

LINC Commission Meeting

September 15, 2014



Mt. Washington Senior Apartments

The 111 year-old Mt. Washington Elementary at 507 S. Evanston Ave. in Independence has been rehabilitated and will feature 45 one and two bedroom apartments for seniors.



Seven Oaks Estates

The historic Seven Oaks Elementary at 3711 Jackson Ave. in Kansas City, MO has been transformed into a 44 unit senior housing facility.



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, Sept. 15, 2014 | 4 – 6 pm
Kauffman Foundation
4801 Rockhill Rd.
Kansas City, Mo. 64110

Agenda

- I. Welcome and Announcements
- II. Approvals
 - a. July minutes (motion)
- III. Superintendent's Report
- IV. Missouri Star School
- V. Other
 - a. Education Policy Fellowship Program
- VI. Adjournment



THE LOCAL INVESTMENT COMMISSION – JULY 21, 2014

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
SuEllen Fried
Tom Gerke
Rob Givens

Anita Gorman
Bart Hakan
Rosemary Lowe
Mary Kay McPhee
Margie Peltier
Bailus Tate

Rowland announced Caring Communities supervisor **Alex Petersen** will be leaving LINC because his family is relocating to Wichita, Kan.

Jack Craft introduced a discussion of issues related to foreclosures and subprime lending including their effects on neighborhoods. A video, “The Life of a House,” was shown.

Michael Duffy of Legal Aid of Western Missouri reported on the Post Foreclosure Task Force’s effort to develop strategies for targeting of vacant blighted homes in need of rehabilitation and make state and local policy changes needed to implement those strategies. Discussion followed.

Jacob Wagner of the UMKC Urban Studies Program reported on the effort by students to identify priority neighborhoods for rehabilitation and opportunities to increase urbanism and build healthier communities.

Discussion followed.

Superintendents’ Report

- **John Ruddy** (Assistant Superintendent, Fort Osage School District) reported the district partnered with LINC to provide a summer camp program serving 242 students. Family Fun Day on Aug. 2 will provide families with back-to-school resources including immunizations and backpacks.
- **Ralph Teran** (Superintendent, Grandview School District) reported district families have suffered increased foreclosures, while enrollment has increased, the last few years. LINC partnered with the district to support the summer program. Districts are awaiting accreditation data from the state.
- **Dennis Carpenter** (Superintendent, Hickman Mills School District) reported the district has hired a technology officer as well as several principals. The district is partnering with LINC to expand its early childhood education program at Freda Markley Early Childhood Center and the new Ervin Early Learning Center.
- **Beth Heide** (Director of Human Resources, Center School District) reported the district’s partnership has had a positive effect on neighborhoods with high foreclosure rates, especially Marlborough. The district is planning to implement a one-to-one computing program for high school students.
- **Jerry Kitz** (Director of Early Learning, Kansas City Public Schools) reported the district increased the number of students served in summer school from 2,000 to 7,000 by partnering with LINC and other providers. School readiness of pre-kindergarten students improved dramatically over the year.

- **Mark Tolbert** (Chairman, Lee A. Tolbert Community Academy) reported Tolbert teachers increase parent engagement by making home visits to student's families.
- **Paul Fregeau** (Assistant Superintendent, North Kansas City School District) reported there is a student mobility rate of 25% in the district, and families are often doubling and tripling up in households. This summer the district is carrying out bond issue projects including windows, fencing, roofs and security cameras.
- **Kevin Foster** (Executive Director, Genesis Promise Academy) reported LINC supported a parent education night on negative messaging in popular culture on June 13. Parent-teacher conference attendance rate is 85%, and 89% of students will be returning in the fall.

LINC Chief Operating Officer **Robin Gierer** reported the U.S. Department of Agriculture changed its rules pertaining to free lunch; in districts where a certain percentage qualifies, every student will receive free lunch. The Kansas City and Hickman Mills are adopting the new free lunch scheme. In response, LINC is simplifying its Before & After School fee structure so that families in all districts will pay \$25 per student per semester.

LINC President **Gayle A. Hobbs** reported LINC summer programs are still ongoing, and numbers will be available at the September meeting. A video on LINC's summer school partnership with Freedom Schools at African Centered College Preparatory Academy was shown.

A motion to approve the June 19, 2014, LINC Commission meeting minutes was passed unanimously.

Sharon Cheers reported there will be an election on Aug. 5, with many issues on the ballot in certain areas.

The meeting was adjourned.

Kansas City area school districts celebrate state report cards

BY JOE ROBERTSON – THE KANSAS CITY STAR

08/29/2014 5:18 PM

When the time came Friday that school districts could announce their state report card scores, districts in celebratory moods spotlighted kids.

Kansas City Public Schools leaders surrounded themselves with Central Middle School students as they cheered the 66.1 percent score that earned back the district’s provisional accreditation.

North Kansas City Schools rolled out members of all of its high school bands in bright colors on the district football field, marching into a formation spelling out its score of 92.1 percent.

And Hickman Mills let 11-year-old Alexandria Demps theatrically recite the numbers at a news conference: how a district that barely scored in the provisional range a year ago jumped by 18.9 percentage points to hit in the fully accredited range with 70.7 percent.

“Isn’t that *amazing*?” Alexandria said, drawing laughter and applause as she then cooed, “Yes. Yes, it is.”

The scene is playing out much differently now in Kansas City compared to the St. Louis area, where the Normandy school district, crippled by student transfers and other stress, scored 7.1 percent. And the St. Louis Public Schools and Riverview Gardens districts, though boosting their scores, still sit at 43.2 and 45.4 percent — deep in the unaccredited level.

The rising tide among districts in the Kansas City area is breeding comfort and confidence in public schools, North Kansas City Superintendent Todd White said.

“There are a lot of good stories,” he said.



Warford Elementary School student Alexandria Demps, 11, delivered a speech on the district’s improved numbers, earning a smile from Hickman Mills school board president Eric Lowe during a celebration Friday at the Hickman Mills Freshman Center. | Shane Keyser/The Kansas City Star

North Kansas City jumped 13.2 percentage points, getting into the 90s. It is one of the 21 out of 32 school districts in Jackson, Clay, Cass and Platte counties to score in the 90s, which could earn accreditation with distinction depending on other not-yet-determined criteria by the state.

White talked about the work that was done while watching the bands with others from the top row of the stadium.

“It took a while to put systems of support and development in place,” he said. “But we’re seeing the fruits of that labor.”

The adults watched and left it to the bands to make the official announcement — via formation.

“We wanted to let the kids do it,” White said. “Because it was their effort that did it.”

All of the districts in the area are fully accredited except for Kansas City and Hickman Mills, which are provisionally accredited.

Alexandria, however, called out the Missouri Department of Elementary and Secondary Education from the podium, telling the state to take note of Hickman Mills’ 70.7 score.

“DESE, you wanted us to show you we are learning,” she said. “And that teachers are teaching us what we are supposed to learn. I think we deserve our full accreditation status.”

Districts must achieve at least 50 percent of the possible points to be considered for provisional accreditation and 70 percent to be considered for full accreditation. Test performance accounts for half of the criteria, with other measures in college and career preparation, attendance and graduation rates.

In a conference call earlier this week with reporters, Education Commissioner Chris Nicastro noted that Hickman Mills has made significant gains. But she also noted that the department is looking for trends in positive growth.

The decision ultimately belongs to the state school board, but the department generally wants to see two to three years of sustained improvement before recommending a change in accreditation status, Nicastro said.

Kansas City had shown improvement for three years and scored in the provisional range the last two years in a row before the state gave it provisional status.

Kansas City's percentage points earned in its annual performance reports has risen 46.5 percentage points, from a preliminary score of 19.6 percent in December 2012 to today's 66.1.

"I contend that no urban school district anywhere in the U.S. has done what we are doing as fast as we are doing it," Kansas City Superintendent Steve Green said.

Sustaining the scores in both Kansas City and Hickman Mills presents a challenge, as their rise has mounted in significant measure by raising students out of the lowest "below basic" category and into "basic."

Both districts still have roughly 30 percent of their students performing at proficient or advanced in English language arts and math, below the state averages of about 53 percent.

Both superintendents said they expect to be knocking on the state's door to get fully accredited status by 2015 or — if Alexandria were to get her way — sooner.

Report cards hold mixed bag for Kansas City area districts

By JOE ROBERTSON - The Kansas City Star

08/29/2014 12:45 AM

New state [report cards](#) show most area districts faring well, including the upward-trending Kansas City and Hickman Mills school districts.

Enjoy the moment — even though an overall slip locally and statewide in the number of students scoring [proficient or advanced](#) may hint at potential difficulties ahead.



Because from here on out, schools are staring into a scary unknown.

New tests are coming to Missouri next spring and potentially new learning standards that could mean another change in tests — all wrapped in the

national struggle over the Common Core State Standard

Add to that a state ballot issue likely headed before voters in November that, if approved, would require performance-based teacher evaluations and possibly more tests.

It makes for a stormy mix, said Lee's Summit Superintendent David McGehee.

"We've been through transitions before," he said. "But I don't think we've seen this level of accountability in a time of confusion."

ANNUAL PERFORMANCE REPORTS

Percent of points earned
2013 2014

Cass County

Archie R-V	93.2	96.4
Strasburg C-3	98.8	97.4
Raymore-Peculiar R-II	93.2	96.1
Sherwood Cass R-VIII	77.9	78.2
East Lynne 40	95.6	86.3
Pleasant Hill R-III	93.6	95.4
Harrisonville R-IX	83.2	92.5
Drexel R-IV	83.9	92.1
Midway R-I	92.1	93.2
Belton 124	96.1	83.6

Clay County

Kearney R-I	95.0	98.6
Smithville R-II	87.9	88.2
Excelsior Springs 40	84.3	86.4
Liberty 53	93.6	92.9
Missouri City 56	96.3	89.7
North Kansas City 74	78.9	92.1

Jackson County

Fort Osage R-I	72.5	83.6
Blue Springs R-IV	97.9	98.6
Grain Valley R-V	83.9	90.0
Oak Grove R-VI	93.6	95.4
Lee's Summit R-VII	96.1	92.5
Hickman Mills C-1	51.8	70.7
Raytown C-2	85.0	71.8
Grandview C-4	93.6	90.0
Lone Jack C-6	90.0	91.4
Independence 30	74.6	80.0
Kansas City 33	60.0	66.1
Center 58	85.4	92.5

Kansas City Charters

University Academy	96.4	90.7
Alta Vista Charter Sch.	64.3	77.5
Hogan Preparatory Acad.	45.7	56.1
Genesis School Inc.	53.6	72.1
Allen Village	95.6	92.9
Lee A. Tolbert Com. Acad.	74.3	73.8
B. Barneker Academy	29.4	71.3
Della Lamb Elem.	42.9	52.9
Gordon Parks Elem.	50.0	100.0
Academie Lafayette	87.5	86.3
Scuola Vita Nuova	87.5	71.9
Brookside Charter Sch.	72.9	82.9
Kipp: Endeavor Academy	75.0	73.8
Pathway Academy	75.0	54.3
Frontier School of Innovation	79.5	89.2
Delasalle Charter School	24.2	22.9
Ewing Marion Kauffman School		88.6
Crossroads Acad Of Kansas City		*

Platte County

North Platte Co. R-I	99.6	98.6
West Platte Co. R-II	93.9	90.7
Platte Co. R-III	91.1	94.6
Park Hill	97.5	98.2

* New District Without Three Years Of Data Required For APR

Kansas has its own storms. Its test scores, which come out later this fall, won't be published because of problems with hacking operations from foreign countries that at times shut down the online system during testing last spring.

In Missouri, 97 percent of the districts scored at a fully accredited level on the annual performance reports by earning at least 70 percent of their possible points, and slightly more than half improved from a year ago.

Among 32 Kansas City area Missouri districts, 31 earned at least 70 percent and 22 improved from a year ago.

Even the one district below the mark — Kansas City Public Schools — saw cause for celebration in its score of 66.1 percent because it continued a steady rise that earlier this month prompted the state to return the district to provisional accreditation.

The area's only other provisionally accredited district, Hickman Mills, jumped more than 18 percentage points from a year ago, just crossing the bar at 70.7 percent.

The next largest gain was by North Kansas City, which jumped 13.2 percentage points to 92.1 percent.

Charter schools were also scored, though they are not accredited by the state. Fourteen of 18 charters in Kansas City scored 70 percent or better, and half improved from a year ago.

The results were encouraging, Education Commissioner Chris Nicastro said, especially as schools are navigating changing standards and tests.

The state has been planning for four years for this year's full implementation of the Missouri Learning Standards, which follow the Common Core State

Standards.

“We expected to see some declines,” Nicastro said. “Districts have worked hard to make those transitions gradually.”

The annual performance [report score](#) is based 50 percent on test performance and the rest on measures of college and career preparation, attendance and graduation rate.

The new tests created by the Smarter Balanced multistate consortium will cover English language arts and math in grades three through eight, which affect 29 percent of a district’s annual performance report.

The concern, however, is that the new test is aligned to the Common Core State Standards.

“And we all know,” Raytown Superintendent Allan Markley said, “that Common Core is on life support in this state.”

A split legislature last spring compromised on the embattled standards and passed a law that directs the state to convene educator working groups this fall to write new Missouri learning standards.

Common Core supporters expect that they will end up still resembling Common Core. Opponents anticipate the standards will change.

The shifting landscape troubles superintendents who are trying to meet state performance measures that are geared to rise throughout a five-year cycle that began with last year’s reports.

“Our teachers have been working diligently and tirelessly to get these things in line,” Markley said. “But if you’re not aligned (with curriculum matched to the standards in place), you’re going to do poorly.”

Raytown was one of the area districts that saw its performance score fall. Belton was another.

“We believe we can right the ship,” Belton Superintendent Andrew Underwood said. But he agreed that pressure only promises to mount on all districts.

Nicastro thinks the state probably will have three years of comparable data after this school year to begin to make accreditation designations under the new accountability system.

The state will have to make adjustments with whatever changes come to the standards, she said. Same goes for the teacher evaluation ballot measure and its potential to incur new tests.

“We will continue to provide tools ... wherever necessary,” Nicastro said. “Whatever it is, we will work with our districts to address it.”

The hardest task, even as things stand, continues to be getting more students to proficient or advanced levels on state tests.

Statewide, the percentage of students scoring proficient or better fell from 55.7 to 53.5 percent in English language arts and from 53.9 to 53.2 percent in math.

The state recognizes it is hard, particularly in schools that are trying to elevate students who start the year well below grade level. The state gives credit when the schools move students out of the lowest performance levels.

Kansas City and Hickman Mills, some charter schools and other districts achieved annual performance score gains even though their percentages of students scoring proficient or advanced declined.

Superintendents Steve Green in Kansas City and Dennis Carpenter in Hickman Mills know they will have to push more students beyond that proficient threshold.

Both want to be ready to make their cases for full accreditation in 2015.

“I am confident in our ability to improve,” Carpenter said. “But will the state have the capacity to give districts an accurate reflection of their improvement?”

“I trust that the state will be able to do that.”

It won’t be easy.

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

For complete local annual performance reports by district and building, [click here](#).

For complete local test score data by district and building, [click here](#).

To see the state’s standards and indicators defined, [click here](#).

Missouri-Kansas Education Policy Fellowship Program

The Education Policy Fellowship Program (EPFP) is a professional development program for individuals whose work record reflects strong leadership abilities and a concern for issues important to children and education.

Participants in the Fellowship Program hold full-time positions in diverse organizations at the local, state, and national levels.

The program is available in Missouri-Kansas through the Local Investment Commission (LINC) and Cooperating School Districts of Greater Kansas City. The nationally recognized EPFP was established more than 45 years ago by the Institute for Educational Leadership (IEL) in Washington, D.C. IEL continues to support the program in the District of Columbia and through its network of state affiliates.

How is the EPFP different from other professional development programs?

EPFP is supported by a national and state network of resource people and peers who have a track record of accomplishment in research, policy development, and effective practice in education, child development, and human services.

The EPFP provides a comprehensive approach to knowledge and skill-building with nine monthly seminars in Kansas City and one national policy seminar during a ten-month period.



The Missouri-Kansas Education Policy Fellowship Program is sponsored by:

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

Cooperating School Districts of Greater Kansas City
3444 Broadway, Suite 401
Kansas City, MO 64111
(816) 753-7275
www.csdgkc.org

In collaboration with:

Institute for Educational Leadership
4301 Connecticut Ave NW, Suite 100
Washington, DC 20008-2304
(202) 822-8405
www.iel.org

For more information and to request additional applications, please contact:

Dr. Robert Bartman
(816) 410-8402

Dr. Gayden Carruth
(816) 753-7275

Enrollment is limited.



Cooperating School Districts
of Greater Kansas City





Education Policy Fellowship Program

The Education Policy Fellowship Program brings together a diverse cohort of professionals from education, government, military, human services, business, and community organizations.

You are invited to apply if you have:

- A commitment to personal and professional development on behalf of children and youth
- A track record of making things happen — inside and across agencies/organizations
- A full-time professional position and substantive work experience
- A bachelor's degree or its equivalent
- The endorsement and financial support of your employing organization

What is my commitment if I am accepted as an EPFP Fellow?

- Participate in the local leadership forum and a national policy seminar
- Share your experience and knowledge with other Fellows through presentations, class discussion, and class projects.
- Conduct independent study and research to expand on issues explored in the program.

How will my organization benefit from my participation in the EPFP?

Employers gain:

- Access to a professional development program with a proven track record
- Better informed, more skillful employees
- Employees who are ready to assume more leadership responsibilities
- Expanded networks that enhance the organization's ability to access key leaders and decision makers who shape policy on behalf of children and education.

What is my employer's commitment in supporting my participation?

- Provide release time for your participation in the Kansas City seminars and the national seminar
- Pay a tuition fee of \$2,500 plus all travel-related costs for the Kansas City and national seminars

Meeting Dates and Tentative Topics

All sessions will be held in the LINC Conference Room, 3100 Broadway, Suite 1100, unless otherwise noted.

Session Dates:

October 29 – 8:30 to 4:30

November 19 – 8:30 to 4:30

December 17 – 1:00 to 5:00

January 21 – 1:00 to 5:00

February 18 – 1:00 to 5:00

March 11 – 1:00 to 5:00

April 19 – 22 – Washington, D.C., Policy Seminar

May 13 – 1:00 to 5:00

June 17 – 1:00 to 5:00



There are three main strands for EPPF programs:

- Public Policy Processes, Issues, and Key Participants
- Leadership and Skill Development
- Networking

All of the sessions will focus on an aspect of public policy processes, issues, key participants, leadership, and skill development. Networking is interwoven into all of the sessions.

Session Topics will include the following:

- Assessing Leadership Styles
- Leadership Development and Strategic Thinking (with the US Army Command and General Staff College at Fort Leavenworth)
- Policy Development – How and Why?
- Leadership and Local Policy Making
- Leadership and State Policy Making
- Observing Local and State Boards of Education
- Major Policy Issues related to children’s success in schools
- Working Together for Children and Families
- Health and Mental Health Policies and Strategies
- Higher Education Policy



2014

DYS Education Report



SMIT7CD

Missouri Division of Youth Services

8/7/2014

DYS Minimum Educational Standards

- 50 minutes daily of classroom instruction in the following subjects:
 - ✓ Science
 - ✓ Social Studies
 - ✓ Language Arts
 - ✓ Mathematics
- 50 Minutes daily of reading and reading instruction
- Students receive at least 50 minutes of instruction in an elective course individualized to their learning needs
- All students are assessed for their Academic Achievement upon entry into and exit from the DYS Educational program.
- All students are provided individualized instruction differentiated to their specific learning needs.
- Students are involved in 50 minutes of physical fitness or physical activity per day.
- All students with their family members jointly develop Individual Learning Plans which include learning goals in academic achievement, educational completion and educational transition.
- Students complete career interest inventories and are provided career skills instruction.
- Students are involved in educational community service activities.
- All students are assessed to determine the need for the delivery of special education services

DYS Educational Goals for FY 15

- Incorporate writing skill time into each student's daily learning program
- Enhance transitional learning activities and of post secondary education – STAR School, Work Keys, Training, College etc.
- Improve line speed or broad band capabilities to enhance computerized learning – Nova Net, Career Scope and Mindplay reading programs.
- Protect instructional time in the basic core subjects of English, math, social studies and science
- 17+ discharged students to complete their education with DYS at a 50% rate.

Academic Achievement

PERCENTAGE OF DISCHARGED STUDENTS WHO IMPROVED FROM PRE-POST ON WJ-III ASSESSMENT

Year	Math	Reading	Writing	Total
FY 13	72	73	66	71
FY 14	77	74	67	73

HIGH SCHOOL COMPLETIONS

Year	Diplomas	GED/HiSET	Total Completers
FY 13	85	352/411 – 85%	437
FY 14	87	369/414- 88%	456

HiSET TEST -1-1-6-30-14 – REPLACED THE GED

FY 14	172/190	91%
-------	---------	-----

17 + DISCHARGED STUDENTS WHO COMPLETED THEIR EDUCATION WITH DYS

FY 13	671/962	44%
FY 14	611/812	49.1%

DISCHARGED STUDENTS 16+ GRADUATED OR PURSUING COMPLETION

FY 13	82%
FY 14	83%

OVERALL ACADEMIC IMPROVEMENT (POSITIVE IMPROVEMENT ON WJ-III TEST OR COMPLETED EDUCATION)

FY 13	86%
FY 14	88%

NATIONAL CAREER READINESS CERTIFICATES

FY 13	85
FY 14	126

DYS RESIDENTIAL STUDENTS TAKING COLLEGE COURSES

FY 13	52
FY 14	75

STAR SCHOOL

Missouri Star School is an online portal for students earning credits and graduating through the accredited school district operated by the **MISSOURI DIVISION OF YOUTH SERVICES** in partnership with the Local Investment Commission.

<ul style="list-style-type: none">• Currently serving 31 students• Graduated 12 students in FY 14• Structure includes a main principal/teacher and assigned individual teachers who work on a per pupil basis to provide individualized online learning and community mentor for support.• Works cooperatively with DYS residential and day treatment centers
--



The Missouri Division of Youth Services has formed **Missouri Star School** through a partnership with LINC. This blended learning approach provides a personalized educational experience by connecting technology to learning, career, community, and family.

Star School building blocks

DYS Treatment Beliefs

Positive Youth Development

Invitational Education Model

Learning Coach



- Lives in same community as student, interested in their success, helps keep student goal-oriented
- Learning Coaches visit students regularly

State-Certified Distance Teacher



- Develop learning plans, teach new material, check for understanding, assign grades.
- Teachers contact students primarily using online communication tools, text and phone.

Community Connection



- Partner with local schools, treatment providers, and support services to address student needs.
- Encourage student positive involvement in the community.

Blended learning is any time a student learns at least in part at a supervised brick-and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, path, and/or pace. *(Innosight Institute)*

Blended Learning



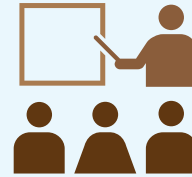
92 Youth Served

Fiscal Year 2014

FY2014 Outcomes



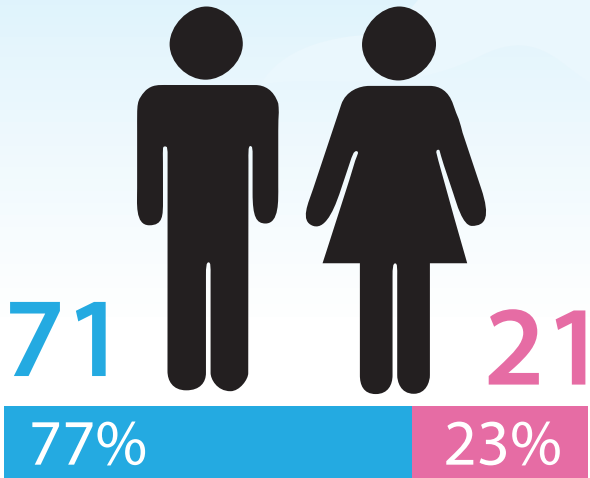
30
Average enrollment



23
Returned to school



23
Received diploma or GED



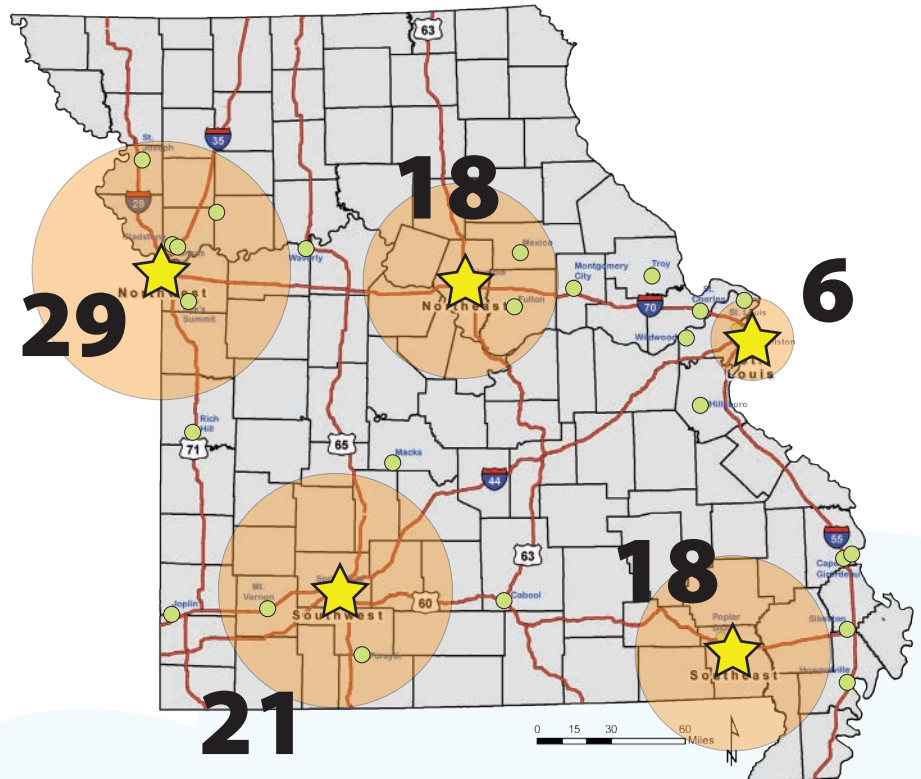
17 Years Old
Average Age

Students served are from all 5 DYS regions.

Northwest	29
Northeast	18
St. Louis	6
Southeast	18
Southwest	21

Division of Youth Services School Locations

- Star School population
- Regional Offices
- DYS Education Site



Updated 08/19/2014

Early childhood education spotlight is on KC

By JOE ROBERTSON - The Kansas City Star

08/24/2014 7:25 PM

Patience in priming pre-kindergartners for learning is pretty much gone.

It doesn't matter that power saws were still buzzing on the other side of temporary plywood walls when Hickman Mills rushed its new child center into service last week.

It doesn't matter, with Kansas City pushing a citywide campaign, whether the financing cavalry of federal grants, state funding or local levies is coming.

No one wants to wait. Not in schools, and not in homes and neighborhoods.

Kansas City is throwing its voice, clamoring to be heard all the way into the ears of every adult who circles around a child in a baby chair, with calls to action that everyone can apply:

All the world's an early learning stage.

Not just in preschool. Not just in dutiful bedtime reading.

Everywhere. In wondering about the fruit in the grocery store. In watching the colored clothes swirling in the laundromat dryer. In laughing over a cartoon character's motives.

They want us talking to children. Flooding them with language. Filling their heads with words.



Educators, social service providers, pediatricians, church leaders and policymakers are gathering in Kansas City Monday with the mission of deputizing the entire community for a campaign called "Talk, Read, Play."

"Everybody has awoken to the idea that there are five years to kindergarten," Libby Doggett, U.S. Department of Education deputy assistant secretary, told The Star. "And those are five precious years."

Doggett, just in Texas where another city, San Antonio, was marshaling its community, will keynote Monday's event at the Kauffman Foundation Conference Center.

Mayor Sly James, she said, is joining the leaders in the chorus. "They're saying: 'Cities can't wait. These are our kids,'" she said.

The urgency, long heard but not always heeded, is stronger than ever, said Judy Carta, an early childhood and special education specialist with the University of Kansas.

"In 30 years," she said, "I have never seen anywhere close to this magnitude on this issue."

Carta and other researchers have been building on the work at KU's Juniper Gardens Children's Project in Kansas City, Kan., on what it takes to get all children prepared for school.

Families and communities need to help children overcome the word deficit described by researchers Betty Hart and Todd Risley as the "30 million word gap." That's the cumulative difference in the number of words children hear in typical lower-income homes compared with the number typically heard in more-affluent homes.

That results in a vocabulary gap, at 36 months, of 900 words — 300 for lower-income children, on average, compared with 1,200 for more-affluent kids — that can cripple readiness for reading, Carta said.

Hickman Mills has heard the alarms.

Superintendent Dennis Carpenter wanted to make early learning classrooms and bus transportation available for all 4-year-olds in the 6,000-student district in south Kansas City.

To do it this school year meant hard cuts elsewhere in the budget and rushing the rehabilitation of a former middle school building. It meant starting before the construction was done.



But the school board and community voices urged the district on, he said.

"They said: 'Don't put it off. Don't put it off.'"

The school district is one of a host of agencies, businesses and institutions planning to make commitments Monday to serve the citywide mission.

Hickman Mills' remodeled school will have a parent center with resources to help them inspire these children and their younger siblings to come.

"Parents *want* to teach their child," Hickman Mills pre-K teacher Amanda

Haydu said. They are eager, she said. They are asking how they can help.

The district took in about 500 4-year-olds the first day and is expecting to get close to 600 when enrollment fills out in the next couple of weeks.

Kansas City Public Schools, while still working with many partners on how to get the community to universal pre-K, is expanding from 866 to about 1,200 children in its programs this year, racing its own construction deadlines to open a second center, said Jerry Kitzi, director of early education.

Past surveys by The Star have found every area school district to be looking for ways to expand early learning.

Kansas and Missouri are both trying to come from behind in dedicating more support for state-funded early learning. Kansas ranks 38th and Missouri 39th in the nation, according to the National Institute for Early Education Research at Rutgers University in New Brunswick, N.J.

Nationwide, 28 percent of the nation's 4-year-olds are in state-funded pre-K programs, in addition to 13 percent in federal Head Start and special education programs.

The lengthy recession has taken its toll, the institute reported in its latest "State of Preschool" report for 2013. The number of children in programs has been edging up, but the spending per child has declined, diluting funding and raising concerns about quality.

The federal government, having dedicated \$250 million for competitive preschool development block grants, is lending support, though the funding is spread thin.

More and more cities are taking matters into their own hands.

New York City Mayor Bill de Blasio made universal pre-K for 4-year-olds a campaign issue in 2013 and is working toward an income tax to enroll more than 70,000 by 2015.

San Antonio voters approved a sales tax in 2012 that has begun phasing in programming that aims to reach 3,700 4-year-olds by 2016.

Seattle's city council passed a resolution in 2013 to make preschool available to all 3- and 4-year-olds.

Other notable campaigns have launched in Boston, San Francisco, Denver and Cleveland.

Carta particularly likes the "Providence Talks" campaign in Rhode Island, which is organizing communities to spur families to start talking to their children even before they are born.

She wants a "Kansas City Talks" movement.

The details of the road forward remain uncertain, said Jim Caccamo, director of early learning at the Mid-America Regional Council.

Money questions are hard. Ideas for early education revenue, such as a possible dedicated statewide tobacco tax or local levies through school or library districts, continue to look for footing.

But the focus on early learning, Caccamo said, has never been sharper.

"It's no longer a matter of believing it makes a difference," he said. "It's a matter of will."

To reach Joe Robertson, call 816-234-4789 or send email to jrobertson@kcstar.com.

Backers to drop Missouri campaign to end teacher tenure

BY JOE ROBERTSON – THE KANSAS CITY STAR

09/09/2014 6:33 PM

Saying the timing is not right, the anti-tenure group Teach Great announced Tuesday that it will not pursue an election campaign for a Missouri constitutional amendment that would end some teacher job protections.

“While we still believe in the measure wholeheartedly ... we will not be moving forward with Amendment 3 this year,” Teach Great spokeswoman Kate Casas said in a written statement.

Casas had spent several days traveling around the state, including visits in Kansas City last week, to promote the amendment and its reform ideas.

The proposed amendment will still appear on the ballot. It seeks to end tenure and require that decisions around the hiring, promoting, firing and laying off of teachers be determined by at least 51 percent on student performance measures.

Teach Great took on the task of gathering petition signatures and promoting the ideas that are championed by St. Louis financier Rex Sinquefeld.

It remains to be seen if any other supporters of the reforms take up the campaign, which is up against strong opposition from teacher unions, administrator groups and school boards.

“I still see this as a fight,” said Andrea Flinders, the president of the Kansas City Federation of Teachers and School-Related Personnel. “We still have to educate the public. The devil is in the details.”

She cited the loss of local control of school boards, the likely increase in testing and the costs of increased tests as primary concerns.

Teach Great will instead take off on listening tours across the state and try to build support for the proposed reforms, which Casas said reward and protect good teachers, support struggling teachers and make it easier for schools to hire more strong teachers.

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



The anti-tenure group Teach Great said Tuesday that it will not pursue an election campaign for a Missouri constitutional amendment that would end some teacher job protections. FILE PHOTO BY JILL TOYOSHIBA/THE KANSAS CITY STAR

Missouri voters to consider teacher tenure, evaluations in November



AUGUST 05, 2014 4:45 PM • BY ELISA CROUCH
ECROUCH@POST-DISPATCH.COM 314-340-8119

JEFFERSON CITY • A ballot initiative to weaken tenure and tie teacher evaluations to student performance has enough signatures to appear on the November ballot.

Missouri Secretary of State Jason Kander announced Tuesday that supporters of the proposed constitutional amendment had been successful in their effort to put the issue before voters this fall.

The measure has support from wealthy investor Rex Sinquefeld, who is financing the group behind the initiative. It's being opposed by teachers unions and public school organizations, which so far have raised \$600,000 to fight it.

The measure would require more than half of a teacher's evaluation to be based on student academic outcomes, and it would allow districts to set a teacher's pay based on how well his or her students perform. It would give districts more control over the terms of their contracts with teachers — allowing administrators to dismiss staff more easily. It would also prohibit districts from entering into contracts with certified staff that exceed three years.

Such a change would allow districts to reward good teachers and get rid of bad ones, said Kate Casas, spokeswoman for Teach Great, the organization pushing for the amendment.

“School districts’ hands are really tied when it comes to making layoff decisions,” Casas said. “They don’t have objective data on student growth in every classroom.”

Opponents argue that the measure would lead to more standardized testing. They say it could cost Missouri hundreds of millions of dollars to develop the assessments for grade levels and subjects not covered by current tests, such as symphonic band, foreign languages and first-grade math.

This fall, districts across the state are starting teacher evaluations that are based in some part on how much students are learning in the classroom. But it is up to each district to determine what measures to use and how much weight to give that component.

The Missouri National Education Association wants to keep it that way. The ballot measure would require districts to adopt an evaluation system “approved by the Missouri Department of Elementary and Secondary Education,” which opponents argue would erode local control.

“What you’re saying is politicians in Jefferson City are going to control what you do in your district,” said Ann Jarrett, teaching and learning director of the Missouri NEA. “We have big concerns about that.”

The union’s concerns are so big that it contributed \$500,000 toward the effort to fight the measure, according to campaign finance reports.

In June, two teachers from the Francis Howell School District filed a legal challenge to the ballot initiative. They’re arguing that it’s unconstitutional because it would alter two parts of the constitution — one concerning education and the other collective bargaining.

The proposal will appear on the ballot as Constitutional Amendment 3.

LIGHTS ON



AFTERSCHOOL

At LINC Caring Communities



Join LINC as we celebrate our students & community and focus on the importance of after school programs.

Join us on Thur., October 23

Lights On Afterschool is a nationwide celebration which expresses the importance of after school programming. These programs build stronger communities by involving our students, parents, business leaders and volunteers in the lives of our young people.

LINC Caring Communities programs provide safe, challenging, engaging and fun learning experiences to help children and youth develop their social, cultural, physical, and academic skills.

Find an event near you:
kclinc.org/lightson

