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OF A TEN-PAGE  
REPORT, WHICH IS  
AVAILABLE TO YOU**

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# STUDENTS' RESILIENCE in Central Oregon

## SUMMARY OF FINDINGS

### THE CULTURE OF CARE INITIATIVE

This K-12 school initiative aims to create trauma-informed and equitable school cultures that strengthen resilience.

### WHY SURVEY STUDENTS' RESILIENCE?

Understanding resilience promoting factors in the lives of youth gives us clues about where they can draw strength to navigate through adversity and adapt positively - contributing to their success in school and beyond.

### TWO KEY AIMS OF THIS ANALYSIS WERE:

1. Highlight resilience factors among students of underserved race/ethnicity and English language learners.
2. Identify resilience factors that support student attendance.

### RESILIENCE SURVEY

Students reported the resilience promoting factors in their lives on a survey called the Child and Youth Resilience Measure. Individual resilience factors ask about knowing where to seek help, skills like persistence and self-control, and a sense of support from peers. Relational factors ask about the child's sense of security and relationships with their family members or other caregivers. Community factors ask about things like belonging, and pride in one's ethnicity and community.

Resilience is a process of positive adaptation in the face of adversity. It is nurtured through individual, relational, and community factors, which we call "resilience factors."

### PARTICIPATING STUDENTS

Data for 3 districts were available for this analysis: Sisters, Bend-LaPine, Crook County. This included 15,963 students: 8,419 elementary students, 3,921 middle school students, and 3,623 high school students.

### Student Characteristics [Defined by the Oregon Department of Education]

Students of Underserved Race/Ethnicity comprised 18% of the sample. This includes students whose race/ethnicity is Hispanic/Latino (11%), American Indian/Alaska Native (4%), Black/African American (<1%), and Native Hawaiian/Pacific Islander (<1%).

English Language Learners comprised 1.4% of the sample. This is defined as receiving or being eligible for English Learner services in the ESEA Title III: English Learner collection. Primary languages included Spanish (92%), Vietnamese (1%), and Tagalog (1%), Japanese (1%), and other languages (1%).

Economic Disadvantage was defined as eligible for free or reduced lunch. This included 36% of the students in this sample.

Students with Disabilities was defined as receiving special education services. This included 9% of the students participating in this project.

## RESULTS (see Brief Report for Additional Details)

### 1. RESILIENCE FACTORS PREDICT STUDENT ATTENDANCE

Two types of resilience promoting factors were linked with less absenteeism:

1. The number of caring adults students reported in their lives (grades K-8)
2. Community-level resilience factors (grades 9-12)

### 2. ETHNIC PRIDE AND FAMILY SUPPORT ARE SPECIFIC SOURCES OF RESILIENCE AMONG STUDENTS OF UNDERSERVED RACE/ETHNICITY AND ENGLISH LANGUAGE LEARNERS

- Both of these students groups strongly reported, *“I am proud of my ethnic background.”* (high school)
- English language learners also strongly reported, *“My parents/caregivers watch me closely, know where I am and what I am doing.”* (high school)

They also reported strengths in resilience factors common across other student groups, for example:

- *“Getting an education is important to me.”* (all grades)
- *“My family cares about me when times are hard.”* (all grades)
- *“I know how to behave/act in different social situations.”* (high school)

### 3. OVERALL, KEY SOURCES OF RESILIENCE ARE RELATIONSHIPS AND COMMUNITY.

## IMPLICATIONS

- The Culture of Care initiative focused on strengthening resilience is essential – especially in current context of increased stress, trauma, and instability.
- Nurturing resilience requires partnering with families and communities, in particular during the COVID-19 pandemic with less time spent in schools.

## RECOMMENDATIONS

Findings led to 3 categories of recommendations, with specific suggestions within each category (see report).

Recommendations are consistent with Culture of Care, and point to some specific areas of focus.

Examples of Recommendations Include:

- Ensure that each student can identify multiple caring adults in their lives. Collaborate with before/after school programs, mentoring programs, families, and school counselors.
- Make it easy for families to engage with teachers and school personnel. Provide multiple ways to connect.
- Support staff wellness and resilience so that adults bring their best selves to interactions with students and families.
- Ensure that all adults in schools are supported to identify and deconstruct biases threatening students' success.
- Create opportunities for students to connect in their home languages and cultures.
- Invite families to partner on developing culturally specific programming with schools.
- Provide opportunities for students to engage with the communities in which they live. Partner with community organizations in service learning and internships.

