

# Early Learning Hub of Linn, Benton & Lincoln Counties

## Data & Evaluation Work Group Meeting Minutes

<b>MEETING COMMENCED</b>	1:00pm, May 24, 2018 Benton County Sunset Building, Corvallis
<b>MEETING CALLED BY</b>	Lynn Hall
<b>WORK GROUP MEMBERS PRESENT</b>	Cindy Bond, Alicia Lucke, Rich Waller, Lucy Kozii
<b>VERSION</b>	Final
<b>RECORDED</b>	Yes

### Agenda topics

<b>DISCUSSION ITEM</b>	PowerPoint: Analysis of 3 <sup>rd</sup> Grade Reading Scores and KA Scores Association
	Lucy presents her PowerPoint called “Analysis of 3rd Grade Reading Scores and KA Scores Association” located on basecamp.
	Lucy explains Kindergarten assessments have a direct influence on 3rd grade successes.
	On the “Association” slide, ELL lumps all English Language Learners; Latino is separate.
	Alicia discusses the new ELL Specialist for Philomath schools. The students she worked with all earned a score of proficient on the ELPA21 Exam in April of this year.
	The ELPA summative assessment is an online assessment given to all students who qualify for English language development (ELD) services with a placement test. The ELPA21 summative assessment measures students’ English language proficiency, both knowledge and skills, in reading, listening, writing, and speaking. Results from this test determine which students are eligible to continue receiving ELD services.
	Next Steps: <ul style="list-style-type: none"> <li>• Lucy agrees to create a visual graph/bar chart on Lincoln and Benton counties for 3rd grade reading scores.</li> <li>• Lucy agrees to include the results of the 3rd grade reading scores for both genders.</li> <li>• Lucy agrees to break the two genders down by school district.</li> <li>• Lucy agrees to show how race and ethnicity affect 3<sup>rd</sup> grade reading scores for low income students?</li> </ul>

<b>DISCUSSION ITEM</b>	Data Book
	<ul style="list-style-type: none"> <li>• Revisit Introduction and Start Kindergarten Readiness <ul style="list-style-type: none"> <li>• A Focus on Income Inequality</li> </ul> </li> </ul>
	Does the university student population have an impact on the income inequality in Benton county?
	Do international students contribute to the “student population” of Benton county?
	Should we focus on the top and bottom 10% of the bell-curve for income inequality?
	The Oregon Community Foundation’s “Tracking Oregon’s Progress” document is a valuable resource for the data book.
	Consider creating a table for our region similar to the “Table 6: Oregon’s High Inequality Counties are Urban and Host Universities” on page 7.
	Reconnect with Kristi about contacting school districts & ODE regarding school level KA data.

Find a report regarding wages for child care providers
<ul style="list-style-type: none"> <li>Next: Stable and Attached Families</li> </ul>
OSU is currently researching local opioid usage in youth.
Do we want to exclude "Population of Potential Mothers"? Consider further research into what this section entails before making a final decision.
Add "Teen Pregnancy" broken down by race/ethnicity once Lucy has completed it.
Consider researching the Oregon Health Authority, Center for Vital Statistics.
Design Concepts & Establish a timeline: <ul style="list-style-type: none"> <li>Content and Outline complete by Thanksgiving.</li> </ul>
Next Steps: <ul style="list-style-type: none"> <li>Jennie agrees to contact Jessica Linnell with OSU about their research on opioid usage in youth.</li> <li>Jennie agrees to create the data book outline to submit to Madison Avenue (or elsewhere for final design).</li> <li>Jennie will ask Jerri and Kristi for their availability in Linn County for rescheduling the June DE meeting.</li> </ul>

<b>NEXT MEETING</b>	June TBD
Location TBD	
<b>MEETING ADJOURNED</b>	4:00pm