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

August 22, 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 - 4:55 Implementation Plan
  • Belonging Measure – Conversation about next steps with findings
  • Kindergarten Readiness – Papalaximisha grant application update
  • Third Grade Reading – begin drafting community investment

4:55 - 5:00 Closing

Working Document: https://docs.google.com/presentation/d/1SR6ThnxkIYDpcT2LHHw_beu4ldsDkAWdd1fhHSNAneo/edit?usp=sharing

Workgroup Budget: https://docs.google.com/spreadsheets/d/1Gw9dL6ilRe1olGhJRMloxg9pEUofJ-KzUSWnsCBbEX8/edit?usp=sharing
### Upstream Prevention: Promotion of Individual Well-Being
Regional Health Improvement Plan Workgroup

<table>
<thead>
<tr>
<th>Future State Metrics – Full Detail</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Average Number of Upper Case Letters Recognized (scale 0-26)</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>3rd Grade English Language Arts Proficiency by County (weighted)</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.
Upstream Prevention: Promotion of Individual Well-Being

Background: Why are we talking about this?

- 1973 Roe v. Wade
- 1990s ACEs Study
- Evolving birth control options
- 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}
## Root Cause Barriers: What is blocking us from moving toward our future state measures?

<table>
<thead>
<tr>
<th>Unbalanced distribution of resources across the region</th>
<th>Systemic inequity prevents access to useable information</th>
<th>Decision making based on misinformation and personal belief</th>
<th>Unbalanced bias creating isolation (connection vs alienation)</th>
<th>Generational impact of foundational instability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographic distribution across the region</td>
<td>Intended pregnancy - onsite education and access to age appropriate contraception</td>
<td>Policy level – school boards blocking access to contraceptives</td>
<td>Exclusiveness of opportunities (language, literacy, economic)</td>
<td>Family access to education surrounding parenting</td>
</tr>
<tr>
<td>Duplication of efforts</td>
<td>Intended pregnancy - onsite education and access to age appropriate contraception</td>
<td>Pervasive misinformation around immunizations</td>
<td>Connections to schools (attendance, &quot;community&quot;)</td>
<td>Inconsistency of adults in child's life</td>
</tr>
<tr>
<td>Unbalanced resource allocation</td>
<td>Decreased access to in person medical visits - pandemic</td>
<td>Philosophical differences on reproductive health</td>
<td>Intensive focus on academic success</td>
<td>Trusting relationships with resources</td>
</tr>
<tr>
<td>Technology access and know how</td>
<td>Social media amplifies rhetoric to spread (echo chamber)</td>
<td>Racism and unconscious bias</td>
<td>Overarching barrier: Poverty</td>
<td></td>
</tr>
<tr>
<td>Health literacy</td>
<td>Attitude that individual rights trump group rights</td>
<td>Language barriers</td>
<td>Lower parental literacy</td>
<td></td>
</tr>
<tr>
<td>Access to/stigma contraceptive counseling</td>
<td></td>
<td></td>
<td>Kids are raising kids</td>
<td></td>
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<tr>
<td>Beliefs of gov. Overstepping boundaries</td>
<td></td>
<td></td>
<td>Access to childcare</td>
<td></td>
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<tr>
<td>Trusted institutions are highly politicized</td>
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<td></td>
<td></td>
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<tr>
<td>Pervasive misinformation around immunizations</td>
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<tr>
<td>Philosophical differences on reproductive health</td>
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</tbody>
</table>
### Deepen approaches to pre-literacy development

- Support early introduction of books to kids; library programs
- Expand access to pre-literacy and pre-numeracy programs
- Increase awareness and promotion of strategies for early literacy
- Support early education programs
- 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

### Reduce unintended pregnancies

- Screen for pregnancy intention
- Timely access to contraception and long-acting reversible contraceptives
- Audit schools to ensure comprehensive sex education
- Ensure comprehensive sex ed programs are in all schools

### Increase and diversify approach to health literacy

- Education of school board and teachers “teach the educators” on updated health literacy approaches
- Health literacy varies by audience, how do we convey overall idea – story talk
- Combat misinformation – some sort of fact-check clearing house?
- Creating spaces for sharing of evidence-based Health information
- Increase awareness and promotion of strategies for health literacy (awareness campaign)

### Broadening Education to Improve Health Outcomes

#### Develop culturally inclusive community support jobs

- Expand culturally responsive home visiting programs for pre and post-natal women by leveraging traditional health workers
- Peer to peer support programs (MOMs, Boost, Drug and Alcohol)
- 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.
- Bias/equitable access (provide doula model/liaison to provide additional health and promotion Latinx community)
- Regional Community Health Workers in inequitable regions
- Community health worker models

#### Improve our individual organizational internal DEI practices

- Assess staff diversity and look at recruitment and retention strategies
- Look at our own organizations and establish a baseline about diversity (for improvement)
- Evaluate how bias and racism is being experience in CO schools before we offer solutions
- 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
- Greater anti-racism training in educational, health, and safety sectors

### Operationalizing Organizational DEI Practices
### Cultivate equity and belonging thru community programs

- Create more access to academic, stem, arts programs
- Support community cultural programs
- Create free high quality parenting classes for all people
- Establish a baseline metric for belonging such as the Child youth Adult Resilience Measure
- Include parents in children’s programs (not just kids)

### Actionable elevate marginalized lived experience in our communities

- Cover technology options for inequitable regions
- Creating more opportunities/career pathways for undocumented residents/students
- Systemic inequity (involve people who have been in others’ shoes, to share their own stories and reduce stigma)
- Identify and implement strategies to assure more diverse representation on local committees
- Support diverse representation on boards and at meetings with child care, etc.; but also recognize burden on people of color to “represent” their communities

### Invest in Social Determinants of Health

- Deliver preventive dental services to children and pregnant women in non-traditional settings
- Mapping out who is doing service where
- System is still fragmented: where do I go for care? Public Health, Health System, or PCP, Urgent Care.
- Reimagine medical homes to better support care coordination
- Think very honestly about duplication and removing services to make room for streamlined support to work easier with each other
- Discussion around lack of direct care services (mental health therapy, alternative therapies, strategically attract top talent)
- Survey to gain information about how telehealth is going. Is it improving access? How can we make it even better for equity?
- Increasing hours of all services in rural communities

### Advocate for legislation and local policy

- Identify and implement strategies to work collaboratively with organizations whose activities advance health equity and promote Health in all Policies
- Work directly with communities to co-create policies, programs and strategies to ensure that health interventions are equitable and culturally responsive
- Make healthy foods more accessible
- Lobby for universal sex education and birth control
- Move funds from the police budget to these community outreach positions
- Litmus test question for all policy proposals – how does this policy prevent system racism? How does this policy support equity?
- Legislative action to mandate vaccines

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**Cultivating Equity and Inclusion in Our Communities**

**Transforming Care Coordination Across Health Systems**

**Advocating for Policies that Improve Health Outcomes**

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8
## 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>
<tr>
<td>Yearly Mini-Grant</td>
<td>$0</td>
<td>$0.00</td>
<td>$0.00</td>
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<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>
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<tbody>
<tr>
<td>Childhood Immunization</td>
<td>$429,428.00</td>
<td>$429,428.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td>Third-Grade Reading</td>
<td>$384,728.66</td>
<td>$111,518.50</td>
<td>$273,210.16</td>
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<td>$273,210.16</td>
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<tr>
<td>Kindergarten Readiness</td>
<td>$384,728.66</td>
<td>$115,993.50</td>
<td>$268,735.16</td>
<td>$268,000.00</td>
<td>$735.16</td>
<td>Partnership with Papalaxishma</td>
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<tr>
<td>Resilience Measure</td>
<td>$391,386.00</td>
<td>$384,686.00</td>
<td>$6,700.00</td>
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<td>$6,700.00</td>
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<tr>
<td>Intended Pregnancies</td>
<td>$384,728.66</td>
<td>$300,000.00</td>
<td>$84,728.66</td>
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<td>$84,728.66</td>
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</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>
</table>
### Five-Year Investment Overview

**All Workgroups**

**January 2020–December 2024**

<table>
<thead>
<tr>
<th>Workgroup</th>
<th>Budget</th>
<th>Spent</th>
<th>Available</th>
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<tbody>
<tr>
<td><strong>Total</strong></td>
<td>$12,000,000</td>
<td>$7,184,584.04</td>
<td>$4,815,416.00</td>
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<td><strong>Address Poverty</strong></td>
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<td>$941,993.79</td>
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<tr>
<td><strong>Behavioral Health</strong></td>
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<td>$1,954,157.00</td>
<td>$45,843.00</td>
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<tr>
<td><strong>Physical Health</strong></td>
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<td>$1,117,158.56</td>
<td>$882,841.44</td>
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<td><strong>Stable Housing</strong></td>
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<td>$1,129,654.00</td>
<td>$870,346.00</td>
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<tr>
<td><strong>Substance and Alcohol Misuse</strong></td>
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<td>$617,494.69</td>
<td>$1,382,505.31</td>
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<tr>
<td><strong>Upstream Prevention</strong></td>
<td></td>
<td>$1,424,126.00</td>
<td>$575,874.00</td>
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</tbody>
</table>
Community Belonging Measurement Project Update

OCTRI Community Research Hub

June 27, 2023
Camilla Dohlman; Kaitlin Greene
Presentation Outline

• Introduction to team and project
• Project timeline
  – Collaborative planning (Recap)
  – Data collection
  – Data analysis & co-interpretation
  – Next steps
• Discussion
Project Timeline

Project Start-up
- Hired project manager
- Examined secondary data & belonging literature

January 2022 – July 2022

Collaborative Planning
- Met with 25+ community partners to integrate community knowledge in research design
- Built buy-in for data collection
- Identified priority communities
- Developed & piloted data collection tools

July 2022 – April 2023

Data Collection
- Leveraged relationships with community partners to extend recruitment reach
- Monitored data collection to adapt recruitment as needed
- Recruited 1,019 survey participants & ~40 focus group participants

February 2023 – July 2023

Analysis & Co-Interpretation
- Conduct preliminary analyses
- Empower community leaders to interpret data & share with communities
- Create tailored dissemination strategies

April 2023 – October 2023

Next Steps
- Share findings at community & national level
- Collaborate with St. Charles and COHC to develop community grants
- Measure impact of these programs?

2023 and beyond
# Project Timeline

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2023 and beyond

**January 2022 – July 2022**

**February 2023 – July 2023**

**April 2023 – October 2023**

**2023 and beyond**
# Collaborative Planning

<table>
<thead>
<tr>
<th>Region</th>
<th>#</th>
<th>Sector</th>
<th>#</th>
<th>Priority Population*</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crook</td>
<td>5</td>
<td>Local government</td>
<td>1</td>
<td>Black or African American</td>
<td>2</td>
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<tr>
<td>Deschutes</td>
<td>9</td>
<td>Education/Youth Programming</td>
<td>8</td>
<td>Latino/a/x</td>
<td>4</td>
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<tr>
<td>Jefferson</td>
<td>2</td>
<td>Faith</td>
<td>1</td>
<td>LGBTQIA+</td>
<td>3</td>
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<tr>
<td>North Klamath</td>
<td>3</td>
<td>Health Care/Social Services</td>
<td>7</td>
<td>Military/Veteran</td>
<td>3</td>
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<tr>
<td>Warm Springs</td>
<td>2</td>
<td>Non-profit/Community Groups</td>
<td>4</td>
<td>Native/Indigenous</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Parent of a child under 5/works with children under 5</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Older adult or works with older adults</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Rural</td>
<td></td>
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<tr>
<td>Total</td>
<td></td>
<td></td>
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<td>2</td>
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<td>1</td>
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</tbody>
</table>
How do we measure belonging and resilience?

<table>
<thead>
<tr>
<th>Constructs</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety (belonging)</td>
<td>I feel safe in public spaces in my community (e.g., a government building or school building) <em>(agree/disagree)</em></td>
</tr>
<tr>
<td>Acceptance (belonging)</td>
<td>In general, in which of the following places or spaces do you feel like you belong? <em>Mark all the ones that apply to you.</em></td>
</tr>
<tr>
<td>Representation (belonging)</td>
<td>I feel like I have some influence or control over decisions made in my community <em>(agree/disagree)</em></td>
</tr>
<tr>
<td>Shared Experiences &amp; Identities (belonging)</td>
<td>In general, which of the following identity groups or groups of people are important in making you feel like you belong? <em>Mark all the ones that apply to you.</em></td>
</tr>
<tr>
<td>Interpersonal Connection &amp; Support (resilience)</td>
<td>There are people in my community who I can talk to about my problems <em>(agree/disagree)</em></td>
</tr>
<tr>
<td></td>
<td>My family stands by me during difficult times <em>(agree/disagree)</em></td>
</tr>
<tr>
<td></td>
<td>My friends stand by me during difficult times <em>(agree/disagree)</em></td>
</tr>
<tr>
<td>Basic Needs (resilience)</td>
<td>In an emergency, I could raise $2000 within two days from my relatives or friends <em>(agree/disagree)</em></td>
</tr>
<tr>
<td></td>
<td>I know where to get help in my community <em>(agree/disagree)</em></td>
</tr>
</tbody>
</table>
How do you think one's identity/identities influence their sense of belonging?

- **Representation**
  - In Central Oregon, I think that a person's ethnicity and race have a huge influence on their sense of belonging based on the dominant culture.

- **One is not alone.**
  - Identity can determine what 'belonging' means to them
  - Societal pressure/criticism can make owning identity difficult and create isolation

- **Conflict between multiple identities**
  - Having a strong sense of your identity helps you know you are human, you belong
  - Acceptance, how well my identity is accepted in my community will impact my sense of belonging.

- **Privilege can foster belonging/safety**
  - Or reflected in the community (positive framing, negative framing, victims vs heroes) etc.

- **In group/out group dynamics or power**
  - Newcomers have a harder time feeling they belong, especially when they don't see themselves represented

- Greatly, some identities are outwardly expressed while others are internalized. Due to this, belonging may feel easy in some regards, limited in others.
Project Timeline

**Project Start-up**
- Hired project manager
- Examined secondary data & belonging literature

January 2022 – July 2022

**Collaborative Planning**
- Met with 25+ community partners to integrate community knowledge in research design
- Built buy-in for data collection
- Identified priority communities
- Developed & piloted data collection tools

July 2022 – April 2023

**Data Collection**
- Leveraged relationships with community partners to extend recruitment reach
- Monitored data collection to adapt recruitment as needed
- Recruited 1,019 survey participants & ~40 focus group participants

February 2023 – July 2023

**Analysis & Co-Interpretation**
- Conduct preliminary analyses
- Empower community leaders to interpret data & share with communities
- Create tailored dissemination strategies

April 2023 – October 2023

**Next Steps**
- Share findings at community & national level
- Collaborate with St. Charles and COHC to develop community grants
- Measure impact of these programs

2023 and beyond
Data Collection

Address-based sampling

Community Partners
## Community Events and Outreach

<table>
<thead>
<tr>
<th>Type</th>
<th>In-person</th>
<th>Email, Social Media Share</th>
<th>Paper Flyers or Post Cards – shared/posted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>9 events</td>
<td>22 groups and partners</td>
<td>22 groups, partners, locations</td>
</tr>
<tr>
<td>Location</td>
<td>Bend, Prineville, La Pine, Redmond</td>
<td>Bend, Culver, Gilchrist, Madras, Jefferson County, La Pine, North Klamath, Prineville, Redmond, Regional</td>
<td>Bend, Madras, Prineville, Redmond, Regional, Warm Springs</td>
</tr>
<tr>
<td>Date Range</td>
<td>2/16 – 3/20</td>
<td>1/31 – 3/23</td>
<td>2/6 – 3/14</td>
</tr>
</tbody>
</table>
Outreach results

- Survey was open between 1/30 and 4/7
- Sent out postcards and letters to over 13,000 addresses
- Supplemented with community outreach

- Total response — **1,019 completed surveys**
- **52%** from mail outreach; **48%** from community outreach

- Using survey list and supplemental outreach, recruited ~**40 participants** for focus groups conducted in late June
- Spanish language focus group will take place in July
Focus Groups

Central Oregon Community

- Older Adults
- Young Adults
- Parents & Caregivers
- Rural Residents
- Men
- LGBTQIA+
- Spanish Speakers
Project Timeline

Project Start-up
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Next Steps
- Share findings at community & national level
- Collaborate with St. Charles and COHC to develop community grants
- Measure impact of these programs?

2023 and beyond
### Survey Demographics

<table>
<thead>
<tr>
<th>Gender</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man</td>
<td>292 (28.7%)</td>
</tr>
<tr>
<td>Woman</td>
<td>698 (68.5%)</td>
</tr>
<tr>
<td>Non-Binary</td>
<td>15 (1.5%)</td>
</tr>
<tr>
<td>Prefer to self-describe/prefer not to say</td>
<td>14 (1.4%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-24</td>
<td>81 (8.0%)</td>
</tr>
<tr>
<td>25-34</td>
<td>190 (18.7%)</td>
</tr>
<tr>
<td>35-44</td>
<td>208 (20.4%)</td>
</tr>
<tr>
<td>45-54</td>
<td>159 (15.6%)</td>
</tr>
<tr>
<td>55-64</td>
<td>150 (14.7%)</td>
</tr>
<tr>
<td>65+</td>
<td>231 (22.7%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sexual Orientation</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Straight</td>
<td>887 (87.1%)</td>
</tr>
<tr>
<td>Gay or Lesbian</td>
<td>16 (1.6%)</td>
</tr>
<tr>
<td>Bisexual or Pansexual</td>
<td>59 (5.8%)</td>
</tr>
<tr>
<td>Queer</td>
<td>17 (1.7%)</td>
</tr>
<tr>
<td>Asexual</td>
<td>&lt;10</td>
</tr>
<tr>
<td>Not sure</td>
<td>&lt;10</td>
</tr>
<tr>
<td>Prefer to self-describe/prefer not to say</td>
<td>30 (3.0%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race and Ethnicity</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Hispanic White (white only)</td>
<td>782 (76.7%)</td>
</tr>
<tr>
<td>Hispanic/Latino/a/x</td>
<td>105 (10.4%)</td>
</tr>
<tr>
<td>Native American</td>
<td>67 (6.6%)</td>
</tr>
<tr>
<td>Asian</td>
<td>26 (2.6%)</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>12 (1.2%)</td>
</tr>
<tr>
<td>Black</td>
<td>&lt;10</td>
</tr>
<tr>
<td>Multiple races/ethnicities selected</td>
<td>82 (8.1%)</td>
</tr>
</tbody>
</table>
## Survey Demographics

### City/Closest City

<table>
<thead>
<tr>
<th>City</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bend</td>
<td>487</td>
<td>47.8%</td>
</tr>
<tr>
<td>La Pine</td>
<td>136</td>
<td>13.4%</td>
</tr>
<tr>
<td>Madras</td>
<td>84</td>
<td>8.2%</td>
</tr>
<tr>
<td>Prineville</td>
<td>76</td>
<td>7.5%</td>
</tr>
<tr>
<td>Redmond</td>
<td>172</td>
<td>16.9%</td>
</tr>
<tr>
<td>Sisters</td>
<td>39</td>
<td>3.9%</td>
</tr>
<tr>
<td>Warm Springs</td>
<td>25</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

### Education

<table>
<thead>
<tr>
<th>Education</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than high school</td>
<td>18</td>
<td>1.8%</td>
</tr>
<tr>
<td>High school or equivalent</td>
<td>96</td>
<td>9.6%</td>
</tr>
<tr>
<td>Some college</td>
<td>195</td>
<td>19.5%</td>
</tr>
<tr>
<td>2-year degree</td>
<td>154</td>
<td>15.4%</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>300</td>
<td>30.0%</td>
</tr>
<tr>
<td>Graduate degree</td>
<td>238</td>
<td>23.8%</td>
</tr>
</tbody>
</table>

### Income

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $10,000</td>
<td>41</td>
<td>4.5%</td>
</tr>
<tr>
<td>$10,000-24,999</td>
<td>82</td>
<td>9.0%</td>
</tr>
<tr>
<td>$25,000-49,999</td>
<td>172</td>
<td>18.8%</td>
</tr>
<tr>
<td>$50,000-74,999</td>
<td>175</td>
<td>19.1%</td>
</tr>
<tr>
<td>$75,000-99,999</td>
<td>155</td>
<td>16.9%</td>
</tr>
<tr>
<td>$100,000-149,999</td>
<td>168</td>
<td>18.3%</td>
</tr>
<tr>
<td>$150,000 or more</td>
<td>123</td>
<td>13.4%</td>
</tr>
</tbody>
</table>
Communities/Identity Groups Identified as Important to Belonging (n=1,019)

- Family: 888
- Hobbies/Rec. Activities: 690
- Lived Experience: 543
- Coworkers: 500
- Age/Generation: 420
- Political Beliefs: 397
- School/University: 322
- Religions: 272
- Language: 266
- Culture/Heritage: 208
- Race/Ethnicity: 176
- LGBTQIA+: 140
- Military/Veteran: 80
- Disability: 74

Number of respondents
Places/Spaces Identified as Important to Belonging (n=1,019)

- Where you live: 881
- Where you are from/grew up: 474
- Workplace: 472
- Online spaces: 142
- School: 101

Number of respondents
## Adult Resilience Measure (ARM)

To what extent do the following statements apply to you? Feel free to define “community” and “family” however is meaningful to you.

<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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting and improving qualifications or skills is important to me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My family know a lot about me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I try to finish what I start</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can solve problems without harming myself or others (e.g. without using drugs or being violent)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know where to get help in my community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel I belong in my community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My family stands by me during difficult times</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My friends stand by me during difficult times</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am treated fairly in my community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have opportunities to show others that I can act responsibly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy my family's/partner's cultural and family traditions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Resilience and Physical Health

Adult Resilience Measure (ARM) Scores by Self-Rated Physical Health (n= 1017)

<table>
<thead>
<tr>
<th>Physical Health</th>
<th>Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>3.65 (0.65)</td>
</tr>
<tr>
<td>Fair</td>
<td>3.95 (0.60)</td>
</tr>
<tr>
<td>Good</td>
<td>4.05 (0.57)</td>
</tr>
<tr>
<td>Very Good</td>
<td>4.23 (0.52)</td>
</tr>
<tr>
<td>Excellent</td>
<td>4.38 (0.46)</td>
</tr>
</tbody>
</table>
Resilience and Mental Health

Adult Resilience Measure (ARM) Scores by Self-Rated Mental Health (n= 1017)

<table>
<thead>
<tr>
<th>Mental Health</th>
<th>Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>3.44 (0.64)</td>
</tr>
<tr>
<td>Fair</td>
<td>3.81 (0.58)</td>
</tr>
<tr>
<td>Good</td>
<td>4.06 (0.48)</td>
</tr>
<tr>
<td>Very Good</td>
<td>4.32 (0.50)</td>
</tr>
<tr>
<td>Excellent</td>
<td>4.40 (0.57)</td>
</tr>
</tbody>
</table>
**Belonging/Place Attachment Items**

Thinking about the **community where you live**, please indicate the extent to which you agree or disagree with the following statements.

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

Belonging Measure Scores by Self-Rated Physical Health (n= 1017)

<table>
<thead>
<tr>
<th>Physical Health</th>
<th>Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>1.93 (0.79)</td>
</tr>
<tr>
<td>Fair</td>
<td>2.17 (0.71)</td>
</tr>
<tr>
<td>Good</td>
<td>2.44 (0.75)</td>
</tr>
<tr>
<td>Very Good</td>
<td>2.70 (0.68)</td>
</tr>
<tr>
<td>Excellent</td>
<td>2.83 (0.81)</td>
</tr>
</tbody>
</table>
Belonging and Mental Health

Belonging Measure Scores by Self-Rated Mental Health (n= 1017)

- Poor: Mean = 1.85 (SD = 0.74)
- Fair: Mean = 2.15 (SD = 0.71)
- Good: Mean = 2.47 (SD = 0.71)
- Very Good: Mean = 2.74 (SD = 0.69)
- Excellent: Mean = 2.82 (SD = 0.81)
Initial Qualitative Findings: answering what can we do about it?

- Researcher takeaways of responses to **open-ended questions in the survey**; focus group data has not been analyzed yet
- Focus on **family, recreational, and workplace** needs and strengths
- Will be used to **guide further interpretation** with community leaders
Initial findings: parenting & raising children

- While family is a primary driver of belonging, parenting can be a **socially isolating experience** and can lead to **shifts in social networks**
- Parents identified a need for **enhanced recreational opportunities** and **better infrastructure** to support raising children
Parenting as a socially isolating experience

“As a newer parent... I have gotten kind of used to feeling alone. **Parenting young children can be a little isolating, in my experience.** However, recently, our older child has begun to make friends at school and my wife and I have made great friends with those kids parents. We all feel so grateful and have a great sense of belonging stemming from those new connections.”

“I often feel like I don't belong at pickup at my children's school. The "in" parents are huddled in a group. If you are not wearing the right clothes, belong to the country club, skiing at Mt Bachelor on the weekends and live in a certain neighborhood, then no one talks to you. It is difficult to fit in.”
Need for better recreation and infrastructure

“Kids being able to safely take themselves to school by walking or biking is so important for development of independence and social skills”

“There's little to do for kids of all ages, especially older. If I ever have children, I don't want to have them here”

“There is [sic] not enough free or low cost recreation activities for kids in this community"
Initial findings: belonging in the workplace

- Workplaces are a **major outlet for social interaction and social connection**, with about half of respondents sharing that work or coworkers give them a sense of belonging.
- **The COVID-19 pandemic** and **differences in identity** are barriers to belonging in the workplace.
- Retirement (or the anticipation of retirement) can shrink the **social networks of older adults** and lead to a **search for purpose**.
Sense of belonging in the workplace

“I have felt accepted greatly at my present workplace given that the organization organizes [sic] event at different times of the year to celebrate ourselves and celebrate international events... we have fun and bond together to make new relationships with colleagues and other people from the community”

“I enjoy the close-knit workplace relationships we share and feel comfortable sharing my ideas and opinions”
Lack of belonging in the workplace

“My workplace centers dominant culture and I usually feel like I'm on the outside.”

Being a young teacher, I often feel left out in the workplace and like I am Being [sic] dismissed because of my age”

“[COVID] damaged the sense of community that I used to feel at work...people seem less interested in socializing with colleagues, both inside and outside of the workplace.”
Retirement as a barrier to connection

“My work is very meaningful to me and contributes to our community and helps me feel connected. So I feel uncertain about how I will stay connected once I retire.”

“I am recently retired and have a lot to offer for the betterment of a community, but do not know how to get my name out for consideration.”
Suggested priorities – families

- Partner with and/or fund family-serving organizations or those that support new parents
- Advocate for accessible recreational opportunities for kids and kid-friendly transportation networks
- Build on past TRACEs initiatives to support children in foster care with accessing recreational opportunities
Suggested priorities - workplace

• Partner with or develop grants for workplace-serving organizations like chambers of commerce, professional interest groups, coworking spaces, and others

• Consider strategies or initiatives to ease transition into retirement and promote social connection for older adults

• Consider opportunities that could promote intergenerational learning and engagement, to the benefit of retired adults and children
Co-interpretation & dissemination
Project Timeline

Project Start-up
- Hired project manager
- Examined secondary data & belonging literature

January 2022 – July 2022

Collaborative Planning
- Met with 25+ community partners to integrate community knowledge in research design
- Built buy-in for data collection
- Identified priority communities
- Developed & piloted data collection tools

July 2022 – April 2023

Data Collection
- Leveraged relationships with community partners to extend recruitment reach
- Monitored data collection to adapt recruitment as needed
- Recruited 1,019 survey participants & 41 focus group participants

February 2023 – July 2023

Analysis & Co-Interpretation
- Conduct preliminary analyses
- Empower community leaders to interpret data & share with communities
- Create tailored dissemination strategies

April 2023 – October 2023

Next Steps
- Share findings at community & national level
- Collaborate with St. Charles and COHC to develop community grants
- Measure impact of these programs?

2023 and beyond
Next steps

• Share findings at community and national-level
• Partnering with St. Charles Community Benefit Department
Discussion
Appendix
Literature Review

Elements of Belonging

Self-Determination
- Agency
- Ethnic Identity
- Mainstream & ethnic group

Dynamism
- Emotional Support
- Instrumental Support
- Emotional Support
- Ethnic Belonging
- Shared Identities
- Social Support

Reciprocity
- Caring Adults
- Tangible Help
- Belonging in Place
- Relationship with land & people
- Nature
- Safe & Connected
- Arrival Context

Groundedness
- School Belonging
- Social Capital
- Sense of Place
- Community Attachment
- Perceptions of Context
- Spirituality
- Familism

Subjectivity
- Children/Youth
- Faith Communities
- Rural/Urban
- BIPOC
- Native American
- LGBTQIA+
- Latinx
- Seasonal/migrant workers
COMMUNITY BELONGING MEASUREMENT PROJECT

Community Belonging Survey

If you live in Central Oregon and are 18 years or older, you are eligible to participate and earn a $10 gift card.

Scan this QR code or go to: bit.ly/communitybelonging

Your experience in the Central Oregon Community matters. Take our short survey to help inform programs and policies that promote community connectedness and resilience.

We invite you to complete a 15-minute survey that asks you questions about belonging, your community, and demographic information.

COMMUNITY BELONGING SURVEY

Take our short survey to help inform programs and policies that promote community connectedness and resilience in Central Oregon.

Survey participants will receive a $10 gift card.