

# LINC Commission Meeting

May 17, 2010

Kindergarten students from Northeast Caring Communities in the Kansas City, Mo. School District perform at the LINC Cinco De Mayo Celebration.



Photo credit:  
Ray Thomas  
Gladstone Site Coordinator

3100 Broadway, Suite 1100 - Kansas City, MO 64111 - (816) 889-5050 - [www.kclinc.org](http://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, May 17, 2010 | 4 – 6 pm  
Kauffman Foundation  
4801 Rockhill Rd.  
Kansas City, Mo. 64110

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## Agenda

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- I. Welcome and Announcements
- II. Approvals
  - a. April minutes (motion)
- III. LINC President's Report
- IV. Hickman Mills – Partner Report
- V. Caring Communities
  - a. Summer School
  - b. Fall
- VI. LINC Health Briefing
  - a. High Risk Insurance Pools
- VII. Other
- VIII. Adjournment



## THE LOCAL INVESTMENT COMMISSION – APRIL 26, 2010

The Local Investment Commission met at the Gem Theater, 1615 E. 18th St., Kansas City, Mo. Chairman **Landon Rowland** presided. Commissioners attending were:

Bert Berkley  
Sharon Cheers  
Steve Dunn  
Herb Freeman  
SuEllen Fried  
Mark Funkhouser  
Bart Hakan

Rosemary Lowe  
Sandy Mayer (for Mike Sanders)  
Richard Morris  
Margie Peltier  
Gene Standifer  
Bailus Tate

Site coordinator **Ellen Schwartz** reported on the upcoming LINC Cinco de Mayo celebration May 5 at Northeast Elementary School. The family event involves several LINC schools. All are welcome.

LINC President **Gayle A. Hobbs** reported that planning for LINC summer school programs is now being finalized. Representatives of several school districts reported that the financial situation is such that, compared to prior years, summer programs will generally be offered at a lower level of service, i.e. a narrower scope of activities offered to a limited number of students. School district representatives in the discussion included:

- **Ralph Teran**, superintendent, Grandview School District
- **Marge Williams**, superintendent, Hickman Mills School District
- **Mark Enderle**, superintendent, Fort Osage School District
- **Paul Fregeau**, executive director of educational programs, and **Terry Ward**, school board member, North Kansas City School District
- **Bob Bartman**, superintendent, Center School District
- **Airick Leonard West**, school board president, Kansas City, Mo. School District

Kansas City, Mo. **Mayor Mark Funkhouser** reported the City is prepared to help school districts.

Hobbs reported on the recent Coalition for Community Schools national forum in Philadelphia. Several LINC staff and representatives from LINC partner organizations participated. A video was shown. Central High School debate team members **Joshua Chapman** and **Larry Coates** reported on their experience of the conference. Discussion followed.

Hobbs reported that LINC is preparing for the new school year in the fall.

LINC staff **Robin Gierer** reported on the new south Kansas City health clinic. The clinic, known as Swope Health South, will be located at 8821 Troost Ave. and is expected to open by the end of the summer.

LINC staff **Bridget McCandless** gave a presentation on health care reform, with an emphasis on opportunities for communities to become involved in determining the shape of new provisions.

LINC staff **Brent Schondelmeyer** reported KCPT will air a special program, *The Uninsured: A Kansas City Survival Guide*, tonight at 8 p.m. The program can also be viewed through the LINC website.

*A motion to approve the March 8, 2010, LINC Commission meeting minutes was passed unanimously.*

**Bert Berkley** recently received the Richard A. King award from the NorthWest Communities Development Corp. A video of the event was shown.

The meeting was adjourned.

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May 8, 2010

## Population Study Finds Change in the Suburbs

By [SAM ROBERTS](#)

As the first decade of the 21st century comes to a close, more black, Asian, Hispanic, foreign-born and poor people live in the suburbs of the nation's largest metropolitan areas than in their primary cities.

"Several trends in the 2000s further put to rest the old perceptions of cities as declining, poor, minority places set amid young, white, wealthy suburbs," a [report](#) released Sunday by the [Brookings Institution](#) concluded.

That demographic inversion was accompanied by another first since the 2000 census: In the nation's 100 largest metropolitan areas, black, Hispanic and Asian residents constitute a majority of residents younger than 18 — presaging a benchmark that the nation as a whole is projected to reach in just over a decade.

With the first decade of the century nearly over, the number of married couples fell to fewer than half of the nation's households, and the wage gap between rich and poor was the highest recorded in modern times (the 2010 census will apparently be the first in which the inflation-adjusted median household income will have declined over the decade). Meanwhile, the aging population was producing both a cultural generation gap between elderly whites and younger nonwhite residents and a surfeit of single people in the suburbs.

The Brookings preview of the 2010 census results for the largest metropolitan areas was accompanied by a plea for a national urban agenda that addresses the challenges posed by a changing population. Among its suggestions were placing a price on carbon emissions, discouraging an "over-consumption" of housing by reducing deductibility of mortgage interest, providing a pathway to legal status for illegal immigrants, improving teacher training and expanding tax credits to narrow [income inequality](#).

"We can't address this piecemeal," said Judith Rodin, the president of the Rockefeller Foundation, which financed the study.

"Demographic change and coping with the results of that change are beyond the capacity of local actors," said Alan Berube, research director of Brookings' Metropolitan Policy Program, directed by Bruce Katz.

The "State of Metropolitan America" report echoed other evidence of disparities among ethnic and racial groups. Last month, the American Human Development Project, a nonpartisan research group, [found](#), for example, that Asians in New Jersey live an average of 26 years longer and are 11 times as likely to have a graduate degree than American Indians in South Dakota.

"The seeds of new racial and ethnic competition for public resources have been planted as a result of decadelong race-ethnic shifts," said William H. Frey, a Brookings demographer.

In Arizona, which adopted a tough law last month giving the police broad discretion to question people about their [immigration](#) status, whites account for 83 percent of the population older than

65, but only 43 percent of those 18 and younger. That gap is greatest in Arizona, Dr. Frey said, but California, Florida, Nevada, New Mexico and Texas are not far behind.

“When inequities, disparities and suspicion grow, political problems accelerate,” Dr. Rodin said. “Today it’s about immigration. Tomorrow it could be about wages or jobs.”

The report defines suburbs as all of a metropolitan area outside its primary city. Some suburbs have been growing more diverse for decades; Asian and Hispanic suburbanites made up a majority in metropolitan areas even before 2000. At the same time, since 2000 the white population grew in a number of central cities, including Atlanta and New York.

Immigration slowed some since 2000. In older gateways like New York and San Francisco, immigrants in the primary city outnumber those in the suburbs, but not in newer magnets like Atlanta and Las Vegas. By continent, Africans were the fastest-growing immigrant group.

Fewer Americans moved from one house to another since 2007 than at any time since World War II, a phenomenon attributed to the recession. The share of Americans commuting by public transit rose, marginally, for the first time in decades.

States of the “Old South” accounted for 57 percent of the nation’s black population in 2008, compared with 54 percent in 1990. Fully one-fifth of the metropolitan gains in black population since 2000 occurred in Atlanta, pushing it past Chicago for the second-largest black population, behind New York.

Older areas like Pittsburgh, experienced precipitous drops in the number of married couples with children — leaving those cities with nearly half their population at 45 and older.

Since 2000, the number of 55- to 64-year-olds nationwide grew by nearly 50 percent. Next year, the first baby boomers turn 65.

By 2008, nonfamilies — mostly single people living alone, but also some unmarried partners without children — emerged as the most prominent suburban household.

Among every racial and ethnic group, suburbs are still the place where most married couples live. But half the suburbs registered declines in the share of married-couple households.

Racial and ethnic minorities now account for a majority of the population in 17 metropolitan areas, most of them in California and Texas although New York, at 50.7 percent in 2008, is poised to pass that threshold in the 2010 census.

Asians made up 5 percent or more of the population in 22 of the largest metropolitan areas by 2008, compared with 9 in 1990. Since 2000, 26 metropolitan areas became at least 5 percent Hispanic, and an additional 10 areas passed 10 percent.

The Brookings report is drawn from census and other data through 2008. Except for income figures that will reflect the depths of the recession, few trends identified so far during the decade appear likely to be reversed by more recent census results.

Nearly all the figures relate to the largest metropolitan areas, which were at the vanguard of demographic change. The 100 biggest grew by about 28 million people since 2000. They are now home to two-thirds of the nation’s population.

# STATE OF METROPOLITAN AMERICA

## Brookings Metropolitan Policy Program

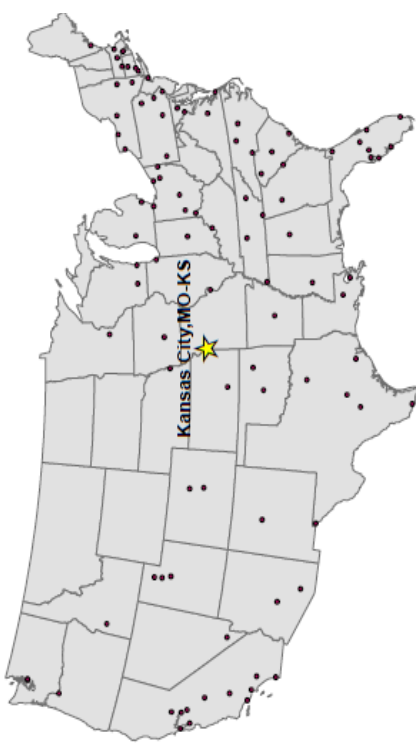
### Kansas City, MO-KS Metro Area

**Counties** KANSAS: Franklin, Johnson, Leavenworth, Linn, Miami, Wyandotte  
 MISSOURI: Bates, Caldwell, Cass, Clay, Clinton, Jackson, Lafayette, Platte, Ray

**Primary Cities** Kansas City, MO; Kansas City, KS

**Metro Type** New Heartland\* (High Growth, Low Diversity, High Education)

**Population** 2,002,047 (2009)



The Kansas City, MO-KS metro area is the 29th largest in the United States and one of two among the 100 largest that is located wholly or partially in Missouri. It is located in the western part of Missouri and the eastern part of Kansas, along the Missouri River.

#### KEY INDICATORS (all figures 2008 unless otherwise noted)

	Metro	Metro Rank (**)	Primary Cities	Suburbs	Heartland Metros	New Metros	United States
<b><u>Population and Migration</u></b>							
% change in population, 2000-2008	8.6	53	0.9	12.3	16.3	16.3	7.8
Domestic migration rate, 2000-2008 <sup>1</sup>	1.2	54	1.7	60.8	38.2	5.7	0.0
% of population moving in previous year	16.7	43	19.2	15.7	17.1	17.1	15.6

<b><u>Race and Ethnicity</u></b>							
% of population that is nonwhite <sup>2</sup>	23.4	67	45.9	14.2	28.8	28.8	34.6
% change in nonwhite population, 2000-2008	20.9	61	1.7	60.8	38.2	38.2	21.0
Change in nonwhite share of population, 2000-2008	2.3	77	1.5	4.1	4.5	4.5	3.7

<b><u>Immigration</u></b>							
% of population that is foreign-born	6.1	66	9.2	4.8	8.8	8.8	12.5
% change in foreign-born population, 2000-2008	50.0	25	31.5	68.3	53.2	53.2	22.0
% of children with at least one foreign-born parent	11.1	66	18.7	8.1	16.4	16.4	22.0

<b><u>Age</u></b>							
% of population age 45 and over	37.9	52	37.6	38.0	35.6	35.6	38.5
% change in under-18 population, 2000-2008	5.4	46	-6.1	10.7	14.8	14.8	2.5
Dependency ratio <sup>3</sup>	59.2	42	57.5	59.9	55.8	55.8	58.9



# STATE OF METROPOLITAN AMERICA

## Brookings Metropolitan Policy Program

### Kansas City, MO-KS Metro Area

KEY INDICATORS (all figures 2008 unless otherwise noted)

	Metro	Metro Rank (**)	Primary Cities	Suburbs	Heartland Metros	New Metros	United States
<b><u>Households and Families</u></b>							
% of households that are married couples with children	22.0	35	15.0	25.1	22.8	22.8	21.1
% change in married-with-children households, 2000-2008	0.6	38	-10.1	3.9	6.2	6.2	-4.0
Average household size	2.52	60	2.38	2.57	2.61	2.61	2.62
<b><u>Educational Attainment</u></b>							
% of population age 25 and over with bachelor's degree	31.9	30	25.9	34.3	33.4	33.4	27.7
Change in % of population with bachelor's degree, 2000-2008	3.9	36	3.5	3.7	3.9	3.9	3.3
% 18-to-24 year-olds enrolled in higher education	32.7	92	30.0	33.8	39.5	39.5	40.9
<b><u>Work</u></b>							
Wage for middle-wage workers (\$/hour) <sup>4</sup>	19.58	31					17.80
% change in wage for middle-wage workers, 2000-2008	2.0	18					-4.5
High/low wage ratio <sup>5</sup>	4.43	67					5.03
<b><u>Income and Poverty</u></b>							
Median household income (\$)	56,762	41	43,736	62,924	58,112	58,112	52,029
% change in median household income, 2000-2008	-4.2	51	-7.0	-4.8	-5.7	-5.7	-4.1
% of children in poverty	13.6	80	26.0	8.8	14.6	14.6	18.2
<b><u>Commuting</u></b>							
% of commuters who drive alone	82.2	16				78.6	75.5
% of commuters who use public transit	1.5	61				2.8	5.0
% change in commuters who use public transit, 2000-2008	45.6	21	14.2	171.4	25.2	25.2	22.9

\*New Heartland metro areas include: Atlanta, GA; Charleston, SC; Charlotte, NC-SC; Colorado Springs, CO; Columbia, SC; Columbus, OH; Des Moines, IA; Indianapolis, IN; Kansas City, MO-KS; Knoxville, TN; Madison, WI; Minneapolis-St. Paul, MN-WI; Nashville, TN; Omaha, NE-IA; Portland-Vancouver, OR-WA; Provo, UT; Raleigh-Cary, NC; Richmond, VA; Salt Lake City, UT

\*\*Out of 100 largest metropolitan areas

<sup>1</sup> Net domestic migration from 2000 to 2008 divided by population in 2000

<sup>2</sup> Includes all groups other than non-Hispanic whites

<sup>3</sup> Population under 18 plus population 65 and over divided by population age 18 to 64, multiplied by 100

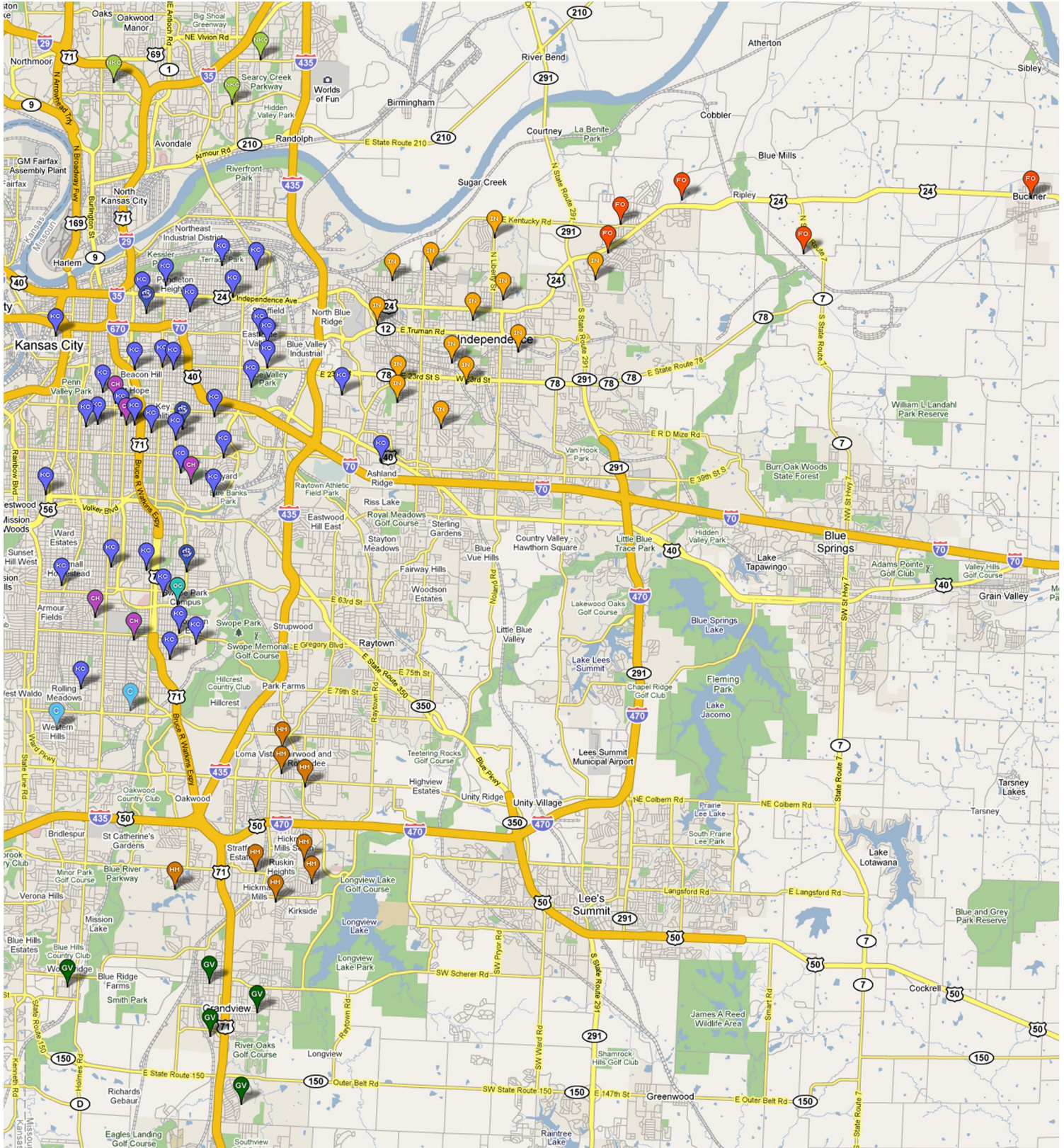
<sup>4</sup> Full-time, year-round workers at the median of the wage distribution in the specified geography

<sup>5</sup> Ratio of wages for full-time, year round workers at the 90th percentile of the wage distribution to those at the 10th percentile of the wage distribution

Source: Brookings Institution analysis of Census 2000, U.S. Census Bureau Population Estimates Program, and 2008 American Community Survey data

# LINC Caring Communities

- NKCC North Kansas City
- HM Hickman Mills
- GV Grandview
- C Center
- OC Other Contracted
- KC Kansas City, MO
- IN Independence
- FO Fort Osage
- CH Charter Schools
- LINC Sites



# LINC Caring Communities — Hickman Mills School District

School Site	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total Years
Burke Elementary														X	X	X	3
Dobbs Elementary														X	X	X	3
Ingels Accelerated Elementary														X	X	X	3
Johnson Elementary														X	X	X	3
Santa Fe Accelerated Elementary	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	16
Symington Accelerated Elementary														X	X	X	3
Truman Elementary														X	X	X	3
Warford Elementary														X	X	X	3

## LINC Site Coordinators



**Bev Beard**  
Burke



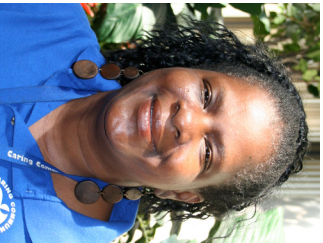
**Tasha House**  
Dobbs



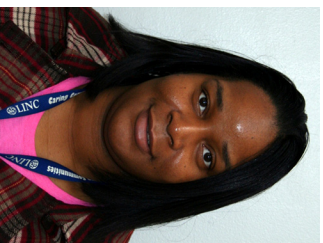
**Angela Myres**  
Ingels



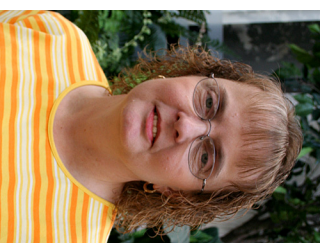
**Onita Omorodion**  
Johnson



**Erma Wright**  
Santa Fe



**Valarie Smith**  
Symington



**Lee Kupka**  
Warford

Posted on Sat, May. 08, 2010

## **KC schools will attempt a new way of learning**

By JOE ROBERTSON  
The Kansas City Star

The cornerstone of John Covington's transformation plan for the Kansas City School District makes perfect sense to him.

Dump the traditional grade levels. Group students according to the skills they've achieved. Let each student run ahead as fast as he or she can.

That's standards-based education.

The superintendent gives no pause while acknowledging that no school district with more than 10,000 students has attempted such a reform systemwide. And none in the Midwest, said researchers.

Even those who champion the reform — and their numbers are growing — warn that it's a daunting endeavor that has brought down other superintendents and school boards.

"Some would say, 'What a risk,' " said researcher Robert Marzano. "But I say, given the history of Kansas City public schools, this is exactly the thing you've got to try."

About two dozen district teachers and administrators who have traveled to see standards-based reform in action are preparing to launch pilot programs in four or five Kansas City schools in 2010-2011.

From there Covington wants to take it districtwide.

To get there, teachers will have to home in more intensely on each student's specific progress. They will need a seamless schedule of skills in each subject with a variety of tests for students to demonstrate their mastery each step of the way.

Teachers and parents will have to abandon the tradition of letter grades and the entrenched notion of prescribed hours in any one class or grade level.

"It's such heavy lifting," said Richard DeLorenzo, a proponent of the reform who helped spread it throughout a dozen small school districts in Alaska. "You don't do this unless you want to put your career on the line. Superintendents have been fired over this."

Covington has been shaping this vision since before his first superintendency in Lowndes County, Ala., he said.

If Kansas City's pilot programs show that the will and the timing is right, he said, why should it matter that no school system its size has done it before?

He answered, referring to another district effort gaining national attention:

"No one ever closed half their schools, either."

•••

Kansas City's superintendent stands with many other educators across the country bearing a longstanding frustration with an outdated education system.

Schools hold to a nine-month calendar set up more than a century ago to give children time off to help harvest in the fields. The amount of time a child spends in a seat is the main consideration for moving her or him on to the next class.

Children are herded with their “chronologically aged peers,” Covington said, and students with barely passing grades are shoved on with obvious deficits they usually can’t make up.

Advanced students fall short of their potential. Lagging students become discipline problems.

Scribbling on a legal pad, Covington drew out his first foray into a standards-based world.

In Lowndes, the district located its Head Start early childhood classrooms adjacent to kindergarten classrooms. Then, when Head Start preschoolers were ready for kindergarten math, they moved to that classroom.

“That’s standards-based,” he said.

When he moved on to be superintendent in Pueblo, Colo., he kept talking up the idea. His chief academic officer told him that the Adams 50 School District in the Denver area was planning the reforms he was describing.

He took a team and went to Adams for a look.

“I said, ‘My God, that’s it!’”

Adams, which was in planning stages then, is now finishing its first year.

The chief architect of Adams 50’s reform, Copper Stoll, described a similar epiphany when her team had gone to see established standards-based systems in Alaska in 2007.

They saw in Alaska what Kansas City educators said they saw in Adams when they visited this winter.

They saw students working together, helping each other, charting their progress and marking specific goals. They saw students who could describe what they knew and what they had to master that day.

Educators have been developing many variations of standards-based curriculum for decades. Already, Kansas City is one of several school districts using benchmarking to measure student progress through middle and high school math.

But the trick, said Marzano, the Inglewood, Colo.-based researcher, has always been how to break free of the time constraints and bring standards-based education to scale systemwide.

The Bering Strait School District in Alaska made the leap eight years ago and isn’t turning back, said administrator Greg Johnson.

The 1,700 students in the district’s 15 schools have been marking their ascents up the standards ladder. Students don’t set the pace — teachers do — he said. But teachers are leading students of varying ages. Generally, a classroom will have students within a 2 1/2 -year span.

Some have moved ahead to the point that they are entering college-level courses before leaving high school.

For students who need to catch up, “we can really dial in and address problems immediately,” Johnson said. “You can’t let them flounder. You don’t have the option of just giving an F anymore.”

•••

Johnson believes it works. Bering Strait, a district of many low-income families scattered across an area the size of Minnesota, historically had prepared low percentages of students for college.

Alaska instituted a high-stakes graduation qualifying exam at the same time Bering Strait launched its reform. At the outset, only 15 percent of the district's seniors were passing the battery of tests. So far this year, Johnson said, 85 percent have passed the tests.

Marzano, in a study of some 4,000 students across 60 districts in Alaska, found that a student's odds of performing at a level of proficient or above on state tests were 2.3 times higher in standards-based schools than other schools.

But Adams 50, while working through its first year of overhauling its system, saw elementary school performance in Colorado state reading tests in March drop 17 percent from a year ago. Viewing reform as a work in progress, the Adams school board at the end of April unanimously passed a resolution pledging continued support.

Board support is critical, Stoll said, "because when things get rocky, parents go to board members and complain."

Consider Brush, Colo.

The district serving 1,500 students never got out of the planning stage before unrest with its reform effort led most of the district's leadership team to leave and was a major factor in a recall election in 2009 that unseated two board members.

It's hard now to pinpoint where the resistance started, said Brush's director of learning services, Johan van Nieuwenhuizen. But the reform became a hard sell to a community that objected to what many people feared was "a done deal."

"It may be a great philosophy," he said, "but if people aren't ready for it, it's definitely not something you should be doing."

To Covington's credit, said Kansas City teachers union president Andrea Flinders, he sent mostly teachers to visit Adams 50 this winter and report back to Kansas City.

"That makes a big difference," she said. "We're open to it if it will help teachers and kids."

But many teachers understandably will need convincing that this isn't just another reform that comes and goes.

"Historically, we've been dumped on so much," Flinders said.

Covington said he sent teachers because he knew they had to believe in standards-based and make it work. If it's right for Kansas City, then they will be the ones who convince their peers.

The district won't rush it, he said. The pilot will determine how soon the district is ready to expand.

One thing is sure. This is the kind of transformational change Covington promised the school board when it signed him to a contract a year ago.

"If we do just incremental change," he said, "we'll never get there."

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### **Coming up**

Teachers and administrators plan to make a presentation on standards-based reform to the Kansas City school board at its 6:30 p.m. meeting Wednesday at district headquarters, 1211 McGee St.

**To reach Joe Robertson, call 816-234-4789 or send e-mail to [jrobertson@kcstar.com](mailto:jrobertson@kcstar.com).**

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**<http://www.kansascity.com>**

# The New York Times

May 5, 2010

Op-Ed Contributor

## Why Charter Schools Fail the Test

By CHARLES MURRAY

Burkittsville, Md.

THE latest evaluation of the Milwaukee Parental Choice Program, the oldest and most extensive system of vouchers and charter schools in America, came out last month, and most advocates of school choice were disheartened by the results.

The evaluation by the School Choice Demonstration Project, a national research group that matched more than 3,000 students from the choice program and from regular public schools, found that pupils in the choice program generally had [“achievement growth rates that are comparable”](#) to similar Milwaukee public-school students. This is just one of several evaluations of school choice programs that have failed to show major improvements in test scores, but the size and age of the Milwaukee program, combined with the rigor of the study, make these results hard to explain away.

So let’s not try to explain them away. Why not instead finally acknowledge that standardized test scores are a terrible way to decide whether one school is better than another? This is true whether the reform in question is vouchers, charter schools, increased school accountability, smaller class sizes, better pay for all teachers, bonuses for good teachers, firing of bad teachers — measured by changes in test scores, each has failed to live up to its hype.

It should come as no surprise. We’ve known since the landmark Coleman Report of 1966, which was based on a study of more than 570,000 American students, that the measurable differences in schools explain little about differences in test scores. The reason for the perpetual disappointment is simple: Schools control only a small part of what goes into test scores.

Cognitive ability, personality and motivation come mostly from home. What happens in the classroom can have some effect, but smart and motivated children will tend to learn to read and do math even with poor instruction, while not-so-smart or unmotivated children will often have trouble with those subjects despite excellent instruction. If test scores in reading and math are the measure, a good school just doesn’t have that much room to prove it is better than a lesser school.

As an advocate of school choice, all I can say is thank heavens for the Milwaukee results. Here’s why: If my fellow supporters of charter schools and vouchers can finally be pushed off their obsession with test scores, maybe we can focus on the real reason that school choice is a good idea. Schools differ in what they teach and how they teach it, and parents care deeply about both, regardless of whether test scores rise.

Here’s an illustration. The day after the Milwaukee results were released, I learned that parents in the Maryland county where I live are trying to start a charter school that will offer a highly traditional curriculum long on history, science, foreign languages, classic literature, mathematics

and English composition, taught with structure and discipline. This would give parents a choice radically different from the progressive curriculum used in the county's other public schools.

I suppose that test scores might prove that such a charter school is "better" than ordinary public schools, if the test were filled with questions about things like gerunds and subjunctive clauses, the three most important events of 1776, and what Occam's razor means. But those subjects aren't covered by standardized reading and math tests. For this reason, I fully expect that students at such a charter school would do little better on Maryland's standardized tests than comparably smart students in the ordinary public schools.

And yet, knowing that, I would still send my own children to that charter school in a heartbeat. They would be taught the content that I think they need to learn, in a manner that I consider appropriate.

This personal calculation is familiar to just about every parent reading these words. Our children's education is extremely important to us, and the greater good doesn't much enter into it — hence all the politicians who oppose vouchers but send their own children to private schools. The supporters of school choice need to make their case on the basis of that shared parental calculation, not on the red herring of test scores.

There are millions of parents out there who don't have enough money for private school but who have thought just as sensibly and care just as much about their children's education as affluent people do. Let's use the money we are already spending on education in a way that gives those parents the same kind of choice that wealthy people, liberal and conservative alike, exercise right now. That should be the beginning and the end of the argument for school choice.

***Charles Murray, a scholar at the American Enterprise Institute, is the author of "Real Education: Four Simple Truths for Bringing America's Schools Back to Reality."***



## Kansas City School District's budget picture improves

By JOE ROBERTSON  
The Kansas City Star

The hardship in slashing the Kansas City School District's budget still must be paid in lost jobs and closed schools.

But the district appears on track to get to what it wants: a balanced budget.

The "right-sizing" plan is projected to cut some \$54 million in spending for the coming school year, the district's chief financial officer, Rebecca Lee-Gwin, said Wednesday night.

Declines in anticipated state and federal revenue didn't make the cost-cutting any easier, she said.

But "our revenues exceed our expenditures," she said. "We are good to go here."

The district staff rolled through several reports in front of the school board, detailing the \$248 million budget and ambitious revamps of its instructional approach and its reading program.

Mayor Mark Funkhouser took the podium early on to promote his Schools First initiative, a plan to improve sidewalks and infrastructure and increase police and security in school neighborhoods.

Furthermore, the district said it is seeing indications that its falling enrollment might nearly level off next year. It's projected to land at 17,100 — down from the current 17,500, but not nearly as low as earlier projections of 16,000.

And in the end, the administration even talked about a maintenance and capital improvement plan encompassing some \$128 million worth of projects that are still unfunded.

That kind of funding, Superintendent John Covington said, would have to come from a bond issue — something that voters haven't approved since 1969.

But within the next two years, he predicted, the district will be ready to test voter confidence.

"We will demonstrate and restore faith that we have the ability to educate children and educate them well."

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### Budget forums

- Today, from 6 to 7 p.m. at East High School
- May 18, from 6 to 7 p.m. at Garcia Elementary School
- Details at [www.kcmsd.net](http://www.kcmsd.net)

**SCHOOL DISTRICT OF KANSAS CITY, MISSOURI  
FY11 PROPOSED COMPREHENSIVE BUDGET BY FUND/PROGRAM & FUNCTION  
AS OF JULY 1, 2010**

REVENUE:	DESCRIPTION	OPERATING		CAPITAL		TOTAL		GRANTS	CNS	ARRA	TOTAL
		FTE	BUDGET	BUDGET	BUDGET	BUDGET	FTE				
	LOCAL		147,779,972	10,827,583	158,607,555		530,813	777,866			159,916,234
	COUNTY		3,497,907	113,813	3,611,720						3,611,720
	STATE		36,589,946		36,589,946			37,892			36,627,838
	FEDERAL		508,049		508,049		32,342,316	8,624,949		3,450,964	44,926,278
	OTHER SOURCES		5,209		5,209						5,209
	<b>TOTAL REVENUE PROJECTION</b>		<b>188,381,083</b>	<b>10,941,396</b>	<b>199,322,479</b>		<b>32,873,129</b>	<b>9,440,707</b>		<b>3,450,964</b>	<b>245,087,279</b>
<b>EXPENDITURES:</b>											
	ADMINISTRATION										
	BOARD OF EDUCATION	5.00	854,247		854,247						5.00
	EXECUTIVE ADMINISTRATION	20.00	6,641,617	1,200	6,642,817						20.00
	TOTAL ADMINISTRATION	25.00	7,495,864	1,200	7,497,064						25.00
	INSTRUCTION										
	BUILDING LEVEL ADMINISTRATION	117.00	8,854,401		8,854,401	4.00	216,863				121.00
	ELEMENTARY SCHOOLS	523.00	37,626,213		37,626,213	1.00	269,200				524.00
	HIGH SCHOOLS	305.00	22,022,775		22,022,775		104,573			150,000	305.00
	SPECIAL EDUCATION	208.00	17,361,131	585	17,361,716	126.00	8,956,568				334.00
	OTHER INSTRUCTION		2,676,434		2,676,434	2.00	128,170				2.00
	CULTURALLY DIFFERENT	83.00	4,339,974		4,339,974	36.75	9,033,045			3,290,034	119.75
	VOCATIONAL EDUCATION	9.00	1,265,410		1,265,410	10.00	1,299,141				19.00
	STUDENT ACTIVITIES	4.00	1,629,940		1,629,940						4.00
	TOTAL INSTRUCTION	1,249.00	95,776,278	43,185	95,819,463	179.75	20,007,560			3,440,034	1,428.75
	SUPPORT SERVICES										
	ATTENDANCE/PLACEMENT	29.00	3,904,298	2,000	3,906,298		3,768				29.00
	GUIDANCE/COUNSELING	58.40	3,937,703		3,937,703	5.00	372,346				63.40
	HEALTH/PSYCH/SPEECH	63.00	5,226,078	4,000	5,230,078	32.00	1,731,918				95.00
	CURRICULUM DEVELOPMENT	15.00	1,696,375	318,630	2,015,005	46.66	4,669,923			10,930	61.66
	STAFF TRAINING	1.00	623,616		623,616		20,257				1.00
	EDUCATIONAL MEDIA SERVICES	40.00	4,009,840		4,009,840						40.00
	OTHER SUPPORT SERVICES	89.00	11,699,455	1,672,457	13,371,912	7.00	551,064	106.00	9,440,707		202.00
	TOTAL SUPPORT SERVICES	295.40	31,097,365	2,064,626	33,161,991	90.66	7,349,276	106.00	9,440,707	10,930	492.06

SCHOOL DISTRICT OF KANSAS CITY, MISSOURI  
COMPARATIVE SUMMARY OF ADOPTED BUDGET TO PROPOSED BUDGET  
(OPERATING, GRANTS, CHILD NUTRITIONAL SERVICES AND ARRA FUNDS)  
FISCAL YEAR 2010

	FY10 AMENDMENT 1 <u>BUDGET</u>	FY11 PROPOSED <u>BUDGET</u>	FY10 vs. FY11 INCREASE <u>(DECREASE)</u>
<b>REVENUE:</b>			
Local	158,694,094	159,916,234	1,222,140
County	3,906,829	3,611,720	(295,109)
State	68,790,558	36,627,838	(32,162,720)
Federal	65,769,186	44,926,278	(20,842,908)
Other	5,209	5,209	-
	<b>(a) 297,165,876</b>	<b>245,087,279</b>	<b>(52,078,597)</b>
<b>TOTAL REVENUE</b>			
<b>EXPENDITURES:</b>			
Administration	19,182,618	7,497,064	(11,685,554)
Instruction	151,870,645	119,267,057	(32,603,588)
Support Services	66,665,646	49,962,904	(16,702,742)
Pupil Transportation	16,086,414	33,047,862	16,961,448
Plant Services	39,239,678	15,891,519	(23,348,159)
Community & Adult Services	10,472,160	9,078,530	(1,393,630)
Debt Services	12,966,405	12,949,254	(17,151)
	<b>(b) 316,483,566</b>	<b>247,694,190</b>	<b>(68,789,376)</b>
<b>TOTAL EXPENDITURES</b>			
<b>NET FUND TRANSFERS</b>	<b>(c) 2,825,230</b>	<b>3,075,157</b>	<b>249,927</b>
<b>REVENUE (UNDER)/OVER EXPENDITURES - (a - b + c)</b>	<b>(16,492,460)</b>	<b>468,246</b>	<b>16,960,706</b>
<b>FUND BALANCE:</b>			
Beginning Fund Balance	56,682,426	33,026,500	(23,655,926)
<b>ENDING FUND BALANCE</b>	<b>40,189,966</b>	<b>33,494,746</b>	<b>(6,695,220)</b>
Less: Reserved for Contingency (Retirement Incentives)	5,000,000	-	(5,000,000)
Less: Restricted Fund Balance-Operating Capital Projects	10,653,889	8,403,155	(2,250,734)
Less: Restricted Fund Balance-Federal Grants	2,741,641	-	(2,741,641)
Less: Restricted Fund Balance-Child Nutrition	(578,175)	-	578,175
<b>GENERAL FUND BALANCE</b>	<b>22,372,611</b>	<b>25,091,591</b>	<b>2,718,980</b>

The New York Times

# ROOM DEBATE

A Running Commentary on the News

March 11, 2010, 7:15 pm

## Does the Size of a School Matter?

By [THE EDITORS](#)

Facing low enrollment and a \$50 million budget deficit, the Kansas City Board of Education announced on Wednesday that it would [close almost half of the city's public schools](#). The “Right-Size” plan will mean closing 28 of the city’s 61 schools and eliminating 700 out of 3,000 jobs.

National education experts have said that the Kansas City schools were not responding to demographic changes and academic failure. District officials say the closings will improve achievement by allowing the system to focus its resources.

How much does school size matter? And what are the lessons learned from Kansas City?

- [Herbert J. Walberg](#), University of Illinois
- [Don Soifer](#), Lexington Institute
- [Leonie Haimson](#), Class Size Matters
- [Valerie E. Lee](#), professor, University of Michigan
- [Rudy Crew](#), former chancellor of New York City Schools

### Smaller Schools, Better Performance

*Herbert J. Walberg is a University Scholar at the University of Illinois at Chicago and is a [Distinguished Visiting Fellow](#) at the Hoover Institution at Stanford University. His latest book is “Advancing Student Achievement.”*

A huge amount of research, including my own, in more than 25 states shows that other things being equal, smaller schools produce higher academic achievement than larger schools.

Bigger schools tend to be impersonal, departmentalized and bureaucratic.

The “small school effect” was discovered in the 1960s, and the “Canadian effect” refers to small schools in less crowded states near the Northern border that tend to do well even discounting the effects of socioeconomic status and other demographic factors.

Why did American schools become ever larger? James Conant, a president of Harvard University in the 1930s and 1940s, argued that large schools allow more diversity of courses such as Latin, Greek, and vocational preparation. In supporting large schools, economists argued

that consolidation of schools would avoid duplication of principals and other school leaders. These arguments led to the large-scale consolidation of both small schools and small school districts.

What education leaders failed to recognize is that large institutions tend to be impersonal, departmentalized and bureaucratic. They tend to treat their staff and those they serve as numbers rather than distinctive individuals with unique needs.

High schools, which tend to be larger, face these problems most acutely. But the rise of middle schools took on some of these problems since they became departmentalized by subject matter, and students may have as many as six teachers, none of whom know them well. Schools, particularly elementary schools, begin the transition from the family to larger adult institutions such as colleges and businesses that serve people from larger geographic areas.

In elementary school, children are more likely to be with other children they know from their neighborhoods. They have the same teacher for much of the day and who is likely to know the child's parents, siblings, and neighbors.

But elementary schools have grown in size, and families are more mobile than in the past. Thus, elementary schools have become increasingly impersonal despite younger children's need to be treated as individuals rather than members of categories.

## **Build Charter Schools**

*Don Soifer is the executive vice president and an education analyst at the Lexington Institute, a free-market think tank.*

This week's vote by the Kansas City board of education to close nearly half of its schools for financial reasons is the latest, and perhaps most dramatic, example of a major public school system driven to take drastic reaction in response to changes in their communities' economy and population. For the families whose children have been attending those 28 schools, it's especially bad news, in the near-term.

The space that housed the closed schools presents an opportunity to open charter schools.

There is some irony in Kansas City's "Right Size" plan coming after substantial investments in creating smaller schools, particularly high schools, in partnership with the Bill and Melinda Gates Foundation.

Many children respond especially well to smaller learning environments, a common-sense assertion supported by substantial research. This presents one major reason why charter schools, which tend to be smaller than traditional neighborhood public schools, have attracted nearly a quarter of the city's public school students. But the fact that six of Missouri's lowest-achieving public schools are in the Kansas City school district does as well.

The most critical question now is what happens for those children whose schools are closed. The availability of space in buildings previously housing the closed schools presents a valuable opportunity to open new, high-performing charters that can attract students. But growing successful charter schools is not easy, and if done too hastily and without a solid plan, can do substantial harm. Just as critical will be the effective response of leaders in those public schools that take in the new students to continue to improve educational quality for all children moving forward.

## Think Small and Local

*Leonie Haimson, a New York City public school parent, is the executive director of Class Size Matters, a citywide advocacy group.*

Kansas City's plan to close nearly half of its public schools will have damaging effects on the children — but not because of school size but because the number of students in each class will increase.

Kansas City should keep classes small and work to improve neighborhood public schools.

Research shows that what's most important is what happens in the classroom, and thus it's critical to keep classes as small as possible to ensure that students receive the attention they need to succeed. Very little of the research on school size has controlled for the factor of class size, and the [few studies](#) that do [control for both factors](#) have found that to boost student achievement and engagement, class size is more important.

Shutting these schools would force students to commute long distances, often resulting in [lower attendance](#), which in turn leads to higher dropout rates. In Chicago, the closing of many neighborhood schools caused an [an increase in gang violence](#). Instead, Kansas City administrators would be wise to do everything they can to keep classes small and work to improve neighborhood public schools, which are often the anchors of their communities, particularly in poor neighborhoods.

[Twenty-six charter schools](#) have opened in Kansas City in recent years. These schools have siphoned off the better students and contributed to declining enrollment at neighborhood schools. Recent studies show that charters enroll [fewer poor and immigrant students](#) than the communities in which they sit, and have caused [increasing segregation](#) nationwide.

New York City has also seen the rapid growth of charter schools, which are now threatening the stability and survival of our public school system. Everyone who cares about preserving our public schools should take heed of what has happened in Kansas City, before it's too late.

## The Ideal Size

*Valerie E. Lee is a [professor of education](#) at the University of Michigan. She is a leading researcher on learning, school organization and size.*

In my research using data from a nationally representative sample of U.S. high schools and controlling for prior academic ability as well as other characteristics like social background, we found that there is an ideal size for high schools — ideal in terms of students learning more in mathematics over the four years of high school.

The most effective high schools have 600 to 900 students.

Students learned more in schools enrolling 600 to 900 students, and less in either larger or smaller schools. The relationship between school size and student learning is, thus, not linear.

We felt that high schools with 600 to 900 students were large enough to offer a full and solid curriculum, but small enough so students were known well by their teachers and didn't get lost in the cracks. Our sample included both public and private schools.

We also found that the effect of school size on learning is even more important for less advantaged students (either those with lower-socioeconomic status or minority students). These

findings should be a consideration for districts that consolidate schools for budget reasons, particularly because the expected savings of operating fewer schools in many cases (given higher transportation costs, and the need for a denser administrative staff in the large school, for example) may not fully materialize.

The major cost of operating schools is staff. Consolidating two schools into one, if they serve the same number of students, would probably not result in staff reductions.

## **Many Factors Beyond Size**

*[Rudy Crew](#) served as chancellor of New York City Schools from 1995 to 1999 and superintendent of Miami-Dade County Schools from 2004 to 2008. He is a professor at the University of Southern California's Rossier School of Education and president of [Global Partnership Schools](#).*

In my judgment school size is much less a determinant value than instruction. Focusing on school size is simply looking at a big picture through a very small lens and missing the real opportunity to address the larger shifts needed in our public education system to recognize, accept, and respond to the challenges of declining revenues and student enrollment.

Large schools can add value because of the ability to offer a wide range of program options.

The value and emphasis should be placed on the way schools are organized and with effective teachers who have content knowledge. We need to deliver instruction in exciting, compelling and diverse ways.

In New York City and Miami-Dade, I looked beyond traditional constraints and moved past the tried-and-true perspectives in creating the Chancellor's District and the School Improvement Zone. These initiatives were achieved without the acquisition of new resources, but with the re-alignment and re-deployment of existing human and financial resources.

In both cases, I collaborated with community and business leaders, elected officials, school administrators, teachers, parents, and unions to leverage innovation, promote effective models, and provide cover for new approaches that would inevitably need time to prove themselves worthy or not.

Advancing teaching and learning through instructional strategies, including utilization of the arts, is at the core. It's fast becoming the approach of U.S.C.'s Greater Crenshaw Education Partnership and is a tipping point issue for competitive federal grants.

All of these tactics matter so much more than school size, and these remain true across socio-economic, ethnic, and language boundaries. The largest of schools can be broken down into academies to provide the needed relationship between teachers and their students.

In fact, they can actually add value because of the economies of scale and the ability to offer a wide range of program options.

In the quest for higher performing schools, there are so many factors that outrank school size. We must remain focused on efficiency and effectiveness and ensure that decisions serve the bigger picture and make it brighter for all students.

## Advice for Cleveland also could help KC move ahead

By YAEL T. ABOUHAKAH  
The Kansas City Star

Kansas City isn't Cleveland. Or Detroit, or Buffalo or any other large urban American city that's losing lots of people.

As I often have to remind local skeptics, Kansas City's population is actually growing, thanks to a bustling Northland and a stabilized number of people living south of the river.

Still, Kansas City also has many problems typical of an aging large urban area, such as poverty, crime and deteriorating neighborhoods. And in the competition for jobs and residents, the city's challenges are exacerbated by sitting next door to Johnson County, one of America's most affluent suburban areas.

In looking for ways that other large cities deal with their troubles, I found a recent issue of the libertarian magazine Reason to be compelling reading. The Reason Foundation has produced a series of articles, policy papers and videos on "How to save Cleveland." The material, at <http://reason.tv/>, includes clips that feature comedian/Cleveland booster Drew Carey.

The city in the last few decades has built downtown stadiums, added the Rock and Roll Hall of Fame, handed out tax breaks to businesses, and yet is still plagued by emptying neighborhoods.

The Reason series outlines a handful of reasonable tactics to help revive Cleveland. All could be applied to other struggling big cities.

With that in mind, here's how Kansas City measures up in following some of these steps toward a brighter future.

### **Fixing the schools**

Reason promotes charter schools to compete with a failing big-city district.

Kansas City has been one of the most aggressive cities in the nation when it comes to charter schools. A recent New York Times story highlighted that almost 30 percent of students eligible to attend the Kansas City School District are in charters.

And Reason recommended closing schools in a district that's rapidly losing student population. Sound familiar?

The Kansas City district recently and correctly slashed its number of schools to focus more attention on better academic programs.

### **Using private services**

Reason suggests bidding between government workers and private employers to provide some city services.

Kansas City correctly made a push in this direction in the 1990s, but it didn't go far enough after running into stiff union resistance at City Hall.



Still, private companies provide much of Kansas City's trash and recycling services. The city has worked with private contractors at its arenas and on its capital improvements projects. Some ideas saved money; others haven't delivered as promised.

### **Attracting business**

Reason recommends limiting City Hall's red tape and keeping taxes low as good ways to lure entrepreneurs to town.

Kansas City's earnings tax works against it with many businesses, although it's become a substitute for higher property taxes on businesses.

But the city for far too many years has abysmally failed to reduce the regulatory burden on businesses, making it far more attractive to go elsewhere. If any mayor or city manager really wanted to make a mark, this would be a great pro-business move.

### **Promoting real growth**

Forget the "edifice complex" such as sports complexes, Reason says, and instead protect residents and rebuild infrastructure such as sewer and water systems.

Kansas City has one of the highest violent crime rates among the nation's largest cities, for many reasons. Adding cops isn't the key here, as even police officials know. Worse, the city has long failed to invest enough in rebuilding basic assets such as streets. A new program to repair the sewer system has promise — and a huge price tag.

Summed up, it's encouraging that Kansas City has taken some positive actions that Cleveland still lags far behind on. But Kansas City also has much work ahead to add more people and to spend its limited public funds more wisely.

**Editorial Board member Yael T. Abouhalkah can be reached at [abouhalkah@kcstar.com](mailto:abouhalkah@kcstar.com) or 816-234-4887. He blogs at [voices.kansascity.com](http://voices.kansascity.com). He will appear on "Ruckus" at 7 tonight on KCPT, Channel 19.**

# LINC Health Briefing

## Current Missouri High Risk Pool

- Designed for those who cannot purchase insurance on the individual market
- Those who have been involuntarily terminated by their insurance carrier
- Those who's premiums are 300% above the average for a comparable insurance plan

### Monthly Premium Rates

- High Risk Pool premiums are 150% of the average individual market rates for Missouri and Kansas
- Premiums vary by age and sex
- May vary by smoking status
- Pays 80% of the charges

2008 Missouri--2999 High Risk Pool enrollees (726,600 uninsured in the state as of 2008)

2008 Kansas--1830 High Risk Pool enrollees (337,900 uninsured for the state as of 2008)

MHIP Statewide MONTHLY Premium Rates: 2010										
	Plan I		Plan II		Plan III		Plan IV		Plan V	
Age	\$500 Deductible		\$1000 Deductible		\$2500 Deductible		\$5000 Deductible		Health Savings Acct	
Group	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
0-17	\$277	\$277	\$211	\$211	\$167	\$167	\$134	\$134	\$167	\$167
18-29	\$405	\$753	\$312	\$588	\$244	\$468	\$190	\$336	\$244	\$468
30-39	\$515	\$887	\$402	\$687	\$312	\$534	\$248	\$405	\$312	\$534
40-44	\$683	\$971	\$543	\$784	\$427	\$614	\$336	\$468	\$427	\$614
45-49	\$851	\$1,067	\$678	\$861	\$536	\$669	\$427	\$541	\$536	\$669
50-54	\$1,067	\$1,179	\$855	\$971	\$672	\$771	\$530	\$622	\$672	\$771
55-59	\$1,343	\$1,323	\$1,082	\$1,096	\$847	\$877	\$664	\$719	\$847	\$877
60-64	\$1,693	\$1,512	\$1,356	\$1,245	\$1,039	\$973	\$832	\$801	\$1,039	\$973
65-69	\$2,093	\$1,746	\$1,678	\$1,439	\$1,118	\$1,068	\$884	\$887	\$1,118	\$1,068

## Temporary High Risk Pool

Must be funded by July 1, 2010 with \$5 Billion Federal Dollars until 2014

Participation by the states is voluntary (19 have opted out)

Missouri and Kansas will participate-- Allocation to Missouri \$81 million, Allocation to Kansas \$36 million

### To Qualify

- Must be a citizen of the United States or lawfully present in the United States
- Uninsured for 6 months
- Have a pre-existing condition (HHS to issue rules)

Lower premiums by about 1/3

Low-income subsidy (not yet defined)

[Missouri Health Insurance Pool](http://www.mhip.org/) <http://www.mhip.org/>

Phone 1-800-843-6447 (All but NW Missouri)

Phone 1-800-645-8346 (NW Missouri)

# School and Community Day Festival

**FREE!**

## Sat., May 22, 9am - 1pm

Banneker K-8 School

7050 Askew, Kansas City, MO 64132



**Fun**



**Games**



**Health Resources**



**Food**

### Summer Safety and Health Care Resources

**Activities:**

3 on 3 Basketball  
Moonwalks  
Obstacle Course  
Slides  
Carnival Games  
Music and more!

**Food:**

Free Hot Dogs, Chips,  
Baked Beans, and  
Beverages for all  
attendees

**Presentations:**

Student groups from LINC  
Sites and School, Community  
& District Representatives.

**Sponsoring LINC Caring Communities Sites:**

Banneker, Garcia, Ladd, McCoy, Moore, Phillips,  
Pinkerton, Pitcher, Swinney, Wheatley.

**All LINC sites are welcome!**

For more information call: (816) 410-8378



# Hope Can Help

Get free help to save your home

**Wed., May 26**

**1:00 - 7:30 pm**

Kansas City Convention Center, Bartle Hall  
301 West 13th St.  
Kansas City, MO 64105

[www.KCForeclosureHelp.org](http://www.KCForeclosureHelp.org)

