

LINC Commission Meeting

June 20, 2016



A LINC Summer School staff member at Holliday Montessori in the Kansas City Public Schools assists a student with an assignment. Over 2,600 students are enrolled at LINC Summer School in the KCPS.



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, June 20, 2016 | 4 – 6 pm
Kauffman Foundation
4801 Rockhill Rd.
Kansas City, Mo. 64110

Agenda

- I. Welcome and Announcements
- II. Approvals
 - a. **May minutes (motion)**
- III. Superintendents Report
- IV. LINC 2016 Summer Report
 - a. Kansas City Public School District
 - b. Other districts
- V. LINC Retirements
 - a. Bennie Avery – LINC site coordinator
 - b. Dennis Gragg – Missouri Star School
- VI. Other reports
 - a. EPFP graduation – Gayden Carruth
 - b. LINC Data System – Oscar Tshibanda
 - c. FACT site visit
 - d. National Fathering Summit
- VII. Adjournment



THE LOCAL INVESTMENT COMMISSION – MAY 16, 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
Jack Craft
Tom Davis
Steve Dunn
Mark Flaherty

Rob Givens
Anita Gorman
Dick Hibschman
Mary Kay McPhee
Ken Powell
David Ross

Tate introduced new Commissioners Tom Davis and Ken Powell.

Superintendents' Report

- **Sharon Nibbelink** (Supt., Center School District) reported the district is holding student recognition ceremonies and finishing testing as the school year comes to an end.
- **Stephanie Smith** (Director of Public Relations, Fort Osage School District) reported this year's senior class had a 95% graduation rate and the highest dollar amount of scholarship yet awarded. Last week the district broke ground on expansion of the Multipurpose Center.
- **Kenny Rodriquez** (Asst. Supt., Grandview School District) reported that testing begins today; the district is getting ready for summer school; tomorrow will be the senior showcase of Project Lead the Way.
- **Christy Harrison** (Summer School Coordinator, Kansas City Public Schools) reported that the Missouri legislature did not act on a bill that would have enabled an early childhood levy election. Incoming superintendent Mark Bedell has been visiting the district prior to beginning his new position on July 1.
- **Paul Fregeau** (Asst. Supt., North Kansas City School District) reported the district held four high school graduations last week as well as the alternative high school graduation the week before. The administration and school board will be discussing a no-tax-increase bond issue to finance needed improvements and upgrades for the growing district.
- **Kevin Foster** (Executive Director, Genesis Promise Academy) reported **Yvonne Wilson** and **George Gates** were recognized at the April 16 Luminaries celebration attended by 250 people. The current school year will continue until June 29; the new school year will begin on Aug. 3. The school held a tennis fundraiser on May 13-14. A video produced by LINC featuring a student named James speaking about his experiences at Genesis was shown.
- **Merideth Parrish** (Director of Family Services, Independence School District) reported 1,000 people attended the Day of the Child celebration held on May 7 at Hill Park. Last Friday over 300 children received critical dental care services through a Team Smile event. District family services staff have logged over 22,000 distinct case management encounters on the Apricot data system this year.
- **Gayden Carruth** (Executive Director, Cooperating School Districts of Greater Kansas City) reported the Missouri legislative session has concluded. The Education Policy Fellowship Program is recruiting applicants for the 2016-17 program year; 10-14 slots have been filled so far.

A motion to approve the minutes of the April 18, 2016, LINC Commission meetings was approved unanimously.

Clyde McQueen, Full Employment Council president, reported on preliminary observations from eight convenings, sponsored by FEC and partners including area economic development councils and others, of

130 employers representing 40,000 jobs in the region. Major observations included the need for entry-level workers to have more developed skills in interpersonal relations, STEM, writing and speaking, and problem-solving. FEC and its partners are developing a five-year plan to work with employers and educational institutions to address these and other needs such as building awareness among students and their parents of the availability of well-paying jobs that do not require a four-year degree. A final report on the findings is expected in September. Discussion followed.

Robin Gierer, Deputy Director – Operations, reported on LINC summer programs. A video on the “summer slide” – the learning disparity between low and middle income students caused by unequal access to summer activities that support learning – was shown. Gierer gave an overview of LINC’s involvement in summer programs in KCPS, which have expanded from before and after summer programs to full-day summer school programs. While the summer school program has advanced student learning, it has also significantly challenged LINC’s administrative capacity. LINC provides summer programs at several other districts in addition to KCPS.

Jeff Phillips of Tshibanda & Associates gave a progress report on the new Apricot data system. Phase one of implementation is largely complete, with all of LINC Before & After School sites entering enrollment and attendance in the system and all but one of LINC Caring Community sites using Apricot. Phase two of implementation is under way, including tracking of Summer Electronic Benefit Transfer for Children participation, and will continue over the next several months.

Kartal Alyuz, independent videographer, showed a video of the International Day of the Child celebration held on May 7 at Hill Park in Independence. He reported more than 1,000 people attended the event, which showcased food and activities from 34 countries.

Brent Schondelmeyer, Deputy Director – Community Engagement, reported on upcoming ballot issues: a tobacco state tax increase that may be in two versions, one that would support children’s initiatives, the other supporting highways; and a Jackson-Clay county sales tax that would create the Children’s Service Fund, a board-administered fund for services to at-risk children and youth.

Rob Givens reported on the Aging Mastery Program of the National Council on Aging. The program develops sustainable behaviors across many dimensions that lead to improved health, stronger economic security, enhanced well-being, and increased societal participation.

Sharon Cheers expression appreciation for LINC staff’s work with schools.

The meeting was adjourned.

SundayReview | NEWS ANALYSIS

The Families That Can't Afford Summer

By KJ DELL'ANTONIA JUNE 4, 2016

WHAT are your kids up to this summer? Sounds like a casual question. But for working parents at this time of year, it's loaded. What have you managed to pull together that will keep your kids engaged, healthy, happy and safe, while still allowing you to keep feeding and clothing them? For most parents, summer, that beloved institution, is a financial and logistical nightmare.

Tolanda Barnette is hoping for "a miracle" for her 6-year-old son: The 41-year-old day care worker can't afford to enroll him at the center where she works, and she's just saved enough to move her family out of the shelter where they've been living for the past year into an apartment in Durham, N.C. There's no money for even the least expensive camp.

Her only option is to leave the boy at home with his 12-year-old sister. "My daughter's not going to be happy," Ms. Barnette said. "She doesn't want to spend her summer babysitting." Her daughter is also scheduled to stay with her father for part of the summer, an opportunity Ms. Barnette's 6-year-old doesn't have. "I'm really digging for something for him," she said. But if she fails? "I don't know. I just don't know. I have to work. It's not an option."

Most American schools take a 10- to 11-week break during the summer. The assumption that underlies summer vacation — that there is one parent waiting at

home for the kids — is true for just over a quarter of American families. For the rest of us, the children are off, the parents are not. We can indulge our annual illusion of children filling joyful hours with sprinkler romps and robotics camp or we can admit the reality: Summer’s supposed freedom is expensive.

In 2014, parents reported planning to spend an average of \$958 per child on summer expenses. Those who can’t afford camps or summer learning programs cobble together care from family members or friends, or are forced to leave children home alone. Self-care for 6- to 12-year-olds increases during the summer months, with 11 percent of children spending an average of 10 hours a week on their own. In July 2014, a South Carolina woman was arrested when she left her 9-year-old in a park while she worked. Parents afraid of being at the center of a similar incident may be more likely to park their kids in front of the TV.

In summer, the lack of affordable child care and the achievement gap collide for lower income families. Most kids lose math skills over the summer, but low income children also lose, on average, more than two months of reading skills — and they don’t gain them back. That puts them nearly three years behind higher income peers by the end of fifth grade, and the gap just keeps getting wider. Researchers credit the summer slide for about half of the overall difference in academic achievement between lower and higher income students.

Much of that can be prevented by a summer learning program. In 2013, about a third of parents surveyed said one of their children participated in such a program; just over half said they would want their children to participate if they could find an affordable program.

“I wish I could find a nice camp where she could go, with activities, that didn’t cost an arm and a leg,” said Roxana Castillejos, who is still looking for options for her 8-year-old daughter. “I’d love something like a camp in the movies, but those are \$500 or more a week.” She’s found day camps available for about \$175 a week, but once Ms. Castillejos, a law clerk in Las Vegas who makes around \$550 weekly, has covered the basics — rent, utilities, food — there just isn’t that much left.

“I pretty much live paycheck to paycheck,” she said. “I make too much to qualify for any help. We do get — don’t laugh — \$16 a month in food stamps.” Unless she

finds something else, she plans to leave her daughter mostly in the care of friends and family.

Parents looking for the least expensive programs have to start early, and move fast. “I started looking pretty much the minute I got this job,” said Ambre Osborne, who started work in February as a patient care coordinator for a hearing center in Las Vegas and needed a summer day camp for her 7-year-old daughter. “Most of the camps I found ran \$225 a week,” she said. The city-run camp she wanted cost just \$100 a week, and it filled up in less than a day. “It was like I was waiting for concert tickets. I was like, I will be there — I need this!” She managed to get her daughter a place, but counting the \$250 a week they already pay for their 2-year-old son’s day care, Ms. Osborne and her husband will be spending 23 percent of their weekly income on child care this summer.

Numbers like that aren’t uncommon. The Department of Health and Human Services defines “affordable child care” as taking up no more than 10 percent of a family’s income, but typically, only upper income families fit into that category.

“Summer is the moment that really epitomizes the child care crisis,” says Julie Kashen, policy director for the advocacy group Make It Work. “Our system doesn’t take into account that most parents are working. Summer is when it really hits home.”

WOULD we be better off if we just got rid of summer?

In countries like Germany and Britain, the typical break lasts about six weeks. And a few American schools and districts have class year-round, with shorter vacations spread throughout the seasons. This helps prevent learning loss, but leaves working parents in essentially the same position. “I’d fall into the same problems,” Ms. Castillejos said. “They still are off for the same amount of time, just in intervals.” Besides, she went to one of these no-summer schools growing up and “hated it.”

In other words, summer break is an American tradition, even for the parents who are hardest hit by its disruption and expense. It’s not the calendar that’s the problem, they say, but the lack of support for working parents.

A real investment in affordable summer learning programs could improve children’s success in school, while relieving their parents of a stress that shouldn’t be part of the season we still refer to as “vacation.”

For now, what limited funding there is for summer learning programs comes from federal, state and private grants, like the Department of Education’s 21st Century Community Learning Centers Grant, and has to stretch to cover after-school programs as well. “The demand is just bigger than what exists,” said Erik Peterson, vice president of policy at the Afterschool Alliance. “Summer is really a big piece.”

Support offered to individual parents, from child care subsidies to the Child and Dependent Care Tax Credit, can be applied toward appropriate summer programs, but it also falls far short. According to the Center for American Progress, in 2011, 22 states had waiting lists for child care assistance, and just one in seven children who qualify for a direct child care subsidy in their state or community actually receives it. These programs are grants, not entitlements, and when the applications exceed the available funds, many are denied.

“I just want her to be able to do those great activities that would make her summer memorable,” said Ms. Castillejos of her daughter. Instead, her daughter’s summers are looking like the ones she remembers from her own childhood: “By the time I was 12 or 13, my mom had to leave me at home by myself. She had no other choice.” Ms. Castillejos still hopes to be able to give her daughter the fun summers she knows some kids experience — but it doesn’t look like it will happen this year.

KJ Dell’Antonia is a columnist and contributing editor to The New York Times’s Well Family.

A version of this news analysis appears in print on June 5, 2016, on page SR4 of the New York edition with the headline: The Families That Can’t Afford Summer.

Customer Case Study

we help people transform lives



Local Investment Commission (LINC)

“Apricot is becoming an indispensable organizational tool. We are now taking scattered data - paper records, spreadsheets, and data files - and pulling them systematically into a single data system. It can be exasperating to have information, but for all practical purposes have it be inaccessible or unavailable.”

– Brent Schondelmeyer,
Deputy Director of
Community Engagement,
Local Investment Commission (LINC)

It was 1992 in Kansas City. Income inequality was rampant, with the highest poverty rates among children and youth. From state and county government to local businesses, individual organizations were devoted to improving the Kansas City community. But they had yet to come to a common agreement, with everyone pulling in their own direction. Enter Bert Berkley, a Kansas City business leader, with a simple but powerful idea: **a collaborative citizen commission dedicated to community improvement and engagement.**

And so, the Local Investment Commission (LINC) was founded. The desire to collaborate across organizational boundaries, and between private and public entities, was uncharted territory for many. Nonprofit organizations, businesses, and bureaucracies were all providing services to members of the community without systematic information on what the others were doing. LINC provided the unique opportunity for members from all parts of the community to create a shared understanding of the community needs, and work together to provide the services required to meet those needs.

As with any change, people had doubts about LINC’s purpose and place in the community. There was a fear of being defined by statutes, processes, and bureaucracies. There were questions around funding and organizational resources. But perhaps, the largest question waiting to be answered remained, “How will we do it?”

As Brent Schondelmeyer, LINC’s Deputy Director of Community Engagement, explains, “The first two or three years were really difficult because you have to find your way in the world.” LINC leaders were now faced with the challenge of delivering on the bold mission they created.

From Good Intentions to Clear Direction

LINC first developed a community presence through their welfare-to-work system. By leveraging the community distribution of federal waivers, LINC received national attention from President Bill Clinton, praising LINC’s innovative approach and desire to reform welfare.

With the success of this program behind them, LINC began to consider where they should concentrate their efforts moving forward. The leaders at LINC knew they needed to develop a clear direction, but first they needed to understand who was benefiting from their services. They needed data.



Once leaders at LINC started tracking basic demographic information, they learned that the majority of the people they served were low-income families with children. This led them to conclude that schools should be at the center of their community efforts. They established a partnership with several school districts in the area to create Caring Communities, places where community members can regularly gather to receive health and social services such as before- and after-school child care, tutoring, and job skills training. These services and others like them are the reason LINC’s Caring Communities improve student learning, and develop stronger families and communities. ***This initiative is an ambitious implementation of the “community school model” being undertaken by other school districts, nonprofits, and community-based organizations across the country.***

There were logistical challenges with community collaboration. Staff were spending a lot of time tracking basic information about clients that had to be entered in multiple places, or collecting that same information from others. ***In 2015, LINC introduced Apricot software, allowing them to redirect saved time and effort towards direct client work.***

For Brent, access to data means understanding what’s happening at every Caring Community site in real-time. “I can now come to work with confidence that I can get to the data I need,” he stated. Greater visibility into the work LINC’s sites are doing has been critical when informing internal decisions, as well as conversations with the media and funders. The organization can now report much more efficiently to stakeholders – both when seeking new funding and reporting on funding received.

Looking Forward: Making a Measurable Impact on Kansas City

What does the future hold for LINC? For Brent, it’s about using the data they have to make a measurable impact on the community. Where better to start than where they began: in schools. LINC’s latest project has a clearly defined goal of reducing the number of days children miss school when they transfer school districts. LINC will use Apricot to support the provision and coordination of services that aid in the smooth transition between schools for children. And they will use data to monitor how successfully they are reducing the number of school days children miss.

LINC has come a long way since the idea took shape in 1992. Today, unprecedented insights into services delivered throughout the community have gone into supporting effective collaboration. As Brent puts it, “While the idea remains the same, what we now have is an effective scalable data tool capable of supporting broad implementation of our wide ranging ever unfolding work.”

Tshibanda & Associates, a project management firm approved by Social Solutions, assisted LINC with the implementation of their Apricot system.

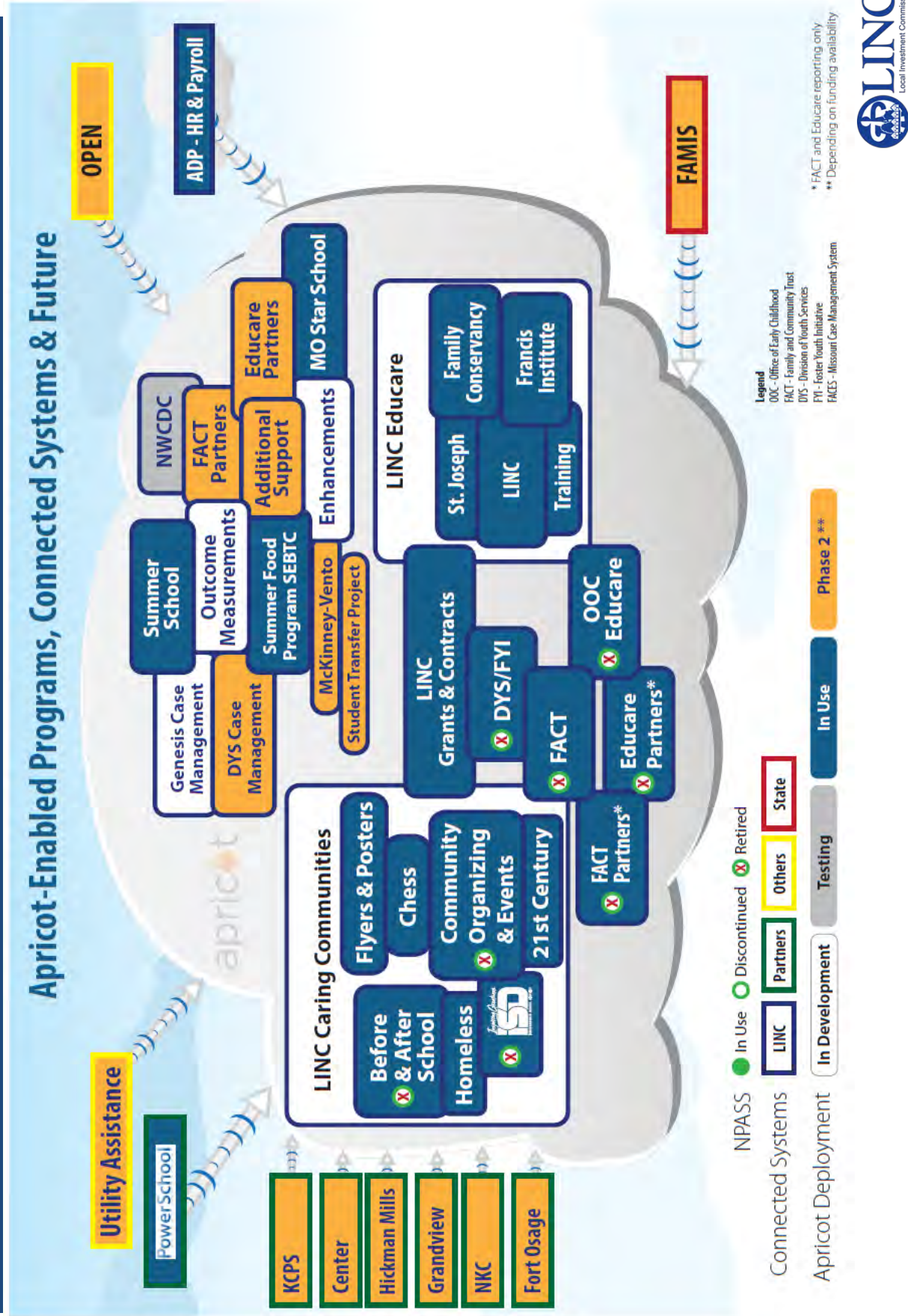
LINC At-A-Glance:

- **87 LINC Caring Communities** sites currently in operation
- Services provided to **7 school districts**
- Involvement with **46 before- and after-school sites**
- **59% of students** attended 101 school days or more
- Between FY 2015-2016, LINC **added 320 Apricot users** to their system

“We serve highly mobile children and families in low-income schools in after-school programs and may also be providing case management for adult household members. The daily lives of the working poor are truly difficult - multiple jobs, frequent moves and the children need a safe place to be. Apricot allows us to support that family where they live and the children go to school by providing place-based, people-based supportive services.”

– Brent Schondelmeyer,
Deputy Director of
Community Engagement,
Local Investment Commission (LINC)

Apricot Framework



Progress Since The 5/16 Meeting

New Programs

- Completed the scoping/design and initiated the development and testing to support the **NorthWest Communities Development Corporation** (NWCDC)
- Completed the scoping/design and initiated the development to support the **Genesis School's counseling case management**

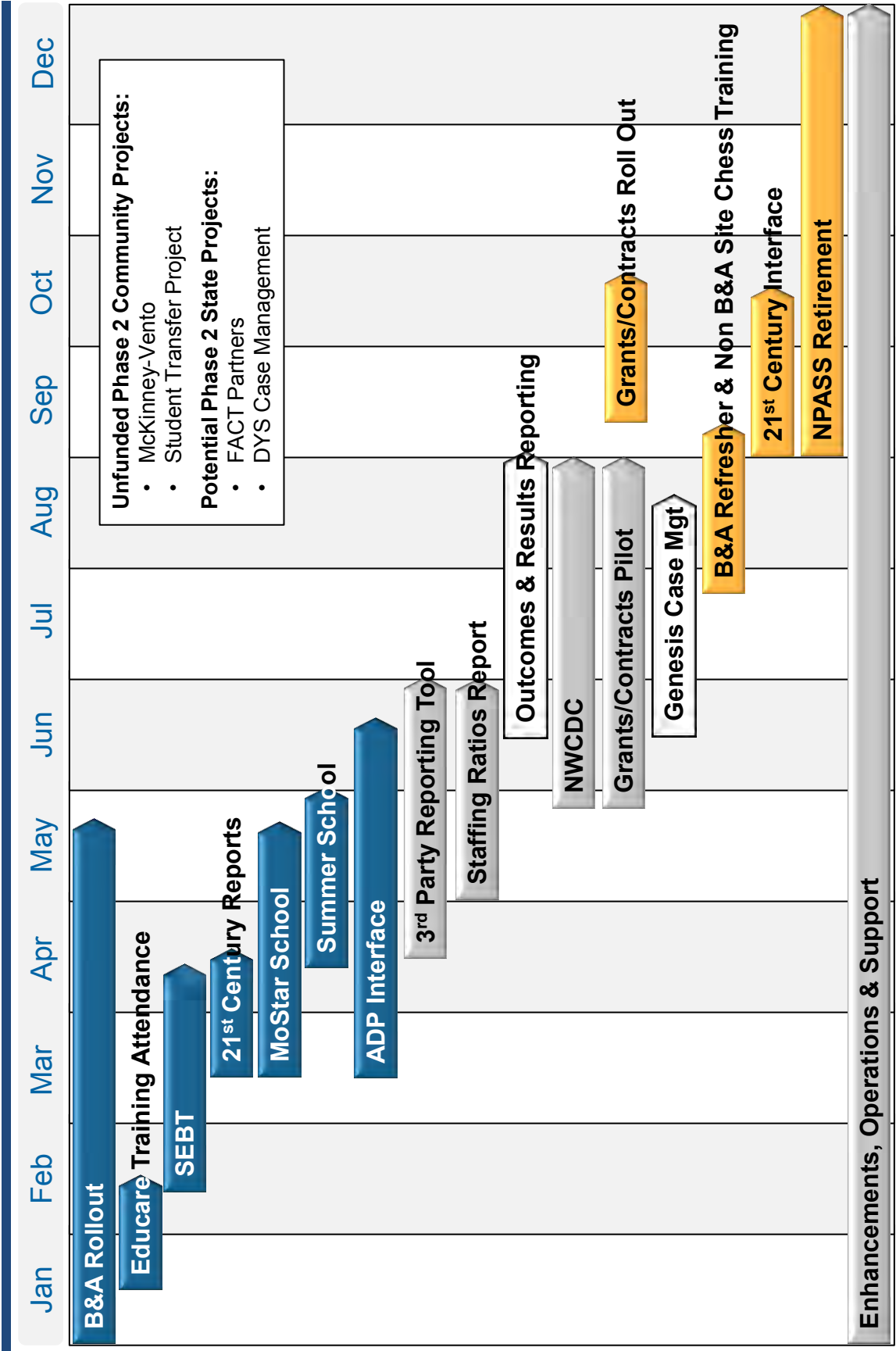
Other

- Mailed **summer food benefit (SEBT)** letters to 529 additional state selected children/families (5,641 children in 2,962 families are receiving the benefit as of June 14 vs. 5,054 children in 2,620 families in 2015)
- Completed the development and testing of the **interface from ADP to Apricot** for site staffing ratios reporting
- Completed the **site staffing ratio detail report** and in the process of developing/testing the summary report
- Purchased two licenses and beginning to use **Tableau** for management and outcome/results reporting

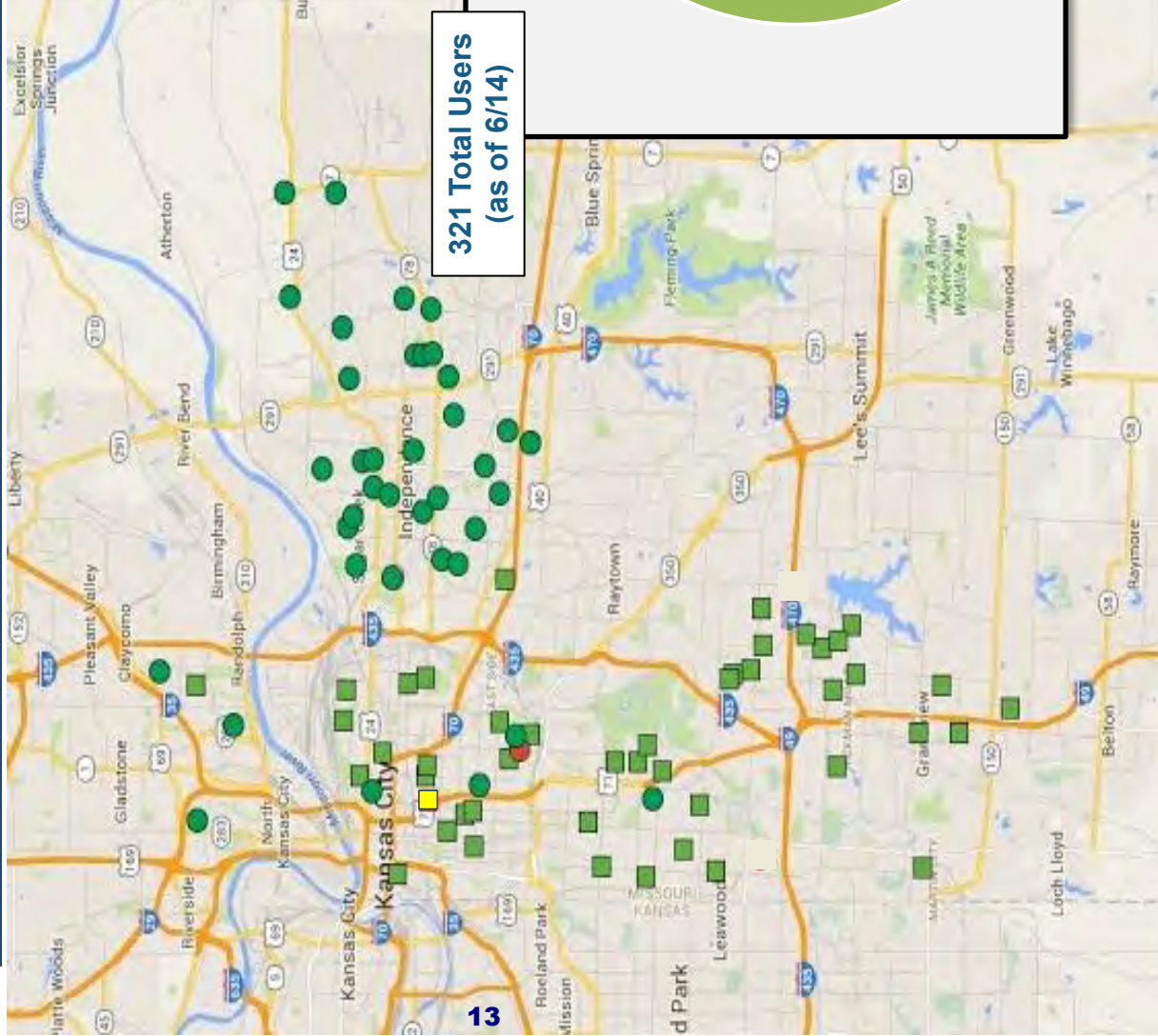
Summer School

- Kansas City, Center, Grandview, Hickman Mills, North Kansas City and Fort Osage sites are using Apricot for Summer School/Camps
- 5,147 students have been enrolled in Apricot as of 6/14
- Sites are actively entering and reporting attendance

Phase 2 Project Timeline



Nearly All LINC Sites Are Using Apricot

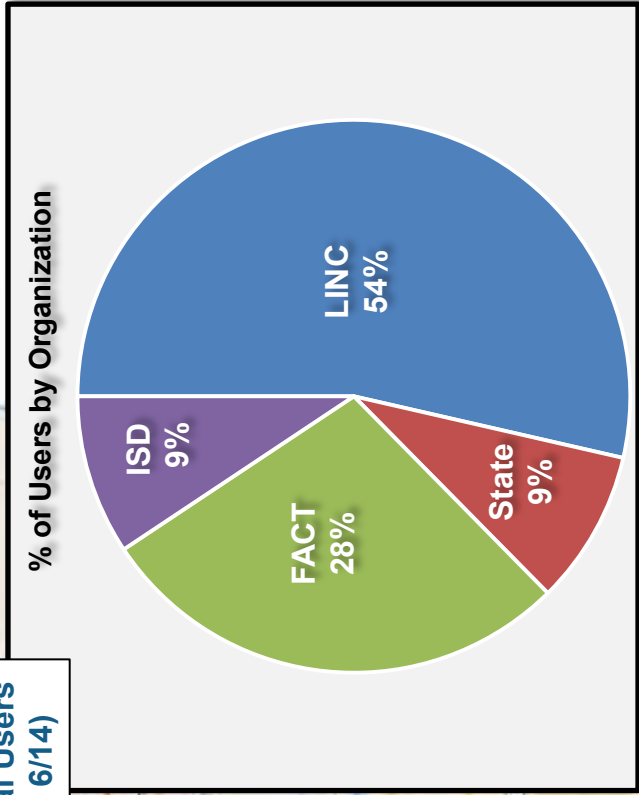


Legend

- Caring Communities & Before & After (45)
- Caring Communities Only (40)
- Green = Sites Using Apricot
- Red = Site Not Yet Using Apricot¹
- Yellow – Site Will Not Be a LINC site in 2016-17²

Notes

1. Genesis case management has been initiated
2. Phillips is merging into Attucks next year



Absenteeism at schools varies widely

Education Department statistics show national average of 13 percent Missouri and Kansas are close to the national average The department surveyed all public schools in the country, covering over 95,000 schools and 50 million students

BY JENNIFER C. KERR AND MEGHAN HOYER The Associated Press

WASHINGTON

The problem of students habitually missing school varies widely from state to state, with about one-third of students in the nation's capital absent 15 days or more in a single school year, according to an Associated Press analysis of government statistics.

At the other end of the spectrum, Florida had the lowest rate of chronic absenteeism, 4.5 percent in the 2013-2014 school year.

The rate for Missouri was 12 percent, while Kansas showed a rate of 14.1 percent.

Overall, the national average of chronic absenteeism was 13 percent, or about 6.5 million students, the Education Department said.

"Chronic absenteeism is a national problem," Secretary of Education John B. King Jr. said in a prepared statement Wednesday. "Frequent absences from school can be devastating to a child's education."

Bob Balfanz, a research professor at Johns Hopkins University and director of the Everyone Graduates Center, called the numbers disturbing.

"If you're not there, you don't learn, and then you fall behind. You don't pass your classes. You don't get the credits in high school and that's what leads to dropping out," Balfanz said in an interview.

The report was the first release of chronic absentee figures from the department.

Of the 100 largest school districts by enrollment, the Detroit City School District had the highest rate of chronic absenteeism. Nearly 58 percent of students were chronically absent in the 2013-2014 school year.

Elsewhere around the country, Washington state and Alaska had chronic absentee rates hovering around one-quarter of students with that level of absences.

According to AP's analysis, girls were just as likely as boys to habitually miss school. Nearly 22 percent of all American Indian students were reported as regularly absent, followed by Native Hawaiians at 21 percent and black students at 17 percent. Hispanic and white students were close to the national average.

Students are regularly missing school for lots of reasons, Balfanz says. Many are poor and could be staying home to care for a sibling or helping with elder care. Others are avoiding school because they're being bullied or they worry it's not safe. And some students simply skip school.

Schools should be creating welcoming environments to make students feel wanted each day, Balfanz says. They also need to build relationships with the kids who are regularly absent to figure out what's keeping them away, he said.

As part of its Civil Rights Data Collection, the department surveyed all public schools in the country, covering over 95,000 schools and 50 million students. Roughly one in seven of all K-12 public schools nationwide reported having not a single chronically absent student that year.

Other figures from the report:

A Black preschool children are 3.6 times as likely to get one or more out-of-school suspensions as their white counterparts.

A Black children represent 19 percent of preschoolers, yet they account for 47 percent of preschool kids getting suspended.

A 33 percent of high schools with substantial black and Latino enrollment offered calculus. That compares with 56 percent of high schools with low numbers of black and Latino children that offered calculus. Similar gaps were seen for physics, chemistry and Algebra II.



U.S. Department of Education
Office for Civil Rights

2013-2014 CIVIL RIGHTS DATA COLLECTION A FIRST LOOK

KEY DATA HIGHLIGHTS ON EQUITY AND OPPORTUNITY GAPS IN OUR NATION'S PUBLIC SCHOOLS

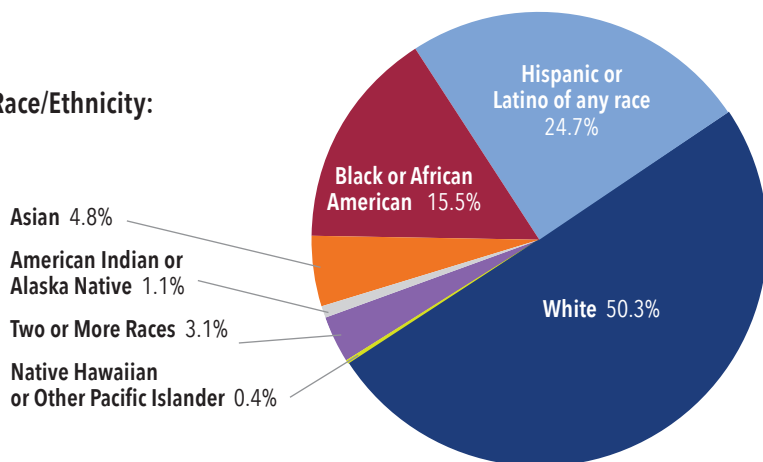
The **2013-14 Civil Rights Data Collection (CRDC)** is a survey of all public schools and school districts in the United States. The CRDC measures student access to courses, programs, instructional and other staff, and resources – as well as school climate factors, such as student discipline and bullying and harassment – that impact education equity and opportunity for students. The U.S. Department of Education (ED) will release additional data highlights later in 2016 on key topics such as student discipline, early learning access, teacher and staffing equity, access to courses and programs that foster college and career readiness, and chronic student absenteeism. The full CRDC data file may be downloaded now; please visit crdc.ed.gov for more information. In Fall 2016, the public will be able to look up 2013-14 CRDC data for individual schools, school districts, and states by visiting the CRDC website at ocrdata.ed.gov.

Who's in the 2013-14 CRDC?

Number of school districts: 16,758 (99.2% of all school districts)
Number of schools: 95,507 (99.5% of all public schools)
Total number of students: 50,035,744

Nationwide Student Demographics:

Race/Ethnicity:



Boys: 51.4% **Girls:** 48.6%

English Learners: 9.9%

Students with Disabilities: 14.0%

(includes students receiving services under IDEA and/or Section 504 of the Rehabilitation Act)

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Newly Published Data

In this document, data highlights marked as **NEW** indicate that the CRDC collected new information on the topic for the first time in the 2013-14 CRDC.

About the CRDC

The purpose of the CRDC is to obtain data related to the obligation of public school districts and of elementary and secondary schools to provide equal educational opportunity. Since 1968, the CRDC has collected a variety of information, including student enrollment and educational programs and services data that are disaggregated by race/ethnicity, sex, English learner status, and disability, from public schools across the nation.

The CRDC is a longstanding and important aspect of the Office for Civil Rights' overall strategy for administering and enforcing the civil rights statutes for which it is responsible. Other ED offices, as well as policymakers and researchers outside of ED, also use CRDC information. Additionally, the CRDC database, with hundreds of data elements, is fully accessible to the public. School districts self-report and certify all data presented.

The CRDC is a mandatory data collection, authorized under the statutes and regulations implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and under the Department of Education Organization Act (20 U.S.C. § 3413). The regulations implementing these provisions can be found at 34 CFR 100.6(b); 34 CFR 106.71; and 34 CFR 104.61.

For more information about the CRDC, please visit crdc.ed.gov.

What's in the 2013-14 Civil Rights Data Collection?

■ **The 2013-14 CRDC provides equity and opportunity data on a wide array of topics, including:**

- Bullying and harassment
- Early learning
- Pathways to college and career readiness (including access to math/science and AP courses)
- Restraint and seclusion
- School finance
- Prevalence of and student participation in interscholastic athletics
- Student discipline
- Teachers and other school personnel

What's Coming Next In The CRDC?

Topics collected for the first time in the 2013-14 CRDC as optional data items, and that will be collected from every school in the 2015-16 CRDC, include:

- Allegations of bullying or harassment on the bases of sexual orientation and religion
- Discipline-related transfers to alternative schools
- Number of students participating in education programs in justice (detention, correctional or residential) facilities, by number of days of participation
- Preschool corporal punishment
- Number of instances of and school days missed due to out-of-school suspensions
- Number of criminal acts committed at school that would lead to discipline
- Number of preschool children enrolled in district who are served in non-district facilities
- Number of students enrolled in distance education, dual enrollment/dual credit, and credit recovery programs
- Access to instructional aides, support services staff, psychologists, social workers, nurses, and school administrators
- Number of security guards and sworn law enforcement/school resource officers
- Teacher churn/turnover

■ **NEW Data topics now available in the 2013-14 CRDC include:**

- Chronic student absenteeism
- Availability of free or partial-payment preschool in school districts
- Educational access in justice (detention, correctional or residential) facilities
- Civil rights coordinators in school districts
- Sworn law enforcement/school resource officers in schools
- Access to distance education courses, credit recovery, and dual enrollment/dual credit programs

2013-14 CRDC DATA HIGHLIGHTS: A FIRST LOOK[†]

School Discipline

- **Black public preschool children are suspended from school at high rates:** Black preschool children are 3.6 times as likely to receive one or more out-of-school suspensions as white preschool children.
 - Black children represent 19% of preschool enrollment, but 47% of preschool children receiving one or more out-of-school suspensions; in comparison, white children represent 41% of preschool enrollment, but 28% of preschool children receiving one or more out-of-school suspensions.
 - Black boys represent 19% of male preschool enrollment, but 45% of male preschool children receiving one or more out-of-school suspensions.
 - Black girls represent 20% of female preschool enrollment, but 54% of female preschool children receiving one or more out-of-school suspensions.
- **Most public preschool children suspended are boys:** While boys represent 54% of preschool enrollment, they represent 78% of preschool children receiving one or more out-of-school suspensions.
- **Children with disabilities and English learners are not disproportionately suspended in public preschool:**
 - Children with disabilities served by the Individuals with Disabilities Education Act (IDEA) represent 20% of preschool enrollment, but 15% of preschool children receiving one or more out-of-school suspensions.
 - English learners represent 12% of preschool enrollment, but 7% of preschool children receiving one or more out-of-school suspensions.
- **Nationwide, 2.8 million K-12 students received one-or-more out of school suspensions:**
 - These include approximately 1.1 million black students; 600,000 Latino students; 660,000 students served by IDEA; and 210,000 English learners.
- **Racial disparities in suspensions are also apparent in K-12 schools:** While 6% of all K-12 students received one or more out-of-school suspensions, the percentage is 18% for black boys; 10% for black girls; 5% for white boys; and 2% for white girls.
 - Black K-12 students are 3.8 times as likely to receive one or more out-of-school suspensions as white students.
 - Black girls are 8% of enrolled students, but 14% of students receiving one or more out-of-school suspensions. Girls of other races did not disproportionately receive one or more out-of-school suspensions.
 - American Indian or Alaska Native, Latino, Native Hawaiian or other Pacific Islander, and multiracial boys are also disproportionately suspended from school, representing 15% of K-12 students but 19% of K-12 students receiving one or more out-of-school suspensions.

ED Initiative Spotlight

Reforming School Discipline Policy and Practice

The Department has made school discipline reform a top priority. In the 2016 [Investing in Innovation \(i3\) Program](#), the Department seeks to support innovative alternatives to suspension. This priority builds on the [#RethinkDiscipline](#) campaign to increase awareness about the detrimental impacts of exclusionary discipline, our investment in [School Climate Transformation Grants](#) to help states and districts strengthen behavioral supports for students, and a [School Discipline Guidance Package](#) to clarify schools' obligation not to discriminate on the basis of race in discipline.

For more information on the programs and initiatives appearing in this document, please visit www.ed.gov.

[†] Note: Except where the percentage is below 1%, the percentages listed in these data highlights are rounded to the nearest whole number. Numbers in phrases such as “__ times more likely” are rounded to nearest tenth (one decimal place). *Black* refers to persons who are black or African American; *Latino* refers to persons who are Hispanic or Latino of any race; and *multiracial* refers to persons of two or more races. The numbers in these data highlights reflect a privacy protection protocol and other methodologies for collecting and preparing the data.¹ For additional information on the methodology for collecting and preparing the data cited in this document, please visit ocrdata.ed.gov.

- 11% of American Indian or Alaska Native boys received one or more out-of-school suspensions, as did 10% of multiracial boys, 8% of Native Hawaiian or other Pacific Islander boys, and 7% of Latino boys.
- Asian and white students did not disproportionately receive one or more out-of-school suspensions.

■ **Students with disabilities in grades K-12 are disproportionately suspended from school:**

- Students with disabilities served by IDEA (11%) are more than twice as likely to receive one or more out-of-school suspensions as students without disabilities (5%).
- More than one out of five American Indian or Alaska Native (22%), Native Hawaiian or other Pacific Islander (23%), black (23%), and multiracial (25%) boys with disabilities served by IDEA received one or more out-of-school suspensions, compared to one out of ten white (10%) boys with disabilities served by IDEA.
- One in five multiracial girls with disabilities served by IDEA (20%) received one or more out-of-school suspensions, compared to one in twenty white girls with disabilities served by IDEA (5%).

■ **English learners are not disproportionately suspended from school:**

- English learners make up 10% of all students, but they are 7% of those who received one or more out-of-school suspensions.

■ **Black students are expelled from school at disproportionately high rates:**

- Black students are 1.9 times as likely to be expelled from school without educational services as white students.
- Black boys represent 8% of all students, but 19% of students expelled without educational services.
- Black girls are 8% of all students, but 9% of students expelled without educational services.

■ **American Indian or Alaska Native, white, and multiracial boys are also disproportionately expelled from school without educational services:**

- White boys represent 26% of all students, but 35% of students expelled without educational services.
- American Indian or Alaska Native boys represent 0.6% of all students, but 2% of students expelled without educational services.
- Multiracial boys represent 2% of all students, but 4% of students expelled without educational services.

■ **Latino and Asian boys and girls, as well as Native Hawaiian or other Pacific Islander and white girls, are not disproportionately expelled without educational services from schools.**

- Latino students represent 25% of all students, but 15% of students expelled without educational services.
- Asian students represent 5% of all students, but 1% of students expelled without educational services.
- Native Hawaiian or other Pacific Islander girls represent 0.2% of all students, but 0.1% of students expelled without educational services.
- White girls represent 24% of all students, but 12% of students expelled without educational services.

■ **Black students are more likely to be disciplined through law enforcement:** Black students are 2.3 times as likely to receive a referral to law enforcement or be subject to a school-related arrest as white students.

ED Initiative Spotlight

Increasing Equity for Students of Color in Special Education

Students of color are more likely to be identified as having a disability and face harsher discipline than their white classmates. To address these inequities, in February 2016, the Department [proposed a new rule to improve equity in the Individuals with Disabilities Education Act \(IDEA\)](#). IDEA requires states to identify districts with "significant disproportionality" in special education—that is, when districts identify, place outside the regular classroom, or discipline children from any racial or ethnic group at markedly higher rates than their peers. The proposed Equity in IDEA rule would, for the first time, require states to implement a standard approach to compare racial and ethnic groups, with reasonable thresholds for determining when disparities have become significant, and would also provide identified districts with new flexibility to support student needs.

- **NEW** A significant number of schools have sworn law enforcement officers (SLEOs), including school resource officers (SROs):
 - 24% of elementary schools (grades K-6, excluding justice facilities) have SLEOs; 42% of high schools (grades 9-12, excluding justice facilities) have SLEOs.
 - 51% of high schools with high black and Latino student enrollment* have SLEOs.

Restraint and Seclusion

- More than 100,000 students were placed in seclusion or involuntary confinement or were physically restrained at school to immobilize them or reduce their ability to move freely – including more than 67,000 students with disabilities served by IDEA:
 - Students with disabilities served by IDEA represent 12% of all students, but 67% of students subject to restraint or seclusion.
 - American Indian or Alaska Native and multiracial boys represent 2% of all students, but 5% of students subject to restraint or seclusion.
 - Black boys and white boys represent 8% and 26% of all students, respectively, but 18% and 43% of students subject to restraint or seclusion.
 - Asian, Latino, and Native Hawaiian or other Pacific Islander boys are not disproportionately subject to restraint or seclusion; neither are girls of any race or ethnicity.

ED Initiative Spotlight

Supporting Early Learning Educators

In 2014, the U.S. Departments of Education and Health and Human Services issued a [Policy Statement on Expulsion and Suspension Practices in Early Childhood Settings](#) to assist states and public and private early childhood programs in preventing and severely limiting expulsions and suspensions in early learning settings. In 2016, through the Departments' [Preschool Development Grants Program](#) national activities funds, model sites will be developed to implement strategies that improve social, emotional, and behavioral outcomes in preschoolers and support preschool teachers, administrators and families in addressing and reducing disproportionate discipline practices in early learning settings.

Early Learning

- More than half of school districts provide public preschool programs beyond providing those services required by federal law for children with disabilities – but many children are still left without access to early learning:
 - By law, all school districts must provide special education and related services for preschool children with disabilities under the Individuals with Disabilities Education Act (IDEA). In addition, 54% of all school districts report providing preschool programs to children not served by IDEA.
- Among school districts that report offering preschool programs for children not served by IDEA, nearly half provide full-day preschool:
 - 48% of these school districts offer full-day preschool programs.
 - 70% of these school districts offer part-day preschool programs.

(Percentages above do not sum to 100% because districts can offer both full-day and part-day programs.)
- Of the school districts that offer preschool programs for children not served by IDEA, 73% extend preschool eligibility to all children in the district (but do not necessarily provide preschool programs universally to every child):
 - The remaining 27% of school districts extend preschool eligibility to children from low-income families or children in Title I schools, but not to all children.
- **NEW** Most, but not all, public preschools are free: Of the school districts that provide preschool programs for children not served by IDEA, 86% offer part-day or full-day preschool at no cost; the remaining 14% require parents or guardians to pay for part or all of the cost to enroll children in preschool.

College and Career Readiness

- **High-rigor course access is not a reality across all of our nation's schools:** Nationwide, 48% of high schools offer calculus; 60% offer physics; 72% offer chemistry; and 78% offer Algebra II.
- **Black and Latino students have less access to high-level math and science courses:**
 - 33% of high schools with high black and Latino student enrollment* offer calculus, compared to 56% of high schools with low black and Latino student enrollment.
 - 48% of high schools with high black and Latino student enrollment* offer physics, compared to 67% of high schools with low black and Latino student enrollment.
 - 65% of high schools with high black and Latino student enrollment* offer chemistry, compared to 78% of high schools with low black and Latino student enrollment.
 - 71% of high schools with high black and Latino student enrollment* offer Algebra II, compared to 84% of high schools with low black and Latino student enrollment.
- **Course enrollment rates differ by race/ethnicity, and by disability and English learner status:**
 - Black and Latino students are 38% of students in schools that offer Algebra II and 37% of students enrolled in Algebra II; they are 36% of students in schools that offer calculus and 21% of students enrolled in calculus; and they are 37% of students in schools that offer physics and 35% of students enrolled in physics.
 - White students are 53% of students in schools that offer Algebra II and 53% of students enrolled in Algebra II; they are 55% of students in schools that offer calculus and 61% of students enrolled in calculus; and they are 54% of students in schools that offer physics and 53% of students enrolled in physics.
 - Students with disabilities served by IDEA are 12% of students in schools that offer Algebra II and 6% of students enrolled in Algebra II; they are 11% of students in schools that offer calculus and 1% of students enrolled in calculus; and they are 11% of students in schools that offer physics and 6% of students enrolled in physics.
 - To close the participation gap in physics, more than 104,000 additional students with disabilities served by IDEA would need to participate in physics classes nationwide.
 - English learners are 5% of students in schools that offer Algebra II and 4% of students enrolled in Algebra II; they are 5% of students in schools that offer calculus and 1% of students enrolled in calculus; and they are 5% of students in schools that offer physics and 4% of students enrolled in physics.
 - To close the participation gap in physics, more than 16,000 additional English learners would need to participate in physics classes nationwide.
- **Girls are underrepresented among students enrolled in physics, but not in calculus:**
 - Girls represent 49% of all students nationwide and 49% of students enrolled in calculus, but 46% of students enrolled in physics.
 - To close the participation gap in physics, more than 91,000 additional girls would need to participate in physics classes nationwide.

ED Initiative Spotlight

Boosting STEM and Computer Science Education

The President has proposed a \$4.1 billion [Computer Science for All](#) program that would support states' and school district's efforts to expand access for all students to computer science instruction and programs. And in April 2016, the Department issued a [Dear Colleague](#) letter to states, school districts, schools and education partners on how to maximize federal funds to support and enhance innovative science, technology, engineering and math (STEM) education for all students and decrease the equity and opportunity gaps for historically underserved students in STEM.

- **Unequal access to accelerated courses or programs:** Black and Latino students represent 42% of student enrollment in schools offering gifted and talented education (GATE) programs, yet 28% of the students enrolled in GATE programs.
 - White students are 49% of all students in schools offering GATE programs and 57% of students in GATE programs.
 - While English learners are 11% of students in schools offering GATE programs, fewer than 3% of GATE students nationwide are English learners.
 - Similarly, students with disabilities served by IDEA are 12% of all students in schools offering GATE programs, but represent fewer than 3% of GATE students nationwide.
- **Student enrollment in Advanced Placement (AP) courses is unequal:**
 - Black and Latino students represent 38% of students in schools that offer AP courses, but 29% of students enrolled in at least one AP course.
 - English learners represent 5% of students in schools that offer AP courses, but 2% of the students enrolled in at least one AP course.
 - Students with disabilities served by IDEA represent 11% of all students in schools that offer AP courses, but fewer than 2% of students enrolled in at least one AP course.
- **English learners, students with disabilities, and students of color are more likely to be retained or held back in high school:** Students with disabilities served by IDEA and English learners are 12% and 5% of high school student enrollment, but 21% and 11% of high school students held back or retained.
 - Black students are 16% of high school students but 30% of high school students retained, while white students are 53% of high school students but 31% of high school students retained.
 - Latino, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and multiracial high school students are also retained at disproportionately high rates, representing 27% of high school students but 36% of high school students retained.

Chronic Student Absenteeism

- **NEW Nationwide, more than 6.5 million students – or 13% of all students – are chronically absent (absent 15 or more school days during the school year).**
- **NEW More than 3 million high school students – or 18% of all high school students – are chronically absent.**
 - 20% or more of American Indian or Alaska Native (26%), Native Hawaiian or other Pacific Islander (25%), black (22%), multiracial (21%), and Latino (20%) high school students are chronically absent.
 - High school students with disabilities served by IDEA are 1.3 times as likely to be chronically absent as high school students without disabilities.
 - 20% of all English learner high school students are chronically absent.

Using Data to Ensure Equity in the Every Student Succeeds Act (ESSA)

Under the [new law](#), Congress required that states and districts include new information in their annual report cards, including data about student discipline, school arrests, chronic absenteeism, preschool enrollment, accelerated coursework, and per pupil expenditures. Access to this important data is a critical step forward in ensuring that school communities are able to have meaningful conversations about equity in their communities and may help states and districts identify schools and students for supports to improve student outcomes.

ED Initiative Spotlight

Addressing Chronic Absenteeism in Schools

In 2015, the Obama Administration launched [Every Student, Every Day: A National Initiative to Address and Eliminate Chronic Absenteeism](#) to support coordinated community action that addresses the underlying causes of local chronic absenteeism affecting millions of children each year. A core component of the effort is the [MBK Success Mentor Initiative](#) – a partnership between the Department and key institutions to match chronically absent students with school-linked mentors in 30 communities to improve their school attendance and achievement.

- **NEW** More than 3.5 million elementary school students – or 11% of all elementary school students – are chronically absent.
 - American Indian or Alaska Native and Native Hawaiian or other Pacific Islander elementary school students are **twice as likely** to be chronically absent as white elementary school students.
 - Black elementary school students are **1.4 times** as likely to be chronically absent as white elementary school students.
 - Elementary school students with disabilities served by IDEA are **1.5 times** as likely to be chronically absent as elementary school students without disabilities.
- **NEW** Chronic student absenteeism where the majority of teachers are also frequently absent:
 - Native Hawaiian or other Pacific Islander students represent **0.4%** of all students, but **2%** of chronically absent students who attend schools where more than **50%** of teachers were absent for more than 10 days.
 - Black students represent **15%** of all students, but **21%** of chronically absent students who attend schools where more than **50%** of teachers were absent for more than 10 days.

Education in Justice Facilities

The 2013-14 CRDC collected, for the first time, the days and hours of educational programs – consisting of credit-granting courses and classroom instruction through grade 12 – at justice facilities. Justice facilities are short- and long-term public or private facilities (including correctional facilities, detention centers, jails, and prisons) that confine (before or after adjudication or conviction) juveniles under 18 years of age, adults who are 18 years of age and older, or both; however, the CRDC included data only from justice facilities confining individuals up to 21 years of age.

- **NEW** On average, justice facilities report offering 26 hours per week of educational programming during their regular school year. But more than one in seven (**15%**) offers less than 20 hours per week during the school year – which is less than four hours each day in a five-day week.
- **NEW** While state requirements for public schools vary, the majority of states require 180 days of school instruction. More than one in five justice facilities (**21%**) reports having fewer than 180 days in a regular school year, and one in 20 (**5%**) reports having fewer than 170 days. By contrast, **24%** of justice facilities report having more than 230 days in a regular school year, reflecting the year-round nature of these facilities.

ED Initiative Spotlight

Promoting Correctional Education and Reentry

The Department has prioritized access to education as a tool and resource for incarcerated and formerly incarcerated individuals through [Improved Reentry Education \(IRE\)](#) and [Promoting Reentry Success Through the Continuity of Educational Opportunities \(PRSCOE\)](#) grants, [Reentry Education Toolkit](#), and [Guidance on Correctional Education in Juvenile Justice Facilities](#). And through the [Juvenile Justice Reentry Education Program](#), the Department is helping schools provide robust Career and Technical Education (CTE) and wraparound reentry supports for juveniles involved in the justice system.

Teacher and Staffing Equity

- **Black, Latino, and American Indian or Alaska Native students are more likely to attend schools with higher concentrations of inexperienced teachers:**
 - 11% of black students, 9% of Latino students, and 7% of American Indian or Alaska Native students attend schools where more than 20% of teachers are in their first year of teaching, compared to 5% of white students and 4% of Asian students.
 - 10% of teachers in schools with high black and Latino student enrollment* are in their first year of teaching, compared to 5% of teachers in schools with low black and Latino student enrollment.
- **Nearly 800,000 students are enrolled in schools where more than 20% of teachers have not met all state certification or licensure requirements:**
 - 3% of black students and 2% of Latino and American Indian or Alaska Native students attend these schools, compared to 1% of white students.
- **While most teachers are rarely absent, 27% of teachers are absent more than 10 school days per year for reasons unrelated to school activities:**
 - About 6.5 million students attend schools where more than 50% of teachers were absent more than 10 days per year.
 - 35% of Native Hawaiian or other Pacific Islander students attend schools where more than 50% of teachers were absent for more than 10 days, compared to 12% of white students.
- **Most high school students have access to a school counselor:** About 95% of high school students have access to at least one school counselor.
 - But 21% of high schools and about 850,000 high school students nationwide do not have access to any school counselor.
 - 1.6 million students attend a school with an SLEO, but not a school counselor.
 - Latino students are 1.4 times as likely to attend a school with an SLEO but not a school counselor as white students; Asian students are 1.3 times as likely; black students are 1.2 times as likely.

ED Initiative Spotlight

Focus on Teacher Diversity

In May 2016, the Department released a report titled [The State of Racial Diversity in the Educator Workforce](#) in conjunction with the National Summit on Teacher Diversity. Using data collected by the Department as well as data from public school districts collected by the U.S. Equal Employment Opportunity Commission (EEOC), the report reviews trends in educator diversity and reveals that, while students of color make up 50% of students according to the CRDC, and are expected to make up 56% of the student population by 2024, the educator workforce is still overwhelmingly white. Other report highlights:

- In school districts with more than 100 employees that responded to the EEOC's survey, black and Latino teachers represent 17% of the teacher workforce and 21% of newly hired teachers.
- In those same school districts, 27% of principals (including assistant principals) and 26% percent of new principals are black and Latino.



2016 Summer Programs

District	Location	Summer School	Before & After Summer School	Summer Camp
Center	Boone Elem.		May 31-June 23	
Fort Osage	Blue Hills Elem.			July 5-15
Grandview	Butcher-Greene Elem.		June 1-28	
Hickman Mills	Ervin Early Learning Ctr.		May 23-June 20	
	Dobbs Elem.			
	Burke Elem.			
	Ingels Elem.			
Kansas City	Gladstone Elem.	June 6-July 8	June 6-July 8	
	Paige Elem.			
	Wheatley Elem.			
	Banneker Elem.			
	Border Star Montessori			
	Carver Elem.			
	Faxon Elem.			
	Garcia Elem.			
	Hale Cook Elem.			
	Holliday Montessori			
	King Elem.			
	Longfellow Elem.			
	Melcher Elem.			
	Pitcher Elem.			
	Rogers Elem.			
	Trailwoods Elem.			
Troost Elem.				
Whittier Elem.				
N. Kansas City	Topping Elem.		May 31-June 24	June 27-July 22
Charter	Tolbert Academy		May 23-June 24	