

LINC Commission Meeting

March 21, 2011

eat, live, be **Healthy**



3100 Broadway, Ste 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, March 21, 2011 | 4 – 6 pm
Kauffman Foundation
4801 Rockhill Rd.
Kansas City, Mo. 64110

Agenda

- I. Welcome and Announcements
- II. Approvals
 - a. **February minutes (motion)**
- III. Superintendent's Reports
- IV. LINC President's Report
- V. LINC Food Initiatives
 - a. Panel - LINC food and health initiatives
 - b. USDA Summer Food demonstration grant
- VI. LINC Finance Committee
- VII. Adjournment



THE LOCAL INVESTMENT COMMISSION – FEB. 28, 2011

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
Jack Craft
Randall Ferguson
SuEllen Fried
Rob Givens
Anita Gorman
Bart Hakan
Adele Hall

Rosemary Lowe
Sandy Mayer (for Mike Sanders)
Richard Morris
Mary Kay McPhee
Margie Peltier
David Rock
David Ross
Gene Standifer
Bailus Tate

A motion to approve the Nov. 15, 2010, LINC Commission meeting minutes was passed unanimously.

Superintendents' Report

- **Barbara Tate** (Assistant Superintendent, Grandview School District) reported the district is moving toward accreditation with distinction and is preparing for summer school.
- **Bob Bartman** (Superintendent, Center School District) reported improvement in Missouri Assessment Program (MAP) scores; Center received accreditation with distinction; the new Swope Health South clinic is benefiting families.
- **Terry Ward** (School Board Member, North Kansas City School District) reported North Kansas City is doing strategic planning to address increasing student population and declining revenue. **Todd White** (Superintendent) reported the student population is expected to grow to 18,700 (1-2%) next year; the district is planning to add classrooms to six buildings over the next two years without a tax increase.
- **Marge Williams** (Superintendent, Hickman Mills School District) reported the district recently celebrated its 100th anniversary; the Freda Markley Early Childhood Center will provide the district and its partners with much needed resources and space.
- **John Ruddy** (Assistant Superintendent, Fort Osage School District) reported the district is preparing for a difficult budget next year and a school improvement bond issue election in April, and is awaiting news from the legislature about summer school funding.

All the attendees introduced themselves.

Gayle A. Hobbs introduced the LINC in Review video (available on the LINC website), which included segments on:

- Samaritan's Feet
- Swope Health South clinic
- "Community Schools for All" video segment featuring Hickman Mills School District superintendent Marge Williams
- Dr. Beverly Ford training for LINCWorks case managers and LINC site coordinators

- Launch of the Missouri Approach website for the Mo. Division of Youth Services

Kansas City, Mo., mayoral candidates **Mike Burke** and **Sly James** presented their vision for the city and responded to questions from the community. The conversation was videotaped and is available to the public at www.kclinc.org.

The meeting was adjourned.

THE CONDITIONS FOR LEARNING

“We tend to put considerations of family, community and economy off-limits in education reform policy discussions. However, we do so at our peril. The seriousness of our purpose requires that we learn to rub our bellies and pat our heads at the same time.”

— Paul E. Barton, Educational Testing Service
Facing the Hard Facts of Education Reform

For children, learning is as natural as breathing or sleeping. Their young minds readily embrace and investigate phenomena they encounter and they easily gather, consider and store information from a multitude of sources. Children learn in different ways, and many factors, including physical and learning disabilities, can help or hinder the process. Creating an environment in which all children can learn at high levels is a challenge for every school in America — a challenge that community schools are designed to meet.

In this chapter, we present an overview of the five conditions for learning that the Coalition believes are essential for every child to succeed. Creating these conditions for learning is a continuous process. Depending on the needs of their own student populations, most community schools will devote more attention to some conditions than to others. Without these conditions in place, however, many children will not succeed and fewer children will realize their full potential.

The Conditions for Learning

Condition #1: The school has a core instructional program with qualified teachers, a challenging curriculum, and high standards and expectations for students.

Condition #2: Students are motivated and engaged in learning — both in school and in community settings, during and after school.

Condition #3: The basic physical, mental and emotional health needs of young people and their families are recognized and addressed.

Condition #4: There is mutual respect and effective collaboration among parents, families and school staff.

Condition #5: Community engagement, together with school efforts, promote a school climate that is safe, supportive and respectful and that connects students to a broader learning community.

Several recent reports from well-respected researchers and organizations have been issued on effective learning environments. Page 16 presents a brief summary of their findings. While each of these studies has approached the subject in different ways and used different terms to describe its findings, their conclusions are remarkably similar and reinforce our five conditions for learning.

In the remainder of this chapter, we briefly describe the community school approach related to each condition and cite the research from numerous disciplines on which these conditions are based. The chapter shows the clear connection between what we know about the essential conditions for learning and what community schools are doing to foster them. Vignettes provide examples from local schools.

- ◆ Programs designed to solve particular problems or prevent specific behaviors tend to have narrow impacts. A more comprehensive youth development approach shows gains in academic, social and risk-taking areas, including work habits and emotional adjustment, as well as grades (Roth, Brooks-Gunn, Murray and Foster, 1998).
- ◆ High-quality enrichment experiences affect school performance. African American 12th graders who spend approximately 20 hours per week before or after school in “high-yield” learning activities do better than young people who do not participate (Clark 1990; 1999). Boys and Girls Clubs of America have developed Project Learn, a learning-focused after-school program for young people in public housing. After 18 months, participating students improved their grades from a C+ average to a B average. In comparison groups, average grades dropped (Schinke, Cole and Roulin, 2000).
- ◆ At-risk children who were mentored in a Big Brothers Big Sisters program for 18 months were 52% less likely to skip school, 37% less likely to skip a class, 46% less likely to begin using illegal drugs, 27% less likely to begin using alcohol, 37% less likely to lie to their parents and 32% less likely to hit someone. Minority participants were 70% less likely to begin using drug than other minority children who did not have mentors (Tierney, Grossman and Resch, 1995).

CONDITION #3: The basic physical, mental and emotional health needs of young people and their families are recognized and addressed.

Community partners work with the school to provide access to affordable health, mental health and social services for students and families. The best curriculum and instruction cannot benefit children who often miss school or who are sick or upset when they do attend. When children receive regular health care, eat well, and know they can find help with emotional and family concerns, they attend school more and are able to pay more attention to what they are learning.

The Research Base for Condition #3

Key Findings

- ◆ **Comprehensive school-based health care helps improve attendance, behavior and grades.**
- ◆ **In addition to promoting students’ self-confidence, mental health services contribute to better school performance and an improved school climate.**
- ◆ **Proper nutrition and physical exercise have a significant impact on student academic outcomes and participation in school as well as on psychosocial functioning.**

Community School Vignette: Immunizing against Failure

Three years ago at **Francis Scott Key Elementary School #103** in Indianapolis, more than one-third of kindergartners showed up for school without adequate immunizations. Their families lacked insurance, access to health clinics, or the time and information needed to secure this important preventive service. Because children are not admitted to school until they receive their shots, many lost valuable school time.

In the 2001–02 school year, a partnership among the Indianapolis Public School District, United Way’s Bridges to Success program and the local health clinic made it possible for children to receive their immunizations at the school. One hundred percent of fifth graders and kindergartners fulfilled state requirements by receiving their shots before the school year began — and no school days were missed.

Community School Vignette: Reducing Risky Behavior

The **Pinelands Regional Middle and High Schools** in Tuckerton, NJ, are located in a rural, coastal area of the state. The New Jersey School Based Youth Services Program, which is funded by the New Jersey State Department of Health and Human Services to foster partnerships between schools and community agencies, has operated at Pinelands for 14 years.

Through these partnerships, the program offers primary and preventative health care, mental health and social services, employment assistance, family planning education, substance abuse counseling, pregnant teen and teen parent support services, transportation, a 24-hour teen crisis hotline, and recreational programs and activities to all students in the district. The “Pinelands Model” has been recognized as effective by Rutgers University’s School of Social Work and has been replicated in others areas of the state. Since 1993, the percentage of students passing the state high school proficiency test has climbed from 74% to 90%. Teen pregnancy rates have dropped among young teens from about 20 each year to about three each year.

Comprehensive school-based health care helps improve attendance, behavior and grades.

- ◆ Comprehensive health and social services offered through the California Healthy Start Program have had an impact on improving student behavior, student academic performance and school climate. The lowest-performing students improved their reading scores by 25% and math scores by 50%. Illicit drug use was reduced from 24% of students to 14%. Students improved their self-esteem and increased their perception of support from parents, classmates, teachers and friends. Finally, families’ unmet needs for basic goods and services were reduced by 50% (California Department of Education, Healthy Start Office, 1999).
- ◆ Students who use school-based health clinic services use fewer drugs, have better school attendance and lower dropout rates, fail fewer courses, and decrease disciplinary referrals by 95% (Pearson, Jennings and Norcross, 1999; Kisker and Brown, 1996).
- ◆ Students who are registered to use their school-based health clinic are more likely to graduate or be promoted than those who are not registered. African American male students are more than three times as likely to stay in school if they

register for the clinic (McCord, Klein, Joy and Fothergill, 1993).

- ◆ Grades improve significantly when basic vision and hearing problems are corrected. First and second graders suffering from vision problems were randomly assigned to control and treatment groups. Students receiving services had a 50% greater improvement rate than the control group in reading, an almost 100% greater improvement rate in math, and close to a 200% greater improvement rate in reading comprehension (Harris, 2002; Lave, et al., 1998).

In addition to promoting students’ self-confidence, mental health services contribute to better school performance and an improved school climate.

- ◆ Students participating in mental health interventions have better attendance, fewer behavioral incidents, improved personal skills, increased student achievement, and a higher sense of school and home connectedness than nonparticipating students (Center for Mental Health in Schools, 1999, 2000).
- ◆ Students who receive school-based mental health services show a significant decline in depression and an improvement in self-concept (Weist, Paskewitz, Warner, et al., 1996).

Proper nutrition and physical exercise have a significant impact on student academic outcomes and participation in school as well as on psychosocial functioning.

- ◆ Schools that offer intense physical activity programs see positive effects on academic achievement, including increased concentration; improved mathematics, reading and writing test scores; and reduced disruptive behavior, even when time for physical education reduces the time for academics (Symons, Cinelli, Janes and Groff, 1997; Centers for Disease Control, 2000; The Society of State Directors of Health, Physical Education and Recreation and the Association of State and Territorial Health Officials, 2002).
- ◆ Students who increased their participation in the Universally Free School Breakfast Program increased their math grades and decreased their absenteeism and tardiness significantly more than children whose participation remained the same or decreased. Child and teacher ratings of psychosocial problems also decreased more for children who participated in the program more often (Murphy, et al., 1998; Meyers, Sampson, Weitzman, Rogers and Kayne, 1989).

CONDITION #4: There is mutual respect and effective collaboration among parents, families and school staff.

Community schools build on family strengths. A family's attitudes and behavior about education profoundly influence children's learning. In community schools, families are actively engaged in making decisions affecting their children's education and in expanding their repertoire as teachers, advocates and partners. When school staff and children see family members working as knowledgeable, able and active members of the school community, respect and collaboration increase and efforts to promote learning multiply.

The Research Base for Condition #4

Key Findings

- ◆ **Active parent and family engagement strongly predicts school success.**
- ◆ **Efforts to build respectful, cooperative relationships among parents, families, teachers and school administrators help family members feel more capable of contributing to their child's education and connected to their child's school.**

Community School Vignette: Building Parent Involvement

When Communities In Schools (CIS) opened the Family Resource Center at **East Elementary School** in rural Kings Mountain, NC, in 1992, there were just five parent volunteers, no after-school activities and very little parent involvement in academics. CIS brought Boy Scouts and Girl Scouts programs to the school and raised funds through local churches and businesses to provide uniforms, dues and badges.

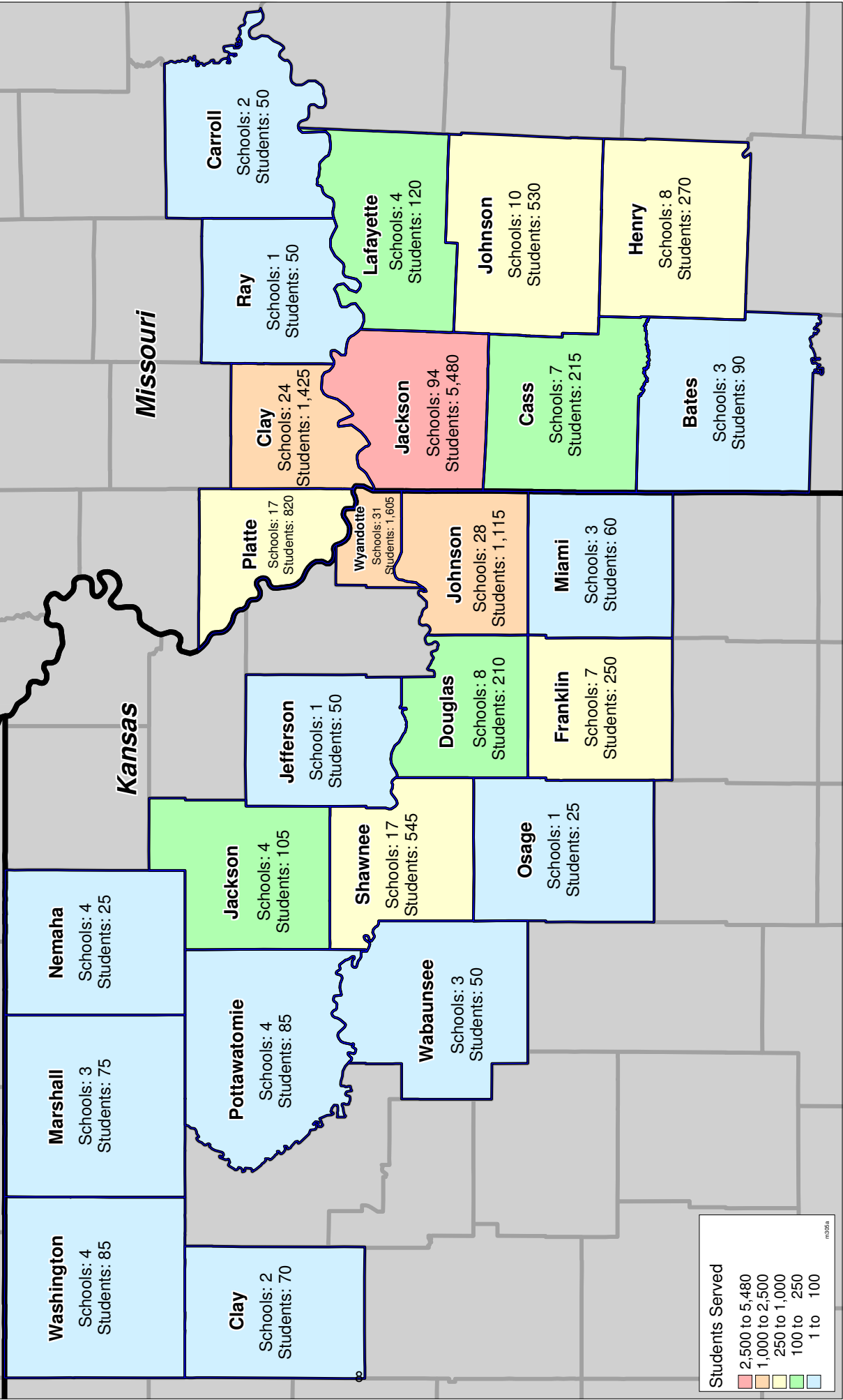
Initially, the school administration and teachers volunteered their time to launch the effort. Parents got involved because of their children's interest and took an active role in planning programs and activities. Today, both programs are completely run by parents who have completed Den Leader training and 75 to 80 young people participate. Parents now are more comfortable at the school, and attendance at parent-teacher conferences has risen to over 96% from very low participation levels in 1992 before CIS began its partnership. In addition, says Principal Jerry Hoyle, "the leadership training these parents have acquired has given them the skills necessary to grow a very active parent-teacher organization — and to lead others through the process."

Harvesters Schools and Students Served by County

Nebraska

Kansas

Missouri



Students Served

- 2,500 to 5,480
- 1,000 to 2,500
- 250 to 1,000
- 100 to 250
- 1 to 100

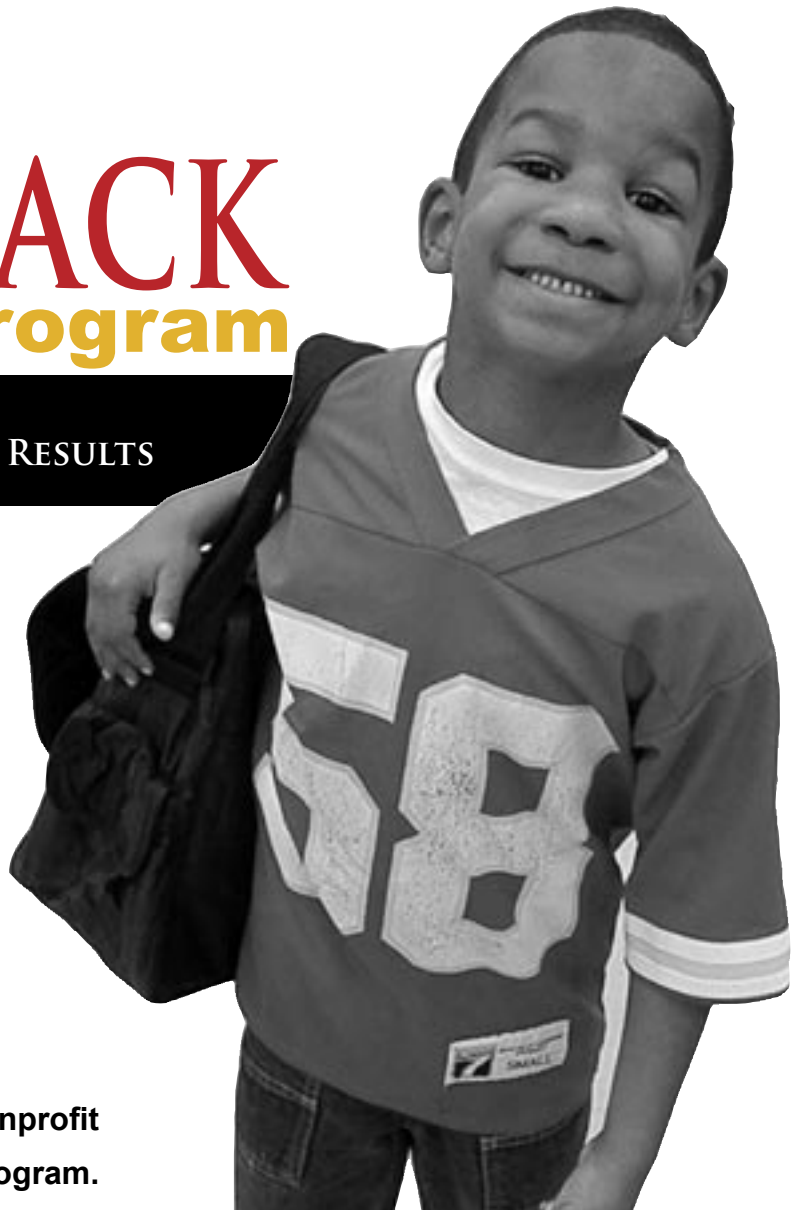
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The BACKSNACK Program

2009-2010 ACADEMIC YEAR
SUMMATIVE OUTCOME EVALUATION RESULTS

Since its inception in 2004, Harvesters' BackSnack program has grown from 30 students to 10,080 students in 2009-2010. For the 2010-2011 school year, Harvesters will provide backpacks filled with nutritious, child-friendly food to 13,000 children every week. As the program expands, it is imperative that we verify that its objectives are being achieved.

Harvesters hired the Midwest Center for Nonprofit Leadership to evaluate the impact of the program. Three groups of stakeholders – children, parents and schools – were surveyed to determine whether nutritious food impacts program participants in seven key areas: grades, school attendance, behavior, health, self esteem, responsibility and social skills. The surveys were completed by stakeholders in October 2009 and again in May 2010. The initial survey and post survey asked identical questions, so answers could be easily compared. The post survey also asked parents to assess characteristics their child possessed after participating in the program. All stakeholders were asked for qualitative responses, and the children were encouraged to draw pictures of their experience participating in the BackSnack program.



Evaluation results show Harvesters' BackSnack program is achieving its intended objectives, and has a significant positive impact on children who participate.

GRADES

- Grades improved by as much as 18 percent, especially in English, social studies and science.
- Children report it is easier to work without help, to understand their teachers and to understand their homework after participating in BackSnack. Results from parents and schools confirm this.
- 48 percent of parents report their child's grades improved after participating in BackSnack.

Student has improved maturity-wise with more consistent high scores in reading.
– BackSnack school

Her reading and spelling has improved.
– BackSnack parent

SCHOOL ATTENDANCE

- BackSnack program participants have 14 percent fewer absences by the end of the school year.
- Participants also have 23 percent fewer tardies.

The student's homework comes back regularly. Attendance and tardies have really improved!
– BackSnack school



BEHAVIOR

- Schools report discipline issues among BackSnack participants were cut in half.
- Improvements in behavior are statistically significant for those surveyed. Children report they feel "in trouble" less. Parents say children are better behaved at home and in school.

Child's behavior has improved drastically. He has taken an interest in having books read to him.
–BackSnack school

He follows directions in the classroom, listening to the teachers.
– BackSnack parent

HEALTH AND SELF ESTEEM

- 34 percent of parents say that their child's health improved after participating in the BackSnack program.
- Parents say their child is less easily embarrassed after participating in BackSnack.
- 33 percent of parents say their child's self esteem improved.

Doctor says health and weight is getting better.
-BackSnack parent

She no longer questions herself in her ability to study and tackle problems.
- BackSnack teacher

RESPONSIBILITY

- 40 percent of parents say their child's sense of responsibility increased.
- According to schools, students demonstrate a significant increase in a sense of responsibility over the course of the BackSnack program.

BackSnack gives the children responsibilities and knowledge of healthy eating.
- BackSnack parent

My children's sense of responsibility has improved. They are better able to handle their chores.
- BackSnack parent

SOCIAL SKILLS

- Teachers say students' social skills significantly improve after the BackSnack program. They are more friendly, respectful, responsible, well behaved and participate more in class.
- Children say they are more likely to try new things, make friends and make choices.

I respect other people's property, and respect others.
- BackSnack student
She holds her head up more and talks more.
- BackSnack teacher



The full executive report of the study can be found at www.harvesters.org.

Nutrition and Fitness Activities at LINC Caring Communities Sites—Spring 2011

School District	Caring Communities Site	Gardening	Cooking	Nutrition	Weekend meals	Healthy snacks	Evening meal for students	Family supper	School food assistance	Mobile food market	Grocery service	Food pantry	Neighborhood food network	Health and nutrition fair	Healthy lifestyles	Fitness & exercise	Adult fitness & exercise
Kansas City	ACE Collegium Campus (pre K-12)	X	X	X	X	X	X	X						X	X	X	
	Attucks Elementary	X	X	X	X	X			X					X	X	X	
	Banneker Elementary	X	X	X	X	X								X	X	X	
	Border Star Montessori	X	X	X	X	X	X							X	X	X	
	Carver Elementary	X	X	X	X	X		X						X	X	X	
	Foreign Language Academy	X	X	X	X	X								X	X	X	
	Garcia Elementary	X	X	X	X	X								X	X	X	
	Garfield Elementary		X	X	X	X								X	X	X	
	Gladstone Elementary		X	X	X	X								X	X	X	
	Hartman Elementary	X	X	X	X	X		X						X	X	X	
	Holiday Montessori	X	X	X	X	X								X	X	X	
	James Elementary	X	X	X	X	X								X	X	X	
	King Elementary	X	X	X	X	X				X				X	X	X	
	Longfellow Elementary	X		X	X	X								X	X	X	
	Paige Elementary			X	X	X								X	X	X	
	Phillips Elementary	X	X	X	X	X	X			X				X	X	X	
	Pitcher Elementary	X	X	X	X	X	X				X			X	X	X	
	Rogers Elementary	X	X	X	X	X								X	X	X	
	Troost Elementary	X	X	X	X	X								X	X	X	
	Weeks Elementary		X	X	X	X								X	X	X	
Wheatley Elementary		X	X	X	X								X	X	X		
Benton Elementary	X		X	X	X								X	X	X		
Bryant Elementary	X		X	X	X								X	X	X		
Fairmount Elementary	X	X	X	X	X								X	X	X		
Kore Elementary	X	X	X	X	X								X	X	X		
Mill Creek Elementary		X	X	X	X	X							X	X	X		
Procter Elementary	X		X	X	X								X	X	X		
Randall Elementary	X		X	X	X								X	X	X		
Santa Fe Trail Elementary	X		X	X	X								X	X	X		
Sugar Creek Elementary	X		X	X	X								X	X	X		
Three Trails Elementary			X	X	X								X	X	X		
Nowlin Middle	X	X	X	X	X								X	X	X		
Van Horn High	X	X	X	X	X								X	X	X		
William Chrisman High	X	X	X	X	X	X		X					X	X	X		

Nutrition and Fitness Activities at LINC Caring Communities Sites—Spring 2011

School District	Caring Communities Site	Gardening	Cooking	Nutrition	Weekend meals	Healthy snacks	Evening meal for students	Family supper	Holiday food assistance	School food evaluation	Mobile food market	Grocery service	Food pantry	Neighborhood food network	Health and nutrition fair	Healthy lifestyles	Fitness & exercise	Adult fitness & exercise
Hickman Mills	Burke Elementary	X	X	X	X	X	X	X		X			X	X	X			
	Dobbs Elementary	X	X	X	X	X	X	X		X			X	X	X			
	Ingels Accelerated Elementary	X	X	X	X	X	X	X		X			X	X	X			
	Johnson Elementary	X	X	X	X	X	X	X		X			X	X	X			
	Santa Fe Accelerated Elementary	X	X	X	X	X	X	X		X			X	X	X			
	Syrington Accelerated Elementary	X	X	X	X	X	X	X		X			X	X	X			
	Truman Elementary	X	X	X	X	X	X	X		X			X	X	X			
	Warford Elementary	X	X	X	X	X	X	X		X			X	X	X			
	Smith-Hale College Prep 6-8	X	X	X	X	X	X	X		X			X	X	X			
	Chouteau Elementary																	
North KC	Crestview Elementary	X																
	Davidson Elementary																	
	Maplewood Elementary																	X
	Topping Elementary		X	X	X	X	X	X				X						
	West Englewood Elementary																	
Ft. Osage	Blue Hills Elementary																	X
	Buckner Elementary																	
	Cler-Mont Elementary		X	X	X	X	X	X						X				
	Elm Grove Elementary	X	X	X	X	X	X	X										X
	Indian Trails Elementary		X	X	X	X	X	X										
	Bevidere Elementary	X	X	X	X	X	X	X							X	X	X	
Grandview	Butcher-Greene Elementary	X	X	X	X	X	X	X							X	X	X	
	Conn-West Elementary		X	X	X	X	X	X										
	Meadowmere Elementary		X	X	X	X	X	X										
	Martin City K-8		X	X	X	X	X	X										
	Boone Elementary	X	X	X	X	X	X	X							X	X	X	
Center	Center Elementary	X	X	X	X	X	X	X							X	X	X	
	Genesis Middle School		X	X	X	X	X	X							X	X	X	
	Lee A. Tolbert Academy (K-8)	X	X	X	X	X	X	X										
Community/Neighborhood	Palesine Neighborhood	X																
	Southeast Neighborhood																	
	Wayne Miner Community Center		X	X	X	X	X	X							X	X	X	



Overview

The Kansas City Beans&Greens program is committed to ensuring access to fresh, healthy, local fruits, vegetables, meats, and dairy products for all members of our community. The program matches food assistance dollars spent at farmers’ markets, farm stands and mobile markets that operate within or near neighborhoods that face food insecurity challenges. The intent is to encourage: 1) lower income residents to purchase healthier foods; 2) local farmers to sell their goods in food insecure neighborhoods; and 3) higher year-round demand and access for local foods overall.

The Dollar for Dollar Match

The following table explains the food assistance programs that are eligible for the dollar-for-dollar match benefits, which are privately funded and dependent upon the level of funding each year.

	State	
Eligible Programs	Kansas	Missouri
SNAP	Vision Program (matched up to \$30 per week)	Quest Program (matched up to \$30 per week)
Senior Vouchers	SFMNP (matched up to \$30 per season)	No
WIC	No	No

Please note: The Supplemental Nutrition Assistance Program (SNAP) was formerly called Food Stamps and Senior Vouchers refers to the Senior Farmers Market Nutritional Program (SFMNP). WIC refers to the Special Supplemental Nutrition Program for Women, Infants and Children. Match funding may vary at individual markets.

How the Match Works

SNAP participants swipe their EBT cards at the market’s information booth for their desired dollar amount. They receive double that amount in wooden tokens to be used at the issuing market. SFMNP recipients should go to the market information booth to match SFMNP coupons. Rules of use follow federal SNAP, Kansas SFMNP and Beans&Greens guidelines.

Participating Match Markets *(Check our website for an updated listings and market opening dates.)*

These markets are confirmed for the 2011 season:

- **Bad Seed** located at 1909 McGee Street, KCMO. Fridays 4 p.m. - 9 p.m.
- **City Market** located at 5th and Delaware, KCMO. Saturdays 6 a.m. - 3 p.m., Sundays 8 a.m. - 3 p.m.
- **Don Bosco** located at 531 Garfield, KCMO. Fridays 11 a.m. – 3 p.m.
- **Farmers’ Community Market at Brookside** located at 63rd and Wornall, KCMO. Saturdays 8 a.m. – 1 p.m.
- **Hartman’s Heritage Market, Independence, MO** located in the Pavillions’ parking lot at Hartman Heritage off Little Blue Parkway and Interstate 70. Tuesdays 3 p.m.- 7 p.m. and Sundays 10 a.m. - 2 p.m.



- **Independence Farmers' Market** located at the corner of Truman Road and Liberty. Independence. Saturdays and Wednesdays 5 a.m. - 1 p.m.
- **Juniper Gardens Market** located at 3rd St. and Richmond, KCK. Mondays 9:00 a.m.- Noon
- **KCK Greenmarket of Strawberry Hill** located at 6th and Ann, KCK. Saturdays 10 a.m. - 1 p.m. and Wednesdays 8 a.m.-1 p.m.
- **Mattie Rhodes – La Chalupa Farmers' Market** located at 148 N. Topping Avenue, KCMO. Fridays – Time – TBD.
- **Rosedale Farmers' Market** located at 340 Southwest Blvd., KCK. Sundays Noon -3 p.m.
- **Troostwood Youth Garden Market** located at 51st and Paseo, KCMO. Fridays 3 p.m. - 8 p.m., and Saturdays 8 a.m. - 2 p.m.
- **Urbavore** located at 5500 Bennington Avenue, KCMO. Saturdays 2 p.m. - 6 p.m.
- **Westport Plaza Farmers' Market** located at 43rd and Wyoming, KCMO. Wednesdays 4:30 p.m. – 8 p.m.

These markets are pending for 2011:

- **Truman Medical Center:** 2301 Holmes, KCMO and 7900 Lee's Summit Rd. Lee's Summit, MO.
- **Overland Park Farmers Market** located west of Marty between 79th and 80th St. OP, KS.

Mobile Market with Match

The Beans&Greens Mobile Market will launch in April 2011, enabling service to neighborhoods that are lacking access to farmers' markets and full-service grocery stores. Currently, the Mobile Market is working with the Argentine community, Marlborough community, and Guadalupe Center to develop schedules and identify foods to sell that meet residents' needs. Please stay tuned to our website for confirmed schedules.

Many Ways to Connect with Beans&Greens

General Information Line – 816-753-0606 (Press 3)

Farmers' Markets – 816-226-3100 or jenn@beansandgreens.org for Jenn Brockman

Mobile Market – 816-517-0945 or eugene@beansandgreens.org for Eugene Brown, III

Website - <http://www.beansandgreens.org> (**Website launches 03/03/11**).

Facebook - <http://www.facebook.com/beansgreenskc>

Twitter – <http://www.twitter.com/beansgreenskc>

Beans&Greens is operated by the Menorah Legacy Foundation and funded in part by the Menorah Legacy Foundation, Health Care Foundation of Greater Kansas City, Blue Cross and Blue Shield of Kansas City, Prime Health Foundation, Jewish Heritage Foundation, and William Kemper T. Foundation. Other key partners include: Kansas City Center of Urban Agriculture, The Family Conservancy, the Missouri Department of Agriculture, City Market, the Kansas Rural Center, University of Missouri Extension, Kansas State Extension, the Greater Kansas City Food Policy Coalition, and KC Healthy Kids.

December 21, 2010
Contact: Scott Rowson,
573-526-0407

The Department of Social Services Announces Grants to Improve Access to Healthy Food for Missouri Children

Jefferson City, MO. — Gov. Jay Nixon’s administration announced today that Missouri will receive up to \$680,000 in federal funds to test new ways to provide nutrition assistance and access to healthy foods to vulnerable children next summer. The Missouri pilot project will use Electronic Benefit Transfer (EBT) cards to give low-income families with school-age children more food resources.

“Many children who receive free or reduced-price meals are at risk of not receiving the nutrition they need than during the summer months,” said Gov. Nixon said. “My administration is focused on the fact that building the educated, healthy workforce of tomorrow requires an investment in the well-being of kids today.”

The Missouri project will be used to operate a food stamp-model Summer-EBT project in collaboration between the Department of Social Services, the Department of Elementary and Secondary Education, the Department of Health and Senior Services, the Local Investment Commission (LINC), and the Kansas City, Hickman Mills and Center school districts.

In the near-term, the demonstration project will provide thousands of low-income children in the demonstration communities with substantial new household food benefits during the summer while generating a local economic benefit as well. The United States Department of Agriculture calculates that for every \$5 of food stamp spending there is \$9.20 of total economic activity. In the longer term it will provide critical knowledge about the impact of cutting-edge nutrition interventions on achieving real improvement in food security among our children during the summer months.

“The Missouri Department of Social Services is excited to assist in this test project to help map the way to future nutritional gains for young people in our state,” said DSS Director Ronald J. Levy. “The project also has the potential to be a welcome additional resource for families worried about feeding their children.”

An independent evaluation will be completed for the demonstration. The evaluation will determine the EBT card model’s effectiveness at improving food security among children during the summer.

Proposal Summary

Executive Summary:

The Supplemental Nutrition Assistance Program (SNAP – known as Food Stamp Program in Missouri), the National School Lunch Program, and the Summer Food Service Program (SFSP) are all essential public food assistance programs that help keep children from going hungry by providing them with regular access to nutritious foods. The State of Missouri applauds Congress and the USDA for their commitment to ending childhood hunger by 2015. We recognize more needs to be done.

As you are aware, there have been many studies focusing on child hunger. They all agree that hungry children are sick more often, suffer growth impairments, have developmental impairments, do poorly in school, and have lower academic achievement – all because they do not have enough to eat.

Missouri is well-positioned to participate in a demonstration project that tests the use of the EBT system to deliver additional food assistance to children during the summer months. Missouri's SFSP, SNAP participation rate (74.6%), and EBT system are considered to be among the best in the country; even so, Missouri continues to have one of the highest rates of household food insecurity in the nation.¹ Like states nationwide, summer food participation rates in Missouri fall far short of the percentage of children served by the National School Lunch Program during the school year. We struggle with how to reach more eligible children during the summer months.

Our participation in this demonstration will enable us to partner with public and private nutrition assistance programs more effectively, and to improve coordination and integration among our state agencies delivering children's services.

Missouri has a nationally recognized network of twenty non-profits called Missouri's Community Partnerships that were established to focus on six core result areas impacting children and families in our state. Because our project focuses on food insecurity in the Kansas City area, we propose to work heavily with the local community partner in that area called the Local Investment Commission (LINC). LINC was created in 1992 with a four-pronged mission:

¹ The 2010 *Hunger in America* Report ranked Missouri 5th out of the ten states exhibiting *statistically significant* higher household food insecurity rates than the national average. (12.5%) (Missouri – 14.0%)

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1) engaging, convening and supporting diverse groups and communities; 2) establishing quality standards and promoting accountability; 3) brokering and leveraging resources; and 4) promoting effective policy measures. LINC is positioned to deliver the results required by our demonstration project as they already provide funding, support staff, data systems and training to over 60 low-income neighborhood schools through partnerships with these local school districts.

Our project includes three school districts – the Kansas City, MO School District (KCMSD), Hickman Mills School District (HMSD) and Center School District (CSD). The Center School District was created in 1956 through the merger of several small independent school districts. Hickman Mills School District, formed in 1902, was the first Missouri consolidated school district with enrollment of less than 100. The Kansas City, Mo. School District was formed in 1867. By selecting these three school districts, the project reflects the most impoverished neighborhoods in the Kansas City area. Further, the districts represent a diverse population and demographic. This demonstration area will provide the Missouri project with ready access to over 20,000 children who are eligible to receive free or reduced cost lunches.

All members recognize this is a demonstration project and, as such, utilizes 2,500 children receiving the benefit and 2,500 children in a control group who are not receiving the benefit. All parties recognize the critical importance of allowing all members of the community full access to this information as we undertake the demonstration and work to achieve its goals. We will focus on using this opportunity to provide additional focus and attention for all children within the target area.

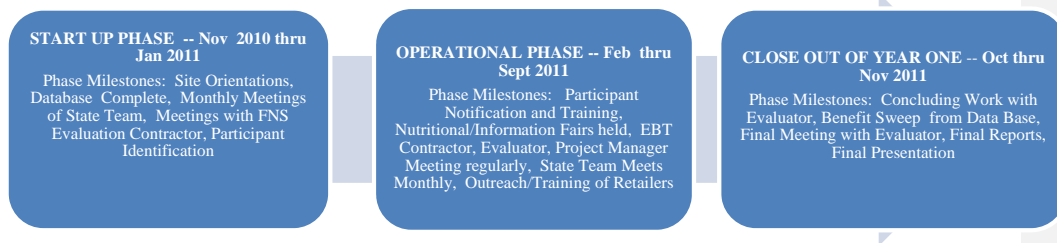
Guiding this project at the state level is a management team of staff representing five state departments and divisions. This interdisciplinary team will provide project oversight to ensure timelines are met and key benchmarks are achieved. The management team includes experts in electronic benefits transfer (EBT) management and delivery, SNAP, community engagement, nutritional education, project and fiscal management, summer food programming, audit and evaluation and school food service. This group will meet monthly to provide guidance for the project.

At the center of this demonstration will be the delivery mechanism – the current EBT system. We have over twelve years experience providing benefits electronically to families in our state with a consistently high performance rating. Given our successful track record, delivery of benefits electronically to the families of the 2,500 children in the demonstration will be done in a timely manner and with minimal startup or conversion efforts.

The general timeline for our demonstration is as follows:

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Demonstration and Design

Goals and Objectives:

The goals of this demonstration project are to:

- Demonstrate a benefit to children in need of stable food sources during the summer months, through a scientific method utilizing a control group of 2,500 children who share the characteristics of those receiving the benefit.
- Model that the EBT system is positioned to assist with summer food insecurity for needy children and sufficiently flexible to handle the additional business without cost-prohibitive additional administrative support.
- Highlight the added value that partnering with a robust community-based organization such as LINC brings to a school focused initiative.
- Reinforce the value of good nutrition and eating habits.
- Promote access to fresh produce through local farmers markets and local grocery stores.
- Provide an opportunity to educate the local retail community on the added benefits that SEBTC will provide to their food retail centers.

Of course, inherent in all of our goals for this demonstration project is our desire to learn from the project and apply those lessons in process improvement and service delivery for our traditional EBT benefits efforts in years to come. This project has the potential to help transform the manner in which we interact with participants, retailers, local school leaders and state organizations around not only the delivery of benefits but the education of children and families about good nutritional choices.

Administrative Structure:

State

A state-level management team of interdepartmental experts will meet monthly to provide oversight and direction to this project until completion. The team includes experts in EBT

management and delivery, SNAP, community engagement, nutritional education, project and fiscal management, summer food programming, audit and evaluation and school food service.

Local

With cooperation from the three school districts, LINC will provide the local leadership on this project. They will have a leadership team representative of the multiple disciplines needed to address the components of the project, one that will closely mirror the team at the state level.

The efforts of the local leadership team will be coordinated through a project manager who will work with the rest of the team to develop a work plan for project implementation. The work plan will be adapted as needed and the state-level management team will be informed of changes and progress at regular intervals throughout the life of the project. The project manager, along with the others on the local team, will be responsible for executing the tasks identified in the work plan. Among other duties, the project manager will serve as a central point of communication for state agency partners, school district contacts, information systems staff at LINC, communications staff at LINC, program staff at LINC school sites (1 supervisor per school district) and the evaluation contractor.

Examples of other tasks to be managed by the project manager include:

- Coordinate a communications strategy to provide outreach to eligible families, to include banners, posters, postcards and nutrition fairs. The nutrition fairs will provide community awareness on nutrition within the demonstration area for the children and families who attend school in the three districts.
- Coordinate the establishment of a database to support communication, targeted outreach and program usage to those chosen to participate once the pool of willing participants from the target schools is identified.
- Coordinate training for all individuals participating in grant administration at LINC.

LINC will implement a communications team to develop a communications plan, which likely will include: banners, poster, postcards, training materials, brochures and a training video. All materials will be produced in multiple languages. The communications team will work in conjunction with the local school officials who have expertise in this area.

School

LINC has identified three key staff members as the contacts for each school district. These individuals will be the supervisors of the school site coordinators who provide outreach and education to individuals in the community on a variety of matters core to LINC's mission. There are currently 32 LINC site coordinators based at schools in the demonstration area. While site

coordinators will not be based in all 52 schools of the demonstration project, through this project the coordinators will have expanded operating areas that reach beyond their home site in order to reach all the schools in the project area.

Demonstration Site Description

Our proposed demonstration area is three contiguous urban school districts located in Jackson County, Mo. and contained almost entirely within the city of Kansas City, Mo. (see map).

The three school districts are: **Kansas City, Mo., Hickman Mills and Center.**

The three school districts’ student populations include a high percentage of free and reduced lunch participation, though they differ in relative size: Kansas City (large), Hickman Mills (medium) and Center (small). Missouri has relatively small school districts – there are 554, with the largest having only 26,000 students.

Our proposed demonstration area covers 108.74 square miles including Kansas City’s historic urban center as well as inner-ring suburban housing created during rapid population growth after World War II.

The three school districts have a combined 2009-10 student enrollment of 26,733 students representing 52 schools, of which 20,796, or 77.8%, were certified for free or reduced lunch.

The summary table provides basic enrollment data for each district.

Student Data in proposed Kansas City area FSA demonstration area					
2009-10 data	Student Enrollment	Statewide Rank	Students Free/Reduced	Statewide Rank	Square Miles
Kansas City	17,677	7	14,164	2	66.74
Hickman Mills	6,765	25	5,070	11	30.38
Center	2,291	94	1,562	56	11.82
Total	26,733		20,796		108.74

Source: Missouri Dept. of Elementary and Secondary Education
www.dese.mo.gov/schooldata/school_data.html

Student data for the 2010-11 school year is not yet available, but student enrollment numbers are expected to be about the same, though free and reduced lunch numbers may increase in response to the continued downturn of the overall U.S. and local economy.

Racial Diversity Within the Demonstration Site:

The districts' student population is racially diverse, with significant numbers of African American, Hispanic and white students, as shown in the summary of 2009-10 student enrollment data.

Student diversity in proposed Kansas City area FSA demonstration area						
2009-10 data	White	Black	Hispanic	Asian	Indian	Total
Kansas City	1,546	11,478	4,237	372	44	17,677
Hickman	848	5,394	416	97	10	6,765
Center	550	1,546	154	38	3	2,291
Total	2,944	18,418	4,807	507	57	26,733
<i>% Total</i>	<i>11.0%</i>	<i>68.9%</i>	<i>18.0%</i>	<i>1.9%</i>	<i>0.2%</i>	<i>100.0%</i>
Source: Missouri Dept. of Elementary and Secondary Education www.dese.mo.gov/schooldata/school_data.html						

Suburbanization of Poverty:

The Hickman Mills and Center school districts both have experienced significant growth in the percentage of students on free and reduced lunch.

The neighborhoods within Hickman Mills and Center grew largely as a result of post-World War II housing development and can be considered “inner-ring suburbs” within the city of Kansas City, Mo. Kansas City, Mo., itself is a local municipality that extends over 318 square miles in four counties and includes all or portions of 14 different school districts.

Hickman Mills and Center have experienced a 10.7% increase in the number of students on free and reduced lunch over the school years 2005-06 to 2009-10. This increase supports a trend receiving growing recognition locally, as well as nationally, concerning the suburbanization of poverty in U.S. communities.

The *Kansas City Star* – the region’s major newspaper – recently carried a front-page story (“Poverty is on the rise in the suburbs of America, census data show,” Oct. 11, 2010) citing important new national research on this topic, including 2010 reports by the Brookings Institution.

The *Star* story quotes Scott Allard, University of Chicago professor and co-author of one of the reports:

“Millions of Americans at all income levels moved to the suburbs looking for better schools, better jobs, affordable housing, and a sense of security, but in recent years, as incomes have fallen, people had a harder and harder time making ends meet. As a result,

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Americans who never imagined becoming poor are now asking for assistance, and many are not getting the help they need.”

This is an apt description of demographic changes in the Hickman Mills and Center school districts.

The Brookings study “The Suburbanization of Poverty: Trends in Metropolitan America, 2000 to 2008” (www.brookings.edu/papers/2010/0120_poverty_kneebone.aspx) offers that for the time period of the study America’s “[s]uburbs saw by far the greatest growth in their poor population and by 2008 had become home to the largest share of the nation’s poor.” (“Suburbanization of Poverty,” Brookings Institution, January 2010, p. 1)

The study makes this important policy observation:

“The growing presence of poor in the suburbs over the longer term coupled with recent economic challenges should raise questions for policymakers and service providers as to how well-connected these residents are to safety net services and work supports that have traditionally been located in urban centers.... While some differences in the take up rate of services may be due to real differences in eligibility, a lack of knowledge, access, or capacity may also affect the ability of low-income suburban residents to connect to benefits and programs for which they are eligible.”

(Ibid., p. 14)

A related study, “Job Sprawl and the Suburbanization of Poverty,” made this additional policy point.

The suburban poor face unique disadvantages. These include concentration in inner-ring, disadvantaged, and jobs-poor suburbs; overreliance on public transportation, which often provides inferior access to and within suburban areas; and **spatial mismatch between where the suburban poor live and the locations of important social services.**

(“Job Sprawl and the Suburbanization of Poverty,” March 2010, p. 2, emphasis added)

www.brookings.edu/~media/Files/rc/reports/2010/0330_job_sprawl_stoll_raphael/0330_job_sprawl_stoll_raphael.pdf

These were important considerations for our inclusion of the Hickman Mills and Center school districts in our proposed demonstration area.

Food Security: Low Access Areas (LAA):

A national grocery store study by the Brookings Institution, The Reinvestment Trust and PolicyLink has identified America’s “low access areas.” Troublingly, these areas share similar

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population density and car ownership with middle and high-income areas, but their residents travel longer distances to supermarkets than residents of more affluent communities.

Judith Bell, President of PolicyLink, on the recent release of the study “Getting to Market,” commented:

“The data are clear: poor families and people of color don’t have enough access to the fresh fruits and vegetables they need to live a healthy life. It’s no wonder that these same communities are hit hardest by obesity and diabetes. We must help supermarkets, farmers markets, and other fresh food stores open in under-served areas – bringing jobs, economic stability, and healthy food to communities in need of all three.”

(Metropolitan Policy Program at Brookings press release, “Putting Supermarkets Within Reach,” 19 Oct. 2010, p. 2)

www.brookings.edu/~media/Files/rc/reports/2010/1019_supermarket_access_berube/1019_supermarket_access_media_memo.pdf

PolicyLink’s online mapping tool identifies LAAs within our proposed demonstration area for each of the school districts. A map that includes LAA information for this demonstration is attached. Accordingly, the data clearly supports the choice of this demonstration area to focus efforts at addressing food insecurity. By empowering eligible residents of these districts with additional resources we will assist those residents in driving demand for more locally-based grocery offerings.

In addition to grocery stores located in the LAA, three farmers markets also provide access to fresh, nutritious food using the EBT card and a scrip/wireless terminal process. These markets are: The City Market, Fifth and Walnut Street, Kansas City, MO; Troostwood Youth Garden Market, 5142 Paseo, Kansas City, MO; and Farmers’ Community Market at Brookside, 63rd Street and Wornall, Kansas City, MO. In our outreach and communications efforts to participants, we will strongly encourage healthy nutrition choices using these local assets.

Feb. 22, 2011

Letter mailed to families eligible for the Summer Food Program

Dear <<RECIPIENT>>

Hunger doesn't take a vacation!

Send it packing this summer with an exciting opportunity for your children!

The <<SCHOOL DISTRICT NAME>>, the Missouri Department of Social Services, and the Local Investment Commission (LINC) have an opportunity to work with over 5,000 children this coming summer as part of a three-state demonstration effort sponsored by the U.S. Department of Agriculture.

We hope your family and children will choose to participate. Here's how.

How will it work?

- Selected families will receive \$60 in food benefits per month for each school-aged child in their household. The \$60 will come on EBT cards.
- Abt Associates, a national research firm, will randomly select families from those who qualify for the Free and Reduced Lunch Program at your school.

Do I need to contact anyone to be considered for selection?

- No, not at this time. If you received this letter, your household will have a chance to be part of the program. If you **DO NOT** want to be considered, please sign the attached slip and return it in the enclosed postage-paid envelope by March 8, 2011.
- You may be asked to do a survey.

About 2,000 households will be asked to do a phone survey. LINC plans to give Abt Associates your name, address, and phone number. Unless you opt out of the program, Abt Associates may use this information to call you. We will also give Abt information about school meal benefits from your child's school record. This information will be used to choose families to do the phone survey. Abt or its partner, Mathematica Policy Research, may call to ask you to answer the survey within the next few months. You will be sent a letter about the survey first. Another phone survey will take place this summer. Each survey will take about 25 minutes.

What's next?

- If you are chosen for the program you will receive a letter. The letter will explain the program and how to get the EBT benefit.

Thank you for considering this opportunity.

If you have questions, please call Robin Gierer at LINC, (816) 410-8367.

We will be happy to help you and answer any questions.

Don't let
KIDS
go **HUNGRY**
in the
SUMMER



Health & Nutrition Fair



HIV & STD testing • vision test • cholesterol
glucose • blood pressure • spinal screenings

Sat., March 26

9am - 2pm

Ruskin High School Gym

7000 E. 111th St. | KCMO | 64134

First 50 people will receive a FREE
30 day membership to the Calvary
Community Wellness Center

Career Services and Opportunities



For more information contact:

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