</th>
<th>Latest Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Form Name:**

**RHIP Consultant Progress Report**

**Oregon Health and Science University**

Resilience and Belonging Measure

<table>
<thead>
<tr>
<th>FollowUp Snapshot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount Requested</td>
</tr>
<tr>
<td>$350,000.00</td>
</tr>
<tr>
<td>Organization Contact</td>
</tr>
<tr>
<td>Sara Mishalanie</td>
</tr>
<tr>
<td>Contact Phone</td>
</tr>
<tr>
<td>208-721-7358</td>
</tr>
<tr>
<td>Contact Email</td>
</tr>
<tr>
<td><a href="mailto:mishalan@ohsu.edu">mishalan@ohsu.edu</a></td>
</tr>
<tr>
<td>Organization Address</td>
</tr>
<tr>
<td>3181 SW Sam Jackson Park Road</td>
</tr>
<tr>
<td>Portland, OR 97239-3098</td>
</tr>
<tr>
<td>Website</td>
</tr>
<tr>
<td><a href="http://cohealthcouncil.org/">http://cohealthcouncil.org/</a></td>
</tr>
<tr>
<td>Project Lead</td>
</tr>
<tr>
<td>Jackilen Shannon</td>
</tr>
<tr>
<td>Project Lead email</td>
</tr>
<tr>
<td><a href="mailto:shannoja@ohsu.edu">shannoja@ohsu.edu</a></td>
</tr>
</tbody>
</table>

**RHIP Workgroup:**

Upstream Prevention: Promotion of Individual Well-Being

**Future State Measure:**

Upstream Prevention: Promotion of Individual Well-Being > Establish a resilience measure and increase the number of people who feel they belong by community
**Project Details**

**Progress Report: Primary Activities**

*Please describe the project and primary activities as it’s actually unfolding.*

We aim to develop a measure for assessing ‘Belonging’ across Central Oregon’s communities. At this point, we have made progress in four distinct areas: literature review/construct identification, hiring of a project manager, and identifying funding mechanisms to support year 2 and 3 of this project, and recruiting students to aid in the project moving forward.

We conducted a literature review to understand the most current literature on Resilience and Belonging. Through the review, we identified validated measures and aim to solidify a primary measure (for the full representative...
sample) and community-specific measures (for specific subpopulations in the region). The deep dive into the literature was conducted using a two-prong approach: exploring recent publications of the Belonging and Resilience generally with a specific eye towards Adults Resilience Measure (ARM)/Child and Youth Resilience Measure (CYRM), and exploring literature specific to the subpopulations identified in our proposal.

Our data informed approach will help guide community-based conversations about group specific understanding of ‘belonging’. Our next steps are therefore to engage communities and champions across the region as we develop the final measure.

We also created a position and hired a full-time project manager. We began this process in January 2022 by creating the position, publishing the job posting, and adapting a matrix for equitable hiring. We received broad interest for the position from across the country. OHSU and OSU-Cascades’ representatives were involved throughout the process. We did an initial phone screening of candidates, then selected five candidates for interviews based on the job posting, skillset and experience objectives, and candidates’ ability to relocate to Central Oregon when applicable. The hiring committee consisted of four members of the research team. Each committee member provided feedback based on the hiring matrix. We made an offer in April and hired our new project manager in May (start date: June 1, 2022).

Additionally, we identified funding mechanisms to support year 2 and 3 of this project. The most promising awards to pursue are from the Robert Wood Johnson Foundation, National Institute of Health, Meyer Memorial Trust and United Way of Central Oregon. Each funder has large awards for community-engaged work and health promotion. At the same time, the focus on health equity among rural populations will allow us to apply for funding specific for rural health promotion. Next steps include preparing project descriptions and tailoring them to each funding opportunity. We will begin to submit Letters of Intent where necessary, and prepare full applications over the summer.

Finally, we have recruited two undergraduate students and one PhD student from OSU to aid in this project moving forward.

Initial Successes*

*Please provide some observations of things that are going as well or positively surprised you to date around your project.

As mentioned above, the literature review was conducted with a two-prong approach: exploring recent publications of the Belonging and Resilience generally with a specific eye towards ARM/CYRM, and exploring literature specific to the subpopulations identified in our proposal.

The first prong was centered around our knowledge from TRACES that resilience is nurtured through individual-, relational-, and community-level factors, called “resilience factors” which used the ARM and CYRM measures. We searched the literature for review articles focused on Belonging and Community Resilience (e.g., Allen et al., 2021; King et al., 2022, Mahar et al, 2012) and other literature that used the ARM or CYRM with community-level considerations. Two primary sources for literature searches were explored including the Resilience Research
Center website, and Oregon State University’s online library databases (e.g., PsycInfo) and search terms (e.g., “Belonging, Community ResilienceCRE).

The second prong was centered around literature which measured Belonging at the community-level across the different subpopulations in the Central Oregon region. For example, LGBTQIA+, Indigenous, Latinx, Adults and Older adults, Children, and Rural or Urban contexts. Search terms were centered on the subpopulation. For example, “Resilience” OR “Belonging” AND “LGBTQIA+” was used for literature within the LGBTQIA+ population; “Resilience” OR “Belonging” AND “Indigenous populations” for literature within the Native American community. If these search terms were not providing articles of interest, we would adjust keywords to “Community Belonging” and “LGBTQIA+ community” or “Community Belonging” and “Native American.”

As we explored the literature, several key findings were evident. First, Belonging as a construct is measured in a myriad of ways; moreover, it is conceptualized and operationalized sometimes differently across various subgroups. The literature also provides insights into Belonging-adjacent constructs which are sometimes measured alongside or in place of Belonging. One such Belonging-adjacent construct which was repeatedly used in the literature was Social Capital. The lack of consistency in measuring Belonging prompted us to create a visual (attached) based on constructs and terms we were seeing across the literature within the specific subpopulations. This visual was created to aid in our understanding of how Belonging may be best operationalized and conceptualized within these different subgroups across Central Oregon. From this visual we were also able to better understand which terms are more or less universally used. For example, Emotional Support is commonly considered within Belonging literature across multiple subpopulations. The knowledge gained so far will support community engagement and conversations to develop our final measure.

**Project Completion at Time of Progress Report**

*Please indicate whether your project is complete or in progress. If it is in progress, please estimate the percent complete at the time of this report.*

My project is in progress and is approximately 0-25% complete

**Timeline**

*If your project is in progress, please indicate whether you are on track with the timelines indicated in your application.*

My project is in progress, but we are behind the timelines indicated in our application

**Are you encountering any problems or challenges in fulfilling the terms of the project agreement?**

Yes

**Mid-Course Problems or Challenges (Continued)**
If you stated that you are encountering problems or challenges in fulfilling the terms of the grant agreement, provide detail below. Please explain what mid-course corrections you plan to implement to help mitigate those challenges/barriers.

If you are not encountering challenges, please type N/A.

The timeline for hiring the project manager took longer than anticipated. The project manager is hired through Oregon Health & Science University. The process of creating a new job, having the salary and benefits approved, and having a description posted for a national search was significantly more involved and took more time than expected. The added time was in part due to the COVID-19 pandemic affecting work flows and processes within OHSU administrative structures, but also in part due to regulatory cumbersomeness. Once posted, we were able to move the hiring process forward in a timely manner. We made an offer in April and hired our new project manager in May (start date: June 1, 2022).

**Mid-Course Community Connections**

Are there any connections within the community that the COHC or a RHIP workgroup can help facilitate that might be helpful with respect to the implementation or success of your project?

Yes

**Mid-Course Community Connections (Continued)**

Please provide detail on the community connections that you feel the COHC or a RHIP workgroup might be able to help with.

Please note, we strive to make connections and break-down siloes whenever possible. We will do our best to facilitate a relationship with the party or parties you mention.

We are getting ready to engage communities across Central Oregon and look forward to receiving feedback form COHC and the RHIP work group on our specific plans. We will communicate our outreach plans and count on COHC to suggest specific groups and at times help us to engage with them as we begin this work.

**Additional Reports**

If you have any additional dashboards or reports, you may attach the first one here.

This is optional.

Please note, you must attach files one at a time separately, for a maximum of three files.
Please provide a brief description of each document you are attaching.

OHSU_working visual_definitions_6.6.22.pdf
Working visual: We created a visual based on terms related to Belonging across the literature within the specific subpopulations. This visual will aid our understanding of how Belonging may be best operationalized and conceptualized within these different groups across Central Oregon.

File Upload/Report 2
If you have an additional report, you may attach it here. Please briefly describe the file you are uploading.

Other Comments for Progress Report
Is there anything else you would like us to know?

N/A
FollowUp Files

Applicant File Uploads

- OHSU_working_visual_definitions_6.6.22.pdf
Note. The bubbles are grouped in alignment with the Elements of Belonging in which they map onto
Information for Infographic

Purpose:

This visual is to aid in our understanding of the literature and the myriad of ways Belonging is conceptualized across different subpopulations. Subgroups in the visual are represented in the region, but it is also important to note that these subgroups are not mutually exclusive. Our literature review has informed the ongoing development of this visual and the unique perspectives of conceptualizing (and operationalizing) belonging within these subpopulations. Using our knowledge from TRACES, resilience is nurtured through individual-, relational-, and community-level factors, which we call “resilience factors” (Masten, 2018). Within the community-level resilience factor, Belonging was found to be the lowest scoring item in Central Oregon. To improve and enhance individuals’ sense of belonging at the community-level, we are using a data-informed approach to understand and explore how Belonging is measured and conceptualized across various subpopulations. This effort will also hopefully aid in the selection and/or co-creation of community specific Belonging/Resilience measures.

Definitions:

Resilience is a process of positive adaptation in the face of adversity. It is nurtured through individual-, relational-, and community-level factors, which we call “resilience factors” (Masten, 2018). The current project is focusing, in part, on Belonging as a community-level factor. According to Mahar and colleagues, Belonging is defined as a subjective feeling of value and respect derived from a reciprocal relationship to an external referent that is built on a foundation of shared experiences, beliefs, or personal characteristics (Mahar et al., 2012). The elements of Belonging with their definitions are described below.

Subjectivity: is a perception of belonging that is unique to the individual and centered on value, respect, and fit, and feeling of how membership makes the individual feel.

Groundedness: refers to the referent group which is the focus of an individual’s feeling of belongingness. This referent can be a person or persons, place, organization, or cultural worldview.

Reciprocity: feelings of belonging are shared (mutual, bidirectional) by the social partner or referent group.

Dynamism: suggests that belonging is dynamic (not static) and malleable and can change over time. Belonging can be specific to context and shaped through an individual’s transactions with socio-cultural environments/conditions. These environmental conditions can enable and/or hinder feelings of belonging.

Self-Determination: the right of an individual to choose to interact with a referent group. Self-determination reflects the sense of choice, autonomy, and/or power an individual perceives when (actively) choosing to belong to a referent group (e.g., people, places, organizations, and/or cultures one chooses).
Form Name:

RHIP Consultant Annual Report: Year One

Oregon Health and Science University
Resilience and Belonging Measure

<table>
<thead>
<tr>
<th>FollowUp Snapshot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount Requested</td>
</tr>
<tr>
<td>Organization Contact</td>
</tr>
<tr>
<td>Contact Phone</td>
</tr>
<tr>
<td>Contact Email</td>
</tr>
<tr>
<td>Organization Address</td>
</tr>
<tr>
<td>Portland, OR 97239-3098</td>
</tr>
<tr>
<td>Website</td>
</tr>
<tr>
<td>Project Lead</td>
</tr>
<tr>
<td>Project Lead email</td>
</tr>
</tbody>
</table>

RHIP Workgroup:

Upstream Prevention: Promotion of Individual Well-Being

Future State Measure:

Upstream Prevention: Promotion of Individual Well-Being > Establish a resilience measure and increase the number of people who feel they belong by community
Note: * indicates required questions

**Contact Information**

**Organization Name***

Oregon Health & Science University/OSU-Cascades

**Project Name**

Resilience and Belonging Measure

**Date you are submitting this annual report***

01/10/2023

**Name and Title of Submitter***

Camilla Dohlman, Research Project Manager

**Email Address***

dohlman@ohsu.edu

**Phone Number***

919-370-2742

**Project Details**

**Annual Report: Primary Activities***

*Please describe the project and primary activities.*

This project aims to develop and adopt a measure of belonging across Central Oregon’s communities.

In 2022, The OHSU and OSU team achieved several key milestones for the community belonging measurement project. These include (1) conducting a literature review to identify existing measures that assess community belonging and related constructs, and (2) engaging with community partners to inform the measurement strategy and outreach approach. This included conducting 17 informal community conversations with community leaders representing the education, health care/behavioral health, social services, community organizing, local
government and faith sectors in Central Oregon. These community leaders also represented the diverse geographies (i.e., all prioritized counties) and identities that are present in this region.

**Annual Report: Summary of Results**

*Please provide a summary of the results, outcomes, and benefits of the project, including a current overall assessment of its success and impact to date.*

Our efforts in 2022 informed the development of a survey which aims to assess community belonging and resilience both at the community level in Central Oregon and among identified priority populations. Through the survey, we also aim to pinpoint factors that act as barriers or facilitators to belonging, and identify opportunities for improvement. In November, we began a pilot test of the survey and have collected approximately 50 responses. In January, we will begin broader scale outreach with the goal of collecting 1,000 survey responses from Central Oregon residents.

An additional outcome from the community-engaged planning process was strengthened relationships with and buy-in from community leaders to our efforts; this has directly contributed to various intermediate milestones for this project, including the successful recruitment of pilot participants, and the approval of the measurement effort by the Warm Springs Health & Welfare committee, an essential step to conducting research that involves Warm Springs tribal members. We believe these relationships are essential to the continued successful implementation of the measurement project by lending legitimacy/endorsement from trusted community members and directly facilitating outreach.

In addition, we collaborated with COHC to submit a letter of intent to NIH to continue the measurement work and fund community-led, health equity structural interventions that will be informed by the resilience and belonging measure. Securing additional funding is necessary to ensure continued measurement beyond the scope of our initial grant and will expand capacity to act upon our findings to improve belonging and resilience.

Despite initial delays (described in the previous report) we believe that our project is proceeding successfully and will have a long-lasting impact in Central Oregon. In 2023, we think this impact will be more evident as we begin data analysis, disseminate results, and conduct community-engaged intervention mapping with a learning community that we will be launching in 2023.

Additionally, in 2023, we are hoping to convene a “learning community” of paid community leaders to brainstorm potential new policies and programs that could positively impact belonging in Central Oregon. This learning community will take part in a guided design thinking curriculum with OHSU and OSU team members and will collaborate with others to develop and test potential interventions that would promote community belonging in Central Oregon. It is our hope that this will inform future funding from COHC for programs that promote belonging.

**Annual Report: Stories**

*Please provide a brief story or quote that illustrates how this project has had a positive impact on the Central Oregon region.*
Not applicable, please see community conversation report for illustrative quotes.

**Permission to Share Annual Report Stories***

*Please indicate whether or not the COHC has permission to use the story or quote you provided above in social media and/or other mediums/publications.*

No, please do not share the stories I've provided outside of the COHC.

**Project Completion at Time of Annual Report***

*Please indicate whether your project is complete or in progress. If it is in progress, please estimate the percent complete at the time of this report.*

My project is in progress and is approximately 26-50% complete

**Timeline***

*If your project is in progress, please indicate whether you are on track with the timelines indicated in your application.*

My project is in progress, but we are behind the timelines indicated in our application

**Estimated Completion Date for Project at Time of Annual Report***

*Please provide an estimated completion date for your project. If your project is complete, leave blank.*

08/01/2023

**Are you encountering any problems or challenges in fulfilling the terms of the project agreement?***

No

**Mid-Course Problems or Challenges (Continued)***

*If you stated that you are encountering problems or challenges in fulfilling the terms of the grant agreement, provide detail below. Please explain what mid-course corrections you plan to implement to help mitigate those challenges/barriers.*

*If you are not encountering challenges, please type N/A.*

We are not currently experiencing any barriers to fulfilling the terms of the grant agreement. However, some of our timelines have been pushed back; this was largely due to the hiring of the Project Manager in May 2022 and
the Community Research Liaison for Central Oregon in July 2022. Since they were onboarded, our team has been able to make substantial progress and does not anticipate any further barriers.

**Mid-Course Community Connections**

*Are there any connections within the community that the COHC can help facilitate that might be helpful with respect to the implementation or success of your project?*

No

**Mid-Course Community Connections (Continued)**

*Please provide detail on the community connections that you feel the COHC might be able to help with.*

*Please note, we strive to make connections and break-down siloes whenever possible. We will do our best to facilitate a relationship with the party or parties you mention.*

**SMART Objective #1 (Target/Future State)**

By September 2022, identify and adapt a measure of belonging/resilience for use over time across diverse Central Oregon communities. Develop collaborative conversation guides to aid planning meetings with groups in Central Oregon.

**Objective #1: Progress**

*Please provide your current progress on this objective.*

Through an extensive literature review and community conversations to ensure cultural and regional relevance, our team identified and/or adapted measures of belonging, resilience, and related constructs (place attachment, social capital) to be included in a community-based survey. The measures were identified in July 2022 and refined as a result of community conversations. The guide for these conversations was developed in July and the conversations took place in August and September. As a result of these conversations, we developed a survey which we piloted with 50 participants in November and December 2022. Based on the results of the pilot, we made minor changes to the survey which will be disseminated in 2023.

**SMART Objective #2 (Target/Future State)**

By 09.2022, refine strategies focused on how and where belonging/resilience measures should be collected based on the literature reviewed.

By 04.2022, identify collaborative partners that provide insights into measuring resilience/belonging.
Objective #2: Progress*

*Please provide your current progress on this objective.*

*If your proposal only contained one objective, please type N/A.*

As a result of the community conversations described above (which took place in August and September of 2022), we decided to implement a two-prong approach to collecting data for the belonging and resilience measure. We will be using address-based sampling as well as leveraging the relationships we have built with community partners to ensure that we can recruit a sufficient number of community members from the identified priority populations, allowing us to make inferences about the larger population.

The collaborative partners we are working with have been identified beginning in Spring 2022. We conducted community conversations with 17 partners to inform the measurement approach. Our Community Research Liaison has additionally been building connections with partners and coalitions across Central Oregon which we will continue to leverage as we disseminate the survey. Notably, we have connected with leaders in the health departments in all counties as well as Warm Springs.

SMART Objective #3 (Target/Future State)

Implement an effective data collection strategy to accurately inform development of a community measure of belonging/resilience. By Q1 of Year 2 we will have achieved representable data collection from 1000 survey responses and up to 10 focus groups.

Objective #3: Progress*

*Please provide your current progress on this objective.*

*If your proposal only contained two objectives, please type N/A.*

For the address-based sample, we will send out 15,000 postcards/letters to community members (stratified by ethnicity and rural/urban status) inviting them to take part in the survey. This approach was determined based on consultation with MSG, a vendor with expertise in address-based sampling, with the goal of obtaining our target number of survey responses. To supplement this approach, we will partner with community champions to disseminate the survey. Additionally, we will explore belonging through focus groups, which will take place in Spring 2023.

SMART Objective #4 (Target/Future State)

By April 2023, develop, implement and collect survey data from 1000 individuals from a population-based random sample.
Objective #4: Progress*
Please provide your current progress on this objective.

*If your proposal only contains less than four objectives, please type N/A.

We are aiming to begin data collection for the survey in January 2023 and anticipate completing data collection from 1000 individuals by April 2023.

SMART Objective #5 (Target/Future State)

By April 2023, conduct up to 10 focus groups among participating communities across the Central Oregon region, analyze data, and synthesize results with partners.

Objective #5: Progress*
Please provide your current progress on this objective.

*If your proposal only contains less than five objectives, please type N/A.

Informed by the results of the pilot survey and the community conversations, we will draft focus groups guides for the priority populations in early 2023, with the goal of recruiting up to 10 focus groups for March and April 2023. We will then convene community partners to analyze and synthesize data.

SMART Objective #6 (Target/Future State)

Objective #6: Progress*
Please provide your current progress on this objective.

*If your proposal only contains less than six objectives, please type N/A.

N/A

Annual report: Photos Associated with Project

Please attach any photos you would like to share associated with your project. You may attach up to three. Photos must be uploaded separately under the 'photo attachment' headings below this question. Please indicate whether the COHC may share and/or publish these photos publicly.
No, please do not publish and/or share these photos outside of the COHC

**Annual Report: Photo Attachment #1**
*Please briefly describe the photo.*

**Annual Report: Photo Attachment #2**
*Please briefly describe the photo.*

**Annual Report: Photo Attachment #3**
*Please briefly describe the photo.*

**Additional Reports**
*If you have any additional dashboards or reports, you may attach the first one here.*

*This is optional.*

*Please note, you must attach files one at a time separately, for a maximum of three files.*

*If you have more than three files you would like to submit to the COHC, please reach out to the COHC staff.*

*Please provide a brief description of each document you are attaching.*

Survey Tool_Final_1.9.23.docx
This is the draft survey tool we have developed.

**File Upload/Report 2**
*If you have an additional report, you may attach it here. Please briefly describe the file you are uploading.*

Community Conversations_Summary Report Final_9.21.docx
This is the summary report from our community conversations report.

**File Upload/Report 3**
*If you have an additional report, you may attach it here. Please briefly describe the file you are uploading.*

**Other Comments for Annual Report**
Is there anything else you would like us to know?
FollowUp Files

Applicant File Uploads

- Survey Tool_Final_1.9.23.docx
- Community Conversations_Summary Report Final_9.21.docx
Belonging Questions

These first questions ask about your sense of belonging in your community.

- **Belonging** is the feeling of acceptance and value that comes through sharing experiences or characteristics with others. Some experiences or characteristics are more important than others in making us feel like we belong to a community.
- **Community** can be defined however is meaningful to you – it can describe places, spaces, or groups of people with whom you share common characteristics or interests.
1. In general, which of the following communities or identity groups make you feel like you belong? *Mark all the ones that are important to you. After you have marked all of the ones that are important to you, please circle up to three that are most important to you.*

- Your family
- People you work with
- People or friends who share your racial or ethnic identity
- People or friends you met at school or university
- People or friends who are your age or are part of your generation (e.g., millennials; baby boomers)
- People or friends who speak your language
- People or friends who share your culture or heritage
- The LGBTQIA+ community
- The military/veteran community
- People or friends who share your faith or religion
- People or friends who share your political beliefs
- The disability community
- People or friends who share your hobbies or recreational interests (e.g., sports teams, book clubs, civic organizations)
- People or friends who I share a lived experience with
- Prefer to self-describe: ______________________

2. In general, in which of the following places or spaces do you feel like you belong? *Mark all the ones that apply to you.*

- Where you live
- Where you are from/where you grew up
- Your school
- Your workplace
- Online, gaming, or social media spaces
Prefer to self-describe: ____________________

3. Thinking about the places, spaces, and groups of people that you just identified as being important to your sense of belonging, can you share a time in the past year when you felt a sense of belonging? Please describe people or places who contributed to this experience.

4. Can you share a time when you felt like you didn’t belong in a community? Your contribution will help us to address barriers to belonging.
5. Has the COVID-19 pandemic affected your sense of belonging in the community? Feel free to define “community” however is meaningful to you.

Yes
No
Prefer not to say

6. If yes, please explain how the COVID-19 pandemic affected your sense of belonging.

Attachment to Local Community Questions

7. Thinking about the community where you live, please indicate the extent to which you agree or disagree with the following statements. Circle one number in each row that corresponds to your answer.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know quite a few people who live in my community</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Many of my family and friends live in my community</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>In an emergency, I could raise $2000 within two days from my relatives or friends</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I feel like I have some influence or control over decisions made in my community</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I feel safe in public spaces in my community (e.g., a government building or school building)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>There are people in my community who I can talk to about my problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I participate in recreational activities in my community</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I prefer living in this community over other communities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>My community's happiness is part of my happiness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The energy I put into my community comes back to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I believe I have a lot to give to my community</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
8. What do you like most about the community where you live?

9. Is there anything you dislike about the community where you live?
10. To what extent do the following statements apply to you? Feel free to define “community” and “family” however is meaningful to you. *Circle one number in each row that corresponds to your answer.*

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>A little</th>
<th>Somewhat</th>
<th>Quite a bit</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have people I can respect in my life</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Getting and improving qualifications or skills is important to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>My family knows a lot about me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I try to finish what I start</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I can solve problems without harming myself or others (e.g. without using drugs or being violent)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I know where to get help in my community</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I feel I belong in my community</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>My family stands by me during difficult times</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>My friends stand by me during difficult times</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I have opportunities to show others that I can act responsibly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I enjoy my family’s/partner’s cultural and family traditions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Technology and Internet Use Questions
These next questions ask about your use of technology and the internet. These questions will help us understand how technology is related to belonging.

11. Which of the following devices do you own? Check all boxes that apply to you, or select none of the above.
   - Desktop or laptop computer
   - Smartphone
   - Tablet
   - None of the above

12. Do you use the internet? Check one box only.
   - Yes
   - No (if no, skip to question 16)

13. Where do you primarily use the internet? Check all boxes that apply to you.
   - At home
   - At my workplace
   - At my school
   - In public places with access to the internet, such as the library
   - Somewhere else (please specify: ___________________)

COMMUNITY BELONGING
MEASUREMENT PROJECT
14. Overall, would you say that using the internet or social media has an impact on your ability to connect with others who are similar to you? Check one box only.

- Yes, a positive impact
- Yes, a negative impact (skip to question 14)
- Yes, both a positive and negative impact
- No impact (skip to question 14)

15. Which of the following websites or social media apps do you use to connect with others who are similar to you? Check all boxes that apply to you.

- BeReal
- Facebook
- Email
- Instagram
- LinkedIn
- Nextdoor
- Pinterest
- Reddit
- Snapchat
- Text messaging
- TikTok
- Twitter
- WhatsApp
- YouTube
- Prefer to self-describe
- None of the above

16. Overall, would you say that using the internet or social media has an impact on your ability to solve problems or achieve change in your local community? Check one box only.

- Yes, a positive impact
- Yes, a negative impact (skip to question 16)
≤ Yes, both a positive and negative impact
≤ No impact *(skip to question 16)*

17. Which of the following websites or social media apps do you use to solve problems or achieve change in your local community? *Check all boxes that apply to you.*

≤ BeReal
≤ Email
≤ Facebook
≤ Instagram
≤ LinkedIn
≤ Nextdoor
≤ Pinterest
≤ Reddit
≤ Snapchat
≤ Text messaging
≤ TikTok
≤ Twitter
≤ WhatsApp
≤ YouTube
≤ Prefer to self-describe
≤ None of the above
Geography Questions
Now we’d like to ask you a few questions about where you live.

18. What is the zip code of your primary residence? ____________________

19. Do you live in the Confederated Tribes of Warm Springs? Check one box only.
   ≤ Yes
   ≤ No

20. Which county do you live in? Check one box only.
   ≤ Crook
   ≤ Deschutes
   ≤ Jefferson
   ≤ Klamath
   ≤ Wasco
   ≤ Prefer to self-describe
   ≤ My family has lived here for more than one generation
   ≤ I don’t consider myself to live in Central Oregon

21. How long have you lived in Central Oregon (Crook, Deschutes, Jefferson, and Northern Klamath Counties, or The Confederated Tribes of Warm Springs)? Check one box that best applies to you.
   ≤ Less than 1 year
   ≤ 1-4 years
   ≤ 5-9 years
   ≤ 10-20 years
   ≤ More than 20 years
   ≤ My family has lived here for more than one generation
   ≤ I don’t consider myself to live in Central Oregon
Health & Demographic Questions

The next few questions are about your health and demographic information.

22. How old are you? **Check one box only.**

- Under 18
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65-74
- 75 or older

23. In general, would you say your physical health is:

- Excellent
- Very good
- Good
- Fair
- Poor
24. In general, would you say your mental health is:

- Excellent
- Very good
- Good
- Fair
- Poor

25. How do you describe your gender? **Check one box only.**

- Woman
- Man
- Non-binary, third gender, agender, gender nonconforming or genderqueer
- Prefer to self-describe ____________________
- Prefer not to say

26. Do you identify as transgender? **Check one box only.**

- Yes
- No
- Prefer to self-describe ____________________
- Prefer not to say
27. What is your sexual orientation? *Check the box* that **best applies to you. 

- Straight/heterosexual
- Gay or Lesbian
- Bisexual or Pansexual
- Queer
- Asexual
- Not sure
- Prefer to self-describe ____________________
- Prefer not to say

28. Please select the categories that best describe your race/ethnicity. *Please check all the boxes that apply to you.* 

- Asian
- Native Hawaiian or other Pacific Islander
- Black or African American
- Hispanic or Latino/a/x
- Native American, Alaska Native, First Nations Peoples, or Indigenous to the Americas
- White
- Prefer to self-describe ____________________
- Prefer not to say
29. If you responded Native American, Alaska Native, First Nations Peoples, or Indigenous to the Americas to the previous question: What is your tribal affiliation or identity?
_______________________________________

30. What is the highest level of education you’ve completed? Check one box only.

- Less than a high school diploma
- High school degree or equivalent (e.g., GED)
- Some college
- Vocational or technical degree
- Associate’s degree
- Bachelor’s degree
- Graduate degree
- Prefer to self-describe ________________

31. What is your employment status? Check one box only.

- Employed full time
- Employed part time
- Self-employed
- Unemployed
- Student
- Retired
- Homemaker or stay-at-home parent
- Disabled
- Prefer to self-describe ________________
32. What is your marital status? *Check one box only.*

- Married
- In a domestic partnership
- Widowed
- Divorced
- Separated
- Single, never married

33. Do you have primary caregiving responsibilities? (This may include childcare, elder care, or disability care). *Check one box only.*

- Yes
- No

34. Including yourself, how many people currently live in your household? *Check one box only.*

- 1
- 2
- 3
- 4
- 5
- 6 or more (*please specify:____________________*)
35. How many children (under age 18) currently live in your household? *Check one box only.*

- None
- 1
- 2
- 3
- 4
- 5
- 6 or more *(please specify: ______________________)*

36. What is your total household income, before taxes? *Check one box only.*

- Less than $10,000
- $10,000 – $24,999
- $25,000 – $34,999
- 35,000 – $49,999
- $50,000 – $74,999
- 75,999 – $99,999
- 100,000 – $149,999
- More than $150,000
- Prefer not to say
37. What language(s) do you speak in your household? *Check all boxes that apply to you.*

- English
- Spanish
- American Sign Language
- Prefer to self-describe ____________________

**Closing Question**

38. Do you have any ideas on how to promote belonging in your community, or is there anything else that you would to share about belonging in your community?
Thank you for participating in the Community Belonging Measurement Project Survey. Your responses will be used by the Oregon Health & Science University, Oregon State University-Cascades, and the Central Oregon Health Council to inform new public health policies and programs that serve Central Oregon.

As a thank you, we would like to give you a $10 gift card. Please return this form to the study team to receive your gift card.
Community Belonging Measurement Project
Community Conversations Summary Report

Background and Purpose
The Community Belonging Measurement Project is a multi-stage, community-engaged effort to develop, adopt and utilize a measure of belonging in Central Oregon (Crook, Deschutes, Jefferson, and North Klamath Counties, as well as the Confederated Tribes of Warm Springs). More specifically, we aim to:

- Adopt a measurement strategy for belonging and its related constructs, informed by an in-depth literature review as well as community knowledge and expertise
- Assess community belonging in Central Oregon using a mixed-methods, community-engaged approach
- In conjunction with community members, analyze and interpret data to create shared meaning and inform potential interventions that could improve belonging

This approach is depicted in Figure 1.

Figure 1. Community Engaged Research Process for the Community Belonging Measurement Project

These initial “community conversations” took the form of 45–60-minute meetings with diverse community leaders and focused on integrating community knowledge into the data collection process and strategy. The goals of this effort were multi-fold. Primarily, we sought to ensure that partners are aware of and engaged in the development of the measurement project’s goals and processes; additionally, we aimed to gather culturally responsive and context-specific information that could guide the development of and implementation of belonging and resilience measurement tools. Through the discussions, we gathered input on how to understand and promote community belonging and resilience using a context and community-specific approach, received feedback on a draft questionnaire that will be used for a population-based survey, and learned about outreach opportunities in the Central Oregon community.

Methodology & Participants
We interviewed 17 community leaders over the course of one month (August 2, 2022 – September 7, 2022). Project team leaders identified an initial outreach tier of individuals based on past relationships, often through similar work to understand and promote community well-being and resiliency. We used
snowball sampling through the “community conversations” to identify additional important individuals to engage. Our sampling plan focused on three domains: geographic region, priority population, and sector. Participant characteristics are depicted in Table 1.

Table 1. Community Conversation Participant Characteristics

<table>
<thead>
<tr>
<th>Region</th>
<th>Number</th>
<th>Sector</th>
<th>Number</th>
<th>Priority Population*</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crook County</td>
<td>4</td>
<td>City/County/Tribal Govt.</td>
<td>1</td>
<td>Black or African American</td>
<td>2</td>
</tr>
<tr>
<td>Deschutes County</td>
<td>7</td>
<td>Education/Youth Programming</td>
<td>7</td>
<td>Latino/a/x</td>
<td>3</td>
</tr>
<tr>
<td>Jefferson County</td>
<td>2</td>
<td>Faith</td>
<td>1</td>
<td>LGBTQIA+</td>
<td>1</td>
</tr>
<tr>
<td>North Klamath</td>
<td>2</td>
<td>Health Care/Social Services</td>
<td>5</td>
<td>Military/Veteran</td>
<td>3</td>
</tr>
<tr>
<td>Warm Springs</td>
<td>2</td>
<td>Non-Profit/Community Groups</td>
<td>3</td>
<td>Native/Indigenous</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority Population*</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent of a child under 5 years or works with children under 5 years</td>
<td>2</td>
</tr>
<tr>
<td>Older adult (65+) or works with older adults</td>
<td>2</td>
</tr>
<tr>
<td>Rural</td>
<td>10</td>
</tr>
</tbody>
</table>

*Individuals may belong to more than one priority population

Individuals were considered rural if they lived or worked outside of a metropolitan statistical area, this included the communities of Gilchrist, Madras, Warm Springs, and Prineville. We spoke with four individuals who live and work in Redmond, while the three others from Deschutes County live and work in Bend.

The experiences of the community leaders we spoke to reflect the reality that identities intersect and both inform and are informed by external factors like geography and workplace. The following communities are those that community leaders indicated that they personally or professionally belong to or are connected to:

- Small or rural town
- Educator/Education/Youth development
- Parent of young children
- “Childless by choice” community
- Latino/a/x/Hispanic + migrant workers
- Black/African American
- Native/Indigenous
- Activist/social justice community
- Veteran community
- LGBTQIA+
- Faith
- Social service provider
- Outdoor/recreation or other hobby-based community

One member of the project team led the conversations, while another team member took notes and asked follow-up questions as needed. We obtained permission from each individual to record the conversation and clarified that their responses would not be linked to their name or organization and would be used for this internal report. Participants received a $50 Amazon gift card as a thank you for their participation.
The research team used a semi-structured "listening guide" with open-ended questions designed to encourage an open discussion of belonging and resilience and to get feedback on the draft questionnaire that will be used for the population-based survey component of this project. The draft questionnaire that we showed participants is included in an appendix to this report (Appendix A).

The listening guide covered four discussion topics, which were: (1) community leaders’ understanding of belonging and what factors promote belonging, with a particular focus on the roles of schools, other government institutions, and technology, (2) community leaders’ understanding of resilience and what factors promote resilience, with a particular focus on the roles of schools, other government institutions, and technology, (3) specific feedback on a draft questionnaire that included questions on belonging, resilience, and related constructs, and (4) strategies for outreach and engagement with communities in Central Oregon. These topics coincide with how the findings are organized and presented in this report.

For analysis, we extracted themes from the recordings and interview notes to understand community leaders’ perceptions of belonging and resilience, their ideas on how to measure these constructs, as well as their suggestions for outreach strategies. Responses were categorized also in terms of the communities to which interviewees identified belonging or being connected to help us identify common themes among specific identity groups or community sectors.

**Findings**

*Understanding and Supporting Belonging*

*Community leaders highlighted that belonging is a multi-dimensional construct, emphasizing the importance of acceptance, safety, and reciprocity.* When asked what supports belonging in their communities, many people discussed the importance of finding places and spaces where your true self is accepted and where your opinion is valued. Additionally, almost all participants relayed the importance of physical and emotional safety for cultivating belonging. Descriptions of safety ranged from feeling comfortable entering a government building to being able to be emotionally vulnerable with others. Finally, several people discussed the importance of mutual support for belonging; as one community leader shared, “there are seasons of life, in some you are a giver and in some a receiver. A true sense of belonging would reflect this reciprocity.”

*Participants shared the importance of representation – both in community leadership and in cultural settings – for fostering a sense of belonging.* Having a shared identity with people in leadership positions (e.g., in schools or local government) can promote belonging; however, several participants noted that leadership in these settings often does not reflect the diversity of the communities they serve. One community leader who identified as African American also emphasized the importance of having representation in popular TV shows, movies, and cultural events in the community such as Juneteenth or Latino Fest.

*While shared experiences and identities can promote belonging, many community leaders noted that differences in identity and political beliefs are a potent barrier to belonging for minoritized communities.* The majority of community leaders who identified as LGBTQIA+, Latino/a/x, or indigenous emphasized that connecting with others who share their identity(ies) makes them feel like they belong, and others noted that shared experiences (like parenting) or hobbies/interests can promote belonging. Additionally, shared experiences of feeling excluded or targeted can paradoxically foster belonging.
within minoritized groups that experience discrimination or exclusion. Nonetheless, many participants stated that racism, “Trumpism” and xenophobic beliefs are threats to belonging in Central Oregon, particularly for those who are not white, politically conservative, and/or lifelong residents of Central Oregon.

“If you want to be accepted [in Jefferson County] – you need to be white, a hick, a cowboy or a farmer, and need to have a family.”

When asked what questions they would ask community members to understand whether they felt a sense of belonging, responses mirrored the themes described above (see Table 2):

Table 2. Belonging Questions

<table>
<thead>
<tr>
<th>Acceptance, Safety, and Reciprocity</th>
<th>Representation in Leadership and Culture</th>
<th>Shared Identity and Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Where do you feel the most like yourself?</td>
<td>• Are there places in your community where you can go to learn about your culture or identity?</td>
<td>• What are you passionate about?</td>
</tr>
<tr>
<td>• Is there someone or someplace where you feel accepted?</td>
<td>• Do you see your culture or identity represented in television or popular media?</td>
<td>• What connects you to people in your community?</td>
</tr>
<tr>
<td>• Do you have someone in your life who cares about you?</td>
<td>• Are there leaders in your community that share your identity?</td>
<td></td>
</tr>
<tr>
<td>• Do you feel safe walking into a government building?</td>
<td>• Are there events in your community that celebrate your culture or identity?</td>
<td></td>
</tr>
<tr>
<td>• Do you have a place where you can gather safely with your community?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Do you have someone who you can talk to about life’s challenges?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Schools have the potential to promote belonging for children and families, but currently fall short.** While most community members will touch public schools at some point, participants shared that families often feel disconnected from schools or unwelcome. Latino/a/x families in particular may struggle to feel connected to the schools, due in part to language barriers and/or concerns about documentation. One participant also noted that “teachers carry their biases even when they profess to be allies” and that students of color often get unfairly targeted, hindering belonging. Many community leaders indicated that the schools could do a better job promoting belonging among students by incorporating curricula focused on Latino/a/x culture and Native American culture, and by more actively discussing identity issues with students and families.

**Several community leaders highlighted the importance of power-sharing in organizational governance to create spaces that foster belonging.** Participants who worked at non-profit organizations emphasized the importance of ceding decision-making power to community members; developing family councils or
other community boards can promote ownership among people who benefit from non-profit services, and in turn make them feel like they belong.

**Community leaders offered divergent views on the role of technology in promoting belonging.** Some community leaders, particularly those who work with young children, believed that technology was detrimental to mental health and belonging. Nonetheless, some participants shared that the use of virtual meeting platforms can make certain opportunities (like community meetings) more accessible to individuals who cannot or don’t feel comfortable attending in person. Others indicated that social media can be very useful for getting the word out about programs and for sharing resources. Finally, social media can also promote community belonging and connection for people who are socially or geographically isolated (such as older adults or individuals living in rural areas) or for those who are unable to seek in-person support from family or friends.

**Understanding and Supporting Resilience**

**Having basic needs met sets the foundation for resiliency.** Participants noted that reliable access to food, shelter, and mental health resources is critical to a person’s ability to manage difficult circumstances; this is particularly true among vulnerable populations such as youth, low-income individuals and families, and people who are at risk of or experiencing substance use disorders. Instability, whether it is experienced through frequent moves, changing school enrollment, or caretaker responsibilities, is also a barrier to resiliency.

---

*A child needs to feel safe in order to want to and be able to learn and then from there they can have fun.***

---

**Community leaders identified interpersonal connections and support as important factors that facilitate one’s ability to deal with life’s challenges.** Community leaders identified a sense of belonging and what many would recognize as characteristics of a thriving community as the elements needed for an individual to be resilient. A network of people looking out for each other in the community affords someone the ability to get through challenges. Families (especially those with young children) that have connections to a community of peers build resiliency through shared experiences and skill building. Other community leaders described resilient individuals as those who live in a community that shares and reinforces norms or behaviors that support those in need. Among under-represented communities and groups experiencing marginalization, knowing that you are not alone in the community supports the ability to work through challenges.

**The ability to have difficult conversations promotes shared understanding and opportunities to grow, which participants articulated as skills needed to overcome hardship.** Several participants described engaging in the challenging work of increasing both awareness and understanding of individual differences as a strategy that can promote community resilience. For example, providing the chance for children to talk through emotions and the difficult things they are facing is an opportunity to demonstrate, teach, and foster empathy. Other participants mentioned the need for adults to share their perspectives and experiences in a way that allows people with dissimilar worldviews to communicate collegially. This was described as promoting resiliency because it opens space for people
to generate solutions together and it serves as an opportunity to elevate marginalized voices and stories.

“Schools need to take a step back, look at what is going on in the community and reach the students now.”

When asked what questions they would ask community members to understand how they deal with life’s challenges, participants’ questions fell into three categories: motivation, connectedness, and resource access (see Table 3):

Table 3. Resilience Questions

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Connectedness</th>
<th>Resource Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What keeps you going?</td>
<td>• Do you have people to talk to when you are having a hard time? Who are they?</td>
<td>• If you were experiencing challenges, where would you go for help?</td>
</tr>
<tr>
<td>• How are you dealing with hardship?</td>
<td>• How connected do you feel to your community?</td>
<td>• Do you feel comfortable finding/utilizing services and resources that will help you be more resilient?</td>
</tr>
<tr>
<td>• How have you learned to deal with life’s challenges?</td>
<td>• Do you feel safe?</td>
<td>• What can this look like in practice and where do these strategies take place?</td>
</tr>
<tr>
<td></td>
<td>• Do you feel accepted?</td>
<td></td>
</tr>
</tbody>
</table>

We heard from individuals who self-identified as Black, Indigenous, Latino/a/x, and LGBTQIA+ that equity initiatives and trauma-informed practice are needed to promote resilience in schools. People in power – such as members of city government, school boards, and institutional boards – need to support and be held accountable for diversity, equity, and inclusion efforts in schools. Community leaders also expressed a desire for increased funding for programs that educate and promote shared understanding of/recognition of diverse groups, and restorative disciplinary practices.

Others emphasized that there is a need for (1) school personnel to receive trauma-informed care training, and for (2) increased recognition that students’ basic needs must be met before expecting academic success. Several educators spoke about the resilience support they provide through social-emotional learning activities and the importance of foundational skill building in early childhood to support students’ ability to learn. They also highlighted that schools have the opportunity to be a centralized place for families and youth to access resources.

Participants shared that youth extracurriculars provide opportunities for children to share and adults to listen. Moreover, these spaces can promote a reframing of failure as a chance to be resilient. For example, creating safe spaces to practice sharing pronouns allows youth to build a sense of acceptance.
so they can wholly engage. The interpersonal relationship between mentors and mentees – most often identified in the context of youth – facilitates opportunities for growth that make an individual more resilient in tough situations.

For adults, possessing a social network of trusted people, organizations, or systems provides a safety net that helps people endure challenges. We heard from a community member engaged in early childhood education that parents/caregivers need ways to identify what their interests are and how to get connected to others who can share knowledge and skills. This helps community members build a social network, and speaks to the idea of “having a purpose” as a factor that feeds resiliency. Similarly, a leader in the Latino/a/x community spoke to the importance of networking – whether at an organization-sponsored event or a church service – for parents and youth to build connections that support resiliency.
Measuring Belonging and Resilience

Almost all community leaders were enthusiastic about the draft questionnaire (see Appendix A and indicated that they thought that the topics covered were relevant to belonging and resilience. The majority of feedback we received focused on the belonging questions and the demographics section of the questionnaire. Feedback on specific sections of the questionnaire and recommended revisions are depicted in Table 4.

Table 4. Questionnaire Feedback and Recommended Changes

<table>
<thead>
<tr>
<th>Questionnaire Section</th>
<th>Feedback</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Participants remarked that the survey was long and suggested reducing the number of questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• One participant suggested including information on how the questionnaire results are going to be used in the introduction to the survey</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• One participant recommended including mental health resources at the end of the survey as some of the questions could be triggering for respondents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• One participant who was Latino/a/x expressed concern that members of her community would not answer the questions honestly because the questions may be too personal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• A few people noted that the inclusion of gender identity and sexual orientation questions may make certain community members uncomfortable – one community leader reacted to these questions negatively, saying “these are questions for people in Portland.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reduce the number of open-ended questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In the introduction to the survey, include information on how the questionnaire results are going to be used in the introduction to the survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Include trauma-informed introductory language in the survey and provide participants with information on mental health resources in the community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Conduct the survey anonymously whenever possible</td>
</tr>
<tr>
<td>Belonging Questions</td>
<td>General Feedback</td>
<td>General Recommendations</td>
</tr>
<tr>
<td></td>
<td>• One participant was confused by the use of the terms “groups” and “communities” interchangeably</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feedback on Question 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• A few participants recommended that the questions in the belonging sections be revised to focus on attachment/belonging to specific communities rather than personal identity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recommended changes to Question 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Revise the wording of question 1 to indicate that respondents should</td>
<td></td>
</tr>
</tbody>
</table>
Table:

<table>
<thead>
<tr>
<th>Place Attachment Questions</th>
<th>General Feedback</th>
<th>General Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Participants understood the use of the word community in</strong></td>
<td><strong>Delete questions 1, 2, and 3</strong></td>
</tr>
<tr>
<td></td>
<td><strong>these questions as “where I spend my time,” “where I live,</strong></td>
<td><strong>Recommendations for Question 6</strong></td>
</tr>
<tr>
<td></td>
<td><strong>work, and play” or defined it as the town or city where they</strong></td>
<td><strong>Add “I feel safe in this community” as a statement in question 6</strong></td>
</tr>
<tr>
<td></td>
<td><strong>live</strong></td>
<td><strong>Add “There are people in this</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Several participants noted the importance of including a</strong></td>
<td><strong>community who I can talk to about</strong></td>
</tr>
<tr>
<td></td>
<td><strong>question about feeling safe in the community (or including</strong></td>
<td><strong>my problems” as a statement in</strong></td>
</tr>
<tr>
<td></td>
<td><strong>question(s) about experiences with emergency services or</strong></td>
<td><strong>question 6</strong></td>
</tr>
<tr>
<td></td>
<td><strong>law enforcement) in this section</strong></td>
<td><strong>Add “This area has activities that I like</strong></td>
</tr>
<tr>
<td></td>
<td><strong>A few participants also suggested including questions about</strong></td>
<td><strong>to do” as a statement in question X</strong></td>
</tr>
<tr>
<td></td>
<td><strong>having access to and opportunities for leisure activities or</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>pursuits</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>indicate which communities/groups they are a part of,</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>rather than identify with</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Include age/generation and “where you are from” as</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>community categories</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Recommended changes to Question 2</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Add a time frame to question 2 (e.g., in the past year)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Feedback on Question 2</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>One participant noted that there should be a time frame</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>attached to this question to better guide respondents</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Feedback on Question 4</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Some participants had a strong negative reaction to this</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>question and were concerned that it would not elicit new</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>information compared to question 3</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Feedback on Question 5</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>A few participants found this question confusing because</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>they either did not identify with the broader Central Oregon</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>community (and identified with a more localized geographic</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>region) or were unsure how the community at large could</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>change</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Several participants recommended adding new categories,</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>such as age/generation; “where you are from;” and income</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>status/class</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>One participant, who is white, found the inclusion of</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>“culture” confusing because they did not think it applied to</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>them</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>A few participants indicated that “disability” may have</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>negative connotations for questionnaire respondents</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Feedback on Question 3**

- Participants understood the use of the word community in these questions as “where I spend my time,” “where I live, work, and play” or defined it as the town or city where they live.
- Several participants noted the importance of including a question about feeling safe in the community (or including question(s) about experiences with emergency services or law enforcement) in this section.
- A few participants also suggested including questions about having access to and opportunities for leisure activities or pursuits.

**General Recommendations**

- Delete questions 1, 2, and 3.
- Add “I feel safe in this community” as a statement in question 6.
- Add “There are people in this community who I can talk to about my problems” as a statement in question 6.
- Add “This area has activities that I like to do” as a statement in question X.
<table>
<thead>
<tr>
<th>Feedback on Question 3</th>
<th>Feedback on Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>One participant suggested that this question be broken out into multiple questions that encompass quality of life since currently, it is an overly broad indicator.</td>
<td>Add “I prefer living in this community over other communities” as a statement in question 6.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adult Resilience Measure</th>
<th>General Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>One participant suggested adding a question about attendance or attachment to a religious community, as they viewed this as facilitating resiliency.</td>
<td>None</td>
</tr>
<tr>
<td>One participant suggested using the revised, longer version of the adult resilience measure.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demographics</th>
<th>General Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two participants suggested including a question about religious affiliation and/or asking about the frequency with which someone attends religious services.</td>
<td>General Recommendations</td>
</tr>
<tr>
<td>A few participants recommended including a question about tribal affiliation.</td>
<td>Remove question 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 2</th>
<th>Question 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Several participants found the wording of the “how many people truly care about you” confusing, and one person shared that this question could be triggering for socially isolated individuals.</td>
<td>Add a question about tribal affiliation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 5</th>
<th>Question 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>One person recommended including “Foundational African American” to encompass individuals who are descendants of enslaved people in the United States.</td>
<td>Question 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 6</th>
<th>Question 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some participants suggested expanding the educational attainment question, noting that some people attend vocational schools and that some people have not attended high school.</td>
<td>Split the question about residence into two questions, one asking about whether the respondent lives in Warm Springs, and one asking about county residence.</td>
</tr>
<tr>
<td>Change “some high school” to “less than high school” and add vocational school as an option.</td>
<td></td>
</tr>
</tbody>
</table>

| Question 9 | |
|------------||
| | |
**Question 9**
- One participant noted this question could be confusing given the fact that Warm Springs is in both Jefferson County and Wasco County. They recommended adding Wasco County as an option and asking separately whether someone lives on the reservation.

**Technology and Internet Use**

**General Feedback**
- Some participants, who were latino/a/x, shared that members of their community do not use email. They recommended changing the language in questions 1 & 2 to remove “email”.
- Additionally, these participants noted that Latino/a/x families often use phones to access the internet and recommended adding a question about device ownership/usage.

**General Recommendations**
- Remove “and email” from questions 1 & 2.
- Add a question about what devices people own or primarily use.
Outreach and Engagement Strategies

Engagement in the research process. Many community leaders were eager to see the results of the survey data collection and indicated that they were interested in continuing to be involved in both the Learning Community and in the data collection, interpretation, and reporting phases of the project. Community leaders from marginalized groups emphasized the importance of intentionally reflecting the findings back into the communities (especially among the Warm Springs tribal community). The project team should consider being as transparent as possible about the timeline and access to results when collecting data through surveys and focus groups.

Expanding our reach with community partners. Several participants provided examples of events that would be beneficial for us to attend to increase awareness about the Community Belonging Measurement project and recruit for participation in the survey. Community leaders with ties to the education and youth-serving sectors suggested attending school-based family and community events, partnering with youth programs, and engaging youth and family-focused organizations like Parks and Recreation districts and public libraries to promote the project. Other events mentioned were cultural celebrations or festivals like Latino Fest, the Back to School BBQ in Warm Springs, and Juneteenth. Community leaders generously recommend other community members and organizations that are invested in supporting belonging and resiliency and would be interested in engaging in the CBM project. Recommendations included community churches, veterans’ organizations, senior centers, Juntos Aprendemos and the Latino Community Association, The Father’s Group and Restorative Justice and Equity, Deschutes County Juvenile Justice Program, school district superintendents from Bend-La Pine and Redmond school districts, Head Start, among others.

Encouraging participation. Community leaders emphasized the need to build trust among the community. We were encouraged to be physically present at community events to make connections and answer questions. Incentivizing engagement with the project will help build relationships and demonstrate that the work is intended to support the community, not just contribute to research. This may look like partnering with social service organizations to provide food boxes, hygiene kits, or water at events where community members can learn more about the project and/or complete the survey. Additionally, equipping community champions with training to administer the survey will help extend our reach and establish trust been community organizations and the individuals with which they work. Finally, community leaders suggested gas, grocery, and universal gift cards as incentives for completing the survey.
Appendix A

Belonging

1. We are all a part of different groups and communities. Some are more important than others when we think of ourselves.

   In general, which in the following list is most important to you when defining who you are? **Mark all the ones that are important to you.**
   
   a. Your family
   b. your neighborhood or where you live
   c. Your work
   d. Your school
   e. Your race/ethnicity
   f. Your language
   g. Your culture
   h. Your sexual orientation
   i. Your gender identity
   j. Military/veteran status
   k. Your faith or religion
   l. Your political party
   m. Your disability
   n. People who participate in the same hobbies or group activities as you do (e.g., sports teams, book clubs, civic organizations)
   o. People in online, gaming or media groups
   p. Prefer to self-describe

2. Thinking about the community(ies) that you identified as being most important to you, can you share a time when you felt a real sense of belonging in one of those communities? Please explain. *(open ended)*

3. Can you share a time when you felt like you didn’t belong in the community? Please explain. *(open ended)*

4. Are there any communities that you are excluded from or are unable to be a part of? Please explain. *(open ended)*
5. What ways could the broader Central Oregon community change to make you feel like you belong even more? *(open ended)*
Attachment to Local Community

1. One way we can think about the community is the place where you live. In a few words, how would you define the community where you live? (open ended)

2. In general, how attached do you feel to your local community? (very attached to not at all attached)

3. In general, how satisfied are you with the quality of life in your community? (very satisfied to not at all satisfied)

4. What do you like most about living in this area? (open ended)

5. What are some aspects of living in this area that you like the least? (open ended)

6. Please indicate the extent to which you agree or disagree with the following statements (agree/disagree):
   a. I know quite a few people who live in this area
   b. Many of my family and friends live in this area
   c. I feel like I have some influence or control over decisions made in my neighborhood or community
   d. In an emergency, I could raise $2000 within two days from my relatives or friends
   e. My community's happiness is part of my happiness
   f. The energy I put into my community comes back to me
   g. I believe I have a lot to give to my community
Adult Resilience Measure

Please indicate the extent to which you agree or disagree with the following statements (agree/disagree):

1. I have people I can respect in my life
2. Getting and improving qualifications or skills is important to me
3. My family know a lot about me
4. I try to finish what I start
5. I can solve problems without harming myself or others (e.g. without using drugs or being violent)
6. I know where to get help in my community
7. I feel I belong in my community
8. My family stands by me during difficult times
9. My friends stand by me during difficult times
10. I am treated fairly in my community
11. I have opportunities to show others that I can act responsibly
12. I enjoy my family’s/partner’s cultural and family traditions
1. **Demographics**

1. How old are you?
   a. Under 18
   b. 18-24
   c. 25-34
   d. 35-44
   e. 45-54
   f. 55-64
   g. 65 or older

2. How do you describe yourself?
   a. Female
   b. Male
   c. Non-binary/third gender
   d. Agender
   e. Gender nonconforming/Genderqueer
   f. Prefer to self-describe_______
   g. Prefer not to say

3. Do you consider yourself to be transgender?
   a. Yes
   b. No
   c. Prefer to self-describe_______
   d. Prefer not to say

4. What is your sexual orientation?
   1. Straight/heterosexual
   2. Gay or Lesbian
   3. Bisexual
4. Queer
5. Asexual
6. Not sure
7. Prefer to self-describe _____
8. Prefer not to say

5. Please select the categories that best describe your race/ethnicity (select all that apply):
   a. Asian
   b. Native Hawaiian or Other Pacific Islander
   c. Black, African, or African American
   d. Hispanic or Latino/a/x
   e. Middle Eastern
   f. Native American, Alaska Native, First Nations Peoples, or Indigenous to the Americas
   g. White or European
   h. Prefer to self-describe _____
   i. Prefer not to say

6. What is the highest level of education you’ve completed?
   a. Some high school
   b. High school graduate/GED
   c. Some college
   d. Associate’s degree
   e. Bachelor’s degree
   f. Graduate degree
   g. Prefer to self-describe _____
   h. Prefer not to say

2. How many people in your life truly care about you? (people like family, friends, coaches, mentors, neighbors, others)
   a. None right now
b. 1
c. 2
d. 3
e. 4 or more
f. Prefer to self-describe
g. Prefer not to say

7. In general, would you say your physical health is:
   a. Excellent
   b. Very good
   c. Good
   d. Fair
   e. Poor

8. In general, would you say your mental health is:
   a. Excellent
   b. Very good
   c. Good
   d. Fair
   e. Poor

9. Which county do you live in, or nearest to?
   a. Crook
   b. Deschutes
   c. Jefferson
   d. North Klamath (Gilchrist, Chemult, and Crescent)
   e. The Confederated Tribes of Warm Springs
   f. Prefer to self-describe____
g. Prefer not to say
10. Which city do you live in, or nearest to?
   a. Bend
   b. Chemult
   c. Culver
   d. Crescent
   e. La Pine
   f. Gilchrist
   g. Madras
   h. Prineville
   i. Redmond
   j. Sisters
   k. Warm Springs
   l. Prefer to self-describe____
   m. Prefer not to say

11. How long have you lived in Central Oregon (Crook, Deschutes, Jefferson, and Northern Klamath Counties, or The Confederated Tribes of Warm Springs)?
   a. Less than 1 year
   b. 1-5 years
   c. 5-10 years
   d. 10-20 years
   e. More than 20 years
   f. My family has lived here for more than one generation
   g. I don’t consider myself to live in Central Oregon

12. Are you employed?
   a. Yes (If yes, on average how many hours per week?)
   b. No
   c. Prefer to self-describe____
d. Prefer not to say

13. What language(s) do you speak in your household? (check/list all)
   a. English
   b. Spanish
   c. Prefer to self-describe____
   d. Prefer not to say
Computer and Internet Use

1. Do you use the internet or email?
   a. Yes
   b. No

2. Where do you primarily use the internet or email (select all that apply)?
   a. At home
   b. At my workplace
   c. At my school
   d. In public places with access to the internet, such as the library
   e. Somewhere else

3. Do you ever use social media sites or apps, like Facebook, Instagram or Twitter?
   a. Yes
   b. No

4. In the last month, have you used any of the following (select all that apply):
   a. Facebook
   b. Twitter
   c. Instagram
   d. Snapchat
   e. YouTube
   f. WhatsApp
   g. Pinterest
   h. LinkedIn
   i. Reddit
   j. TikTok
   k. Nextdoor
   l. Other