House Committee on Early Childhood and Human Services

Information Hearing

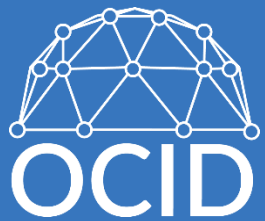May 31, 2023

OCID

Oregon Child
Integrated Dataset

www.ocid-cebp.org

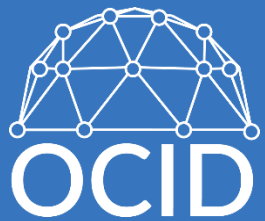# Today's Presentation

○ **Opening remarks**

○ **Brief OCID History**
Gretchen Morley

○ **Brief OCID Overview**
Gretchen Morley

○ **Data Highlights**
Lily Sobolik

○ **Questions?**

OCID History

OCID Timeline Past, Present, and Future

OCID

2009-2019

Explored possibilities with initial guidance committee

Oregon foster care system pilot

Built initial support with policymakers, agency leaders, private funders

Established initial dataset in partnership with 5 state agencies

2019-2021

Official launch in 2019-2021 with state appropriation & private match

Governance Committee established

Initial Child Well-being Dashboard, analyses

2021-2023

Analysis of the Oregon 2020 High School Graduation Class

Continued state appropriation

State Analyst Forum created

Broadened policymaker & stakeholder relationships

Data use agreements extended through 2028

2023-2025

New in-depth analyses

Dashboard redesign

Broadened engagement with policy and community stakeholders
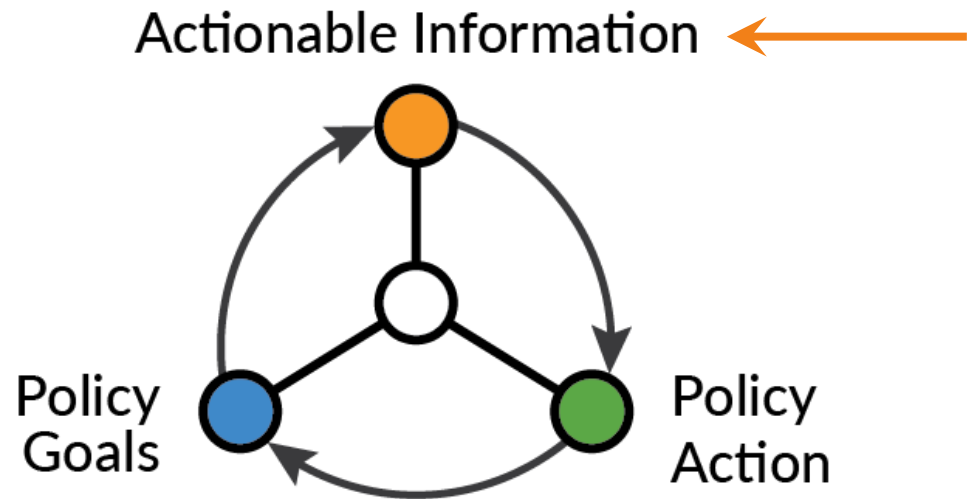
Expansion of data in OCID

OCID Overview

OCID's Charge: Actionable Information for Policymaking

Core Policymaking Components

**Oregon Child Integrated Dataset (OCID)**

- Non-partisan, objective resource to improve the well-being of all children in Oregon

- Oregon-specific, cross-program data across childhood starting in 2001

- Responsive and accessible in-depth analyses and interactive data visualizations

- Guided by state policymakers and community leaders

OCID's Data Landscape

PARTNERSHIP

- Integrated data across state agencies
  - › Oregon Department of Education
  - › Oregon Early Learning Division
  - › Oregon Department of Human Services
  - › Oregon Health Authority
  - › Oregon Youth Authority

- Complimentary state-run integrated data projects
  - › State Longitudinal Data System (SLDS)
  - › ODHS Office of Reporting, Research, Analytics and Implementation (ORRAI)
 - › Children's System of Care Data Dashboard (SB1)
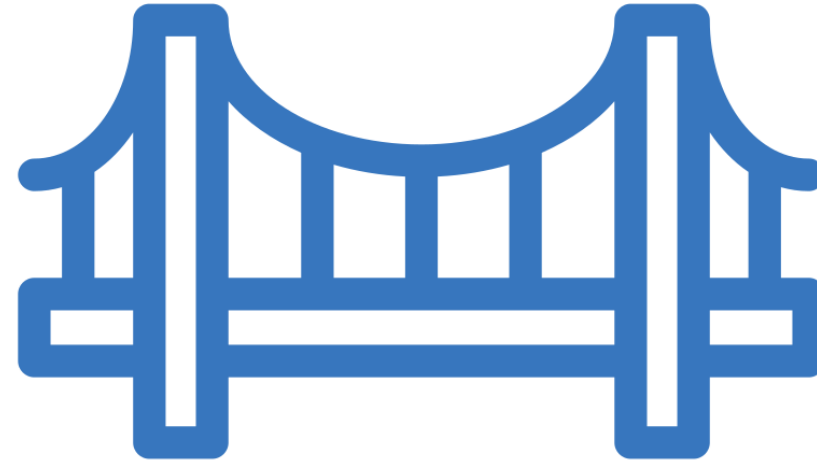
DATASET ADMINISTRATION

- Administered by the Center for Evidence-based Policy at OHSU
- Overseen by OHSU's Institutional Review Board
- Data matched and deidentified at ODHS Integrated Client Services

We are all Working on Interconnected Issues and Systems
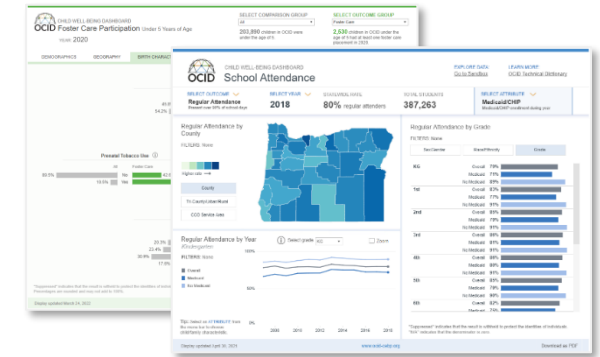## OCID Advisory Structure: Accountability, Guidance and Connection
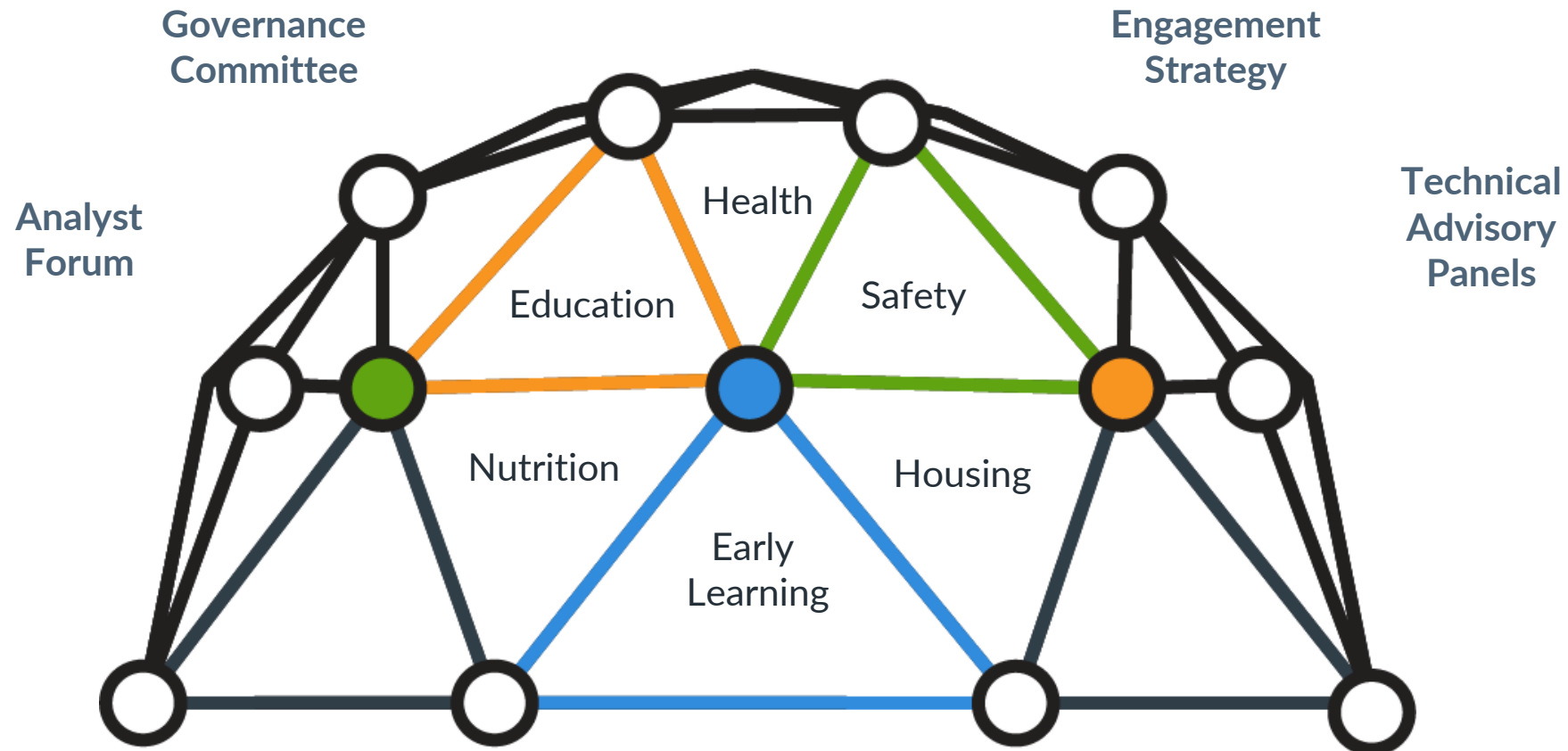
OCID's Products: Data for Policymaking

Child Well-being Dashboard

- › Provide public access to data on key indicators of child well-being using geographic, demographic, and cross-program attributes
- › Permit exploration of interactions, investigate trends, and formulate key questions
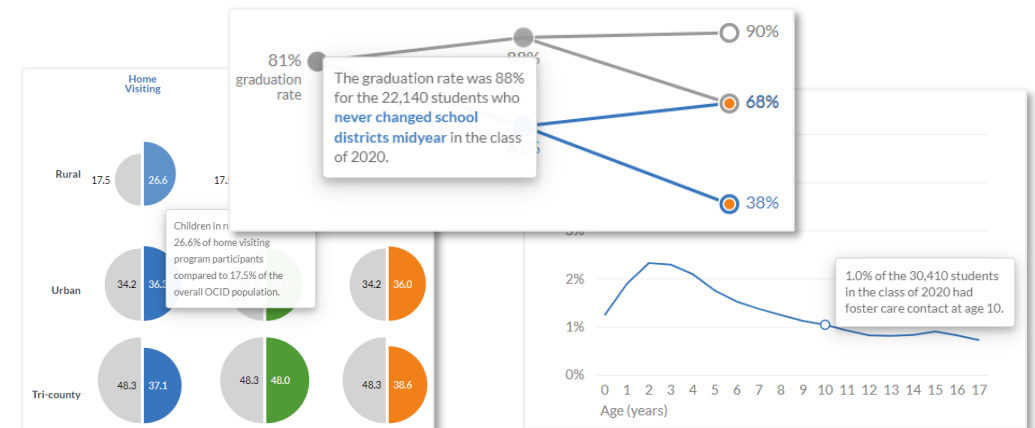
Analyses to Date

- › Early-Childhood Program Participation
- › Students in Public Alternative Education Schools
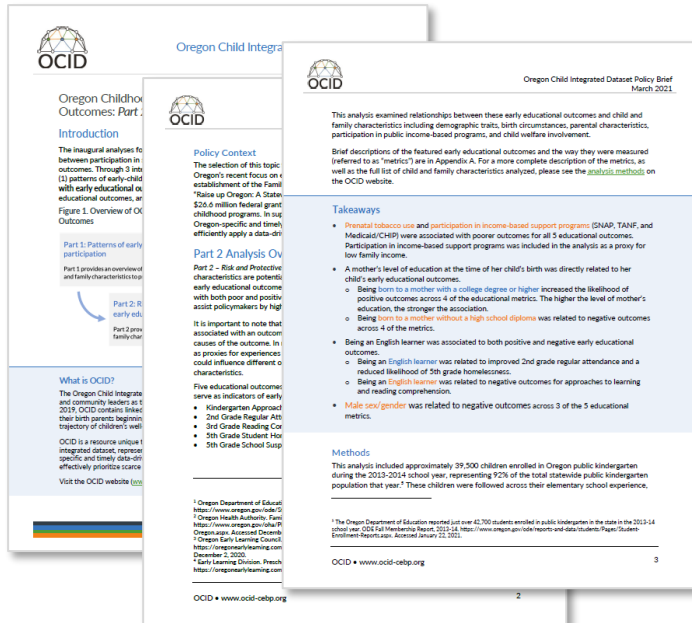- › Oregon's High School Class of 2020

Online Data Interactives

- › Allows exploration of data behind analyses by equity and other characteristics

OCID Analysis

Childhood Program Participation and Early Educational Outcomes

POVERTY INDICATOR

Enrollment in Medicaid/CHIP, SNAP and/or TANF in the first 5 years of life

Background

- Analysis of a single cohort of students for potential risk and protective factors associated with 5 early educational metrics
  › Kindergarten Approaches to Learning
  › 2nd Grade Regular Attendance
  › 3rd Grade Reading Comprehension
  › 5th Grade Student Homelessness
  › 5th Grade School Suspensions

Selected Key Findings

- Indicators of early childhood poverty were associated with poorer outcomes for all 5 educational metrics.
- Children with very low income (10,633 students with TANF) were chronically absent in 2nd grade at 2.5 times the rate of their non-enrolled peers (25% versus 10%).

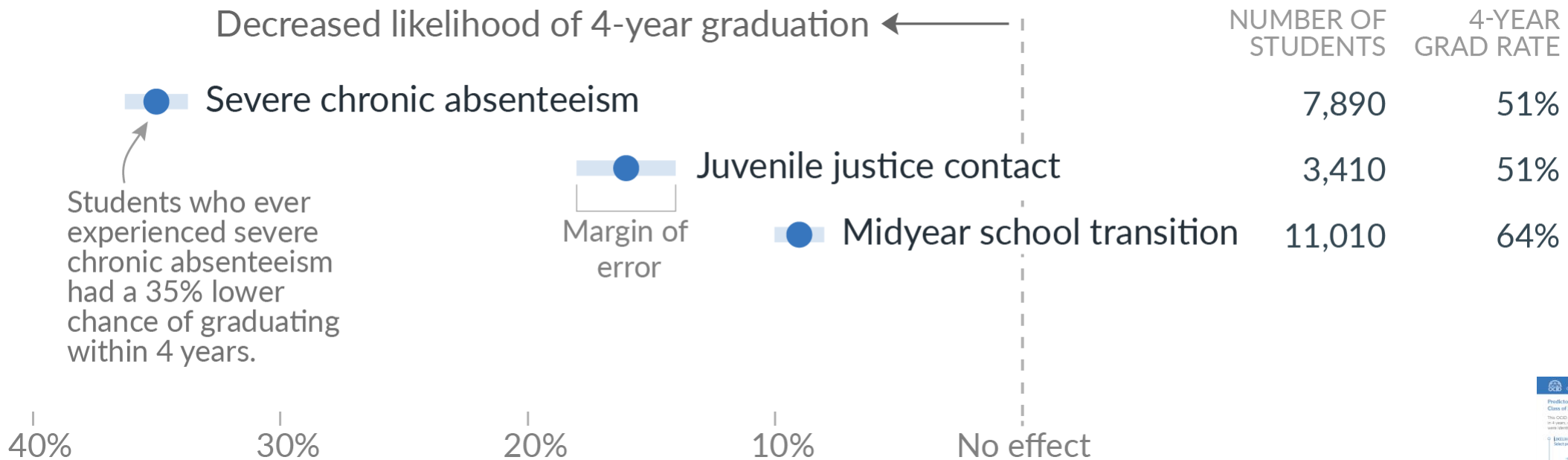Read the full report on the OCID website.

High School Class of 2020 Highlights

Oregon High School Class of 2020 Analytic Series

LIKELIHOOD OF GRADUATING IN 4 YEARS

Select predictors for the OCID high school Class of 2020

OCID

	NUMBER OF STUDENTS	4-YEAR GRAD RATE
Decreased likelihood of 4-year graduation ←		
Severe chronic absenteeism	7,890	51%
Juvenile justice contact	3,410	51%
Midyear school transition	11,010	64%

Students who ever experienced severe chronic absenteeism had a 35% lower chance of graduating within 4 years.

Margin of error

40%   30%   20%   10%   No effect

In addition to the listed characteristics, the analysis controlled for sex/gender, disability, school discipline, deep poverty, prenatal tobacco exposure, parent education at birth, and foster care involvement. The strength of predictors across race and ethnicity groups was similar to those for the whole Class of 2020 cohort.

# OCID's Indicators of Potential Exposure to Poverty
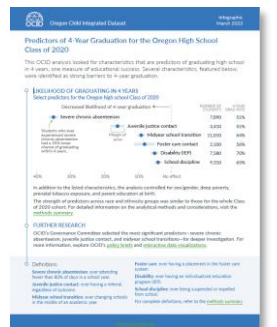
OCID uses enrollment in income-based support programs as proxies for experiences or exposures to poverty that cannot be measured accurately and completely with available data.

○ Proxy for **deep poverty**
› Enrollment in Temporary Assistance for Needy Families (TANF)
- Income eligibility is 37% federal poverty level

○ Proxy for **very low income**
› Enrollment in Supplemental Nutrition Assistance Program (SNAP)
- Income eligibility is 185% federal poverty level

○ Proxy for **low income**
› Enrollment in Medicaid/CHIP
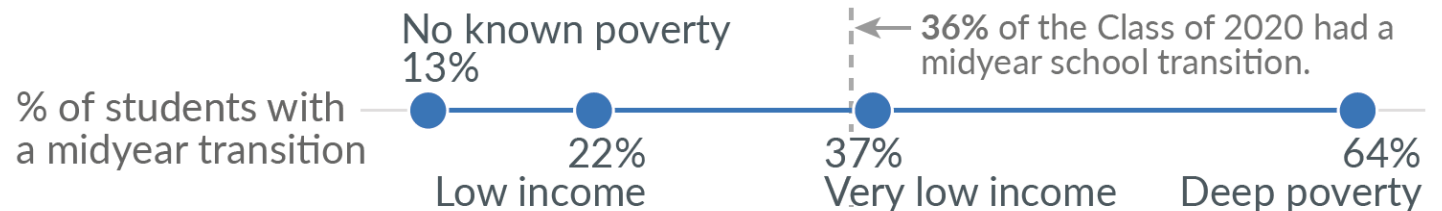- Income eligibility is up to 300% of federal poverty level for children

Oregon's Class of 2020 Series: Midyear School Transitions

OCID

36% of students in the Class of 2020 ever changed schools midyear.
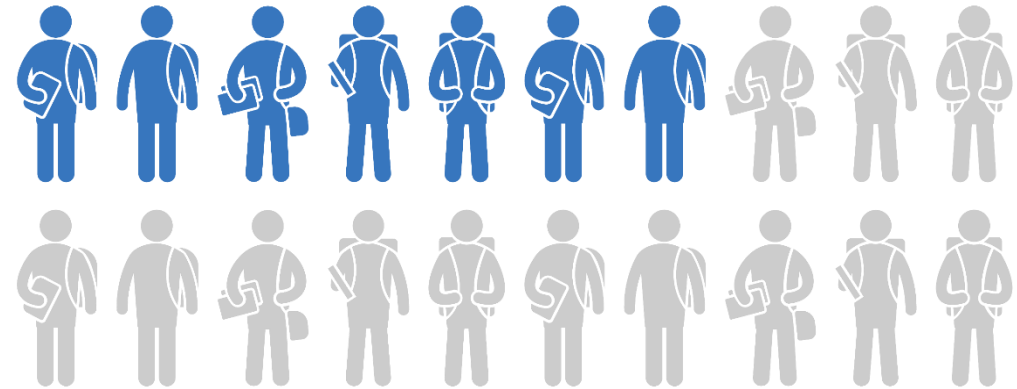
A disproportionate proportion of students who ever experienced deep poverty also had at least 1 midyear school transition (64% or 5,350 students).
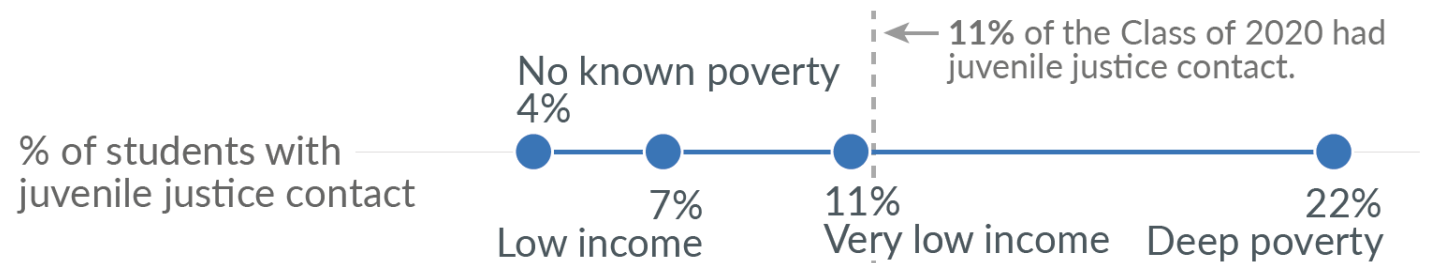
% of students with a midyear transition

No known poverty
13%

22%
Low income

37%
Very low income

← **36%** of the Class of 2020 had a midyear school transition.

64%
Deep poverty

**11%** of students in the Class of 2020 ever had justice system contact.

A disproportionate proportion of students who ever experienced deep poverty also had juvenile justice system contact (22% or 800 students).

% of students with juvenile justice contact

No known poverty 4%

7% Low income

11% Very low income

22% Deep poverty

← **11%** of the Class of 2020 had juvenile justice contact.

26% of students in the Class of 2020 were ever severely chronically absent.
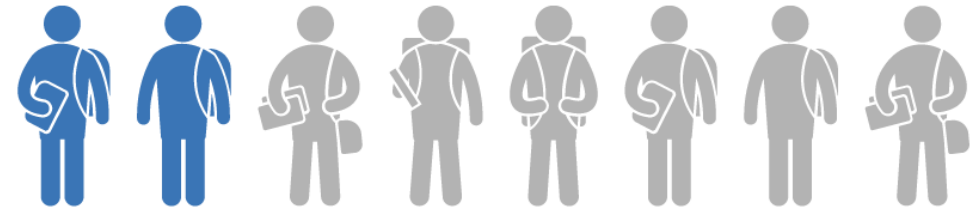
A disproportionate proportion of students who ever experienced deep poverty were also severely chronically absent (49% or 4,130 students).

% of students with SCA

Low income
14%

8%
No known poverty

25%
Very low income

← 26% of the Class of 2020 was ever severely chronically absent.

49%
Deep poverty
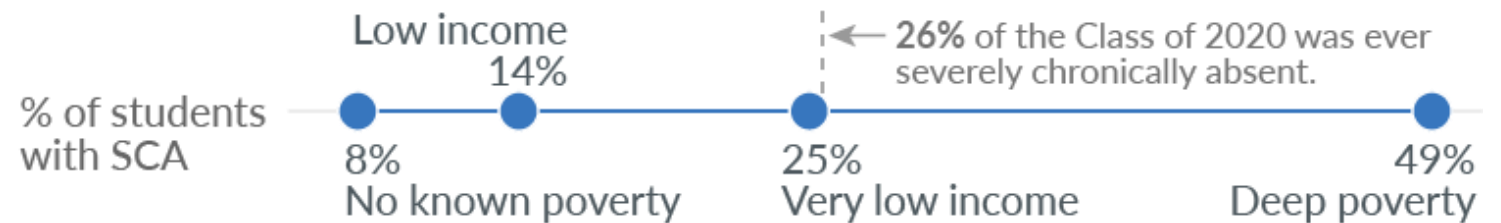
Oregon's Class of 2020 Series: Severe Chronic Absenteeism (SCA)

Timing of SCA

OCID

SCA BY GRADE

15% of students

13% of students were severely chronically absent in 11th grade.

10%

5%

0%

KG 1 2 3 4 5 6 7 8 9 10 11

FIRST YEAR OF SCA

20%

12% of students with SCA experienced their first year of severe chronic absence in kindergarten.

15%

10%

5%

0%

KG 1 2 3 4 5 6 7 8 9 10 11

https://www.ocid-cebp.org/class-of-2020-severe-chronic-absenteeism/
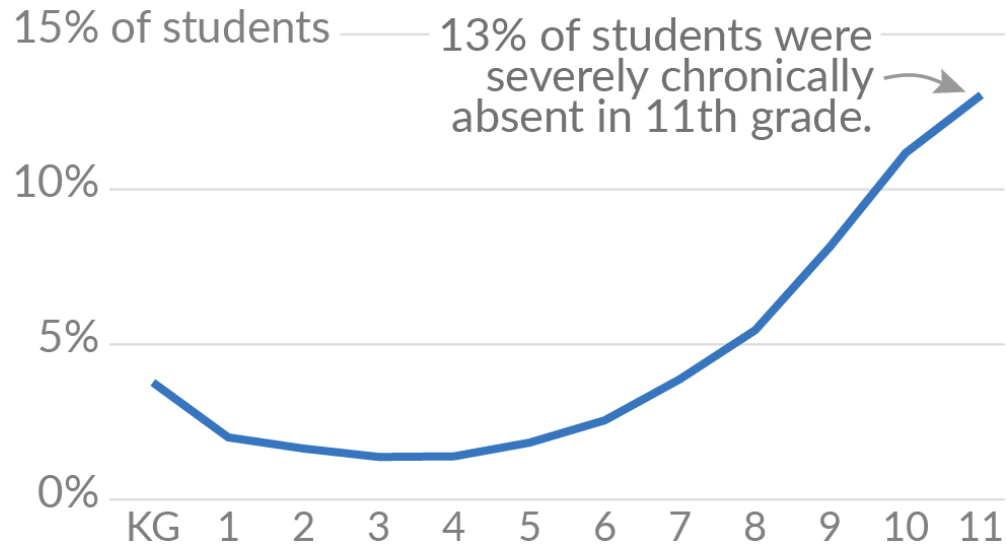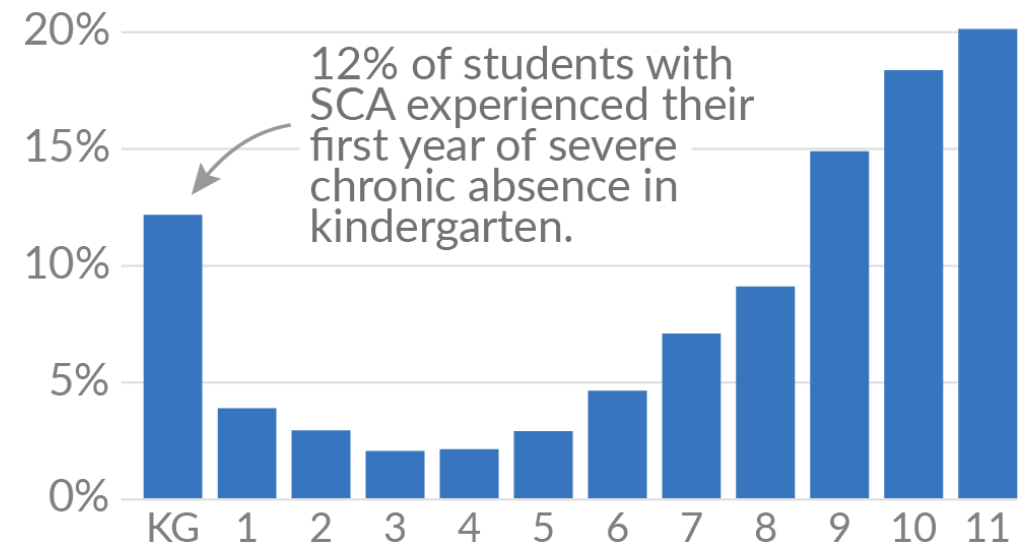
Oregon's Class of 2020 Series: Severe Chronic Absenteeism (SCA)

4-year High School Graduation Rates

OCID

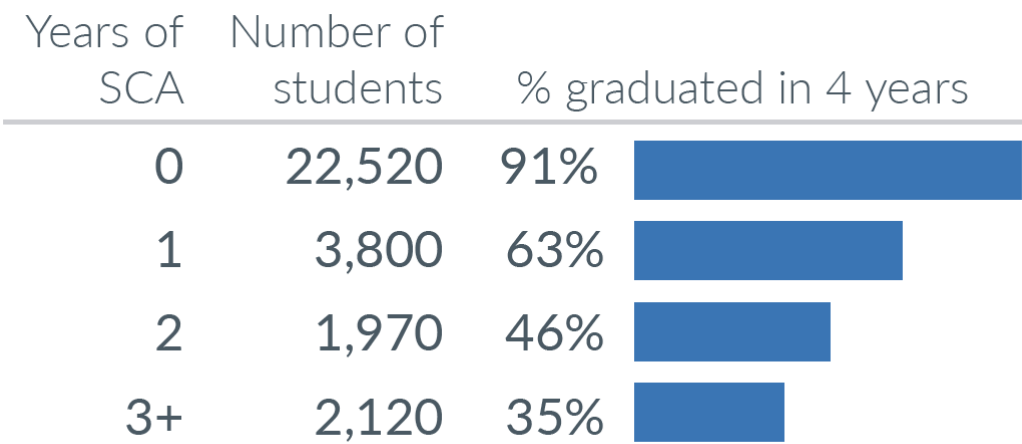## GRADUATION RATE BY TOTAL YEARS OF SCA

Years of SCA	Number of students	% graduated in 4 years	
0	22,520	91%	
1	3,800	63%	
2	1,970	46%	
3+	2,120	35%	

TOP BARRIERS TO 4-YEAR GRADUATION FOR STUDENTS WITH SCA

	NUMBER OF STUDENTS	4-YEAR GRAD RATE
Juvenile justice contact	1,940	32%
Midyear school transition	5,250	43%
Deep poverty	4,130	42%
School discipline	4,030	40%

Lower likelihood of 4-year graduation ←

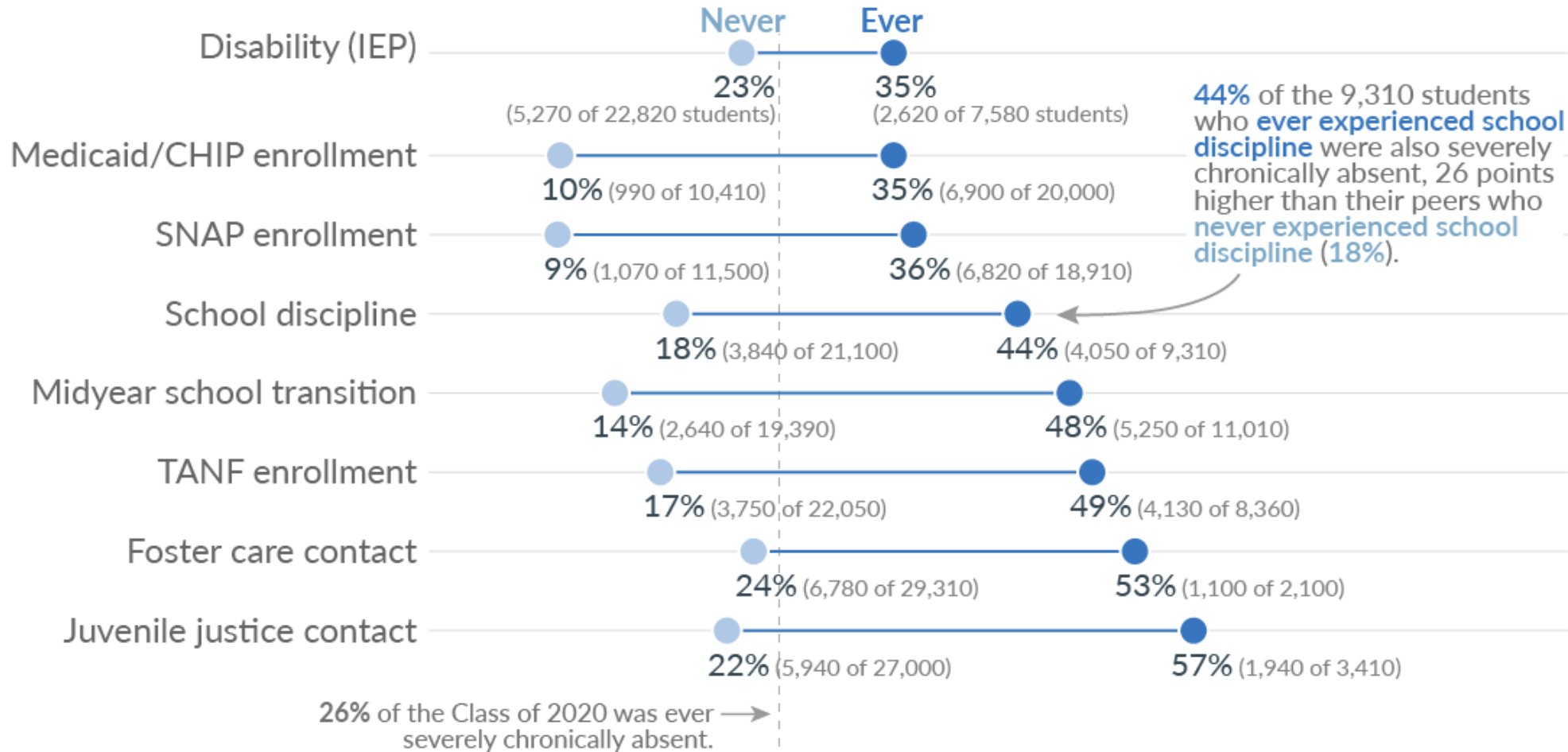Margin of error

30%   20%   10%   No effect
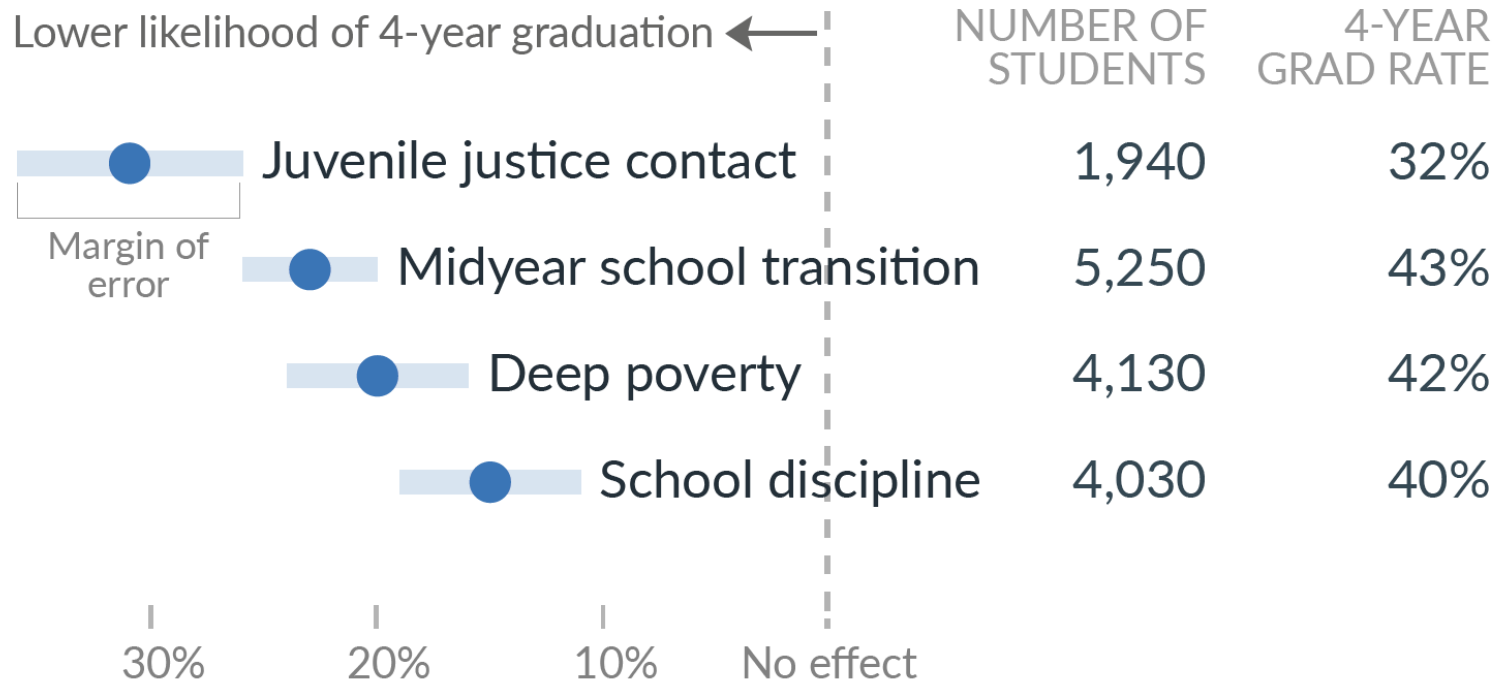
Deep poverty is defined here as ever being enrolled in TANF. In addition to the listed characteristics, the analysis controlled for sex/gender, disability, and very low income.

FREQUENCY OF SCA FOR STUDENTS WITH OTHER CHARACTERISTICS

Never   **Ever**

Disability (IEP)
23% (5,270 of 22,820 students)   35% (2,620 of 7,580 students)

Medicaid/CHIP enrollment
10% (990 of 10,410)   35% (6,900 of 20,000)

SNAP enrollment
9% (1,070 of 11,500)   36% (6,820 of 18,910)

School discipline
18% (3,840 of 21,100)   44% (4,050 of 9,310)

Midyear school transition
14% (2,640 of 19,390)   48% (5,250 of 11,010)

TANF enrollment
17% (3,750 of 22,050)   49% (4,130 of 8,360)

Foster care contact
24% (6,780 of 29,310)   53% (1,100 of 2,100)

Juvenile justice contact
22% (5,940 of 27,000)   57% (1,940 of 3,410)

44% of the 9,310 students who **ever experienced school discipline** were also severely chronically absent, 26 points higher than their peers who **never experienced school discipline (18%)**.

26% of the Class of 2020 was ever severely chronically absent.

Oregon's Class of 2020 Series: Severe Chronic Absenteeism (SCA)

Key Takeaways

1. Ever having SCA is one of the top 3 barriers to 4-year graduation identified in OCID's analysis.

2. 26% of the Class of 2020 experienced SCA at least one year in school; students who ever experienced deep poverty had higher rates.

3. Students with multiple years of SCA had decreased 4-year graduation rates.

4. For students with SCA, experiences with juvenile justice involvement, mid-year school transitions, deep poverty, or school discipline create additional barriers to 4-year graduation.

Discussion Questions

- What questions do you have about what you've seen so far from OCID?

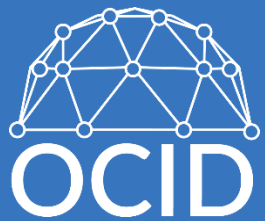- What else would you like to see to make OCID information actionable on a policymaking level?

Thank you!

Gretchen Morley, OCID Project Director, morlegr@ohsu.edu

Lily Sobolik, OCID Policy Analyst, sobolik@ohsu.edu

OCID

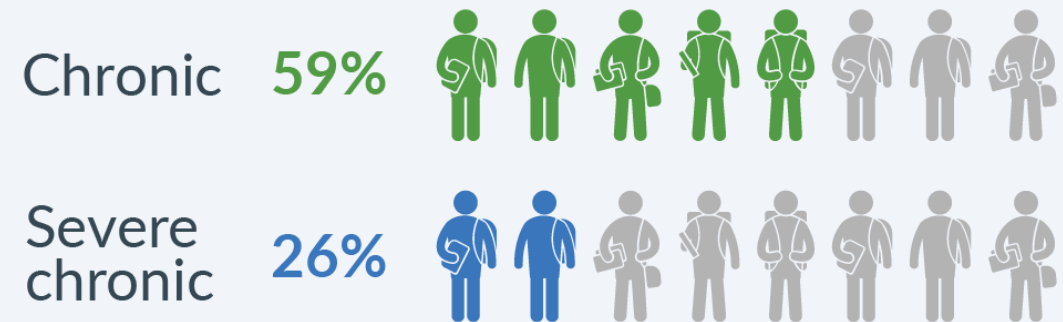EVIDENCE-BASED POLICY CENTER FOR

www.ocid-cebp.org

Reference Slides

Oregon's Class of 2020 Series: Severe Chronic Absenteeism (SCA)

Differentiating from Chronic Absenteeism

- Chronic absenteeism means attending 90% or fewer school days in a year

- Severe chronic absenteeism means attending 80% or fewer school days in a year

% OF CLASS OF 2020

Chronic   59%

Severe chronic   26%

4-YEAR GRADUATION RATES

Chronic   71%

Severe chronic   51%