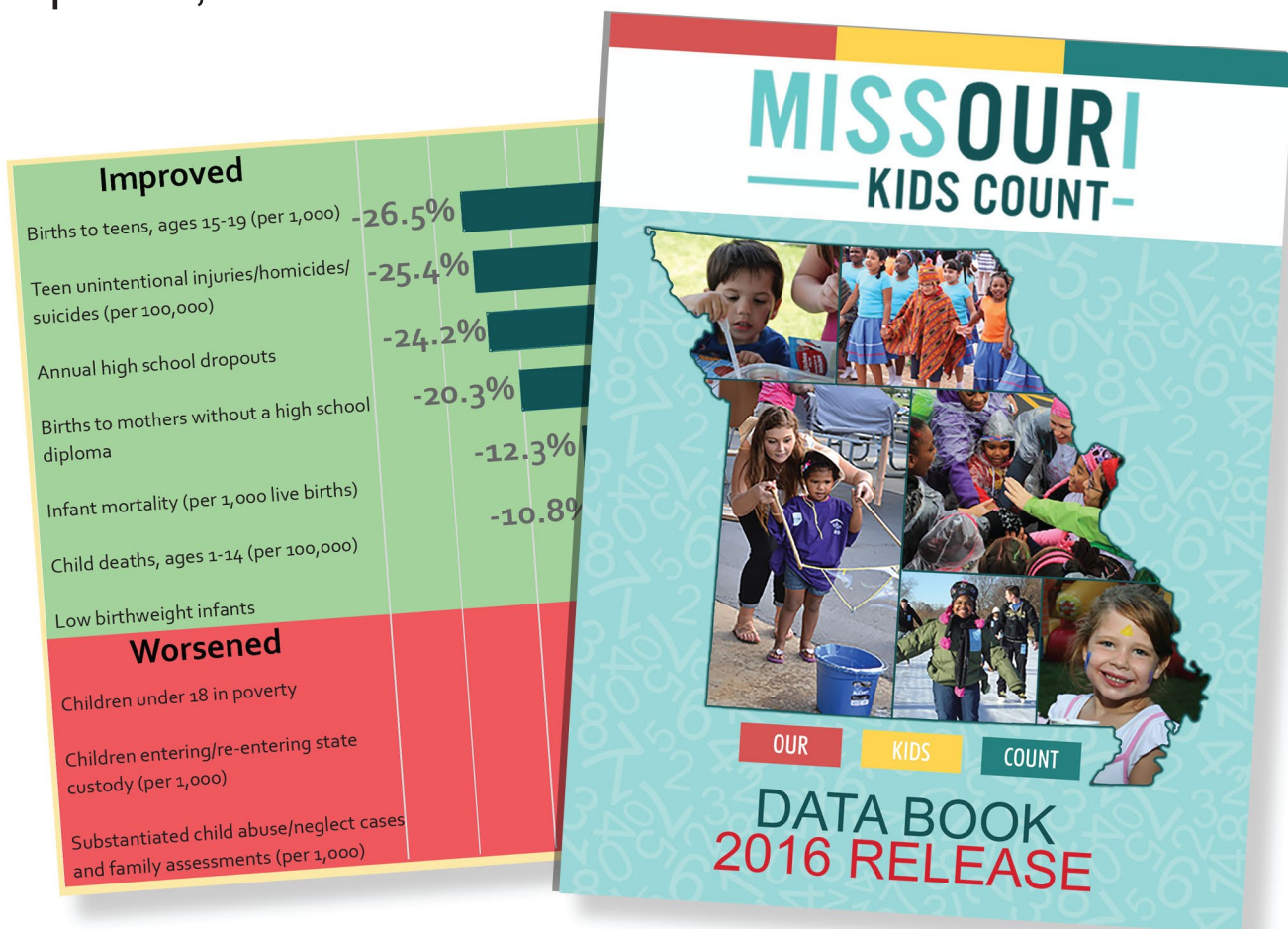


LINC Commission Meeting

April 18, 2016



(below) Bill Dent, Executive Director of The Family and Community Trust (FACT), announces the release of the 2016 Missouri KIDS COUNT Data Book. The book is available at mokidscount.org



Local Investment Commission (LINC) Vision

Our Shared Vision

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

Our Mission

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

Our Guiding Principles

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



Monday, April 18, 2016 | 4 – 6 pm
Kauffman Foundation
4801 Rockhill Rd.
Kansas City, Mo. 64110

Agenda

- I. Welcome and Announcements
- II. Approvals
 - a. **March minutes (motion)**
- III. Superintendents Report
- IV. Missouri Kids Count Data Book
 - a. Bill Dent, Executive Director, Family and Community Trust
 - b. Child Advocacy Day (Jefferson City)
- V. LINC 2016 Summer Programming
 - a. LINC Kansas City Public School Summer School
 - b. Other Districts
- VI. The Hero Project – Gladstone Elementary
- VII. Update Reports
 - a. International Day of the Child (Independence)
 - b. LINC Data System Update
 - c. Community Schools National Forum
 - d. Bert Berkley UMKC Urban Education Award
- VIII. Adjournment



THE LOCAL INVESTMENT COMMISSION – MARCH 21, 2016

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

Bert Berkley
Sharon Cheers
Steve Dunn
Mark Flaherty
Rob Givens
Anita Gorman

Sly James
Tom Lewin
Rosemary Lowe
Mary Kay McPhee
David Rock
David Ross

A motion to approve the minutes of the Feb. 16, 2016, LINC Commission meetings was approved unanimously.

Kansas City Mayor **Sly James** gave a presentation on the city earnings tax, which has been a major source of city government revenue since it was implemented in 1963. Since Missouri voters approved Proposition A in 2010 the earnings tax comes up for renewal by Kansas City voters every four years. The question will be on the April 5 ballot this year. James urged support of the earning tax renewal. Discussion followed.

Hickman Mills School District superintendent **Dennis Carpenter** gave a presentation on a \$19 million no-tax-increase bond issuance that district voters will be asked to approve at the April 5 election. The bond would be used to finance projects including: moving Smith-Hale Middle School to the Freshman Center; additions and improvements to Ruskin High School; expansion of Baptiste Educational Center and Administrative Center; and improvements to elementary schools.

Superintendents' Report

- **John Ruddy** (Asst. Supt., Fort Osage School District) reported the district Project Lead the Way team has qualified to be in the regional tournament in St. Louis. The district is developing a new master plan, its first since 2005, to address education and program needs as well as deferred maintenance.
- **Kevin Foster** (Executive Director, Genesis Promise Academy) reported the Jackson County Mental Health Board has approved the assignment of mental health social workers to the school. April 16: the school will hold a spring clean-up event. April 26: Celebrate Character Day will recognize community members and students. May 13-14: annual tennis tournament and fundraiser.
- **Kenny Rodriquez** (Asst. Supt., Grandview School District) reported the district is preparing for MAP testing and summer school.
- **Dred Scott** (Asst. Supt., Independence School District) reported on several efforts to engage students and families including the Camp Out with a Good Book event Feb. 25 at Benton Elementary and the recent LINC Chess tournament. Thanks to support of LINC site coordinator Jennifer Stone Manulelula, Fairmount Eleemntary is expected to receive a Missouri Preschool grant of \$230,000. April 27: the fourth annual Hispanic Family Resource Night at Van Horn High School. May 7: Dia del Nino highlighting the diversity of Independence families' cultures and countries.
- **Allan Tunis** (Interim Supt., Kansas City Public Schools) introduced Trailwoods Elementary principal Christy Harrison, who will lead the district's summer program. The district has been meeting with labor unions to seek ways to engage students who may be interested in pursuing careers in the construction industry; the initiative came about in response to a the topic which was

raised by LINC Commissioner Steve Dunn at a recent LINC Commission meeting. The district is in the process of implementing its transition plan to ensure all items of the master plan are included. The district's website is being upgraded.

- **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.
- **Paul Harrell** (Chief Financial Officer, North Kansas City School District) reported new Dan Clemens will begin as superintendent on July 1. The district is getting ready for MAP testing and working with legislators on school funding needs. The district is planning to upgrade its bus fleet by leasing 124 compressed natural gas busses.

Oscar Tshibanda of Tshibanda & Associates gave a progress report on implementation of the new Apricot data system including project timeline and user training, and Caring Communities sites now using the system; the next phase will add site flyer request functionality, support management of the Summer Electronic Benefit Transfer for Children program, and support the Missouri Star School initiative. **Gayle Hobbs** reported that a Data and Evaluation Committee is being assembled and Commissioners should let her know if they are interested in joining.

LINC Deputy Director-Community Engagement **Brent Schondelmeyer** reported on the following:

- Open eBooks, a project by First Book, Baker & Taylor, New York Public Library, and Digital Public Library of America that will allow students to borrow digital books for free.
- Hero Project celebration at Gladstone Elementary on April 1 in honor of **Landon Rowland**. Hobbs encouraged people to fill out memory cards. A video on the project was shown.
- Parent University held on March 1 at the Hickman Mills Freshman Center providing parents the opportunity to attend two seminars on topics of their choosing related to their child's education and school curriculum. A video was shown.

Mark Flaherty presented a photo of Landon Rowland that was taken by Dr. Charlie Porter during Rowland's October 2015 presentation at the National World War I Museum. The photo is a gift to LINC.

The meeting was adjourned.

Board of Directors

Steve Renne *Co-Chair*
Vice President
MO Hospital Association

Brian Kinkade *Co-Chair*
Director
Dept. of Social Services

Lowell Kruse
Senior Fellow
Heartland Foundation

Roseann Bentley
Associate Commissioner
Greene County

Ann Covington
Chief Justice
MO Supreme Court (Ret)
Of Counsel Bryan Cave

Jack Craft
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Lathrop & Gage

Peter Lyskowski
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Senior Services

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David Russell
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Dept. of Higher Education

Mark Stringer
Director
Dept. of Mental Health

Kathryn Swan
President
JCS wireless

Blanche Touhill
Chancellor Emeritus
University of Missouri- St. Louis

Bailus Tate
Black Economic Union of
Greater Kansas City

Bill Dent
Executive Director



For immediate release: 2:00pm April 5, 2016

Contact: Bill Dent, The Family and Community Trust

Phone: (573) 526-3581

Email: bill.dent@mofact.org

Contact: Tracy Greever-Rice, Office of Social and Economic Data Analysis

Phone: 573-884-5116

Email: greeverricet@umsystem.edu

JEFFERSON CITY, MO – The lingering effects of the Great Recession continue to be felt by Missouri’s children and families according to the 2016 Release of the Missouri KIDS COUNT (MKC) Databook, announced today by the Family and Community Trust (FACT).

The new databook shows that more than one in five children in Missouri, 21.3% or nearly 289,000, live in poverty, representing a 1.4% increase in child poverty from 2010 to 2014. However, other indicators helpful in predicting poverty are nudging upward. Births to mothers without a high school diploma, a reliable predictor of persistent poverty, has improved in Missouri, with the percent of children born to such moms decreasing from approximately 17% to slightly less than 14%. The report provides an annual, state and county-level analysis of child well-being measuring indicators of Economic Security, Child Protection and Safety, Education and Health.

“The well-being of Missouri’s children and families frames the core of our work,” said Bill Dent, FACT Executive Director. “The ability of our Community Partnerships and other child focused organizations to have relevant, reliable data is critical for them to be successful in their efforts. All of this helps communities better prioritize issues and develop practical initiatives to ensure that children are healthy, secure and prepared to flourish as they mature.”

To examine trends over time, MKC compared current 2014 data to the 2010 baseline data, which revealed that seven outcome measures improved in Missouri during this time period including: births to teens, teen unintentional injury/homicides/suicides, annual high school dropouts, births to mothers without a high school diploma, infant mortality, child deaths and low birthweight infants. Outcomes that worsened between 2010 and 2014 include: children under 18 in poverty, child abuse/neglect and family assessments and children entering/re-entering state custody.



According to the 2014 data, 1.39 million children under age 18 live in Missouri; nearly one-third (32.1%) are children under age 6; children of color make up nearly one-quarter (24.6%) of the child population; and over one-third (35%) of children live in single-parent families, up from 33.3% in 2010.

“By highlighting trends across time and between geographic areas, the MKC report provides policymakers and advocates with the crucial information they need to make informed decisions regarding how best to support the well-being of children across the state,” said Tracy Greever-Rice, Interim Director of the Office of Social and Economic Data Analysis at the University of Missouri.

Additional new data sets will be added to the MKC Databook in the future to support changes in the way data are collected, and to continue show an accurate description of child well-being in Missouri.

Missouri KIDS COUNT is an initiative of The FACT, a long standing organization with a commitment to improving child well-being in Missouri. The FACT is made up of a public-private board and 20 Community Partnerships working across Missouri on programs aiming to improve family and child outcomes. The FACT is in its third year as the Annie E. Casey Foundation KIDS COUNT grantee in Missouri, and the 2016 Release of the MKC Databook is the first as that affiliation.

The 2016 Release of the MKC Databook was produced in partnership with the Office of Social and Economic Data Analysis (OSED), the Children’s Trust Fund (CTF) and the Center for Family Policy and Research at the University of Missouri.

For more information or to download the full 2016 Release of the MKC Databook visit mokidscount.org.

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KIDS

COUNT

DATA BOOK

2016 RELEASE

Why Community Matters

“It’s going to take individuals, and communities, and systems working together collectively to do this. And that’s a paradigm shift.”

**—Bethany Johnson-Javois,
Managing Director of the Ferguson Commission**

This is the first data book released by the Family and Community Trust (FACT), the *Missouri KIDS COUNT* partner to the Annie E. Casey Foundation (AECF). The FACT is built on a foundation of 20 Community Partnerships, linked closely to state government leadership, which share the commitment of developing solutions to improve the lives of children and families in Missouri.

During the time since the last *Missouri KIDS COUNT* data book was published, community played a major role on the national stage and as a catalyst for conversation in Missouri news and events. It is the growing attention focused on communities and the new *Missouri KIDS COUNT* organization that centers on community that persuaded us to title the narrative backdrop for this data book *Why Community Matters*.

Today it is said that a person’s zip code is a stronger predictor of health and future success than their DNA. Research suggests that children are particularly vulnerable to their surroundings and to disadvantaged social environments. We know that the percentage of children living in persistent poverty is increasing. For example, analyses of the Census Bureau’s American

Community Survey data have shown that the number of people living in high poverty neighborhoods (i.e., census tracts where the federal poverty rate is 40% or more) has nearly doubled nationally since 2000.¹

Last year, one book in particular powerfully described the impact of community on children by analyzing changes to an Ohio community over the past 60 years—*Our Kids: The American Dream in Crisis*, by Robert D. Putnam.² The community depicted by Putnam could be anywhere in Missouri. The world he described is at odds with what we want for our communities — the wealthy are better educated; they have community cohesion and resources; the “air bags deploy” when their kids get into trouble. Schools and communities are more fragmented and less inclusive than in days gone by. Those more fortunate are less likely to have first-hand knowledge of the lives of poor children and are less likely to see the growing opportunity gap.

As Richard Reeves pointed out, “With fewer social ties and connections between the haves and have-nots, it becomes harder for people to see themselves in the others’ shoes: the

¹ Bishaw, A. (2014). Changes in areas with concentrated poverty: 2000 to 2010. *US Census Bureau*. Retrieved from <http://www.census.gov/library/publications/2014/acs/acs-27.html>

² Putnam, R. D. (2015). *Our kids: The American dream in crisis*. New York. Simon & Schuster.

³ Reeves, R. (2015, May 14). Question: Is poverty an economic or cultural problem? Answer: Yes. *The Brookings Institution*. Retrieved from <http://www.brookings.edu/blogs/social-mobility-memos/posts/2015/05/14-poverty-economics-culture-reeves>

economic gap becomes an empathy gap. When social ties weaken, stereotypes flourish.”³

Missouri played a prominent role in the conversation about community when the protests in Ferguson led national news during the summer of 2014. Ferguson’s struggles, as a suburban community, are shared by many communities surrounding large cities across the country. The events in Ferguson exposed the gaps, the isolation, and the fragmentation in our communities. “Ferguson can and should represent a collective awakening to the issues that many in our region knew and understood, but for many others were invisible. Now they are not” (The Ferguson Commission).⁴

The FACT Community partnerships, along with many other less heralded community builders, are busy working to bridge the gaps and strengthen social bonds in Missouri—they are rebuilding one family, one neighborhood, one community at a time. Improving children’s lives requires people to understand the challenges and changes faced by their communities. The FACT, as the governance organization for *Missouri KIDS COUNT*, is committed to advocating for community-level change, by using its resources to provide relevant and understandable social data for Missouri communities.



Family and Community Trust (FACT) History

In the 1990s with what has been described as “a rare vision and a risk-taking spirit,” a group of state agency leaders sowed the seeds, set the ground rules, and made a commitment that continues today. The initiative was rooted in flexibility in processes, simplification of budgeting, and relinquishing centralized control, with the goal that local leaders could

offer programs reflecting the needs and values of the community. This shift in thinking grew out of concerns that communities were being undermined by large social problems that were diminishing agency budgets. The only way to make a lasting impact was to partner with communities around collective improvement. Working through the red tape, navigating systems, easing and surmounting boundaries and instructing everyone involved to “just make it happen,” created some flexibility in the state bureaucracy. Caring Communities had its start in St. Louis in 1989, built around the Walbridge Elementary School. Five months later a Caring Communities project expanded to the counties of Knox and Schuyler in the northeast region of the state.

In November 1993, Executive Order (93-43) was signed by Governor Mel Carnahan, creating a new alliance to further the collaborative efforts of state agencies. At the core of the Executive Order was the establishment of the *Family Investment Trust* (FIT) for the purpose of promoting collaboration and innovation in service delivery for Missouri’s children and families. It called for changes in how and where services were delivered, and it also mandated that local decision-making be utilized in the process. FIT was purposefully staffed with leaders from state departments, along with corporate and civic community leaders from around the state, to form a policy-setting body serving as the vehicle for collaborative decision-making and for technical assistance guiding the work of the Caring Communities. The Trust’s goal was and remains to achieve better results for children and families by revamping the way services are delivered, decisions made, and dollars spent.

In 2001, Executive Order (01-07) was signed by Governor Bob Holden, which changed the name

⁴ The Ferguson Commission (2015). Forward through Ferguson: A path towards racial equity. Retrieved from <http://forward-throughferguson.org/report/executive-summary/>

FIT to the *Family and Community Trust* (FACT). In the years that followed, 21 Caring Community organizations would expand into all corners of the state, as well as the three large metropolitan areas, to implement this new collaborative approach with state agencies serving children and families. The organizations involved shared six common core areas: Parents Working, Children Safe, Children Ready to Enter School, Children and Families Healthy, Children and Youth Succeeding in School, and Youth Ready to Enter the Workforce.

Since 2003, the FACT has been a non-profit corporation. Its 19-member Board reflects a unique and effective membership of executive leadership representing nine state agencies, and it includes top leaders from the private, civic, and education sectors. The FACT Board governs the work of the now 20 Community Partnerships (formerly Caring Communities). The FACT Board's membership is a model for public-private leadership. The directors from the Departments of Elementary and Secondary Education, Higher Education, Health and Senior Services, Social Services, Mental Health, Labor, Corrections, Economic Development, and Public Safety come together four times a year, along with their private sector counterparts and the Community Partnerships, to learn, dialogue, and collaborate, solely focused on improving the lives of children and families.

The 20 Community Partnerships, employing 1,378 staff, range from large urban non-profits to small staffed non-profits in rural locations. They are each guided by a local Board, totaling 266 citizen members around the state, who help them set the agenda for how to best improve the lives of the community's children and families. The average tenure of a Partnership Executive Director is 10.5 years; in total they account for 211 years of combined leadership experience embedded in the communities they serve. In 2015, the Partnerships served approximately 534,123 Missourians, relied on 264,974 volunteer

hours, and garnered over \$4.5 million in other local investments throughout the state.

From the first release of *The Missouri KIDS COUNT* Data Book in 1993, the Community Partnerships have utilized data effectively out of necessity, like many other non-profit service organizations, relying on funding sources that require results. In 2014, the FACT applied to the AECF to become the KIDS COUNT affiliate in Missouri, primarily because the work of a KIDS COUNT organization directly aligned with the mission and purpose of the FACT and its network of Community Partnerships. The FACT and the Community Partnerships offer what few other non-profits can to this role—sustainability, statewide reach, committed resources, and top-level state agency leadership buy-in and membership.

The FACT is now in its third year as the AECF KIDS COUNT grantee showcasing a model that relies on the Board's membership, particularly the state agency leaders and policymakers who collaborate across agencies to benefit children, and on the Partnerships as the community-based advocates who highlight what works, offer direct links to children's lives and stories, and educate policymakers and lawmakers. Their experience and commitment are reflected in the programs and successes highlighted in the story boxes throughout the data book, serving as prime examples of why community matters.



The Value of Community

As illustrated by the Partnership stories and data presented throughout this data book, community involvement is crucial for addressing social issues that affect children because no one else can better identify and understand the challenges and needs of a community than its own members. Community involvement also provides local control to communities to prioritize the challenges and needs they deem

WHY COMMUNITY MATTERS



Community Partnerships as Change Agents

most important. In addition, involving community representatives can result in more effective prevention and intervention programs as they will be based on a more in-depth understanding of contextual and sociocultural factors of which state-level decision makers might not be aware. Community representatives can also pre-assess programs before they are implemented on a larger scale, thus allowing for an informed approach to solving potential issues. This bottom-up approach empowers communities by encouraging them to take ownership of the programs they help to develop, which, in turn, has a positive impact on program sustainability. Community representatives can also act as stakeholders, overseeing and ensuring that the challenges and needs of their respective communities are addressed.

Accurate, timely data represent a fundamental tool for the development and evaluation of programs and policies created to address the needs and challenges in a community. Statistics, facts, and figures can all inform the initial stages of program development by providing information about the scope and depth of the issues at hand. A systematic collection of data also allows for the evaluation of the impact of programs by providing a quantitative estimate or a qualitative account of factors that improved or worsened as a result of program efforts. In addition, when data are collected repeatedly over various time points, with appropriate study designs, they can be used to evaluate the effectiveness of programs and policy intervention efforts, as well as factors that may account for changes over time.

Access to affordable, quality health care is essential to Missouri's children and families. So, in 2002, when Health Midwest — a large Kansas City area non-profit hospital system — decided to sell to HCA, the largest U.S. for-profit hospital system, LINC, the Kansas City area Community Partnership, went to work to ensure the community-owned assets continued to support quality health care in the community.

LINC and its Board facilitated and informed the community conversation. They developed background information on the topic of health conversion foundations and engaged skilled advocacy organizations. They brought the issue to the attention of the Missouri Attorney General, the state's legal entity for determining the outcome of proceeds from such sales.

LINC provided information to the Kansas City community on the impact of hospital closures and the existing and potential racial disparities in health outcomes influenced by access and quality of care.

At the time of the Health Midwest sale, the LINC chair was Landon Rowland, a talented business leader with a deep interest in health care.

"LINC is committed to a community process in which all voices are heard and that results in some form of community governance of these charitable proceeds," said former LINC Chair Landon Rowland at the initial public hearing held by the Missouri Attorney General.

The result of this community advocacy and engagement was the Health Care Foundation of Greater Kansas City (HCF), which was created in 2003 and received over \$400 million in 2004. HCF serves a six-county area including Kansas City, MO.

HCF has made over \$200 million in grants to over 400 organizations over the past decade. HCF has emerged as a leader of health care reform and advocacy in the area and promoted significant accomplishments with tobacco cessation, active living, healthy lifestyles, and mental health.

Data Book Strengths and Limitations

The data presented in this book provide a basic, yet essential, tool to examine the status of children in Missouri. The book includes important outcome measures organized in four domains (Economic Well-Being, Health, Child Protection and Safety, and Education), which are reported at the state and county levels. The data reported in the state and county profiles provide information about how the state and counties are doing as a whole and whether there are differences in each outcome measure from previous to present years. Such data can illustrate which counties may benefit from receiving more assistance and thus inform the allocation of state services and resources. These estimates can also inform state and county efforts aimed at improving the quality of life for children throughout the state. In summary, the data presented in the *Missouri KIDS COUNT* Data Book provide a descriptive snapshot of children's well-being at the state and county levels.

As with any other data source, the information presented in this book has some limitations that should be acknowledged. For example, reporting at the state and county level does not capture potential differences in child well-being across communities, neighborhoods, schools, or families. In addition, although the reported figures across years provides information on trends, further research is needed to identify the specific factors responsible for fluctuations. Moreover, the data reported in this book are drawn from multiple sources that differ in how data are gathered. It is possible that some subgroups are not adequately represented (including hard-to-reach populations such as undocumented immigrants and homeless families) or that the groups sampled from one year to the next are different. Given these limitations, the numbers reported in this data book are intended to serve as discussion points

to draw attention to pressing issues affecting children in Missouri, augment other pertinent data, spur further research, and help develop more effective policies and intervention efforts.

Conclusion

The FACT is uniquely situated as a model for bringing together state agency leadership and communities to participate in problem solving on behalf of our children. This work to improve the lives of children must be rooted in easy to understand, reliable, transparent, and persuasive data, leading to evidence-based programs and policies. Combining our focus on community as the medium for change, and using data as the essential tool, we must ensure that the *Missouri KIDS COUNT* Data Book is reflective of our model and values. In the coming year we will be working with our data and research partners to showcase new indicators that will improve our understanding of child well-being. To read more about the future *Missouri KIDS COUNT* indicators, see pages 65 - 67.

In addition to the data book, we will continue to offer feature articles on the *Missouri KIDS COUNT* website that showcase the intersection of current topics, data, and stories from communities. Visit <http://mokidscount.org/stories/> for feature stories and infographics on school nurses, childhood asthma, immunizations, poverty, and other relevant topics related to child well-being in Missouri.

We thank the Annie E. Casey Foundation for their commitment to and support of the new *Missouri KIDS COUNT* model.

Key Findings

Outcome Measures and Contextual Indicators

For *Missouri KIDS COUNT*, there are two categories of data that are tracked: outcome measures and contextual indicators.

Outcome measures refer to the 10 major outcomes that have been chosen as the primary data for tracking how children are faring in Missouri. Besides reflecting important facets of child well-being, these measures were chosen because they can be changed over time through policy.

The 17 **contextual indicators** provide context by giving additional data that can assist in interpreting the outcome measures, including the most recent demographic information.

The *Missouri KIDS COUNT Data Book* provides information on measures of child well-being for the state, its 114 counties, and St. Louis City. By showing data trends across time and geographic areas, this book gives local and state policymakers, as well as other child advocates, the crucial information they need to make informed decisions regarding how best to support the well-being of children across the state.

To track changes over time, *Missouri KIDS COUNT* provides recent data and compares it with data from past years. For this data book, the current years are 2014 and 2010-2014 (for outcome measures and contextual indicators that require aggregation over time), and the base data years are 2010 and 2005-2009. (Please note that the exact years for which data are provided differ slightly for outcome measures and contextual indicators based on the nature of the data.)

Between the base and current time periods, seven *Missouri KIDS COUNT* outcome measures improved and three worsened. Outcome measures that improved were:

- births to teens
- teen unintentional injury/homicides/ suicides¹
- annual high school dropouts
- births to mothers without a high school diploma
- infant mortality
- child deaths
- low birthweight infants

The three outcome measures that worsened were:

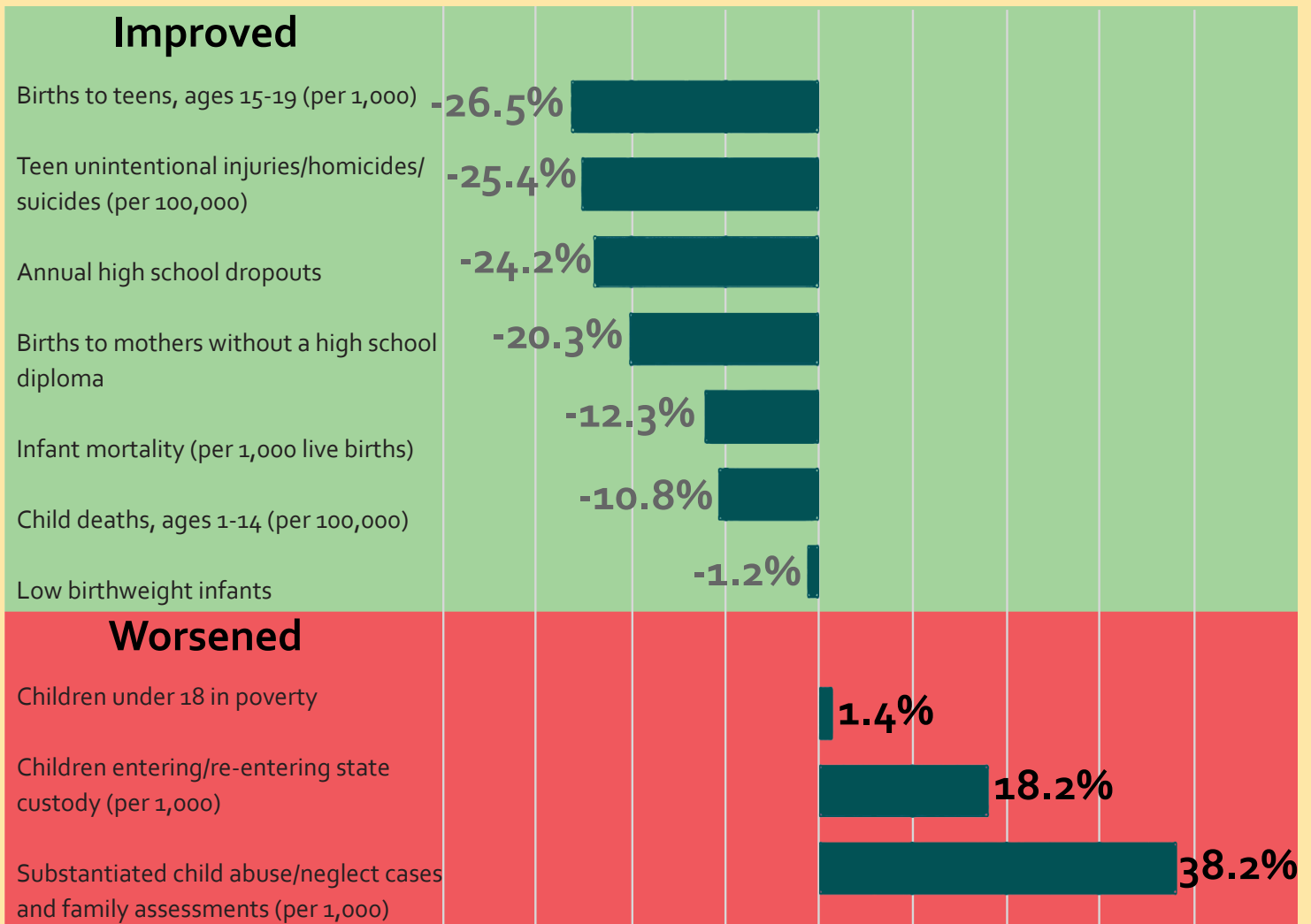
- children under 18 in poverty²
- child abuse/neglect and family assessments
- children entering/re-entering state custody³

¹ Renamed from *Teen violent deaths*.

² New outcome replacing *Students enrolled in free/reduced price lunch*.

³ Renamed from *Out-of-home placement entries*.

Outcome Measures by Percent Change from Base to Current Time Periods



A summary of how children and families are doing based on *Missouri KIDS COUNT* domains is provided in the following sections.

WHY COMMUNITY MATTERS



Youth Employment Program

The St. Joseph Youth Alliance Youth Employment Program realized the northwest Missouri region had two concerns that could be solved together:

- Many youth were unskilled, underemployed or unemployed.
- The region lacked a trained and certified labor pool for industrial jobs.

Youth Alliance staff learned of an Environmental Career Training program offered through MO-KAN Regional Council from a United States Environmental Protection Agency grant. This program aimed to strengthen a region's industrial workforce by training and certifying workers in Asbestos/Lead Abatement, CPR/First Aid, Hazardous Waste Operations/Emergency Response (HAZWOPER), Mold Awareness and OSHA Construction Safety for a wide range of industries and job sites.

Youth Alliance identified three young men as candidates who had dropped out of high school and had faced financial/employment challenges. After all three obtained their HiSET (High School Equivalency Test), the Youth Alliance supported them through the St. Joseph School District Adult Basic Education Program and through their application process to the Environmental Career Training program. Each competed in tryouts for slots, which graded applicants on their ability to work together, communicate effectively, follow instructions and meet team goals. All three were selected and completed the 6-week training.

Committed to the employment success of these youth, the Youth Alliance is working with the Greater Kansas City Laborers Training Center to assist the three with an apprenticeship program, which, when successfully completed, will result in a Journeyman title with middle class wages and benefits.

Economic Well-Being

Although the Great Recession technically lasted from December 2007 to June 2009,⁴ its lingering effects continue to be felt by many families, particularly those who live close to and below the poverty level. For 2014, the overall poverty rate for the U.S. and Missouri was 15.5%, which means that more than 1 in 7 people lived at or below the federal poverty threshold. The poverty rate for children under 18 and for children under 6 is even higher for both the state and nation.

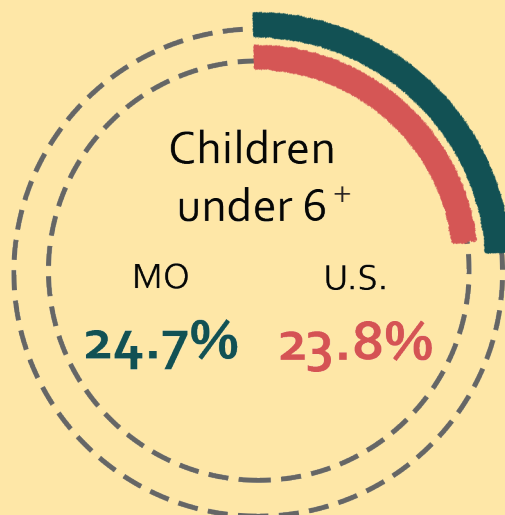
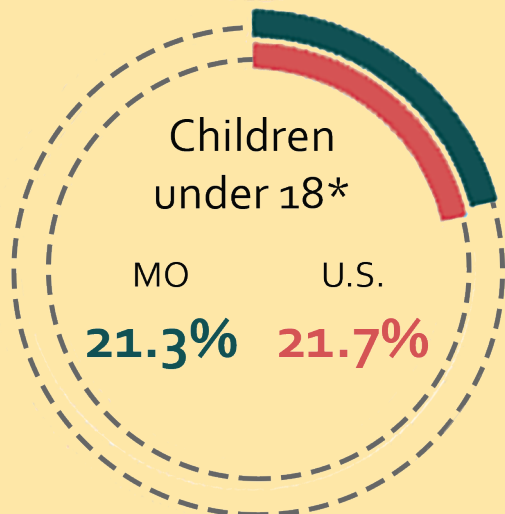
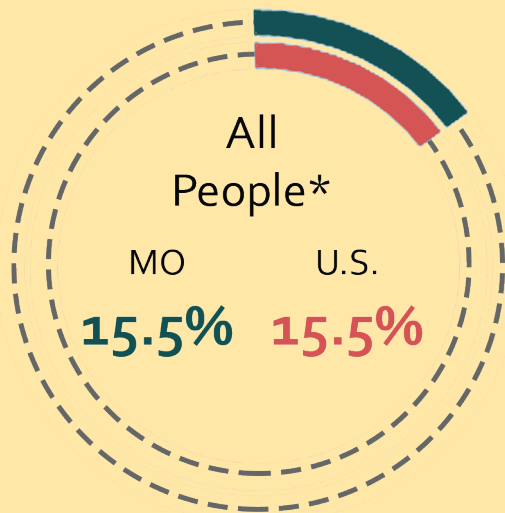
Based on *Missouri KIDS COUNT* outcome measures and contextual indicators, the overall picture for the economic well-being of Missouri's children and families was mixed. The trend for *births to mothers without a high school diploma* was positive, meaning that fewer children were born to young mothers who are more likely to struggle to provide the optimal care and support needed for children, especially during the earliest years. The primary poverty outcome measure, *children under 18 in poverty*, increased slightly (1.4%), whereas the contextual indicator *children under 6 in poverty* decreased slightly (-3.1%).

Services related to poverty also decreased from 2010 to 2014. Although the poverty rate changed relatively little between 2010 and 2014, families are using most services related to poverty much less in 2014 than 2010. This suggests that there may be other factors influencing their use of state-based services besides income level.

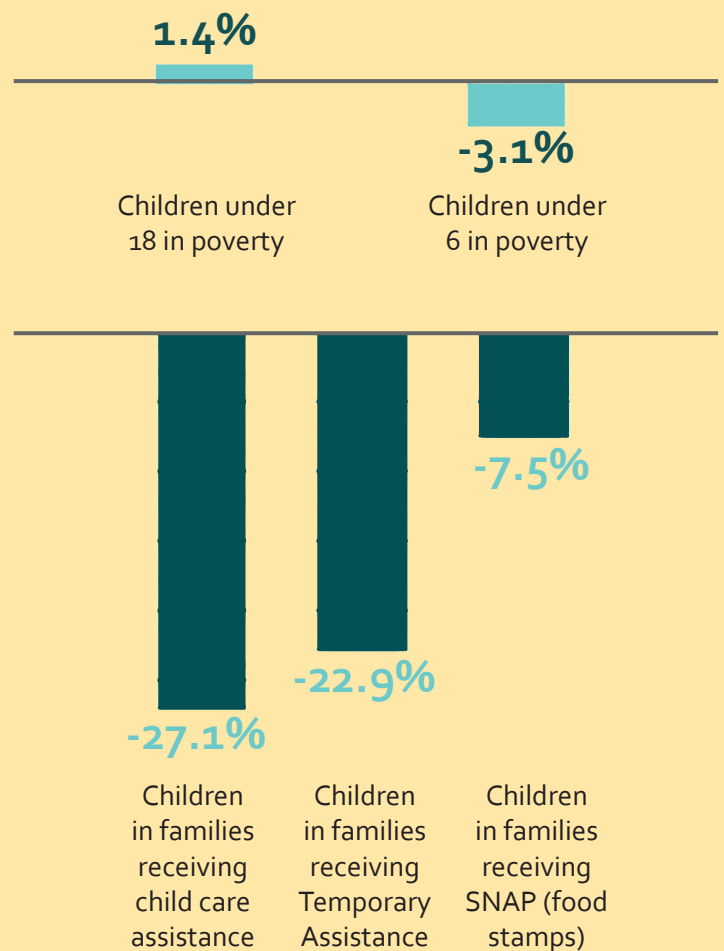
On the positive side, adult unemployment also decreased substantially in Missouri from 2010 to 2014, from 9.4% to 6.1%, a 35% decrease; the U.S. unemployment rate also decreased 35% during the same time period.

⁴ National Bureau of Economic Research. (n.d.). US Business Cycle Expansions and Contractions. Retrieved January 6, 2016, from <http://www.nber.org/cycles.html>

Poverty in Missouri and in the U.S., 2014



Percent Change for Poverty and Services Related to Poverty, 2010-2014



* Small Area Income and Poverty Estimates (SAIPE)

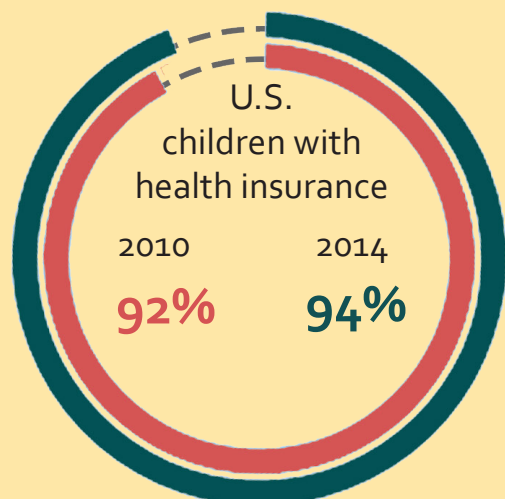
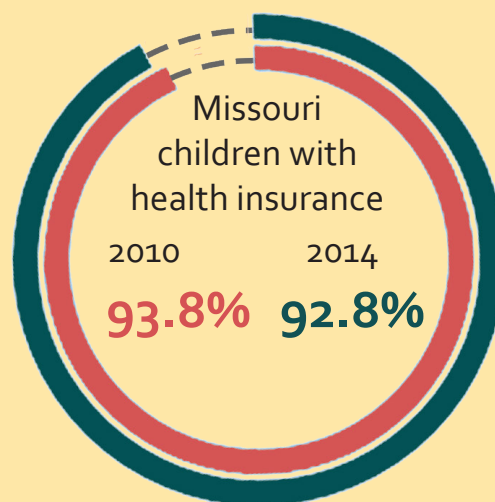
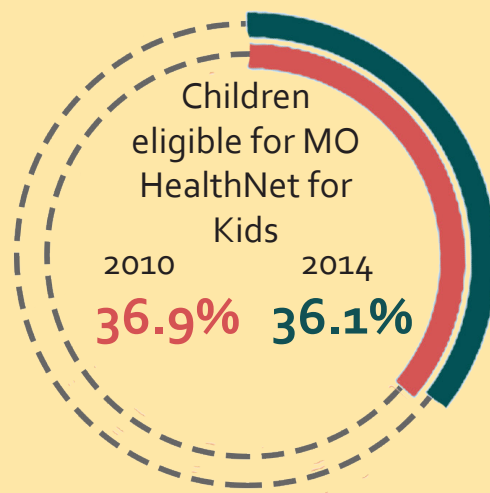
⁺ One year estimates (ACS)

Health Insurance Coverage for Children, 2010 & 2014

Health

Based on *Missouri KIDS COUNT* outcome measures, the overall picture for the health of Missouri's children was positive. The percent of *low birthweight infants* decreased from the 2005-2009 rate of 8.1% to the current period's 2010-2014 rate of 8.0%. (However, it should be noted that the rate was lower almost 20 years ago; the 1993-1997 rate was 7.6%). The *infant mortality* rate has declined 12% since 2005-2009, when the rate was 7.3 infants per 1,000 births to the current 2010-2014 rate of 6.4. This is due to a combination of improved medical technology and public health outreach efforts. Despite these improvements, during the years 2010 through 2014, over 2,400 Missouri babies died before their first birthday.

The Health domain contextual indicators paint a different picture. The percentage of *children eligible for MO HealthNet for Kids* (Medicaid) decreased slightly between 2010 and 2014 from 36.9% to 36.1%. Although not a contextual indicator, the percent of children under 18 with health insurance also decreased from 93.8% to 92.8% in the same time period for Missouri.⁵ For the U.S., the trend was reversed; 94.0% of children had health insurance in 2014 compared to 92.0% in 2010. Also showing a negative trend was the number of *children receiving public mental health services*, which increased 14.5% from 2010 to 2014.



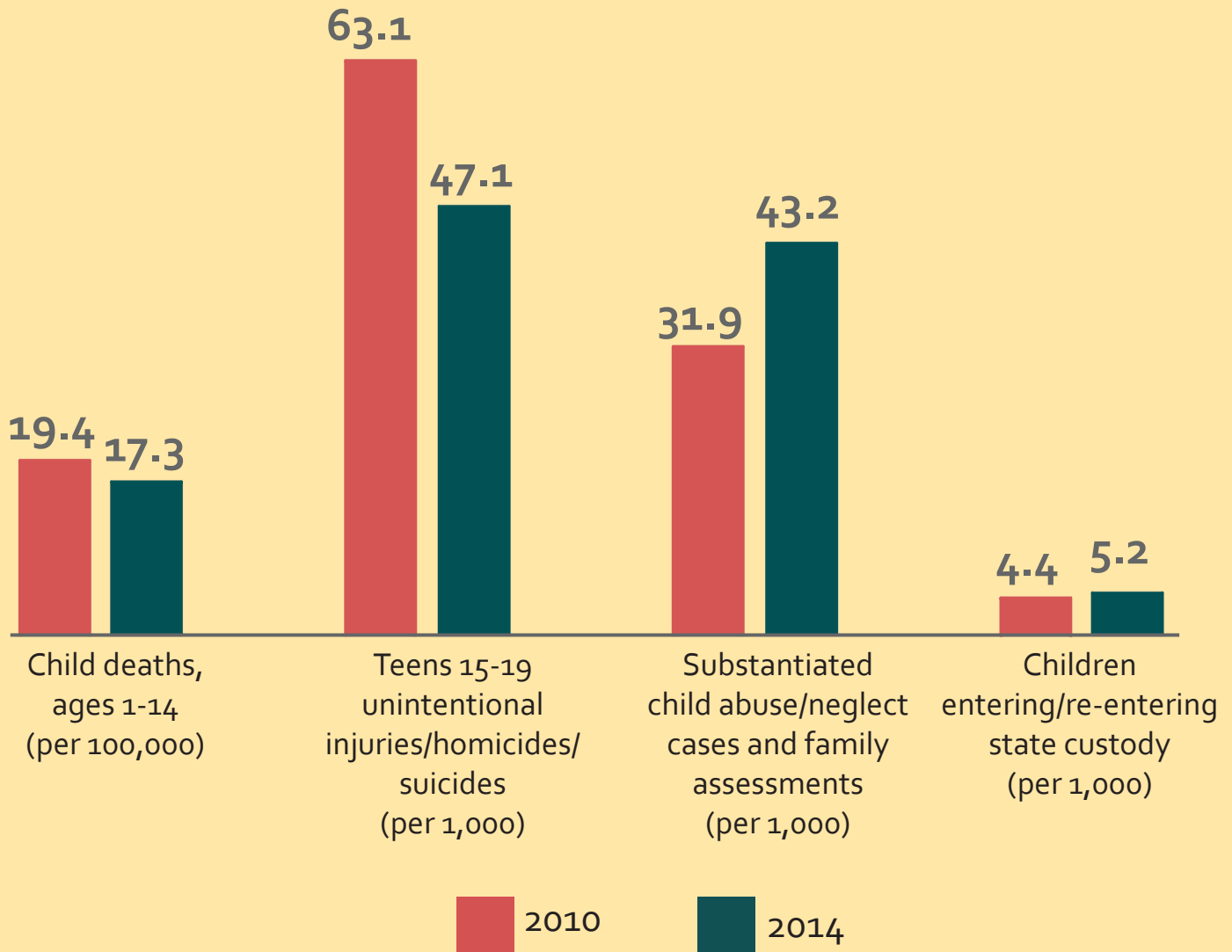
⁵ Based on American Community Survey (ACS) estimates.

Child Protection & Safety

For this domain, the outcome measures provide a mixed picture for Missouri children. On the positive side, two of the measures decreased from 2005-2009 to 2010-2014: *child deaths* (-10.8%) and *teen unintentional injuries/homicides/suicides* (-25.4%). On the other hand, from 2010 to 2014 two outcomes increased: *substantiated child/abuse neglect cases and family*

assessments (38.2%) and *children entering/re-entering state custody* (18.2%). It should be noted that the increase in substantiated child/abuse neglect cases and family assessments is mostly due to the increase in family assessments,⁶ which increased 40.1% from 2010 to 2014, whereas substantiated child abuse and neglect cases only increased 3.8%.

Child Protection and Safety Outcomes over Time



⁶ Family assessments are counted whether OR not services were required. The increase in family assessments since 2010 may be due to actual increases in concerns regarding abuse/neglect, but are also likely due to administrative changes (elimination of mandated reporter referrals) and legal requirements (change in law that requires all mandated reporters to report; no longer are designees appointed).

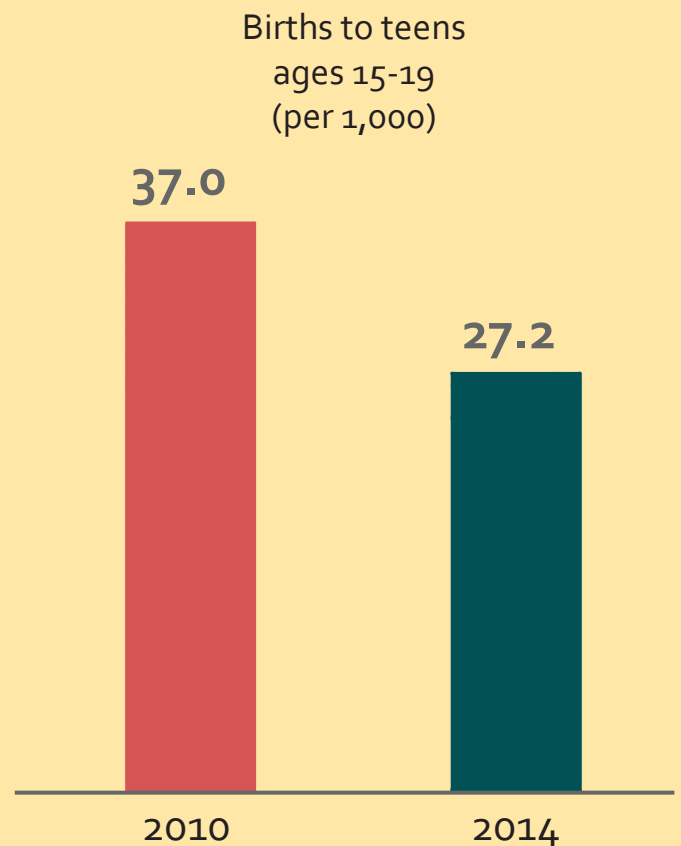
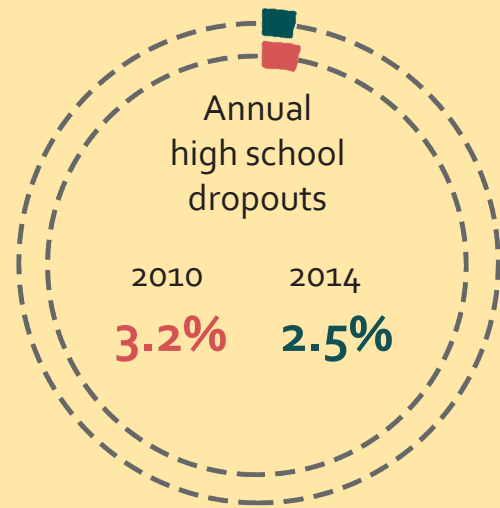
Education Outcomes over Time

Education

The two outcomes for education have shown improvements over time. The 2014 *high school dropout* rate of 2.5% was the lowest seen in decades, and a decrease from the 2010 rate of 3.2%. Although the percentage may seem low, over 6,500 students dropped out of public high schools during the 2013-2014 school year, increasing their risks of economic insecurity and other negative outcomes.

The outcome with the biggest positive change was Missouri's *teen (15-19) birth rate*, which declined 26.5% between 2010 and 2014, to 27.2 births per 1,000 teens—the lowest rate since 2000. However, Missouri's rate is slightly higher than the 24.2 for the entire U.S.⁷ In 2014, about 5,200 teens gave birth in Missouri. Although the number of teens giving birth has fallen over time, thousands of teen mothers and their children remain at risk for poverty, unemployment/under-employment, and health problems.

⁷ Hamilton, B.E., Martin, J.A., Osterman, M.J.K., Curtin, S.C., & Mathews, T.J. (2015). Births: Final data for 2014. National Vital Statistics Reports, 64(12), 1-64. Retrieved from http://www.cdc.gov/nchs/data/nvsr/nvsr64/nvsr64_12.pdf



Missouri State Profile

Outcome Measures	Number		Rate		Trend
	2010	2014	2010	2014	
Economic Well-Being					
Children under 18 in poverty	293,856	289,287	21.0%	21.3%	↓
Births to mothers without a high school diploma	13,094	10,271	17.2%	13.7%	↑
Health					
Low birthweight infants**	32,390	30,345	8.1%	8.0%	↑
Infant mortality (per 1,000 live births)+	2,947	2,418	7.3	6.4	↑
Child Protection & Safety					
Child deaths, ages 1-14 (per 100,000)**	1,139	1,006	19.4	17.3	↑
Substantiated child abuse/neglect cases and family assessments (per 1,000)*	45,441	61,463	31.9	44.1	↓
Children entering/re-entering state custody (per 1,000)	6,236	7,259	4.4	5.2	↓
Teen unintentional injuries/homicides/suicides, ages 15-19 (per 100,000)+	1,345	957	63.1	47.1	↑
Education					
Annual high school dropouts	9,190	6,540	3.3%	2.5%	↑
Births to teens, ages 15-19 (per 1,000)	7,625	5,230	37.0	27.2	↑

Contextual Indicators

Economic Well-Being		
Students enrolled in free/reduced price lunch	2010	46.8%
	2014	50.0%
Children under 6 in poverty	2010	25.5%
	2014	24.7%
Children in single-parent families	2010	33.3%
	2014	35.0%
Children in families receiving child care assistance (per 1,000 in poverty)	2010	158.1
	2014	115.3
Children in families receiving Temporary Assistance	2010	4.8%
	2014	3.7%
Children in families receiving SNAP	2010	37.5%
	2014	34.7%
Average annual wage/salary	2010	\$41,749
	2014	\$45,325
Adult unemployment	2010	9.4%
	2014	6.1%

Health		
Children eligible for MO HealthNet for Kids	2010	36.9%
	2014	36.1%
Children receiving public mental health services	2010	21,292
	2014	24,388

Education		
English language learners	2010	19,986
	2014	27,268
Licensed child care capacity (per, 1000)	2010	105.8
	2015	116.7
Accredited child care facilities	2010	557
	2015	424

Demographics		
Child population	2010	1,423,109
	2014	1,392,623
Children as % of total population	2010	23.8%
	2014	23.0%
Minority children	2010	23.8%
	2014	24.6%

LEGEND: ↑ Better ↓ Worse → No Change

*Outcome not included in Composite County Rank

+Data based on 5-year time spans; 2005-2009 and 2010-2014

Missouri Minority Profile

Outcome Measures	Minority 2010	Minority 2014	Minority Trend	Non-Minority 2010	Non-Minority 2014	Non-Minority Trend
Economic Well-Being						
Births to mothers without a high school diploma	24.7%	18.5%	↑	15.0%	12.3%	↑
Health						
Low birthweight infants ⁺	12.5%	11.8%	↑	7.0%	6.9%	↑
Infant mortality (per 1,000 live births) ⁺	12.7	9.9	↑	6.1	5.4	↑
Child Protection & Safety						
Child deaths, ages 1-14 (per 100,000) ⁺	24.3	20.2	↑	19.3	16.3	↑
Substantiated child abuse/neglect cases and family assessments (per 1,000)	25.1	43.1	↓	26.1	44.5	↓
Children entering/re-entering state custody (per 1,000)	4.3	4.2	↑	4.2	5.2	↓
Teen unintentional injuries/homicides/suicides, ages 15-19 (per 100,000) ⁺	83.1	57.7	↑	60.0	43.1	↑
Education						
Annual high school dropouts	7.5%	4.7%	↑	3.3%	1.8%	↑
Births to teens, ages 15-19 (per 1,000)	56.8	31.9	↑	31.6	24.2	↑

⁺Data based on 5-year time spans; 2005-2009 and 2010-2014

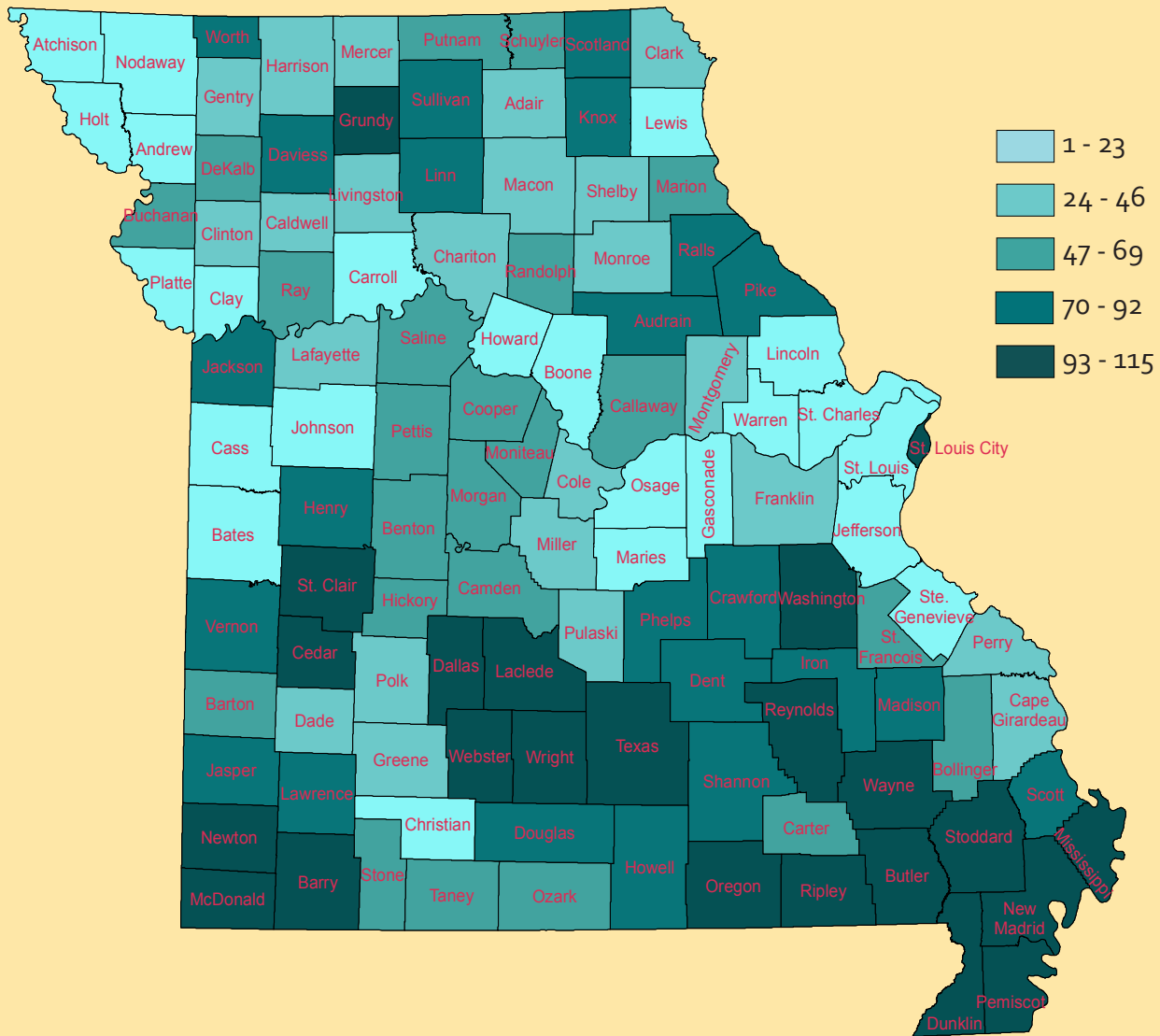
According to American Community Survey 2014 data, there are just under 1.4 million children under 18 living in Missouri. Almost one in four (24.6%) of these children are of a racial minority. Although still a relatively small part of the overall child population, Hispanic children now make up 6.3%, a proportion double what it was in 2000.

The table above shows outcomes by minority status for the base and current years. Minority refers to individuals who are African American, Asian, American Indian or Alaska Native, Native Hawaiian/Pacific Islander, some other race, a combination of races, and/or who identify as Hispanic/Latino. Nonminority refers to non-Hispanic White individuals. In general, both groups have experienced more positive trends than negative ones. For minority children in Missouri, eight outcomes improved and one worsened. For nonminority children, seven outcomes improved

and two worsened. For both groups, the rate of substantiated child abuse/neglect cases and family assessments worsened. For nonminority children, the rate of children entering/re-entering state custody also worsened over time.

Despite the mostly positive trends for both groups, minority teens are far more likely to give birth and to have low birthweight infants compared to their nonminority peers. Non-minority mothers are more likely to have at least a high school diploma. Minority teens are more likely to drop out of high school and to experience deaths due to homicides, suicides, and unintentional injuries compared to non-minority teens. On the other hand, minority children experience slightly lower rates of substantiated child abuse/neglect and family assessments and are less likely to enter/re-enter state custody in comparison to nonminority children.

Missouri KIDS COUNT Composite County Rank



County Ranks

- | | | | | | | |
|-------------------|---------------|--------------------|------------------|--------------|----------------|---------------------|
| 1. St. Charles | 18. Atchison | 35. Cape Girardeau | 52. Moniteau | 68. Taney | 84. Audrain | 100. Texas |
| 2. Platte | 19. Andrew | 36. Polk | 53. Camden | 69. Morgan | 85. Scott | 101. Cedar |
| 3. Clay | 20. Bates | 37. Macon | 54. Ray | 70. Knox | 86. Madison | 102. New Madrid |
| 4. Christian | 21. Carroll | 38. Montgomery | 55. Saline | 71. Howell | 87. Dent | 103. Butler |
| 5. Ste. Genevieve | 22. Warren | 39. Greene | 56. Schuyler | 72. Daviess | 88. Jasper | 104. Dallas |
| 6. Nodaway | 23. Holt | 40. Cole | 57. Benton | 73. Douglas | 89. Jackson | 105. Oregon |
| 7. Cass | 24. Franklin | 41. Livingston | 58. Pettis | 74. Crawford | 90. Shannon | 106. Reynolds |
| 8. St. Louis | 25. Clinton | 42. Clark | 59. Barton | 75. Ralls | 91. Sullivan | 107. Grundy |
| 9. Boone | 26. Adair | 43. Dade | 60. Callaway | 76. Scotland | 92. Linn | 108. Wright |
| 10. Johnson | 27. Monroe | 44. Mercer | 61. Carter | 77. Phelps | 93. Wayne | 109. St. Clair |
| 11. Lincoln | 28. Caldwell | 45. Miller | 62. DeKalb | 78. Worth | 94. Newton | 110. McDonald |
| 12. Gasconade | 29. Pulaski | 46. Shelby | 63. Buchanan | 79. Vernon | 95. Webster | 111. Pemiscot |
| 13. Osage | 30. Lafayette | 47. Marion | 64. Bollinger | 80. Iron | 96. Stoddard | 112. Mississippi |
| 14. Maries | 31. Harrison | 48. Ozark | 65. Hickory | 81. Pike | 97. Laclède | 113. Ripley |
| 15. Jefferson | 32. Perry | 49. Cooper | 66. Randolph | 82. Lawrence | 98. Washington | 114. Dunklin |
| 16. Howard | 33. Gentry | 50. Putnam | 67. St. Francois | 83. Henry | 99. Barry | 115. St. Louis City |
| 17. Lewis | 34. Chariton | 51. Stone | | | | |

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Jackson County

County Seat: Independence

Population: 683,191

Outcome Measures

	Number		Rate		Trend	Rank	
	2010	2014	2010	2014		State Rate	County Rank
Economic Well-Being							
Children under 18 in poverty	38,771	37,672	23.9%	23.5%	↑	21.3%	42
Births to mothers without HS diploma	2,063	1,585	21.0%	16.6%	↑	13.7%	54
Health							
Low birthweight infants**	4,510	4,056	8.6%	8.4%	↑	8.0%	80
Infant mortality (per 1,000 live births) ⁺	446	294	8.5	6.1	↑	6.4	55
Child Protection & Safety							
Child deaths, ages 1–14* (per 100,000) ⁺	141	131	20.3	19	↑	17.3	63
Substantiated child abuse/neglect & family assessments* (per 1,000)	5,613	7,949	33.9	48.4	↓	44.1	48
Children entering/re-entering state custody (per 1,000)	1,095	977	6.6	6	↑	5.2	60
Teen unintentional injuries/homicides/suicides, ages 15–19* (per 100,000) ⁺	196	119	86	56.5	↑	47.1	72
Education							
Annual high school dropouts	1,183	1,458	4.0%	5.2%	↓	2.5%	114
Births to teens, ages 15–19 (per 1,000)	1,057	705	48.1	35	↑	27.2	68

LEGEND: ↑ Better ↓ Worse → No Change
⁺ Data based on 5-year time spans; 2005-2009 and 2010-2014
^{**} If county population is less than 65,000, the figure represents a 5-year estimate (2010–2014)
⁺ Outcome not included in Composite County Rank

Indicators

Economic Well-being

Students enrolled in free/reduced price lunch	2010	51.5%
	2014	57.9%
Children under 6 in poverty [■]	2010	28.5%
	2014	28.6%
Children in single-parent families [■]	2010	42.3%
	2014	43.3%
Children in families receiving child care assistance (per 1,000 in poverty)	2010	162.8
	2014	133.6
Children in families receiving cash assistance	2010	6.8%
	2014	4.9%
Children in families receiving SNAP (food stamps)	2010	44.8%
	2014	41.7%
Average annual wage/salary	2010	\$48,504
	2014	\$52,493
Adult unemployment	2010	10.7%
	2014	7.1%

Health

Children eligible for MO HealthNet for Kids	2010	43.0%
	2014	40.9%
Children receiving public mental health services	2010	3,519
	2014	3,732

Education

English language learners	2010	5,292
	2014	7,467
Licensed child care capacity (per 1,000)	2010	120.6
	2015	161.2
Accredited child care facilities	2010	72
	2015	43
Juvenile law violation referrals, ages 10–17 (per 1,000)	2010	23.7
	2014	15.7

Demographic

Child population [■]	2010	165,498
	2014	164,068
Children as % of total population [■]	2010	24.5
	2014	24
Minority children [■]	2010	46.3%
	2014	46.6%

Clay County

County Seat: Liberty

County Composite Rank

3

Population: 233,682

Outcome Measures

	Number		Rate		Trend	Rank	
	2010	2014	2010	2014		State Rate	County Rank
Economic Well-Being							
Children under 18 in poverty	7,588	6,909	13.4%	12.1%	↑	21.3%	3
Births to mothers without HS diploma	360	244	11.5%	7.9%	↑	13.7%	9
Health							
Low birthweight infants**	1,102	995	6.9%	6.5%	↑	8.0%	24
Infant mortality (per 1,000 live births) ⁺	88	75	5.5	4.9	↑	6.4	36
Child Protection & Safety							
Child deaths, ages 1–14* (per 100,000) ⁺	35	36	15.3	14.9	↑	17.3	39
Substantiated child abuse/neglect & family assessments* (per 1,000)	1,151	1,723	20.1	29.5	↓	44.1	7
Children entering/re-entering state custody (per 1,000)	38	75	0.7	1.3	↓	5.2	5
Teen unintentional injuries/homicides/suicides, ages 15–19* (per 100,000) ⁺	27	21	38.4	28.6	↑	47.1	27
Education							
Annual high school dropouts	306	137	2.5%	1.2%	↑	2.5%	53
Births to teens, ages 15–19 (per 1,000)	191	154	26.9	21.4	↑	27.2	24

LEGEND: ↑ Better ↓ Worse → No Change
⁺ Data based on 5-year time spans; 2005-2009 and 2010-2014
^{**} If county population is less than 65,000, the figure represents a 5-year estimate (2010–2014)
⁺ Outcome not included in Composite County Rank

Indicators

Economic Well-being

Students enrolled in free/reduced price lunch	2010	32.1%
	2014	36.2%
Children under 6 in poverty [■]	2010	9.1%
	2014	16.0%
Children in single-parent families [■]	2010	24.6%
	2014	27.0%
Children in families receiving child care assistance (per 1,000 in poverty)	2010	132.7
	2014	111.3
Children in families receiving cash assistance	2010	2.2%
	2014	1.8%
Children in families receiving SNAP (food stamps)	2010	24.9%
	2014	22.3%
Average annual wage/salary	2010	\$44,342
	2014	\$47,604
Adult unemployment	2010	8.5%
	2014	5.4%

Health

Children eligible for MO HealthNet for Kids	2010	23.0%
	2014	23.3%
Children receiving public mental health services	2010	573
	2014	703

Education

English language learners	2010	1,143
	2014	1,467
Licensed child care capacity (per 1,000)	2010	82.3
	2015	98.4
Accredited child care facilities	2010	16
	2015	12
Juvenile law violation referrals, ages 10–17 (per 1,000)	2010	30.6
	2014	20.5

Demographic

Child population [■]	2010	57,368
	2014	58,398
Children as % of total population [■]	2010	25.8
	2014	25
Minority children [■]	2010	21.0%
	2014	22.3%

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Cass County

County Seat: Harrisonville

Population: 100,889

Outcome Measures

	Number		Rate		Trend	Rank	
	2010	2014	2010	2014		State Rate	County Rank
Economic Well-Being							
Children under 18 in poverty	3,102	3,484	12.0%	14.1%	↘	21.3%	7
Births to mothers without HS diploma	147	125	11.7%	10.6%	↕	13.7%	23
Health							
Low birthweight infants**	415	429	6.4%	7.1%	↘	8.0%	43
Infant mortality (per 1,000 live births) ⁺	38	23	5.9	3.8	↕	6.4	24
Child Protection & Safety							
Child deaths, ages 1–14* (per 100,000) ⁺	10	19	9.3	17.8	↘	17.3	55
Substantiated child abuse/neglect & family assessments* (per 1,000)	652	808	24.7	32	↘	44.1	9
Children entering/re-entering state custody (per 1,000)	122	89	4.6	3.5	↕	5.2	23
Teen unintentional injuries/homicides/suicides, ages 15–19* (per 100,000) ⁺	20	9	57.8	26	↕	47.1	22
Education							
Annual high school dropouts	141	107	2.5%	1.9%	↕	2.5%	86
Births to teens, ages 15–19 (per 1,000)	93	73	27.5	21.7	↕	27.2	27

LEGEND: ↕ Better ↘ Worse → No Change
⁺ Data based on 5-year time spans; 2005-2009 and 2010-2014
^{**} If county population is less than 65,000, the figure represents a 5-year estimate (2010–2014)

Indicators

Economic Well-being

Students enrolled in free/reduced price lunch	2010	35.5%
	2014	39.6%
Children under 6 in poverty [■]	2010	16.6%
	2014	30.7%
Children in single-parent families [■]	2010	23.9%
	2014	16.3%
Children in families receiving child care assistance (per 1,000 in poverty)	2010	130.4
	2014	129.2
Children in families receiving cash assistance	2010	3.0%
	2014	2.2%
Children in families receiving SNAP (food stamps)	2010	27.4%
	2014	25.1%
Average annual wage/salary	2010	\$32,627
	2014	\$34,098
Adult unemployment	2010	9.6%
	2014	5.7%

Health

Children eligible for MO HealthNet for Kids	2010	26.1%
	2014	26.6%
Children receiving public mental health services	2010	301
	2014	240

Education

English language learners	2010	215
	2014	258
Licensed child care capacity (per 1,000)	2010	100.4
	2015	115.5
Accredited child care facilities	2010	5
	2015	8
Juvenile law violation referrals, ages 10–17 (per 1,000)	2010	48.4
	2014	26.1

Demographic

Child population [■]	2010	26,369
	2014	25,229
Children as % of total population [■]	2010	26.5
	2014	25
Minority children [■]	2010	13.7%
	2014	14.6%

2

Platte County

County Seat: Platte City

Population: 94,788

Outcome Measures	Number		Rate		Trend	Rank	
	2010	2014	2010	2014		State Rate	County Rank
Economic Well-Being							
Children under 18 in poverty	2,017	2,089	9.3%	9.4%	↘	21.3%	2
Births to mothers without HS diploma	94	82	8.3%	7.4%	↕	13.7%	7
Health							
Low birthweight infants**	369	359	6.8%	6.3%	↕	8.0%	20
Infant mortality (per 1,000 live births) ⁺	22	35	4	6.2	↘	6.4	58
Child Protection & Safety							
Child deaths, ages 1–14* (per 100,000) ⁺	7	4	8	4.3	↕	17.3	12
Substantiated child abuse/neglect & family assessments* (per 1,000)	398	453	18	20	↘	44.1	1
Children entering/re-entering state custody (per 1,000)	14	17	0.6	0.7	↘	5.2	2
Teen unintentional injuries/homicides/suicides, ages 15–19* (per 100,000) ⁺	12	12	41.6	38.9	↕	47.1	47
Education							
Annual high school dropouts	106	47	2.3%	1.0%	↕	2.5%	44
Births to teens, ages 15–19 (per 1,000)	74	31	25.4	10.3	↕	27.2	5

LEGEND: ↕ Better ↘ Worse → No Change
⁺ Data based on 5-year time spans; 2005-2009 and 2010-2014
^{**} If county population is less than 65,000, the figure represents a 5-year estimate (2010–2014)
⁺ Outcome not included in Composite County Rank

Indicators

Economic Well-being

Students enrolled in free/reduced price lunch	2010	23.3%
	2014	27.7%
Children under 6 in poverty [■]	2010	10.5%
	2014	10.9%
Children in single-parent families [■]	2010	23.0%
	2014	29.7%
Children in families receiving child care assistance (per 1,000 in poverty)	2010	87.6
	2014	102
Children in families receiving cash assistance	2010	1.8%
	2014	1.4%
Children in families receiving SNAP (food stamps)	2010	18.2%
	2014	16.9%
Average annual wage/salary	2010	\$40,709
	2014	\$45,806
Adult unemployment	2010	7.8%
	2014	5.1%

Health

Children eligible for MO HealthNet for Kids	2010	16.4%
	2014	16.2%
Children receiving public mental health services	2010	164
	2014	206

Education

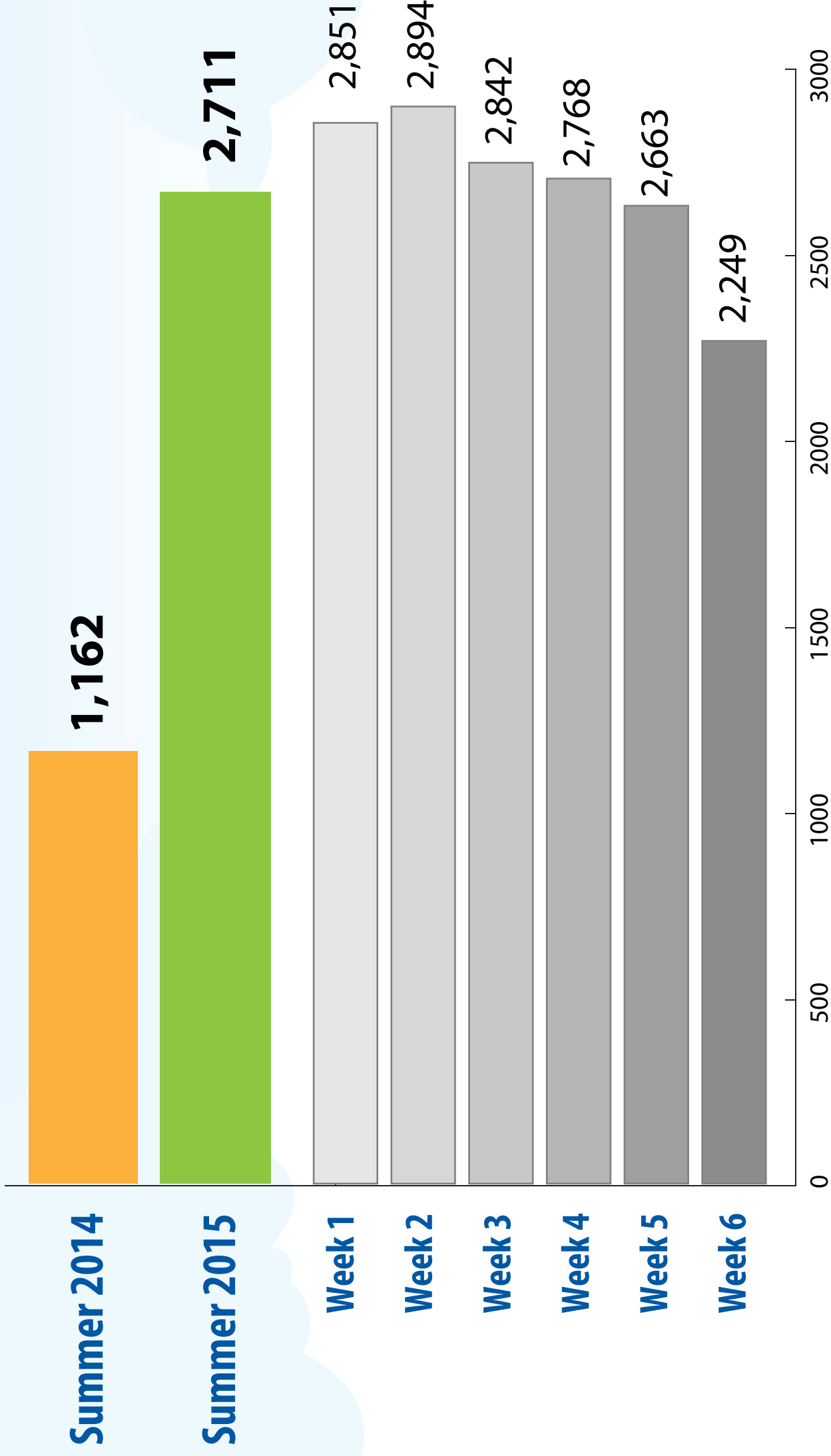
English language learners	2010	401
	2014	535
Licensed child care capacity (per 1,000)	2010	73
	2015	80.8
Accredited child care facilities	2010	3
	2015	5
Juvenile law violation referrals, ages 10–17 (per 1,000)	2010	21.8
	2014	18.8

Demographic

Child population [■]	2010	22,083
	2014	22,675
Children as % of total population [■]	2010	24.7
	2014	23.9
Minority children [■]	2010	20.1%
	2014	21.4%



Average Daily Attendance



78,619
Days of Care

29

Day Program



PRESS ADVISORY

For immediate release – April 7, 2016

Get ready to accelerate your summer with KCPS

KANSAS CITY, MO. – Kansas City Public Schools wants to make sure every child in the region can launch their summer of 2016 into the atmosphere with fun and learning.

KCPS will host a press conference 10:00 a.m. Tuesday, April 12 at Whittier Elementary School, 1012 Bales Ave. in Kansas City, Mo., to unveil all of the opportunities available through the 2016 Summer Acceleration program. The event will include rocket launches by students who designed and built their own rockets, one example of the types of experiences young people can have through the Summer Acceleration program.

Through Summer Acceleration, KCPS has partnered with 7 Strategic, AileyCamp, the Boys & Girls Club, LINC, Upper Room and the YMCA to provide a wide variety of fun and educational programs designed for every age group, ability and interests, and spread across KCPS. Interim Superintendent Al Tunis and representatives from the partner organizations will be on-hand to talk about why Summer Acceleration is important, its goals and the type of activities that will be available.

Any child in the Kansas City region can enroll in Summer Acceleration at no charge. KCPS and its partners want to ensure that all students have access to high-quality educational experiences this summer so that young people don't lose a step. Numerous studies have demonstrated that students who enroll in summer school tend to see improved reading and math skills, get a jump start on fall classes and find it easier to transition from one grade to the next.

Families can visit any KCPS school to obtain a Summer Acceleration application, or get a referral from one of the partner organizations. More information and applications are available by visiting www.kcpublicschools.org/Summer, emailing Summer@kcpublicschools.org or calling (816) 418-7266.

Kansas City Public Schools is dedicated to graduating students that are college, career, and workforce ready. This mission is supported by innovative classroom instruction, engaging programs, highly qualified employees, and an engaged and well-informed community. To learn more about the ways our community of schools supports students and the community-at-large, please visit www.kcpublicschools.org, [KCMOSchools on Facebook](#), or [KCMOSchools on Twitter](#).

For more information, please contact Executive Director of Student Support & Community Services Dr. Tonia Gilbert at (816) 418-7406 or Public Relations & Marketing Coordinator Ray Weikal at (816) 418-7414.

##

LINC Summer School

Multiple Locations

The Local Investment Commission (LINC) will offer a 5-week, all-day summer school and enrichment experience hosted at 16 school sites. Mornings will feature academic instruction in reading and math provided by a certified teacher. Afternoons will feature academic enrichment and youth development activities including field trips, arts, sports and fitness, character education, swimming and robotics.



You must enroll at the LINC school you want to attend this summer.

DATES

5-week Program
June 6 - July 8, 2016

HOURS

7:00 a.m. - 6:00 p.m.

COST

Free

WEBSITE & MORE INFO

kclinc.org/kcps-summer

BEFORE & AFTER CARE

LINC will also offer Before & After Care for students in the KCPS Summer School programs.

MEALS

Breakfast, lunch and snack provided.

PARENT INVOLVEMENT

LINC encourages the active participation of parents and provides supportive resources and referrals. LINC will organize a special event to be held at the end of the summer program. The end of summer blast will include food and entertainment for the whole family.

TRANSPORTATION

Transportation is not provided.

LOCATIONS

Banneker Elementary

7050 Askew Ave, Kansas City, MO 64132

Border Star Montessori

6321 Wornall Rd, Kansas City, MO 64113

Carver Dual Language

4600 Elmwood Ave, Kansas City, MO 64130

Faxon Elementary

1320 E 32nd Terr, Kansas City, MO 64109

Garcia Elementary

1000 W 17th St, Kansas City, MO 64108

Hale Cook Elementary

7302 Pennsylvania Ave, Kansas City, MO 64114

Holliday Montessori

7227 Jackson, Kansas City, MO 64132

King Elementary

4848 Woodland, Kansas City, MO 64110

Longfellow

2830 Holmes St, Kansas City, MO 64109

Melcher Elementary

3958 Chelsea Dr, Kansas City, MO 64130

Pitcher Elementary

9915 E 38th Terr, Kansas City, MO 64133

Rogers

6400 E 23 St, Kansas City, MO 64129

Trailwoods Elementary

6201 E 17th St, Kansas City, MO 64126

Troost Elementary

1215 E 59th St, Kansas City, MO 64110

Whittier

1012 Bales Ave, Kansas City, MO 64127

ACADEMIC ENRICHMENT

The LINC Summer Camp program will incorporate three hours of academic enrichment each morning. LINC will provide learning experiences for students, both inside and outside of the classroom, in the following academic areas: reading and writing, mathematics, and science.

DRESS CODE

Clean, neat and appropriate clothing for summer weather and activities.



Kansas City Public Schools Expands Summer School Offerings

By [Sam Zeff](#) - KCUR

Students at Whittier Elementary School show off a science project. Kansas City Public Schools says science will be a focus of its summer school offerings this year.

Credit Sam Zeff / KCUR 89.3

Summer is a time that all educators dread to some degree. No matter how well students do during the school year there is generally some slippage during the summer break.

That's especially true in urban districts like the Kansas City Public Schools (KCPS).

The district has expanded its summer school offerings over the past few years and says it expects more students to enroll this summer.

"Yes, we are expanding the number of locations and continuing to grow all the time. We're increasing and looking for additional partners to provide greater opportunities and greater experiences for kids," says Acting Superintendent Al Tunis.

The district has partnered with 7 Strategic, [AileyCamp](#), [Boys & Girls Clubs of Greater Kansas City](#), [Local Investment Commission](#) (LINC), [Upper Room](#) and the [YMCA](#) this summer.

"The kids don't really need a vacation," says Brent Schondelmeyer with LINC who has been running summer school in KCPS buildings for years. "The kids really need a place to be and the results in the prior years have shown student gains around reading and math."

Many of the summer programs will focus on science and technology. "We have a lot of science opportunities for our students this summer," says Principal Christy Harrison from Trailwoods Elementary School.



Science has been a continuing problem for KCPS. The district's students have done poorly on the Missouri state assessment test. "It's intentional for us to focus on science, something that may not have had the same element of focus as it really needs and what we plan to do in the future," says Tunis.

Tunis says because most of the KCPS summer classes will be taught by certified teachers the state Department of Elementary and Secondary Education (DESE) will pick up most of the cost.

The summer program is open to any student in Kansas City. They don't have to currently be a KCPS student.

Last year when the district [expanded summer school](#), it hoped to use it as a marketing tool to lure students away from private and charter schools.

Only 50 percent of school age children in the KCPS boundaries actually attend a district school.

Sam Zeff covers education for KCUR. He's also co-host of KCUR's political podcast [Statehouse Blend](#). Follow him on Twitter [@samzeff](#).

Kansas City Star editorial – April 10, 2016

Volunteer army doing great work to boost children’s reading scores

Lead to Read provides ‘boots on the ground’ in schools

Nearly 650 adults sacrifice lunch hour once a week to read with children

At Boone Elementary School, Trish Warford, a geographic information specialist with Burns & McDonnell, reads with 7-year-old Annie. Pauly Hart Special to The Star

Getting thousands of books into the hands of children in Kansas City has been part of a communitywide, yearslong effort to boost reading scores.

A volunteer adult army puts its “boots on the ground” to provide the second wave of help. Workers at area companies sacrifice their lunchtime to go to 30 classrooms in nine schools in three districts and two charter schools to read books one-on-one with kids.

It’s done through [Lead to Read](#), a five-year-old Kansas City literacy program that has recruited more than 720 volunteers to read books to children.

It’s a superb and worthwhile use of time.

Pauly Hart, Lead to Read director of reader development, wants the number of adult volunteers in schools to jump to 1,200 by 2017. The vision by 2020 is for every urban core Kansas City area student in first through fourth grades to have a Lead to Read volunteer making weekly school visits.

The program is aligned with Mayor Sly James’ 2011 initiative, [Turn the Page Kansas City](#). When it started, only 33 percent of third-graders in Kansas City schools were reading at or above grade level. In 2015 it increased to 49 percent.

Last year alone, first-graders in Lead to Read classrooms enjoyed an 11 percent increase in reading scores. The improvements are headed in the right direction. But a lot more is needed.

“We have schools that are not lowering the expectation bar for kids but instead providing additional supports to help kids achieve at high levels,” James said in his March 29 state of the city address.

Turn the Page, the [United Way of Greater Kansas City](#) through [Dolly Parton’s Imagination Library](#), and the [Local Investment Commission](#) have worked to get thousands of books into the hands of children for them to keep so they will get excited about reading.

Lead to Read provides a vital connection by showing children that adults beyond teachers and parents really want them to have a lifelong love for books and the wonders they contain.

The hallway walls at [Garfield Elementary School](#) in the Northeast area of Kansas City are decorated with students’ essays and pictures. On a recent Wednesday around lunchtime, volunteers from area companies showed up to read books. Many come from well-known companies such as DST and Central Bank.

Some of the adults get down on the floor with kids and read books like “Horton Hears a Who!” one of the “Clifford the Big Red Dog” series or a “SpongeBob SquarePants” story. It’s important that the books are what the children want to read, and the volunteers know it.

Garfield Elementary is unique because it has children from kindergarten to sixth grade who are from about 20 countries. English is not their native language. But they really warm up to adults who come once a week to read with them.

Nothing could be more exciting. The exposure also is great for the adults who undergo background checks before they are partnered with a child. They get to see what schools are like, what teachers contend with and some even help provide supplies for classrooms.

“It can dispel myths and illuminate concerns,” Hart said.

In many cases the children also read to the adults to show what they have learned.

“It’s a lot of fun,” said Julia Daily with [DST](#), who was sharing books with 7-year-old Angel. “I’ve noticed a big difference.”

Sarah Cousineau, marketing director at [Central Bank](#), was reading with 10-year-old Brian.

“This is the best part of my Wednesday,” she said.

At [Boone Elementary School](#) in the Center School District, volunteers from [Burns & McDonnell](#) filled the hallway of warm, calming colors before heading to read to children. The adults sat in student desks on carpeted or bare floors in classrooms to share books with kids.

Relationships are developed, and the children can see that through hard work and reading they can grow up to be like the volunteers.

“I love kids and to give back to the community any way I can,” said Grant Malone with Burns & McDonnell.

“It’s really heartwarming,” said Marilyn McCahon, a volunteer who’s retired from St. Luke’s Hospital and now reads to 9-year-old Tristin at Boone Elementary.

School staff members are fans of the extra community effort to help their children become lifelong readers.

“It’s great for the kids to have professional people who care about what they are doing,” said Anson Baker, Boone Elementary School principal.

“It’s a great help,” said Rosario Woodward, a second-grade teacher at Garfield Elementary. “My kids love it.”

And keep this fact in mind: Volunteers who give their time and attention to share the joys of reading also get a lot in return. To volunteer go to www.leadtoreadkc.org.

It's time for an ambitious national investment in America's children

Investments in early childhood care and education would have enormous benefits for children, families, society, and the economy

Report • By Josh Bivens, Emma García, Elise Gould, Elaine Weiss, and Valerie Wilson • April 6, 2016

Summary: An ambitious national investment in early childhood care and education would provide high societal returns. American productivity would improve with a better-educated and healthier future workforce, inequality would be immediately reduced as resources to provide quality child care are progressively made available to families with children, and the next generation would benefit from a more level playing field that allows for real equality of opportunity.

Introduction and key findings

Nearly 7 years into the recovery from the Great Recession, two glaring problems remain in the U.S. economy. One is a significant slowdown in the growth of productivity (the amount of output and income generated in an average hour of work). The other is the destructive rise in income inequality in recent decades due largely to big corporations and the wealthy rewriting the rules of the economy to stack the deck in their favor. This inequality has prevented the fruits of productivity growth from “trickling down” to reach most households—and has undermined the ideal of providing genuinely equal opportunity for all.

Ameliorating these two problems should be policymakers’ core focus. One way to address both issues—one that would spur myriad other benefits to American families—is investing ambitiously in our country’s children. These investments should include (but not necessarily be limited to):

- Expanding public funding for home visits by trained nurses to help expectant parents make healthy choices both before and after childbirth.
- Providing resources necessary to ensure all families can access high-quality child care with well-trained, professional staff qualified to provide early childhood education. High-quality programs will aim to nurture children’s cognitive and socioemotional development and allow all children to enter their formal schooling years at comparable levels of preparedness.
- Providing resources to ensure the professionalization of early childhood caregivers and teachers. This means providing enough resources to attract and retain well-credentialed staff and to close earnings gaps between early childhood workers and other workers with similar skills and credentials (including K–12 teachers).

There are many models of successful widespread implementation of these types of investments, and research clearly demonstrates such investments would provide high societal returns. American productivity would

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2. Benefits stemming from direct investments in childhood development • 5
3. Benefits stemming from increased in-kind resources to families with children • 13
4. Benefits stemming from parents’ increased labor force participation • 16
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improve with a better-educated and healthier future workforce, inequality would be immediately reduced as resources to provide quality child care are progressively made available to families with children, and the next generation would benefit from a more level playing field that allows for real equality of opportunity. What is missing is the political will to provide these resources to all American families.

This report reviews the evidence on why a major investment in America's children is such a promising economic strategy that can provide substantial social benefits—and that would more than pay for itself over time. It highlights four particular tranches of benefits:

1. Benefits that stem from having more resources invested in the care and education of children in their early years

The benefits accruing directly to the children receiving greater care and educational resources are large and *progressive*, as higher-income families are much more likely to already be able to afford high-quality child care and educational opportunities. The benefits stemming from greater investments in children are also universal, leading to an increasingly productive workforce that will boost economic growth, provide budgetary savings at the state and federal levels, and lead to reductions in future generations' involvement with the criminal justice system. These benefits will, of course, materialize only in coming decades when today's children have grown up. But the research is clear that they will materialize—and when they do, they are permanent.

One section of this paper will review the research on the potential payoff from this tranche of benefits. Key findings from this section include:

- Achievement gaps between American students in different income classes, and between students of different races and ethnicities, appear before kindergarten begins, and sometimes peak at ages 5 and 6. This means early childhood care and education (ECCE) has a potentially large role in shaping these gaps.
- According to McKinsey researchers, the potential benefits to closing educational achievement gaps between students of different income classes total nearly \$70 billion annually. The same researchers have further estimated that the payoff to reducing average test score gaps between American students and students in better-performing national school systems stands at nearly \$180 billion annually.
- High-income families spend much more on child enrichment activities than do low-income families—and the gap has grown over time. For example, in 1970 the spending gap between the highest and lowest household income fifths was roughly \$2,700. By 2006, it had grown to \$7,500.
- Gaps in the absolute *level* of investments in children's enrichment activities by income class have grown substantially over time, even as lower-income households increased their spending on these activities at a more rapid clip when measured as a *share* of income. In essence, lower-income households are making a greater investment effort, but the rise in income inequality has allowed higher-income households to pull away even without increasing the share of income they devote to children's enrichment.

- The gaps in parental investment are firmly linked to achievement gaps in young children. Parental involvement in enrichment activities is a significant positive determinant of test score achievement. This provides a clear lever for ECCE investments that free up resources (including parental time) to make a major dent in achievement gaps.
- A solid research base has identified major benefits from specific ECCE interventions. For infants and very young children, programs that send nurses to pregnant mothers and mothers of infants to provide parenting advice and health monitoring have been linked to better scholastic achievement and later life outcomes for children. In countries that have provided subsidies for high-quality very early child care, similar improvements in children’s academic and later life achievement have been documented.

2. Benefits that stem from providing resources directly to families with young children to help them afford early child care and pre-kindergarten

Because early child care and education are huge expenses for nearly all families with young children, the case for providing subsidies for quality child care and education seems strong. This case is strengthened by the fact that such investments would pay dividends down the road in addition to immediately improving families’ living standards. And the direct economic benefits of providing such in-kind aid and removing a portion of child development costs from family budgets can be considerable.

One section of this paper will look at a number of family archetypes (say, a family earning the median income with a given number of children) to see how much subsidies that cap out-of-pocket child care expenses at 10 percent of family income would boost these families’ post-subsidy income. Key findings from this section include:

- For a family that had an infant and a pre-kindergarten-age child and that earned the state median income for families with children, the median benefit from such a reform would be about \$11,000 (received by families in Florida).
- For a family that had an infant and a pre-kindergarten-age child and that earned just half the state median for families with children, the median state benefit would be about \$16,000 (received by families in Kansas).

3. Benefits that stem from increasing labor force participation by parents (mostly mothers) of young children

A prime impediment to a career for families with young children is a lack of high-quality child care possibilities. And it’s an unfortunate fact of culture, history, and past policy decisions that this curtails women’s labor force opportunities to a much greater degree than men’s. The benefits of boosting women’s labor force participation through the provision of more and better child care access and affordability are potentially enormous. Women are, of course, half of the potential workforce, and each 1 percent boost in the overall workforce increases total national income by 1 percent, or roughly \$180 *billion*.

One section of this paper will look at trends in women’s labor force participation and provide illustrative calculations of how much an ambitious investment in America’s children could pay off in terms of greater labor force participation and national income. Key findings from this section include:

- If women’s labor force participation in the United States matched that of America’s international peers, the potential gains to gross domestic product (GDP) could be enormous—up to \$600 billion annually.
- Providing affordable, high-quality child care should be a core component of any strategy to boost women’s labor force participation. An investment that capped child care expenditures at 10 percent of family income could increase overall women’s labor force participation enough to boost GDP by roughly \$210 billion (or 1.2 percent).
- The additional tax revenue and reduced public outlays associated with higher GDP stemming from higher women’s labor force participation could provide roughly \$70 billion in economic resources to governments to help finance the investment in ECCE.

4. Benefits that stem from the professionalization of the child care workforce

Currently, providing early child care in the United States is low-wage work. This is largely because the workforce lacks meaningful labor standards and protections. Further, even with its current low-wage workforce, the cost of early child care and development is large relative to the budgets of typical American families, principally because this work is labor-intensive and there is little scope for traditional strategies to lower costs without sacrificing quality. To put it simply, while crowding more and more children into each room with a caregiver and teacher would normally register in economic statistics as a productivity improvement, this is clearly not a serious strategy for improving early childhood care and development.

By providing incentives to boost pay and training for early child care providers, a major investment in America’s children would also lift wages in this key economic sector. Many of these gains would accrue to the workers themselves, but the higher-quality workforce that would result from attracting and retaining more and better job seekers and incentivizing training would also result in higher-quality care. A key strategy for retention will be closing the wage penalty that currently exists between early child care and development workers and workers in other sectors with similar skills and credentials (including teachers in the K–12 sector).

One section of this paper will examine the characteristics of the child care workforce, and will calculate the wage gains that would accompany policies leading to a better-trained and better-paid early child care workforce. Key findings from this section include:

- The current U.S. child care workforce is strikingly low-paid and lacks bargaining power to boost their pay and raise standards in the profession. In 2014, for example, the median wage of child care workers was \$10.31, or 39.3 percent below the median in other occupations.

- The low pay of child care workers and the low level of investment in their training are barriers to providing high-quality child care. Well-compensated employees and investment in staff are key contributors to the most successful ECCE strategies.

Outline of following sections

The following four sections examine the economic evidence and logic behind each of the four tranches of benefits that investments in ECCE provide. This is followed by an overview of the American status quo of helping families with children obtain access to quality child care. It finds that while a number of different policies and programs aim to help American families along these lines, these efforts fall short in terms of affordability, access, and quality. This highlights the need for a major investment in America's children that could realize the potential benefits we identify.

Benefits stemming from direct investments in childhood development

The largest and most enduring benefits of a major investment in childhood care and development are those stemming from its direct impact on children. The evidence is clear: Children with better early childhood care and educational opportunities grow up to be more likely to work and less likely to interact with the criminal justice system. They grow up in better health and earn higher wages. They pay more taxes and draw on fewer government resources. While many of these benefits only become apparent once the first wave of children enter adulthood, these benefits are large—and they persist and grow in successive generations so long as the investment effort is maintained.

Lynch and Vaghul (2015), for example, review evidence on the economic benefits from a major investment that would provide universal high-quality pre-kindergarten education to all American 3- and 4-year-olds. Over a 34-year window (between 2016 and 2050), they estimate annual benefits from this investment would total roughly \$10 billion.

It is important to note that even these large benefits still leave many *potential* benefits on the table. The full potential economic payoff from a major investment in America's children would occur if achievement gaps were eliminated between American students of different income classes, or different races and ethnicities, or even between average American students and students in higher-performing national educational systems in other advanced economies. McKinsey (2009) has estimated that closing achievement gaps between low-income students and others would boost GDP by roughly \$70 billion *annually*. They further estimate that closing achievement gaps that persist between students of different races and ethnicities would boost GDP by roughly \$50 billion annually. Further, if a major investment in America's children also boosted the *average* performance of American students, payoffs would be even larger. For example, McKinsey (2009) estimates that closing the gap in average educational

The Kansas City Star – April 4, 2016

‘I made it,’ new KC superintendent says, tells students they can, too

Mark T. Bedell signs three-year contract to lead Kansas City Public Schools

The Maryland school administrator starts job July 1

In visit to KC, he tells students he faced similar obstacles when he was young



New KCPS superintendent Mark Bedell shared his upbringing with district students during lunch at Manual Career & Technical Center. He challenged them not to use their home life as an excuse or crutch. Bedell's mother was an addict who died of an overdose, his brother was recently on trial for second-degree murder, he didn't know his real father and out of eight siblings he is the only one who graduated high school.

kmyers@kcstar.com

By Mará Rose Williams

Kansas City's new superintendent of public schools stood before a room full of high school students Monday afternoon — no podium, no script. He talked about his drug-addicted mother who had died of an overdose and his younger brother, who was found not guilty of second-degree murder.

Mark T. Bedell grew up in a rough neighborhood in Rochester, N.Y., and at one point as a child, he was homeless. Bedell faced economic, emotional and social obstacles during his school years, as many students in the Kansas City district do.

His story, one he is openly sharing with students during his visit to the city this week, already has made an impact.

“He is strong-willed,” said Sonia Badji, a senior at Paseo Academy of Fine and Performing Arts who was among 17 student leaders who had lunch with Bedell on Monday.

“I think it is reassuring to hear his story and to know that he is not leaving where he comes from behind,” Badji said. “He knows that where he comes from is what makes him who he is. We can relate to that.”

Bedell, the current assistant superintendent of high schools in Baltimore County, Md., was here to officially sign his \$225,000-a-year contract with the [Kansas City Public Schools](#). The three-year contract includes a \$31,000 retention bonus if he stays for the duration.

Monday at the [Manual Career and Technical Center](#), 1215 E. Truman Road, the 41-year-old administrator chatted candidly with students and spent about an hour listening to them talk about their plans for college and experiences in the district.

Over lunch prepared by culinary arts students, the young school leaders asked Bedell not only what he will do to put the best teachers in their classrooms but how to assure students are challenged with more academic rigor.

They also asked him to guard against violence when students from a closed high school are moved to a rival school.

With an electronic notebook in hand, Bedell took down their concerns. He mentioned them later in a meeting with district principals.

“I think it is a wonderful opportunity to give these students a chance to address issues that matter to them, to give the students a voice,” said Yamimah Muhammad, whose son Jabriel Muhammad, a freshman at the [African Centered College Preparatory Academy](#), was among the students who met with Bedell.

Bedell told students that “sometimes your environment can be a predictor of ultimately, your outcome in life.”

But, he said, “my job is to come here and to tell you all it doesn’t have to be that way. My job is to come in here and say to all of you it is no excuse. I made it. ... I don’t want what you may be going through at home to become a crutch for why you can’t change the trajectory of your life.”

Earlier, Bedell talked about collaborating with community and business leaders, building trust among his staff and with parents and, most importantly, instilling a sense of hope in district students.

[Jon Hile](#), the chairman of the [Kansas City Public Schools Board of Education](#), said Bedell represents “a break from past leadership,” who he said came to the district with promises of a quick fix. “Dr. Bedell represents a new future for Kansas City Public Schools,” Hile said.

Bedell said that changing the district story will be one of the biggest challenges. “We have to convince people that this public school system is their system of choice,” he said.

Bedell said that losing students to charter schools affects the district financially. “The money goes with the student,” he said.

Bedell said the job will be tough “but no urban superintendent’s job is easy.” He said he expects to work “long days and long nights,” telling the story about “the good things going on in our schools. And if that means going into some tough neighborhoods I don’t have a problem with that. That’s where I come from.”

Bedell said he will enroll his three school-age children in Kansas City schools and plans a long stay as superintendent.

Bedell takes the reins of a district with shrinking enrollment, low test scores and a less than 70 percent graduation rate. Three years ago, a tight budget and low enrollment forced the district to close half of its schools.

Bedell said one of his priorities will be to bring the provisionally accredited district to full accreditation. He said he will institute a one-on-one mentoring program, which he thinks will narrow the achievement gap and improve retention and graduation rates.

“My expectations for Kansas City school students are the same as the expectations I have for my own children: that they become globally competitive,” Bedell said. “I want happy students. With happy students, you are going to get happy results.”

Shelby Payne, a junior at Paseo Academy, met Bedell during his last visit to Kansas City. “I walked away thinking, ‘I hope that he is serious about what he says because I want to see what he is going to do for this district.’ ”

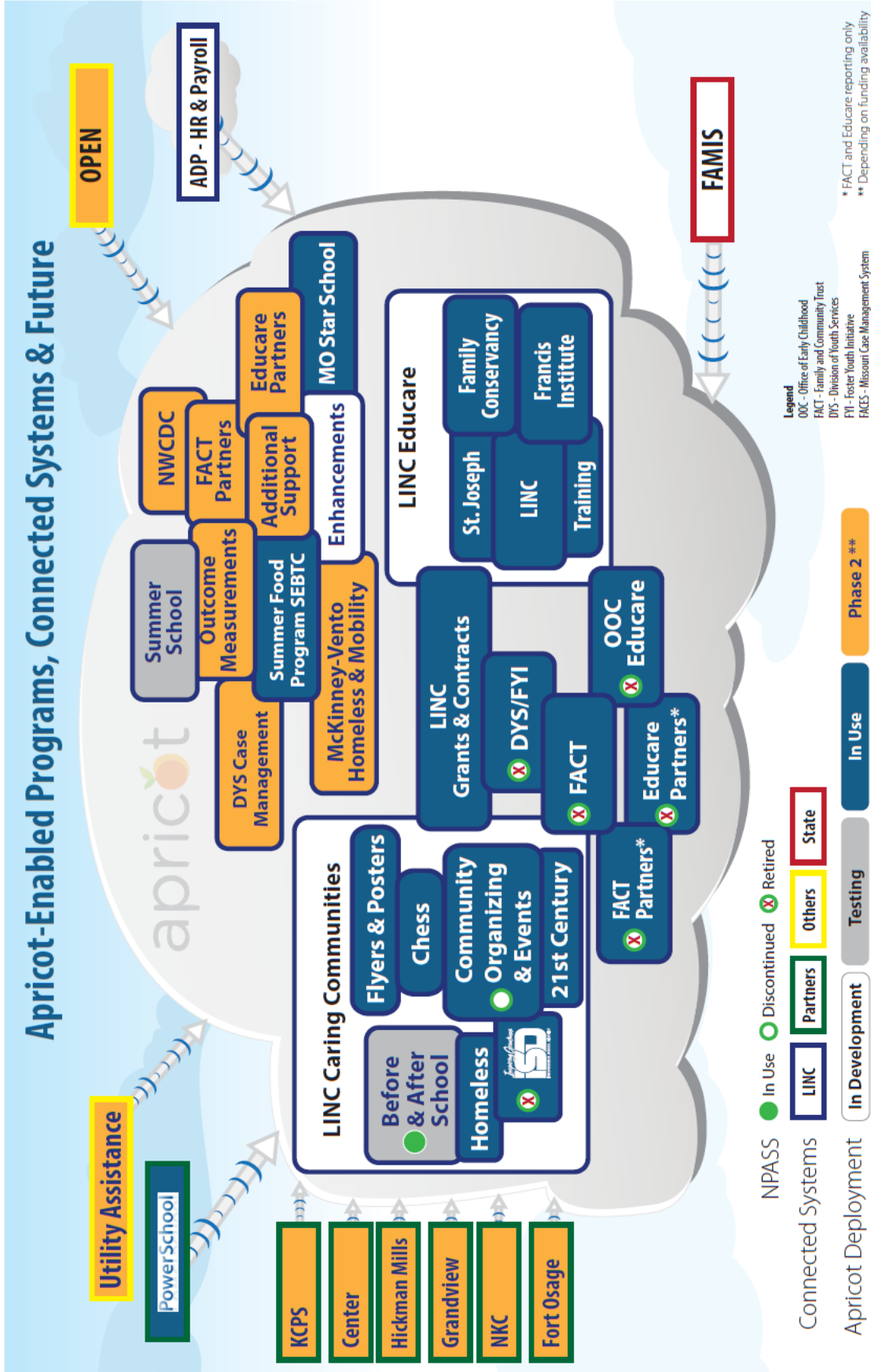
DaVonne Bailey, a senior at Paseo Academy, said she was most impressed by Bedell’s student-first policy and the way he talked with students, but she intends to hold the new superintendent accountable.

“Even though I am leaving for college, I have brothers and sisters in school, and I want to make sure they have the support of someone who really cares about them and is not just talking at a podium,” Bailey said.

Bedell on Tuesday will tour [Lincoln College Preparatory Academy](#), the [Foreign Language Academy](#), [King Elementary School](#), [Gladstone Elementary School](#) and [Central Middle School](#).

Bedell replaces Steve Green, who took a superintendent job in the Atlanta area. Al Tunis will continue as interim superintendent through the end of this school year. Bedell is scheduled to start July 1.

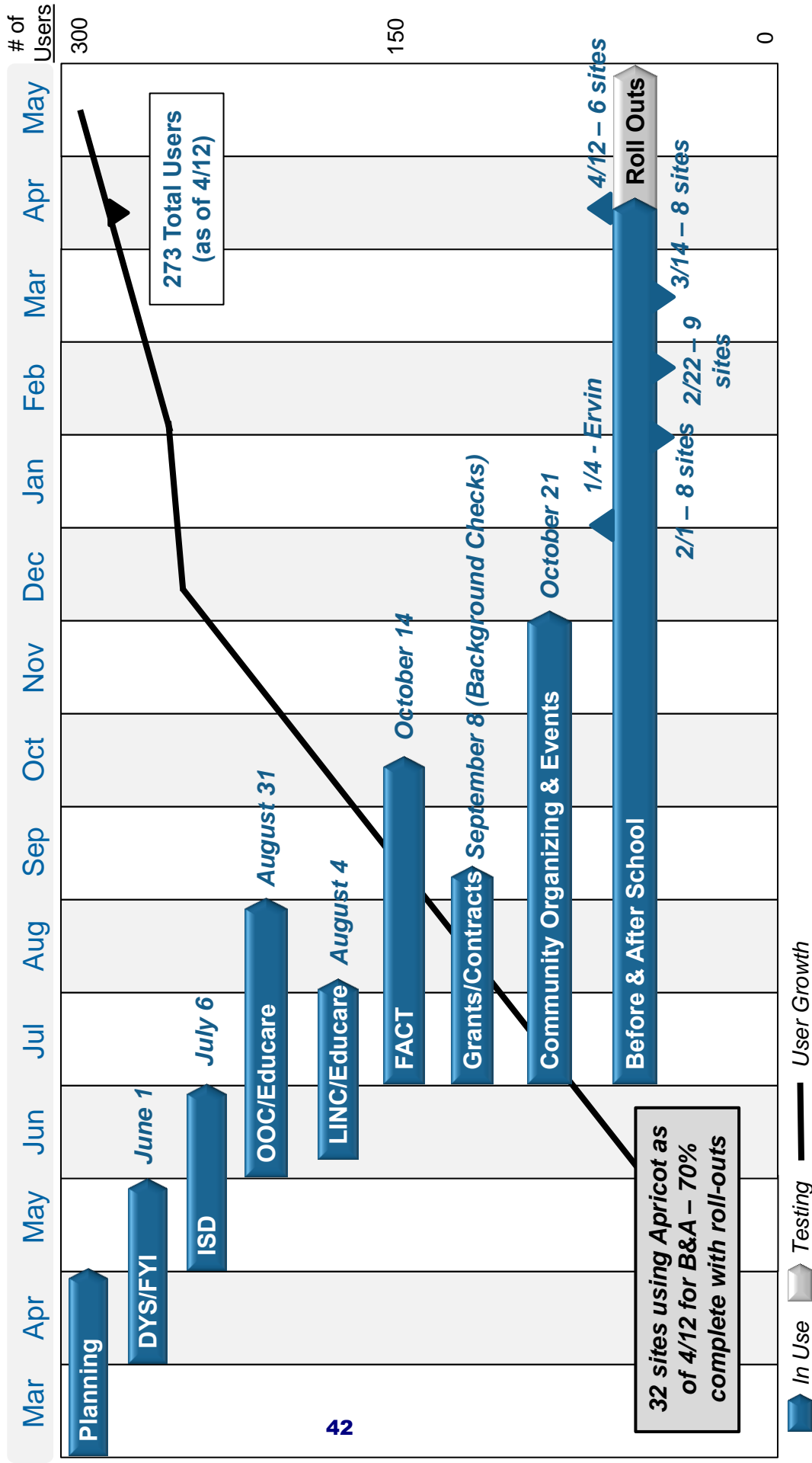
Apricot Framework



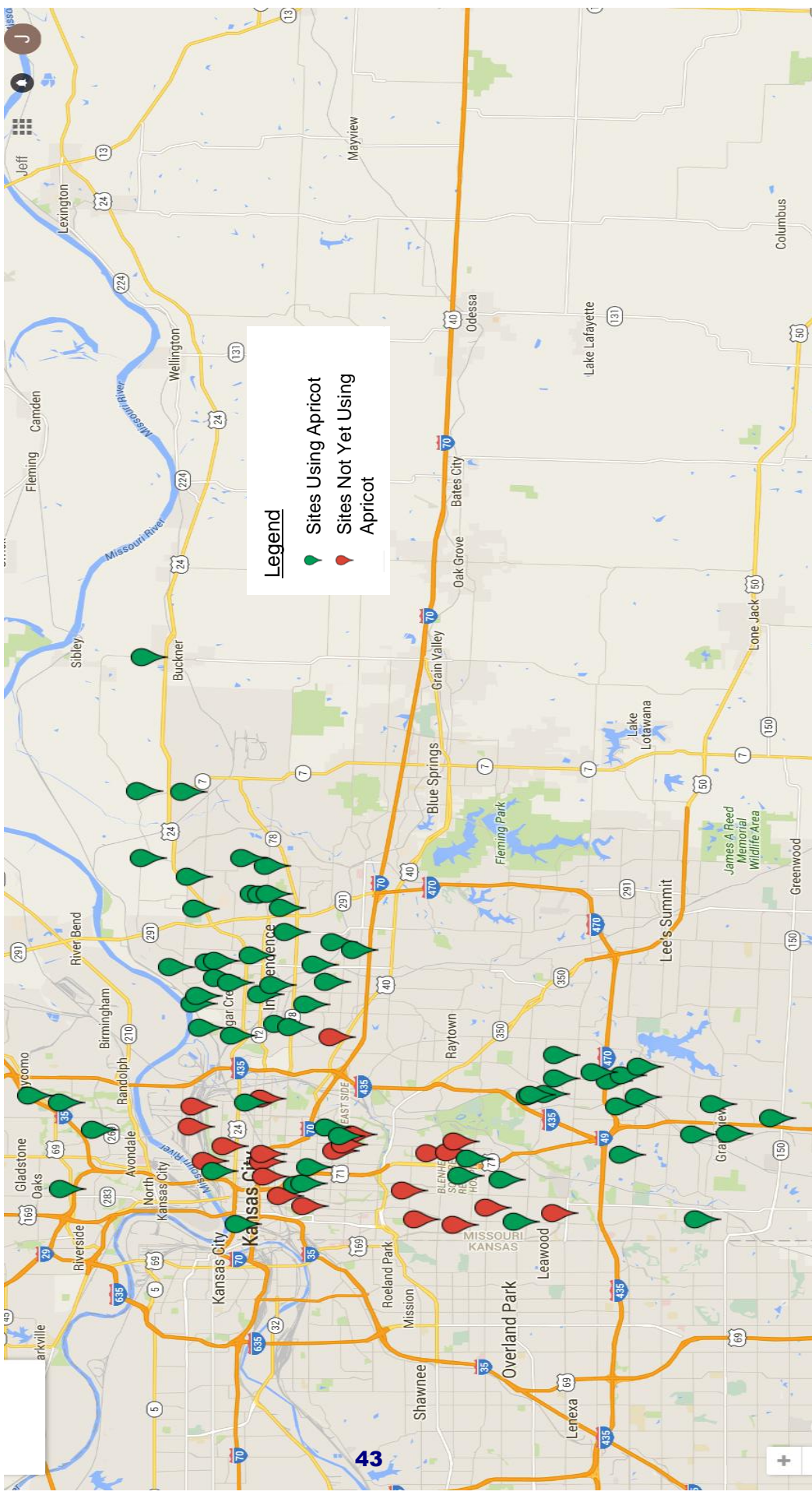
Phase 1 Project Timeline

2015

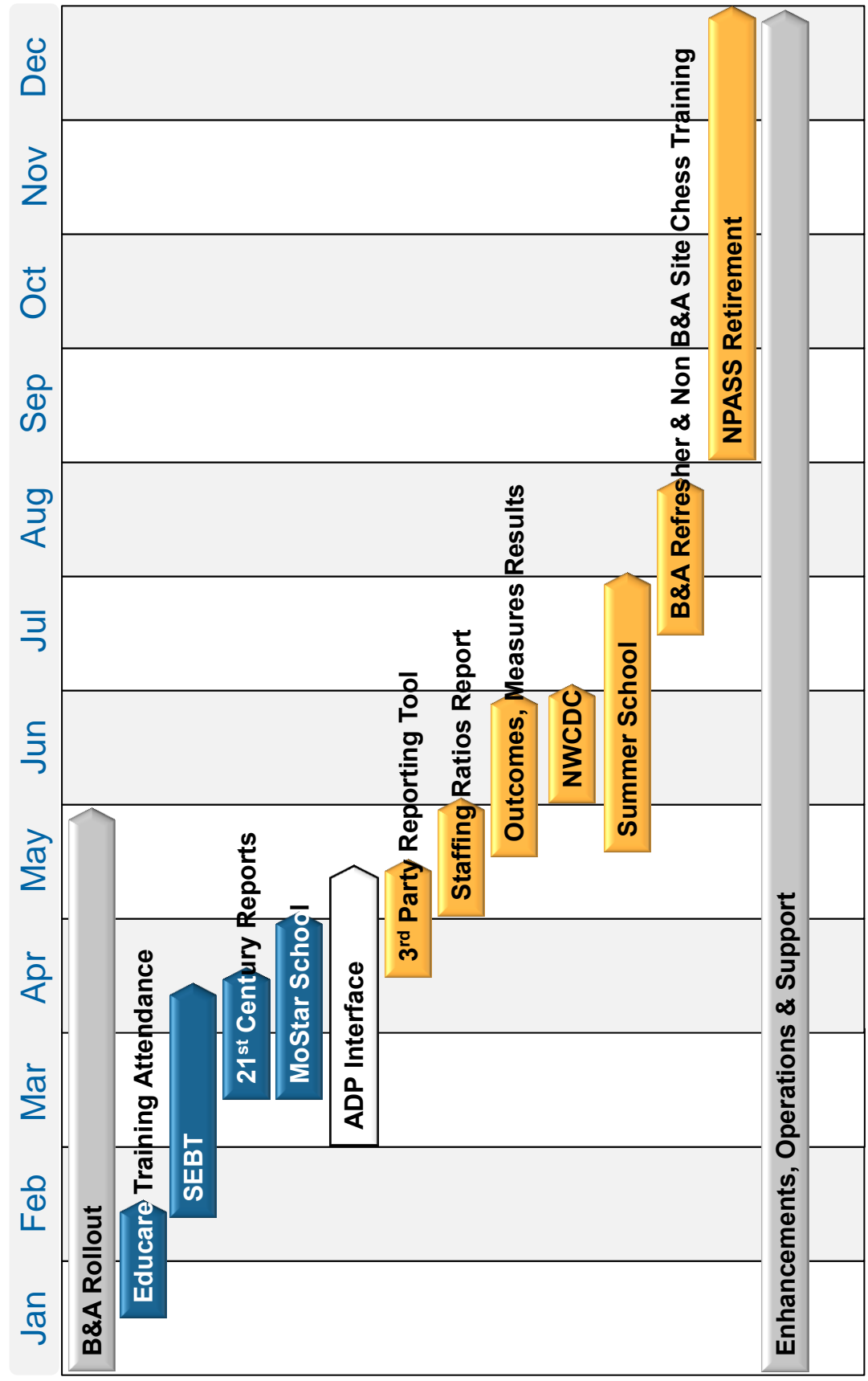
2016



LINC Sites Using Apricot



Phase 2 Project Timeline



Progress Since The 3/21 Meeting

- Phase 1
 - Trained 11 additional LINC staff and deployed Before & After School enrollments and attendance at their 6 sites
- Phase 2
 - Reconciled the 2016 Kansas City, Hickman Mills and Center school district files to the 2015 SEBT participants and identified participants eligible for 2016
 - Deployed the Missouri StarSchool forms and reports for use by their administrative staff



International
**Day of
the Child**

kclinc.org/dayofthechild

FREE!

Sat. May 7, 11am- 4pm

Hill Park Pavilion, 2201 S. Maywood St., Independence, MO

Free parking and shuttle from Korte Elementary, 2437 S. Hardy

**Entertainment • Food
Community resources • Family fun**

