

LINC Commission Meeting

April 21, 2008



LINC staff members participate in a FAST, Families and Schools Together, training session.



Families at ACE Caring Communities celebrate their FAST graduation.



Local Investment Commission (LINC) Vision

Our Shared Vision

A caring community that builds on its strengths to provide meaningful opportunities for children, families and individuals to achieve self-sufficiency, attain their highest potential, and contribute to the public good.

Our Mission

To provide leadership and influence to engage the Kansas City Community in creating the best service delivery system to support and strengthen children, families and individuals, holding that system accountable, and changing public attitudes towards the system.

Our Guiding Principles

1. **COMPREHENSIVENESS:** Provide ready access to a full array of effective services.
2. **PREVENTION:** Emphasize “front-end” services that enhance development and prevent problems, rather than “back-end” crisis intervention.
3. **OUTCOMES:** Measure system performance by improved outcomes for children and families, not simply by the number and kind of services delivered.
4. **INTENSITY:** Offering services to the needed degree and in the appropriate time.
5. **PARTICIPANT INVOLVEMENT:** Use the needs, concerns, and opinions of individuals who use the service delivery system to drive improvements in the operation of the system.
6. **NEIGHBORHOODS:** Decentralize services to the places where people live, wherever appropriate, and utilize services to strengthen neighborhood capacity.
7. **FLEXIBILITY AND RESPONSIVENESS:** Create a delivery system, including programs and reimbursement mechanisms, that are sufficiently flexible and adaptable to respond to the full spectrum of child, family and individual needs.
8. **COLLABORATION:** Connect public, private and community resources to create an integrated service delivery system.
9. **STRONG FAMILIES:** Work to strengthen families, especially the capacity of parents to support and nurture the development of their children.
10. **RESPECT AND DIGNITY:** Treat families, and the staff who work with them, in a respectful and dignified manner.
11. **INTERDEPENDENCE/MUTUAL RESPONSIBILITY:** Balance the need for individuals to be accountable and responsible with the obligation of community to enhance the welfare of all citizens.
12. **CULTURAL COMPETENCY:** Demonstrate the belief that diversity in the historical, cultural, religious and spiritual values of different groups is a source of great strength.
13. **CREATIVITY:** Encourage and allow participants and staff to think and act innovatively, to take risks, and to learn from their experiences and mistakes.
14. **COMPASSION:** Display an unconditional regard and a caring, non-judgmental attitude toward participants that recognizes their strengths and empowers them to meet their own needs.
15. **HONESTY:** Encourage and allow honesty among all people in the system.



Monday, April 21, 2008
UMKC Administrative Offices, 5115 Oak St.
4 – 6 p.m.
Kansas City, Mo. 64110

Agenda

- I. Welcome, Announcements & Recognitions**
- II. Approvals & Recognitions**
 - a. March minutes (Motion)**
 - b. City of Sugar Creek (Mayor Stan Salva)**
- III. LINC President's Report**
- IV. Parental Engagement**
 - a. Families and Schools Together**
- V. LINC Finances**
 - a. Quarterly Financial Report**
 - b. LINC 990**
- VI. Closed session**
- VII. Adjournment**



DRAFT MINUTES
THE LOCAL INVESTMENT COMMISSION – MARCH 17, 2008

The Local Investment Commission met at the UMKC Administrative Center Conference Facility, 5115 Oak St., Kansas City, Mo. Chairman **Landon Rowland** presided. Commissioners attending were:

Bert Berkley	Rosemary Smith Lowe
Sharon Cheers	Mary Kay McPhee
Jack Craft	Richard Morris
Randall Ferguson	David Rock
Kiva Gates	Carson Ross
Bob Glaser	David Ross
Bart Hakan	Gene Standifer
Adele Hall	Bailus Tate

Rowland made the following introductions:

- **Han Sol Choi**, a Grinnell College freshman, who is doing a weeklong externship at LINC.
- **Rob Givens**, Mazuma Credit Union, who is a candidate for membership on the LINC Commission.

A motion to approve Rob Givens as a member of the LINC Commission was passed unanimously.

Rowland announced that **Carson Ross** is a candidate for Blue Springs mayor. If elected, he will need to be replaced on the Commission.

Gayle A. Hobbs gave the LINC President's Report:

- LINC staff recently traveled to Jefferson City to meet with Missouri Dept. of Social Services director **Deborah Scott** to discuss funding issues.
- LINC partnered with Herndon Career Center and the Greater Kansas City Chamber of Commerce to hold a March 10 job fair at First Baptist Church of Raytown. Commissioners **Richard Morris** and **Kiva Gates** attended the fair.
 - Morris reported that about 1,500 graduating high school seniors attended the fair, along with representatives from approximately 80 employers. Gates reported that the fair was a very positive experience for the students and employers. Next year the organizers are aiming for 150 companies to participate.
 - **Consuela McCain-Nunnally** of the Greater Kansas City Chamber of Commerce reported that employers who attended this year said they plan to attend next year.
 - Rowland acknowledged the businesses, with whom LINC Commissioners are affiliated, that were represented at the fair: J.E. Dunn (**Steve Dunn**), Embarq (**Tom Gerke**), **Gates and Sons Bar-B-Q** (Gates) and Tension Envelope (**Bert Berkley**).
 - A video about the job fair was shown.

Brad Smith, Family Services Director of the Independence School District, gave a report on recent developments in the district:

- A high school redesign plan will create smaller learning communities for students utilizing adult mentorships.
- Since July 2007, more than 200 parents and children have been referred to the district's Clinical Mental Health Initiative in partnership with KVC.
- School-based dental service for Independence children is expanding on the service originally funded through LINC.
- Starting in July, 13 of 26 schools in the district will be LINC Caring Communities sites.

ISD Superintendent **Dr. Jim Hinson** reported on the process of transitioning the schools that voters approved be transferred from the Kansas City, Mo. School District last fall. The process of transferring the facilities has been supported by KCMSD interim superintendent **Dr. John Martin**.

The district is engaging the community how the schools can best serve the neighborhoods, and soliciting churches, businesses, service organizations, and others to participate in an "extreme school makeover" clean-up day this summer.

LINC staff **Steve Winburn** gave a presentation on the LINC Foster Youth Initiative helping youth who are aging out of the foster care system in Jackson, Clay and Platte counties. In partnership with the Missouri Children's Division, LINC staff provide youth supportive resources as they move into adulthood. Children's Division Jackson County Director **Virginia Lewis-Brunk** reported that there have been 90 referrals so far out of 650 eligible youth in the three-county area.

Hickman Mills School District Superintendent **Dr. Marge Williams** introduced school board member **Scott Jennings**, who gave a presentation on two ballot questions that Hickman Mills voters will vote on in April: a \$15 million bond issue for school construction, renovation and maintenance, and a 60-cent levy increase for daily operations.

Jack Craft reported on community meetings on the foreclosure issue. Craft reported on the formation of a community foreclosure task force composed of representatives from the Federal Reserve Bank of Kansas City, Kansas City City Council, NeighborWorks America, Missouri Housing Development Commission, Legal Aid of Western Missouri, U.S. Dept. of Housing and Urban Development, Mid America Regional Council, LINC and others. LINC will continue to pursue the issue. Discussion followed.

A video of a speech by **Bert Berkley** at an author event at the Kansas City Public Library was shown.

The meeting was adjourned.

Frequently Asked Questions

[Click to customize your FAQs](#)

We get a lot of questions about our acclaimed programs and about our organization. We'd love to hear from you and to have a chance to give you a better picture of our capabilities. In the mean time, please feel free to use this section to browse some common questions and answers. Don't forget to give us a call at 888-629-2481.

1. [What can Families and Schools Together Inc. do for my school?](#)

Our programs are incredible parent involvement processes that can be used to assist many of the families who need help keeping their kids on the right track or getting them rededicated to school and personal success. But it does much more:

1. The FAST program can go a long way to involving parents in school relationship activities and school volunteerism. It takes parents who might be adverse to administration goals and gets them connected to the school mission.
2. FST programs reduce delinquency and contributes directly to personal academic achievement.
3. FAST programs make the job of administrators and guidance counselors much easier. In Middle and High School, SRO's tell us it helps them connect to hard to reach families as well.
4. Teachers tell us FAST allows them to focus on teaching while leaving the job of protecting kids from risky choices to a trusted after-school program.
5. FST has the resources and experience to provide control and guidance so the program is transparent but highly outcome oriented. We act like a "silent partner" to help schools function better.
6. FAST creates parental involvement momentum and creates a special collaboration of local support resources to serve families that need more attention.

2. [What can FAST do for my family?](#)

FAST helps parents manage their family. It is a strong, long-term, multifamily program that connects parents to their kids and enables parents to take charge of their children's scholastic and personal behaviors.

We believe that most parents love their children, and want what's best for them. But many families are disempowered either by their own need for better parenting skills or their personal circumstances. Kids who don't get the right kinds of focus and attention often stray. We want our programs to help parents keep their kids safe, in school, and making good choices.

Often the problems kids face at school and in life are a result of what is missing from their lives. We found that kids who succeed possess assets and resiliency factors that help them succeed despite the obstacles that appear within their environment. We help restore these assets in kids and restore family cohesiveness. Because both parents and children adore FAST, it has become the nation's number one parent involvement program.

3. [How is Families and Schools Together Inc. organized?](#)

4. [How is Families and Schools Together Inc. funded?](#)

5. [Where are the programs distributed?](#)

6. [What is FST's relationship to Wisconsin Center for Educational Research \(WCER\)?](#)

7. [What can FAST do for my community?](#)

FAST programs connect parents and children to their schools and to their communities. In this way we prevent unhealthy behaviors and help parents instill values in their kids that lead to personal success. Our programs reduce local crime, improve police and neighborhood cooperation, prevent drug and alcohol use by minors, and keeps kids focused on school.

But FAST is capable of doing more. Many of our communities use FAST to help build social capital and connect local service providers to schools. The programs also help create a common sense of community between parents and community leaders. In many areas of the US for example, families come and go. People need a way to connect and support each other. FAST helps rebuild a sense of community and connectedness.

For more information on how FAST can be used as a community assimilation program, please contact us. We have many good examples of improved community relationships built with help from FAST.

8. [How do I get FAST going in my school or community?](#)

9. [Is FAST an after-school program?](#)

Yes, but in some cases communities prefer to sponsor our program and deliver program sessions in places other than in schools.

The mission of our organization is to create partnerships with schools and communities to help kids succeed academically and in life. We use our program to safeguard children and help schools create an environment in which kids can learn and want to participate in learning. Our programs match the development and scholastic stages of child development. Even our Early Childhood programs focus on school readiness by helping family functioning and improving the emotional and behavioral well being of the child.

There are occasions when schools cannot provide specific campus resources. In those cases, community facilities are often used, and our families often come from different schools and even districts. In our FAST school-age programs, we do however require the assistance of teachers and administrators to help us evaluate the progress of

FAST family students.

However, regardless of where or when our programs are conducted, the outcomes are always visible in school. That's why so many teachers and principals love the work we do. It makes the school climate more conducive to learning and helps schools focus on teaching.

FST wants to be flexible and supportive of local resources and needs. We can help configure our program to meet localized requirements and still assure program effectiveness.

Please also see our Baby FAST program, which is designed to be a community based program.

10. [Are FST's programs evidence based?](#)

All of the programs we distribute are natively developed university-research models. They are based on well founded cognitive science and social psychology. Every component in our programs is researched and based on purposive, published works by social therapists, and behavioral specialists. Our programs have been tested clinically and refined in the marketplace of schools and service facilities around the world. In addition, there have been a number of RCT's demonstrating positive outcomes, all published in peer-reviewed journals. We have had a longstanding relationship with Harvard University and the prestigious University of Wisconsin Center for Educational Research (WCER). When it comes to research and evidence, we have been meticulous in providing only carefully researched programs to our clients.

See also, FAQ 14: Are FAST programs evaluated?

Frequently Asked Questions

[Click to customize your FAQs](#)

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11. [How is FAST different from other parent involvement programs?](#)

The notion of *Parent Involvement* is multi-faceted. To some, it is a way to recruit school volunteers and boosters. To others, it is a way to get parents to help children with their homework. Still others feel it is a vague concept that correlates to reduced delinquency. Some people see it as workshops and parent education.

At Families and Schools Together, we see Parent Involvement (PI) in holistic manner. We don't stop at workshops or newsletters. We strongly believe a child's school performance is the best barometer of his or her risk factors. Our programs catalyze all aspects of PI. We treat parents as the primary protective agent for their children, and we actively connect them to school and community supports through a relationship-building, problem-solving process.

No other program has a more intensive, science-based framework. And no other program is more dedicated to evaluating program success and ensuring fidelity.

12. [Where is my closest FST program?](#)

13. [What is FASTWORKS?](#)

14. [Why does FST emphasize experiential learning over instruction formats](#)

This is a very good question. More than anything else, this aspect of our values and vision separates us from so many other parent involvement and after-school programs. There are a number of important reasons for this.

- We believe that to create long-lasting change, people must learn by doing. experiential learning has more impact than lecture based learning.
- When parents and children receive behavioral lecture series together, or when kids receive teacher-led instruction at school, the entire paradigm of parental responsibility is diminished. Most people put up barriers to lecture-based teaching because with it they are not empowered. Often parents resent the schools taking over the role of parenting and many schools resent having to shift from education goals to policy enforcement. This is why although our programs are school-based, our programs are voluntary, extracurricular, and fully interactive.
- Experiential learning crosses all language and cultural barriers. While our programs are available in a number of languages, the model is designed to operate as a process. There is some ability to add instruction, but our goal is to build family structure and values through empowered relationships. remember, the primary goal is to protect kids
- In our education activities and programs, we provide self-empowered studies that help reinforce the lessons learned from experience. But we feel strongly that protecting children must come primarily from parents not teachers.
- Children especially respond best to experiential and interactive modeling. Our approach creates long-lasting changes that go well beyond the impact of straight education. All people, especially young children learn from recreation. Kids communicate and develop through play. As every teacher knows, it is very difficult to hold people's attention long enough to create behavioral change through lectures. If the series is not entertaining, kids won't participate. So we make it fun!

15. [Are the FAST programs evaluated?](#)

Yes. This is a very good question. The term "evaluate" is used a lot in the domain of providing models for education and social services. But the word is often used in different contexts. it is important for you to understand what the meaning of terms is when you are assessing which model is right for you.

We take evaluations very seriously. This is why we don't stop at providing a cycle (program instance at a site) survey. Every participating family agrees to provide us a confidential "pre" and a "post" survey as part of the engagement process. In addition, our team members provide cycle evaluations for QA and efficacy. Finally, teachers evaluate the progress of student participants. The surveys use seven standardized measures that correspond to the risk factors and development research for FAST.

Our surveys are turned into evaluation reports for sites and funders to show evidence of outcomes (return on investment). Our reports show statistically significant changes in child/student and family behaviors, including academic performance.

Why is so much evaluation a good thing? Because it provides the proof that our programs work. it also allows us to correct any issues that may arise in program delivery, and gives us a basis for understanding what our customers need, so we can continually improve.

But beware. Most program disseminators do not understand the nature of scientifically valid evaluations or its importance to the program. This is why so few programs are rigorously evaluated. Many consider past program studies and reviews to be an "evaluation". The use of the term in this context has nothing to do with the ability to monitor each participant's improvement.

Many program evaluations do not measure both pre and post, and therefore, reported outcomes are not reliable. Often the results are not statistically significant and the evaluations are not based on the individuals who took the time to participate.

FAST programs work and deliver results. We have thousands of success stories and the evaluation data to prove it.

16. [What can you tell me about FST's commitment to model fidelity?](#)

17. [How is Baby FAST different from the other FAST models?](#)

18. [Can the FAST program be delivered outside the school system or in parochial settings](#)

Yes and yes!

FAST can be delivered by any collaboration that matches the model's specifications. The actual sponsoring site does not need to be a school. However, in the case of elementary, middle and high school models, the teacher evaluation tool would need adaptation (for example in a church setting, the teacher might be replaced with the director of the youth program, etc.)

We have FAST deployments in churches, faith based organizations, and community based organizations. Our Baby FAST program is an infant development model that is not school-based, but rather is health care provider based.

If your community has special needs, we will work with you to configure the program accordingly. There however are limits to what can be changed, and our customer care specialists have all the information you need to make the program fit your local needs.

19. [How much does the FAST curriculum cost?](#)

20. [At the top of each web page there is a "Portal Login". What is this?](#)

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Research & Recognition

The No Child Left Behind Act of 2001 calls for the use of "scientifically based research" (SBR) as the foundation for many education programs and for classroom instruction. Yet standards of "evidence-based" programs vary considerably. The best approach is to select a program that addresses your needs and is both based on well-researched science and has been rigorously tested under controlled conditions. Evidence must do more than just correlate to outcomes. It must demonstrate effectiveness.

Families and Schools Together is committed to providing only programs that meet the highest standards of evidence for efficacy in theory and in practice. We develop all of our program components on well-accepted cognitive and behavioral science. Our widely disseminated FAST program was our first model, distributed in 1988. It is natively built on a foundation of a number of highly respected theoretical models. FAST founder, Dr. Lynn McDonald's challenge was to be the first to take the research and put it to work in clinical settings. This is how we are certain that delivered properly, FAST works very well to accomplish its stated goals. FAST is based on the following social, behavioral and physiological science:

- **Social Ecological Theory of Child Development:** (Bronfenbrenner, Genf, Kogan & Barkeley, Minuchin; Satir; Patterson; Alexander, Wahler, Belle, Egeland, Werner & Smith, Gilligan, Freier, Furland)
- **Family Stress Theory:** (Hill, McCubbin, Garbarino & Abramowitz, 1982; Belle, 1980; Cynric, Greenberg, Robinson and Ragozin, 1984; Egeland, Breitenbucher and Rosenberg, 1980; Eil, 1984; Lindblad-Goldberg, 1987; Marks and McLanahan, 1993; Simons, Beaman, Conger and Chao, 1993; Tracy, 1990; Wahler, 1983)
- **Family Systems Theory** (Minuchin, Alexander, Satir, Patterson, Wolin, Boyd-Franklin)

FAST components are also derived from a number of conceptual approaches and theories. Each activity and process is designed to both respect the families who apply to participate and to adhere to the core research-based structure. The conceptual framework derives from the following:

- **Parent Empowerment** (McDonald)
- **Community Development** (Walzer, Putnam, Coleman)
- **Brain Development Research** (Piaget, Erickson, Freud, ongoing)
- **Social Capital** (Bronfenbrenner, Bourdieu, Coleman & Hoffer, Loury, Portes, Carbonaro, Furstenberg & Hughes, Kahne & Bailey, McNeal, Morgan & Sorensen, Stanton-Salazar & Dornbusch, Teachman, Paasch & Carver, Runyan, McKay, Atkins, Hawkins, Brown, Lynn, Belsky & Vondra, Xu, Tung, & Dunaway, Belsky & Vondra, Creasy & Jarvis, Garbarino, Kozlowska & Hanney, Mash & Johnston, Webster-Stratton, Sampson, Caughy, O'Campo, & Muntaner, Waterson, Alperstein, & Brown, Kunitz, Lynch, Due, Muntaner, & Davey Smith, Kawachi, Kennedy, Lochner, and Prothrow-Stith, Epstein & Becker, Henderson & Mapp, Ho Sui-Chu & Willms, Schneider & Coleman, Stevenson & Baker, Bryk and Schneider, Starkey & Klein, Hanf & Kling, Kogan)
- **Risk & Resiliency** (Kogan, Gordon, Wimberger, Hetherington, Belle, Lewis, Beavers, Gossett, & Phillips, Sayger, Alexander, Minuchin, Lewis, Piercy, Sprenkle, & Trepper, Alexander & Parsons, Elkin, Kumpfer, Cnric, Greenberg, Robinson, & Ragozin, McDonald, Friesen, Johnson, Gaudin, Febrarro, Dunst, Trivette, & Deal)

"If they don't depend on true evidence, scientists are no better than gossips."
Penelope Fitzgerald, author

Perspective & Vision

Perspective

Experiential learning

Our approach is intended to supplement existing classroom education with a school and community-based after-school forum, where content is replaced with process, and instructor-led verbal interaction is replaced with group interactivity and shared leadership. All of our programs supplement teacher-student lecturing with the purposive, whole-family activities that promote self-esteem, self respect, values, and family rules.

After school

We believe there are two fundamental ways that people receive education: Instruction and experience. Instruction is the transfer of knowledge through the use of didactic classroom instruction, reading, and homework. While tutorial interaction is indispensable to the development of children, it is limited to a particular kind of stimulation and knowledge dissemination. On the other hand, "experience" is exposure to--and participation in-- processes that frame our lives by shaping our personal and family values.

Our Mission... Help parents:

- Prevent substance abuse in their families
- Keep their kids in school and ready to learn
- Teach kids how to be safe, happy, and wise

Partnership

We feel that every community in the nation should provide an opportunity for families to embrace both aspects of nurturing so more class time can be devoted to educational interaction. At the same time, believe it is important that the schools take some role in the strengthening of families and values by providing non-class resources to programs that give children a way to experience positive behavioral improvements.



Holistic

Perhaps the most important part of our mediation process is that it allows the entire family to remodel their approach to the child and reestablish proper roles, responsibilities, and accountability within the family



Senator Herb Kohl poses with FST Inc founder Dr. Lynn McDonald

"Determination and perseverance will be present whenever there are opportunities for a parent to show their love in the presence of their children."

Dr. Lynn McDonald

Vision

Parent empowerment

We believe that basically all parents love their children and want what's best for them. We also believe that parents today are faced with enormous challenges to their effectiveness at bringing up kids. With the proper guidance, all families can act on their natural desire to do what's best for their children. With our help, parents finally have the resources, the platform, and the support to act on their hopes and dreams rather than let social interference cause them to surrender. We also believe that deep down, most kids yearn for parents who care for them and who show it by giving them proper guidance, even if that means restricting their activities and at times showing disapproval.

Family function

Our goal is to heal kids by strengthening their families through their parent-child relationships. Often in family engagement processes, the parents must admit that they too may have habits that they would like to change. Kids frequently have the keen ability to detect parental consistency and values, and they react accordingly. If the parents show their children that as parents, they can act responsibly and can devote some of their time to change and improve the rules of the home and to focus on the needs of their kids, a powerful catalyst for family renewal is introduced. Our universal program encourages the formation of that catalyst.

Universal and voluntary

structure. It empowers families to understand the problems they face, within a mutually supportive environment along with other families. In our group sessions there are no social classes or demographic boundaries that would allow people to claim that nobody else understands them and their special hardships. We find that nearly every problem that families experience and every threat to children can be witnessed in other families, and can be resolved through mediated self-service in group processes.

Our programs are preventive, early intervention, and universal. This means we do not screen families for specific problems. Everyone can benefit from our models, and everyone tells us they tremendously enjoyed participating. As people go through our programs, some parents and kids discover needs that they wish to take to another level outside our program. If families need additional healing or support services, we encourage them to seek guidance, and we can provide a venue for self referral. However, our programs do not replace professional therapeutic measures or crisis intervention for individuals with special needs

Ross is boss

Mayor race decided by 2-to-1 margin

By Jeff Martin | jeff.martin@examiner.net

Blue Springs Mayor-elect Carson Ross.

After having thought about running, and then finally deciding to throw his hat into the ring, Ross plucked the fruits of his labor Tuesday night after a landslide victory over Jeff Quibell.

According to unofficial results from the Jackson County Board of Elections, Ross handily defeated Quibell. Ross got 4,695 votes (67.44 percent) to Quibell's 2,252 votes (32.35 percent) Tuesday.

Ross said he felt voters in Blue Springs spoke their hearts and agreed with him in his claim that things are far from OK in Blue Springs.

"They spoke tonight," he said. "They saw what I had to offer and put their confidence in me. It feels good. I was feeling pretty confident at the end."



Confirmed as the new mayor of Blue Springs, Carson Ross addresses supporters after the final numbers came in Tuesday night. Ross defeated Jeff Quibell with 67.44 percent of the vote

But at the same time, Ross saw two of his biggest supporters - Ted Anderson and Emil K. Spears - lose in their respective district races. Anderson lost to Jeanie Lauer in the District 1 race and Spears lost to Kent Edmondson in the District 2 race.

"I'm sorry to see that they did lose, but I'll utilize them in some way if they're willing to," he said.

Ross has been relatively quiet about what he plans to do once taking office. He has said, and said again Tuesday, that he wants to improve communication between the City Council and various departments and work to improve several issues, including those areas like Woods Chapel Road, street conditions,

police quality.

Also facing Ross is the appointment of two new members of the Planning Commission. Current members Jeanie Lauer and Kent Edmondson, who won their district races Tuesday, will soon vacate their seats to assume duties on the City Council April 21.

Ross said he will speak to City Council about who would be the best candidates for those seats.

"I'm not sure who those candidates will be right now," he said, emphasizing he wants as much input as possible from the City Council. "I'm not here to dictate. I'm here as a leader."

For Quibell, who sacrificed his District 1 seat to run for mayor, the attempt for the mayor's office was worth it, he said, and his loss certainly does not mean residents have seen the last of him.

"I'll still be active in the community, as I've always been," he said.

Quibell said he most likely will not continue his Internet newsletter, one of the devices he used to spread his message about not only what was going on in the community but about what he was doing and what he planned to do as mayor.

"A lot of the information in that newsletter came from my experience as a councilman," he said, "so without that insight, it just wouldn't be the same. I will do a final newsletter thanking those who supported me."

Quibell, who phoned Ross to congratulate him, said he knew what kind of mountain he had to climb to beat Ross.

"Carson is a big time, well-respected leader in the community," he said. "I knew it was going to be a big challenge."

CARSON ROSS
Mayor Elect
3305 SW Park Lane
Blue Springs Mo. 64015
(816) 229-9528
ce2ross@sbcglobal.net

April 11,2008

Mr. Landon Rowland
Chairman
Local Investment Commission

Dear Landon

It is with heartfelt regrets that I must submit this letter of resignation effective immediately from an organization and a group of people that that I admire and respect for your work.

Most of you probably know by now that the people in community of Blue Springs elected me as their mayor on Tuesday April 8 with a resounding approval.

I have enjoyed my association and work with LINC since leaving the Missouri House of Representatives in 2003 and joined this distinguished group of dedicated and committed members of the greater Kansas City community serving the needs of children, families & community.

This letter isn't farewell rather I'll see you later as we continue to work for the cause of humanity. Although I officially leave as a commissioner, I will still be a supporter of this cause as mayor especially as LINC expands its services to the east.

It is with best wishes always

Carson Ross



MISSOURI ASSOCIATION OF SCHOOL ADMINISTRATORS

3550 AMAZONAS DRIVE, JEFFERSON CITY, MO 65109 - 573.638.4825 - FAX 573.556.6270

April 9, 2008

FOR RELEASE ON APRIL 9, 2008

Fort Osage R-I School District Superintendent Honored By School Administrators Association

Dr. Larry Ewing has been selected by the Missouri Association of School Administrators (MASA) as the recipient of the annual Robert L. Pearce Award for 2008. Ewing was selected by a committee of his peers. Each of the eight MASA districts nominated a superintendent for the award.

The Pearce award includes a \$500 cash award to the recipient and a \$500 scholarship for a student in the district of the award winner.

Ewing has been employed by the Fort Osage R-I School District as Superintendent of Schools since July, 2002. Previously, he served as Superintendent of Schools in the Rolla, Kennett, El Dorado and Iberia school districts and as a high school principal in the Nixa School District.

Ewing received his bachelor's degree from Missouri Southern State College, his master's and specialist degrees from Southwest Missouri State University and his doctorate degree from the University of Missouri-Columbia.

Under Ewing's leadership, the school district has focused on student achievement. The district has moved from being classified as "provisionally accredited" to achieving 13 of the 14 Missouri School Improvement Performance (MSIP) standards.

Ewing is a past president of the MASA, the Greater Kansas City Administrators Association, and the Greater Kansas City Cooperating School Districts. He was elected by his colleagues in 2003 and again in 2006 to serve on the Governing Board of the American Association of School Administrators. Ewing is serving as the co-chair of the MASA Legislative Committee. Ewing is currently chairman of the Board for Special Olympics Missouri, President of the Rotary Club of Independence and Chairman of the Board for the Missouri United School Insurance Council (MUSIC).

Ewing is the twenty-second recipient of the prestigious Robert L. Pearce Award.

Mr. Mikel Stewart
Ste. Genevieve Co. R-II
President

Dr. VeAnn Tilson
Union R-XI
President Elect

Dr. Paul Kinder
Blue Springs R-IV
Secretary

Dr. Forrest Bollow
Odessa R-VII
Treasurer

Dr. Doug Hayter
Branson R-IV
Past-President

Mr. Roger Kurtz
Executive Director

LINC was asked to provide information and support in response to these child deaths in Miller County.



Stop the baby killing, now!

Friday, February 15, 2008

Alexis Ward, Ocean McCoy, Blake Whitaker, Nevaeh Boggan and Wayne Anderson Jr. They all have something in common; they never had a chance.

Two children have died in 11 days in Miller County, Mo. Five children have died in the jurisdiction of the 26th Judicial Juvenile Court in less than eight months. Three murder charges have been filed and pending the completion of a sheriff's investigation later this week there may be a fourth. Recent atrocities against these children have made us step back to ponder the human condition in rural Missouri.

Are these child deaths an unavoidable trend with freakish timing?

Do the socio-economic conditions in Miller County lead to child murder?

Does the proliferation of drugs and alcohol abuse, particularly methamphetamines, make it impossible to protect children from mentally incapacitated parents?

Do parents, caseworkers, police, doctors, teachers, neighbors, community leaders, journalists and judges take responsibility for anything and make an attempt to fix what's broken?

Is the state agency charged with protecting children in rural Missouri doing its job or does the law tie its hands?

The Missouri Department of Social Services Children's Division is in shock, able only to muster statements like, "We're very concerned" and "We've sent a team to review open cases (at the Eldon, Mo. office)." A Children's Division spokesperson says they will be aggressively digging into the two most recent deaths -- Ocean and Alexis.

Since August we have investigated extensively the death of Wayne Anderson Jr. Anyone remotely familiar with the case will remember this child's agonizing demise weeks after being burned, allegedly by his mother.

During our investigation of Baby Wayne's death, we uncovered an error made by a Children's Division investigator that could have saved that child's life. It would have been as easy as picking up a telephone. Children's Division disputes the error and will not comment on whether or not they feel that investigation was handled appropriately by their agency.

We pleaded with legislators, sent e-mails to the big Missouri newspapers and raised a major stink within Children's Division. We received no correspondence from concerned politicians and there's no indication any changes were made at Children's Division. Worst of all, the national media somehow was able to turn a blind eye to a mother allegedly setting a baby on fire. We'd think that would be right up Court TV's alley at the very least. Go figure.

Now with kids dying at a clip of one every two months in a county with only 6,500 families, we anticipate someone with far-reaching influence may take notice. Four child deaths in Miller County, two murder charges and likely one more on the way should raise some flags -- or so we would think.

In the case of Ocean McCoy, it is unlikely Children's Division will get away with characterizing their involvement as "limited," like they claimed unsuccessfully in the case of Baby Wayne. Roshell Johnson has been charged with Ocean's murder. The details are fuzzy -- because

Children's Division has all the information -- but in a probable cause statement a Miller County Sheriff's detective said he learned that Children's Division had conducted an investigation about a year ago resulting in six of Johnson's natural children being taken from her care. Two of her children were in her custody and present at the home the night Ocean suffered her injuries, according to police. Again, the details are fuzzy and Children's Division will not confirm or deny any of these reported facts.

Whether Children's Division had an open case on Johnson previous to Ocean's death is unknown and any records of hotline calls about Johnson are likely to be kept confidential. Children's Division has flatly denied Missouri Sunshine requests on the subject.

The investigation into the death of Alexis Ward on Sunday, Feb. 10, remains in its infancy, coming less than two weeks after Ocean's demise. Our sources indicate abuse was present and we continue to await final reports from the sheriff's investigation. At that time, our suspicions may be validated and we may have no choice but to ask Children's Division what their involvement was with Ocean prior to her death.

In the end, the responsibility to exact change lands squarely on the governor's desk. At this point, it is not too much to ask for Matt Blunt to call for special task force to review all the circumstances surrounding these deaths. It has become blatantly obvious Children's Division and certain juvenile officers are incapable of self-regulation or actualization.

Legislators, Children's Division, the 26th Juvenile Court and other insiders capable of exacting any change whatsoever had best smell the raunchy stench wafting over Miller County. It carries the odor of a society and a system decomposing from apathy.

ABC17 – Columbia, Mo. - April 7, 2008

Miller Co. Responds to Numerous Child Deaths

A recently formed Child Abuse Task Force meets to discuss changes.

Miller County officials take action after four child deaths in less than a year. Since the last suspicious death of two year-old Alexis Ward nearly two months ago, the county's Children's Division put together a Child Abuse Task Force in hopes of preventing future cases. Monday marked the third meeting as both officials and community members want to see change.

We're told the State's Children's Division only uses 500,000 dollars of a one-billion dollar budget for child abuse prevention, which means as of now, it's mostly up to local offices to come up with the money.

One Eldon school official tells ABC 17 she has already applied for a grant. "It takes cash and it takes people willing to step forward and kind of commit themselves. It's a huge, it's a huge issue, but it's also a huge issue that we have children dying."

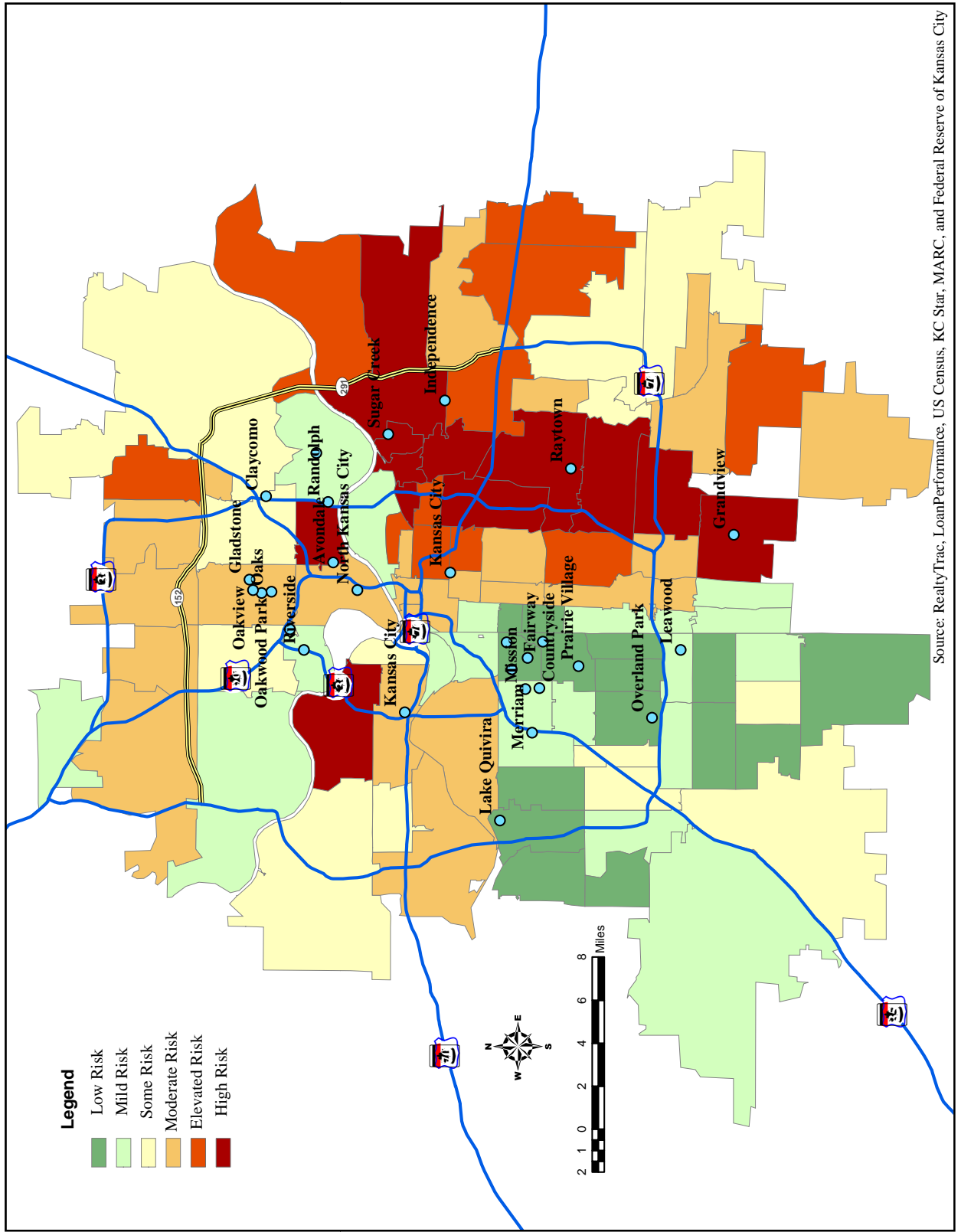
The 26th Circuit Chief Juvenile Officer Tammy Walden says she is glad to see community professionals so involved. "People want to step up and say what can we do, here we are, what can we do, how can you use me. It's been overwhelming, and we're very honored to be a part of it."

Monday's meeting focused on successful programs from other parts of the state. **A speaker from the Independence School District says they have a social worker in each school and a special hotline for family support.** A Miller County assessment is also in the plans to find out what issues should be top priorities.

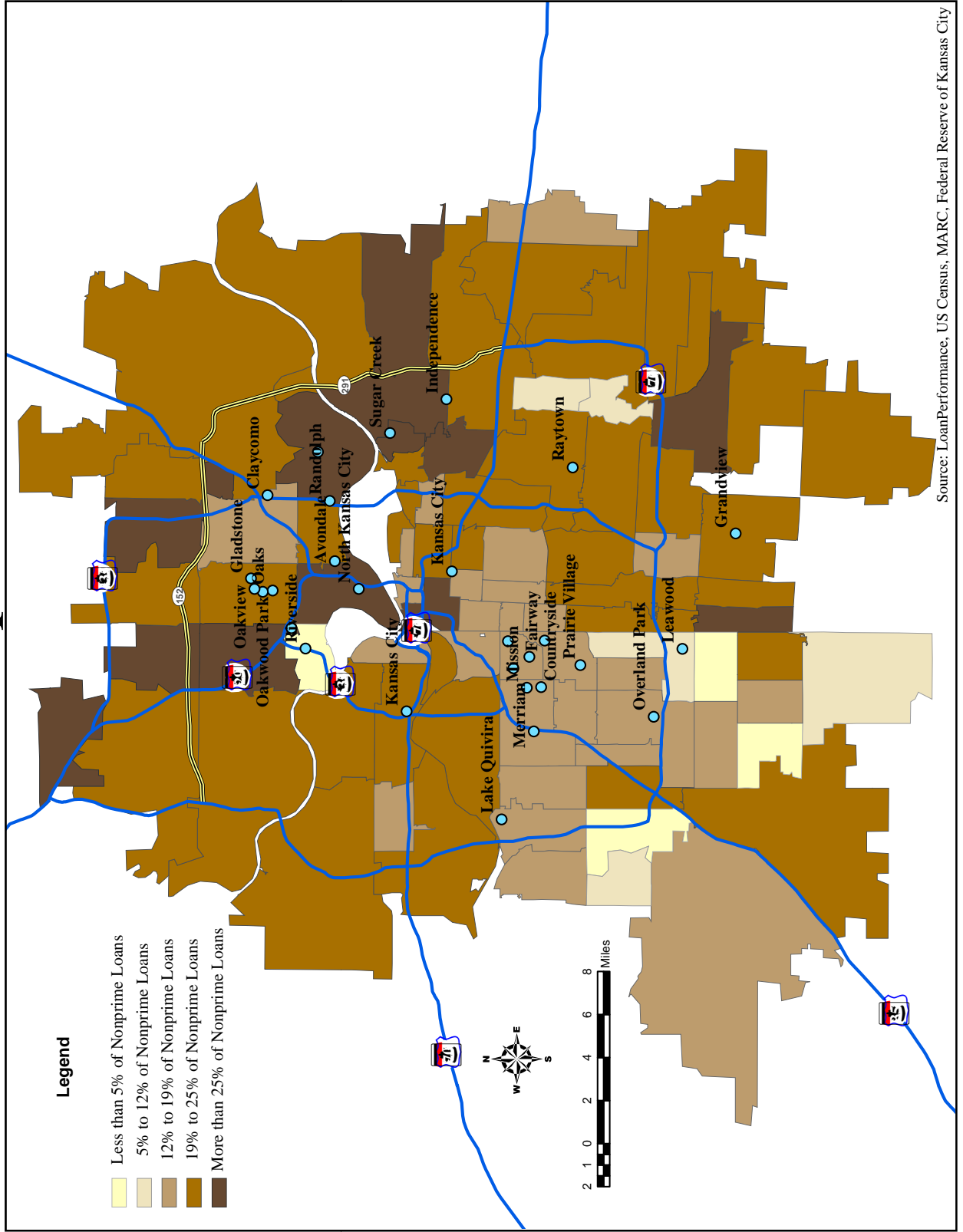
The next meeting is scheduled for either April 28 or 29 in Eldon. Officials say that meeting will be in a town hall meeting format, and they encourage families and parents to come.

As ABC 17 continues to follow the most recent child death of two-year-old Alexis Ward, the Sheriff's Department tells us they are still investigating the case, but do expect to release autopsy results this week.

Risk Assessment for New Foreclosures in 2008



Rate Resets on Nonprime Loans in 2008





BRIEFING PAPER

2008

Foreclosures and the Inner City

The Current Mortgage Crisis and its Inner City Implications

The Initiative for a Competitive Inner City (ICIC) is a national, not-for-profit organization founded in 1994 by Harvard Business School Professor Michael E. Porter. ICIC's Mission is to promote economic prosperity in America's inner cities through private sector engagement that lead to jobs, income and wealth creation for local residents. ICIC brings together businesses and civic leaders to drive innovation and action, transform thinking and accelerate inner city business growth and investment.

In 2007, 0.37% of the estimated national housing stock became the property of lending institutions.¹ That is, for every 1,000 homes in United States, in 2007 almost four became "real-estate owned," industry shorthand for residential properties whose ownership reverts back to banks or other mortgage holders. Real-estate owned ("REO") properties are of particular concern because they often end up being sold at auction prices or worse, abandoned buildings that create blight, drive down property values, and undercut the local tax base. In a setting where the magnitude and contours of the foreclosure crisis are still taking shape, REO data provide an unambiguous measure of foreclosure activity and its impact on different types of communities.

Table 1. Foreclosure Statistics by Location

	% of Housing Units in REO	% of owner occupied Housing Units in REO	REO per square mile
Inner City	.63%	1.52%	9.2
Rest of Central City	.41%	.71%	2.3
Rest of United States	.31%	.48%	.2
Entire U.S.	.37%	.61%	.3
IC/Rest of City	1.5	2.1	4.0
IC/Rest of U.S.	1.9	3.0	38.4

Unfortunately, these data paint a troubling picture of the incidence of foreclosures in America's inner cities.² Data from the 100 largest US cities show that in 2007, the REO rate in inner city neighborhoods was almost twice as high (0.63% versus 0.31%) as in the rest of the United States. (See Table 1.) These data underscore two important aspects of the current crisis. The first is that urban areas have been disproportionately affected by the crisis: REO rates even in higher-income central city neighborhoods are 30% higher than in the rest of the United States (0.41% vs. 0.31%). Second, within urban areas, lower-income neighborhoods (i.e., inner city neighborhoods) have suffered much higher foreclosure rates than their higher-income counterparts: inner cities foreclosure rates are a full 50% higher than those in the rest of the city. The data suggest, then, that there is an urban component to the foreclosure crisis, but that within urban areas, there is a sharp demarcation between inner city and higher-income neighborhoods.

¹ ICIC thanks RealtyTrac, which provided the foreclosure data used in this analysis, and Fannie Mae, which provided housing price data used in this analysis. A description of data sources and methods is outlined in a technical memorandum, "Foreclosures and the Inner City: Data Evaluation and Methodology." ICIC Research, March, 2008.

² ICIC defines inner cities as core urban census tracts with 20% or higher poverty rates or that meet two of the following three criteria: poverty rate of 1.5 times or more that of their Metropolitan Statistical Areas; median household income of 1/2 or less that of their Metropolitan Statistical Areas; and unemployment rate of 1.5 or more that of their Metropolitan Statistical Areas.

Even these numbers, however, underestimate the full impact of foreclosures on inner city neighborhoods. A better measure of the extent of the crisis is foreclosures as a percent of owner-occupied properties, a measure that excludes public housing units, which do not have residential mortgages, and multi-family rental properties with five or more units, which will carry commercial rather than residential mortgages. Using this measure, foreclosure rates per unit are two times higher in inner cities than in the rest of central cities and three times higher than elsewhere in the United States.

Although the foreclosure problem is fairly widespread across US inner cities – 70% have REO rates that are higher than in the rest of their central city – the problem is particularly acute in some areas. Table 2 lists the inner cities with the highest 2007 foreclosure rates. Detroit and Cleveland had the highest 2007 REO rates, 3.7% and 3.0% respectively, and joined by five other Midwestern cities: Indianapolis, Akron, St. Louis, Toledo, and Kansas City. These inner cities are likely plagued by two factors that are contributing to REO rates: high foreclosure activity and low demand for housing, which will reduce the chance to sell homes at auctions, thus ensuring that they revert back to the mortgage owner. Atlanta, Stockton, and Sacramento are also among the worst inner cities in terms of 2007 REO rates. However, based on the number of properties in early stages of foreclosure in the last months of 2007, we expect that in 2008, California inner cities will figure much more prominently in the foreclosure crisis than they did in 2007.

Table 2. Inner Cities with the Highest REO Rates, 2007

Inner City	2007 REO Rate
Detroit	3.7%
Cleveland	3.0%
Atlanta	2.6%
Indianapolis	1.9%
Akron	1.8%
Stockton	1.7%
St. Louis	1.6%
Toledo	1.6%
Sacramento	1.6%
Kansas City	1.6%

Some analyses of the foreclosure crisis identify the expansion of home ownership opportunities for low-income persons as a driver of the current crisis. In this view, increases in home ownership rates among low-income groups is responsible for rising foreclosure rates, a claim that if true, could explain high foreclosure rates in the inner city, where income levels are significantly lower than in the rest of the United States. However, our analysis calls into question the accuracy and completeness of this argument: even after controlling for median income, a owner-occupied housing unit in an inner city zip code was twice as likely to have gone into foreclosure in 2007 as a unit elsewhere in the country. This finding is particularly difficult to explain in light of evidence that housing price increases, which usually correlate negatively with foreclosures, actually grew faster in inner city neighborhoods than other areas in the years leading up to the crisis.

We believe that the root causes of these trends are not the financial behavior of residents but the unique characteristics of the physical environment in inner cities, especially the high density of housing. As was recently pointed out by Federal Reserve Chairman Ben Bernanke, neighborhoods with high concentrations of foreclosures suffer additional fallout in terms of financing options, home sales, prices, and abandoned properties.³ Where these effects have been quantified, the numbers are sobering. A 2005 study in Chicago found that every foreclosure reduces the value of single family homes within 1/8th of a mile by 1.0-1.4 percent.⁴ These impacts increase closer to the foreclosed property: a study of foreclosures in Philadelphia found that being within 150 feet of an abandoned property decreased housing values by \$7,600.⁵ Utilizing research for the Fannie Mae Foundation,⁶ the Center for Responsible Lending estimates that having a foreclosed property in the neighborhood decreases a home's value by an average of \$5,000.⁷

Price decline along with other products of foreclosures in a neighborhood in one time period will act as causes of additional foreclosures in that neighborhood in the next time period. These feedbacks effects are likely to be felt most acutely in inner cities, where housing density (housing units/square mile) is 2.5 times higher than in other urban neighborhoods and almost twenty times higher than in the rest of the United States. In 2007, the combination of high foreclosure rates and dense

³ Bernanke, Ben S. (Speaker). (2007). "Subprime Mortgage Lending and Mitigating Foreclosures." Washington, DC: Committee on Financial Services, U.S. House of Representatives.
⁴ Temple University Center for Public Policy and Eastern Pennsylvania Organizing Project. (2001). *Blight Free Philadelphia: A Public-Private Strategy to Create and Enhance Neighborhood Value*.
⁵ Apgar, William, and Mark Duda. (2005). *Collateral Damage: The Municipal Impact of Today's Mortgage Foreclosure Boom*. Washington, DC: Homeownership Preservation Foundation.
⁶ Immergluck, Dan and Geoff Smith. (2006). *The External Costs of Foreclosure: The Impact of Single-Family Mortgage Foreclosures on Property Values* Fannie Mae Foundation.
⁷ The Center for Responsible Lending. (2008). "Subprime Spillover: Foreclosures Cost Neighbors \$223 billion; 44.5 Million Homes Lose \$5,000 on Average." Durham, North Carolina.

housing stock created foreclosures per square mile that were almost forty times higher in the inner city than in the rest of the country.

The distribution of foreclosures within inner cities is also troubling. Within inner cities, the highest incidence of foreclosures is not in higher-income neighborhoods where gentrification lead to price appreciation and speculation, nor in the lowest-income neighborhoods, where residents might struggle most financially. When ranked by median income, neighborhoods in the middle of the range suffered higher average foreclosure rates (0.67% of housing stock) than either the poorest neighborhoods (0.62%) or the highest-income inner city neighborhoods (0.44%). These patterns suggest that those neighborhoods that were improving in terms of livability and stability are at greatest risk of widespread foreclosures and the attendant problems. This raises fears that the current crisis could undermine decades of hard-won gains in inner city neighborhoods across the country.

Our data do show that foreclosures are likely to increase in 2008 in the inner cities and across the United States. Still, much is unknown about the nature and velocity of the current foreclosure crisis. Some factors that have been identified as contributing to foreclosures across the country are more important in inner city neighborhoods. For example, Latinos and African-Americans, who account for a large portion of the inner city population, are far more likely to have sub-prime loans than white homeowners with similar incomes.⁸ The prevalence of these loans,

which are six times more likely to enter foreclosure than prime loans, is certainly an important part of the inner city foreclosure story. For other factors, such as changes in housing prices, our first cut suggests that its relationship to foreclosures might be different in inner cities than in other parts of the country. A thorough, systematic look at the causes and consequences of the foreclosure crisis must be undertaken in order to develop short-term intervention strategy and a longer-term policy approach to replace the wealth that has been so quickly drained from the inner city.



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⁸ Association of Community Organizations for Reform Now (ACORN). 2004. *Separate and Unequal: Predatory Lending in America*. ACORN: Washington, DC.