

LINC Commission Meeting

May 16, 2011



Students and parent volunteers at Troost Elementary in the Kansas City, Mo. School District work to clean up the school grounds and playground.



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, May 16, 2011 | 4 – 6 pm
Kauffman Foundation
4801 Rockhill Rd.
Kansas City, Mo. 64110

Agenda

- I. Welcome and Announcements
- II. Approvals
 - a. **March minutes (motion)**
- III. Superintendent's Reports
- IV. LINC President's Report
- V. LINC Finances
 - a. Third Quarter Financials
 - b. IRS Form 990
- VI. Missouri College Advising Corps
- VII. Reports
- VIII. Adjournment



THE LOCAL INVESTMENT COMMISSION – APRIL 18, 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
Steve Dunn
Kiva Gates
Rob Givens
Anita Gorman

Rosemary Smith Lowe
Sandy Mayer (for Mike Sanders)
Richard Morris
David Ross
Gene Standifer
Bailus Tate

All the attendees introduced themselves.

A motion to approve the March 21, 2011, LINC Commission meeting minutes was passed unanimously.

Superintendents' Report

- **Bob Bartman** (Superintendent, Center School District) reported Missouri Assessment Program) testing is underway to measure student performance. The district is planning a summer program primarily for remediation for students who wouldn't otherwise be promoted.
- **Paul Fregeau** (Asst. Superintendent, North Kansas City School District) reported the district will be adding four classrooms to each of four buildings to accommodate student growth.
- **John Trammel** (Community Development Specialist, Independence School District) reported the district will operate a full summer school program.
- **John Ruddy** (Asst. Superintendent, Fort Osage School District) reported the recent bond issue was a success, with 63% of voters voting yes. The district is planning a summer school program with an expected enrollment of 112 students.

President's Report

Gayle A. Hobbs reported LINC staff is working with state agency and school district partners to develop various funding options for school-based supportive services.

Hobbs reported LINCWorks continues to expand its presence in the community by opening new office locations. The newest is at King Elementary School, located in the zip code with the highest population of Temporary Assistance for Needy Families (TANF) clients in the area. LINCWorks director **Tom Jakopchek** reported on the challenge of developing work opportunities for a population that generally lacks a GED. LINCWorks co-chair **Terry Ward** reported on a partnership with Metropolitan Community Colleges to develop career certification programs linked with GED preparation. Discussion followed.

LINC Communications Director **Brent Schondelmeyer** led a presentation, supported by staff **Ellen Schwartz**, **Bryan Shepard** and **David Buchmann**, on the use of communications as a tool for community organizing, developing a social network and service delivery system,

creating effective partnerships, and developing an alternative community information system. The presentation included a panel which discussed how LINC supported their particular communications efforts:

- **Connie Fields**, Buckner Caring Communities site coordinator, reported on the city of Buckner's Helping Hands initiative to provide designated safe locations for pedestrian youths. LINC assisted by developing a logo
- **DeWayne Bright**, Palestine Caring Communities site coordinator, reported on LINC's assistance in developing a community outreach strategy for the Historic East Neighborhoods Coalition including logo, website, Facebook page, and print brochure.
- **Michael Seward**, director of Northeast Kansas City HELP, reported on LINC's assistance in developing a website to help the group which is seeking to improve neighborhoods in the Northeast area of Kansas City.
- **Jason Wood**, United Way of Greater Kansas City, reported on LINC's support of the KC CASH financial literacy initiative including volunteer free tax preparation.
- **Nick Haines**, KCPT Executive Producer Public Affairs, reported on LINC's help in developing programming on issues of community interest such as home foreclosures and homelessness.

Discussion followed.

The meeting was adjourned.



Missouri College Advising Corps University of Missouri

Statewide Program and its Kansas City Presence

The Missouri College Advising Corps is Part of a National Consortium:

The National College Advising Corps (NCAC) was started as an outgrowth of a two-year pilot project conducted by the University of Virginia in 2005-06. In its first year, the program placed 14 recent college graduates in communities where college-going rates were below the state average. College-going in these schools increased.

A \$12M grant provided by the Jack Kent Cooke Foundation supported establishment of NCAC headquarters at the University of North Carolina at Chapel Hill and replication of the UVA model on a national basis. A request for grant proposals went to 169 institutions across the Nation. Fifty-six (56) applied and 10 were each awarded a \$1M grant to start an advising corps.



The University of Missouri (MU) is the only one among inaugural and current NCAC consortium members that is in the Big 12 Conference. Currently there are 14 advising corps in 13 states under the NCAC umbrella. Since the program's inception in 2005, 269 advisers have served more than 112,000 students in 95 districts and 153 schools. Nearly 200 advisers currently serve approximately 65,000 students annually.

NCAC will expand to 18 corps in 17 states for the 2011-12 program year with over 300 college advisers serving in 350 high schools

across the country, serving an estimated 105,000 students.

How The Missouri College Advising Corps Works:

As a founding member of the NCAC (www.advisingcorps.org), the Missouri College Advising Corps (MCAC) employs a unique, effective approach to college advising. It differs from other programs in the following ways:

- MCAC's service providers (college advisers) are near-peer role models—recent MU graduates who have themselves completed college despite disadvantaged backgrounds—demonstrating that college degree attainment is possible. Most other programs use adults, to whom high school students may not relate, or part-time college student volunteers who have not themselves completed their degrees. As near peers, MCAC advisers have strong credibility with students and are eagerly sought out by them.
- MCAC advisers work full-time in the schools, making themselves available to students throughout the day, as well as after school and in the evenings, to reach students and their parents. Many other access programs instead train teachers to do college advising on top of

their other duties, provide college counseling only on a part-time basis or as part of other programs with additional missions and goals.

- MCAC advisers work closely with guidance counselors in their schools, augmenting the time that can be devoted to individual students for college advising. Because the advisers respect the professionalism of high school counselors and do not try to replace or duplicate their full range of services but concentrate solely on college access advising, counselors and principals are extremely positive about the program.
- Unlike most college access programs, MCAC services are not limited to a particular cohort or sub-set of students. MCAC high school advisers provide recurring one-on-one support to the senior class and meet with 100% for at least one face-to-face session by December. In addition they provide a minimum of five group sessions for freshmen, sophomores and juniors (often meeting individually with them as well), and also reach out to 7th and 8th graders in the district.
- MCAC aims to improve college persistence as well as access by helping students apply to and enroll in postsecondary institutions that best fit their interests, academic preparation and resources, including selective or highly selective institutions for those students who should not under-match their abilities. Identifying appropriate colleges for students and helping them find recurring scholarships or financial aid grants are key factors in ensuring persistence. In addition, MCAC advisers introduce their advisees to student support services on the campuses they visit so that students know how to seek out tutoring, advising, and counseling services.
- MCAC and the other state advising corps are based at postsecondary institutions where knowledge resources are available to support the program.

MCAC prepares college advisers to become citizen leaders who are contributing to the communities they serve and will remain active in and contribute to education and society. MCAC advisers must be recent MU graduates (no more than one-year past their baccalaureate graduation), and virtually all are themselves from underrepresented minority groups, a disadvantaged family background, or the first in their family to attend college. Recruitment is competitive with less than 10% of applicants selected to become advisers. They come from a variety of academic majors, must have accomplished strong academic records while at MU, and must have demonstrated commitment to community service through their extra-curricular or co-curricular activities. Many of those who have completed their years of MCAC service now intend to pursue advanced degrees in education counseling or education policy, dedicated to improving public education in their communities.

Advisers serve for a maximum of two years. Because MCAC advisers are from backgrounds similar to those of their high school advisees and have been highly successful in their college careers, they serve as strong role models for the students they serve. MCAC advisers receive more than 350 hours of intensive pre-service (at both the program and national level) and in-service training. Each has a site supervisor (generally a high school counselor) at their assigned high school.

In accordance with the college admissions cycle college advisers provide the following services to students and their parents:

- Meet one-on-one and in small groups with juniors and seniors to help them research and identify multiple —best fit postsecondary institutions;
- Make classroom or workshop presentations to 9th and 10th graders to preview the college planning and admissions processes and how they can prepare to participate in those processes;
- Organize campus tours to a variety of colleges and universities so that students can envision themselves as a college student and determine what type of institution best suits their needs. To ensure that students who participate are serious, only those who can articulate how the colleges to be visited meet their criteria or who have begun or completed an application to those colleges are included;
- Assist with FAFSA completion so that students meet deadlines to qualify for financial aid and scholarships;

- Lead ACT preparation sessions; encourage students to take the ACT during the junior year and in time to retest and raise scores to secure admissions and scholarships; help qualifying students arrange for registration fee waivers; ensure ACT registration; arrange bus transportation to the testing center if the partner school is not a testing site;
- Help students complete admissions and scholarship applications and review admissions essays;
- Organize evening and weekend financial literacy and budgeting-for-college workshops for students and their parents (e.g., advisers will continue to be trained in TG financial literacy modules and have access to a variety of reputable presenters on financial literacy and fitness topics);
- Conduct early college awareness activities in district 7th and 8th grade classrooms.
- Organize events that celebrate college-going (e.g., May 1 Decision Day, Wear Your College Colors Day).

2010-11 Program Year Service:

During the 2010-11 program year, Missouri College Advising Corps (MCAC) advisement is available to 8,524 students in 11 partner high schools, five of which are in the Kansas City metro area, and thousands of community college transfer students. Of the high school students currently served:

- 60% are Black
- 10% are Hispanic/Latino
- 2% are Asian
- <1% are Indian
- 27.8% are White
- at least 60% are first-generation college students
- 89% in the urban high schools and 69% in the overall program are from ethnic minority communities
- 78% are free-and-reduced-lunch eligible

The number of students in partner high schools ranges from 307 to 1,995.

The average number of students in partner high schools is 608.86.

The average case load of seniors per adviser is 155.78.

MCAC's Kansas City Presence:

MCAC currently serves in these Kansas City area high schools:

- | | |
|-------------------------|---------------------------|
| • East (KCMSD) | • Paseo (KCMSD) |
| • Grandview (Grandview) | • Van Horn (Independence) |
| • Northeast (KCMSD) | |

MCAC will add to its current partners these Kansas City area high schools for the 2011-12 program year:

- | | |
|--------------------------------------|-------------------------------|
| • Central (KCMSD) | • Ruskin (Hickman Mills) |
| • North Kansas City (N. Kansas City) | • Southwest (KCMSD) |
| • Raytown South (Raytown) | • Winnetonka (N. Kansas City) |

With these additions, MCAC college advisement will be available to 11,675 students in grades 9-12 in the greater Kansas City area, 2,472 of whom are seniors.



Missouri College Advising Corps University of Missouri

Missouri College Advising Corps at Van Horn High School

Meaghan Brouger is the college adviser placed at **Van Horn High School**. Because advisers may serve a maximum of two years, Meaghan was placed in August 2010 as the second MCAC college adviser to help Van Horn High School students aspire to and plan for college. She is a May 2010 graduate of MU with a B.S. in Business Administration, with an emphasis in Marketing. Meaghan is from the state of California. While at MU, Meaghan was a high jumper on the MU track team and a member of the Academic All-Big 12 First Team and was named to the Big 12 Commissioner’s Honor roll each semester since fall 2006. She worked as a Summer Welcome leader; she was selected as one of 36 leaders from among 150+ applicants. In this role, she welcomed newly-admitted students and their parents/families to campus to help students transition to college. Meaghan was a college mentor through Icouldbe.org, an online mentoring program, where she frequently worked with first-generation and low-income students, helping them navigate the college planning processes and learn money management. Meaghan was selected from among the 14 MCAC college advisers to serve as a mentor with Lumina’s KnowHow2Go program.



Program Impact at Van Horn High School:

While increase in college-going is one measure of impact, the work of MCAC is resulting in other research-based positive trends related to student success and persistence. These trends (taken from a report of data run through the National Student Clearinghouse and summarized by the National College Advising Corps evaluation team housed at Stanford University), after two years of MCAC advisement, are summarized below for **Van Horn High School**:

- 12.1% increase in college-going; 2.1% after the first and another 10% after the second year
- 6% increase in full-time - versus part-time - enrollment among those enrolling at 4-year colleges
- 16% increase in full-time, versus part-time, enrollment among those enrolling at 2-year colleges
- 0 students enrolled at a 4-year college in both 2009 and 2010 had withdrawn as of November, 2010

Campus Tours Provided to Van Horn High School Students:

Pittsburg State
University of Central Missouri
UCM - Theatre department
University of Missouri-Kansas City

Linn State
Park University
MCC-Business and Technology

Campus Representatives from These Campuses Have Visited Van Horn High School:

Northwest Missouri State
Pittsburg State University
Central Methodist University
Avila University
University of Central Missouri
Truman State University
Missouri University of Science and Technology
Stephens College
Park University
University of Missouri-St. Louis
Northwest Missouri State University

University of Missouri (MU)
Graceland University
University of Missouri-Kansas City
Kansas State University
Donnelly College
Washburn University
Iowa Wesleyan College
Ranken Tech College
Missouri State University
Baker University

2010-11 Program Year MCAC Outcomes and Van Horn High School Outcomes

Outcomes for this – the third year of partnership with Van Horn High School – program year are listed below, both for the overall MCAC program and for Van Horn High School in particular.

OUTCOME MEASURE	MCAC OUTCOMES (August 2010 –March 2011)	VAN HORN OUTCOMES (August 2010 –March 2011)
Students advised 1-on-1	9,049	1,322
Students advised in group setting	10,512	547
Total number of students advised (1-on-1 and group settings)	19,561	1,869
Previous advisees served	72	5
Family members served	1,192	32
Number of campus tours conducted	69	8
Number of students attending a campus tour	1,614	336
Number of colleges applied to	320	56
Number of colleges admitted to	201	39
Number of students assisted with a college application	1,896	115
Number of students assisted with a scholarship application	2,051	261
Scholarship \$ secured with adviser assistance	\$3,023,629 (>\$3M)	\$101,180
Number of students assisted with ACT prep	1,125	76
Number of students assisted with ACT test registration	1,174	78
Number of financial aid/financial literacy workshops delivered	120	29
Number of students assisted with FAFSA completion	2,121	82
Number of FAFSAs submitted with advisers' help	563	37
Number of campus representatives visits planned	103 (assisted with an additional 22 visits)	25

Demonstrated Impact of MCAC

NCAC has commissioned Eric P. Bettinger, PhD, and Anthony Antonio, PhD, of Stanford University's School of Education to conduct a national-level program evaluation to measure NCAC's impact on college enrollment and persistence. It will also document NCAC's impact on students' preparation for college, schools' college-going culture, and parental and advisees' attitudes about college.

In its third program year, MCAC's impact has been measured. Data processed through the National Student Clearinghouse revealed an increase in college-going at all partner high schools after MCAC advisement. Across inaugural partner schools, there was an average increase of 6.3% in college-going rates after the 2nd program year, **with the highest increase being 12.1% at Van Horn High School**. Of partner schools added in 2009-10, there was a 4.6% average increase in college-going, with a high of 8.9% at Salem High School. Increases in college-going in Kansas City partner schools were as follows:

- Van Horn in Independence – 12.1% after 2nd program year
- Grandview in Kansas City – 1% after 1st program year
- Paseo in Kansas City – 9.8% after 2nd program year
- Northeast in Kansas City – 1.9% after 2nd program year

Program Funders:

Supporters of MCAC include, in addition to the Jack Cooke Foundation, with whose support the program was launched:

- The Sprint Foundation
- Bank of America
- AmeriCorps State
- TG (Texas Guarantee Public Benefit Program)
- Greater Kansas City Community Foundation
- Truman Heartland Community Foundation
- H&R Block Foundation
- College Access Challenge Grant Program administered by the Missouri Department of Higher Education
- Social Innovation Fund, through the Pathways Fund of New Profit, Inc.
- University of Missouri (MU)
- National College Advising Corps

The annual cost of a college adviser (including compensation, administrative costs, and program support) is approximately \$45,000. Funding gifts and grants are leveraged with other grants so that any one funder is not paying the full cost of one adviser. In addition, levels of support have been established with the ability to support specific projects or activities for as little as \$250.

Contact:

Beth Tankersley-Bankhead, PhD, Executive Director, Missouri College Advising Corps, 46 Jesse Hall, University of Missouri (MU), Columbia, MO 65211, Phone: 573-884-1928, tankersleybankheaea@missouri.edu

Van Horn student receives Cesar E. Chavez award

Scholarship will help Issac Diaz study at UCM

By Kelly Evenson - kelly.evenson@examiner.net

[The Examiner](#)

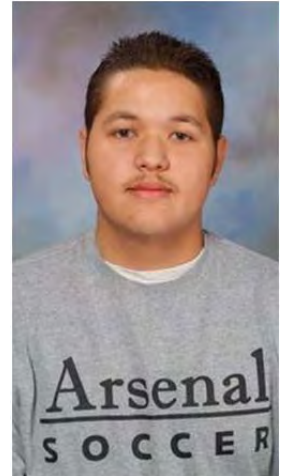
Independence, MO — Issac Diaz did not always find school easy.

When he first came to the United States three years ago from Mexico, he struggled with English, which made understanding his assignments and homework at Van Horn High School difficult.

Looking back, Diaz believes it was the help and commitment of his teachers and family that helped him become a success.

The hard work he has put in over the last three years has led to a scholarship that will help him fulfill one of his dreams, attending college. “I feel so proud of myself for the accomplishments I have made,” he said. “I will be the first one in my family to go to college, so this means so much.”

Diaz was one of just two high school seniors in Missouri to receive the Cesar E. Chavez Scholarship from the University of Central Missouri in Warrensburg. The scholarship is named after the late Latino civil rights activist who used non-violent tactics to make his voice heard. He shed light on the working conditions of Latino farm workers in California and co-founded the United Farm Workers Association.



The \$2,500 scholarship is renewable until the student graduates, if academic requirements are met. Recipients must be of Hispanic descent in a 16-county area surrounding Kansas City and Kansas City, Kan., and must demonstrate a financial need. Applicants are interviewed and recipients are selected by a committee of Kansas City community leaders and representatives of the UCM Office of Community Engagement. The scholarships were given during the annual Cesar E. Chavez Day celebration at the Guadalupe Center in Kansas City.

Diaz is the first student in the Independence School District to receive the scholarship.

Greg Netzer, principal at Van Horn, said Diaz is not only a “great student,” but a great young man. He said saying that Diaz works hard is an understatement because he enrolls in the most difficult classes, knowing he will be required to work hard.

“English is not the primary language,” he said. “Somewhere along the way, his parents have instilled in both their sons that to get ahead you have to put forth extra effort. That has made all the difference. Both he and his brother are as fine as they come.”

In addition to being a member of the National Honor Society, Diaz has participated on the soccer and track teams, represented Independence at the American Legion’s Missouri Boys State and has been recognized as Student of the Month by the Rotary Club of Independence. He plans to major in international business in order to use both of his languages, Spanish and English, to benefit the business community.

“My heritage is Mexican so I can speak two languages. I think that could be useful in the business world,” he said. “I am not sure what I want to do after college, either work for a big company or maybe start a business of my own. But going to college and taking classes will help me to fulfill my dreams. It is very important to me.”

Van Horn Caring Communities & Van Horn High School present

Project Grad

HOLLYWOOD

Night on the Red Carpet

Sunday, May 22

9:30pm-5am

The biggest party of the year!

for Van Horn Seniors and a guest

Spend a night as a star on the red carpet as we go to Hollywood!

A fun all-night lock-in with inflatables, movies, sports, food, prizes, games, activities and music. Celebrate graduation with your friends!

All registration forms must be turned in by Friday, May 13th. Guests \$10

ALL STUDENTS must take the buses from Van Horn to Project Grad and back at the end of the night.

Homes may bring business to west side

Norledge Place houses help revitalize western Independence

By Adrienne DeWeese - adrienne.deweese@examiner.net

[The Examiner](#)

Posted May 09, 2011 @ 11:18 PM

Independence, MO — They are aiming to repeat the situation again and again

“Wouldn’t it be great if we could do a block like this every year?” Jim Reynolds, president of the NorthWest Communities Development Corporation’s board of directors, said Saturday morning at the open house and ribbon-cutting celebration of the Norledge Place improvements.

The Bank of Grain Valley, which supplied the project’s construction loan, sponsored the event. Howard Penrod, the city’s retired Public Works director, was recognized for his work as the NWCDC’s housing administrator.

The seven new single-family homes are at 131 Brookside, 133 Brookside, 135 Brookside, 206 Hardy, 207 Ash, 210 Hardy and 215 Hardy avenues. The three-bedroom, two-bathroom houses range in price from \$137,000 to \$139,000.



As of Saturday morning, Penrod said, all seven newly constructed houses were still for sale. (Contact Linda Holm with McClain Brothers Real Estate at 816-419-8080 for more information.)

The project’s funding sources included HOME and Neighborhood Stabilization Program federal funds, the city’s street sales tax, Independence Power & Light underground funds and private funding.

Derrith Watchman-Moore, the newly appointed Great Plains regional administrator for the U.S. Department of Housing and Urban Development, also was present at Saturday’s event. The city of Independence recently received a 2011 Best Practice Award in recognition of outstanding achievement for the Norledge Place redevelopment project. The award came from HUD’s Kansas City region.

“These will be a model for other projects across the city and possibly across the nation,” Mayor Don Reimal said as he toured one of the new homes. “What a joy. What a triumph. This is going to be something that will pass through not only this city but many other cities around the country. They’re going to look at what we’ve done and ask, ‘How did you get it accomplished?’ We have a story to tell.”

As Marcie Gragg ran for the District 1 City Council office about five years ago to fill the remainder of Reimal’s term, she remembers the headlines that Independence planned to close its two hospitals and that a new hospital would open in eastern Independence.

“Really, folks were saying this was the death for western Independence ... really, folks were desperate,” said Gragg, whose district includes Norledge Place. “But look where we are now, five years later, and the work that we have accomplished together.”

Several officials recognized the declining, but once-thriving, commercial corridor in the Fairmount community that surrounds the new homes. Reimal, along with Rick Hemmingsen, president and chief executive officer of the Independence Chamber of Commerce, said, “Businesses follow rooftops.”

“You’re doing more than just building houses here,” Hemmingsen said. “You’re restoring pride in a neighborhood, and you’re restoring hope for this community. ... You guys keep building these houses, I guarantee someday, that Fairmount commercial district will look like it did 30, 40 years ago.”

State Sen. Victor Callahan, D-Independence, used the retelling of a story about a



boy who got a horse and that is part of the dialogue in the 2007 movie “Charlie Wilson’s War” to illustrate his point. He also drew a parallel with the annexation of seven western Independence schools into the Independence School District that took place in 2007 and 2008.

“Everybody in town, when we left the Kansas City School District, said, ‘That’s wonderful.’ I guess we’re just at the point today of ‘We’ll see,’” Callahan said. “This is another ‘we’ll see.’ We’ve been given a gift. We have an opportunity. Let’s continue to do things like this to exploit that opportunity.”

From the Kansas City Business Journal:

<http://www.bizjournals.com/kansascity/news/2011/05/05/kansas-city-quality-improvement.html>

Kansas City Quality Improvement Consortium tackles how to pay for health care

Kansas City Business Journal

Date: Thursday, May 5, 2011, 2:22pm CDT

Related:

[Health Care](#)

The Kansas City Quality Improvement Consortium has been awarded \$1.3 million during two years as part of a nationwide study of new ways to pay for health care.

The coalition of physicians, health plans and community organizations announced the grant Thursday from the **Robert Wood Johnson Foundation's** Aligning Forces for Quality Initiative.

The consortium is one of 16 U.S. organizations receiving grants from the Robert Wood Johnson Foundation. It has worked with the foundation's Aligning Forces initiative since 2007.

The initiative is intended to improve health care quality and value by designing national models of health care reform.

The consortium will work with the Local Investment Commission to receive and administer the grant.

From the Kansas City Business Journal:

<http://www.bizjournals.com/kansascity/print-edition/2011/05/06/health-care-reforms-insurance.html>

Health care reform's insurance exchanges navigate perilous political paths

Premium content from Kansas City Business Journal - by David Twiddy, Staff Writer

Date: Friday, May 6, 2011, 5:00am CDT

Related:

[Insurance](#)

Time is ticking down for legislation allowing Missouri to begin building a health insurance exchange, a key requirement of federal health care reform.

The Show Me Health Insurance Exchange Act, which establishes the exchange and a special fee on insurers to pay for it, received unanimous approval in the Missouri House on April 14. It passed out of a Senate committee but has yet to be scheduled for a vote.

The legislation's sponsor, Rep. **Chris Molendorp**, R-Belton, said the bill has gotten enmeshed in efforts by some conservatives to fight the federal Patient Protection and Affordable Care Act, including an ongoing legal attempt by dozens of states to have the law overturned.

"The real issue here is, I think, a couple of folks just wanting to grandstand for the sake of some constituencies," Molendorp said. "Hopefully, some cooler heads will prevail, and we'll be able to get this out before the (session ends on May) 13th."

The health care reform law calls for health insurance exchanges to come online in 2014 as a way for individuals and small businesses to get group rates on insurance, part of the mandate for all individuals to have some form of insurance by 2014 or face penalties.

States that can't show development of a viable exchange by the end of 2012 could face the federal government providing it for them.

Molendorp said states still should prepare for an exchange because some lawyers, including Missouri Attorney General **Chris Koster**, have said courts could strike down parts of the reform law but keep exchanges intact.

"I think doing nothing is abdicating your ability to control your budget and your destiny," he said.

Sam Gibbs, president of California-based technology firm eHealth Government Systems, said the political argument about health care reform has played a part in many states not taking more action to build exchanges.

But Gibbs, who spoke to the National Association of Insurance Commissioners in Kansas City on May 3, said states also are waiting for the federal government to provide more direction about how certain aspects of the exchanges must work.

“Most of the states I’ve gone to, when they look at what they have to do and the time frame they have to do it, their eyes glass over,” said Gibbs, who has met with Kansas and Missouri officials about assisting with their exchanges. “I don’t blame them. It’s really, really difficult what has to happen in the next year and a half to build an exchange.”

Kansas is ahead of the game, thanks to a \$31.5 million federal grant it received in February, one of six so-called Early Innovator State grants.

Linda Sheppard, director of the accident and health division of the Kansas Insurance Department, said the state is on schedule to begin taking bids for the technology side of its exchange in the summer.

MISSOURI EXCHANGE LEGISLATION

House Bill 609 — the Show Me Health Insurance Exchange Act — would establish a quasi-governmental agency to build and manage an exchange that would allow individuals and small businesses in Missouri to compare and buy qualified health and dental plans. The agency would be directed by a 17-member board of trustees, made up of state officials, lawmakers and representatives of the insurance industry, large employers and consumer advocates. Agency officials would be responsible for determining whether plans qualify for the exchange under federal rules, screening applicants and notifying those eligible for Medicaid or other public insurance plans, and reviewing requests to raise premiums by insurers in the exchange.

The bill would create revenue for running the exchange by levying a user fee on insurers.



David Twiddy reports about health care and transportation for the [Kansas City Business Journal](#). Contact him at davidtwiddy@bizjournals.com or 816-777-2204. Read his blog postings at [KCBizBeat](#) or follow him on [Twitter](#).



Schools to the Rescue

Districts are connecting with community services to help students succeed.

By Samantha Cleaver



When Theresa Kiger arrived at Roy Clark Elementary in Tulsa, Oklahoma, as the assistant principal in 2001, she met teachers who were paying students' electric bills. In December, the hallways were jammed with teacher-bought gifts, from hand-me-down bikes to new mattresses. "But for teachers," says Kiger, "there was no way to take care of those needs...and teach math and reading." In 2002, Kiger took over as principal and began to re-envision how the school could serve families. She partnered with the University of Oklahoma and converted a lounge into a health clinic. A full-time behavioral health therapist was hired to address students' emotional needs. Now, a community service coordinator connects families with resources like energy assistance.

Schools connecting families with community services isn't a new idea. John Dewey and Jane Addams had that vision a century ago. Recently, as models from the Children's Aid Society in New York City to SUN (Schools Uniting Neighborhoods) in Multnomah County, Oregon, redefine that connection, more services are coming into the school building. "Society has become complicated," says Sydney Rogers, executive director of Alignment Nashville, which unites community services with public schools, "and kids have a lot of issues. Teachers have to take care of kids who need a lot, in addition to being their teacher."

A community school's doors are open nights, weekends, and summers for meals, classes, and enrichment programs. Students who have a headache or toothache may be referred to an on-site health clinic. Once a week, families may pick up prepared meals. Parents come to school to attend adult education classes. The ultimate goal, though, is to impact student achievement. "As a partner," says Jane Quinn, director of the Children's Aid Society's National Center for Community Schools, "we come in with a set of services that are designed to remove barriers to learning."

Since 1999, community schools have expanded to 49 states and Washington, D.C. Districts from Evansville, Indiana, to Oakland, California, are focusing reforms around the community school model. President Obama included grants for community schools in his 2010 budget, and organizations like the Coalition for Community Schools are advocating for wider acceptance of community school principles. "There is a greater sense of need," says Ira Harkavy, director of the Netter Center for Community Partnerships, "and greater demand for these types of supports." The demand is driven by results. At Roy Clark Elementary, test scores have increased more than 200 points since the community school initiative started.

Schools Meeting Basic Needs

When Flora Grayson, fifth-grade teacher at Ingles Elementary School in Kansas City, Missouri, noticed that one of her students had been absent for three days in a row, she called home. Grayson learned that the student's family had been forced to stay with a relative when their electricity was shut off because of unpaid bills. Grayson connected

the student's family with United Services Agency, which helped restore the family's electricity. By the end of the week, the student was back in school. Often, says Grayson, families don't know where to start if there's a problem, and the first responder is a teacher.

For many schools, the most pressing concern is helping families meet basic needs. Between 2007 and 2009, according to the Brookings Institution, the number of people who live in poverty increased by 4.9 million. Brookings reported that between 1999 and 2009, two thirds of the increase in poverty occurred in the suburbs. "People have left cities," says Brent Schondelmeyer, director of communications with KC LINC (Kansas City Local Investment Commission), "and the surrounding areas often don't have well-established social services."

In response, schools are connecting with outside resources. In Oregon, SUN schools host fairs to connect families with organizations that provide rent or energy assistance. Bailey Elementary school in Providence, Rhode Island, uses a wrap-around model that brings staff together to solve problems. If a student's family needs help finding housing or paying bills, the school wellness team steps in, including a case manager who follows up long after the school day ends.

Schools as Health Centers

Health needs are often easy to identify—kids with vision problems squint at the board, students with hearing loss shake their heads in confusion, and students with asthma are absent for days at a time. But other health needs can be overlooked. In 2007, a 12-year-old student at the Foundation School in Largo, Maryland, died when bacteria from an infected tooth spread to his brain. This year, a mobile dental clinic visits schools near Largo to prevent problems.

In 2008, there were 1,909 school-based health centers across the country, and, according to the National Assembly on School-Based Health Care (NASBHC), the number is increasing. These health centers provide dental and mental health screenings, prescriptions, and asthma treatments, among other services.

On-site health services provide more than the occasional ice pack or Band-Aid. In the Bronx, New York, health centers reduce hospitalization rates and increase attendance for students with asthma. A report by Public/Private Ventures showed that school health centers increased student use of services, especially preventative care, which reduced emergency care.

One emerging need is addressing mental health concerns. Currently, 75 percent of school clinics provide mental health services. "Having a mental health practitioner in-house can help children calm down and stay focused," says Quinn of the Children's Aid Society. It's also a boost to academics. According to a 2007 study, students who used mental health services increased their grade point averages.

Schools as Food Pantries

At Lee's Summit Elementary, a KC LINC school in Missouri, the percentage of students who receive free and reduced-cost lunch has increased from 40.7 to 54 percent since 2006. In response, Harvesters, a Community Food Network program, packs weekend bags of food (BackSnacks) for kids to take home. Each BackSnack includes milk, fruits and vegetables, cereal, and dinner entrees. Through BackSnacks, 13,000 students receive nutritious food each week.

In 2008, the U.S. Department of Agriculture reported that 22.5 percent of U.S. children live in food-insecure households. The number of people who live with "very low food security" doubled from 2000 to 2008. In response, some schools are opening up for meals. During the summer, Earl Boyles Elementary in Portland, Oregon, serves hot lunches to area families. This year, SUN is working on expanding its program to school holidays and conference days, too.

Reducing Absenteeism

Obviously, students who consistently miss school lose learning in the process. It's estimated that 10 percent of kindergarten and first-grade students are chronically absent, missing 10 percent or more days. Services that meet a family's unique needs can keep kids in school.

At a rural Missouri school, one family wasn't able to send their kids to school regularly because they didn't have clean clothes. In response, KC LINC bought a washer and dryer for the school. Now, the kids pick up clean clothes when they arrive. Washers and dryers "are small things," says Schondelmeyer, "but if you're the teacher it makes a difference."

Schools as Education Centers

Engaging parents who are dealing with concerns at home or learning English is challenging, so schools are making use of resources to educate parents. Twice a week at Greenvale Park Elementary School in Northfield, Minnesota, parents join their children for breakfast. When the bell rings, the kids go to class and parents attend an ESL class. Eventually, the hope is that parents will become classroom volunteers.

SUN also hosts a parenting class that discusses child development, healthy relationships, and child-rearing techniques. After a 2009-10 class, 67 percent of the participants scored higher on a nurturing scale, and 64 percent of parents were more confident in their ability to help their child learn.

Schools as Enrichment Centers

Linda Lanier, CEO of the Jacksonville Children's Commission, insists that low-income children need access to the same experiences as middle-class peers if they are to succeed. That's why 42 of the Children's Commission's 62 after-school programs are targeted at kids who are in danger of retention, says Lanier. Through community partnerships, 10,000 kids a day experience chess club, sports, leadership activities, and more.

In general, students who attend after-school programs have better school-day attendance than kids who aren't involved, which usually translates to academic benefits. At Bailey Elementary, after-school programs start with reading or math intervention and end with enrichment, from karate to gardening. Every student who attended the programs dramatically improved their reading scores. The key, says Principal Picchione, is making after school a seamless extension of the school day.

The Results

When students are getting their basic needs met, they're ready to learn. No surprise, then, that a study by the Children's Aid Society found that, in New York City, teachers reported that having community service professionals in their building "enabled them to teach." "Teachers can't be social workers and good teachers," says Peggy Samolinski, SUN Community Schools program administrator, but connecting families with services, "is creating opportunities where children can leave their worries at the classroom door."

Attucks Caring Communities

Carnival **Book Fair**

Book Fair Carnival
YOUR TICKET
TO READ!

May 24 & 25: 2:30-6pm

May 26: 9am-8pm

Attucks Elementary

Keep reading this summer with new books

Posters, pencils and other fun items

Materials for teachers and parents, too!

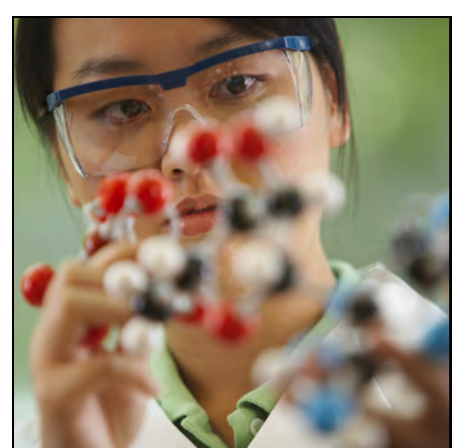
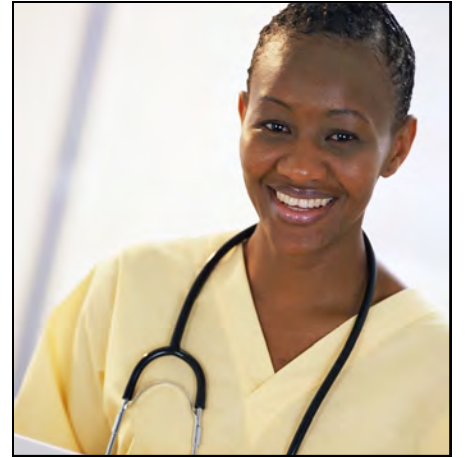
For more information contact:
Jamie Braden, LINC Site Coordinator
(816) 418-3923 | jbraden@kclinc.org



Career & Health Day

at Troost Elementary

Friday, May 20
8:30 am - 2:00 pm



Start Learning!

KC Police Department
KC Fire Department
Engineers
Doctors & Nurses
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Judges
Radio Host
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And more

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Learn about different
careers and how to stay
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Anita Robinson, LINC Coordinator
Troost Caring Communities
(816) 418-1734 | arobinson@kclinc.org



Best Wishes on your **Retirement!**



Norma, thank you for your 11 years of service!

