

LINC Commission Meeting

June 15, 2009



A family celebrates at the graduation ceremony for Developing Your Family Child Care Business.
LINC was a pilot site for developing the curriculum in 2001.



3100 Broadway, Suite 1100 - Kansas City, MO 64111 - (816) 889-5050 - www.kclinc.org

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, June 15, 2009 | 4 – 6 p.m.
Kauffman Foundation
4801 Rockhill Road
Kansas City, Mo. 64110

Agenda

- I. Welcome and Announcements**
- II. Approvals**
 - a. May minutes (motion)**
- III. LINC President's Report**
- IV. Vocational Education – Fort Osage**
- V. Caring Communities Expansion**
- VI. Other**
- VII. Adjournment**



THE LOCAL INVESTMENT COMMISSION – MAY 18, 2009

The Local Investment Commission met at the Kauffman Foundation, 4801 Rockhill Rd., Kansas City, Mo. Chairman **Landon Rowland** presided. Commissioners attending were:

Bert Berkley
Sharon Cheers
Steve Dunn
Herb Freeman
SuEllen Fried
Rob Givens
Anita Gorman
Bart Hakan
Adele Hall

Richard Hibschan
Judy Hunt
Rosemary Smith Lowe
Sandy Mayer (for Mike Sanders)
Mary Kay McPhee
Richard Morris
David Rock
David Ross
Gene Standifer

Rowland made the following announcements:

- A special LINC Commission meeting was called for April 27 at the LINC offices. At the meeting Commissioners decided to authorize a contract between LINC and the Kansas City, Mo. School District.
- LINC will host a regional Child Care Development Public Hearing on May 20 at the administrative offices of Mid-Continent Public Library
- KCPT is airing a special series The Art of Aging including a May 27 special report on Kansas City.
- LINC will sponsor the Southeast Neighborhoods Family & Youth Festival which will be held on Saturday, May 30, in Swope Park.

Consuella McCain-Nunnally of the Greater Kansas City Chamber of Commerce reported the Chamber and the Minority Business Alliance will hold the POWER of Diversity Celebration on June 16 honoring the 2009 graduates of the Herman A. Johnson Business Mentorship program.

LINC Treasurer **David Ross** reported that LINC's fiscal year 2007-08 IRS form 990 is publicly available on the LINC website.

A motion to approve the April 20, 2009, and April 27, 2009, LINC Commission meeting minutes passed unanimously.

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

Hobbs reported on the agreement between LINC and the Kansas City, Mo. School District. Beginning Aug. 20, LINC will provide the Caring Communities Before & After School program at 16 district schools, and Caring Communities (but not the Before & After School program) at an additional 20 schools. LINC has begun the process of interviewing new staff and assessing resources that will be needed for the expansion.

LINC is also working on a proposal to provide a Zero to Three parenting education program at two to three KCMSD school sites.

LINC staff met recently with Kansas City **Mayor Mark Funkhouser** to discuss implementing in Kansas City a program modeled on the Harlem Children's Zone in New York City.

A video of U.S. Secretary of Commerce **Gary Locke** speaking at a Kansas City Town Hall meeting on the importance of the 2010 U.S. Census was shown.

Dennis Johnson, regional director of the U.S. Census Bureau, reported on the 2010 Census. The bureau is seeking to conduct an accurate Census to ensure citizens are properly represented in Congress and that funding that comes from the federal government is properly distributed. Johnson reported on the barriers to an accurate Census and on the importance of enlisting community partners to overcome those barriers. Discussion followed.

Karen Clawson of the Mid-America Regional Council (MARC) gave a presentation on MARC's Transportation Outlook 2040. MARC is developing a long-range transportation plan to identify needs and resources, coordinate across municipal and state boundaries, and guide future investment. MARC will hold a public meeting on June 3 to share preliminary plan strategies. Discussion followed.

LINC Communications Director **Brent Schondelmeyer** gave a report on LINC website development from 1998-present. The LINC website has undergone several significant redesigns in order to accommodate LINC's increasing use of electronic media to convey information. LINC has also supported development of websites for its partners.

Donovan Mouton of One Economy reported that it will give LINC responsibility for managing content of The Beehive (kansascity.thebeehive.org), a website that provides links to resources related to money, health, jobs, school and housing. One Economy will provide LINC an Americorps VISTA volunteer to help develop and manage the website content. Discussion followed.

The meeting was adjourned.

The Career and Technology Center at Fort Osage



2009-2010 School Year

*Proudly serving: Blue Springs, Blue Springs South,
Fort Osage, Grain Valley, and Oak Grove High Schools.*

(816) 650-7180



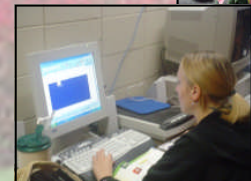
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"Your pathway to success!"

CTC Career Programs

- Auto Collision Technology
- Automotive Technology I & II
- Computer Aided Design (CAD)
- Computer Support Specialist I & II
- Construction Trades Technology
- Culinary Arts
- E-Studies
- EMT/Firefighting
- Health Occupations
- Landscaping & Greenhouse Operations
- Information Technology

The Career and
Technology
Center



The Career and Technology Center
at Fort Osage



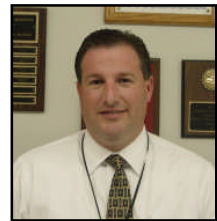
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A Message from the Director

Welcome to the Career & Technology Center. The high schools of Blue Springs, Blue Springs South, Fort Osage, Grain Valley, and Oak Grove send students to the CTC. We currently offer fourteen programs. Twelve of the programs are housed at the CTC on the central campus--these programs are: Auto Collision Technology, Automotive Technology I & II, Construction Trades Technology, Computer Aided Design Technology, Computer Support Specialist I & II, Culinary Arts, Emergency Medical Technician, Fire Science, Health Occupations, and Information Technology. You will have the opportunity to find out more information about each of these programs as you venture through the brochure.



Mike Pantleo, Director

Two programs are available at satellite locations. The Landscaping and Greenhouse Operations program is located on Courtney Road east of 291 Highway in Sugar Creek. The E-Studies Program is housed at the Independence Center Mall. The E-Studies program also serves students from the Independence School District. In addition to 14 certified teachers on staff, the Career Center has two administrators, a counselor, a special needs person, an essential skills instructor, and three secretaries.

Our programs are continually upgraded to stay current with the latest technology in business and industry. Thousands of dollars each year are spent to keep technology current at the Career & Technology Center.

We welcome your questions and feedback. For enrollment information contact Ms. Mary Cowan, Counselor, at 650-7188. For information on adult/community education classes call Ms. Kim Stewart at 650-7183. We hope you will find the brochure to be interesting and informative. Again, we welcome any comments and questions you may have about our school and programs.





CTC Student Organizations

The Career and Technology Center offers five career and technical student organizations (CTSO) that students may participate in by enrolling in a particular program. A CTC student may become a member of National Technical Honor Society (NTHS) if they qualify. Each of the fifteen programs offers a student organization that is closely related to the course that enhances the student's experience while enrolled in a career and technical program.



Students who have maintained a 3.0 Cumulative Grade Point Average over their first five semesters of high school, and have earned a "B" average or higher in their career and technical program, may choose to become a member of **National Technical Honor Society**. Students must also be recommended by their CTC program instructor.

DECA, FBIA, FFA and SkillsUSA make up the four remaining student organizations. Students enrolled in each program have the opportunity to participate in one of the four organizations. Students may participate as members only, or may choose to hold leadership offices, attend professional development activities, compete in an event related to their program and skill set, or initiate a community or social event. Students also may receive state or national scholarships for their participation. Below, each of the four CTSO's are represented. We hope you find it helpful to see the opportunities that your son/daughter will have as a member.

CTC Student Organizations:				
Programs that participate in each student organization:	Automotive Technology, Auto Collision, Computer Support Specialist I & II, Computer Aided Design, Construction Trades, Culinary Arts, Fire Science, EMT, and Health Occupations.	Entrepreneurial Studies	Information Technology	Landscape/Greenhouse Operations
Offers students to compete in District, State, and National Competition:	Yes	Yes	Yes	Yes
Offers students the opportunity to hold leadership positions and participate in leadership training :	Yes – officer positions available Has several opportunities for leadership or professional development	Yes – officer positions available Has several opportunities for leadership or professional development	Yes – officer positions available Has several opportunities for leadership or professional development	Yes – officer positions available Has several opportunities for leadership or professional development
Offers 1 or 2 years of membership for students:*	2 years in most programs	1 for Independence Center Chapter	2 years	2 years
Offers community and social activities:	Yes – Both	Yes – Both	Yes – Both	Yes – Both

*Each of the organizations require students to be paid members. Membership for participation will be no more than \$20.00 for any student organization.

40 YEARS OF CTC!

(1968-2008)

The CTC is celebrating 40 years of serving students from Blue Springs, Oak Grove, Grain Valley and Fort Osage High Schools.



Student leaders from the four cooperating districts broke ground for the 1968 opening of the Career Center at Fort Osage. The superintendents from each district are in the background.

The Fort Osage Area Vocational-Technical School opened to students during the 1968-1969 school year. Three years prior, superintendents from Blue Springs, Fort Osage, Grain Valley, and Oak Grove met with a representative from the State Department of Education to initiate this project. Since the beginning of the educational process more than 30 years ago, many things have changed, including the name.

In recent years the name of the school was changed to the Career and Technology Center at Fort Osage. Changes such as these were inspired by National and State name and image changes. Our goal to provide a pathway to college or further training has become just as crucial as to prepare students for immediate employment.

Thu, Jun. 04, 2009

KC School District proposes closing 13 schools

By JOE ROBERTSON
The Kansas City Star

Kansas City school administrators unveiled a plan Thursday night to close 13 schools as a shrinking district struggles to cut costs.

The proposal figures to launch a vigorous public debate before the Board of Education attempts to agree on a final plan and budget by the end of June.

Seven elementary schools would merge with other schools.

Other closures include two eighth-grade centers that are phasing out. Two previously closed schools that had been used as temporary sites would close again. The district's alternative K-8 program would be relocating to a site not yet determined. And a training school for Montessori teachers would close.

Board members and administrators wrangled over the puzzle for two hours Thursday, the last of three nights of budget workshops, leaving many issues unresolved.

"It's been a very difficult year," board member Arthur Benson II said at the end. "We've asked a lot of critical questions. ... We're not where we want to be, but change is palpable. Once you get a taste of better schools, the desire for more feeds on itself."

The district has several elementary schools facing state sanctions that need to be reconstituted. It has buildings without air conditioning or in need of repairs.

The administration wants to combine closed schools into schools with adjacent boundaries, but also consolidate underenrolled seventh- and eighth-grade classes.

It's also trying to resolve a conflict between a conversion to K-8 schools that has drawn enrollment from a middle school that feeds its fine arts and performing arts high school at Paseo Academy.

There would be no other boundary changes under the proposal. No changes were proposed for high schools or middle schools.

The changes would reduce the number of schools from 64 to 51 and potentially save the district \$4 million to \$5 million.

Based on current enrollment, 1,800 to 2,000 students would be changing schools in August.

The school closures are part of a budget proposal heavy on cutbacks that is absorbing an expected 16 percent drop in revenue, from \$274 million to \$230 million, in the coming school year. Although John Covington does not officially start as superintendent until July 1, he was in Kansas City this week participating in planning that can't wait until then.

Along with closing schools, the district projected it will be cutting some 300 teaching positions, more than 50 building administrators and close to 20 central-office positions. Attrition probably would cover most of the losses. Whether layoffs would be needed remains unclear.

The district also is planning to reduce pre-kindergarten programming that it was funding out of its general budget without state aid.

Covington, who was not at the meeting Thursday, will be briefed, interim superintendent Clive Coleman said. The administration will refine the plan, and the public will have its say on the budget at 6:30 p.m. June 16 at district headquarters.

The district is coping with an erosion in enrollment. The district projects that the number of students will fall again in 2009-10, from 18,178 to under 17,000.

The district has closed, razed or sold more than 35 buildings since the late 1960s, when enrollment peaked at nearly 75,000 students. But the cutbacks have not kept pace with the steep decline. Many buildings this year were less than half full.

Competing charter schools, which began opening in 2000, enrolled nearly 8,000 students in 2008-09 and are expected to increase next year.

An administrative team weighed several factors as it came up with the plan to close schools.

First, the district just went through a round of redrawing boundaries as it converted to a mostly K-8 system and saw seven of its schools switched into the Independence School District. So boundaries were not redrawn again.

The team gave top consideration to moving schools that had gone several years without meeting the Annual Yearly Progress requirements, or AYP, dictated under the federal No Child Left Behind law.

The team also considered enrollment; the condition of buildings, including whether they had air conditioning; and how well buildings were wired for high technology.

The options were not always clear-cut.

In proposing to close McCoy Elementary, the district would move out of a school that has made AYP every year under No Child Left Behind. It is mostly full and has strong community programs.

But McCoy is an old building in need of expensive repairs, and it lacks air conditioning. The district wants to move staff and students to Rogers and Trailwoods, new buildings with air conditioning that have struggled academically.

The district proposed moving Moore Elementary to Central Middle a year ago as Central was being phased out as a middle school. Last year, Moore students would have shared the building with the eighth-grade center at Central, but the district held off after many parents objected.

Now that Central Middle is vacant, the district is planning the switch again, moving out of Moore, which has no air conditioning.

In other moves, Richardson Elementary students would go to Franklin, Graceland Elementary would merge with Carver, and students in the French magnet program at Longan Elementary would move in alongside the Spanish magnet program at Foreign Language Academy.

In some cases, the district is making changes to try to cluster seventh- and eighth-grade classes, which were severely underenrolled in some of the K-8 schools. The low numbers complicated the district's need to provide specialized courses in mathematics and science in the middle grades.

The district also proposed changes to help ease declining enrollment at the Kansas City Middle School of the Arts, a sixth- to eighth-grade magnet school that was having trouble competing with K-8s.

Melcher Elementary would become a K-5 magnet school in the visual and performing arts to act as a feeder school. Melcher's upper-grade students and K-5 students who don't want to be in the magnet program would go to King Elementary.

Three other elementary schools that used to be art school feeders — Longfellow, Phillips and Gladstone — would remain K-8 neighborhood schools but re-emphasize their arts programs.

Board president Marilyn Simmons raised numerous questions and objections. She criticized the arts programming proposal, saying it wouldn't work unless more of the feeder schools were returned to K-5s.

"It's about choices," administrator Don Bell said, defending the district's proposed combination of the K-8s and an arts magnet middle school.

"No," Simmons retorted. "It's a song and dance."

Parent Yvonne Boyd, the chairwoman of the District Advisory Committee, came away from the workshop Thursday thinking the plan, though likely to be modified, had a chance to win enough consensus.

"It's a balancing thing," Boyd said. "I think there is something to work with here. The bottom line is, I'm hoping parents will believe the district is here to teach their kids with the best possible education. We have to make changes."

What's next

A public hearing at 6:30 p.m. June 16 at the district's downtown offices, 1211 McGee St.

Key numbers

Enrollment: Projected to drop under 17,000

Students moving: 1,800 to 2,000

Savings: Up to \$5 million a year

Tue, Jun. 02, 2009

Editorial: Covington's lengthy to-do list

The Kansas City school board's recent signing of a contract with new superintendent John Covington capped a refreshingly harmonious selection process.

Now comes the hard part.

Covington, 50, is scheduled to begin work July 1 with a three-year contract and a starting salary of \$250,000 a year. He has a truck load of things to accomplish and precious little time to get everything done.

Topping the list is improving and carrying out a "turnaround plan" that the district designed to reach full accreditation and forestall a possible state takeover.



At least one consultant has questioned whether the plan is rigorous enough to improve student academic performance. And a dysfunctional administrative structure and institutionalized board micromanagement are obstacles to making the necessary improvements.

Covington, who earned high marks as superintendent in Pueblo, Colo., must have the school board's support in creating a strong administrative team — something the district has lacked for years.

The new superintendent will also have to be the Kansas City School District's biggest booster. Administrative turmoil, lackluster academic performance and the accreditation problems have eroded trust in the district and its schools, and have unfairly tainted many dedicated educators and good students.

Covington has to build community trust in the district's education efforts, sculpt a new reputation for the schools and give the public a real sense of confidence in what the district is doing. Those are no small tasks.

A first step in restoring confidence is to assure the public that schools are safe. The district has been troubled recently by several reports of sexual assaults involving students. Security must be a paramount concern in all of the schools.

Covington must get teachers and administrators marching in step to raise student test scores and academic performance. He also must enlist more parent, business, community and alumni involvement in the schools. Students need to see that the city is behind their accomplishments.

Other priorities: Reducing truancy, lowering the dropout rate and improving high school curriculums to better prepare students for college.

The school district and its students have been dogged for too long by low expectations. Covington's high bar for success is to change that dynamic.



Community Schools Race to the Top of the Class

A Brief for Governors, Other State Leaders & Local Education Agencies

May 27, 2009

Introduction

Race to the Top Funds present a rare and challenging opportunity for Governors, other state officials, and local school leaders to drive transformative change in public education. As state and local leaders seek ways to support struggling schools, the Coalition for Community Schools urges that they mobilize the assets and expertise of families and communities to support student success.

This approach, described by Secretary Duncan as turning schools into centers or hubs of the communityⁱ and implemented in 150 Chicago schools, is also known as **community schools**, community learning centers, or full-service schools. Research indicates that the *schools as centers of community* approach has positive impact on student achievement as well as other key factors proven to lead to achievement such as attendance, family involvement, behavioral incidents and school climate.

Community schools are open before and after school, evenings, weekends, and summers. Drawing in community partners to work shoulder to shoulder with school personnel, community schools offer an array of support and opportunities to improve student learning, strengthen families, and promote healthy communities. They also provide:

- A strong core curriculum that incorporates community-based learning opportunities like service-learning, project-based, and civic education;
- Enriched youth development activities to enhance children's social, emotional, and academic learning;
- Intensive family and community engagement activities;
- A comprehensive and cohesive system of school and community supports to address a range of barriers to learning, development, and teaching; and
- Linkages between schools and early childhood programs that ensure children are ready to learn when they enter school.

Community schools align school and community resources to achieve specific results. Educators and community partners coordinate efforts to ensure that children succeed

academically by being ready to learn, healthy, engaged in learning, and active in their communities.

Community schools strengthen families by purposefully involving them in their children's education. By involving families and building relationships within the community, they weave an interconnected web of support that contributes to communities being desirable, safe, and supportive places to live.

The community schools approach responds to the factors— in and out of school—that influence student achievement. An updated report from the Educational Testing Service, [Parsing the Achievement Gap II](#)ⁱⁱ, highlights these factors. It makes clear that teacher quality and rigorous curriculum matter, but also recognizes that parent participation, high student mobility, health and nutrition, and summer learning opportunities are directly correlated with the achievement gap. Community schools address these factors in order to close the achievement gap.

Support for Community Schools Grows

We are seeing a growing trend where Local Educational Agencies (LEAs) are joining with local governments, United Ways, philanthropists, businesses, along with public and private agencies to invest in community schools. Local leaders are engaging in serious dialogue about how to harness the shared capacity of schools and communities to achieve common goals. They are applying leadership, vision, flexible funding, and a focus on results to overcome barriers to interagency collaboration. Rural, suburban and urban communities, such as Chicago; Portland, Oregon; the Lehigh Valley of Pennsylvania; Cincinnati and Akron; Evansville, Indiana; New York City; Grand Rapids, Michigan; Lincoln, Nebraska; and South King County, Washington, are leading the way.

A recent report to states from the KnowledgeWorks Foundation and MCREL supports the community school approach. Using the framework in the KnowledgeWorks Map of Future Forces Affecting Educationⁱⁱⁱ, the report [Transforming Urban Education: Implications for State Policy Makers](#)^{iv}, recommends that states develop a

comprehensive approach to urban schooling, suggesting that schools be hubs or the educational center for students, families, and communities, where the “walls between the school and community break down.”

From the U.S. Department of Education, ARRA guidance explicitly recognizes community schools as a strategy to turn around persistently low performing schools. The guidance permits funding to “support community schools that offer art, reading clubs, and other academic enrichment while also engaging community, social service and health organizations to better serve students and their families.”

Connection to ARRA and State Incentive Grant Priorities

Community schools offer states a unifying strategy to address the priorities of ARRA and the State Incentive Grant program. The strategy improves academic performance in struggling schools, turning them around by addressing barriers to learning, and offering enriched learning experiences connected to the real-world. By taking the community schools approach as a leading state education reform strategy, Governors can effectively mobilize state and local assets in support of the education of our children.

Community schools improve teacher effectiveness by bringing in community supports and services that allow teachers to focus on the business of teaching. The strategy is based on data systems that not only measure academic success, but also capture early warning signs of academic failure including early chronic absenteeism, reading by grade 3, and key health indicators, such as vision and hearing screening and treatment. They operate on rigorous college and career readiness standards, standards that not only outline what students should know, but encourage an enriched curriculum connected to the real world. Community schools improve results by aligning early learning, extended learning time, and more effective use of technology toward common goals.

A Framework for State Action

The Coalition offers the following framework for Governors, other state leaders, and local education agencies to consider as they prepare their applications for the Race to the Top Fund.

Policy and Capacity Building – Inter-departmental Teams

With the support of the Governor, Chief State School Officer, and other state agency leaders, states can organize inter-departmental teams to support the *schools as centers of community* strategy. Existing interagency entities, such as Children’s Cabinets, should be aligned to this purpose. The state team would develop changes in state level data systems, academic standards, and assessment frameworks, and also formulate the state professional development and capacity building strategy. State teams also would be charged with adjusting state funding practices to enable LEAs and their communities to better align state and federal programs.

Local Results-focused Partnerships

Governors can use Race to the Top Funds to provide incentives for partnerships at the local level that are focused on implementing the *schools as centers of community* strategy. Community schools intentionally align resources and relationships toward specific results for students, families, schools, and the community.^v

Therefore, we suggest that states invite LEAs with high numbers of struggling schools—in urban, suburban and rural areas—to apply for funds. An RFP process would ensure equity in the distribution of funds and enable states to select LEAs that have demonstrated efforts in building relationships that lead to partnerships, committed local leadership from the school and key institutions, and a willingness to commit local resources to community schools. Local resources could include public or private dollars from any source: LEA, city, county, United Way, or philanthropy.

Comprehensive Data Systems

We propose that states also use Race to the Top Funds to build comprehensive 21st century data systems that include an array of academic measures and factors that recognize and address the warning signs of academic failure. The data system would include non-academic factors, such as early chronic absence, reading by grade 3, family involvement, student engagement, key health indicators^{vi}, and others, as featured in the research mentioned earlier, that correlate with the achievement gap.

State policy should make this data available in a disaggregated format and accessible to state and local leaders and the public, so they can take action to address the multiple factors that influence student achievement.

Professional Development and Capacity Building

Professional development and capacity building should be key components in a state's Race to the Top strategy. Professional development from a community schools perspective would:

- Ensure that teachers not only have strong pedagogical skills, but also know how to work with families, including conducting home visits and engaging in effective parent-teacher conversations;
- Enable principals to recognize the assets within their communities and effectively integrate those assets into the life of the schools; and
- Provide opportunities for school personnel and people in related disciplines and organizations, such as social services, youth development, health and mental health, and community development, to share high quality learning opportunities.

On the capacity building side, local partnerships will need support to enable them to develop sustainable strategies that will be in place when Race to the Top Funds are no longer available. Issues to be addressed in these capacity building efforts include: results-based planning, partnership development, evaluation, financing and communications, among others. States should look at successful community school initiatives for capacity building ideas.^{vii}

Standards and Assessments

High standards are a key element of community schools. Standards should not mean standardization that can lead to diminished student engagement. States can use funds to ensure that standards enrich curriculum that engages low-

performing students. States should review their standards to ensure that they facilitate experiential pedagogy, such as service learning, place-based, work-based, and project-based learning. These strategies, when embedded throughout the curriculum, have great potential to engage students and improve their academic performance. On the assessment side, states should use Race to the Top Funds to implement more sophisticated assessment methods that reach beyond “bubble” tests, such as portfolios, culminating events, and project presentations.

Learning Communities and Documentation

Capturing the lessons of this work through a learning community and third party documentation will enable states to build on their Race to the Top work when funding concludes—avoiding the cliff. We suggest that states organize cross-state and local learning communities to share strategies, tactics, tools, and lessons. Documentation will help states monitor progress, capture lessons learned, and meet an ARRA requirement to ensure transparency, reporting, and accountability.

Support for Struggling Schools

Supporting struggling students and schools is at the heart of both the Race to the Top Funds and the community school approach. When schools become centers of the community, they are open more hours per day, more days per week, and more weeks per year, providing opportunities and supports for children and families that are connected to academic and life achievement. Community schools surround youth with a safety net of caring adults—parents, neighborhood residents, and other citizens who are helping them prepare for college, work, and citizenship.

U.S. Effort to Reshape Schools Faces Challenges

By [SAM DILLON](#)

CHICAGO — As chief executive of the Chicago public schools, [Arne Duncan](#) closed more than a dozen of the city's worst schools, reopening them with new principals and teachers. People who worked with him, and some who fought him, say those school turnarounds were worth the effort, but all aroused intense opposition.

"It's always painful," said David Pickens, who was Mr. Duncan's top lieutenant in the school makeover efforts here. "It's like a root canal every year."

Now Mr. Duncan, [President Obama](#)'s education secretary, wants to take school turnaround efforts nationwide on a scale never tried before. In speeches and interviews, he said he would press local authorities to close thousands of the country's worst schools, the dropout factories where only a tiny fraction of students are reading at grade level, and reopen them with new staff members.

Mr. Duncan appears to have the money to drive the effort. Experts estimate the cost of overhauling a failing school at \$3 million to \$6 million. Mr. Duncan controls \$3 billion in the economic stimulus law that could go to school turnarounds, and the administration's 2010 budget requests \$1.5 billion more.

Still, he faces many obstacles, experts said.

"Closing a school is the most difficult task any superintendent or school board can attempt, and not many succeed," said Terry Mazany, who watched Mr. Duncan's school makeovers as chief executive at the [Chicago Community Trust](#). "But it's not impossible, and it's the right thing to do."

Mr. Duncan wants to see 250 schools closed and reconstituted next year. That would mean dismissing thousands of teachers next spring, hiring replacements and opening newly reconstituted schools in fall 2010.

Formal closure is necessary for chronically failing schools, Mr. Duncan said, to reset the learning environment more dramatically than simply tweaking the curriculum and retraining the old staff.

Eventually, he said, he hopes to see 1,000 failing schools turned around each year.

The federal government lacks the authority to close schools, so Mr. Duncan's first challenge is to persuade scores of local districts to begin school turnarounds that, judging from Chicago's experience, will anger teachers, administrators, parents and local politicians. Another challenge will be recruiting the high-quality educators crucial to helping reconstituted schools succeed.

Teachers union contracts could be another major hurdle.

The Chicago contract gives tenured teachers in schools shut down for low performance 10 months to be rehired by their reconstituted school's new leader or by another Chicago principal, after which they lose their job. (About 8 in 10 find jobs at other Chicago schools, Mr. Pickens said.) Contracts in many other cities give teachers who lose positions more extensive rights, which could make school makeovers harder, experts said.

Mr. Duncan said he had already discussed his plans with the presidents of the two national teachers unions.

“I’ve told them we all have to play by a different set of rules and figure out how we’re going to take this on together,” Mr. Duncan said.

[Randi Weingarten](#), president of one of the unions, the [American Federation of Teachers](#), said Mr. Duncan’s focus on the worst schools was “the right strategy,” but added, “What I’ve raised with Arne is, wholesale firing of staffs, pretending that if you just close a school and open a new one it will solve all the problems — that’s the wrong way.”

Mr. Duncan’s initiative would seek to correct a troubling legacy of the [No Child Left Behind](#) law. The law has identified 6,000 failing schools, yet state and local authorities have left most of them to languish, neither holding their educators accountable nor helping to improve instruction.

“It’s a rare thing for a state or even for districts to go so far as to close down a low-performing school,” said Jack Jennings, president of the [Center on Education Policy](#).

In Chicago, Mr. Duncan worked on eight turnarounds with the [Academy for Urban School Leadership](#), a nonprofit group whose largest project has been remaking troubled [Orr Academy High School](#) on Chicago’s West Side. Many of its 1,200 students have been incarcerated or kicked out of other schools, and its in-house day care center minds 35 babies each day while their mothers, some of them students and others teachers, are in class.

An earlier overhaul at Orr that divided it into three small high schools achieved little; Illinois’s 2008 test scores showed that 9 percent of students were proficient in



reading and math. So Chicago’s announcement last year that the school would be overhauled again set off protests.

One opponent was the Rev. Charlie Walker, minister of a nearby Baptist church, who said he and the neighborhood had not been properly consulted.

“I became an attacker,” Mr. Walker said. “I went at them like a lawn mower goes after grass.”

The turnaround went ahead anyway.

Research has shown that teacher quality and a principal’s leadership are key factors in raising student achievement, said Don Feinstein, executive director of the Academy for Urban School

Leadership. So his group sorted through scores of résumés before picking Jammie Poole, a Memphis educator, as Orr’s new principal.

Mr. Poole recruited a new instructional staff that included some strong teachers at Orr who had reapplied for their jobs.

After the three small schools at Orr closed last June, it got new science laboratories, and Mr. Poole organized teachers to work in teams and scheduled regular quizzes to help identify concepts that students had not yet mastered. Instructional coaches help teachers use the data.

Orr’s school culture got an overhaul, too. Students wear black and gold uniforms. Parents participate in hallway patrols. Every adult, including cooks, meets regularly with 12 students to track academic progress.

Orr’s turnaround will cost about \$6 million over five years. Nine months after it reopened, there has been a sea change in neighborhood attitudes. After Mr. Poole invited him to tour the school, Mr. Walker became a convert.

“They’re the best leadership team that’s been in the school in the last 12 to 15 years,” Mr. Walker said.

Still, it remains unclear whether the changes will sharply raise student achievement. Eighteen months ago, Bryan Hassel, a Harvard-trained education consultant, reviewed conditions in half a dozen Chicago schools that had been turned around.

“I was favorably impressed with some of the schools, and not with others,” Mr. Hassel said. “It was a mixed picture.”

In the corporate world, Mr. Hassel said, turnaround efforts transform failing businesses only about 25 percent to 30 percent of the time.

“A lot of these school turnarounds are going to fail because the work is so difficult,” Mr. Hassel said. “But as a nation, we’ll never have the capacity to do this work successfully until we make the commitment.”

Thursday, May. 28, 2009

Text of Funkhouser's state of the city speech

Members of the City Council, city staff, invited guests, and - most importantly - citizens of Kansas City; thank you for joining me this afternoon.

The City Charter requires that I report annually on the “State of the City.” I take this responsibility seriously and I have put a lot of thought into what I am about to say. I have asked for the views of others, including each member of the City Council. Those meetings were enlightening and helpful. They reaffirmed a view I’ve expressed frequently over the past two years. This council is a group of thirteen strong-willed, independent and very different individuals.

As we continue to learn to work with each other, our diversity of talents, skills and philosophies will serve us well. More importantly, our diversity will serve the residents of the city we love. I ask for a round of applause for these men and women who serve our city passionately.

Today is my second opportunity to report to you on the “State of the City.” I know that there are some people who wish it were my last, but let there be no misunderstanding, I will be giving my third “State of the City” address this time next year.

I have learned many things in my time in office, with the first being that change is difficult. The current recall effort highlights how difficult change really is. But change is needed in order for Kansas City to thrive.

I, too, have had to change as I’ve learned what it takes to be the Mayor of this wonderful city.

I’ve learned that counting to 7 is a lot easier than actually getting 7 votes.

I’ve also learned that the number of tough decisions you make is inversely proportional to the number of friends that you have. Apparently, I’ve made an awful lot of tough decisions as Mayor. I mean a lot of decisions.

But that’s okay, because I believe that as the Mayor you should make tough decisions. The old Harry Truman adage “the buck stops here” was originally not about taking responsibility for a decision, it was about being able to make the hard decision to begin with. President Truman was a wise man in many ways, but he was not very popular while in office. Harry, I understand.

But, I digress. The charter calls for a speech about the state of the city, not the state of Mark Funkhouser. For the latter you can visit whatever political blog you favor. For those of us who care more about the city than about politics, here is the more important story.

In order to know where we are today and where we need to go in the future, we need to know where we have been.

Since 1970, the city has lost 100,000 residents from the urban core.

Think about that number for a minute.

Within a five-mile radius south and east of this building, there are 100,000 fewer people than there were 40 years ago. These are not just numbers.

These are our neighbors, our families and our friends.

And they have taken their incomes and tax dollars with them. The loss of their tax dollars is the reason we have less money for basic services.

In 1970, Kansas City residents earned a substantial 40 percent of the income in the metropolitan area. Since then, that proportion has dwindled to a mere 19 percent.

Yet with that 18 percent of the income, we are still bearing the responsibility for most of the region's major infrastructure – its arterial streets, roads – bridges and sewers. Kansas City is also home to most of the area's major cultural amenities and sports venues. While all residents of the metropolitan area benefit from these assets and amenities, Kansas Citians bear a disproportionate share of the costs.

For their loyalty and perseverance, we, as a city government, have not rewarded them with an efficient and responsive government. In too many ways, we have done the very opposite of this.

We have short-changed the residents of this great city.

Where boldness has been required, we have been meek.

Where solutions are craved, we have played politics.

Where brutal honesty is necessary, we have heard only half-truths.

That changed two years ago when this Council and I were elected. Together, we have taken on issues virtually ignored by previous councils. We have tackled long-needed upgrades to the city's combined sewer and storm water systems. We have begun to conquer the structural imbalances in our city's budget. Last week, we passed an overhaul of the city's long-neglected development code.

And we have fundamentally changed the conversation regarding economic development in this city. We adopted a sound Economic Development and Incentive Policy - ended the era of runaway incentives - and cleared the way for more fundamental and longer lasting economic development.

In recent years, Kansas City's approach to economic development has been a series of "deals" involving incentive-driven real estate development. This usually involved ever larger and more risky tax increment financing schemes. First there was TIF, then there was Super TIF, and then there was Super TIF with city guaranteed debt.

That approach has given us several new neighborhoods and entertainment venues, but we are now stuck with the bill, pulling much needed general fund money to make debt service. That bill was \$10.8 million dollars this year.

But we have learned from these mistakes. I am proud to say that this year a TIF project actually returned surplus funds to the city for the first time ever. Rather than keep the door open for even more payments, this council - heeding the direction of a more disciplined TIF Commission – put an end to an era of big spending. In my 20 years serving the residents of Kansas City, I have not often witnessed that kind of bravery. But we are not done.

I am not done.

I will continue to implement an agenda to put Kansas City back on track. To do that we need to get people to move back to Kansas City. We need to make the urban core viable again. We need to reverse the population loss.

Today there are three reasons that make Kansas City residents move out, and that keep new residents from moving in. Those reasons are:

Dissatisfaction with basic city services.

Crime and fear of crime.

And, concerns about education.

These three big facts must be addressed if we expect long-term results.

FACT NUMBER ONE: The Mayor and the City Council have no greater responsibility than making sure that your money is spent wisely and effectively. After all, we are the stewards of your money and we need to be smart with your money. The basic services that you pay for must improve and, with the help of this City Council and the City Manager, they will improve. I will make sure of it.

Every week my office receives dozens of emails and phone calls describing critical failures of our basic services. Like the man who tells me that he can't get the city to fix a storm water river in his front yard. Or the woman who thinks the water department is over-billing her. Or the man who called just last week because he couldn't even get a Service Number from the 3-1-1 Action Center.

I have discussed the problems we have with our eroded tax base. But we also have overwhelming costs. The city has major infrastructure problems. Streets, roads, bridges, sewers, water mains, and public buildings all need significant capital maintenance. Street maintenance – consistently the highest priority for citizens – requires at least \$35 million a year. We've never come close to fully funding that real expense. The combined sewer overflow control plan will require \$2.4 billion over the life of the plan, and the city needs to spend an additional \$2.1 billion on storm water control.

This very building needs more than \$30 million in immediate repairs. That reality came crashing down in my office, literally, because of a plumbing problem in the ceiling above my office. I can show you the pictures.

These situations are unacceptable and the time for action is now.

This year, in an effort to remedy the problem with the poor delivery of basic services, I launched a program called "A City That Works." The primary objective of this program is to improve citizen satisfaction with basic city services. Each Tuesday I sit down with the city manager, a city council member, and a department head to find innovative ways to become a more efficient and effective government.

It is an open, public forum that produces better ideas, better ways to work, and better solutions for our residents' problems.

A City That Works identifies areas where small amounts of funding are likely to produce large improvements in service delivery and citizen satisfaction. In short, targeted spending that can make a big difference.

This program will only deliver better basic services if we are open to alternatives and if we leave excuses behind.

I am issuing this challenge to those responsible for the implementation of Kansas City's basic services, from the City Manager on down.

President Theodore Roosevelt said, "Do what you can, with what you have, where you are."

We must find ways to improve this area of quality of life with what we have, or we will have even less when more residents leave.

In order to reverse the loss of people and businesses from the City, those internal improvements in service delivery must be coupled with an external effort to grow and maintain our business climate.

That is the driving force behind "New Tools" for economic development in distressed areas.

Backed by the powerhouse team of Ajamu Webster and Mike Chesser, New Tools organizers are out as we speak, recruiting residents to be involved in charting a new course for sustainable development of our community.

The New Tools taskforce will develop tools and set a strategic direction for increasing the population and density of Kansas City, creating economic opportunities for people and businesses. We need to find new ways to help people earn more and to help companies hire more workers. Doing so will increase property values, rebuild the city's tax base and lead to safe, livable neighborhoods.

Within three months, I expect the task force to present a plan for economic development in the distressed neighborhoods of Kansas City. And I expect that plan to be implemented and to help create a business and family friendly climate for the entire city.

Our most important employers were not recruited from somewhere else and brought to Kansas City through incentives and tax giveaways.

Our most important employers are home grown businesses founded by entrepreneurs who live right here – Hallmark, Cerner, Top Innovations, Kansas City Southern, and DST, to name a few.

Those companies and the many, many smaller businesses that are so important to the health of our metropolitan area are doing their job of employing our residents and contributing to the viability of Kansas City.

We, as a city government, need to do our part as well, by providing safe, well maintained streets and neighborhoods - by providing a city that works.

FACT NUMBER TWO: We must improve both the reality and the perception of public safety in this city.

I know that many believe that crime cannot be solved. That is not true. And if we want families to move in or stay in Kansas City, then we have to fix this problem. To do that we need a comprehensive public safety strategy.

While crime has declined by about 30 percent over the past ten years, the city still has a relatively high crime rate – consistently ranking in the top ten in the United States. Homicides were high last year, and this year's homicide rate is ahead of last year's.

As Mayor, another lesson that I have learned is how to do a better job of moving ideas forward. For every new initiative, I now have the public support and engagement of one or two community leaders and at least one councilperson.

In the area of public safety, two prominent residents have stepped up to the plate, Bill Dunn, Sr. and Charlene Wright. Both are passionate about solving this city's crime problems. Neither is shy about expressing innovative ways to do so. With their input, and the input of other concerned leaders like Police Chief Jim Corwin and Council Member Cathy Jolly, we will absolutely prevail.

Perhaps the most immediate impact this council can have on public safety is to show, once and for all, that we put safety among our highest priorities. This council made the decision to cut police funding along with other difficult cuts in our most recent budget.

But the cuts to our police were too deep.

I am told that the current class at the Police Academy is the most diverse ever. With the current police budget, those earnest and able recruits will not be hired. They will take their training and keep neighborhoods safe in other cities and towns.

In the next few weeks this council will have the opportunity to restore enough funding to make sure that this academy class will be hired and that the next two classes will start on time. I want to publicly thank Councilman Terry Riley, Councilman John Sharp, and Councilwoman Beth Gottstein for their support and guidance on this issue and ultimately, for making this happen.

FACT NUMBER THREE: One of the most effective ways to get people to move to and remain living in Kansas City is by giving them excellent education alternatives. For years local politicians have publicly wrung their hands about the Kansas City Missouri School District's problems, and then privately washed their hands of them. To move forward we must stop saying "they" have a problem and realize that "we" have a problem. I intend to do just that.

Kansas City is highly unusual in that it has 14 school districts within the city limits. Add to that faith-based schools, charter schools, private schools and home-schooling. These districts are urban, suburban and rural. While each faces unique challenges, they also face shared concerns. The one constant is that they all teach Kansas City's children.

Mayors across the country are shedding the traditional "hands off approach" when it comes to education. They are increasingly being held accountable for the performance of the schools that serve their residents. They are leading the way in building broad networks of support around their students and their schools. I see a need to do the same.

Like other cities, Kansas City needs a supportive and invested community of stakeholders to ensure that all young people are empowered to reach their potential. We know that as a better-educated region we will become more competitive in the global and national marketplace. We need to improve the education of all our students.

To achieve the political consensus necessary to build a supportive community around all our students, I am working to create a seminal gathering of a diverse group of residents. The Education Summit will have hundreds of participants. With the right preparation and support, the result will be an action agenda for a reinvestment in education and a renewed commitment to honor and support our children.

As Gloria frequently reminds me, every mother wants the same things for her child, and education is at the top of the list.

In order to help me with this massive undertaking, two driven community leaders have joined me. Janice Ellis and Tony Oppenheimer have provided direction, focus and strength. Last week, the three of us, along with a representative from the proposed moderator, America Speaks, visited several influential leaders seeking financial support for this Education Summit.

I am happy to say we had a successful day and are well on our way to privately financing the first phase of the project. In one day we received commitments from stellar leaders like Charles Garney, who grew up on the east side, and James Nutter, Sr. We also have the blessing of Bishop Finn of the Archdiocese of Kansas City-St. Joseph. Last year, the Kansas City Missouri school board voted unanimously to support the summit.

Kansas City is a city divided in so many ways, and education is one of our most divisive issues. Education will unify us. Jim Nutter told me that he was not convinced the summit will work, but that if I was willing to take the risk to do it, he was willing to take the risk to support me. And, he said, if we pull it off it will be the most important thing to happen to Kansas City in the past one hundred years. With his help, and yours, we will succeed.

While the education summit is designed to focus on every Kansas City student, we must do a lot more for our children who face the most serious challenges. We have to put more focus on the children in the most deeply wounded area of our city.

In February, I led a delegation to Harlem that included Councilmember Melba Curls, Jim Caccamo, Tony Oppenheimer and Sister Berta Sailer.

We went to meet Geoffrey Canada, founder and director of the Harlem Children's Zone.

Harlem has earned a reputation as one of America's most troubled communities. To confront the growing distress Harlem's young people faced, Mr. Canada created a pipeline of programming that supports every child from birth to adulthood. His Harlem Children's Zone provides intense services in a defined geographical area.

He has succeeded in changing a culture of failure into one of success. His students consistently have test scores comparable to the scores of the children at the best schools in New York City.

We can do it here, too. I believe the spirit of collaboration necessary to replicate the Harlem Children's Zone exists in Kansas City. We have recruited and convened critical partners and social service agencies. They have put together a small budget and hired Cecilia Green to coordinate their efforts to develop a formal proposal on behalf of Kansas City.

In the book, Whatever it Takes, which documents Geoffrey Canada's experience with the Harlem Children's Zone, there is a statement on the last page from then Presidential Candidate Barack Obama. He said that if he were elected he would replicate the model in 20 cities.

Throughout, we have worked closely with Sen. Claire McCaskill. I gave her a copy of the book and told her that I plan for Kansas City to be one of the 20 cities. She told me to recruit Mr. Caccamo, and she has sent a representative from her office to every one of our meetings.

I am looking forward to presenting the results of our work to the Senator. I'm told she has an OK relationship with President Obama.

In twenty years we will be able to look back at this effort and say that Kansas Citians came together to build an escalator that lifts out of poverty thousands of its most disadvantaged children and in so doing has strengthened the entire community.

A last note on education - I want to congratulate the Kansas City Missouri School Board on their excellent choice for a new Superintendent. I have spoken with Dr. John Covington and it sounds like he understands, and is equal to, the challenges that await him. I have detailed for him plans for the Education Summit and he is supportive.

I know that improving city services, solving our crime problems and fixing our schools are difficult tasks.

These are thousand pound weights that we are trying to lift. But if we can work on them together as a council, together as a city, I know we can do it.

Kansas City has its roots in the western frontier. There is no doubt our people are our greatest strength.

We have other great strengths as well:

The first being Kansas City's central location in the heart of the nation. Kansas City is a transportation hub with enormous potential as evidenced by the opening of the new inter-modal facility at the old Richards-Gerbauer air force base.

As energy costs rise and as concerns regarding the need to take care of the environment continue to grow, Kansas City's central location in the metropolitan area is also a significant strength.

With the successful opening of the new Sprint Center and the Power and Light entertainment district, thousands of additional people are coming downtown – some for the first time in years – and they like what they see. We have doubled the number of people living downtown over the past few years – a vital key to sustaining a revitalized center to our city and the metropolitan area.

Our huge geographic size – a sprawling 318 square miles – offers residents a range of living environments from urban and suburban to rural – all within the city limits of Kansas City.

The city's three major universities –UMKC, Park and Rockhurst – are committed to the urban environment and engaged in the community. An increasingly important community college system is thriving as well.

The city has many charming older neighborhoods – from Gracemoor to Volker – that offer a unique sense of place that is simply not available in a brand new development. Of course, we've also got new and growing neighborhoods that will be important parts of our city for decades to come.

And even in neighborhoods that have been long neglected there remains a large stock of well-preserved older homes.

Kansas City has a large number of cultural assets – from the new World War I museum at the Liberty Memorial to the Negro Leagues Baseball Museum and the American Jazz Museum. We are also home to three major league sports teams – the Chiefs, the Royals and the Wizards.

To be successful we must build on these strengths and minimize our weaknesses.

These are big issues, but the only way to solve them is to meet them head on.

I'm reminded of what Abraham Lincoln told an assembled crowd on the way to his first inauguration.

"If all do not join now to save the good old ship of the Union this voyage; nobody will have a chance to pilot her on another voyage."

Since today is a day for issuing challenges, I have a few challenges for my colleagues on the city council. The first challenge is that we need to develop plans and policies that address each of these three broad causes for our population loss.

The second is that, as elected officials, we need to vote consistent with the plans and policies we adopt. That is the essence of governing.

I ask you to stand with me on a public safety initiative that really changes the game. I ask you to stand with me in an insistence that basic services must be delivered. I ask you to stand with me on education initiatives that focus on all our children. And I ask you to stand with me, even if it is politically hard, because all that really matters is that it is the right thing to do for Kansas City.

As we move forward, we must put our old and petty divisions behind us. Kansas Citians want and deserve a government that not only works, but works well together. I ask the City Council to join me and to be a partner on the way forward. We will not always agree, but behind closed doors you and I know that we agree on far more than we disagree about.

After two years as the Mayor of this great city, I have realized how big the challenges are and how much work is required to get our city moving again. But I have never been more energized and excited to lead this city.

This is a city filled with a bold and dynamic people whose entrepreneurial spirit will overcome its challenges. Our challenge as a government is to be as good as the citizens we serve.

With a renewal of purpose and spirit, our City is ready to go out and invent an even better tomorrow.

Thank you!

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The State of Preschool 2008

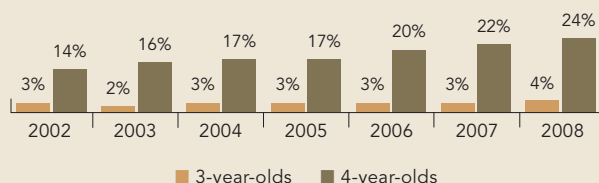
STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research
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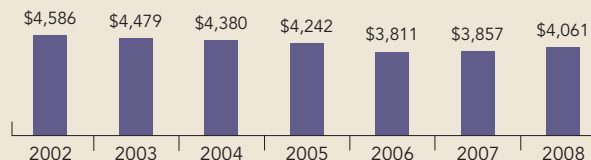
RUTGERS
Graduate School of Education

United States

PERCENT OF NATIONAL POPULATION ENROLLED



AVERAGE STATE SPENDING PER CHILD ENROLLED (2008 DOLLARS)



The 2007-2008 year was one of impressive progress for state-funded preschool education. Overall, state programs made major progress in expanding enrollment and continued to raise quality standards. For the second year running per-child funding increased, reversing the prior downward trend in expenditures. However, despite the modest upward trend in spending overall, fewer states were confirmed as providing sufficient funding per child to meet our benchmarks for quality standards. In current economic circumstances, this shortfall is especially worrisome.

In the United States today, more than 80 percent of all 4-year-olds attend some kind of preschool program. About half of those (39 percent of all 4-year-olds) are enrolled in some kind of public program (state pre-K, Head Start or special education), with the other half enrolled in a private program. Most of the 4-year-olds in public programs attend state pre-K, which enrolls almost a quarter of the population at age 4. Unfortunately, these numbers vary tremendously by state. In Oklahoma nearly 90 percent of the 4-year-olds receive a free public education. At the other extreme, as few as 10 percent are enrolled in public programs in some states. Private enrollment does not make up the differences in enrollment between these extremes.

Pre-K enrollment at age 3 is much more limited, primarily because public provision is so much lower. Enrollment in private programs is very similar at ages 3 and 4. Only 14 percent of 3-year-olds attend some type of public program, with barely 4 percent of 3-year-olds attending a state-funded pre-K program. Enrollment also varies dramatically by state, but most states serve less than 1 or 2 percent of their 3-year-olds outside of special education and Head Start.

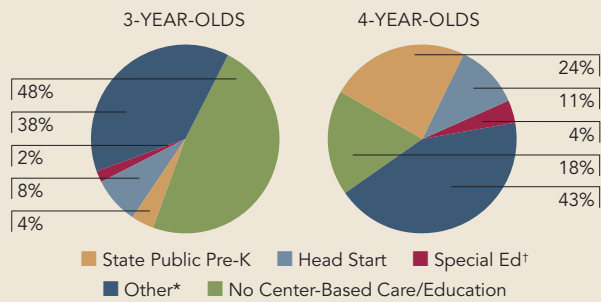
WHAT'S NEW?

- Enrollment increased by more than 108,000 children. More than 1.1 million children attended state-funded preschool education, 973,178 at age 4 alone.
- States' pre-K enrollment of 3- and 4-year-olds approaches 1.4 million in both general and special education.
- Thirty-three of the 38 states with programs increased enrollment.
- When general and special education enrollments are combined, 28 percent of 4-year-olds and 6.3 percent of 3-year-olds are served nationally.
- Twelve states improved on NIEER's Quality Standards Checklist. Only two states fell back.
- State pre-K spending per child rose to \$4,061; spending from all reported sources rose to \$4,609 per child.
- Total state funding for pre-K rose to almost \$4.6 billion. Funding from all reported sources exceeded \$5.2 billion, an increase of nearly \$1 billion (23 percent) over last year.
- In most states the level of funding per child reported from all sources appears to be too low for programs to meet all 10 benchmarks for quality standards.

NATIONAL ACCESS

Total state program enrollment, all ages	1,134,687
States that fund preschool	38 states
Income requirement	31 state programs have an income requirement
Hours of operation	10 full-day, 10 half-day, 30 determined locally
Operating schedule	37 academic year, 13 determined locally
Special education enrollment, ages 3 & 4.....	408,426
Federal Head Start enrollment, ages 3 & 4.....	752,023 ¹
Total federal Head Start and	906,992 ¹
Early Head Start enrollment, ages 0 to 5	
State-funded Head Start enrollment, ages 3 & 4.....	18,122 ²

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This number represents children in special education who are not enrolled in state-funded pre-K or Head Start.

*This includes local public education as well as private child care and other center-based programs.

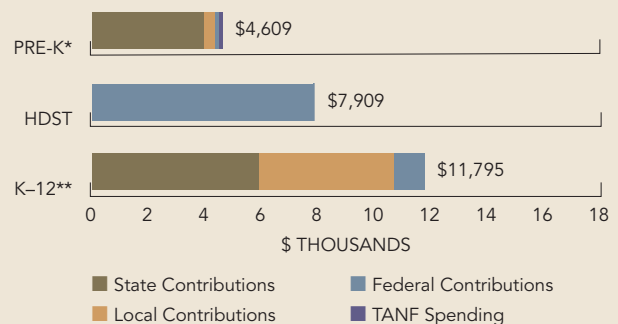
NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 50 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARKS
Early learning standards	Comprehensive	46
Teacher degree	BA	27
Teacher specialized training	Specializing in pre-K	40
Assistant teacher degree.....	CDA or equivalent.....	12
Teacher in-service	At least 15 hours/year	43
Maximum class size	20 or lower.....	44
3-year-olds		
4-year-olds		
Staff-child ratio	1:10 or better.....	45
3-year-olds		
4-year-olds		
Screening/referral	Vision, hearing, health; and	36
and support services	at least 1 support service	
Meals.....	At least 1/day	21
Monitoring.....	Site visits	38

NATIONAL RESOURCES

Total state preschool spending	\$4,596,040,309 ³
Local match required?	12 state programs require a local match
State Head Start spending	\$151,679,773
State spending per child enrolled	\$4,061 ³
All reported spending per child enrolled*	\$4,609

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

**K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '07-'08 school year, unless otherwise noted.

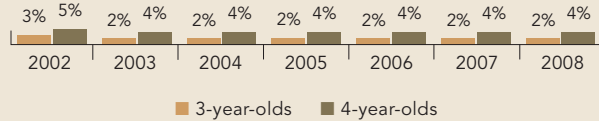
¹ The enrollment figure for federal Head Start, ages 3 and 4, is limited to children served in the 50 states and DC, including children served in migrant and American Indian programs. The enrollment figure for total federal Head Start and Early Head Start, ages 0 to 5, includes all children served in any location, including the U.S. territories, and migrant and American Indian programs.

² This figure includes 14,602 children who attended programs that were considered to be state-funded preschool initiatives. These children are also counted in the state-funded preschool enrollment total.

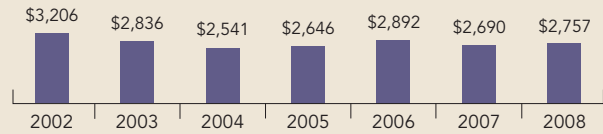
³ This figure includes federal TANF funds directed toward preschool at states' discretion.

Missouri

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



Since 1998, Missouri has used gaming revenues to fund the Missouri Preschool Project (MPP). With funds distributed through the Early Childhood Development Education and Care Fund, the state-funded program serves 3- and 4-year-olds in programs operating in public schools, private child care centers, and nonprofit agencies.

Funds are awarded through a competitive grant process, with priority given to programs serving children with special needs or from low-income families. With the goal of providing access to all families regardless of income, local programs offer sliding payment scales based on criteria such as free or reduced-price lunch eligibility.

All teachers who were hired after July 1, 2005, regardless of setting, must have a bachelor's degree and specialization in early childhood. New grantees must meet this teacher education requirement in order to receive state funding. Grantees must also set aside at least 10 percent of their MPP funding to provide professional development for teachers who are working within the same community for other licensed programs.

For the 2008-2009 school year, assistant teachers in public and nonpublic settings will be required to have completed 60 college hours and have experience working in a program with young children and their families. Previously they were required to have a high school vocational certificate in early childhood care and education and a high school diploma to be certified to teach.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
35	18

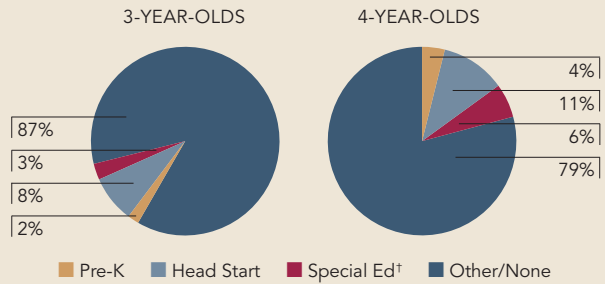
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
33	35

MISSOURI PRESCHOOL PROJECT

ACCESS

Total state program enrollment	4,640
School districts that offer state program	31%
Income requirement	None ¹
Hours of operation	3 hours/day (half-day), 6.5 hours/day (full day); 5 days/week ²
Operating schedule	Determined locally ²
Special education enrollment	8,963
Federally funded Head Start enrollment	14,746
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This number represents children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EC or ECSE birth to third grade certification, or 4-year CD degree	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD + voc. cert. in ECE ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	22 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	None	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depend on length of program day ⁴	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

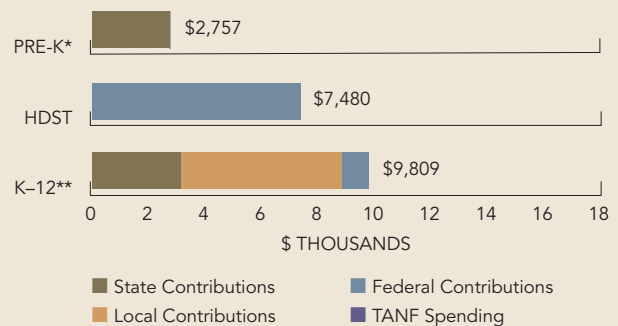
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	\$12,794,517
Local match required?	No
State spending per child enrolled	\$2,757
All reported spending per child enrolled*	\$2,757

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

**K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '07-'08 school year, unless otherwise noted.

¹ Programs are funded through a competitive process and receive extra points for serving children with special needs or from low-income families.

² Programs apply as either a full-day or half-day program. Programs awarded in 1998-1999 had the option of operating 4 days per week with the fifth day for home visiting, but this practice is being phased out. Programs are required to operate for a minimum of nine months, but may choose to operate year-round.

³ For the 2008-2009 school year, the minimum degree requirement for assistant teachers will be a CDA.

⁴ A 3-hour program must serve a snack and may serve a meal. Programs longer than 3 hours must serve at least one meal and one snack.

TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS

STATE	Access for 4-Year-Olds Rank	Access for 3-Year-Olds Rank	Resource Rank Based on State Spending	Resource Rank Based on All Reported Spending	Quality Standards Checklist Sum (Maximum of 10)
Alabama	36	None Served	14	21	10
Arizona	34	None Served	35	37	4
Arkansas	14	2	11	6	9
California	26	9	20	26	4
Colorado	23	12	36	29	6
Connecticut	22	11	5	2	6
Delaware	30	None Served	7	12	8
Florida	2	None Served	34	36	4
Georgia	3	None Served	15	22	8
Illinois	11	1	24	28	9
Iowa	20	20	29	18	6.7
Kansas	21	None Served	31	34	7
Kentucky	13	6	23	19	8
Louisiana	12	None Served	9	15	7.9
Maine	18	None Served	38	31	5
Maryland	9	19	19	3	9
Massachusetts	27	5	30	25	5
Michigan	19	None Served	16	23	8
Minnesota	38	21	3	5	9
Missouri	35	18	33	35	7
Nebraska	33	16	32	13	8
Nevada	37	24	27	32	7
New Jersey	15	4	1	1	8.5
New Mexico	25	None Served	28	33	9
New York	8	25	18	24	6
North Carolina	16	None Served	10	11	10
Ohio	29	15	4	9	4.3
Oklahoma	1	None Served	17	8	9
Oregon	31	14	2	4	8
Pennsylvania	28	8	8	14	6.2
South Carolina	10	13	37	38	8
Tennessee	17	22	13	17	9
Texas	5	10	21	27	4
Vermont	4	3	25	30	6.8
Virginia	24	None Served	22	16	7
Washington	32	17	6	10	9
West Virginia	6	7	12	7	7
Wisconsin	7	23	26	20	5.1
Alaska	No Program	No Program	No Program	No Program	No Program
Hawaii	No Program	No Program	No Program	No Program	No Program
Idaho	No Program	No Program	No Program	No Program	No Program
Indiana	No Program	No Program	No Program	No Program	No Program
Mississippi	No Program	No Program	No Program	No Program	No Program
Montana	No Program	No Program	No Program	No Program	No Program
New Hampshire	No Program	No Program	No Program	No Program	No Program
North Dakota	No Program	No Program	No Program	No Program	No Program
Rhode Island	No Program	No Program	No Program	No Program	No Program
South Dakota	No Program	No Program	No Program	No Program	No Program
Utah	No Program	No Program	No Program	No Program	No Program
Wyoming	No Program	No Program	No Program	No Program	No Program

PROJECT *shine*

TURN IT ON!

When schools gleam, kids beam.

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or go to OurIndependenceSchools.org to register



The momentum of positive change that began with Extreme School Makeover continues with Project Shine. One weekend, every year, the Independence School District will lead volunteer-based projects at designated schools to clean, paint and update. Together, we can make our community shine!

2009 Project Shine schools: Chrisman, Van Horn, Bridger, Nowlin, Korte

Project Shine Event - July 18/19*

We Need: Hands-On Volunteers** • Supplies • Corporate Sponsors

Monetary Donations: Make checks payable to: The School District of Independence Foundation, Inc.
and mail to Project Shine, 3225 S. Noland Rd., Independence, MO 64055, or visit OurIndependenceSchools.org

*Rain or Shine

**Volunteers must be 16 years of age or older

See application on back.



Independence
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Inspiring Greatness

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Educare Year End Conference

Saturday, June 27, 2009

Kauffman Conference Center
4801 Rockhill Road
Kansas City, Mo. 64110

Registration 8-9am

Conference 9am-2:30pm

Luncheon speaker **Dwayne Crompton**



- **Earn** up to three clock hours from a variety of different workshops
- **Visit** community resource booths for valuable information
- **Enter** a special drawing for infant/toddler strollers
- **Sign up** for Fall 2009 Educare training opportunities including Child Care Training Workshops, CPR & First Aid and Child Care Center Assessments

To RSVP call the Educare reservation line, (816) 889-5055 ext. 1400