

LINC Commission Meeting

March 21, 2016



2016 Gladstone Hero Field Trip



(Above) Joshua Rowland gives Gladstone Students a tour of Lead Bank where Landon Rowland was Chairman.



(Left) Officers of the Kansas City Police Department Mounted Patrol surprise the students at Lead Bank.



Local Investment Commission (LINC) Vision

Our Shared Vision

A caring community that builds on its strengths to provide meaningful opportunities for children, families and individuals to achieve self-sufficiency, attain their highest potential, and contribute to the public good.

Our Mission

To provide leadership and influence to engage the Kansas City Community in creating the best service delivery system to support and strengthen children, families and individuals, holding that system accountable, and changing public attitudes towards the system.

Our Guiding Principles

1. **COMPREHENSIVENESS:** Provide ready access to a full array of effective services.
2. **PREVENTION:** Emphasize “front-end” services that enhance development and prevent problems, rather than “back-end” crisis intervention.
3. **OUTCOMES:** Measure system performance by improved outcomes for children and families, not simply by the number and kind of services delivered.
4. **INTENSITY:** Offering services to the needed degree and in the appropriate time.
5. **PARTICIPANT INVOLVEMENT:** Use the needs, concerns, and opinions of individuals who use the service delivery system to drive improvements in the operation of the system.
6. **NEIGHBORHOODS:** Decentralize services to the places where people live, wherever appropriate, and utilize services to strengthen neighborhood capacity.
7. **FLEXIBILITY AND RESPONSIVENESS:** Create a delivery system, including programs and reimbursement mechanisms, that are sufficiently flexible and adaptable to respond to the full spectrum of child, family and individual needs.
8. **COLLABORATION:** Connect public, private and community resources to create an integrated service delivery system.
9. **STRONG FAMILIES:** Work to strengthen families, especially the capacity of parents to support and nurture the development of their children.
10. **RESPECT AND DIGNITY:** Treat families, and the staff who work with them, in a respectful and dignified manner.
11. **INTERDEPENDENCE/MUTUAL RESPONSIBILITY:** Balance the need for individuals to be accountable and responsible with the obligation of community to enhance the welfare of all citizens.
12. **CULTURAL COMPETENCY:** Demonstrate the belief that diversity in the historical, cultural, religious and spiritual values of different groups is a source of great strength.
13. **CREATIVITY:** Encourage and allow participants and staff to think and act innovatively, to take risks, and to learn from their experiences and mistakes.
14. **COMPASSION:** Display an unconditional regard and a caring, non-judgmental attitude toward participants that recognizes their strengths and empowers them to meet their own needs.
15. **HONESTY:** Encourage and allow honesty among all people in the system.



Monday, March 21, 2016 | 4 – 6 pm
Kauffman Foundation
4801 Rockhill Rd.
Kansas City, Mo. 64110

Agenda

- I. Welcome and Announcements
- II. Approvals
 - a. February minutes (motion)
- III. Superintendent's Report
- IV. Kansas City Area Election Issues
 - a. KCMO Earnings Tax – Mayor Sly James
 - b. Hickman Mills School Bond – Supt. Dennis Carpenter
- V. Open eBooks
- VI. LINC Data System Update
- VII. Update Reports
 - a. The Hero Project – Video
 - b. Hickman Mills Parent University – Video
 - c. Coalition for Community Schools National Forum
- VIII. Adjournment



THE LOCAL INVESTMENT COMMISSION – FEB. 16, 2016

The Local Investment Commission met at the Kauffman Foundation, 4801 Rockhill Rd., Kansas City, Mo. Co-chair **Jack Craft** presided. Commissioners attending were:

Bert Berkley
Sharon Cheers
Steve Dunn
Herb Freeman
SuEllen Fried

Rosemary Lowe
Mary Kay McPhee
Gary Stangler
Bailus Tate

Craft announced the selection of new superintendents at two LINC partner school districts: **Dan Clemens** in North Kansas City and **Kenny Rodriquez** in Grandview.

A motion to approve the minutes of the Jan. 25, 2015, LINC Commission meetings was approved unanimously.

A motion to approve the appointment of Mark Flaherty to the LINC Commission was approved unanimously.

New LINC commissioner **Gary Stangler** was welcomed.

Aaron Deacon reported on several area digital inclusion activities including ConnectHome, a HUD and Google initiative to provide free in-home connectivity and training, as well as discounted devices, to public housing residents, and the AT&T Digital You! initiative to give people the skills needed to use the internet safely and constructively. Deacon also discussed the Kansas City, Mo. Smart City project in partnership with Cisco and Sprint to provide connectivity within the footprint of the new streetcar. Discussion followed.

Superintendents' Report

- **Sharon Nibbelink** (Supt., Grandview School District) reported on the Vision 20/20 initiative partnering with community organizations to engage students in meaningful learning; and on the struggle for districts to provide access to mental health care for students in need.
- **Steve Meyers** (Executive Director of Operations, Hickman Mills School District) reported there will be a \$19 million bond issue on the April ballot. The district is currently making building improvements through a \$14 million performance contract.
- **Jerry Kitz** (Director of Early Learning, Kansas City Public Schools) reported the administration presented the revised master plan to the board last week after receiving community feedback. Contract negotiations with the superintendent-select, Dr. Mark Bedel, are under way.
- **Dred Scott** (Asst. Supt., Independence School District) reported the district is has selected Three Trails Elementary to serve as a “model school” for features including classroom layout, technology, and mental health support.
- **Merideth Parrish** (Director of Family Services, Independence School District) reported on the creation of a 6-8 week youth rugby league by Van Horn Caring Communities and the Independence Ethnic Council. She also reported there are eight families participating in Families and Schools Together (FAST) at Truman High School.
- **Dan Clemens** (Asst. Supt., North Kansas City School District) reported the district is finishing \$44 million in performance contracted building cosmetics and safety. The district is examining building capacity and planning for student growth.
- **Jason Snodgrass** (Supt., Fort Osage School District) reported 190 educators toured district schools for a demonstration of the “Leader in Me” initiative during a conference last week.

- **Kenny Rodriquez** (Asst. Supt., Grandview School District) reported that enrollment and hiring for fall is under way, as is planning for summer school. The district will be finishing a \$9 million bond issue this summer including parking lot renovation. The district's K-2 literacy initiative will expand to grade three, with plans to expand it to K-12.
- **Kevin Foster** (Executive Director, Genesis Promise Academy) reported the school is focused on achieving a 90% retention rate next year.
- **Gayden Carruth** (Executive Director, Cooperating School Districts of Greater Kansas City) reported on HB 1943, which would remove summer school funding from the school funding formula.

Bob Bartman reported on the Education Policy Fellowship Program, which provides training in leadership and policy as well as networking opportunities for emerging leaders. This year the Missouri-Kansas chapter, which is coordinated by LINC, has 19 participants (an increase from 11 last year). Participants **Sharon Nibbelink** and **Sean Akridge** reported on their experience of EPFP. **Gayden Carruth** reported the fellows will attend the national EPFP conference in Washington, D.C., in April; recruitment of next year's class will begin in May.

Oscar Tshibanda gave an update on the implementation of the new Apricot data system including project timeline, user training, Apricot-enabled programs and connected and future systems. A video of various Apricot users talking about their experiences was shown. **Steve Winburn** (LINC Youth Advocacy), **Jimmarie Stinson** and **Ana Martinez** (Ervin Caring Communities), and **LaChandra Calhoun** (Educare) reported on how the new system supports their various efforts.

LINC Data Staff **Andrew Weisberg** reported on his Jan. 27 visit to Washington, D.C., for the White House Conversation on Child Hunger. Discussed at the event were proposed budget increases to provide summer food for children on free and reduced price lunch, and the benefits and challenges of SNAP. LINC Deputy Director-Community Engagement **Brent Schondelmeyer** reported LINC will again participate in the SEBT for Children summer food program, which this year in Missouri is expanding to the city of Ferguson and to Shannon County.

Schondelmeyer reported on the following:

- Free Tax Preparation Day event at Union Station organized by Next Step KC. A video was shown.
- Kindness is Cool neighborhood art project organized by Wheatley Caring Communities site coordinator **Heidi Andre**. A video was shown.
- We All Smile in the Same Language photography portrait project to represent the ethnic and linguistic diversity of Woodland Early Learning Community School supported by LINC staff and KCPS family advocates.

Sharon Cheers announced that the Missouri presidential primary will be held on March 15, and the various school and city elections will be held on April 5.

The meeting was adjourned.

E-TAX facts

On Tuesday, April 5, 2016, Kansas City voters will be asked to renew the city's earning tax.

WHAT IS THE EARNINGS TAX?

The earnings tax (sometimes referred to as "e-tax") is a 1 percent tax on an individual's earned income such as salaries, wages, commissions, tips and other compensation. It generates revenue that pays for a wide variety of city services used by all those who live and work in Kansas City, Missouri. In addition to helping fund basic operations such as repairing roads and weekly trash collection, the revenue from the earnings tax also pays for police officers, firefighters, paramedics and ambulance services. Revenue from the earnings tax also helps fund snow removal, codes inspection, historic preservation and other city needs.

The earnings tax generates approximately \$230 million annually and is paid by all businesses and people who live or work in Kansas City, Missouri.

WHO PAYS EARNINGS TAX?

All Kansas City, Missouri, residents are required to pay the earnings tax, even if they work outside the city. Nonresidents are required to pay the earnings tax on income earned within Kansas City, Missouri, city limits. The tax also applies to the net profits of businesses.

WHO DOES NOT PAY EARNINGS TAX?

Retirees whose income is from Social Security, pensions, retirement accounts and other non-earned income sources do not pay the e-tax. Others who are exempt include active military in combat zones and non-profits.

BY THE NUMBERS:

\$230 million

approximate amount the e-tax generates for the city's General Fund per year

40%

of revenue the e-tax generates for the General Fund.

YES

A yes vote means the earnings tax will continue. State law calls for a renewal vote every five years.

74%

approximate percent of the General Fund that pays for public safety needs, such as police officers, firefighters, ambulance services and Municipal Court operations.

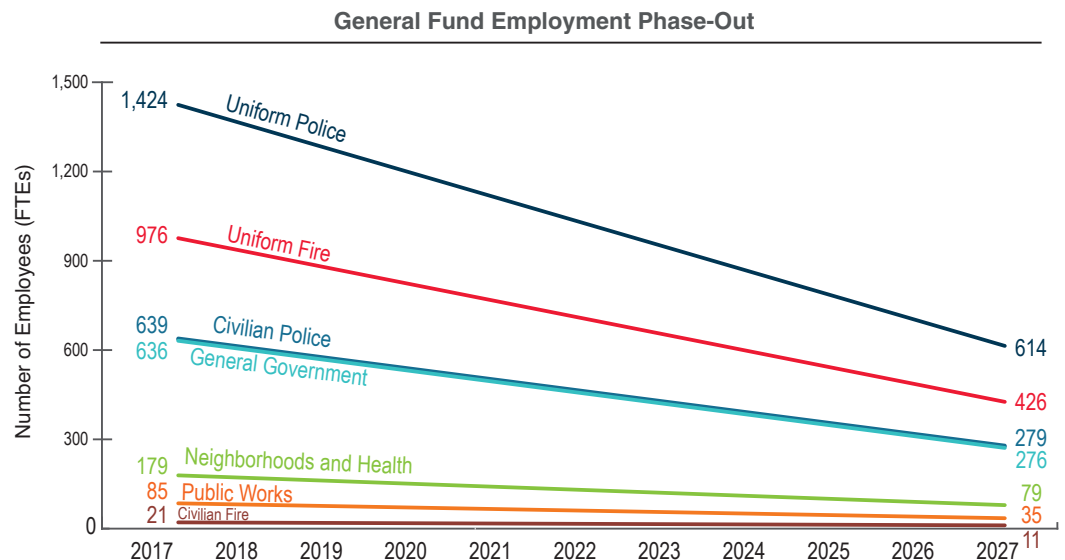
50%

of the e-tax that is paid by nonresidents.

NO

A no vote means the earnings tax will be phased out by 10 percent a year over the next 10 years.

The City's Finance Department prepared a chart showing how those cuts could impact city services if all of the E-tax reduction was offset through cutting staff.



On Tuesday, April 5, 2016, polls will be open from 6 a.m. to 7 p.m.

Ballot language for the renewal of Kansas City's earnings tax will read as follows:

QUESTION
(Continuation of Earnings Tax)

Shall the earnings tax of 1%, imposed by the City of Kansas City, be continued for a period of five (5) years commencing January 1 immediately following the date of this election?

_____ Yes _____ No


For information about polling places, please contact your designated election board:

Kansas City:
www.kceb.org or 816-842-4820

Clay County:
www.claycoelections.com or 815-415-8683

Platte County:
www.plattemovotes.org or 8160858-3387

Cass County:
www.casscounty.com or 816-380-8101

 This fact sheet was produced by the City Communications Office, a division of the City Manager's Office of the City of Kansas City, Missouri.

For more information about the city's earnings tax and revenue collection, please visit kcmo.gov/etax

Bond Projects

- 1** **Hickman Mills Freshman Center / Santa Fe Elementary**
Smith-Hale Middle School
May 2016 thru Summer 2017
- 2** **Baptiste Educational Center**
Compass School Choice Administrative Center
May 2016 thru Summer 2017
- 3** **Ruskin High School**
Classroom Additions / Weight Room / Locker Room Renovation
Summer '16
- 4** **Elementary School Phase 1 & 2**
Summer '17 & '18

2016 Bond Issue Agenda

Hickman / Santa Fe
(relocate and demo Smith-Hale)

7.0m of Bond dollars

Baptiste

(relocate and repurpose Burke Elementary school)

7.0m of Bond dollars

Ruskin High School

3.0m of Bond dollars

6 Elementary Schools

2.0m of Bond dollars

19.0 Million Bond Issue

(No tax Increase)

Elementary Schools



- Restroom Renovations
- Ceiling Replacements
- Interior Painting
- Site and Roof Improvements
- HVAC Improvements

PHASE 1 –Three Elementary Schools –Summer '17

PHASE 2 –Three Elementary Schools –Summer '18

Approximately \$300,000 per school

HICKMAN MILLS **KIDS MATTER!**

HICKMAN MILLS
KIDS MATTER!

PROTECTING YOUR INVESTMENT • UPDATING LEARNING SPACES
FOSTERING COMMUNITY ENGAGEMENT

N O T A X I N C R E A S E



PLEASE VOTE! APRIL 5th

HICKMAN MILLS C-1 SCHOOL DISTRICT

HICKMAN MILLS C-1 SCHOOL DISTRICT

About Open eBooks?

Open eBooks is a partnership between Digital Public Library of America, The New York Public Library, and First Book, with content support from digital books distributor Baker & Taylor. This effort is made possible by generous commitments of publishers with funding support provided in part by the Institute of Museum and Library Services and the Alfred P. Sloan Foundation, and is part of the White House ConnectED Initiative.

What is Open eBooks?

Open eBooks is an app containing thousands of popular and award-winning titles that are free for children from in-need households. These eBooks can be read without checkouts or holds. Children from in-need families can access these eBooks, which include some of the most popular works of the present and past, using the Open eBooks app and read as many as they like without incurring any costs. The goal of Open eBooks is to encourage a love of reading and serve as a gateway to children reading even more often, whether in school, at libraries, or through other eBook reading apps.

NYPL created the app enabling children to read eBooks on a wide variety of devices, including tablets donated as part of the President's ConnectED initiative and on smartphones increasingly used by Americans at all income levels.

First Book is a nonprofit social enterprise that provides access to millions of brand new, high quality print books and other educational resources to classrooms and programs serving children in need. First Book is providing full access to Open eBooks to every educator in its Network, and will distribute access codes for Open eBooks to educators serving children in need at fbmarketplace.org/openebooks.

DPLA's national network of librarians and cultural heritage organizations is helping to coordinate books for inclusion in Open eBooks. In summer 2015, DPLA issued a call for interested librarians and school media specialists to apply for the opportunity to be a part of the inaugural [Curation Corps](#). DPLA evaluated over 140 compelling applications from across the country and selected nine passionate individuals who represent a broad range of

expertise and a commitment to serving in-need and diverse populations. The DPLA Curation Corps applied their knowledge and professional skills to shape a compelling collection that is diverse, exciting, and age-appropriate so that every child has a book to read and enjoy.

Thanks to the generous contributions of the eBook platform delivery service, [AXIS 360](#) from [Baker & Taylor](#), Open eBooks is able to provide access to titles from the following publishers:

- [Bloomsbury](#): Providing unlimited access to over 1,000 of its most popular titles.
- [Candlewick](#): Providing unlimited access to all relevant children's and young-adult eBook titles in their catalog.
- [Cricket Media](#): Offering full digital access to all of its market-leading magazines for children and young adults, including *Ladybug* and *Cricket*.
- [Hachette](#): Offering access to a robust catalog of their popular and award-winning titles.
- [HarperCollins](#): Providing a vast selection of their award-winning and popular titles.
- [Lee & Low](#): Providing unlimited access to over 700 titles from this leading independent publisher of multicultural books.
- [Macmillan](#): Providing unlimited access to all of the K-12 age-appropriate titles in their catalog of approximately 2,500 books.
- [National Geographic](#): Providing unlimited access to all of their age-appropriate content.
- [Penguin Random House](#): Committing to provide an extensive offering of their popular and award-winning books.
- [Simon & Schuster](#): Providing access to their entire e-catalog of books for children ages 4-14, comprised of 3,000 titles.

New York Times – Feb. 25, 2016

Program Offers Free E-Books to Low-Income Children

By [Jennifer Schuessler](#)

February 25, 2016 2:09 pm February 25, 2016 2:09 pm

[Open eBooks](#), a program making thousands of best-selling books available for free to low-income children, signed up roughly 50,000 users on its first day, according to a report by the project's partner organizations.

Started on Feb. 24 with a video message from Michelle Obama, Open eBooks allows adults working in libraries, schools, shelters, hospitals and other settings to request access for the children they serve. The books, provided by more than 10 publishers, are selected by a "[curation corps](#)" and can be downloaded through an app on the children's own mobile devices. (According to [a study](#) released last year, 85 percent of families below the poverty line with children aged between 6 and 13 own a tablet or a smartphone.)

The nongovernmental effort, which guarantees access over the next three years to inventory valued at \$250 million, is a partnership between the [Digital Public Library of America](#), the [New York Public Library](#) and [First Book](#), a nonprofit group founded in 1992 to provide books and educational materials to children in need. The distributor Baker & Taylor provided content support.

Dan Cohen, the executive director of the Digital Public Library of America, wrote in a blog post that the program would go beyond the e-book loans already offered by public libraries.

"Qualified kids will be able to read any of these ebooks on a whim, and at the same time, unlike with apps that require a reader to check a book back in before it can be read by someone else," Mr. Cohen wrote. "This is truly 'all you can read' for children in low-income areas of the United States."

Now Available: A Library of Opportunity

February 24, 2016 at 7:00 AM ET by [R. David Edelman](#)

[Twitter](#) [Facebook](#) [Email](#)

Summary:

Open eBooks is now available to millions of students offering unprecedented access to thousands of digital books.

What if we could ensure that every student, no matter where they live or the income of their parents, could get access to a great book? What if they had access to not just one book, but a library of thousands of titles – and could read them from anywhere?

We've taken a big step toward that vision thanks to [Open eBooks](#), a stakeholder-driven project that the President [highlighted last April](#), and that after months of hard work by a team of libraries, publishers, and non-profits, is launching nationwide today. For millions of America's kids, Open eBooks can be a passport to a world of learning and opportunity – delivering over \$250 million of reading material to students who need it most, and introducing them to a love of reading.

Why is this so important? Ask Colin Rogister, who helps lead the Administration's ConnectED initiative. Colin began his career as a 2nd grade teacher at a low-income elementary school in California, where he taught Marlene, a DREAMer whose parents emigrated from Mexico to find a better life. An advanced reader, it only took Marlene a few months to finish every chapter-book in Colin's classroom. If she had been able to access a resource like Open eBooks, she would have had thousands of popular and award-winning books at her fingertips. Stories like Marlene's help inspire efforts like Open eBooks.

The President said it best:

“No matter who you are, where you live, or how much money you've got, you should be able to access the world's knowledge and information just like anyone else.”

–President Obama, Anacostia Library, April 30, 2015

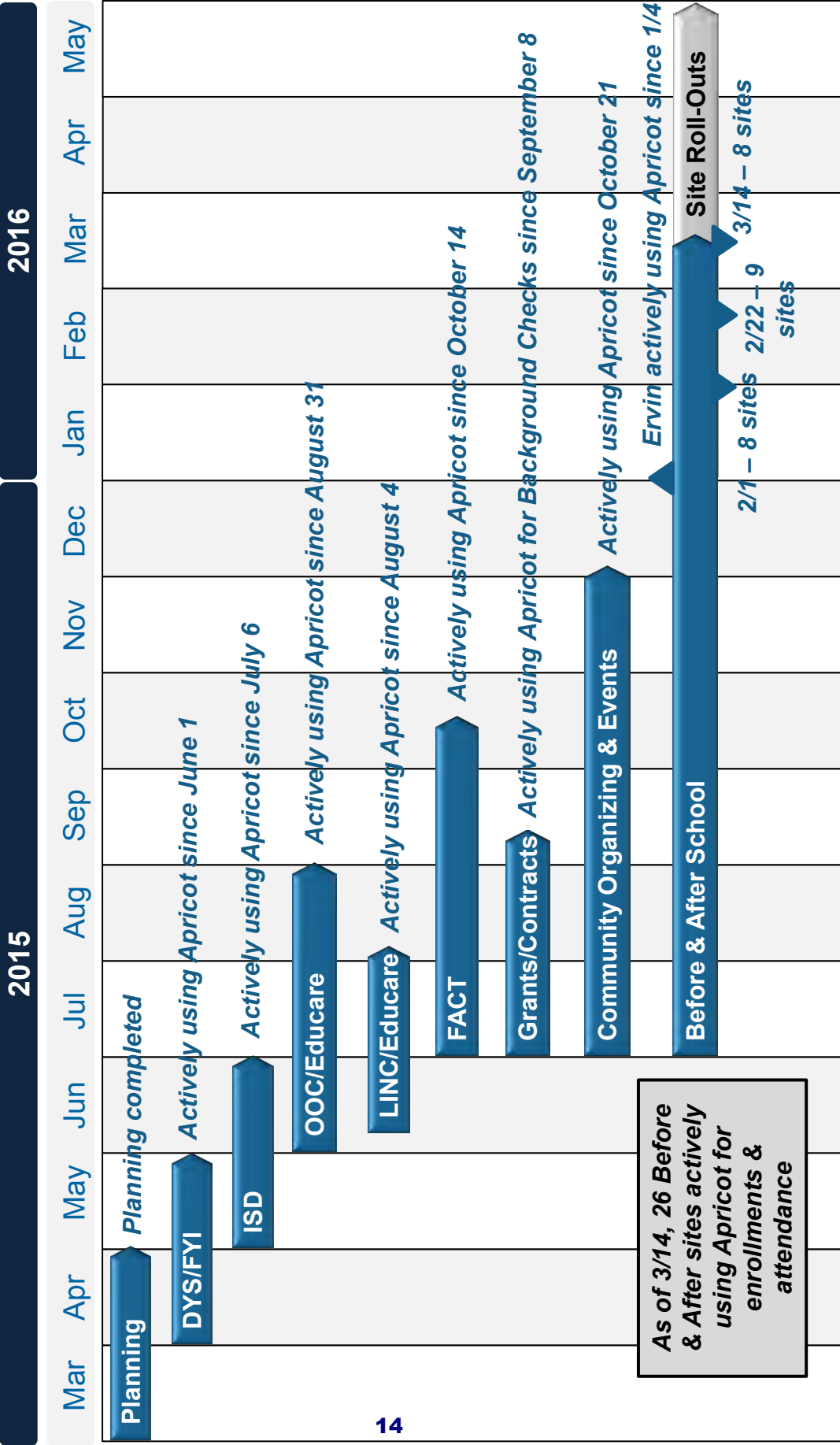
Open eBooks helps advance [ConnectED's](#) vision of seizing every opportunity technology affords to ensure students, inside and outside the classroom, have access to the best teaching and learning. Thanks to President Obama's leadership, we've already cut the connectivity divide in half in schools. Meanwhile, more students than ever – at all income levels – have access at school or home to a digital device, whether a tablet, laptop, or mobile phone. According to a national survey, 85 percent of families with young children (6-13 years old) living below the poverty line have access to mobile devices. That translates into a unique opportunity to deliver more and better content to students with a hunger to learn.

Open eBooks is not a federal program; it was created by a breakthrough coalition of literacy, library, publishing, and technology organizations who worked together over the past year to make the initiative possible. This team – Digital Public Library of America, First Book, and The New York Public Library with content support from digital books distributor Baker & Taylor – created the app, curated the eBook collection, and developed a system for distribution and use. They received support for development of technology critical to the app from the Institute of Museum and Library Services and content contributions from [ten major publishers](#) — including today’s big announcement that National Geographic will include all its age-appropriate content in the app.

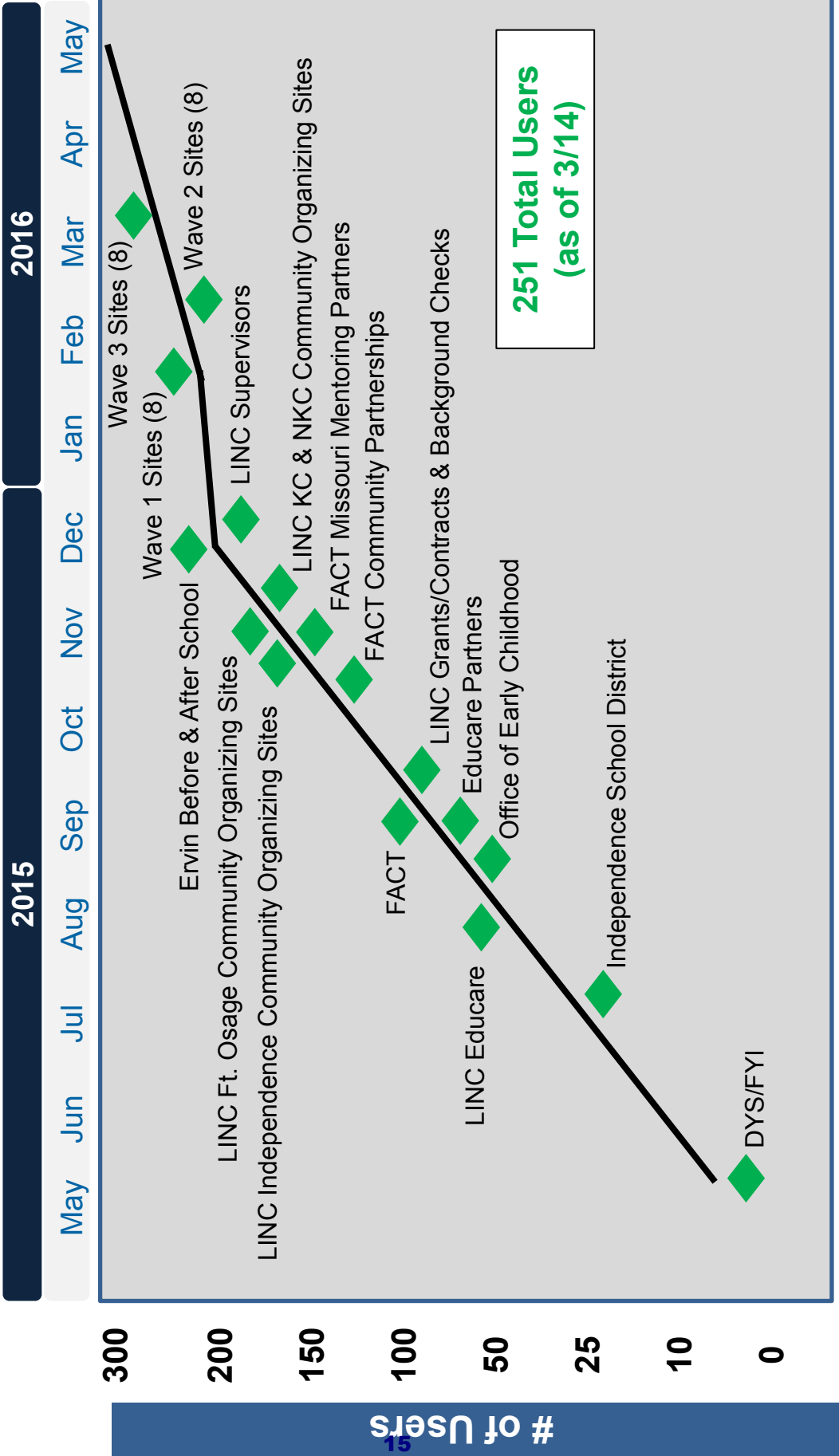
But they can’t do this alone. To make sure students can take advantage, they need the help of a responsible adult — those who work with children in need through libraries, schools, shelters and clinics, out-of-school programs, and early childhood programs; and those who work primarily with students in military families. This includes teachers, librarians, after-school counselors, and others primarily serving students in need. Students with codes can then download the free Open eBooks app to mobile devices from their mobile app store and enter their access code to start enjoying Open eBooks.

For more information on how to sign up and to connect young people with the eBooks they need, visit www.OpeneBooks.net.

Project Timeline



Apricot Users & Training Sessions





KCPS MASTER PLAN - Approved Feb. 24, 2016 by the Board of Directors

Improve Academic Achievement and Expand/Enhance Extra-curricular and Co-curricular Activities

Elementary Schools

- Reduce class size for K-2 (desired standard of 22 students) in SY2017 with future phasing in of desired standards for grades 3-4 (25 students) grades 5-6 (27 students)
- All K-2 teachers will work to earn a reading certification by SY2022
- All Intermediate grade teachers (grades 3-6) specialize in content areas (ELA, Math, SS, Science) by SY2018

- Implement year round school at Banneker Elementary in June 2017 and at remaining unaccredited schools in June 2018 (planning and professional development in SY2017)
 - Includes Expeditionary Learning curriculum for ELA grades 3-6
 - Includes a strong Response to Intervention (RtI) model and personalized Learning Plan for every student grades 3-6

- Conduct assessment in SY2017 of the viability and interest in extra-curricular sports and activities at the elementary level (i.e. Little League Baseball, Basketball, Lego League)

Middle Schools

- Implement Project Lead the Way and Expeditionary Learning to create project based units

- Improve the interdisciplinary teams by means of focused professional development for 7th and 8th grade teachers

- Expand extra and co-curricular activities (e.g., Intramurals, Science & Math Clubs, Forensics, Student Council, Lego League)

High Schools

- Establish college and career pathways for all neighborhood high schools (develop pathways plan in SY2017 and implement in SY2018). Pathways are in addition to the implementation of a school-within-a-school model (African-Centered school within a neighborhood school) at Southeast High campus. Pathways will

- be aligned with the fastest growing careers in the KC metro area:
 - Information Technology:* Computer Science, Cyber Security, Networking
 - Health Science:* Project Lead the Way, Biomedical Science
 - Finance & Insurance:* Entrepreneurship, Management, Finance, Business Administration

- Advanced Manufacturing:* Automated Manufacturing (*MT1 Credential), Construction Technology
- Expand electives and higher level course offerings at all high schools
- Expand and enhance extra and co-curricular activities

District-wide

- Conduct independent school evaluations

- Develop a strong school culture
- Improve instructional and classroom management support for teachers

- Provide additional supports and resources to schools receiving higher levels of new students

Enhance and Expand Transportation Services

- A.** Reduce walk boundary from 1.5 miles to a half-mile
- B.** Establish fixed bus stops every 2 blocks
- C.** Conduct assessment in SY2017 of

viability and benefit of moving afternoon transportation services from immediately after school day to after extended day (e.g., LINC) at elementary level and after after-school activities, athletics, etc for secondary schools

- D.** Conduct assessment in SY2017 of possible improvements to activity busses

MASTER PLAN REVISED RECOMMENDATIONS (CONT.)

Create Feeder System

- A. Implement boundary changes as proposed in Nov. board presentation
- B. Students entering the 6th, 8th and 12th grades will be allowed to graduate from their current schools and will be supported with transportation and all other services provided by the district
- C. Per KCPS policy, students may apply to remain at their current school if they provide their own transportation and there is space

Improve Facility Efficiencies and Environment

- A. Close Paige after SY2016 and designate as the preferred 3rd early childhood/community school
 - Immediately begin identifying community partners to locate at Paige as interim users or which could co-locate with future community school
- B. Relocate Wendell Phillips staff and program at Attucks in SY2017
- C. Repurpose Wendell Phillips as KCPS-sponsored charter school (KCNA) in SY2017
- D. Close SWECC after SY2016 and designate as the preferred 3rd middle school site
 - Establish 3rd middle school planning committee in Spring 2016
 - Immediately begin identifying community partners to locate at SWECC as interim users or which could co-locate with future middle school
- E. Implement a school within a school model (African-Centered school within a neighborhood school) at the Southeast High campus in SY2017
 - Expand/enhance the African Centered course offerings and culture in SY2017
 - Expand elective offerings (approx. 35) in SY2017 (currently 25 offered at SWECC and 22 offered at AC Prep)
- F. Planning of desired pathway(s) with student, staff and parents in SY2017
- G. Begin implementation of desired pathway(s) in SY2018
- F. Expand AC Elementary to a K-8 signature program (K-7 in SY2017, K-8 in SY2018)
- G. Implement Lincoln Middle Advisory Committee recommendations in Spring 2016 in order to complete an assessment of the viability of expanding the Lincoln Middle program at the Lincoln Middle School site
- H. Issue up to \$53 million bond issue through Building Corporation in Spring 2016 to fund critical building improvements

Transition Plan Framework

- A. Work with school communities to establish a transition team to refine, finalize and implement transition plan between Spring-Winter 2016 (Transition Plan Framework provided to guide planning and implementation)

Address Closed/Surplus Schools

- A. Redefine school designations/strategies as recommended in November 2015
- B. More aggressively pursue disposition of remaining surplus sites

MASTER PLAN BUDGET

PROGRAM COSTS		SOURCES OF ADDITIONAL FUNDS	
Academics		Administrative Efficiencies	
Reduced class size (K-2)	\$ 1,200,000	Relocate BOE	\$ 680,000
Reading certification requirement	\$ 160,000	Central office efficiencies	\$ 825,000
Year round school (net)	\$ 100,000	Reduce holding costs of surplus sites	\$ 650,000
PLTW and EL at middle schools (net)	\$ 18,400		
Pathways & expanded electives	\$ 350,000	Facility Efficiencies	
PD (content specialization, school culture, instructional/classroom mngt)	\$ 175,000	Paige & Wendell Phillips	\$ 3,425,000
Additional staffing/resources that follow students to new schools	\$ 3,800,000	SWECC	\$ 2,500,000
Extra-curricular/Co-curricular	\$ 475,000	OPERATIONS TOTAL	\$ 8,080,000
Transportation	\$ 1,800,000		
OPERATIONS TOTAL	\$ 8,078,400		
		Capital Funds	
One time expenses (PLTW labs & transition plan programs/activities)	\$ 200,000	Bond Issuance	\$ 53,000,000
Capital Funds		Proceeds from BOE Sale	\$ TBD
Facility improvements	\$ 53MM +		

For additional information about the Master Plan:

Visit www.kcpublicschools.org/MasterPlan

Email masterplan@kcpublicschools.org

The Kansas City Star – Feb. 24, 2016

Despite passionate pleas from parents, Kansas City board votes to close three schools

*Parents protest the plan to close high-performing school Wendell Phillips Elementary
Plan redrawing boundaries will affect 15 percent of district students*

By Mará Rose Williams

The Kansas City school board Wednesday night approved a district plan that will close several schools and move thousands of children around despite passionate pleas from parents for the board to reject the proposal.

With the approval the district will, among other things, shut down one of its highest-performing elementary schools, Wendell Phillips Elementary, and move those students into a newer building, close two other schools and change the district's only African-Centered Preparatory Academy into a comprehensive neighborhood school.

Members Amy Hartsfield and Marisol Montero voted no.

Ten parents and teachers begged the board not to go with the plan, which district administrators said they have worked two years to develop.

"This plan boils down, to me, that we are looking at dollars and cents and not looking at the children," said Monica Spivey, a parent of a child at Crispus Attucks Elementary, which under the plan is set to receive students from nearby Wendell Phillips.

Wendell Phillips would close and that building be turned over to a district-sponsored charter school — Kansas City Neighborhood Academy. About 190 students attending Attucks would be moved to other schools closer to their homes.

Parents, who described their schools as communities where teachers care deeply about the children, said the plan proposed by the district was too disruptive for students. Including the proposed closures, consolidations and attendance boundary changes, the plan would affect about 15 percent of the 14,000 students currently in the district. Boundary changes will affect 16 elementary schools, two middle schools and three high schools.

"Your current plan is ill-conceived and irresponsible and it comes at too great a cost to children," said Mindy Wilson, whose daughter is in third grade at Attucks Elementary. "I asked the board to find a better way."

Interim superintendent Al Tunis said the district has been working on the \$8 million plan for nearly two years. He said savings from building closures would offset the cost of implementing the plan. It is designed, he said, to "develop stronger schools, stronger communities and successful students."

The Kansas City school district lost state accreditation in 2012 because of low performance and has been working toward regaining that status ever since. In October 2015 the state granted the district provisional accreditation for the second year.

Tunis said the district considered the performance of each school, plus transportation, boundaries and facilities, when deciding which schools would close.

The approved plan also would:

- Close Southwest Early College Campus and Satchel Paige Elementary School.
- Reconfigure school attendance boundaries.
- Reduce the distances that students walk to school.
- Reduce the number of students per classroom phased in over two years.
- Implement college and career pathways for high schools.
- Phase in, over two years, year-round school for four of the lowest-performing elementary schools, starting with Benjamin Banneker Elementary in June 2017.

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The Kansas City Star – Feb. 23, 2016

KC schools’ fight to win over urban millennials touches questions of equity, race

Young adults moving into Kansas City’s urban center need confidence in schools to make them stay

Kansas City schools are struggling together and against each other to stem suburban flight

Neighborhoods east of Troost, where most children in district schools live, worry they will be neglected

By Joe Robertson

“I probably shouldn’t say this.”

Steve Green, the recent superintendent of [Kansas City Public Schools](#), paused a moment on the phone, some 800 miles away now at his new job in Georgia.

On his mind was the struggle his former school district is waging — sometimes with and sometimes against independent public charter schools — to win the confidence of a pivotal millennial generation. The stakes are high for a city aiming to end the exodus of families with school-age children.

Census data sorted by The Star show that people 20 to 34 years old are packing the city’s central core between the state line and Troost Avenue, from the River Market through the Crossroads and midtown and south beyond the Country Club Plaza.

Residents ages 20 to 34

These are the potential education customers whom the district, charter and private schools are fighting over. Historically, many leave for the suburbs when they have children.

Green knows what city planners know, what residential property developers know and what the competing charter schools know:

These new and potential families want to stay, and they are pressing for school options.

There’s a reason popular charters like [Academie Lafayette](#) can’t expand quickly enough, said Mike Zeller, a former board member for the French language immersion school.

“The tide wants to come in,” he said. “The second half of the past century — where people were moving away from the center — was an anomaly. We just need to remove the barriers.”

But Green worries about [complicated dynamics](#) between communities and schools as they repair decades of lost trust in public education.

So he says it.

Children and teens

This is where most families with children now live. Many get by on lower incomes and have fewer education options.

“There’s an opportunistic component to it,” Green said. Competing schools are making a wedge for a “millennial generation that likes the urban city environment ... but wants a ‘carve-out’ that gives them a unique opportunity, but still in the heart of the city.”

“They want the best of both worlds.”

Call it a wish for controlled diversity. Tension has followed efforts by charters and the district to reach these potential customers west of Troost. The public schools’ longtime patrons — who are often low-income families of color — have felt excluded while popular support lined up behind speculative schools promising classrooms more economically and racially balanced.

The census data also show that while more young people may be living in the western corridor between the state line and Troost, the highest numbers of families with children within the Kansas City school district boundaries still more often live to the east.

Children in public schools

Any efforts by the district or charter schools to attract the potential young customers in the western corridor can breed resentment elsewhere.

Major expansion plans in Kansas City’s charter schools project to add some 3,000 in enrollment combined between [Crossroads Academy](#) and the new [Citizens of the World](#) charter within 12 years. These schools downtown and in midtown may be increasing the overall public school enrollment, but they also could be taking more students from the district.

When he was superintendent, Green worried about a “tipping point” when a move of too many students from the district into charters could compromise too much of the district’s fiscal health.

That’s why, he said, his administration pushed for district-sponsored charter schools, or negotiated for hybrid collaborations, and at times held back vacant district buildings from charters as “bargaining chips.”

The district’s enrollment is holding above 14,000, while expansion figures possibly to again boost charter enrollment that has been holding above 10,000.

“New opportunities can be threatening,” said Aaron North, vice president of education at the [Kauffman Foundation](#).

The foundation, which operates a charter school and also distributes grants in support of district, charter and private school programs, is no stranger to the conflicts. Kauffman is developing a “harbormaster,” an independent office that would offer help to schools navigating these waters.

But managing these opportunities “is not just coordinating the logistics around buildings,” North said. “It’s about answering the question ‘What are we trying to do? Where are we trying to get to?’ ”

This work has to be shared among the district, the charters and private schools, he said. “I’d love to know what those census maps are going to look like 10 years from now,” he said. “We’re going to earn whatever we get 10 years down the road.”

Changing perceptions

Johnson County, right?

It struck Jessica Rosell just how quickly neighbors and peers assumed where she and husband Evan were headed when they were packing up their Brookside home five years ago.

No. Midtown.

The Rosells were thinking about starting a family, and they knew only a bit about the complications around Kansas City school options.

“But we loved where we were,” she said. “We loved the culture, the new restaurants, the museums, the walkability ...”

South Hyde Park parent Andrew Johnson felt the same way as he was “doing the twenty-something thing” living in the city.

Residential development since 2006

This is where developers have been building and remodeling to meet the demands of people who want to live in the city.

But as his crowd got a little older and began thinking about schools, he and wife Kristen were surprised “how quickly the conversations turned negative,” he said.

“Without even really thinking about it, some hopped across the state line.”

The Rosells and Johnsons would become part of the original parents coalition that teamed up with Los Angeles-based Citizens of the World to plan a new midtown charter school.

Other families worked with the school district to reopen Hale Cook Elementary School in the southwest part of the district, placing their faith in a district that has regained provisional status and is nearing full accreditation.

The new energy is being felt in private schools as well, said Jill McGee, admissions director for St. Paul’s Episcopal Day School in midtown. The growing presence of families is notable.

“And this millennials group are very research-oriented,” she said. “They go do their homework.”

The rising perception of the public schools is helping, she said. “We all benefit from having more families in the area.”

The schools are chipping away at a long-embedded perception among many people that disfavors public schools in Kansas City.

The city started an annual satisfaction survey among business owners in 2014 throughout the city and received generally favorable marks in most areas.

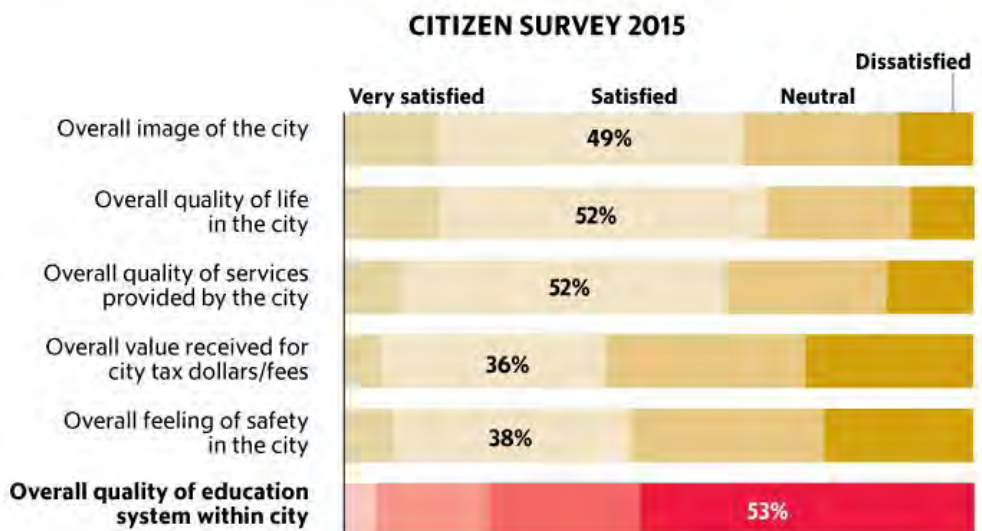
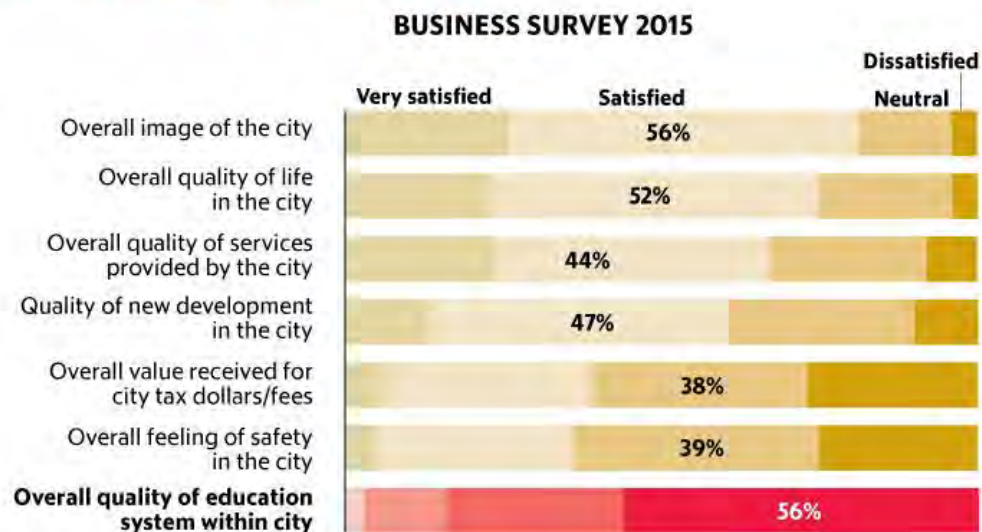
The large majority of respondents were satisfied or very satisfied with the city’s overall image. The majority were satisfied or neutral regarding their feelings of safety.

But 65 percent said they were dissatisfied with the overall quality of the education system.

The good sign? That negative percentage fell to 56 percent in 2015, said Kansas City economic development analyst Katherine Carttar.

“And that’s significant.”

KC schools' long road to respect



Source: City of Kansas City

THE KANSAS CITY STAR

A city survey of business owners throughout the city shows that the perception of the education system ranks far lower than the perception of other city qualities. A survey of residents in 2015 also showed the greatest amount of dissatisfaction directed at education.

The new workforce wants to live in the city, she said, and there are indications that improving attitudes toward school options are helping clear what has been “a giant hurdle.”

“The problem we want to solve is stopping people from moving out with their first child,” Carttar said.

To that end, Citizens of the World intends to deliver a unique school with a diverse enrollment, said its Kansas City executive director, Kristin Droege.

She sees the school layering in with others, private and public, giving families choices between schools “with meaningful differences.”

“I strongly believe that what we’re doing will keep families in the midtown area.”

Calling for equity

To the east, tucked into a tight neighborhood near 39th Street and Emanuel Cleaver II Boulevard, Melcher Elementary School goes about its work more like an education island — far from the center of the city where charter schools and private schools tend to cluster.

It’s a full building of nearly 400 students, supported by Vineyard Neighborhood Association volunteers.

Vineyard’s Virginia Flowers can think of some other schools somewhat in reach of the neighborhood’s families — the [Genesis Promise Academy](#) charter and a small Christian school.

But she can also count the schools that have been closed — “Meservey, Ladd, King.”

“I’d love to see neighborhood schools,” she said. “More schools would mean more families.”

Churches and schools, said Calvin Wainwright, are “the pillars of the community.”

Wainwright volunteers every morning at Melcher.

“Inside those doors I see positive energy,” he said. “I see a lot of hope. I see involved parents. ... I see kids enrolling in after-school programs, joining chess clubs.”

The schools “don’t get the positive attention they deserve. If we as a city would pull out the positive things, you’d see people moving into your neighborhood.”

Similar sounds of concern rose from points to the east in the district when it reopened Hale Cook and much more so when it proposed the now-dormant plan to open what would have been another selective-enrollment high school at Southwest High run by Academie Lafayette.

“It ran against a historical backdrop with a root system of issues around class, race and geography,” Green said.

“It created a challenge for those conversations to resume east of Troost and west of Troost, and that was not a bad thing.”

The city should keep watch on educational equity as the district and charters continue reaching for new growth, he said.

If charters were to outpace the district in enrollment, that would be fine, Green said, as long as the district and the charters offer strong schools across all neighborhoods.

It won’t work, he said, if some neighborhoods go unsupported and their schools serve “as dumping grounds.”

Need for coordination

What worries Kansas City interim superintendent Al Tunis as he looks at the road ahead isn’t the competition.

“Competition can be good,” he said.

He wonders how this array of independent public education administrations and boards will manage the limited public resources.

“My concern is saturation,” he said. “There needs to be a coordinated effort so we are responsible in how we serve students. If you look at it holistically, there are an awful lot of facilities for the number of students being served. ... High schools are expensive. Our buses are passing each other on the street.”

Some of this coordination will need to come from the state level, he said.

At home, amid the competitive environment, there are also many shared moments where district schools, charter schools and their teachers and staffs are collaborating, hoping to learn from one another.

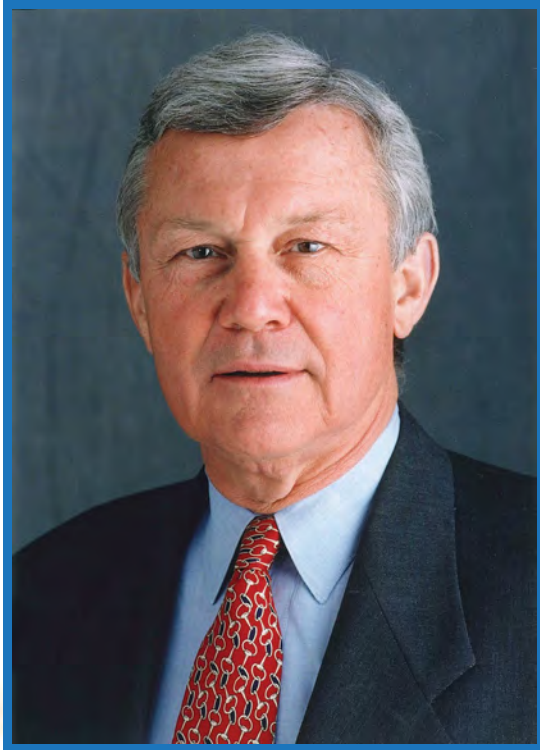
“We want to live in a good ecosystem of schools,” said Dean Johnson, executive director of Crossroads Academy. “I do believe good schools can be contagious. If a school is well liked by its parents — if kids are getting good results — it should have no sense of threat. Good schools are going to thrive.”

Crossroads principal Tysie McDowell remembers cooperation last year between schools in a joint training sponsored by several community foundations. Crossroads teachers visited the school district’s Trailwoods and Banneker elementary schools, and their teachers visited Crossroads.

“Teachers are teachers,” she said. “There are so many opportunities to train together and to study together.”

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Honoring our 2015-2016 School Hero
Mr. Landon Hill Rowland



The students and staff of Gladstone Elementary invite you to join us for our Heroes Celebration.

We will release our heroes song titled “A Good Link in the Chain,” which illuminates the life, work, and ideals of Landon H. Rowland. We call Mr. Rowland our Renaissance Man, because he was accomplished at many different things. Our students, who know he was the CEO of many organizations, call him their “Big Boss Man.”

Event: Heroes Celebration - Honoring Mr. Landon H. Rowland

When: Friday, April 1, 2016

Time: 1:30 p.m.

Where: Gladstone Elementary School
335 N. Elmwood Avenue
Kansas City, MO 64123

Please send your memories of
Landon H. Rowland on the enclosed
memory card by Friday, March 18.

A lunch and reception will follow immediately in our library at 3:15 pm.

RSVP by Friday, March 25, 2016
(816) 410-8350 or bschonde@kclinc.org