

# LINC Commission Meeting

November 25, 2013



Students from several LINC Caring Communities sites participated in a Girls on the Run 5K event on Sat., Nov. 16.

# 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, Nov. 25, 2013 | 4 – 6 pm  
Kauffman Foundation  
4801 Rockhill Rd.  
Kansas City, Mo. 64110

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## Agenda

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- I. Welcome and Announcements
- II. Approvals
  - a. **October minutes (motion)**
- III. Finance Committee
  - a. Annual Audit
  - b. IRS Form 990
- IV. Superintendent's Report
- V. LINC Community Organizing
- VI. Other Reports
- VII. Adjournment

**There is no December meeting**





## THE LOCAL INVESTMENT COMMISSION – OCT. 21, 2013

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  
Aaron Deacon  
Steve Dunn  
Herb Freeman  
SuEllen Fried  
Tom Gerke  
Rob Givens  
Anita Gorman

Bart Hakan  
Tom Lewin  
Rosemary Lowe  
Sandy Mayer  
Mary Kay McPhee  
Richard Morris  
David Rock  
David Ross  
Bailus Tate

*A motion to approve the Sept. 16, 2013, LINC Commission meeting minutes was passed unanimously.*

### Superintendents' Report

- **Pamela Pearson** (Executive Director, Genesis Promise Academy) reported three Genesis students were winners of the Arthur Ashe Essay Contest.
- **John Tramel** (Director of Family Services, Independence School District) reported the district is hoping to achieve 100% participation in parent-teacher conferences this week. He also reported on a partnership with the Mo. Dept. of Mental Health to educate staff on supporting students with mental health issues at Van Horn High School and Nowlin Middle School.
- **Carl Skinner** (Deputy Superintendent, Hickman Mills School District) reported the Oct. 10 Parent University, organized with support from LINC, was a success; this Friday the district will hold Family Night in conjunction with Lights On Afterschool. The district is moving forward with its strategic plan.
- **Ralph Teran** (Superintendent, Grandview School District) reported student enrollment is up by 204 students this year (rather than the previously reported 160). The district is working to continue its high score on the Annual Performance Review (APR).
- **Bob Bartman** (Superintendent, Center School District) reported average attendance this year exceeds 95%. He reported on the Normandy and Riverview Gardens school districts, which are facing serious financial problems due to loss of accreditation and the cost of student transfers to nearby accredited districts.

Kansas City Public Schools Superintendent **Stephen Green** reported on the district's improvement in performance over the past year and its effort to gain provisional accreditation. Tomorrow the Missouri Board of Education will meet to make a decision on the recommendation of State Education Commissioner Chris Nicastro to keep Kansas City as unaccredited. Green reported the district remains focused on improving academic performance, and thanked the superintendents of neighboring districts for their support. Discussion followed.

Kansas City Board of Education President **Airick L. West** reported there will be opportunities following the decision for volunteers to advocate for the district.

LINC Communications Director **Brent Schondelmeyer** introduced presentations on two recent initiatives for which LINC provided organizational support and technical assistance:

- **Crime Prevention Month**, an initiative by Kansas City United Against Crime to engage local law enforcement and neighborhoods around crime prevention. LINC staff created a website for the group and served on the coordinating committee. LINC Supervisor **Steve McClellan** reported 1,200 people attended the Oct. 1 Crime Prevention Month Kickoff Event. A video of the event was shown. LINC Site Coordinator **DeWayne Bright** reported on the effort to plan city-wide events and make the initiative sustainable. **Margaret May** of Ivanhoe Neighborhood Council reported on the planning group's goal of involving children in the event. **Deron McGee** of COMBAT thanked LINC for its support in a crime prevention awareness canvassing effort over the summer.
- **Lights On Afterschool**, the national event to highlight achievements of afterschool program. This year many LINC sites focused on literacy by partnering with Mayor Sly James's Turn the Page KC campaign for grade-level reading and the Kansas City Public Library and Mid-Continent Public Library to distribute free books for students. A video of the Lights On Afterschool event at Center Elementary School, at which Mayor James read to children, was shown. Center Elementary Principal **Stacy King** reported on the importance of students' having access to books at home and thanked LINC staff for supporting the event. **Erin Mullally** of the Kansas City Mayor's Office reported on the partnership with LINC to develop a website for Turn the Page KC as well as volunteer training manual and DVD.

**Tom Jakopchek**, LINCWorks Director, reported on a three-day site visit to LINC last week by staff from the Mo. Family Support Division and Mo. Division of Finance and Administrative Services. The visit was part of an audit of the LINCWorks Missouri Work Assistance program helping people move from welfare to work. Several volunteers participated in the review and helped to show how LINC's broad range of initiatives supports the effort to increase the work participation rate. Discussion followed.

The meeting was adjourned.

Friday, Nov 1, 2013

## Missouri superintendents want to stop student transfer law

By JOE ROBERTSON  
The Kansas City Star

On the big issue of unaccredited schools — and whether their students should be able to transfer — many Missouri superintendents and the state’s education commissioner’s office stand increasingly at odds.

The state office believes that the law, which allows students to transfer out of unaccredited school districts, can be fixed.

The superintendents think it is irreparably flawed.

Some 20 district leaders met privately in Jefferson City this week, knowing they need to propose a healthier alternative for children and communities with poor-performing schools that doesn’t require students to be bused away, leaving even more deprived children behind.

It’s happening now in the St. Louis area and sits ominously on the horizon for Kansas City.

The big-picture plan is still being cooked, say several people involved in the superintendents’ work, but there is consensus at their core: School reform has to protect the students in communities that transferring peers leave behind.

“All kids matter,” Center School District superintendent Bob Bartman said. “All schools matter. All communities matter.”

The transfer law requires unaccredited districts to pay the costs of tuition and transportation for students who leave. It may give some children a chance for stronger classrooms. But critics of the law say it leaves more students in worse conditions in communities suffering swifter deterioration of their neighborhood schools.

Direct fallout is already being felt in the St. Louis area, where the state believes the unaccredited Normandy School District needs an infusion of \$6.8 million to remain solvent.

Some 20 percent of its students have transferred to other districts. And the district of about 3,000 remaining students announced plans at a school board meeting last month to cut 100 staff members and close an elementary school in the middle of the academic year.

At that same meeting, the school board voted that it would stop paying the tuition bills from the other districts.

That vote was mostly symbolic, because the state has set policy that it will extract unpaid tuition bills from the state funds due to any unaccredited district that is more than 60 days behind in paying.

But the message of fear and frustration resonated in the Kansas City area, where the unaccredited Kansas City Public Schools and its neighboring districts may have to begin preparations this spring for student transfers in 2014-2015.

Broad agreement exists that the law is broken. Addressing the law will again be a high priority when lawmakers reconvene in January.

At least two areas need to be addressed, said Ron Lankford, Missouri's deputy education commissioner for financial and administrative services.

The amount of tuition unaccredited districts pay per student must be set at a lower, steady rate. In return, receiving districts need to be able to set and sustain limits on class sizes.

Normandy is paying tuition rates to more than a dozen school districts ranging from \$9,500 to \$20,000. The total tuition bill will reach between \$13 million and \$15 million this school year, which is 30 percent of the district's budget.

For an unaccredited district that is still maintaining roughly the same buildings, staff and services for its remaining students, Lankford said: "There is no way a district can make corresponding cuts."

The legislature, in amending the law, could borrow ideas from the voluntary desegregation transfer program that has operated in the St. Louis area for many years. Tuition fees are set at \$7,200 per student, and receiving districts have discretion in determining where they have available seats.

The education department under Commissioner Chris Nicastro has not recommended eliminating the transfer law.

"The question is, 'How do we assure each student's right to a quality education?'" Lankford said. "If choice continues to be a part of the solution, how do we make it possible without forcing a district into bankruptcy?"

For every student who might benefit from a transfer, there are more students left behind whose conditions will only worsen, said Gayden Carruth, executive director of the Cooperating School Districts of Greater Kansas City.

The superintendents are working on a farther-reaching proposal that will likely not include transfers.

"Reducing tuition costs to continue a transfer process that is not good for every student and every community doesn't solve the problem," Carruth said.

Missouri Sen. David Pearce, the chairman of the Senate Education Committee, who has sponsored past attempts to amend the transfer law, does not expect the legislature to eliminate the law.

Other ideas that seek drastic reform without having to relocate children will again be in play, such as enabling districts or the state to contract out school management to other districts, he said. It will be difficult again, and the whole state will be watching.

"We have to look at attractive alternatives ... that are fair to both sending and receiving districts," Pearce said. "So many people are affected by this. It's a statewide issue."

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

Monday, Nov 4, 2013

## **School superintendents offer solution to student-transfer woes**

By JOE ROBERTSON  
The Kansas City Star

A group of school superintendents who have been witnessing the damage of Missouri's student-transfer law has come up with a proposal for failing schools that would keep students close to home.

Failing schools need early interventions and help from outside management, the superintendents said in a report provided Monday to The Star. If reform efforts fail, the schools should be given over to successful districts.

What should not happen, they said, is that buses carry students away from their home schools and communities.

The school leaders have been meeting, hoping to develop a school-improvement plan that would help motivate lawmakers to shelve a student-transfer law that they say threatens to devastate the school systems and the neighborhoods with failing schools.

Because Kansas City Public Schools is unaccredited, the district is in danger of losing students to neighboring districts next year and having to pay the cost of their tuition and transportation. Two unaccredited districts in St. Louis County saw some 20 percent of their students transfer this year and are headed toward bankruptcy without help from the state.

"The consensus among Missouri education leaders is that transferring students out of unaccredited school districts is not in the best interest of all students and will not lead to improvement of unaccredited districts," their report said.

The superintendents propose a four-tiered accreditation system for Missouri schools.

- Districts that are fully accredited overall would carry on without interventions.
- Those that score at a provisional level on the state's annual report card would come under a thorough state review to develop improvement strategies. Students at schools within the district that are failing would be able to transfer to better-performing schools within the district.
- Districts that perform below the provisional level would be labeled "academically stressed." Schools within the district that scored below the provisional level would come under the control of an "achievement district," which would be controlled by a state-appointed board. The state could leave the local board in control of higher-achieving schools. But it would have the authority to take over all the schools.



- If a district was still academically stressed after five years, the district would be dissolved and its schools distributed to accredited districts.

Missouri Education Commissioner Chris Nicastro had not yet had a chance to review the proposal Monday, spokeswoman Sarah Potter said.

Nicastro's department has been trying to help the districts by setting voluntary guidelines for implementing a transfer law that most everyone agrees is flawed.

Her office is also proposing ways to adjust the law — such as setting lower tuition rates on the unaccredited districts and letting receiving districts establish class-size limits — to spare the failing districts from the crippling financial burden of the current law.

The commissioner also would support eliminating the law, if the Missouri General Assembly were to take that option, Potter said.

“The commissioner's position is that all students deserve a quality education, and the best way is in their home district,” she said.

Under the state's current accreditation system, districts that earn 70 percent or more of the possible points on their report cards are scoring at a fully accredited level. Districts that earn between 50 percent and 70 percent of the points score at the provisional level. Districts below 50 percent score at an unaccredited level.

The scores are just indicators of performance. The state school board, upon the commissioner's recommendations, determines a district's accreditation status.

Kansas City became unaccredited in January 2012. In August it earned enough points to score at a provisional level, but Nicastro recommended the district remain unaccredited while it worked to show that it could sustain its growth.

The transfer law is a problem, the commissioner said in her recommendation, but lawmakers or the courts need to address the law separately, so the state can maintain the integrity of its accreditation system and not give a district accreditation to get around the law.

Nicastro's office has recommended that the legislature make a one-time appropriation of \$6.8 million to the unaccredited Normandy School District in St. Louis County to help it survive the financial damage from this year's transfers.

Superintendents are scrambling to ease the damage in St. Louis and prevent potential damage in Kansas City. A lawsuit involving Kansas City area districts is still pending before the state Supreme Court. The superintendents also are pressing lawmakers to address the law.

Kansas City area school administrators who helped create Monday's proposal included superintendents from the Blue Springs, Center, Independence, Lee's Summit, North Kansas City and Raytown school districts, said Roger Kurtz, director of the Missouri Association of School Administrators. In all, 20 leaders from around the state created the document, he said.

Missouri's accountability system is now providing detailed scoring not just at the district level but school by school. The superintendents want to use that information to focus interventions on buildings.

A district that is scored as academically stressed could be operating under two school boards — with the local board managing the accredited-level school buildings, and the achievement district board managing the low-performing schools.

But after five years, if all these attempts have failed to produce an accredited district, the district would lapse and the state would work with other districts to assume control of the buildings. The objective would always be to help children attend high-performing schools in their neighborhoods.

“The transfer law may be good for some students, but it would leave the majority of the students in a low-performing district,” Center Superintendent Bob Bartman said. “Our approach would be to do more interventions early on ... and focus on schools that are not performing well.”

The superintendents are proposing that students that have already transferred under the law be allowed to continue in their new schools as transfer students, as long as they continue to reside in the unaccredited district. But the superintendents want to stop any new transfers under the law.

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

# EJC school officials have faith in accreditation plan

By Brandon Dumsky

brandon.dumsky@examiner.net

A plan proposed by Missouri superintendents could possibly end the potential transfer of unaccredited Kansas City Public Schools students to local, accredited districts such as Blue Springs, Independence and Lee’s Summit.

Putting focus on improving individual schools that are underperforming rather than transferring students out of unaccredited school districts is the proposal devised by Missouri educational leaders, including superintendents from Blue Springs and Independence districts.

Superintendents from all over the state convened in Jefferson City earlier in November to discuss an alternative in state law which allows students to transfer from unaccredited schools to neighboring, accredited school districts. “New Path to Excellence” is a plan the 16 Missouri superintendents in attendance agreed upon that would place a priority on fixing individual schools that are not meeting expectations on both a district and state level.

“Transferring students out of unaccredited districts is not in the best interest of students,” said Independence School District Superintendent Dale Herl. “We agree that pulling students out of their neighborhoods and transporting out of their support groups - including their parents, extended families and faith-based communities - will not lead to student success.”

According to Herl’s explanation of the New Path to Excellence proposal, the focus will be fixing individual school buildings where students are struggling academically rather than on entire school districts.

“The New Path to Excellence would change the way schools are accredited,” said Herl.

Herl said the proposal would establish levels of accreditation: fully accredited (where Independence and all other Eastern Jackson County school districts currently stand), provisionally accredited (districts scoring between 50 and 69 percent on their annual performance report), academically stressed (districts performing less than 50 percent on their annual performance report) and lapsed (when a district cannot demonstrate improvement within five years of their unaccredited status).

The Missouri schools annual performance report grades districts on expectations of the Missouri School Improvement Program – known as MSIP5. The program is the state’s accreditation reviewing process that is mandated by law. According to Herl, there are five main

categories schools are reviewed on for the annual performance report that include academic performance, student attendance, ACT and SAT exams district performance and college readiness.

“There are 140 forms of criteria possible for a district to be measured within the MSIP5 model,” said Herl.

“In the Kansas City public school district, 19 of their schools are actually provisionally accredited or fully accredited,” said Cooperating School Districts of Greater Kansas City executive director Gayden Carruth. “The remaining 13 schools of the district are unaccredited and the entire school district is being branded as unaccredited when a significant portion is performing.”

# A New Path to Excellence

The consensus among Missouri education leaders is that transferring students out of unaccredited school districts is not in the best interest of all students and will not lead to improvement of unaccredited districts and increased academic outcomes for Missouri students. In order to improve unaccredited schools and increased academic outcomes for Missouri students, a solution of support and early intervention must be provided.

## We Believe That...

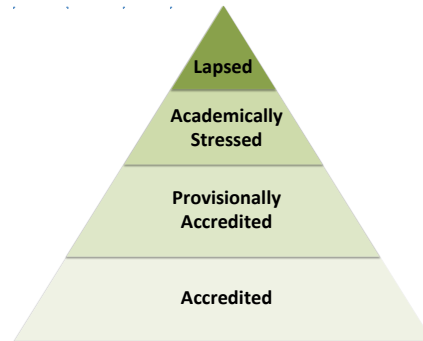
- Every student matters, every school matters, every community matters.
- Schools are not improved, nor are communities revitalized by transferring students from one location to another.
- Local control builds strong communities.
- Early intervention is essential.
- School buildings should be the focus rather than school districts.
- School funding should be spent on improving instruction rather than transporting students.
- Stronger Missouri schools will come from keeping every student, school and community intact.

## A Response To Intervention Model for Accreditation

We propose the establishment of four levels of accreditation in Missouri.

**Level 1** – A district that scores between 70% and 100% on its annual performance report would be designated as “Accredited.” There would be no interventions at this level.

**Level 2** – A district that scores between 50% and 69% would be designated as “Provisionally Accredited.” When so designated, a review group from school districts will be assigned by DESE to perform a thorough review of the district and the unaccredited schools within the district. The review group will then issue a report to DESE and to the school district on appropriate improvement strategies. Students in unaccredited school buildings will have the option to transfer to other accredited schools within the district if they exist and if space permits. If the district does not show growth within five years, the district will be designated as “Academically Stressed” and actions defined for this level will be taken.





**Level 3** – A district that scores less than 50% on its annual performance report will be designated as “Academically Stressed.” The Commissioner of Education or State Improvement Director will review the district and make changes as needed including the possible removal of the board of education, the superintendent of schools, principals, teachers, and the possible voiding of all contracts. All unaccredited buildings will be assigned to an Achievement School District. The Commissioner of Education or State Improvement Director will determine the entity to control the Achievement School District. Options include a state appointed board or a contract with a surrounding district(s). Once the annual performance report for the school has increased to the accredited level and a review group agrees that systems are in place within the school district to sustain the improvement, the Achievement District will transfer control of the school(s) back to the school district. The state achievement test scores of these schools are attributed to the Achievement District, not the school district in which it is located.

**Level 4** – If the Achievement District and local school district are unable to demonstrate sustained growth in the overall school district within five years, the state board of education may designate the school district as “Lapsed” at which time the students and physical property will be transferred to another local education agency under current Missouri law.

### **Students Currently Involved in the School Transfer Program**

We believe that those transfer students who chose to attend other accredited schools in the St. Louis area during the 2013-2014 school year under current Missouri statutes should be permitted to continue their education in those schools following the guidelines set forth:

- Only students who participated in the transfer program during the 2013-2014 school year will be eligible to continue participation in the transfer program.
- No additional student transfers should be allowed anywhere in the state.
- A student may stay in the same/current receiving districts until he/she graduates. Students may not transfer to a different receiving district.
- Students must maintain residency in the original sending district in which residency was established to remain eligible for the transfer.
- Once a student drops from the receiving district for any reason, the student is no longer eligible to participate in the transfer program to the same district or any other district.
- The sending school district will forward its foundation formula payment and Proposition C payment for the resident transfer students who continue to transfer to the receiving school district.
- The State of Missouri will create a new categorical which will pay the difference between the amount of state aid transmitted by the sending school district and the receiving school district’s tuition rate.
- The amount appropriated for the transfer categorical will diminish over time as students graduate, move, or choose other educational options.
- When the sending district becomes provisionally accredited or accredited, the district is no longer required to provide transportation for the transfer students.

# THE KANSAS CITY STAR

Wednesday, Nov 20, 2013

## North Kansas City plans for year-round calendar at two elementary schools

By JILL SEDERSTROM  
Special to The Star

Traditional summer break may soon be a thing of the past for two North Kansas City School District elementary schools.

The district is considering adding 31 days to the school calendar starting with the 2014-2015 year in an attempt to keep students from forgetting so much of what they've learned over the summer.

Under the proposed plan, students at the elementary schools, which have not been selected yet, would follow the regular school calendar for most of the year. Then after a short break starting at the end of May they'd return to the classroom June 10 and continue through July 28, with another short break around Independence Day.

"The students would continue through school just as normal," said Daniel Clemens, assistant superintendent of administrative services.

Parents at the schools with the extended year would have the choice to move their children to an elementary school with a traditional schedule.

Clemens said the district was considering the change in response to the district's strategic plan, which says the district will "identify an elementary school to volunteer in implementing a balanced school calendar."

A special committee made up of teachers, administrators and the district's national education association president was formed to study the issue.

According to a presentation given at last week's board of education meeting, the committee hopes the modified calendar would prevent some of the academic regression that hits students over the summer months.

Chad Sutton, deputy director of elementary education, told board members that the Fountas and Pinnell assessment, which evaluates student reading ability, found some regression in students after testing them in both the spring and the fall.

Fourth grade students showed the most significant regression. The district found that just under 600 students tested below grade level expectations for reading in the spring. But when the same students were tested again in the fall, more than 700 of them tested below grade level expectations.

The district committee also analyzed results from an extended learning program for English Language Learners at Crestview Elementary and found a 26 percent increase in the number of students who maintained or increased their reading level as a result of the additional seven weeks of instruction, compared to those who didn't participate.

The committee concluded that more days in the school year could help students.

"We needed to gain more days with our kids," Clemens said.

The school district wants to make sure the change adds a significant number of contiguous days and does not change the budget.

Clemens said the committee considered having a summer schedule that differed from the regular school day — maybe dismissing earlier or running only four days a week — but decided against it.

"It needs to look like school because that's what it is," Clemens said.

He said the committee is trying to decide which two elementary schools will be the best fit for the calendar change and has identified five possibilities, although none were named.

The committee is considering assessment data, location, current capacity and the schools' leadership. The committee is also examining the percentage of students who fall into the free and reduced lunch category and who are English Language Learners.

"All of the schools we selected have some regression issues," Clemens said.

Superintendent Todd White said the district plans to name the two schools that are chosen at the school board meeting on Dec. 10 before approaching the board for final approval of the calendar change in January.

While board members took no action on the issue at last week's meeting, some did support the idea.

"It's been about 60 years since I could do a cartwheel, but if this flies I'll be doing cartwheels," said board member Terry Stone.



*Your Potential. Our Support.*

JEREMIAH W. (JAY) NIXON, GOVERNOR • BRIAN KINKADE, ACTING DIRECTOR

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**For Immediate Release**  
November 15, 2013

**Contact:** Rebecca Woelfel  
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## **Tim Decker named Director of Missouri Children's Division within the Department of Social Services**

*Nationally recognized leader with nearly three decades experience to lead agency working to prevent child abuse and neglect*

JEFFERSON CITY, MO - Tim Decker, director of Missouri Division of Youth Services (DYS), has been named director of Children's Division of the Missouri Department of Social Services (DSS). Decker will assume his new duties on November 25, 2013.

"Tim has served the Department of Social Services since 1984 and helped the Division of Youth Services become a nationally recognized program that helps troubled young people become law-abiding citizens," said **Brian Kinkade**, acting director of the Department of Social Services. "Tim is a respected leader for his innovative work and I believe his strong leadership skills, depth of experience, and success in strengthening Missouri families makes him the ideal person to fulfill the position of Children's Division director."

"I look forward to working with our staff, partners, and communities to protect children from abuse and neglect and ensure that those in care are provided quality services and the opportunity for a safe and prosperous future," said Decker.

Decker, a past president of the Council of Juvenile Corrections Administrators, has served as Director of the Division of Youth Services (DYS) since 2007 and led DYS to earn the Harvard Innovations in American Government Award in 2008. He serves as guest lecturer at the Kennedy School of Government and Harvard Law School and contributed to a teaching case study regularly used in social welfare and public policy classes at Harvard.

In 2012, Decker worked with leaders across various state departments and the court system to establish Missouri's Crossover Youth Initiative focused on preventing youth with traumatic histories of abuse/neglect from becoming involved in juvenile delinquency, as well as improving practices and outcomes for those youth who become involved in juvenile justice.

-more-

RELAY MISSOURI

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Decker earned a degree in Social Work and Psychology from Park University in Parkville, Missouri and completed the Institute for Education Leadership Education Policy Fellowship Program in 2007.

“I would like to express our tremendous gratitude to Melody Yancey who has served as acting director for the Children Division for the past few months,” said Kinkade. “Melody is an extraordinary and dedicated leader and she has done an outstanding job leading the division and making these transitions for the division easier for everyone.”

Phyllis Becker, DYS deputy director, who is responsible for professional development, quality improvement and supervision of the Southwest region, will become interim director of the Division of Youth Services. Becker joined the Department of Social Services in 2007 and has served youth and families in Missouri for more than three decades.

###



# Mayor James Announces Appointment of Julie Holland as Education Advisor

November 18, 2013 - KANSAS CITY, MISSOURI

**This position will lead Mayor James' strategic goals to increase educational achievement throughout the City**

Today, Mayor Sly James is pleased to appoint Julie Holland as the first Education Advisor ever to serve in the City of Kansas City's Mayor's Office. Holland, whose start date is December 1st, will focus on developing innovative community partnerships to support student achievement across Kansas City's 14 school districts. "I want our community to focus on education, specifically the academic achievement of our students, like it never has before," said Mayor Sly James. "That begins with my office. Julie will be singularly focused on issues related to education because there is no neighborhood, business, or community goal that isn't touched in some way by the educational achievement of our students."

Holland previously was a manager at the Kauffman Foundation, where she developed and supported programs to improve the academic achievement of students in urban schools and to improve math and science education for all students in the Kansas City area.

She also worked in Congressman Frank Lucas' Office (3rd district of Oklahoma) as a legislative correspondent, field representative and economic development director.

Holland, who currently resides in Waldo, has a Doctorate in Law and Policy from Northeastern University, a Master of Public Affairs from Syracuse University, and a Bachelor of Science in Environmental Science from Oklahoma State University.

"I know Julie's familiarity with local education opportunities and challenges means that she will hit the ground running on day one," said Mayor Sly James. "I'm thrilled to welcome someone with such expertise in education, public policy, and community development to my team."

Holland was chosen from an extensive pool of candidates after a month-long application period. This Mayor's Office position will be housed in City Hall and fills a vacant position on the Mayor's staff. Holland will be directly accountable to the Mayor and his Chief of Staff. The funding for the position is a partnership between the Mayor's Office and the Kauffman Foundation.

Contact: Joni Wickham: 816-513-6582 or cell: 816-572-2152

**News...News...**



**News...News...**

**Council of the Great City Schools**

1301 Pennsylvania Avenue, N.W. ♦ Suite 702 ♦ Washington, D.C. ♦ 20004

**FOR RELEASE**

October 31, 2013

CONTACT: Henry Duvall

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## **Kansas City Board Chair Selected As One of the Nation's Top Urban Educators**

ALBUQUERQUE, N.M., Oct. 31 – Airick Leonard West, chair of Missouri's Kansas City Public Schools Board of Directors, was honored as one of the nation's top urban educators at the Council of the Great City Schools' 57th Annual Fall Conference.

He was among four big-city school board members competing for the nation's highest honor for urban education leadership, recognizing in alternating years an outstanding school board member and superintendent from 66 of the largest urban school systems in the country.

Urban school leaders recognized West during the Council's 24<sup>th</sup> Annual "Urban Educator of the Year" award banquet of the newly established Green-Garner Award in memory of urban school leaders Richard R. Green and Edward Garner.

Sponsored by the Washington, D.C.-based Council and the ARAMARK Education and Voyager Learning/Sopris Learning companies, the top prize for the past 23 years was known as the Richard R. Green Award, named for the first African American chancellor of the New York City school system. Businessman Edward Garner, who represented school board members on the Council's Executive Committee in the early 1990s, played a key role in establishing the Urban Educator of the Year award.

West was first elected to the Kansas City school board in 2008, and re-elected in 2012.

"Airick West's leadership abilities are contributing to the progress of urban school districts nationally, and have been instrumental in reform efforts of the Kansas City Public Schools," says Council Executive Director Michael Casserly. West is on the Council's Executive Committee, which helps guide policy and direction for the urban school coalition.

# # #

# THE KANSAS CITY STAR

## Talk Read Play program aims to give young children a head start

Nov. 19, 2013

By MARÁ ROSE WILLIAMS

The Kansas City Star

Cheyenne Millan was eager to tell other parents and grandparents in the room at Kansas City's Faxon Elementary School about how well her 5-year-old son Ezekiel is talking.

"He says, 'Mommy, you don't love me,'" Millan said. "He says, 'Don't you remember when I was in your tummy and you said you love me?' And I said to him, 'Of course I remember. But how do you remember?' And he said, 'I was there. Hel-lo!'"

Millan said she spends a lot of time talking with her son — exactly what the

child development campaign Talk Read Play is promoting in a big way in the Kansas City area this year.

"We want parents to know to talk to their kids every day," said Meg Fuehne, an infant and toddler specialist with the Family Conservancy, the nonprofit spreading the Talk Read Play message here.

Talk Read Play is popping up in cities across the country and abroad. It's inspired by the work of the late Betty Hart, a University of Kansas early childhood language researcher.



*Meg Fuehne, infant/toddler specialist with The Family Conservancy, talked with about 10 mothers and grandmothers Wednesday morning about interacting with young children at Faxon Elementary School, 1320 E. 32nd Terr. Two-year-old Antwonn Simpson [ foto ] watched as his mother, Patricia Taft, of Kansas City checked out one of Fuehne's handouts.*

Hart and co-researcher Todd Risley, a senior scientist at the Schiefelbusch Institute for Life Span Studies at KU, chronicled the language-learning experiences of 42 children in their book “Meaningful Differences in Everyday Lives of American Children.”

The children, from infancy to age 3, were selected from across socioeconomic groups. The researchers’ findings supported the idea that children enter school better prepared to learn if their parents talked to them, read to them and interacted in play with them at the earliest ages.

The more parents talk to children beyond instructional conversations — do this, don’t do that — the broader the child’s vocabulary, said Dean Olson, vice president of programs with the Family Conservancy.

Too many parents still are not aware that communication with their young child affects language development, or they don’t know how to talk to their infant or toddler, he said. Some young parents didn’t think they needed to start talking to their child until the child could actually talk back.

But talking to a child in utero isn’t too early, said Fuehne, who is nearly nine months pregnant and talks to her unborn child every day.

The research shows that infants and toddlers who hear 2,153 words per hour, or 11 million words per year, by age 3 have a vocabulary of 1,100 words. Those who hear only 616 words per hour, or 3 million words per year, end up with a 500-word vocabulary.

Boston developed a Talk Read Play program five years ago, about the same time Kansas City early childhood education experts were asking themselves, “What is the most important message parents need to know to help with the development of their child?” Olson said. “We decided it was talk, read, play with their child every day.”

Similar programs also exist in Wisconsin and Tennessee.

The Kansas City campaign began in 2011 with little funding and the distribution of several hundred Talk Read Play pamphlets to doctors’ offices, schools and child care providers.

Last year, in an attempt to see how well preschoolers respond to the program, another KU researcher, Dale Walker with the Juniper Gardens Children’s Project in Wyandotte County, conducted a study with funding from the United Way of Wyandotte County.

Researchers chose a dozen child care environments — half for a control group, and half to be introduced to Talk Read Play. They observed how the program affected their communication. Results of that study were released this month.

“When we started the study, many of the children in the control and the experimentation group had communication skills below benchmark for their age,” Walker said. “Basically what we found was after only a few months of exposure, more children in the experimentation group had improvements in communication skills.”

Those who got Talk Read Play intervention moved out of the risk category, she said.

“We see big gains when parents have ways of making language-learning opportunities richer,” Walker said.

Armed with new research, the Family Conservancy is making a push to saturate the area with information about Talk Read Play.

The success of the program could make big strides toward closing the achievement gap between children from low- and upper-income families.

“And that is exactly the idea,” Fuehne said.

As part of the Family Conservancy’s public awareness campaign, the nonprofit is handing out pamphlets, fliers and refrigerator magnets, and it’s looking for funding to light up billboards and flash the message across metro buses.

“The goal is to have parents see or hear the message somewhere at least seven times a year,” said Charlotte Davison, a volunteer for Talk Read Play with Village Church in Prairie Village.

Conservancy community volunteers have reached out to child care agencies, churches and schools to spread the word to parents. In the Ivanhoe community alone, that effort has reached 20 churches and trained 120 providers this year, said Sabrina Boyd, a parent education coordinator for the Family Conservancy.

At Faxon, parents and grandparents got tips on some of the best times to talk to babies: diaper changing time, bath time and dinnertime. They learned how important it is to expand on a toddler’s fragmented speech. If a small child points and says “Milk,” a mother might respond, “Oh, you want more milk.”

Parents said they believe in talking to their babies and listening when the child begins to talk back because they have seen the concept work.

Antwonette Thomas remembers riding in the front passenger seat of a van her boyfriend was driving. His son and her daughter, both 4, talked to each other in the backseat.

“We were just listening,” Thomas recalled. The little girl spoke to the boy, and he said, “Wait, I’m trying to concentrate.”

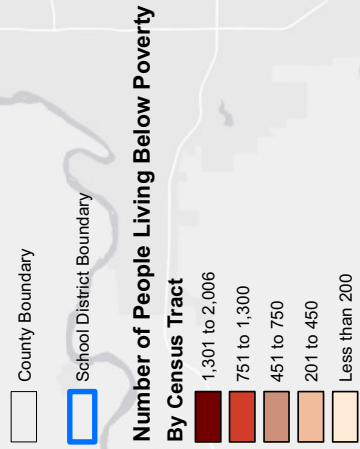
Thomas said she looked at her boyfriend and asked: “Did I just hear that right? Did that little boy just say he was trying to concentrate?”

“These kids are so smart. You never know what they are going to say.”

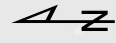
*To reach Mará Rose Williams, call 816-234-4419 or send email to [mdwilliams@kcstar.com](mailto:mdwilliams@kcstar.com).*



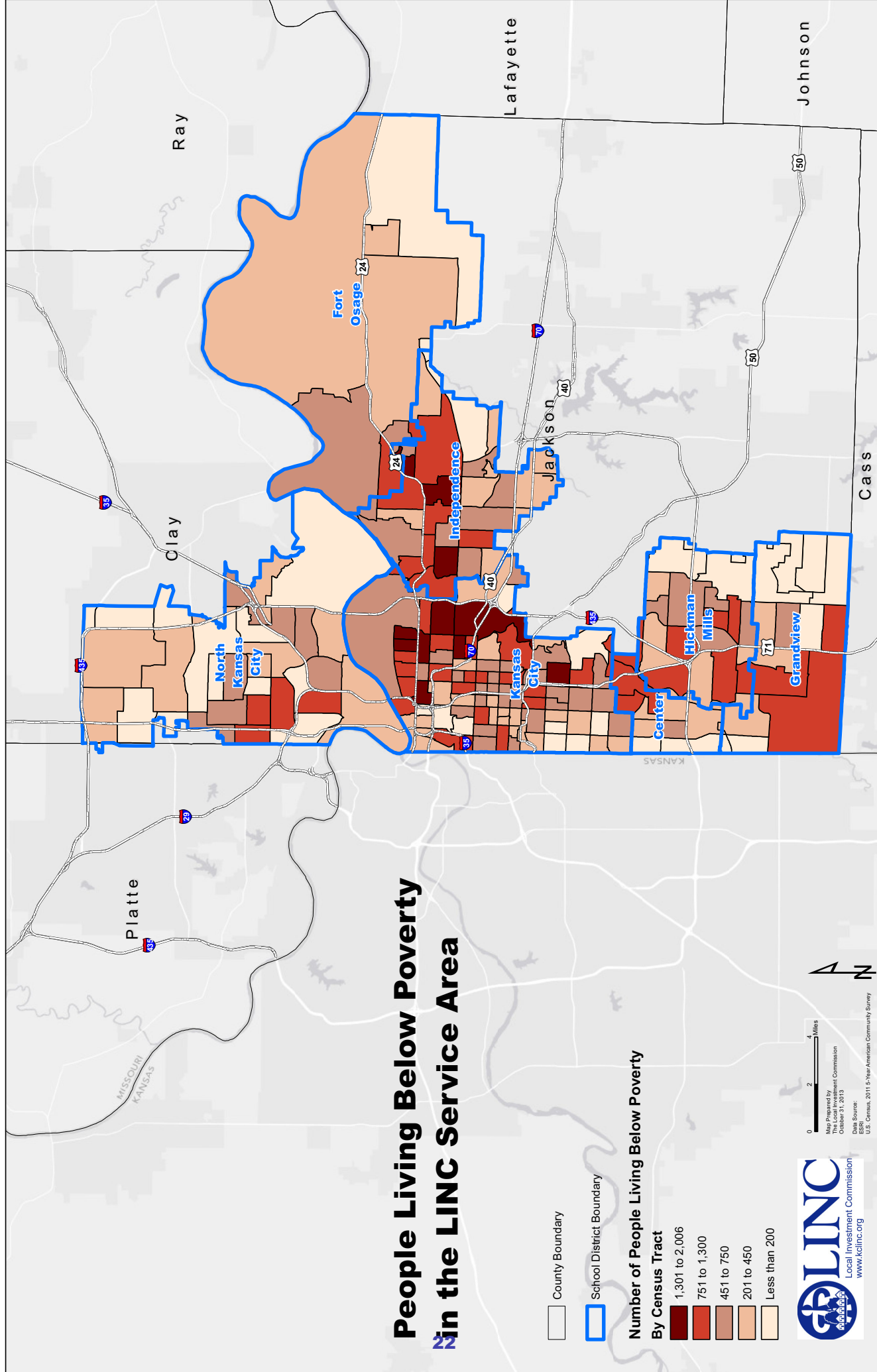
# People Living Below Poverty in the LINC Service Area



Map Prepared by  
 The Investment Commission  
 October 31, 2013  
 Data Source:  
 U.S. Census, 2011 5-Year American Community Survey



0 2 4 Miles



Mon, Oct. 28, 2013

## Racial inequality threatens Kansas City economy

By DIANE STAFFORD  
The Kansas City Star

Kansas City's overall economic resilience — historically and since the last recession — has tended to mask the severe education and unemployment problems for the area's blacks, Latinos and Native Americans.

It's time to take the mask off.

"If there's a hole in the boat, it doesn't matter if you're in first class or steerage," said Anita Maltbia, director of Kansas City's Green Impact Zone. "You're all going down."

In a report to be shared today with area civic leaders, the Mid-America Regional Council and the Greater Kansas City Chamber of Commerce hope to focus the attention of well-educated, well-off whites on a problem that threatens the area's overall economic health.

Widening racial gaps in income, health, and work opportunities are putting the entire Kansas City area's economic future at risk, according to a new study.

The trend will turn around only if the nine-country metropolitan area improves its "equity profile," researchers are due to tell civic leaders at a Tuesday luncheon. That means expanding programs and policies to help people of color live in safer neighborhoods, get better educations and obtain decent-paying jobs.

The new study, "An Equity Profile of the Kansas City Region," was commissioned by MARC and some local organizations that have formed the "Regional Equity Network." It's a first-ever look by PolicyLink and the Program for Environmental and Regional Equity at the University of Southern California to assess inclusion — and barriers to inclusion — that are affecting the metro area's minority youth.

Improving the economic lot of the area's racial minorities is essential, the report said. By 2040, 42 percent of the area's population is likely to be composed of minorities. In 2010, Census data put that share at 27 percent.

"Latinos, predominantly of Mexican American ancestry, and a diverse Asian population are leading the region's growth," the report said. "The Latino population grew 78 percent in the past decade, primarily from births to residents, and the Asian population grew 61 percent, primarily due to immigration.

"The region's white population grew only 5 percent."

It's even more important to look at the racial composition of the youth population, which is dominated more heavily by people of color. Thirty-six percent of the Kansas City's area youth "are people of color, compared with 15 percent of its seniors," the report said.

Researchers said the onus is on "the predominantly white senior population" to invest in education and "community infrastructure" to support the area's youth.

That means the area's business, social service and government leaders must bring "collective advocacy" to bear, said Gwen Grant, president and chief executive officer of the Urban League of Kansas City.

"A lot of organizations are addressing these issues, but there's no over-arching effort to coordinate and prioritize what's most important," said Dean Katerndahl, government innovations forum director at MARC. "The individual components haven't been knitted together."

Maltbia, Grant and many other social service providers lead programs that are addressing the inadequate education and lack of work readiness among many of the area's urban youth. But, they both said, a larger buy-in is needed, along with policy changes.

It doesn't help, Grant said, if their organizations provide work readiness training to young people who have police records if employers have policies against hiring ex-offenders or if would-be workers lack transportation to get to available jobs.

One in four blacks and Latinos live below the poverty level in the metro area. That is more than triple the poverty rate of whites in the region, the report said.

Also, the bottom half of the region's full-time workers — whites included — have suffered a 6 percent decline in real wages since 1979. Meanwhile, wages of the top 10 percent of workers, many of whom are the area's business and civic policy leaders, rose 13 percent.

That disparity unfortunately is helping widen population disconnects in the metro area, Maltbia said.

"We as humans at the top of the food chain have a hard time seeing connectedness to those in the lower socio-economic levels," she said.

As many studies have indicated, each level of education tends to raise wages and help reduce racial inequalities.

### **Ideas to build racial equity**

**The "Equity Profile" report commissioned by the Mid-America Regional Council included these ideas to help minority youth become better contributors to the Kansas City area's economic health:**

- Create multi-racial, multi-generational communities so that white seniors and minority youth can live in the same neighborhoods and interact in public places.
- Focus economic development efforts on occupations that show strength and pay well.
- Build stronger partnerships between employers and community colleges to provide training for available jobs.
- Coalesce the education and training efforts of Prep KC, the KC STEM Alliance and the Kauffman Foundation, especially concerning programs for youth of color.
- Include and develop more minority leaders in the area's public, private and philanthropic sectors.
- Improve access to health care and healthy food for all.
- Coordinate affordable housing development and transportation programs to help low-income workers get to employment centers.

Source: PolicyLink and the USC Program for Environmental & Regional Equity

Read more here:  
<http://www.kansascity.com/2013/10/28/4582799/racial-inequality-threatens-kansas.html#storylink=cpy>

But data show that at every education level in the Kansas City area, “people of color have higher unemployment and lower wages than whites, and women have lower wages than their male counterparts.”

The study zeroed in on the education and skills gap that make many minority youth unemployable.

Kansas City now ranks about in the middle of the pack among the largest 150 regions in terms of its share of disconnected youth, who are neither in school nor working, the report said.

It also focused on the concentrated poverty of largely segregated communities, where “people of color are nine times more likely to live” than whites.

“While the region has low housing costs overall, communities of color, particularly renters, are more likely to pay too much for housing,” the report said. They also are “more likely to be carless and disproportionately live in ‘food desert’ neighborhoods that lack grocery stores.”

The report concluded that the Kansas City area must do a better job connecting people of color to jobs, housing, transportation, quality education and training opportunities.

“Equity is the superior growth model,” Katerndahl said. “The whole workforce must be well-educated and engaged if you want this area to succeed.”

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# An Equity Profile of the Kansas City Region Summary

**PolicyLink**



Communities of color are driving Kansas City's population growth and their ability to thrive is central to the region's economic success now and into the future. While the region demonstrates overall economic strength and resilience, wide racial gaps in income, health, and opportunity – along with declining wages, a shrinking middle class, and rising inequality – place its economic future at risk.

To secure a prosperous future, the region's leaders must take steps to build a more equitable and sustainable economy by growing good jobs, connecting youth and vulnerable workers to education and training that leads to careers, and increasing access to economic opportunities located throughout the region. These are critical strategies to put all who live in the region on the path toward reaching their full potential.

## Overview

Across the country, regional planning organizations, community organizations and residents, funders, and policymakers are striving to put plans, policies, and programs in place that build healthier, more vibrant, more sustainable, and more equitable regions.

Equity – ensuring full inclusion of the entire region's residents in the economic, social, and political life of the region, regardless of race, ethnicity, age, gender, neighborhood of residence, or other characteristic – is essential to the success of these strategies.

This equity profile of the Kansas City region was developed by PolicyLink and the Program for Environmental and Regional Equity (PERE) to help the Mid-America Regional Council (MARC) – the sponsor of the Creating Sustainable Places Initiative (a HUD Sustainable Communities Initiative) – and its local partners effectively address equity issues as they plan for a more integrated and sustainable region. MARC's local partners include Communities Creating Opportunity (CCO), Green Impact Zone, Latino Civic Engagement Collaborative, Metropolitan Organization for Racial and Economic Equity (MORE2), and Urban League of Greater Kansas City. We also hope this will be a useful tool for advocacy groups, elected officials, planners, and others as they work to achieve economic vitality and sustainability for the entire Kansas City region.

This summary document describes the indicators framework used to create the profile, presents the key findings of the equity analysis, and shares implications derived from the analysis.

## The Equity Indicators Framework

To plan for more equitable regions, communities first need to know where their region stands in terms of equity. To assist communities with that process, PolicyLink and PERE developed an equity indicators framework that communities can use to



understand and track the state of equity in their regions. This indicators framework relies on a regional equity database maintained by our organizations that incorporates hundreds of data points from public and private data sources such as the U.S. Census Bureau, the U.S. Bureau of Labor Statistics, the Behavioral Risk Factor Surveillance Survey, and Woods and Poole Economics.

The equity indicators framework examines four sets of indicators:

- 1) **Demographics:** Who lives in the region and how is this changing?
- 2) **Economic Vitality:** How is the region doing on measures of economic growth, well-being, and inclusion?
- 3) **Readiness:** How prepared are the region’s residents for the 21st century economy?
- 4) **Connectedness:** Are the region’s residents and neighborhoods connected to one another and to the region’s assets and opportunities?

**Defining the Kansas City region**

For the purposes of the equity profile and data analysis, we define the Kansas City region as the 9-county area served by

the Mid-America Regional Council. All data presented in the profile use this regional boundary. Minor exceptions due to lack of data availability are noted in the “Data and Methods” section of the complete profile.

**Equity Profile Highlights**

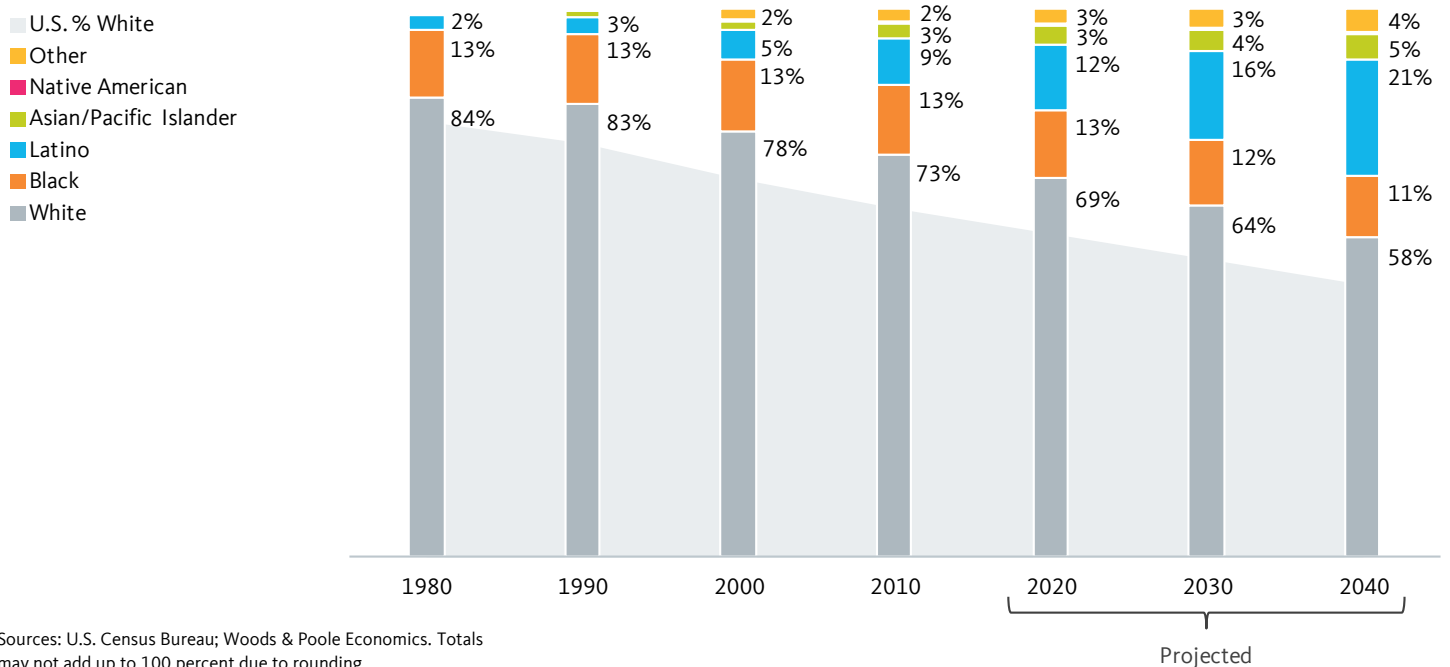
**Demographics: Communities of color are driving growth and change in the region**

Kansas City is moderately diverse and is experiencing rapid demographic change. The share of the region’s residents who are people of color increased from 16 to 27 percent between 1980 and 2010. By 2040, 42 percent of Kansas City’s population is projected to be people of color.

For the past two decades, communities of color have contributed most of the region’s population growth. Latinos, predominantly of Mexican American ancestry, and a diverse Asian population are leading the region’s growth. The Latino population grew 78 percent in the past decade, primarily from births to residents, and the Asian population grew 61 percent, primarily due to immigration. The region’s white population grew only 5 percent.

The share of people of color is projected to increase through 2040

**Racial/ethnic composition, 1980-2040**



Sources: U.S. Census Bureau; Woods & Poole Economics. Totals may not add up to 100 percent due to rounding

Youth are at the forefront of the region’s demographic transformation, and the racial/ethnic composition of its youth population is changing much more quickly than that of its senior population. Today, 36 percent of Kansas City’s youth are people of color, compared with 15 percent of its seniors. This 21 percentage point “racial generation gap” could have negative consequences for the region’s future if the predominantly white senior population chooses not to invest in the educational systems and community infrastructure needed to support a youth population that is more racially diverse.

**Economic Vitality: Inequality is a threat to the region’s future prosperity**

Over the past few decades, the Kansas City region has experienced steady economic growth in terms of jobs and output. Its economy also demonstrated resilience through the downturn, and although unemployment spiked, it never reached the national average and dropped quickly during the recovery.

Despite these positive indicators, growing inequities that began long before the downturn place the region’s economic future at risk. The fact that unemployment is below average overall, for example, masks persistently higher levels of joblessness for the

region’s black, Latino, and Native American communities.

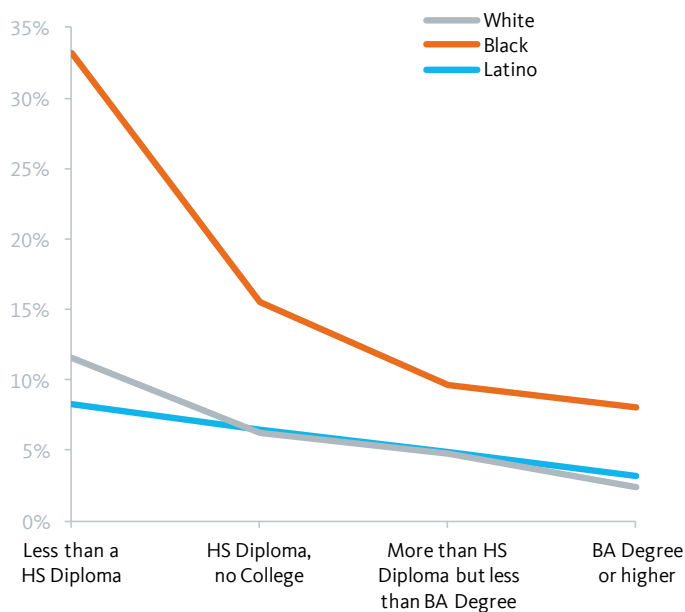
Income inequality is also on the rise in the region, and most workers have seen their wages decline or stagnate over the past several decades after you account for inflation. The bottom half of the region’s full-time workers, for example, have seen their wages fall 6 percent since 1979, while the wages of the top 10 percent of workers rose 13 percent.

As inequality has increased, the region’s middle class has shrunk and poverty and working poverty (defined as working full-time for an income below 150 percent of the poverty level) have grown. More than one out of every four African Americans and Latinos live below the poverty level – more than triple the rates of whites. Latinos are much more likely to be among the working poor compared to other groups. This means the region’s fastest-growing population suffers some of the worst economic conditions.

Although education is a leveler, racial and gender gaps persist in the region’s labor market. At every education level, people of color have higher unemployment and lower wages than whites, and women have lower wages than their male counterparts. For example, among college graduates, white males earn \$30 per

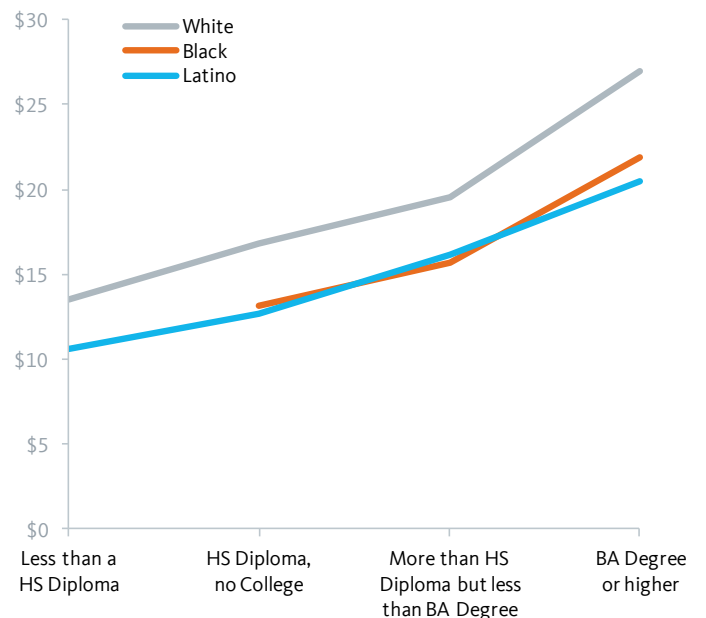
At nearly every education level, blacks and Latinos have higher unemployment and lower wages than whites

**Unemployment rate by educational attainment and race/ethnicity, 2006-2010**



Source: IPUMS. Universe includes the civilian noninstitutional population ages 25 through 64.

**Median hourly wage by educational attainment and race/ethnicity, 2006-2010**



Source: IPUMS. Universe includes civilian noninstitutional full-time wage and salary workers ages 25 through 64.

hour on average while average hourly wages for white women, women of color, and men of color are between \$21 to \$26.

**Readiness: Educational gaps and health challenges for communities of color**

The region faces a potential education and skills gap because its black and Latino communities are not obtaining the postsecondary education and training increasingly demanded by employers. According to the Georgetown Center for Education and the Workforce, by 2018 35 percent of Missouri’s jobs and 38 percent of Kansas’ jobs will require an associate’s degree or above. Although 43 percent of the region’s population currently have that level of education, only 29 percent of the region’s U.S.-born Latinos, 26 percent of African Americans, and 11 percent of Latino immigrants do.

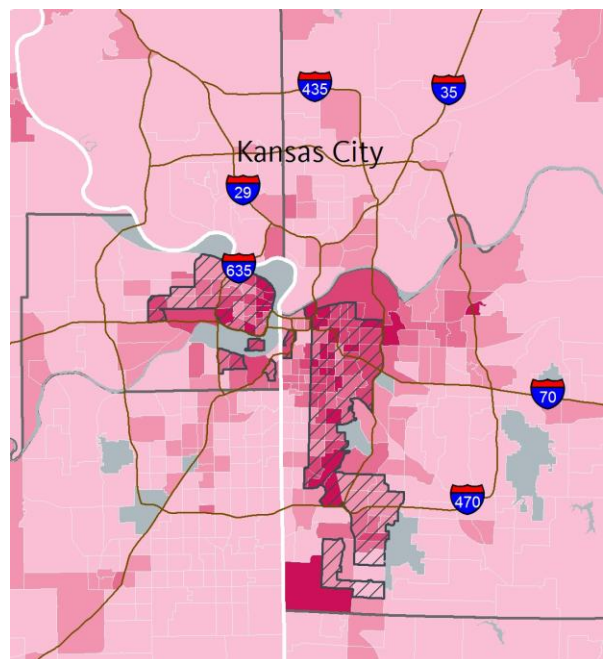
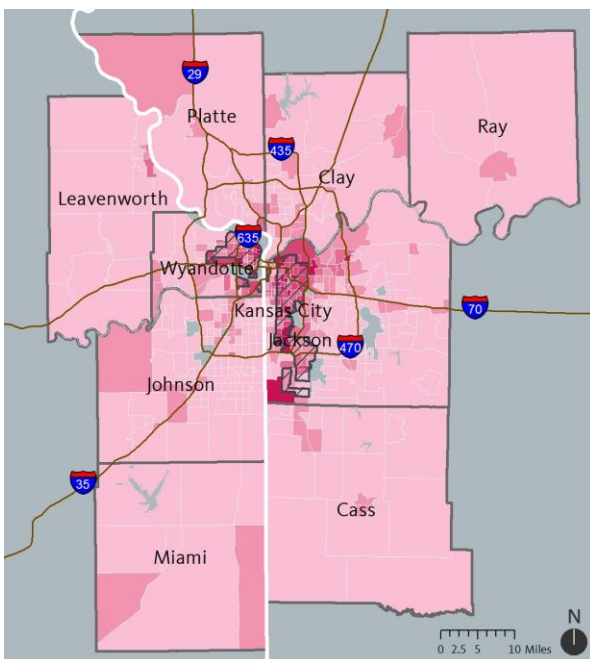
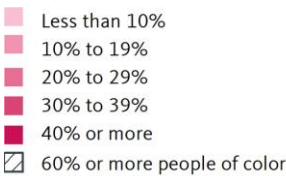
In addition, too many of the region’s youth are not finding their way into the job market. Although educational attainment for

youth of color is on the rise, shrinking racial gaps, the number of “disconnected youth” who are neither in school nor working has increased, and black and Latino youth are disproportionately likely to be disconnected. Kansas City now ranks 78th out of the largest 150 regions in terms of its share of disconnected youth. Twenty percent of black youth and 15 percent of Latino youth are disconnected, compared to 11 percent of white youth.

Communities of color also face major health challenges, including higher incidences of some preventable diseases such as obesity, diabetes, and asthma that are strongly influenced by social and environmental factors in addition to access to medical care. For example, more than seven in 10 of the region’s African Americans are overweight or obese and 16 percent of people of other or mixed racial backgrounds have asthma – almost double the regional average.

Areas of very high poverty (40 percent or higher) are found primarily in the Kansas City urban core, stretching south to Grandview

**Percent Population Below the Poverty Level by Census Tract and High People-of-Color Tracts, 2006-2010**



Source: U.S. Census Bureau. Areas in white are missing data.

### **Connectedness: Less access to affordable housing, transportation, and healthy food for communities of color**

On the whole, segregation is decreasing in the region. But when you look specifically at the region's Latino population, you find that while Latinos are more likely to live in the same communities as blacks, Asians, and Native Americans, they are less likely to live in communities with whites now compared to 20 years ago.

Concentrated poverty – an extreme form of economic segregation – is a growing challenge in the region. The share of neighborhoods where 40 percent or more households are poor more than doubled between 1980 and 2010. People of color are nine times more likely to live in these very high poverty neighborhoods than its white population.

While the region has low housing costs overall, communities of color, particularly renters, are more likely to pay too much for housing. The region's people of color are also more likely to be carless and disproportionately live in “food desert” neighborhoods that lack grocery stores.

## **Implications**

As Kansas City continues its rapid demographic transformation, ensuring that all of its residents can participate in and contribute to the regional economy is an economic imperative. To take advantage of its growing, diverse population and build a more equitable and sustainable regional economy, Kansas City must take steps to better connect communities of color to jobs, housing, transportation, healthy neighborhoods, and quality education and training opportunities.

PolicyLink and PERE suggest the following areas of focus:

### **Bridge the racial generation gap.**

Bridging the racial generation gap between youth of color and a predominantly white senior population will be critical to the region's economy, since support for strong public schools for all children and workforce training are needed to prepare the region's emerging workforce for the jobs of tomorrow. One way to build these bridges is to plan for multigenerational communities, which “make cities and neighborhoods accessible, safe, and inclusive for children, youth, families, adults, and the elderly.”<sup>1</sup> This will allow the elderly to age in place at the same time as provide safe and healthy environments for families to raise children. By supporting infrastructure investments in community facilities and public spaces, Kansas City can create

built environments that facilitate social interaction between residents of all ages.

### **Grow good jobs.**

With increasing inequality and a shrinking middle class, Kansas City needs to focus on growing middle-wage jobs and improving the quality of low-wage jobs. To do this, it should focus its economic and workforce development efforts on industry sectors and occupations that show signs of strength and pay living wages. The region should also support strategies that ensure strong and rising wages, especially for low-wage workers.

### **Connect unemployed and low-wage workers to careers in high-growth industries.**

Kansas City is fortunate to have some occupations that show strong growth potential to employ workers without four-year college degrees in middle-skills jobs that pay good wages and offer opportunities for upward mobility. Kansas City should mobilize its economic and workforce development resources to create workforce partnerships between community colleges and employers, ensuring that all workers –including those who face high barriers to employment or who have previously not had success in school – can get the advanced training or education they need to access a good job. These partnerships will be essential for building a workforce that is prepared for jobs in the region's strong and growing industries. Additionally, public infrastructure investments throughout the region present an opportunity to build bridges out of poverty. Construction jobs offer workers without a college degree a career pathway with greater mobility and higher-paying wages.

### **Help disconnected youth get back on track.**

Although a number of regional initiatives aim to integrate youth into educational and work opportunities, the rising number of disconnected youth demonstrates the need to achieve greater scale. The current program operators of these programs, including Prep KC, the KC STEM Alliance, and the Kauffman Foundation, along with the region's civic leaders, should come together develop and execute a strategy to connect all youth in the region, but particularly youth of color, with educational and work opportunities.

### **Ensure diverse civic participation and leadership.**

Given the region's rapid demographic shifts, public sector leaders need to take steps to ensure active and accessible public engagement by all of its racial and ethnic communities in local and regional planning processes. The public, private, and

philanthropic sectors should support leadership development and capacity-building efforts focused on the region's growing, diverse communities to build the region's multicultural and multiracial regional leadership.

**Create healthier neighborhoods.**

Ensuring that the region's neighborhoods promote health would reduce health gaps for people of color, create more vibrant places, strengthen economic productivity, and reduce healthcare costs. Implementing strategies focused on healthy neighborhoods such as complete streets for all users, access to healthy food, and good community design in low-income communities of color can foster healthy, active living among the groups that are most at-risk for preventable diseases.

**Coordinate public investments.**

To foster growth and prosperity, Kansas City should coordinate transportation, housing, and economic development investments to address concentrated poverty, segregation, and high housing and transportation burdens – all of which have disproportionately negative effects on communities of color. It is important to focus investments near employment centers for low-wage as well as middle-skill workers to improve job access and reduce commute times. In addition, transportation investments should enhance the mobility of transit-dependent residents, connecting them to jobs and services. And regional plans should incentivize and prioritize the development and preservation of affordable housing that is co-located with multi-modal transportation investments and near employment centers.

**Conclusion**

To secure a prosperous future, Kansas City needs to implement a growth model that is driven by equity – just and fair inclusion into a society in which everyone can participate and prosper. Concerted investments in and policies for, and developed from within, communities of color will also be essential to ensure the region's fastest-growing populations are ready to lead it into the next economy.

Equity Profiles are products of a partnership between PolicyLink and PERE, the Program for Environmental and Regional Equity at the University of Southern California.

The views expressed in this document are those of PolicyLink and PERE, and do not necessarily represent those of the Mid-America Regional Council or its local partners.

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Photo credits: Mark Shaiken/Getty Images, CEFutcher/iStockphoto.

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<sup>1</sup>American Planning Association, *Multigenerational Planning: Using smart growth and universal design to link the needs of children and the aging population*, 2011, <http://www.planning.org/research/family/briefingpapers/multigenerational.htm>.



# LINC Chess K-12 Tournament in

# Fort Osage

Saturday, Dec. 7  
Check-in: 8-9am

Pre-register your student at [kclinc.org/chess](http://kclinc.org/chess)  
*Any player not pre-registered will not be allowed to play in the first round!*

*All pre-registered players must check in before 9am to play in the first round.*

All walk in players will start in the second round.

**Where:**

**Fire Prairie Upper Elementary School**

24810 E. US 24 Hwy, Independence, MO

**Divisions:**

K-3<sup>rd</sup>, K-6<sup>th</sup>, and K-12<sup>th</sup>

**All players grades K-12 in the KC area are welcome to participate!**

*(We encourage beginners, but expect each participant to know how all of*

*the chess pieces move and how to make checkmate.)*

**Schedule:** All players who pre-register and are on time will play 5 games. We plan to start the first round by 9:30am, and complete the last round by 4:30pm.

**Equipment:** Chess sets are provided. Clocks are available.

**Awards:** Trophies will be awarded to the top 5 players in each section. Medals will be awarded to every participant. Top 3 teams will receive trophies.

**Lunch:** A **FREE** lunch will be provided for players and families.





FREE • Clock hours • [www.kclinc.org/educare](http://www.kclinc.org/educare)



# Childcare Training

**FREE** to all childcare providers and those who are caring for children in our community.



## Educare Large Group Training

**Saturday, Dec. 7, 2013**

**M.L. King Elementary School**  
4201 Indiana Ave, Kansas City, MO 64130

### SCHEDULE

8:30 a.m.	Registration
9-10:30 a.m.	First session
10:30-11:00 a.m.	Break
11:00-12:30 p.m.	Second session

### WORKSHOP TOPICS

*Each class = 1.5 clock hours*

- ◆ **How to talk so that young children will listen (C6L1&2)**  
Francis Institute for Child Youth and Development
- ◆ **Community resources for children with special needs (C4L2&3)**  
Kathy Daulton, First Steps
- ◆ **What to do if you think a child has autism (C1L2&3)**  
Mary Anne Hammond, CMH
- ◆ **Safety Street train-the-trainer program (C5L1)**  
Dalana Johnson, Kansas City Mo. Health Dept.
- ◆ **Early education and the Common Core (C2L4)**  
Aimee Alderman, PAT
- ◆ **Infant/Child/Adult CPR & First Aid (C5L1)-Full!**  
Andrew Shank

Note: Please bring your six-digit MOPD # to the training. This number is required to obtain state credit for the classes. To obtain your MOPD # go to [mopdportal.org](http://mopdportal.org)

*Funded by the State of Missouri.*



**Classes fill up fast, RSVP early.**

**Register: (816) 889-5055 ext. 1260 • [www.kclinc.org/educare](http://www.kclinc.org/educare)**

# LINC Commission Meeting

November 25, 2013

*Celebrating 45 Years of Service*



*(L-R Charles McKinney, James Duncan, Lee Bohannon, Mary Owens, William T. (Ted) Runnels, George Vaughn, Jerry Williams)*

## SAC20

### Social Actions Committee 20

On Oct. 31, 2013, the Social Actions Committee (SAC20) was honored by KCMO Mayor Sly James and City Council for their 45 years of service. LINC congratulates SAC20 for its decades of service in making our families and neighborhoods stronger and our community a better place to live.

