Oregon Child Integrated Dataset

Biennial Report

2021-2023

www.ocid-cebp.org

A Message From OCID's Directors

August 2023

The Center for Evidence-based Policy (Center) is pleased to share this update on the progress made during the 2021-2023 biennium on building the Oregon Child Integrated Dataset (OCID) project's capacity to support data-informed policy decisions. Launched in 2019, OCID is an objective, nonpartisan data resource for Oregon policymakers to improve outcomes for Oregon children and families. This unique resource aggregates data from across state agencies and provides a longitudinal view of the well-being of children in Oregon since 2001.

Our work during the 2021-2023 biennium benefitted from the guidance of the OCID Governance Committee and the project produced new analyses and interactive online data visualizations, began development of an equity and engagement strategy, successfully expanded the dataset to ensure Oregon's diversity is represented, and served as a facilitator of data collaboration with partnering state agencies.

Our analyses in 2021-2023 focused on the graduating class of 2020 (the first cohort represented from birth to graduation within the dataset). This first-ever integrated, longitudinal view offered important insights into the trajectory of Oregon children. For example:

- Severe chronic absenteeism, juvenile justice contact, and midyear school transitions emerged as top barriers to 4-year graduation
- 4-year graduation rates for students with a disability were 12 or more percentage points lower than students without a disability
- American Indian/Alaska Native students, Black/African American students, and students experiencing deep poverty have been experiencing a disproportionately higher rate of these barriers to 4-year graduation

This report presents additional findings from the 2021-2023 analyses, highlights potential opportunities for early identification and support, and includes areas ripe for additional inquiry. We are excited to share these findings and to continue to deepen the work of OCID in the next biennium.

Continuing to build our collaborative relationships is fundamental. We encourage you to explore OCID's website and its growing library of policy briefs, interactive displays, and webinars. We welcome your thoughts on OCID, and how we can continue to improve this valuable resource in the coming biennia.

With warm regards,

Pam Curtis, Center Director, and Gretchen Morley, OCID Project Director

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OCID ACCOMPLISHMENTS IN THE 2021-2023 BIENNIUM

- ✓ Completed a series of analyses on Oregon's high school Class of 2020, with focus on 3 specific barriers to 4-year graduation:
  - Juvenile justice contact
  - Midyear school transitions
  - Severe chronic absenteeism

  These published products include fact sheets, infographics, online data interactives, and public webinars.
- ✓ Expanded the dataset to all children living in Oregon who participate in state-funded programs and services (previously, the dataset included only children *born* in Oregon).
- ✓ Established a State Analyst Forum to bring together state agency policy and program analysts to ensure complementary efforts, and discuss shared challenges, best practices, and lessons learned in using administrative data to inform policy and budget decisions.
- ✓ Participated in a technical assistance opportunity on equity and engagement through University of Pennsylvania's Actionable Intelligence for Social Policy (AISP) Equity in Practice Learning Community.
- ✓ Revised and renewed the data use agreements (DUAs) to sustain OCID's efforts through 2028.

OCID Analysis in the 2021-2023 Biennium: Investigating the High School Class of 2020

Overview

For the 2021-2023 biennium, the OCID Governance Committee prioritized an examination of 4-year high school graduation, one measure of educational success. This work leveraged OCID's first opportunity to fully examine available state data on the lifespan of students from birth to graduation age for the Oregon high school Class of 2020. Over the course of the biennium, OCID published analyses and interactive data displays, and hosted public webinars, to share findings about the top predictors of 4-year high school graduation for the Class of 2020.

Together, these products provide a deeper understanding of the trajectory of Oregon's Class of 2020, and also spark additional areas of inquiry. Highlights from the Class of 2020 investigation are presented below, and full resources are available on the OCID website.

Overall Takeaways

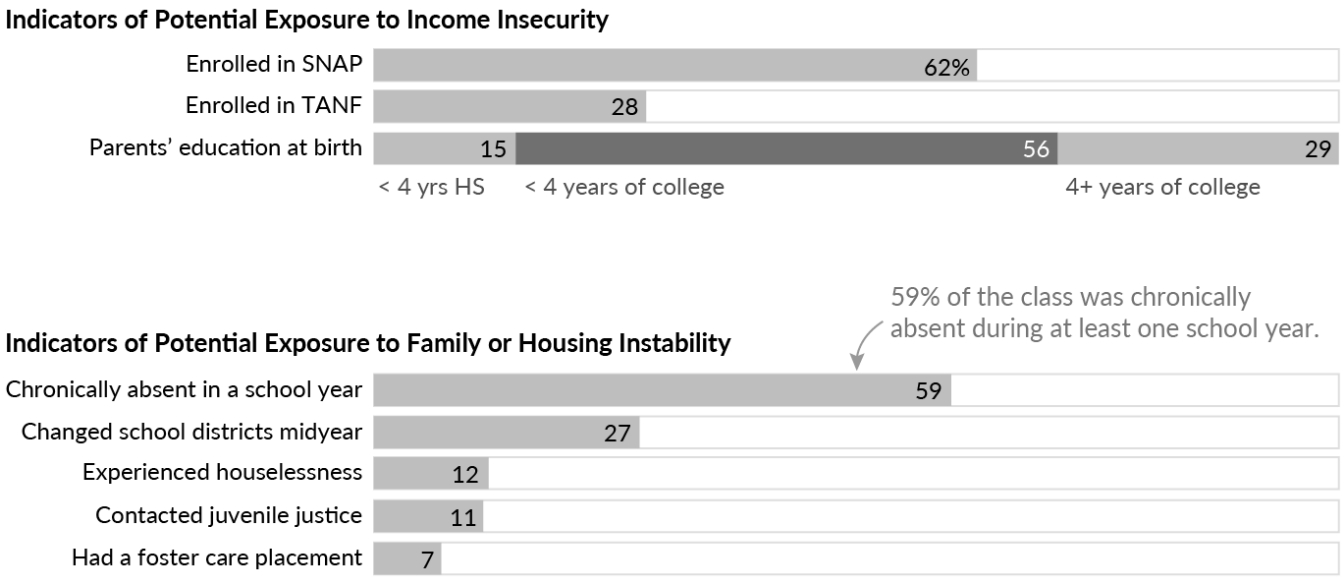
1. Ever experiencing severe chronic absenteeism, juvenile justice contact, and midyear school transitions were the top barriers to 4-year graduation.
2. Students who ever experienced severe chronic absenteeism, juvenile justice contact, or a midyear school transition had 35%, 16%, and 9% lower chance of graduating in 4 years, respectively.
3. Across these top-3 barriers, 4-year graduation rates for students who also have a disability were 12 or more percentage points lower than for students without a disability.
4. These top-3 barriers were disproportionately experienced by youth identified as American Indian/Alaska Native or Black/African American.
5. Compared with higher income students, students who experienced deep poverty had more instances of these top-3 barriers, and lower graduation rates.
6. Many of Oregon's public programs served a higher-than-average rate of students experiencing these 3 barriers, indicating potential opportunities for support.

Descriptive Overview of the High School Class of 2020 and Interactive Online Displays

As an initial step to better understanding the Class of 2020, OCID conducted a foundational descriptive analysis. This analysis examined equity characteristics and connections across multiple publicly funded programs, particularly housing instability, income insecurity, and educational outcomes.

Figure 1. Selected student and family characteristics of the Class of 2020

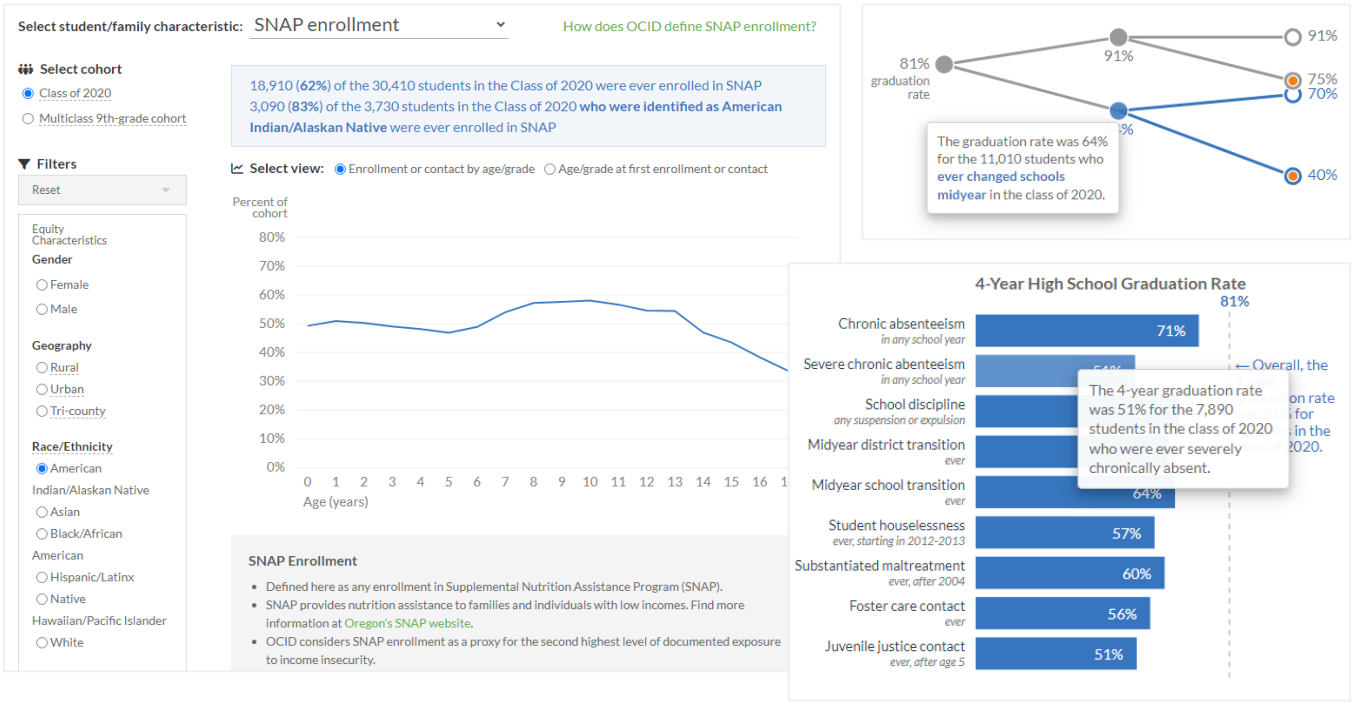
Percentage of students in the Class of 2020 who had ever had selected student and family characteristics.



Notes. Except where noted otherwise, all characteristics are measured as ever occurring across a student's lifespan through the 2019-2020 school year. Chronic absence was not available for the 2019-2020 school year. "Houselessness" is defined as "ever" enrolled in McKinney-Vento between 2012-2013 and 2019-2020.
Abbreviations. HS: high school; SNAP: Supplemental Nutrition Assistance Program; TANF: Temporary Assistance for Needy Families.

Accompanying the foundational brief are web-based interactive displays that allow users to investigate their own interests and questions. The displays provide the opportunity to explore potential trends or disparities among the Class of 2020, such as filtering by equity characteristics such as race/ethnicity, sex/gender, geography, and disability.

Figure 2. Example interactive displays accompanying Class of 2020 analysis

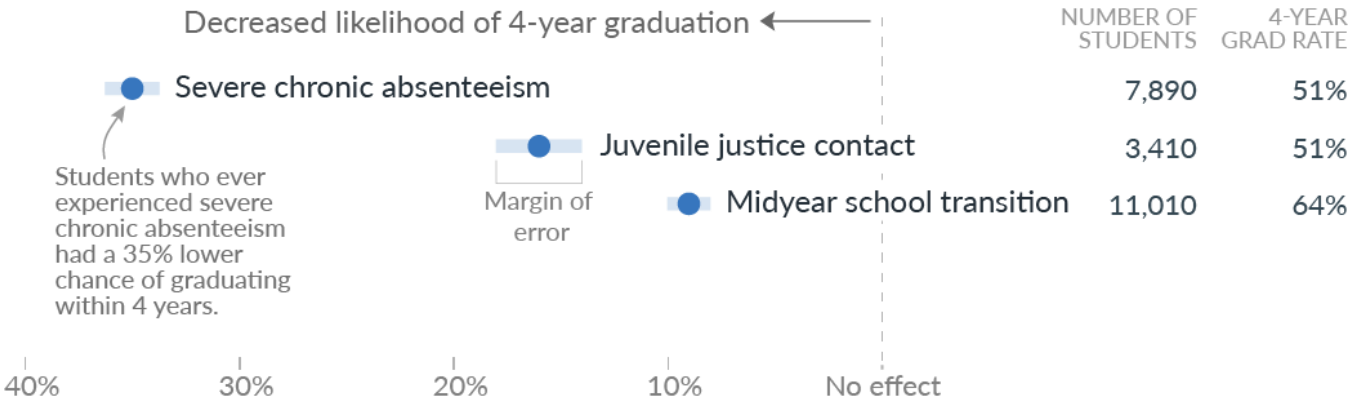


Top Predictors of 4-Year High School Graduation

To identify which characteristics have the strongest potential impact for policymaking, OCID conducted an analysis to isolate the top predictors of graduating high school in 4 years. As Figure 3 highlights below, severe chronic absenteeism, juvenile justice contact, and midyear school transitions were identified as the top 3 barriers to 4-year graduation for the Class of 2020. OCID further explored these barriers, producing fact sheets, infographics, interactive data visualizations, and a 3-part webinar series to help guide decisions to better support children in Oregon.

Figure 3. Strongest predictors of 4-year high school graduation

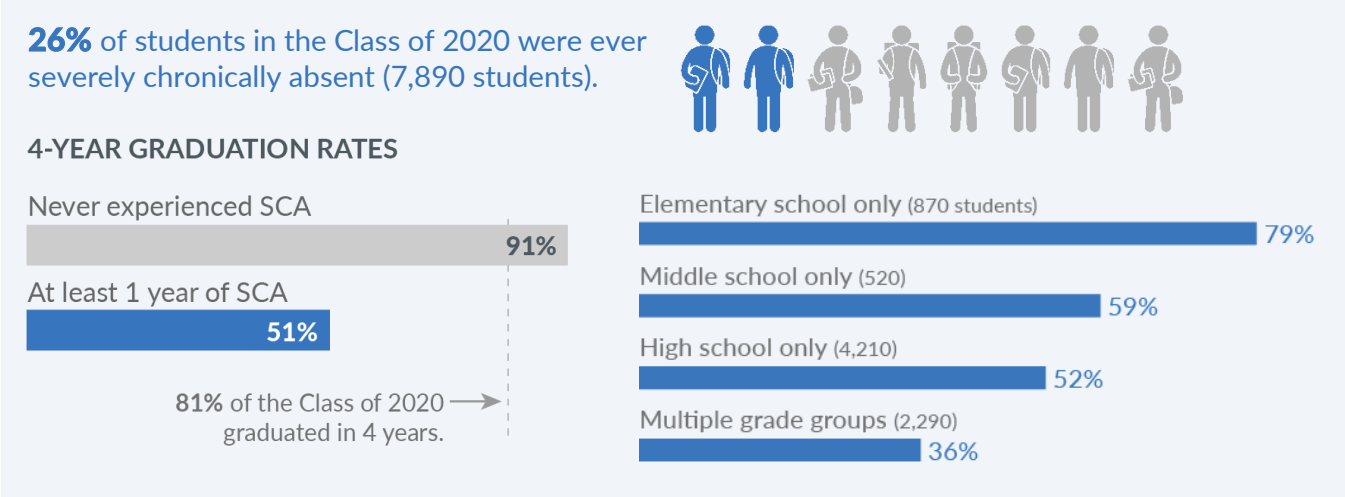
Controlled for a variety of student and family characteristics.



Spotlight: Severe Chronic Absenteeism

OCID analysis identified severe chronic absenteeism (missing an average of 1 school day every week) as a top barrier to 4-year high school graduation, one measure of educational success. Deeper investigation uncovered information about disparities by disability, race/ethnicity, and poverty; timing and frequency of severe chronic absenteeism; and predictive factors for 4-year graduation specific to students with severe chronic absenteeism. Figure 4 below highlights this work. For the complete findings, please visit OCID's severe chronic absenteeism web page.

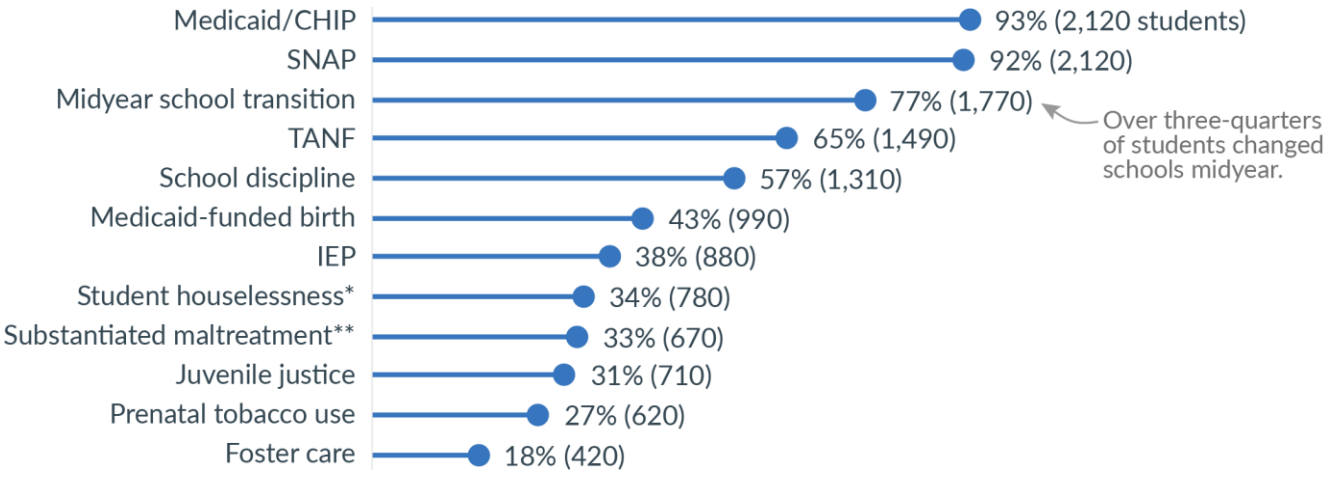
Figure 4. Highlights of severe chronic absenteeism (SCA) analysis



Across childhood, 99% of youth who experienced severe chronic absenteeism in multiple grade groups interacted with at least 1 other public program. Figure 5 presents information for policymakers and program administrators to potentially consider earlier or additional support. For example, Medicaid/CHIP (Children's Health Insurance Program) and the Supplemental Nutrition Assistance Program (SNAP) each served more than 92% of students in this group.

Figure 5. Percent of students who ever had contact with other public programs

Among students with severe chronic absenteeism across multiple grade groups.



*Notes. Percentages indicate program contact ever occurring during a child's life. Students may appear in more than 1 program. *Student houselessness data starts in the 2012-2013 school year. **Substantiated maltreatment data starts in 2005. Abbreviations. CHIP: Children's Health Insurance Program; IEP: individual education program; SNAP: Supplemental Nutrition Assistance Program; TANF: Temporary Assistance for Needy Families.*

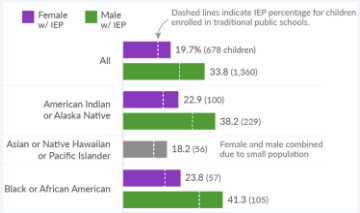
Related OCID Resources

OCID has a number of existing resources that complement the Class of 2020 analyses, presenting additional background information and insights. Please visit the OCID website to explore our related resources.

OCID's Race and Ethnicity Data Overview

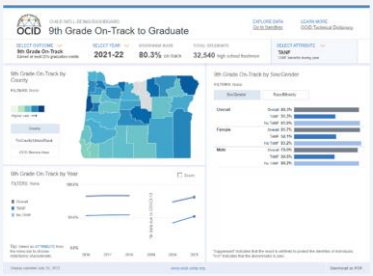
Read more about OCID's methodology to consistently report race and ethnicity information across data sources.

Students Enrolled in Oregon's Public Alternative Education Schools



Read the policy brief to learn about students enrolled in public alternative education schools and potential disparities in educational outcomes by equity components.

9th Grade On-Track Dashboard



Explore our 9th Grade On-Track indicator to investigate potential trends or disparities among groups of children.

OCID Engagement and Equity Efforts

Since the project's inception, OCID has engaged with a range of constituents to share information and obtain insights about successfully advancing Oregon's child well-being goals. Accomplishments to date include:

- Developing an initial framework for integrating race and ethnicity information from multiple OCID data sources, through consultation with local and regional subject matter experts
- Engaging a technical advisory panel of subject matter experts to strengthen understanding of OCID data and analytic approaches to examine the relationships among participation in select public early-childhood programs and subsequent early-educational outcomes
- Convening a technical advisory panel of experts to advise on the application of an equity framework for OCID analyses, examining the interconnected nature of characteristics such as race/ethnicity, sex/gender, geography, and disability, and how these intersections create overlapping and interdependent systems of disadvantage or opportunity
- Developing OCID's approach to the use of administrative data and an overview describing the strengths and limitations of using administrative data
- Presenting to key legislative committees and holding 1:1 follow-ups with interested legislators
- Sharing OCID's findings in accessible, policy-relevant products including 3 webinars, 4 online data interactives, and 10 short briefs and infographics

- Engaging leadership and staff from state agencies through a regularly convened governance committee, a state analyst forum, and ad hoc meetings, to ensure the OCID team has a robust understanding of state policy priorities, programmatic details, and the strengths or limitations of the datasets
- Participating in the Equity in Practice Learning Community through the Actionable Intelligence for Social Policy (AISP) at the University of Pennsylvania, in partnership with Oregon's State Data Officer, to focus on centering racial equity throughout our data and engagement practices

Going into the 2023-2025 biennium, this work will be led by the new community engagement specialist who joined the OCID team in January 2023, with generous funding from The Ford Family Foundation and the PacificSource Foundation.

OCID's Developing Engagement Goals

The following aspirational goals will guide the development of OCID's strategic equity and engagement framework. Through a multistaged, iterative process, the OCID team will further develop strategies to:

- Gather, analyze, and share data to inform policy decisions
- Embed equity practices into OCID's workplans, practices, and products
- Learn how to present OCID's data in a way that is meaningful and actionable to Oregon policy organizations who work with or seek to improve the well-being of individuals represented in OCID's data
- Include community perspectives associated with OCID analyses to lend context to the data and reflect the experiences of the children, families, and communities statewide

As we work towards these goals, the OCID team will document the process and share lessons learned that state agencies and community can apply to other data projects.

What's Next for OCID

The Oregon Legislature approved $2 million in funding for the upcoming 2023-2025 biennium to continue OCID's work supporting data-informed policy. While the workplan for the new biennium is currently under development, the following efforts will be prioritized to the extent possible:

- Strengthen the relationship between OCID and state-level policymaking, emphasizing that OCID products are timely, responsive, and actionable. Deliverables will include a new series of analyses and online dynamic display tools that generate data to support evidence-based policy decisions.
- Build and implement a multistaged plan to integrate engagement and equity into the core of OCID's work.
- Expand the depth and breadth of data available within OCID, and develop new approaches to applying cross-program data to better understand child and family characteristics, such as behavioral health, disability status, and geography.
- Explore new information and opportunities resulting from the newly expanded dataset.

These efforts will further enhance OCID's ability to focus on key state policy goals, investigate factors which affect the well-being of children and families, and identify opportunities for collective support across state agencies, programs, and partners.

Acknowledgments

The Center deeply appreciates the continued support of the Oregon Legislature, as well as the financial support of The Ford Family Foundation and of PacificSource in funding the project's engagement work.

The OCID team is also grateful for the guidance, support, and time investment of the project's Governance Committee. Governance Committee members include Oregon legislators from both chambers and both parties, a representative from the Governor's Office, and directors of state agencies contributing data to OCID or their designees.

2021-2023 GOVERNANCE COMMITTEE MEMBERS

Rachel Currans-Henry, Governor Kotek's Office

Rosa Klein, Governor Brown's Office/Governor's Children's Cabinet (2020-2022)

Oregon Legislators

Senator Dick Anderson

Senator Bill Kennemer (2022)

Senator Elizabeth Steiner

Representative Raquel Moore-Green (2020-2021)

Representative Lisa Reynolds

Representative Anna Scharf

State Agencies

Pat Allen, Oregon Health Authority (2019-2022)

David Baden, Oregon Health Authority

Andrea Bell, Oregon Housing and Community Service

Dana Hargunani, Oregon Health Authority (2022)

David Mandell, Early Learning Division, Oregon

Scott Nine, Oregon Department of Education

Joe O'Leary, Oregon Youth Authority

Fariborz Pakseresht, Oregon Department of Human Services

The OCID team also appreciates the contributions, advice, and collaboration provided by the participants in the OCID State Analyst Forum from across the 5 agencies contributing data to OCID. The State Analyst Forum brings state policy and program specialists together to collaborate on state data efforts, and share experience and expertise. The participants represent Oregon's:

- State agency data partners
- Chief Data Officer
- State Longitudinal Data System
- Budget and Management
- Legislative Fiscal
- Legislative Policy and Research

APPENDIX A.

Overview of the Data Included in OCID

Agency	Program/Data Element	Beginning in
OHA	Birth records	2001
	Medicaid/CHIP enrollment and claims	2002
	Babies First!/Maternity Case Management (BF/MCM)	2008
ODHS	Supplemental Nutrition Assistance Program (SNAP)	2001
	Temporary Assistance for Needy Families (TANF)	2001
	Employment-related Day Care (ERDC)	2001
	Foster care involvement	2001
	Substantiated maltreatment	2005
ELD	Early Intervention/Early Childhood Special Education (EI/ECSE)	AY 2008-2009
	Head Start/Oregon Pre-K	AY 2005-2006
	Healthy Families Oregon (HFO)	2008
ODE	Attendance	AY 2005-2006
	Assessments	AY 2005-2006
	Discipline	AY 2005-2006
	English language proficiency	AY 2005-2006
	IEP and 504 plan	AY 2005-2006
	Student houselessness	AY 2012-2013
	9th grade on-track to graduate	AY 2014-2015
	Graduation	AY 2019-2020
OYA	Residential placement	Involvement mostly after 2013
	Allegations	

Abbreviations. AY: academic year; CHIP: Children's Health Insurance Program; ELD: Oregon Department of Early Learning and Care; IEP: individual education program; ODE: Oregon Department of Education; ODHS: Oregon Department of Human Services; OHA: Oregon Health Authority; OYA: Oregon Youth Authority; pre-K: prekindergarten.

APPENDIX B.

Project Timeline for the 2021-2023 Biennium

2021: July – December

- Legislative branch approved funds to continue the OCID project
- New comparative interactive display
- Governance Committee listening sessions for the 2021-2023 workplan and advisory structure

2022: January – December

- Launch the OCID Analyst Forum
- Foundational descriptive brief for Oregon high school Class of 2020
- New interactive display for Oregon high school Class of 2020
- OCID and the State of Oregon selected for cohort 1 of the AISP Equity in Practice Learning Community
- Revised and renewed data use agreements
- Expanded OCID to include all children who accessed state programs and services in Oregon, regardless of place of birth
- Presentation to the Legislature House Interim Committee on Human Services

2023: January – July

- Hired community engagement specialist
- Oregon high school Class of 2020 analysis and spring webinar series on:
  - Juvenile justice contact
  - Midyear school transitions
  - Severe chronic absenteeism
- Legislative Session Informational Hearings
  - Senate Committee on Education
  - House Committee on Early Childhood and Human Services
- OCID's legislative funding approval for 2023-2025 biennium