

Testimony to Joint Ways & Means, Education Subcommittee

May 4, 2023

Pam Curtis

Center for Evidence-based Policy, Oregon Health and Science University (OHSU)

Co-chairs Frederickson and McClain, and members of the committee: I am Pam Curtis, Director of the Center for Evidence-based Policy, based at OHSU. The Center supports state policymakers from over half of US States, by providing objective, nonpartisan evidence and data research.

I am here in support of OHSU's Policy Option Package #2 which continues funding for the Oregon Child Integrated Dataset (OCID), and places OCID into OHSU's base budget.

OCID was launched by the Legislature in 2019 to assist policymakers by providing the best available Oregon-specific data to improve outcomes for children. Starting with birth records dating back to 2001, OCID connects data sources across state agencies and services that would otherwise be isolated in the individual program silos to enable a multifaceted look at how children and families are served by state agencies from birth through high school.

The dataset allows insight into the interplay of state programs and services, illuminating potential disparities or trends in child well-being outcomes, and enabling effective targeting of policies or resources.

OCID is overseen by a bipartisan Governance Committee that includes legislators, the governor's office, and state agency leadership.

In the current biennia, the Governance Committee prioritized a deep dive into the graduating class of 2020. I'd like to briefly highlight some of the findings from the analyses. Additional information can be found in the handouts we provided or on OCID's website (ocid-cebp.org).

- As a benchmark, the 4-year graduation rate for the class of 2020 was 81%.
- The analysis found several significant barriers to 4-year graduation including students who experienced
 - Juvenile justice system contact (51% graduation rate); and
 - Mid-year school transitions (61% graduation rate).
- Regarding juvenile justice, 11% of the graduating class of 2020 had contact with this system.
 - Students with one contact had a 4-year graduation rate of 61% and those with 4 or more contacts had a 21% graduation rate (20 and 60 percentage points below the average respectively).
 - Prior to their first contact with the juvenile justice system, over 88% of youth interacted with at least 1 other non-education public program and over 93% had additional contact with the education system. For example:
 - 85% had been enrolled in Medicaid/CHIP

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- 83% had received SNAP
- 74% had been chronically absent from school
- Additional program interactions can be found in your handout.

OCID was created to assist you and other policymakers in using objective data to inform decisions. OCID has been funded at \$2m each of the last two biennia. OHSU Policy Option Package #2 requests \$5m to enable deeper analysis of existing and expanded data, and places OCID into OHSU's base budget.

Thank you for allowing me to testify today. I urge your support.

State Agency Data Included in OCID

Department of Human Services

- Child welfare
- Employment-Related Day Care (ERDC)
- Temporary Assistance for Needy Families (TANF)
- Supplemental Nutrition Assistance Program (SNAP)

Department of Education & Early Learning Division

- Early learning programs
- Public K-12 school records

Oregon Youth Authority

- Close custody
- Parole/community placement

Oregon Health Authority

- Birth records
- Medicaid/CHIP enrollment and claims
- Home visiting

Advisory Structure

OCID is guided by a 3-part advisory structure.

The *Governance Committee's* mission:

Guide the development of a credible and sustainable data resource that minimizes bias in data, is equitable in access and application, and enables focused impacts for Oregon.

Governance Committee members include Oregon legislators from both chambers and both parties, a representative from the Governor's Children's Cabinet, and directors of state agencies contributing data to OCID or their designees.

The *State Analyst Forum* brings state policy and program leaders and analysts together to collaborate on state data efforts, and share experience and expertise. The participants represent:

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

OCID's *Community Forum* is under development in 2022. The aim of the community forum is to engage community members and build an understanding of how data-to-policy efforts such as OCID can effectively incorporate and reflect community voice.

The Center for Evidence-based Policy leads the project:

- Providing leadership, scientific direction, facilitation, and administrative support.
- Producing publicly available analyses, interactive displays, and dashboards.
- Managing data, analytics, modeling, and quality assurance.
- Maintaining and hosting the [OCID website](#).

Funding

The Oregon Legislature appropriated \$2 million to continue the OCID project for the 2021-2023 biennium.



OCID is led by the Center for Evidence-based Policy at Oregon Health & Science University. The Center helps federal, state and local policymakers shape better decisions by providing them with objective, rigorously analyzed information.

Juvenile Justice Contact and 4-Year Graduation for the Oregon High School Class of 2020



Fact Sheet
April 2023

Foundational Overview

[Previous OCID analysis](#) identified contact with the juvenile justice system as one of the top 3 barriers to 4-year high school graduation, one measure of educational success. This fact sheet provides an overview of students with juvenile justice contact, to guide decisions focused on improving outcomes for children in Oregon.

Who experiences juvenile justice contact? —————○

Over **11%** of the Oregon Class of 2020 (3,410 of 30,410 students) ever had contact with the juvenile justice system.

Juvenile justice contact was more common for students with certain characteristics, such as deep poverty (22% or 1,800 students).



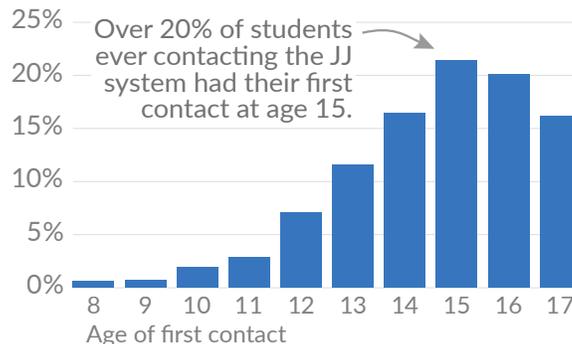
Disproportionality in juvenile justice contact for certain groups of youth, particularly youth of color, is a well-documented [state](#) and [national](#) issue. For a focused look at some of these populations in Oregon, see OCID's other products on juvenile justice contact for the Class of 2020:

- [Focus: Race/Ethnicity and Geography](#)
- [Focus: Disability](#)

When does juvenile justice contact first occur? —————○

Approximately 75% of first contact with the juvenile justice system was in high school (ages 14-17). However, initial juvenile justice system contact occurred before the age of 14 for 840 youth. The average age of first interaction with the juvenile justice system was just under 15 years old.

AGE OF FIRST CONTACT WITH THE JUVENILE JUSTICE SYSTEM



Explore further

Previous OCID research on the Class of 2020 revealed substantial differences in 4-year graduation rates for students with juvenile justice contact and other characteristics.

[View the Class of 2020 interactive visualizations.](#)

Definitions

Juvenile justice contact is defined here as ever having a criminal referral, regardless of the outcome.

Deep poverty is defined here as ever being enrolled in TANF.

Very low income is defined here as ever being enrolled in SNAP and never enrolled in TANF.

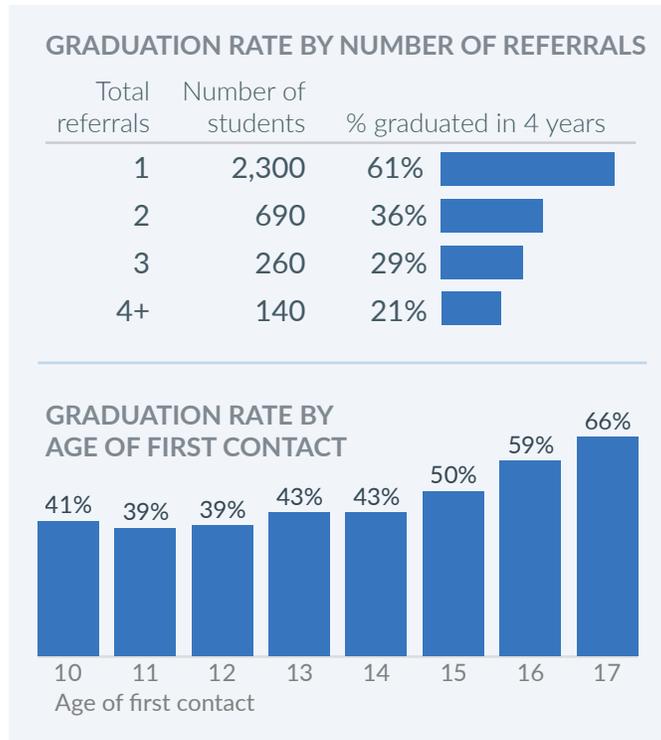
Low income is defined here as ever being enrolled in Medicaid/CHIP and never enrolled in TANF or SNAP.

More information on cohort and variable definitions for this analysis are available in the [methods summary](#).

The 4-year graduation rate for justice-involved students was **51%**, 30 percentage points lower than for the overall Class of 2020 (81%).

How does timing and frequency of juvenile justice contact relate to graduation?

The percentage of students who graduated in 4 years decreased as the number of criminal referrals increased. Over two-thirds of students with juvenile justice contact had a single referral; this group had a graduation rate 25 percentage points higher than those with 2 referrals. The 4-year graduation rates were higher for students who were older at their first contact with the juvenile justice system.



State Agency Resources

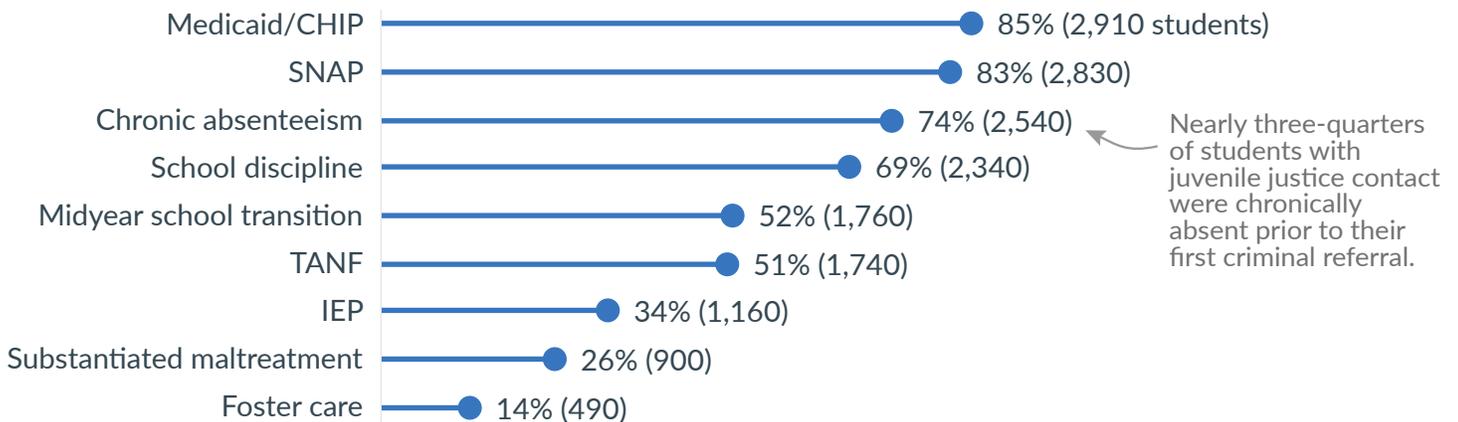
The Oregon Youth Authority produces research and official state statistics about juvenile justice. For more information visit the [OYA research webpage](#) and the [JJIS annual reports](#).

The Oregon Department of Education's [Youth Development Division](#) works to coordinate an aligned system of care for resilient yet vulnerable youth and includes the [Juvenile Crime Prevention program](#).

What are key opportunities for additional support?

Prior to first contact with the juvenile justice system, over 88% of youth interacted with at least 1 other non-education public program and over 93% had additional contact with the education system. This high rate of overlap between public programs and juvenile justice-involved students highlights the cross-program opportunities to provide support or to intervene earlier.

KEY PROGRAM INTERACTIONS FOR STUDENTS PRIOR TO JUVENILE JUSTICE CONTACT



Midyear School Transitions & 4-Year Graduation for the Oregon High School Class of 2020



Fact Sheet
March 2023

Foundational Overview

[Previous OCID analysis](#) identified midyear school transitions as one of the top 3 barriers to 4-year graduation, one measure of educational success. This fact sheet provides a foundational overview of students who change schools midyear, to guide decisions to better support children in Oregon.

What is a midyear school transition?

A midyear school transition is when a student changes schools at least once during an academic year. OCID's data does not indicate causes of a transition, which could range from a new work opportunity for the family to a foster care placement.

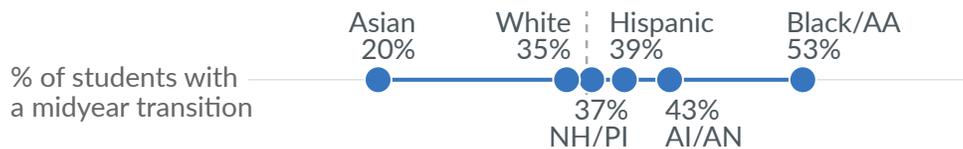
Who experiences midyear school transitions?

In the Oregon Class of 2020, **36%** (over 11,000 students) ever changed schools midyear. Midyear school transitions were more common for students with certain characteristics, such as poverty.

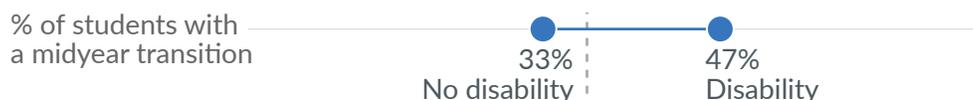
A particularly disproportionate number of students who ever experienced deep poverty also had at least 1 midyear school transition (**64%** or 5,350 students).



Among race and ethnicity groups, midyear school transitions were most common for students identified as Black/African American (**53%**).



Students with disabilities also experienced midyear school transitions at a higher rate (**47%**) than peers without identified disabilities (33%).



Explore further

Previous OCID research on the Class of 2020 revealed substantial differences in 4-year graduation rates for students with midyear school transitions and other characteristics.

[View the Class of 2020 interactive visualizations.](#)

Definitions

Deep poverty is defined here as ever being enrolled in TANF.

Very low income is defined here as ever being enrolled in SNAP and never enrolled in TANF.

Low income is defined here as ever being enrolled in Medicaid/CHIP and never enrolled in TANF or SNAP.

Disability is defined here as ever having an Individualized Education Program (IEP).

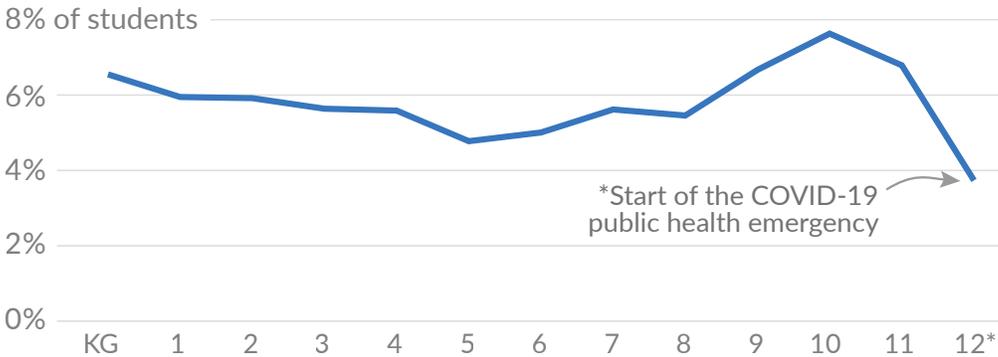
Learn about [OCID's race and ethnicity methodology](#).

More information on cohort and variable definitions for this analysis are available in the [methods summary](#).

When do midyear school transitions occur? ○

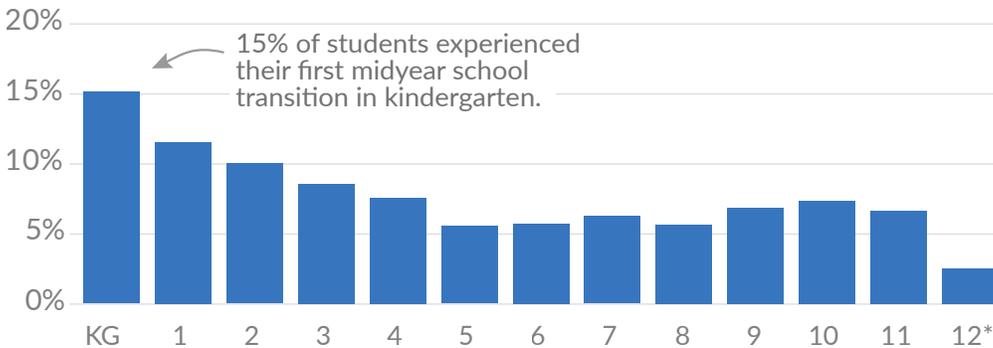
High schoolers were more likely to change schools midyear than students in elementary or middle school. In 9th, 10th, and 11th grades approximately 6 to 7% of all students changed schools midyear.

PERCENT OF MIDYEAR SCHOOL TRANSITIONS BY GRADE



Although midyear school transitions were a more common experience in high school, nearly two-thirds of students experienced their first midyear transition in elementary school.

FIRST MIDYEAR SCHOOL TRANSITION BY GRADE



State Agency Resources

The Oregon Department of Education (ODE) uses a metric of student mobility, which includes experiences beyond changing schools midyear. Official ODE research on student mobility can be found on their [Accountability Measures](#) webpage and in a [2018 data brief](#).

SCHOOL DISTRICT TRANSITIONS

Among students with a midyear transition, **75%** had a midyear transition between school districts, underscoring the complexity of students' transition experiences.

The 4-year graduation rate for students ever experiencing a midyear school transition was **64%**, 17 points lower than the overall Class of 2020 (81%).

How does the frequency of midyear school transitions relate to graduation? ○

Nearly half of students with midyear school transitions experience them during 2 or more school years. Students with transitions in only a single school year graduate at a higher rate than their peers with multiple years of changing schools midyear.

STUDENTS WITH MULTIPLE YEARS OF MIDYEAR TRANSITIONS HAD DECREASED 4-YEAR GRADUATION RATES

Total years with a midyear school transition	Number of students	% graduated in 4 years
0 years	19,390	91%
1 year	5,810	74%
2 years	2,620	61%
3 or more years	2,580	43%