

Oregon Benchmarks: A Report on the Progress of Oregon's Racially and Ethnically Diverse Populations

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Oregon Progress Board in collaboration with the
Department of Human Services, Office of Multicultural Health



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The Department of Human Services (DHS) Office of Multicultural Health developed the definitions and data limitations sections in this report. At the request of the Office of Multicultural Health, the DHS Office of Health Systems Planning retrieved data from multiple datasets and where necessary calculated the rates used in this report. Oregon Progress Board staff analyzed the data, developed the narrative tables and summaries and edited the final report.

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I. INTRODUCTION

About this report

The Oregon Progress Board periodically assesses how well Oregon's racially and ethnically diverse groups are doing in regards to the Oregon Benchmarks. The last report was done in 2002. The Progress Board hopes this report will provide a base of information to help readers understand issues and challenges faced by racially and ethnically diverse groups in Oregon.

Oregon Benchmarks (www.oregon.gov/DAS/OPB/obm.shtml) provide Oregonians with quality-of-life trends within the state. This report analyzes those benchmark trends that are specifically related to education, health and safety, and financial status for Black or African Americans, Latino or Hispanic Americans, Asians and Pacific Islanders, American Indians and Alaska Natives.

This report has three sections.

- I. Introduction provides terms, data limitations and demographic information as important context for the tables and charts that follow.
- II. Summary of Findings summarizes the education, health and safety and financial status for each racially and ethnically diverse group. Arrows suggest positive, negative or neutral/stalled developments. See the scoring worksheets shown in Appendix C.
- III. Oregon Benchmark Analysis provides detailed charts and tables that analyze the positive and negative developments for racially and ethnically diverse groups by benchmark. Raw data for the charts are shown in Appendix A.

Data Limitations

More than half of the charts in this report are based on survey data from the U.S. Census and other sources. Readers should be aware of some of the survey-related issues affecting the reliability of data on racially and ethnically diverse populations. (See Appendix B for more complete information on these issues.)

- Telephone survey response rates for Oregon's racially and ethnically diverse populations are historically lower than response rates for non-Hispanic Whites. This may be due to the difficulties of culturally competent data collection and analysis, surveys conducted in English or Spanish only, concerns regarding confidentiality, residency issues, or a greater prevalence of residents that only use cell phones.

- Low survey response rates mean that the resulting data may not be truly representative of these populations. The small number of responses from racially and ethnically diverse populations can negatively impact the external validity¹ of the findings. The most common loss of external validity comes from the fact that experiments using human participants often employ small samples obtained from a single geographic location. Because of this, one can not be sure that any results obtained would apply to similar groups or people in other geographic locations.

Terms

Race: Populations *based on physical characteristics*. Distinct racial groups addressed in this report are White, African American, Asian/Pacific Islander and American Indian.

Ethnicity: Populations *based on ancestry or nation of origin*. Ethnic groups addressed in this report are “Hispanic” and “non-Hispanic”. Ethnic categories are used by the U.S. Census Bureau and are therefore addressed in this report for benchmarks fed by U.S. Census data. In these cases, an individual can be in both a race and an ethnicity category (e.g., African-American and Hispanic).

Racial and ethnic groups: All of the population groups addressed in this paper, including those who identify themselves as Whites, Asian/Pacific Islanders, African Americans, American Indians, Other, Multi-Racial, Hispanics and non-Hispanics.

Racially and ethnically diverse groups: All of the above racial and ethnic groups except Whites.

Asian/Pacific Islander (API): A racial group including Asians, Asian Americans and Pacific Islanders

African American: A racial group including African Americans, Blacks and Africans

American Indian: A racial group including American Indians, Alaska Natives and Native Americans

Hispanic: An ethnic category including Hispanics and Latinos. Hispanics are shown as a separate ethnic category for charts in this paper fed by U.S. Census data – Charts 1, 2, 3, 7, 10 and 11. In these charts, the racial categories may include individuals who also consider themselves Hispanic (as in African-American and Hispanic).

Multi-racial: A race category created by the U.S. Census in 2000 to accommodate those who identify themselves as having two or more races. Previously, individuals were required to identify a primary race. Technically, this means that U.S. Census race categories between 1990 and 2000 are not strictly comparable.

¹ External validity is the degree to which the conclusions in a study would hold for other persons in other places and at other times.

About Oregon's Population

Please see Chart 1, next page.

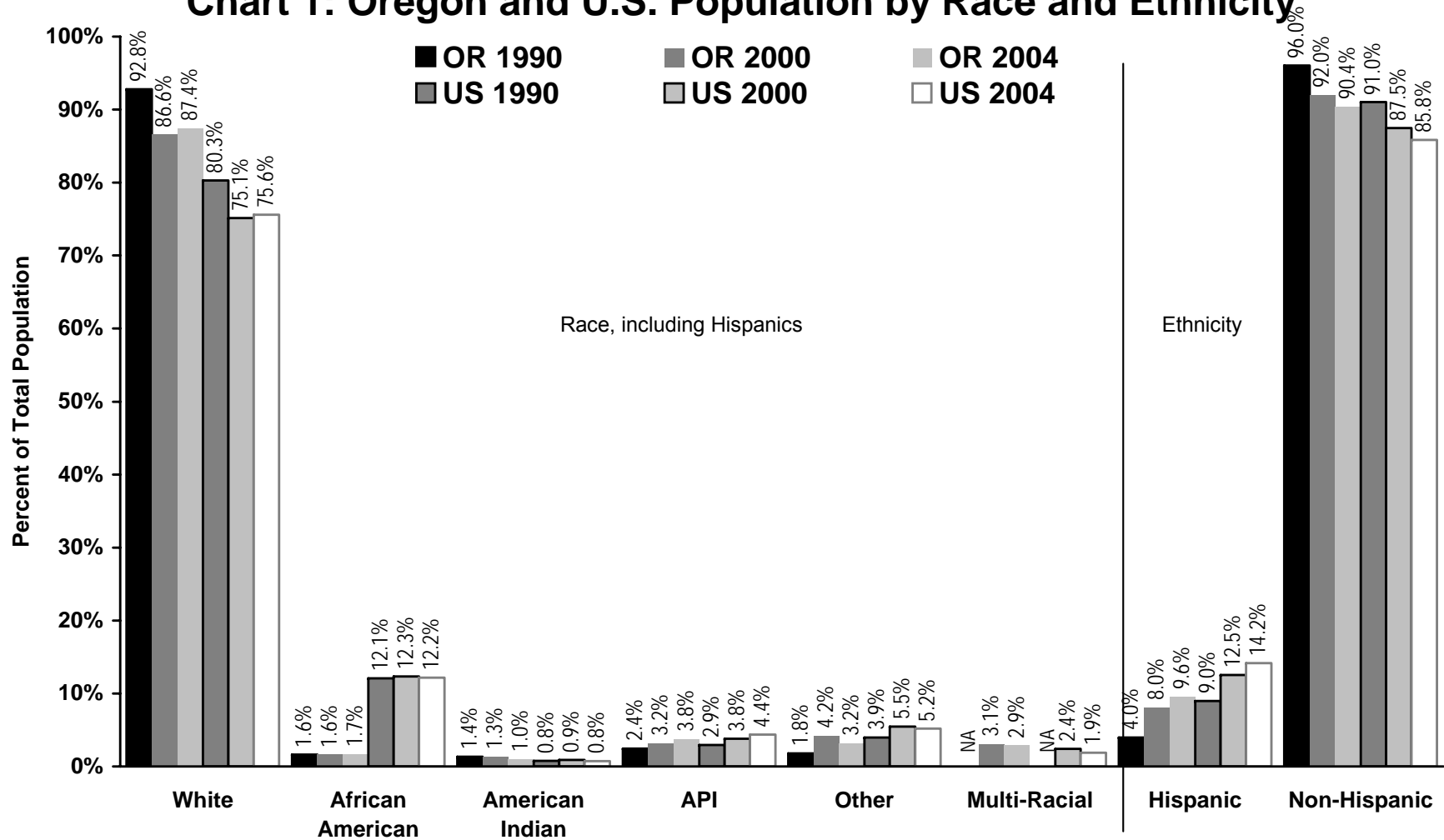
Oregon is getting more diverse.

Oregon's population grew more diverse over the decade. This was driven largely by a dramatic increase in the Hispanic population, which more than doubled between 1990 and 2004 to nearly 10 percent of Oregon's population. The proportion of Oregon's population that is Hispanic is three times larger than any racially diverse group in Oregon. The proportion of Oregon's population that is Asian/Pacific Islander and African American populations increased very slightly over the same period. By contrast, the American Indian population decreased slightly relative to the population as a whole.

But it remains less diverse than the U.S.

These growth patterns are fairly reflective of national patterns and trends. However, in 2004 Oregon remained less racially and ethnically diverse than the United States on average. African Americans are the least represented, being about eight times less likely to live in Oregon. Only American Indians are more likely to live in Oregon than in other states on average. And, even though Oregon experienced a greater increase in its Hispanic population than the U.S. since 2000, the overall percentage of the population that was Hispanic in 2004 remained lower in Oregon than in the U.S. overall (9.6 versus 14.2 percent).

Chart 1: Oregon and U.S. Population by Race and Ethnicity



Data Source: US Census Bureau (see Appendix Table 1)

Data Note: Prior to 2000, multi-racial persons were tabulated in the single race categories.

II. SUMMARY OF FINDINGS

The following tables summarize data by racial and ethnic group.² Arrows suggest whether the results are positive, negative or mixed. The arrows are based on evaluating how each diverse group fared along several dimensions: how the data trended over time, and how the groups compared to other groups, to the target and/or the state average, and to their counterparts nationwide. (Please see Appendix C for scoring method and worksheets.)

Status of African Americans: Mixed, overall

EDUCATION: Negative	HEALTH & SAFETY: Mixed	FINANCIAL STATUS: Mixed
<p>↑ <i>Adult high school completion rate</i> improved from 1990-2004 and in 2004, was better than all other diverse groups in Oregon and African-Americans nationwide. (Chart 2)</p> <p>↔ <i>Adult college completion rate</i> increased significantly from 1990-2004 and in 2004 and was better than African-Americans nationwide. However, the rate remained significantly below the statewide average and benchmark target. (Chart 3)</p> <p>↓ <i>Eighth grade reading</i> improved during the 1990s, but progress slowed in recent years. African-Americans were next-to-last of all the groups in 2004, at 19 percentage points below the state average. (Chart 4)</p> <p>↓ <i>Eighth grade math</i> improved during the 1990s, but progress slowed in recent years. African-Americans were next-to-last of all the groups in 2004 at 24 percentage points below the state average. (Chart 5)</p> <p>↓ <i>High school dropout rate</i> improved after 2000 and through the 2003-04 school year. However in 2003-04, the rate was worse than all Oregon groups except Hispanics, the statewide target and the Oregon average. (Chart 6)</p>	<p>↔ <i>Health insurance</i> data may be biased for racial and ethnic populations in the state, but data suggest that much of the gain made in the 1990s was lost between 1998 and 2004. The rate is worse than the statewide target. (Chart 7)</p> <p>↔ <i>Prenatal care</i> increased more for African-Americans than any other group from 1990 to 2003, although it remained below the state average and the Oregon target. (Chart 8)</p> <p>↔ <i>Arrests</i> decreased more for African-Americans than any other group between 1990 and 2003. However in 2003, they were still arrested at a much higher rate than any other group. (Chart 9)</p>	<p>↔ <i>Poverty</i> decreased from 1990 to 2004 and is better for African Americans in Oregon than nationwide. However in 2004, this group fared worse than all other diverse groups except Hispanics and their rate was more than twice the targeted level for 2005. (Chart 10)</p> <p>↓ <i>Home ownership</i> was lower for African-Americans than all other diverse groups except Hispanics, falling more than 40% below the statewide average in 2004. African-Americans in Oregon fared worse than their national counterparts in 2004. (Chart 11)</p>

² The groups labeled “multi-racial” and “other” in the charts are not summarized here. Charts 1, 2, 3, 7, 10 and 11 suggest that the characteristics of the “multi-racial” group mimic those of Whites and/or Asians/Pacific Islanders, and that characteristic of the “other” category mimic those of the Hispanic population.

Status of American Indians: Mixed, overall

EDUCATION: Mixed	HEALTH & SAFETY: Negative	FINANCIAL STATUS: Mixed
<p>↓ <i>Adult high school completion rate</i> improved in the 1990s, but fell between 2000 and 2004. In 2004, the rate lagged behind all groups except Hispanics and was below the rate for American Indians nationwide. (Chart 2)</p> <p>↓ <i>Adult college completion</i> lagged behind most groups in Oregon in 2004, behind American Indians nationwide, and was below the statewide average and target. (Chart 3)</p> <p>↔ <i>Eighth grade reading</i> improved during the 1990s and after a drop, improved in recent years. American Indians out-performed African Americans and Hispanics. However, the rate was 13 percentage points below the state average and even farther below the statewide target as of the 2004-05 school year. (Chart 4)</p> <p>↔ <i>Eighth grade math</i> improved during the 1990s and seven percentage points in the 2004-05 school year. American Indians out-performed African Americans and Hispanics. However, American Indians were still 15 percentage points below the state average and even farther below the statewide target. (Chart 5)</p> <p>↔ <i>High school dropout rate</i> improved after 2000 and through the 2003-04 school year. The dropout rate remained below the Oregon average and statewide target. (Chart 6)</p>	<p>↓ <i>Health insurance</i> data may be biased for racial and ethnic populations in the state, but rates appear to have worsened in recent years. Data suggest that almost twice as many American Indians were uninsured in 2004 as in 1998. (Chart 7)</p> <p>↓ <i>Prenatal care</i> increased from 1990 to 2003, but remained well below the state average in 2003. American Indians had one of the worst prenatal care rates of all groups in Oregon. (Chart 8)</p> <p>↓ American Indians were the only group that saw a worse <i>arrest rate</i> in 1990 than in 2003. (Chart 9)</p>	<p>↔ <i>Poverty</i> improved more for American Indians than for any other group from 1990 to 2004. American Indians in Oregon were less likely to be poor than their U.S. counterparts in 2004. However, they were still in poverty at a higher rate than the state average and target. (Chart 10)</p> <p>↔ <i>Home ownership</i> In 2004, American Indians owned homes at a greater rate than African Americans and Hispanics. However, the rate fell short of the statewide average and lagged behind their U.S. counterparts. (Chart 11)</p>

Status of Asians/Pacific Islanders (APIs): Positive, overall

EDUCATION: Positive	HEALTH & SAFETY: Positive	FINANCIAL STATUS: Positive
<p>↑ <i>Adult high school completion rate</i> rose sharply from 2000 to 2004, and was better than APIs nationwide. (Chart 2)</p> <p>↑ <i>Adult college completion</i> was highest of all groups in Oregon as of 2004 and was the only group that met (and exceeded) the statewide target. (Chart 3)</p> <p>↑ <i>Eighth grade reading</i> improved markedly in the 1990s. Although progress stalled after 2000, API eighth graders were the only group to achieve the statewide target. (Chart 4)</p> <p>↑ <i>Eighth grade math</i> improved markedly in the 1990s. Although progress slowed after 2000, API eighth graders were the only group to achieve the statewide target. (Chart 5)</p> <p>↑ <i>High school dropout rate</i> improved more than any other group after 2000 and through the 2003-04 school year. The rate was better than the rate for Whites, the statewide target and the most recent Oregon average. (Chart 6)</p>	<p>↑ <i>Health insurance</i> data may be biased for racial and ethnic populations in the state, but insurance rates appeared to be better for APIs than any other group in 2004. (Chart 7)</p> <p>↔ <i>Prenatal care</i> improved from 1990 to 2003, but fell slightly in 2003 and remained below the state average. (Chart 8)</p> <p>↑ <i>Arrests</i> were lower for APIs than for any other group and declined consistently between 1990 and 2003. (Chart 9)</p>	<p>↑ <i>Poverty</i> improved from 1990 to 2004 and was the lowest poverty rate of any diverse group in 2004. (Chart 10)</p> <p>↑ <i>Home ownership</i> increased more for APIs than for any other group between 1990 and 2004. In 2004, APIs had a higher home ownership rate than any other racially or ethnically diverse group in Oregon and Oregon APIs fared better than their U.S. counterparts. (Chart 11)</p>

Status of Hispanics: Negative, overall

EDUCATION: Negative	HEALTH & SAFETY: Mixed	FINANCIAL STATUS: Negative
<p>↓ <i>Adult high school completion rate</i> fell from 1990 to 2004, was the lowest rate of all groups in Oregon and lagged behind Hispanics nationwide. (Chart 2)</p> <p>↓ <i>Adult college completion</i> was the lowest of all groups in Oregon and lagged behind Hispanics nationwide. (Chart 3)</p> <p>↓ <i>Eighth grade reading</i> improved markedly in the 1990s but like other groups in Oregon, Hispanic progress stalled after 2000. As of the 2004-05 school year, only 36 percent achieved the standard, the lowest rate of all population groups. (Chart 4)</p> <p>↓ The percent of students achieving <i>eighth grade math</i> standards nearly doubled from the early 1990s through the 2004-05. However, Hispanics still suffered the lowest math achievement scores of all groups in that school year. (Chart 5)</p> <p>↓ <i>High school dropout rate</i> improved after 2000 but worsened in 2003-04, remained the highest dropout rate of all groups in Oregon in 2004-05, and was worse than the Hispanic dropout rate nationwide. (Chart 6)</p>	<p>↓ <i>Health insurance</i> data may be biased for racial and ethnic populations in the state, but data suggest that more than twice as many Hispanics as non-Hispanics lacked coverage in 2004. (Chart 7)</p> <p>↓ <i>Prenatal care</i> increased from 1990 to 2003, but remained well below the state average in 2003. Hispanics had the worst prenatal care rate of all groups in Oregon. (Chart 8)</p> <p>↑ <i>Arrests</i> among Hispanics, which were nearly twice the statewide average in 1990, were comparable with Whites and the statewide average in 2003. (Chart 9)</p>	<p>↓ <i>Poverty</i> rates worsened from 1990 to 2004 for Hispanics, and Oregon’s Hispanics were more likely to be in poverty than their counterparts nationwide. In 2004, Hispanics had a higher rate of poverty than any other group in Oregon. (Chart 10)</p> <p>↓ <i>Home ownership</i> was lower among Hispanics than any other group in 2004. (Chart 11)</p>

III. OREGON BENCHMARK ANALYSIS

Charts and analysis on the following pages are organized as shown below. The analysis highlights the positive and negative developments experienced by Oregon's racially and ethnically diverse populations along several dimensions: 1) trend over time, 2) comparison to groups within Oregon at the most recent data point, 3) target achievement and 4) comparison to the U.S.

Education

High School Completion, page 12

College Completion, page 14

Eighth Grade Reading, page 16

Eighth Grade Math, page 18

High School Dropout Rate, page 20

Health and Safety

Oregonians Without Health Insurance, page 22

Prenatal Care, page 24

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Financial Status

Poverty, page 28

Home Ownership, page 30

Education

High School Completion

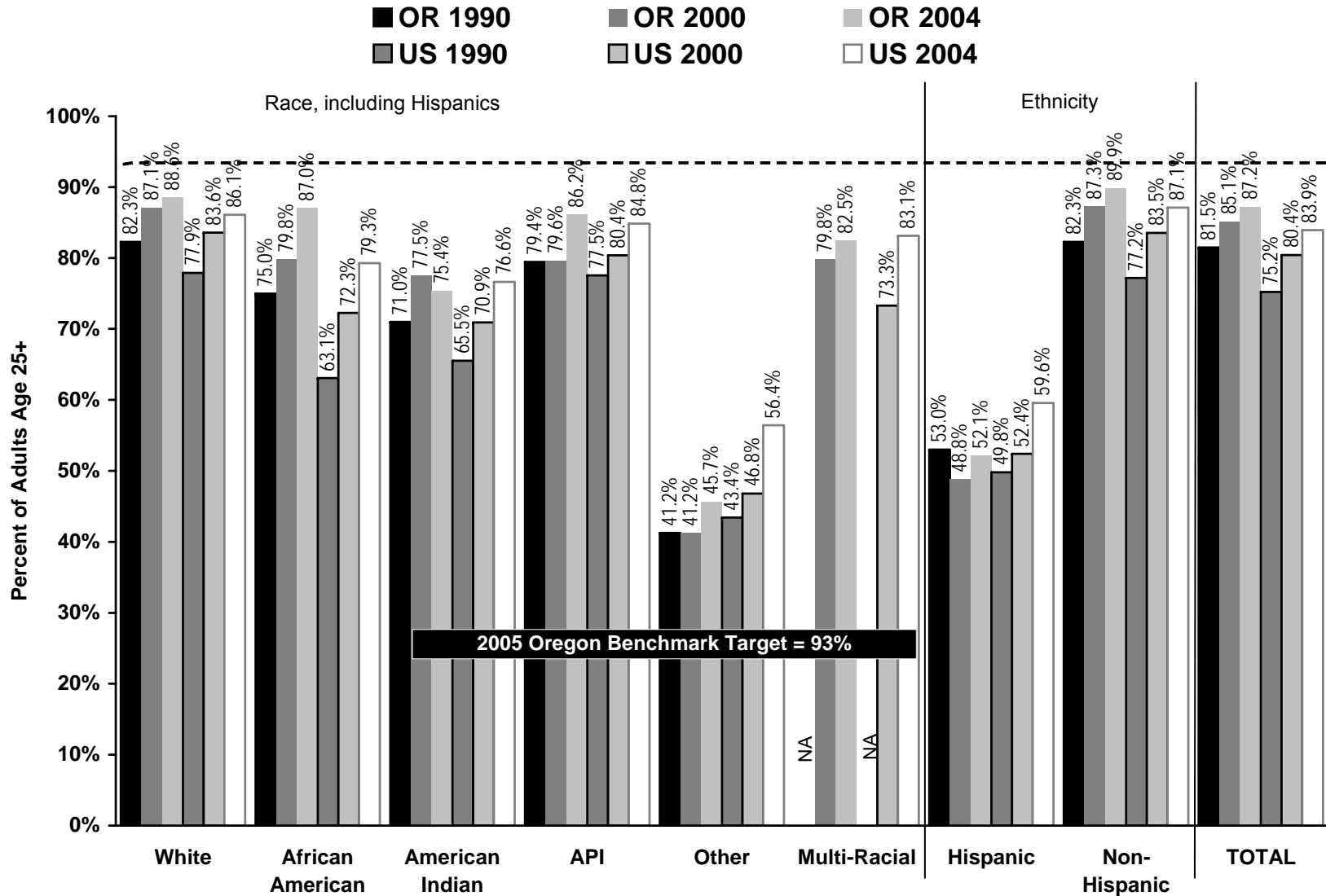
Oregon Benchmark #23: Percent of Oregon adults (25+) who have completed high school or equivalent

2005 statewide target = 93 percent

Please see Chart 2, next page.

High School Completion	Positive Developments	Negative Developments
Trends, 1990-2004	The percent of Oregon adults with a high school education improved for all <i>racial</i> groups, e.g. all groups except Hispanics.	The percent of Hispanics with a high school education fell between 1990 and 2004 (even though it partially recovered from that fall after 2000).
2004 Results	African Americans and Asian/Pacific Islanders saw high school completion rates that were close (within 2.5 percentage points) to Whites.	However, all racially and ethnically diverse groups lagged behind non-Hispanics and Whites. The gap between Hispanics and non-Hispanics was nearly 38 percent. Hispanics were the only group that had a lower high school completion rate in 2004 than in 1990.
Target Achievement, 2004	All population groups except Hispanics were generally trending toward the 2005 target.	None of Oregon’s population groups met the statewide target.
Compared to the U.S., 2004	Whites, African-Americans and Asian/Pacific Islanders all out-performed their counterparts nationwide. African-Americans in Oregon lead their counterparts in the U.S. by 7.7 percentage points.	Oregon’s American Indian and Hispanic rates lagged behind their counterparts nationwide, Hispanics by 7.5 percentage points.

Chart 2: High School Completion by Oregon Adults (25+)



Data Source: US Census Bureau (see Appendix Table 2)

Data Note: Prior to 2000, multi-racial persons were tabulated in the single race categories.

Data Note: 2004 Oregon "Asian/Pacific Islander" data include Asians only

College Completion

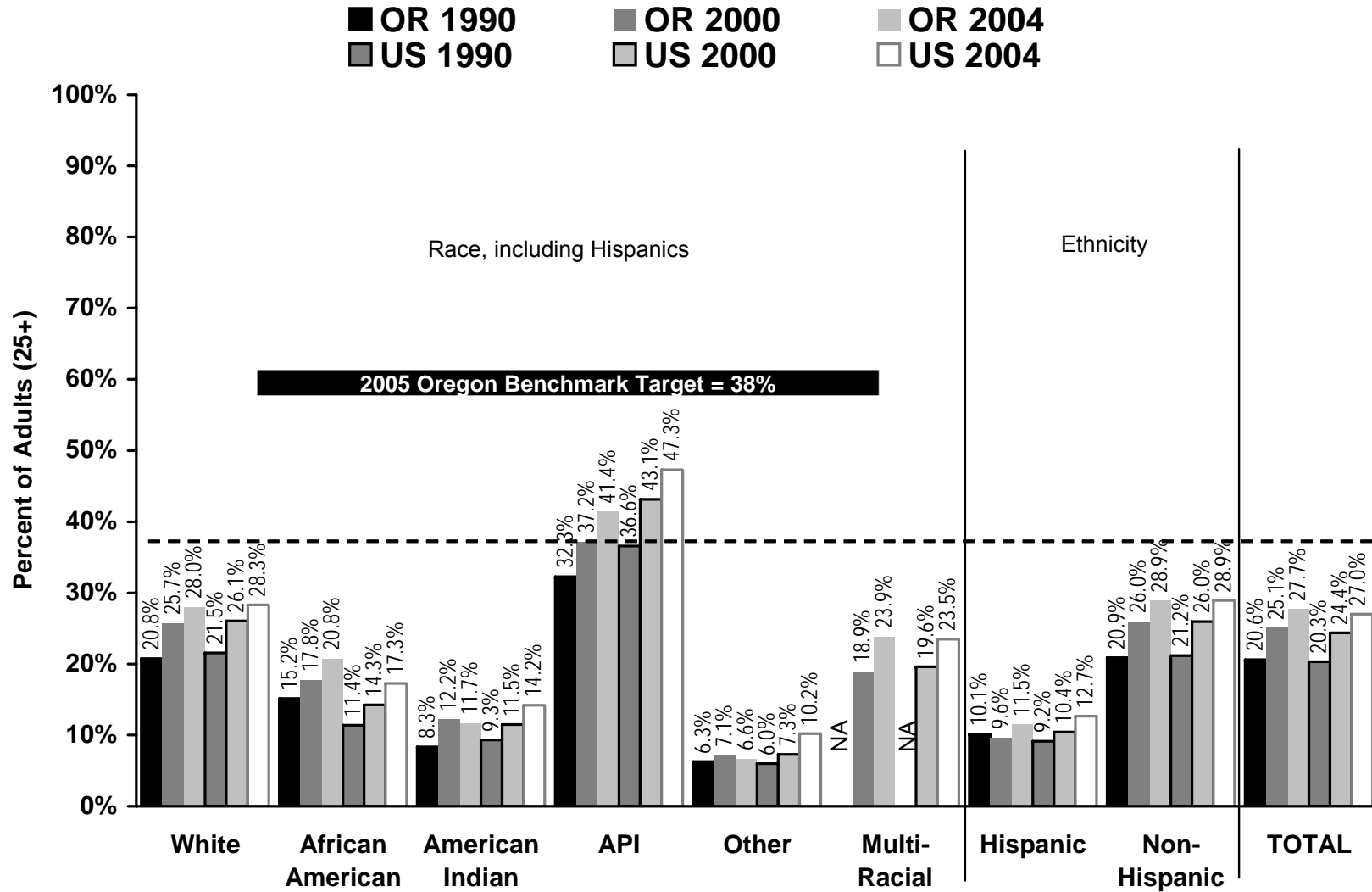
Oregon Benchmark #26: Percent of Oregon adults (25+) who have completed a bachelor’s degree

2005 statewide target = 38 percent

Please see Chart 3, next page.

College Completion	Positive Developments	Negative Developments
Trends, 1990-2004	College completion improved for all racial and ethnic groups between 1990 and 2004. Between 2000 and 2004, multi-racial and Asian/Pacific Islander adults saw the largest rates of increase with five and four percent respectively. College completion for African Americans and Hispanics increased by three and nearly two percentage points, respectively.	
2004 Results	At 41 percent, Asian/Pacific Islander adults had the highest college completion rate of all racial and ethnic populations in Oregon.	American Indians and Hispanics showed the lowest adult college completion levels at 11.7 and 11.5 percent respectively.
Target Achievement, 2004	Asians/Pacific Islanders exceeded the statewide benchmark target.	Except for Asians/Pacific Islanders, no racially or ethnically diverse group was within 14 percentage points of the benchmark target.
Compared to the U.S., 2004	African Americans are Oregon’s only racial group that surpassed their counterparts nationwide for adults with a college education – 20.8 versus 17.3 percent, respectively.	American Indians, Hispanics and especially Asians lagged behind their U.S. counterparts – Asians by nearly six percentage points.

Chart 3: College Completion by Oregon Adults (25+)



Data Source: US Census Bureau (see Appendix Table 3A)

Data Note: Prior to 2000, multi-racial persons were tabulated in the single race categories.

Data Note: 2004 Oregon "Asian/Pacific Islander" data include Asians only

Eighth Grade Reading

Oregon Benchmark #20a: Percent of 8th graders who achieve established skill levels in reading

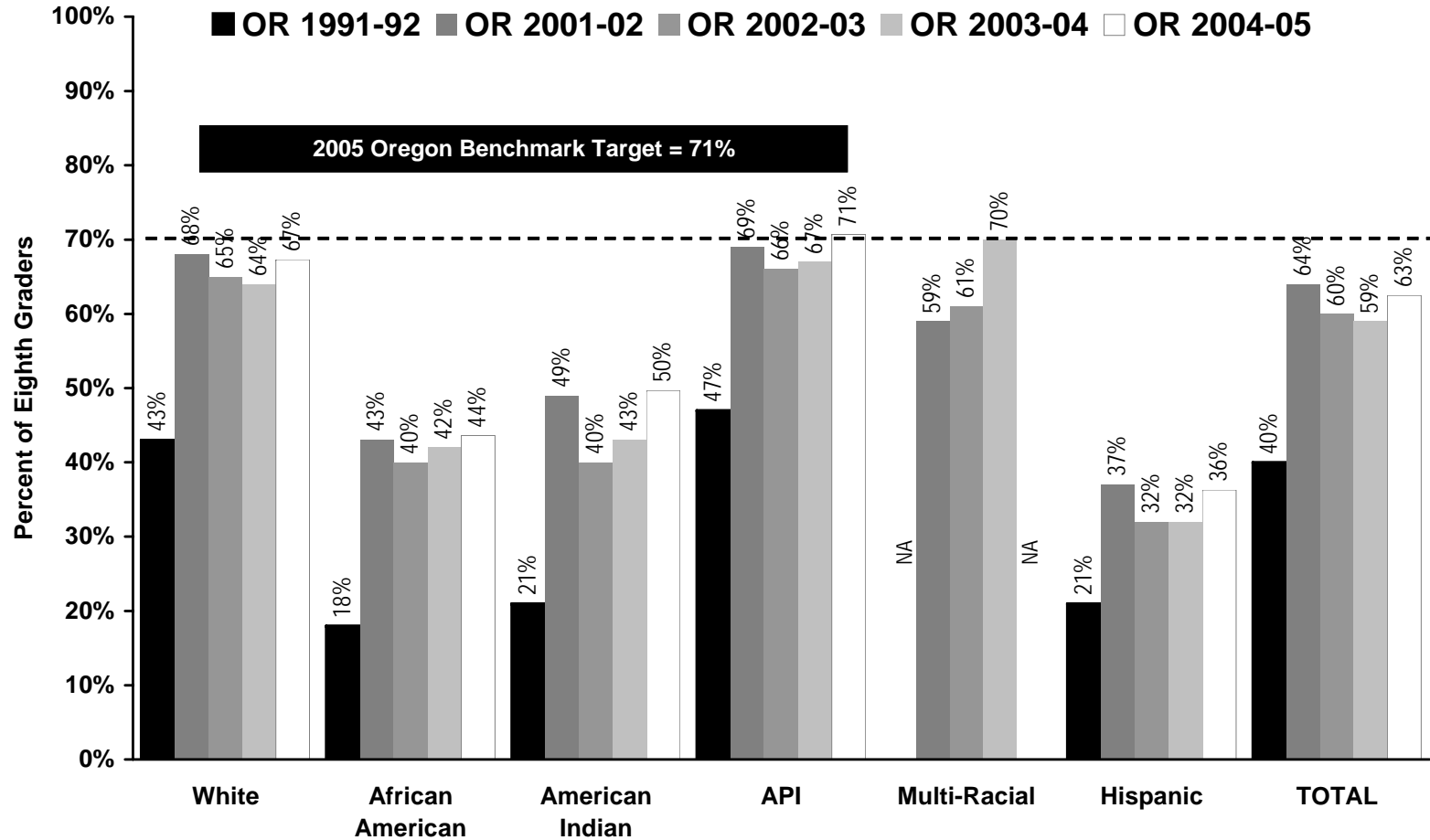
2005 statewide target = 71 percent

Please see Chart 4, next page.

Eighth Grade Reading	Positive Developments	Negative Developments
Trends, 1991-92 to 2004-05 years	There was a dramatic improvement for all racial and ethnic groups for the decade ending in the 2001-02 school year.	However, no major change occurred between 2001-02 and 2004-05. Rates dipped during the 2002-03 and 2003-04 school years for all groups.
2004-05 Results	Non-Hispanic Whites ³ , Asians/Pacific Islanders and multi-racial eighth graders experienced a much higher level of reading success than did other racial or ethnic groups. Nearly 70 percent of these populations met or exceeded state reading standards.	In contrast, 44 percent of African Americans, 50 percent of American Indians and 36 percent of Hispanics achieved the standard.
Target Achievement, 2004-05	Asians/Pacific Islanders were the only group meeting the 2005 benchmark target.	African Americans, American Indians and Hispanics still lag far behind the statewide benchmark target.
Compared to the U.S., 2004	National comparators not available.	

³ For this benchmark, data are not available for Hispanics as an ethnic category. Please see footnote #1.

Chart 4: Oregon Eighth Graders Who Meet Reading Standards



Data Source: Oregon Department of Education (see Appendix Table 4)

Data Note: Hispanic is reported as a race rather than ethnicity.

Eighth Grade Math

Oregon Benchmark #20b: Percent of 8th graders who achieve established skill levels in math

2005 statewide target = 69 percent

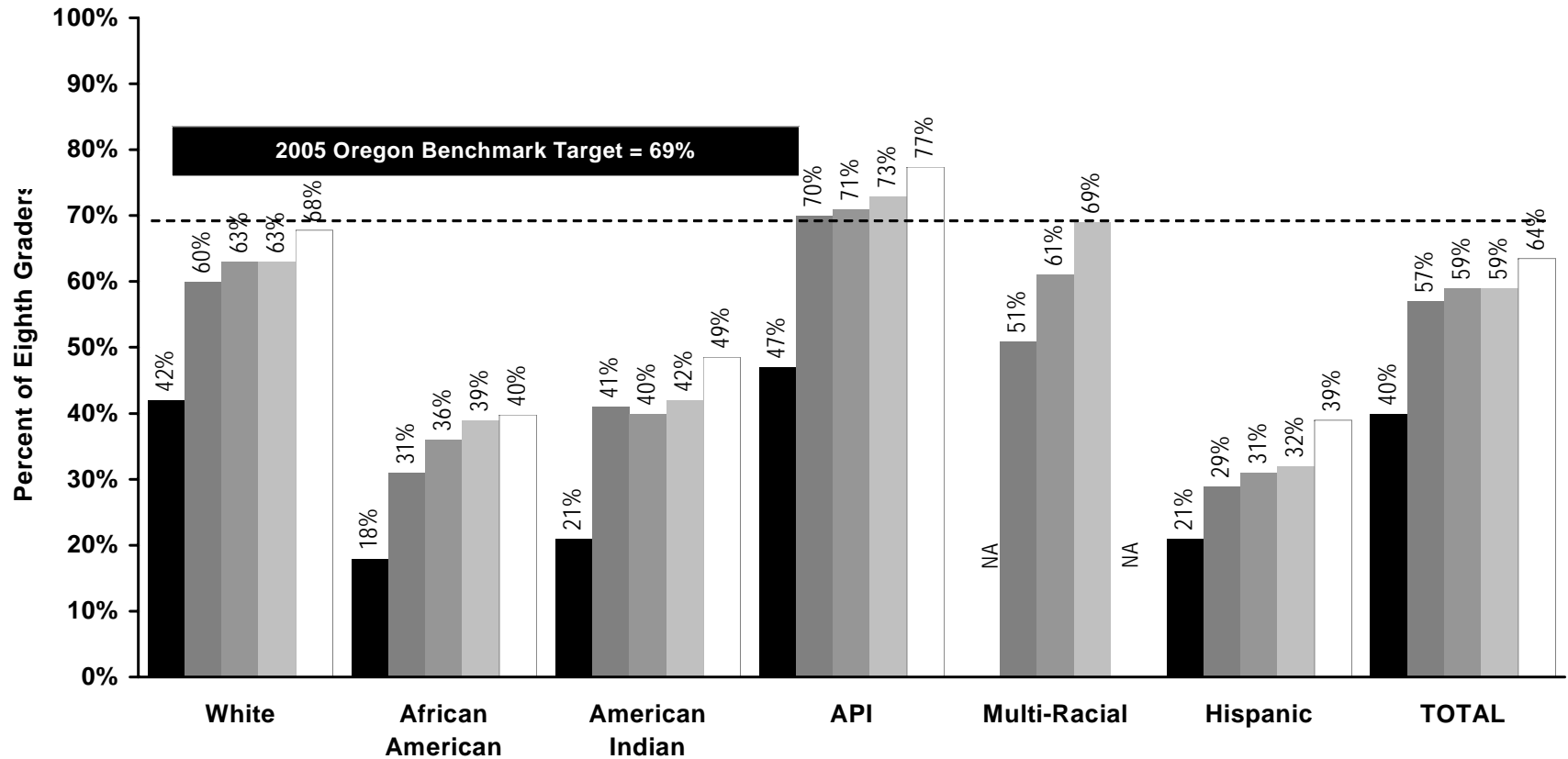
Please see Chart 5, next page.

Eighth Grade Math	Positive Developments	Negative Developments
Trends, 1991-92 to 2004-05 school years	There was a significant improvement for all racial and ethnic groups for the decade ending in the 2001-02 school year, continuing on at a slower pace through the 2004-05 school year.	
2004-05 Results	Non-Hispanic Whites ⁴ , Asians/Pacific Islanders and multi-racial eighth graders experienced a much higher level of math success than did other racial or ethnic groups, with 77 percent of Asians/Pacific Islanders achieving the standard.	In contrast, 40 percent of African Americans, 49 percent of American Indians and 39 percent of Hispanics achieved the standard.
Target Achievement, 2004-05	Asians/Pacific Islanders were the only group meeting the 2005 benchmark target.	African Americans, American Indians and Hispanics still lagged far behind the statewide benchmark target.
Compared to the U.S., 2004	National comparators not available	

⁴ For this benchmark, data are not available for Hispanics as an ethnic category. Please see footnote #1.

Chart 5: Oregon Eighth Graders Who Meet Math Standards

■ OR 1991-92 ■ OR 2001-02 ■ OR 2002-03 ■ OR 2003-04 □ OR 2004-05



Data Source: Oregon Department of Education (see Appendix Table 5)

Data Note: Hispanic is reported as a race rather than ethnicity.

High School Dropout Rate

Oregon Benchmark #22: Percent of students who drop out of grades 9-12 without receiving a high school diploma or GED

These dropout rates, referred to as “event” rates, measure the percentage of students, grades nine through twelve, who drop out of school in any given year.

2005 statewide target = 5.4 percent

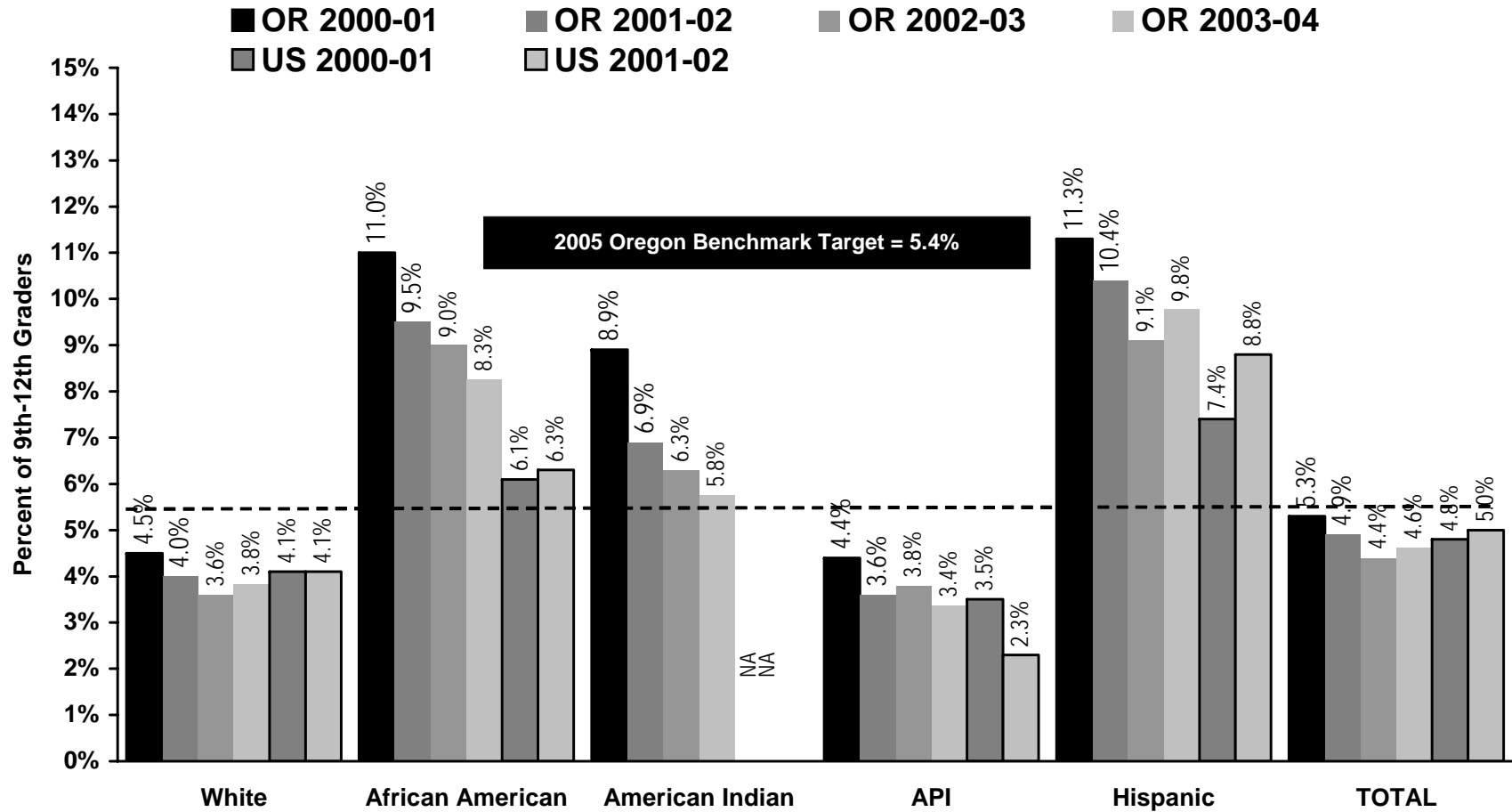
Please see Chart 6, next page.

H. S. Dropout Rate	Positive Developments	Negative Developments
Trends, 2000-01 to 2003-04 school years	All populations saw improvement, most markedly American Indians.	Despite these gains, 2003-2004 dropout rates were still higher for Hispanics, African Americans and American Indians than were rates for non-Hispanic Whites during the 1991-92 school year ⁵ , more than a decade earlier. A higher percentage of Hispanics and non-Hispanic Whites dropped out in 2003-2004 compared to the previous school year (2002-2003). ⁶
2003-04 Results	Asians/Pacific Islanders and Whites had the lowest dropout rates at 3.4 and 3.8 percent, respectively.	African Americans and Hispanics had the worst dropout rates at 8.3 and 9.8 percent respectively.
Target Achievement, 2003-04	Non-Hispanic Whites and Asians/Pacific Islanders met the statewide target.	African Americans, American Indians and Hispanics did not meet this target.
Compared to the U.S., 2001-02		All racially and ethnically diverse groups fared worse in Oregon than in the U.S., especially African Americans with a 3.2 percent higher dropout rate than their counterparts nationwide.

⁵ 1991-92 data are not shown on the chart, but are included in Appendix A.

⁶ Oregon dropout data for the 1991-92 and 2000-01 school years differ slightly in that GED recipients were counted as dropouts in the 1991-92 school year, but not in the 2000-01 school year.

Chart 6: High School Dropout Rates



Data Source: Oregon Department of Education (see Appendix Table 6A)

Note: Prior to 1996-97, GED recipients were counted as dropouts.

Note: Hispanic is reported as a race rather than an ethnicity.

Data Source: National Center for Education Statistics (see Appendix Table 6B)

Note: Hispanic is reported as a race rather than an ethnicity.

Health and Safety

Oregonians Without Health Insurance

Oregon Benchmark #54: Percent of Oregonians without health insurance

2005 statewide target = 8 percent

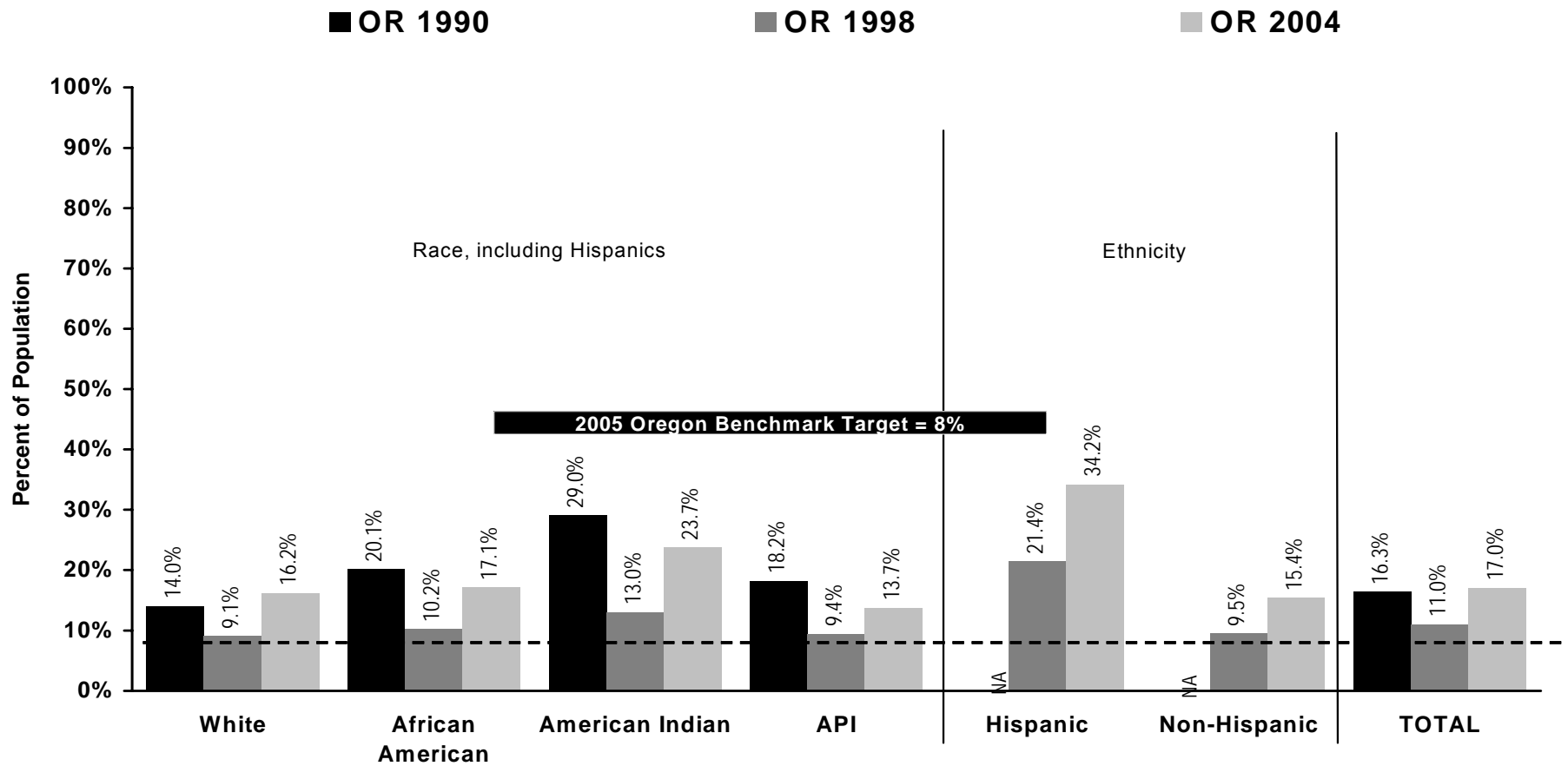
Please see Chart 6, next page.

Health insurance data may be biased for racial and ethnic populations in the state. These populations represent a very small proportion of the population and are therefore challenging to sample with the random digit dialing used in the Oregon Population Survey, the data source for this chart. Please see Appendix B for more information on the limitations of survey data for racially and ethnically diverse groups.

Given the limitations noted above:

Oregonians Without Health Insurance	Positive Developments	Negative Developments
Trends, 1990-2004	The rate of Oregonians in all racial groups without health insurance dropped significantly between 1990 and 1998.	More Oregonians appeared to be uninsured across all populations in 2004 than in 1998, most dramatically for Hispanics, American Indians, and Whites.
2004 Results	Asians and Pacific Islanders appeared to be insured at a higher rate than all other groups, including Whites.	In 2004, more than twice as many Hispanics as Whites and Asians/Pacific Islanders showed a lack of health insurance coverage.
Target Achievement, 2004		Except Asians/Pacific Islanders, the rate of people lacking health insurance appears to be at least double that targeted by this benchmark. No group appears to have met the 2005 benchmark target.
Compared to the U.S., 2004	Oregon and U.S. data are not strictly comparable. Please see Appendix A, Table 7, for raw data.	

Chart 7: Oregon Population Without Health Insurance



Data Source: Oregon Population Survey & PSU Survey Research Lab (see Appendix, Table 7A)

Data Note: 2004 Oregon African American data were actually collected in 2005

Prenatal Care

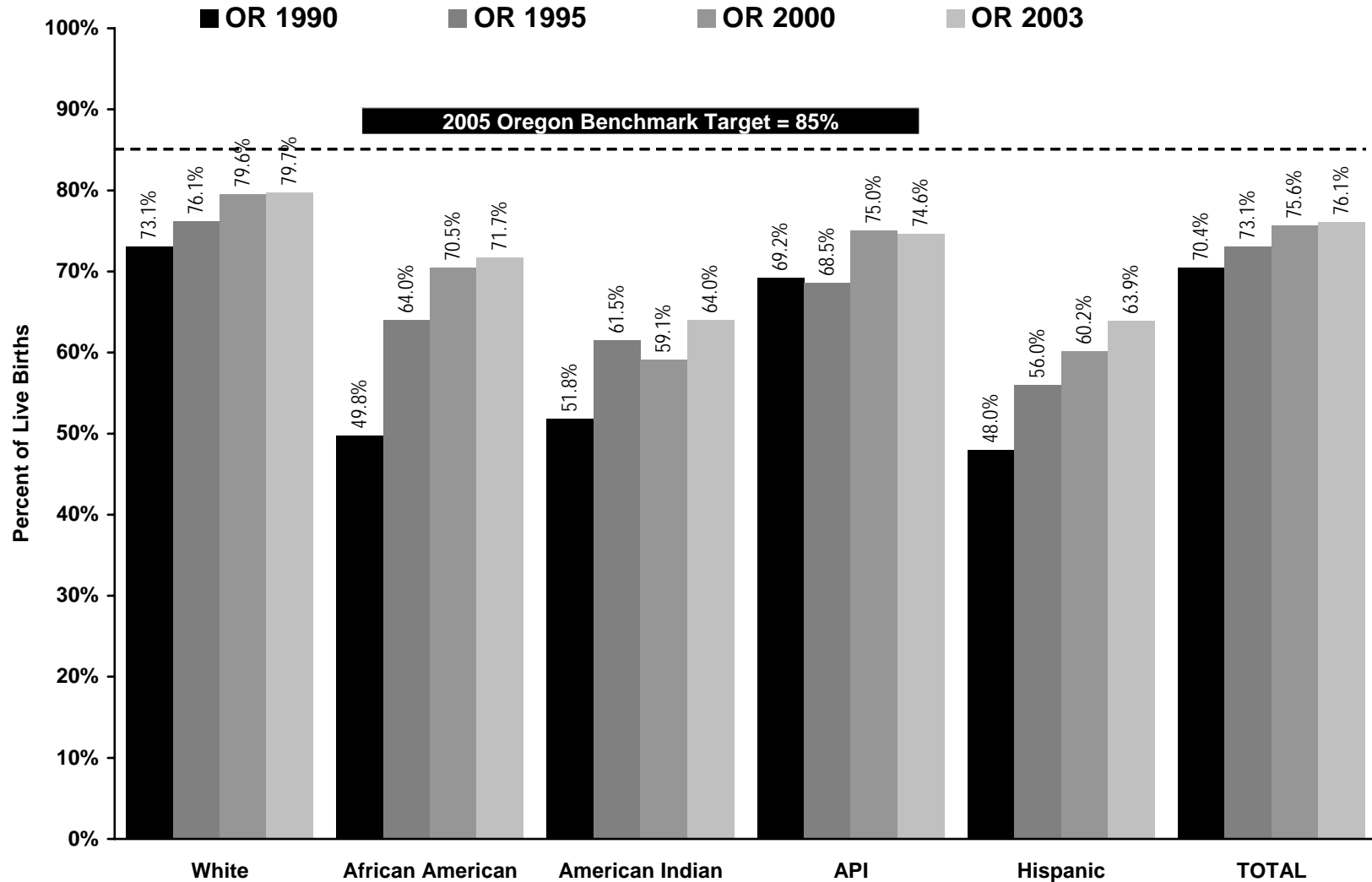
Oregon Benchmark #40: Percent of babies whose mothers received prenatal care beginning in the first trimester.

2005 statewide target = 85 percent

Please see Chart 8, next page.

Prenatal Care	Positive Developments	Negative Developments
Trends, 1990-2003	All population groups in Oregon improved in prenatal care between 1990 and 2003. Between 2000 and 2003, the rate for American Indians rose nearly five percentage points and that for Hispanics rose nearly four percentage points.	Progress after 2000 flattened for African Americans and reversed for Asians/Pacific Islanders.
2003 Results		Racially and ethnically diverse groups lagged behind the 80 percent rate of non-Hispanic Whites, with Asians/Pacific Islanders at 75 percent, African Americans at 72 percent, and American Indians and Hispanics at about 64 percent.
Target Achievement, 2003		None of the population groups appeared to be on track to achieve the statewide target.
Compared to the U.S., 2001-02	U.S. comparators not available	

Chart 8: Percent Receiving Adequate Prenatal Care in Oregon



Data Source: Oregon Department of Human Services, Center for Health Statistics (see Appendix, Table 8B)

Arrests

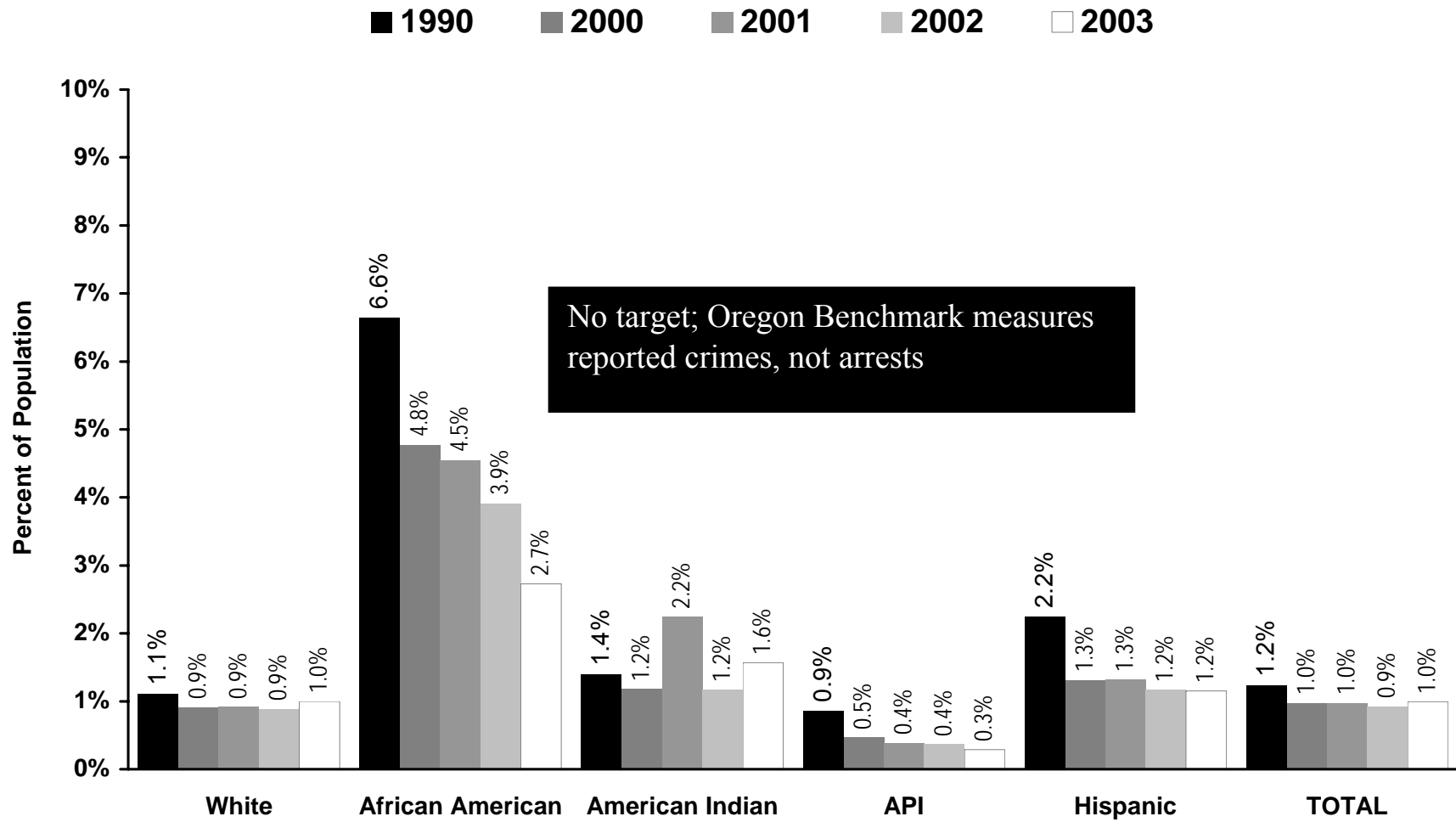
Percent of Oregonians arrested for index crimes (homicide, rape, robbery, aggravated assault, burglary, larceny, motor vehicle theft and arson).

There is no 2005 target for this indicator because the Oregon Benchmark reflects reported crimes, not arrests.

Please see Chart 9, next page.

Arrests	Positive Developments	Negative Developments
Trends, 1990-2003	<p>From 1990 to 2003, the rate of African Americans arrested dropped from about five times greater to approximately twice that of any other group. The Hispanic arrest rate fell by 45 percent.</p> <p>From 2000 to 2003, African Americans saw the greatest drop in arrests, falling 2.1 percentage points, followed by Asians/Pacific Islanders with a 0.2-percentage point drop.</p>	<p>From 2000 to 2003, American Indian arrests were up 0.4 percentage points and non-Hispanic white arrests were up slightly.</p>
2003 Results	<p>The gap in the arrest rate between Hispanics and non-Hispanic Whites narrowed to two tenths of a percentage point.</p> <p>Asians/Pacific Islanders had an arrest rate lower than the statewide average.</p>	<p>African Americans had the highest arrest rate of 2.7 percent. By contrast, 1.6 percent of American Indians, 1.2 percent of Hispanics, one percent of non-Hispanic Whites and 0.3 percent of Asians/Pacific Islanders were arrested. The statewide average for 2003 was one percent.</p>
Target Achievement	Not applicable	
Compared to the U.S.	U.S. comparators not available	

Chart 9: Oregon Arrests for Index Crimes



Data Source: Law Enforcement Data System (LEDS) (see Appendix, Table 9)

Financial Status

Poverty

Oregon Benchmark #53: Percent of Oregonians with incomes below 100% of the federal poverty level.⁷

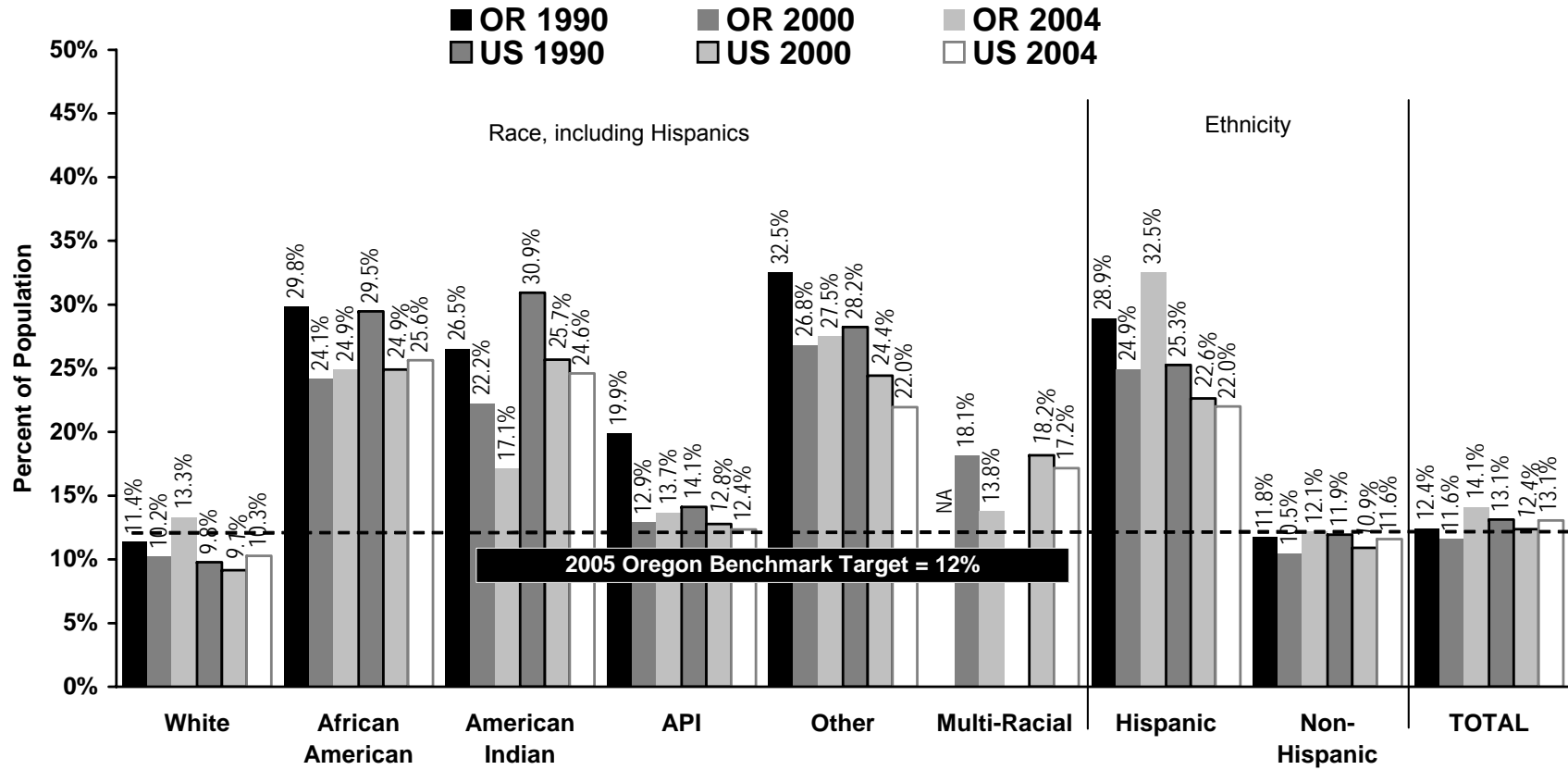
2005 statewide target = 12 percent

Please see Chart 10, next page.

Poverty	Positive Developments	Negative Developments
Trends, 1990-2004	African Americans, American Indians and Asians/Pacific Islanders saw a drop in poverty levels of 4.9, 9.4 and 6.2 percentage points, respectively.	Hispanics experienced an increase in poverty of 3.6 percentage points, significantly losing ground after the year 2000. Whites, African Americans and Asians/Pacific Islanders also lost ground after 2000.
2004 Results	Whites and non-Hispanics had the lowest poverty rates of 13.3 and 12.1 percent respectively.	The Hispanic population had the highest poverty rate at 32.5 percent, followed by African Americans at 24.9 percent, American Indians at 17.1 percent, and Asians/Pacific Islanders at 13.7 percent.
Target Achievement, 2004		As of 2004, all races for which there are data plus Hispanics lagged behind this target – Hispanics by more than 20 percent, African Americans by nearly 13 percent and American Indians by more than 5 percent.
Compared to the U.S., 2004	American Indians in Oregon were less likely to be poor by over seven percentage points.	In 2004, Hispanics in Oregon were more likely to be in poverty than their U.S. counterparts by about ten percentage points.

⁷ The U.S. Census collects income data from the prior year. For example, poverty data collected in 2000 is actually the condition of respondents in 1999.

Chart 10: Population Living Below 100% of Federal Poverty Level



Data Source: US Census Bureau (see Appendix, Table 10A)

Data Note: Prior to 2000, multiracial persons were tabulated in the single race categories.

Data Note: 2004 Oregon "Asian/Pacific Islander" data include Asians only

Home Ownership

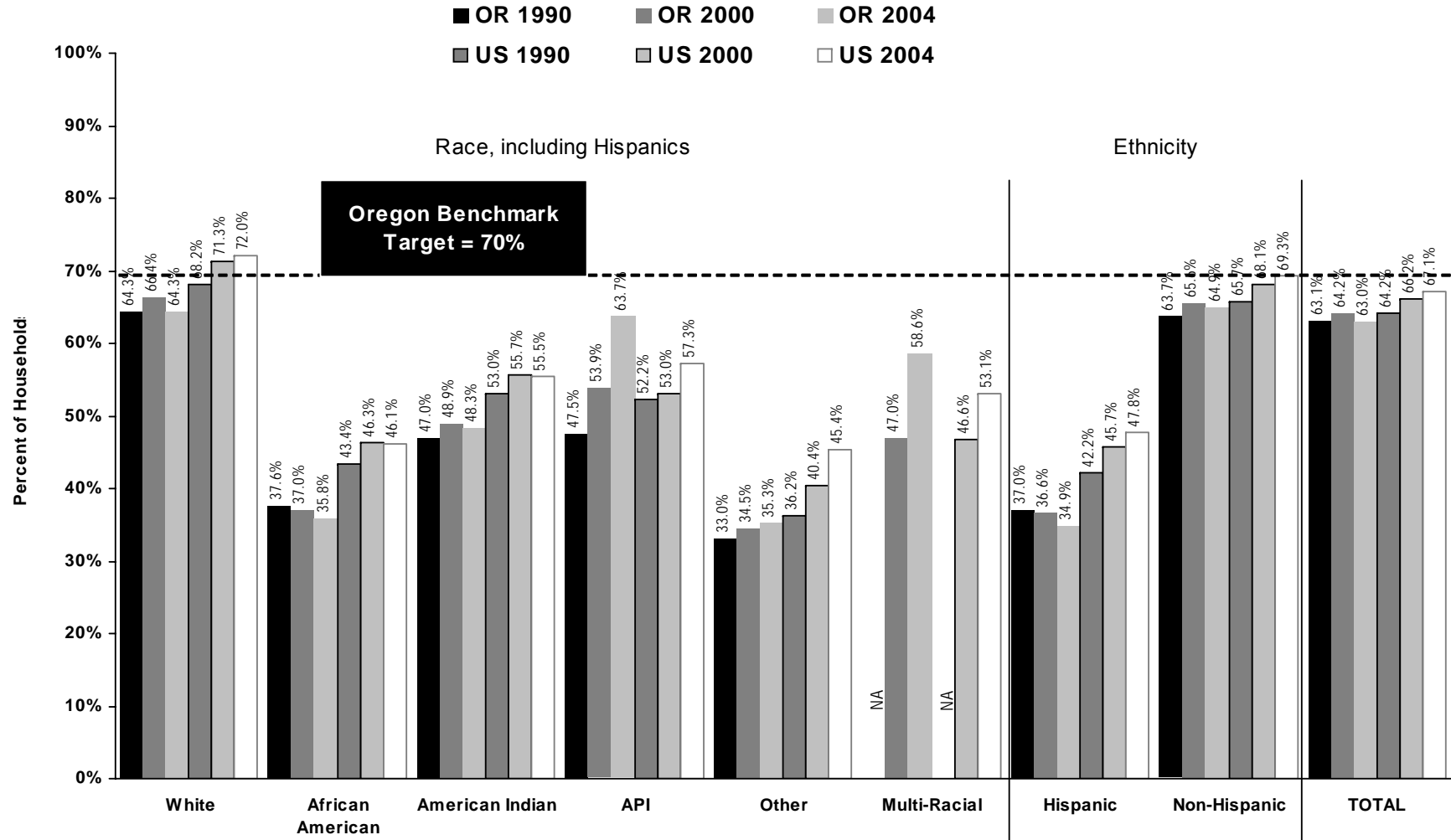
Oregon Benchmark #73: Percent of households that are owner-occupied

2005 statewide target = 70 percent

Please see Chart 11, next page.

Home Ownership	Positive Developments	Negative Developments
Trends, 1990-2004	Home ownership rates for Asians/Pacific Islanders jumped from 48 to nearly 64 percent.	Home ownership rates for African Americans and Hispanics dropped by about two percentage points.
2004 Results	At approximately 64 percent, Whites and Asians/Pacific Islanders had the highest rate of home ownership of all racial and ethnic categories in Oregon.	African Americans and Hispanics had the lowest at approximately 36 percent and 35 percent respectively. 48 percent of American Indians owned their homes.
Target Achievement, 2004		No racial or ethnic subgroup reached the statewide target of 70 percent.
Compared to the U.S., 2004	Oregon’s Asians/Pacific Islanders surpassed their U.S. counterparts in home ownership by over six percentage points.	All of Oregon’s racial and ethnic subgroups except Asians/Pacific Islanders owned homes at a lower rate than their counterparts nationwide.

Chart 11: Households That Are Owner-Occupied



Data Source: US Census Bureau (see Appendix, Table 11A)

Data Note: Prior to 2000, multiracial persons were tabulated in the single race categories.

APPENDIX A: Source Data

Table 1: Oregon and U.S. Population by Race and Ethnicity

	OR 1990	OR 2000	OR 2004	US 1990	US 2000	US 2004
White	92.8%	86.6%	87.4%	80.3%	75.1%	75.6%
African American	1.6%	1.6%	1.7%	12.1%	12.3%	12.2%
American Indian	1.4%	1.3%	1.0%	0.8%	0.9%	0.8%
Asian /Pacific Islander	2.4%	3.2%	3.8%	2.9%	3.8%	4.4%
Other	1.8%	4.2%	3.2%	3.9%	5.5%	5.2%
Multi-Racial	NA	3.1%	2.9%	NA	2.4%	1.9%
Hispanic	4.0%	8.0%	9.6%	9.0%	12.5%	14.2%
Non-Hispanic	96.0%	92.0%	90.4%	91.0%	87.5%	85.8%

Calculated from: 1990 Census, Summary Tape File 1, Tables P001, P006, P008 & P009; 2000 Census, Summary File 1, Tables P007 & P008; and 2004 American Community Survey, Tables B02001 & B03002.

Table 2: High School Completion by Oregon and U.S. Adults (25+)¹

	OR 1990	OR 2000	OR 2004	US 1990	US 2000	US 2004
White	82.3%	87.1%	88.6%	77.9%	83.6%	86.1%
African American	75.0%	79.8%	87.0%	63.1%	72.3%	79.3%
American Indian	71.0%	77.5%	75.4%	65.5%	70.9%	76.6%
Asian /Pacific Islander	79.4%	79.6%	86.2%	77.5%	80.4%	84.8%
Other	41.2%	41.2%	45.7%	43.4%	46.8%	56.4%
Multi-Racial	NA	79.8%	82.5%	NA	73.3%	83.1%
Hispanic	53.0%	48.8%	52.1%	49.8%	52.4%	59.6%
Non-Hispanic	82.3%	87.3%	89.9%	77.2%	83.5%	87.1%
TOTAL	81.5%	85.1%	87.2%	75.2%	80.4%	83.9%

Calculated from: 1990 Census, Summary Tape File 3, Tables P057-P059; 2000 Census, Summary File 3, Tables P037, P148A-H; 2004 American Community Survey, Tables B15002, B15002A-G, I.

¹ OR 2004 data for Asians and Pacific Islanders: While the Census Bureau reported data for Asians alone, it did not report any data for Pacific Islanders because the sample size was too small. In 2004 the estimated Pacific Islander population in Oregon was less than 7% of the combined Asian and Pacific Islander population.

Table 3: College Completion by Oregon and U.S. Adults (25+)¹

	OR 1990	OR 2000	OR 2004	US 1990	US 2000	US 2004
White	20.8%	25.7%	28.0%	21.5%	26.1%	28.3%
African American	15.2%	17.8%	20.8%	11.4%	14.3%	17.3%
American Indian	8.3%	12.2%	11.7%	9.3%	11.5%	14.2%
Asian /Pacific Islander	32.3%	37.2%	41.4%	36.6%	43.1%	47.3%
Other	6.3%	7.1%	6.6%	6.0%	7.3%	10.2%
Multi-Racial	NA	18.9%	23.9%	NA	19.6%	23.5%
Hispanic	10.1%	9.6%	11.5%	9.2%	10.4%	12.7%
Non-Hispanic	20.9%	26.0%	28.9%	21.2%	26.0%	28.9%
TOTAL	20.6%	25.1%	27.7%	20.3%	24.4%	27.0%

Calculated from: 1990 Census, Summary Tape File 3, Tables P057-P059; 2000 Census, Summary File 3, Tables P037, P148A-H; 2004 American Community Survey, Tables B15002, B15002A-G,I.

Table 4: Oregon Eighth Graders Who Meet Reading Standards²

	OR 1991-92	OR 2001-02	OR 2002-03	OR 2003-04	OR 2004-05
White	43%	68%	65%	64%	67%
African American	18%	43%	40%	42%	44%
American Indian	21%	49%	40%	43%	50%
Asian /Pacific Islander	47%	69%	66%	67%	71%
Multi-Racial	NA	59%	61%	70%	NA
Hispanic	21%	37%	32%	32%	36%
TOTAL	40%	64%	60%	59%	63%

Data Source: Oregon Department of Education, Assessment Results, URL: <http://www.ode.state.or.us/search/results/?id=234>

¹ OR 2004 data for Asians and Pacific Islanders: While the Census Bureau reported data for Asians alone, it did not report any data for Pacific Islanders because the sample size was too small. In 2004 the estimated Pacific Islander population in Oregon was less than 7% of the combined Asian and Pacific Islander population.

² Oregon Department of Education did not report multi-racial data for 8th graders in 2004-05.

Table 5: Oregon Eighth Graders Who Meet Math Standards²

	OR 1991-92	OR 2001-02	OR 2002-03	OR 2003-04	OR 2004-05
White	42%	60%	63%	63%	68%
African American	18%	31%	36%	39%	40%
American Indian	21%	41%	40%	42%	49%
Asian /Pacific Islander	47%	70%	71%	73%	77%
Multi-Racial	NA	51%	61%	69%	NA
Hispanic	21%	29%	31%	32%	39%
TOTAL	40%	57%	59%	59%	64%

Data Source: Oregon Department of Education, Assessment Results, URL: <http://www.ode.state.or.us/search/results/?id=234>

Table 6: Oregon and U.S. High School Dropout Rates

	OR 1991-92	OR 2000-01	OR 2001-02	OR 2002-03	OR 2003-04	US 2000-01	US 2001-02
White	5.2%	4.5%	4.0%	3.6%	3.8%	4.1%	4.1%
African American	12.4%	11.0%	9.5%	9.0%	8.3%	6.1%	6.3%
American Indian	9.0%	8.9%	6.9%	6.3%	5.8%	NA	NA
Asian /Pacific Islander	3.9%	4.4%	3.6%	3.8%	3.4%	3.5%	2.3%
Hispanic	12.5%	11.3%	10.4%	9.1%	9.8%	7.4%	8.8%
TOTAL	5.8%	5.3%	4.9%	4.4%	4.6%	4.8%	5.0%

Oregon Data Source:

- Oregon Department of Education, Office of Student Services, Individual Early Leaver Report;

U.S. Data Source:

- Kaufman, P., Alt, M.N., and Chapman, C. (2004). Dropout Rates in the United States: 2001 (NCES 2005-046). U.S. Department of Education.

Table 7: Oregon and U.S. Population Without Health Insurance^{3, 4}

	OR 1990	OR 1992	OR 1994	OR 1996	OR 1998	OR 2000	OR 2002	OR 2004	US 2000	US 2001	US 2002	US 2003	US 2004
White	14.0%	16.1%	13.2%	12.0%	9.1%	11.6%	12.7%	16.2%	13.2%	13.6%	14.2%	14.6%	14.9%
African American	20.1%	14.3%	17.3%	17.4%	10.2%	11.8%	13.9%	17.1%	18.8%	19.0%	20.2%	19.6%	19.7%
American Indian	29.0%	28.1%	28.6%	16.0%	13.0%	12.5%	17.8%	23.7%	NA	NA	28.8%	27.7%	30.5%
Asian /Pacific Islander	18.2%	17.8%	14.6%	12.4%	9.4%	10.7%	11.2%	13.7%	18.0%	18.2%	18.7%	18.8%	17.2%
Hispanic	NA	30.3%	32.5%	20.0%	21.4%	23.6%	30.7%	34.2%	32.9%	33.2%	32.4%	32.7%	32.7%
Non-Hispanic	NA	16.3%	12.9%	11.9%	9.5%	10.8%	12.5%	15.4%	11.5%	11.8%	12.5%	12.8%	12.9%
TOTAL	16.3%	18.0%	13.6%	10.7%	11.0%	12.2%	14.0%	17.0%	14.2%	14.6%	15.2%	15.6%	15.7%

Oregon Data Source:

- 1990-2004: Oregon Population Survey, Oregon Health Policy & Research, URL: <http://www.ohpr.state.or.us/DAS/OHPPR/RSCH/summarytables.shtml>

U.S. Data Source:

- 2000 & 2001: U.S. Census Bureau, Current Population Survey, Annual Demographic Supplements, URL: <http://www.census.gov/hhes/www/hlthins/hlthins.html>;
- 2002-2004: U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplement, URL: http://www.census.gov/hhes/www/cpstc/cps_table_creator.html

Table 8: Percent Receiving Adequate Prenatal Care in Oregon⁵

	OR 1990	OR 1995	OR 2000	OR 2003
White	73.1%	76.1%	79.6%	79.7%
African American	49.8%	64.0%	70.5%	71.7%
American Indian	51.8%	61.5%	59.1%	64.0%
Asian /Pacific Islander	69.2%	68.5%	75.0%	74.6%
Hispanic	48.0%	56.0%	60.2%	63.9%
TOTAL	70.4%	73.1%	75.6%	76.1%

Data Source: Oregon Department of Human Services, Center for Health Statistics, extracted using VistaPHw

³ Missing 1990 Hispanic/Non-Hispanic data: These data were not reported in the Oregon Population Survey data.

⁴ Missing U.S. American Indian data: These data were not collected prior to 2002.

⁵ U.S. data refers to percentage that began prenatal care in first trimester for 1995 thru 2002, but there is no U.S. data on Adequate Prenatal Care (which is an Oregon calculated index, including the following: 80% of recommended prenatal visits and visits beginning no later than the 4th month of pregnancy).

Table 9: Oregon Arrests for Index Crimes

	% Arrested 1990	% Arrested 2000	% Arrested 2001	% Arrested 2002	% Arrested 2003
White	1.1%	0.9%	0.9%	0.9%	1.0%
African American	6.6%	4.8%	4.5%	3.9%	2.7%
American Indian	1.4%	1.2%	2.2%	1.2%	1.6%
Asian /Pacific Islander	0.9%	0.5%	0.4%	0.4%	0.3%
Hispanic	2.2%	1.3%	1.3%	1.2%	1.2%
TOTAL	1.2%	1.0%	1.0%	0.9%	1.0%

Calculated from:

- Law Enforcement Data System (LEDS), Oregon Uniform Crime Reporting, URL: http://egov.oregon.gov/OSP/CJIS/annual_reports.shtml (Arrests);
- Population: 1990 Census, Summary Tape File 1, Tables P006 & P010; 2000 Census, Summary File 1, Tables P007 & P008; 2001 Supplemental Survey, Tables P002 & P003; 2002 American Community Survey, Tables P002 & P003; 2003 American Community Survey, Tables P002 & P003.

Table 10: Oregon and U.S. Population Living Below 100% of Federal Poverty Level⁶

	OR 1990	OR 2000	OR 2004	US 1990	US 2000	US 2004
White	11.4%	10.2%	13.3%	9.8%	9.1%	10.3%
African American	29.8%	24.1%	24.9%	29.5%	24.9%	25.6%
American Indian	26.5%	22.2%	17.1%	30.9%	25.7%	24.6%
Asian /Pacific Islander	19.9%	12.9%	13.7%	14.1%	12.8%	12.4%
Other	32.5%	26.8%	27.5%	28.2%	24.4%	22.0%
Multi-Racial	NA	18.1%	13.8%	NA	18.2%	17.2%
Hispanic	28.9%	24.9%	32.5%	25.3%	22.6%	22.0%
Non-Hispanic	11.8%	10.5%	12.1%	11.9%	10.9%	11.6%
TOTAL	12.4%	11.6%	14.1%	13.1%	12.4%	13.1%

Calculated from: 1990 Census, Summary Tape File 3, Tables P117, P119, P120; 2000 Census, Summary File 3, Tables P87, P159A-H; 2004 American Community Survey, Tables B17001, B17001A-G,I.

⁶ See Footnote #1 (Appendix A).

Table 11: Oregon and U.S. Households That Are Owner-Occupied

	OR 1990	OR 2000	OR 2004	US 1990	US 2000	US 2004
White	64.3%	66.4%	64.3%	68.2%	71.3%	72.0%
African American	37.6%	37.0%	35.8%	43.4%	46.3%	46.1%
American Indian	47.0%	48.9%	48.3%	53.0%	55.7%	55.5%
Asian /Pacific Islander	47.5%	53.9%	63.7%	52.2%	53.0%	57.3%
Other	33.0%	34.5%	35.3%	36.2%	40.4%	45.4%
Multi-Racial	NA	47.0%	58.6%	NA	46.6%	53.1%
Hispanic	37.0%	36.6%	34.9%	42.2%	45.7%	47.8%
Non-Hispanic	63.7%	65.6%	64.9%	65.7%	68.1%	69.3%
TOTAL	63.1%	64.2%	63.0%	64.2%	66.2%	67.1%

Calculated from: 1990 Census, Summary Tape File 3, Tables H008, H010, H012; 2000 Census, Summary File 3, Tables H011 & H012; 2004 American Community Survey, Tables B25003, B25003A-G,I.

APPENDIX B: Limitations of the Data

This document was created by Oregon DHS Health Services staff at the request of the Governor's Racial and Ethnic Health Task Force's Data Workgroup. The document is intended to clarify the limitations of currently available data regarding the health of racial and ethnic populations in Oregon.

1. POPULATION ESTIMATES

Race and ethnic population estimates

Age and gender population estimates

Denominator data for survey estimate adjustments

US CENSUS BUREAU, Census 2000 DATA Non-sampling Error (US Census Bureau, Census 2000)

In any large-scale statistical operation, such as Census 2000, human-and computer-related errors occur. These errors are commonly referred to as non-sampling errors. Such errors include not enumerating every household or every person in the population, not obtaining all required information from the respondents, obtaining incorrect or inconsistent information, and recording information correctly. In addition, errors can occur during the field review of the enumerators' work, during clerical handling of the census questionnaires, or during the electronic processing of the questionnaires.

While it is impossible to completely eliminate non-sampling error from an operation as large and complex as the decennial census, the U.S. Census Bureau attempts to control the sources of such error during the collection and processing operations. Described below are the primary sources of non-sampling error and the programs instituted to control this error in Census 2000. The success of these programs, however, was contingent upon how well the instructions actually were carried out during the census. As part of the Census 2000 evaluation program, both the effects of these programs and the amount of error remaining after their application will be evaluated.

TYPES OF NON-SAMPLING ERROR

Non-response. Non-response to particular questions on the census questionnaire or the failure to obtain any information for a housing unit allows for the introduction of bias into the data because the characteristics of the non-respondents have not been observed and may differ from those reported by respondents. As a result, any imputation procedure using respondent data may not completely reflect these differences either at the elemental level (individual person or housing unit) or on the average. Some protection against the introduction of large biases is afforded by minimizing non-response. Characteristics for the non-responses were imputed by using reported data for a person or housing unit with similar characteristics.

Respondent and enumerator error. The person answering the mail questionnaire for a household or responding to the questions posed by an enumerator could serve as a source of error. Although the question wording was extensively tested in several experimental studies prior to the census, the mail respondent may overlook or misunderstand a question, or answer a question in a way that cannot be interpreted correctly by the data capture system. The enumerator may: 1) misinterpret or otherwise incorrectly record the information given by a respondent, and 2) fail to collect some of the information for a person or household, or may collect data for households that were not designated as part of the sample. To control problems such as these with the field enumeration, the work of the enumerators was monitored carefully. Field staff were prepared for their tasks by using standardized training packages that included hands-on experience in using census materials. A sample of the households interviewed by each enumerator was re-interviewed to control for the possibility of fabricated data being submitted by an enumerator.

Processing error. The many phases involved in processing the census data represent potential sources for the introduction of non-sampling error. The processing of the census questionnaires completed by enumerators included field review by the crew leader, check-in, and transmittal of completed questionnaires. No field reviews were done on the mail return questionnaires for this census. Error may also be introduced by the misinterpretation of data by the data capture system or the failure to capture all the information that the respondents or enumerators provided on the forms. Write-in entries go through coding operations, which may also be a source of processing error in the data. Many of the various control checks help to ensure their accurate application.

REDUCTION OF NON-SAMPLING ERROR

To reduce various types of non-sampling errors, a number of techniques were implemented during the planning, development of the mailing address list, data collection, and data processing activities. Quality assurance methods were used throughout the data collection and processing phases of the census to improve the quality of the data. A re-interview program was implemented to minimize the errors in the data collection phase for enumerator-filled questionnaires.

Several coverage improvement programs were implemented during the development of the census address list and census enumeration and processing to minimize under-coverage of the population and housing units. These programs were developed based on experience from the 1990 census and results from the Census 2000 testing cycle.

- *Be Counted* questionnaires, un-addressed forms requesting all short form items, plus a few additional items were available in public locations for people who believe they were not otherwise counted.
- An introductory letter was sent to all mailout/mailback addresses and many addresses in update/leave areas prior to the mailing of the census form. A reminder postcard was also sent to these addresses.
- Forms in Spanish or other languages were mailed to those who requested them by returning the introductory letter.
- A well-publicized, toll-free telephone number was available to answer questions about the forms. Also, responses of households who had received a short form could be taken over the phone.
- Under the Local Update of Census Addresses (LUCA) program, many local governments had the opportunity to address specific concerns about the accuracy and completeness of the Master Address File before the mailings began.

2. INSURANCE DATA

Oregon Population Survey (OPS)

The OPS is a biennial (even years) statewide telephone survey of Oregon households. It has been conducted every other year since 1990. The OPS is a primary responsibility of the Oregon Progress Board and 22 participating state agencies. The Office for Oregon Health Policy & Research (OHPR) participates on the OPS Steering Committee and contributes money to help pay for the survey each biennium. In 2000, OHPR was a major contributor for the racial and ethnic oversample. The survey's primary objective is to track the *Oregon Benchmarks*, including the benchmarks on health insurance status.

Measuring Insurance.

The OPS uses a “point-in-time” estimate to measure respondents’ health insurance status (“*Are you presently without health insurance?*”) Some surveys (e.g., CPS, US Census) alternatively use a “look-back” style question (“*Over the past twelve months were you without health insurance?*”). As these questions ask different things, individuals’ responses and the corresponding rates of un-insurance are also different. Typically, the look-back style question will yield a higher un-insurance rate than the point-in-time estimate. Both are legitimate ways to determine un-insurance, yet they are quantitatively and qualitatively different. We use the point-in-time estimate because at this time, most survey research experts believe that there is less “recall bias” in response to the point-in-time question.

Understanding the Data

Users of this report and the OHPR data tables are cautioned against using point estimates that are associated with large confidence intervals. The user should consider using the range statistics to better understand the findings from the survey data. Further, large confidence intervals (due to small sample sizes) indicate gross estimates only. And last, where samples were drawn with low response and cooperation rates (e.g., racial and ethnic minority respondents) the data cannot be appropriately generalized to a larger population of interest.

The 2002 OPS and the 2000 US Census

The 2000 US Census results, to which the 2002 OPS survey is tied, revealed approximately 100,000 more Oregon residents, relatively more working-age adults, and fewer children and seniors than previously estimated based on the 1990 US Census. These changes have led to an increased weight assignment to working-age adult records in the overall calculations of un-insurance rates in Oregon. Given that working-age adults exhibit the highest rate of un-insurance (15.6%), the final 12.2% rate for the *overall* population is significantly increased over earlier 2002 OPS estimates.

2002 OPS Design and Methodology

The survey strategy of the OPS is to collect a representative sample of Oregon residents in each of nine regions in order to generalize the findings to all Oregonians. To the extent that the sample is representative of the population of interest, findings are helpful in guiding policy, allocating resources, tracking changes over time, and assisting in regional and statewide planning efforts.

Sampling Frame

The OPS was done in two phases - the Base Survey and the Supplemental Survey. The Base Survey had an "Augment Component" which was used to increase the number of respondents to about 400 for each of the ethnic or four racial communities. After the Base Survey was completed, those respondents who assented to being contacted again were called and the Supplemental Survey was administered. All phases of the survey were completed in the summer and fall of 2001 for the 2000 OPS and were completed in the summer and early fall of 2002 for the 2002 OPS.

Response, Refusal, and Cooperation Rates

The base survey had a response rate (percent of total attempted interviews that are actually completed) of 36.2%, a refusal rate (percent of contacted respondents who refused to participate) of 40.7%, and a cooperation rate (percent of eligible respondents who complete survey) of 46%. The minority oversample generated a response rate of 14.5%, a refusal rate of 75%, and a cooperation rate of 15%. Because response and cooperation rates are low and the refusal rates are high (especially troubling are the response and refusal rates from the racial minority oversample) the reader should not generalize the findings in this report to populations that are demographically and/or characteristically different from the group of telephone survey respondents.

Measuring Race and Ethnicity

The 2000 OPS and the 2002 OPS each followed the directive from the Office of Management and Budget (OMB) on the way to ask questions on ethnicity and race. That directive (issued in 1997) stipulates that respondents will be asked to identify their ethnicity (Hispanic or not) first, followed by a checklist of five racial categories, where the respondent is permitted to "Select all that apply". Of all Federal Agencies and Federal Grantees, ONLY the Bureau of Census was granted permission by the OMB to include a sixth "Other (Please Specify) _____" category. The OPS Task Force elected to combine the OMB "Asian" and "Pacific Islander" categories for the OPS, so we have only four categories. In addition to the OMB-mandated order and questions, the OPS has asked, of those individuals identifying that they are of more than one racial category, "Is there one race category that you most identify with?" Those who said "YES", were asked "What race would that be?" with the following choices available: " White, Black or African American, American Indian or Alaskan Native, Asian or Pacific Islander, 'Hispanic Race', Some other race [PLEASE SPECIFY] and Don't Know / Refused. " This last question is similar to one asked by the National Center for Health Statistics in the National Health Interview Survey.

APPENDIX C: Scoring Worksheets

Method

The following worksheets show the approach used to indicate each racially or ethnically diverse group's status in Part II, Summary of Findings. Results are indicated in each group's summary with arrows. ↑ indicates overall improvement, ↓ indicates overall worsening, and ↔ indicates mixed results. Those arrows were assigned based on an analysis of each racially and ethnically diverse group's ratings in the following categories.

Trend: The trend over the entire range of data was considered. Continuous progress was indicated with ↑, while continuous worsening was indicated with ↓. If, for example, progress was made through the 1990s, but slowed significantly or reversed after 2000, ↔ was assigned.

Group Comparison: The most recent data for Whites, African Americans, American Indians, Asians/Pacific Islanders, and Hispanics were compared and ranked, with 1 being the best and 5 being the worst. Rankings of 1 or 2 were scored ↑, rankings of 3 were scored ↔, and rankings of 4 or 5 were scored ↓.

U.S. Comparison: The most recent national data were compared to the same year's data for Oregon. A score of ↑ indicated that the group in Oregon fared better than its national counterpart; a ↔ indicated that data for that group in Oregon and in the U.S. were comparable, and ↓ indicated that the group fared comparatively worse than its counterpart nationwide.

Statewide Average/Target Comparison: The most recent data point for each group was compared to the statewide average for that year and to the 2005 Oregon Benchmark Target. A ↑ indicated that the group was on par with or exceeded the statewide average or target. A ↔ indicated that the group had mixed results in regards to the statewide average and target. A ↓ indicated that the group fared worse than the statewide average, and was not on track to meet the statewide target by 2005.

Worksheet 1: African Americans

	High School Completion	College Completion	Eighth Grade Reading	Eighth Grade Math	High School Dropout Rate	Oregonians without Health Insurance	Prenatal Care	Arrests	Poverty	Home Ownership
Trend	↑	↑	↔	↑	↑	↔	↑	↑	↑	↓
Group Comparison (Most Recent Results)	↑	↔	↓	↓	↓	↔	↔	↓	↓	↓
U.S. Comparison	↑	↑	n/a ⁸	n/a	↓	n/a	n/a	n/a	↔	↓
Statewide Average/Target Comparison	↔	↓	↓	↓	↓	↔	↓	↓	↓	↓
Overall Rating	↑	↔	↓	↓	↓	↔	↔	↔	↔	↓

⁸“n/a” indicates that no national comparators exist for that benchmark or racial/ethnic group.

Worksheet 2: American Indians

	High School Completion	College Completion	Eighth Grade Reading	Eighth Grade Math	High School Dropout Rate	Oregonians without Health Insurance	Prenatal Care	Arrests	Poverty	Home Ownership
Trend	↔	↔	↔	↔	↑	↓	↔	↔	↑	↔
Group Comparison (Most Recent Results)	↓	↓	↔	↔	↔	↓	↓	↓	↔	↔
U.S. Comparison	↓	↓	n/a	n/a	n/a	n/a	n/a	n/a	↑	↓
Statewide Average/Target Comparison	↓	↓	↓	↓	↔	↓	↓	↓	↓	↓
Overall Rating	↓	↓	↔	↔	↔	↓	↓	↓	↔	↔

Worksheet 3: Asians/Pacific Islanders (APIs)

	High School Completion	College Completion	Eighth Grade Reading	Eighth Grade Math	High School Dropout Rate	Oregonians without Health Insurance	Prenatal Care	Arrests	Poverty	Home Ownership
Trend	↑	↑	↔	↑	↑	↔	↔	↑	↑	↑
Group Comparison (Most Recent Results)	↔	↑	↑	↑	↑	↑	↑	↑	↑	↑
U.S. Comparison	↑	↑	n/a	n/a	↓	n/a	n/a	n/a	↓	↑
Statewide Average/Target Comparison	↔	↑	↑	↑	↑	↑	↔	↑	↑	↔
Overall Rating	↑	↑	↑	↑	↑	↑	↔	↑	↑	↑

Worksheet 4: Hispanics

	High School Completion	College Completion	Eighth Grade Reading	Eighth Grade Math	High School Dropout Rate	Oregonians without Health Insurance	Prenatal Care	Arrests	Poverty	Home Ownership
Trend	↓	↔	↔	↑	↑	↓	↑	↑	↔	↓
Group Comparison (Most Recent Results)	↓	↓	↓	↓	↓	↓	↓	↔	↓	↓
U.S. Comparison	↓	↓	n/a	n/a	↓	n/a	n/a	n/a	↓	↓
Statewide Average/Target Comparison	↓	↓	↓	↓	↓	↓	↓	↔	↓	↓
Overall Rating	↓	↓	↓	↓	↓	↓	↓	↑	↓	↓



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