

LINC Commission Meeting

September 19, 2016



(above) David Whitaker, LINC Caring Communities Trainer, leads a group discussion at a recent PQA (Program Quality Assessment) class.



(left) Carl Wade, LINC Caring Communities Site Coordinator, discusses the Six Pillars of Character at a Character Counts! workshop.



Local Investment Commission (LINC) Vision

Our Shared Vision

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

Our Mission

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

Our Guiding Principles

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



Monday, Sept. 17, 2016 | 4 – 6 pm
Kauffman Foundation
4801 Rockhill Rd.
Kansas City, Mo. 64110

Agenda

- I. Welcome and Announcements
- II. Approvals
 - a. July minutes (motion)
- III. School Superintendent Report
- IV. Children Services Fund
 - a. Barb Friedmann and Robin Winner
- V. LINC Professional Development
 - a. David Whitaker, LINC trainer
 - b. LINC staff panel
- VI. LINC 2016 Summer Review
 - a. Kansas City Public School results
 - b. Other
- VII. Other reports
 - a. Promise Neighborhood
 - b. EPFP 2016-17 Fellowship
 - c. Summer Food Update
- VIII. Adjournment



THE LOCAL INVESTMENT COMMISSION – JULY 18, 2016

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

Jack Craft	Rosemary Lowe
Tom Davis	Mary Kay McPhee
Steve Dunn	Ken Powell
Mark Flaherty	David Rock
Herb Freeman	Jaime Rogers (for Frank White Jr.)
SuEllen Fried	David Ross
Anita Gorman	Marge Williams
Dick Hibschan	

Brian Kinkade, Missouri Department of Social Services director, and **Bill Dent**, Family and Community Trust director, reported on their recent visit to Kansas City, including the LINC summer school program at Whittier Elementary School, and on LINC's adherence to the LINC Caring Communities model as it was originally envisioned. Discussion followed.

President Gayle A. Hobbs reported site coordinator **Adrian Wilson's** condition is improving after he was wounded during a carjacking.

A motion to approve the minutes of the June 20, 2016, LINC Commission meetings was approved unanimously.

Mark Bedell, Kansas City Public Schools superintendent, reported on his first two weeks on the job and outlined goals for the district during his first 100 days (the roadmap is available on the KCPS website). The district will host Summerfest, a back to school festival, on Aug. 6. The district will engage the community in a five-year strategic planning process. Discussion followed.

Paul Harrell, North Kansas City School District deputy superintendent of operations, reported voters will decide on a \$114 million, no tax increase bond issue during the Aug. 2 election. The bond issue would allow the district to make improvements that would solve capacity issues caused by student growth, allow for straight feeder patterns, and modernize North Kansas City High School.

Superintendents' Report

- **Kelly Wachel** (Public Information Officer, Center School District) reported on a partnership with VML to produce videos featuring recent graduates speaking on the value of their Center education. Some example videos were shown.
- **Jason Snodgrass** (Superintendent, Fort Osage School District) reported on the summer camp program offered in partnership with LINC which featured art, P.E., reading and writing, and field trips. Expansion of the district multipurpose building, financed by a \$400,000 capital campaign, is underway.
- **Yolanda Cargile** (Associate Superintendent of Student Services, Hickman Mills School District) reported the district will hold centralized enrollment on Aug. 6, 10, 11. The district's leadership team recently received a tutorial on the Apricot data system. Dr. Monique Morris, author of *Pushout: The Criminalization of Black Girls in Schools*, will be the featured speaker at the district's staff convocation on Aug. 17.
- **Dred Scott** (Assistant Superintendent, Independence School District) reported the district offered opportunities for enhanced learning through its five-week summer school program serving 2,600 students. The district has received funding for pre-school programming. This summer's Project Shine was the eighth year of the initiative; volunteers helped spruce up five elementary schools.

- **Juan Cordova** (Assistant Superintendent, Grandview School District) reported 100 teachers attended the district's summer service event. A leadership retreat will be held next month.
- **Kevin Foster** (Executive Director, Genesis Promise Academy) reported the school year ended on June 29, and the new school year will begin on Aug. 3. The school is taking on four social workers to do individual and group counseling.
- **Gayden Carruth** (Executive Director, Cooperating School Districts of Greater Kansas City) reported that legislative liaison planning will begin in August.
- **Bob Bartman** (Director, Education Policy Fellowship Program) reported the third EPFP will begin in the fall with 20 diverse participants.

Janet Miles-Bartee, Caring Communities administrator, reported on the LINC summer school program in the Kansas City Public Schools. The program featured an 11-hour day at 15 sites; LINC hired 184 certified teachers and 711 part-time staff for the effort; student enrollment in the program was 2,602. LINC also held summer camps in North Kansas City and Fort Osage, and before and after summer school programs in Center, Hickman and Grandview featuring chess, robotics, 4-H clubs and more. A video on a software coding activity in the North Kansas City summer camp was shown.

Jeff Phillips of Tshibanda and Associates gave a progress report on the Apricot data system. New programs added to the system include client enrollment at NorthWest Communities Development Corp. and counseling case management at Genesis Promise Academy. He also reported on user feedback, Phase 2 project timeline, and capabilities available to LINC sites.

There will be no August meeting.

The meeting was adjourned.





CHILDREN'S SERVICES

FUND

COALITION

OF JACKSON & CLAY COUNTIES

EACH YEAR IN OUR COMMUNITY...

8,000+ CASES of child abuse/neglect are reported

1,700 CHILDREN are considered "juvenile offenders"

Nearly **10,000 CHILDREN** do not have a place to sleep at night

8,000+ CHILDREN with mental health needs are turned away

CHANGE IS POSSIBLE. YOU CAN HELP.

LOOK FOR THE CHILDREN'S SERVICES FUND THIS NOVEMBER.



JacksonChildrensFund



@JacksonCSFC

www.childrensfundcoalition.org | info@childrensfundcoalition.org



CHILDREN'S SERVICES

FUND

COALITION

OF JACKSON & CLAY COUNTIES

EACH YEAR IN OUR COMMUNITY...

8,000+ CASES of child abuse/neglect are reported

1,700 CHILDREN are considered "juvenile offenders"

Nearly **10,000 CHILDREN** do not have a place to sleep at night

8,000+ CHILDREN with mental health needs are turned away

CHANGE IS POSSIBLE. YOU CAN HELP.

LOOK FOR THE CHILDREN'S SERVICES FUND THIS NOVEMBER.



JacksonChildrensFund



@JacksonCSFC

www.childrensfundcoalition.org | info@childrensfundcoalition.org





CHILDREN'S SERVICES

FUND

OF JACKSON COUNTY

JACKSON COUNTY VOTERS SUPPORT A CHILDREN'S SERVICES FUND.

Support remains steady with 66% of Jackson County voters agreeing that today's children need all the help they can get. Children and families in Jackson County face tough issues like drug use, child abuse and homelessness. Thousands of children are going without help. We are proposing proven solutions.

Did you know that studies prove over 21,000 children in our area are turned away each year simply because we do not currently have the capacity to serve them? The Children's Services Fund is a responsible plan that increases capacity and tackles the tough issues our children are facing and provides them with solutions.

With early interventions, we will see a reduction in crime rates, lower healthcare costs and less dependency on the welfare system. For every \$1 invested, \$11 in taxpayer money is saved.

Governed by an independent Board of Jackson County citizens, this is a revenue solution that will go toward children in Jackson County only, all the money stays here, in our community.

This fund has had proven success in several counties in Missouri. St. Charles County ranked 86th out of 114 counties in Missouri for the condition of children. In 2004, voters there created a children's services fund and today they are ranked as the best county to raise children in our state. Jackson County is currently ranked 89th.

This is an effort to protect the future of our children and our community. Now is the time, we must protect our children by supporting the Children's Services Fund this November.

 [JacksonChildrensFund](https://www.facebook.com/JacksonChildrensFund)  [@JacksonCSFC](https://twitter.com/@JacksonCSFC)

www.childrensfundcoalition.org | info@childrensfundcoalition.org

8 REASONS TO



in Jackson County

1. There is a growing need for temporary shelters for homeless youth.
2. We need to confront the increase in domestic violence incidents involving innocent children.
3. There is a high demand for transitional living programs to help youth aging out of foster care.
4. There are high rates of youth who have contemplated suicide.
5. We need to counter the large number of substantiated child abuse and neglect cases.
6. There is a lack of access to mental health services for thousands of children and youth with serious emotional disorders.
7. There is a legal requirement that all funds from the tax will be spent for Jackson County residents.
8. There is a substantial positive impact that the funds from similar taxes have had in eight other Missouri counties.



CHILDREN'S SERVICES FUND OF CLAY COUNTY

CLAY COUNTY VOTERS SUPPORT A CHILDREN'S SERVICES FUND.

Support remains steady with 60% of Clay County voters agreeing that family comes first. Children and families in Clay County are facing tough issues like drug use, child abuse and homelessness. Thousands of children are going without help. We are proposing a plan to help protect our families and resources.

Did you know that studies prove over 21,000 children in our area are turned away each year simply because we do not currently have the capacity to serve them? The Children's Services Fund is a responsible plan that increases capacity and tackles the tough issues our children are facing and provides them with the protection they need as they strive toward independence.

With early interventions, we will see a reduction in crime rates, lower healthcare costs and less dependency on the welfare system. For every \$1 invested, \$11 in taxpayer money is saved.

Governed by independent Board of Clay County citizens, this is a revenue solution that will go toward children in Clay County only, all the money stays here, in our community.

This fund has had proven success in several counties in Missouri. St. Charles County ranked 86th out of 114 counties in Missouri for the condition of children. In 2004, voters there created a children's services fund and today they are ranked as the best county to raise children in our state.

This is an effort to protect the future of our children and our community. Now is the time, we must protect our children by supporting the Children's Services Fund this November.



www.childrensfundcoalition.org | info@childrensfundcoalition.org

7 REASONS TO



in Clay County

1. There is a growing need for temporary shelters for homeless youth.
2. There is a high demand for transitional living programs to help youth aging out of foster care.
3. There are high rates of youth who have contemplated suicide.
4. We need to counter the large number of substantiated child abuse and neglect cases.
5. There is a lack of access to mental health services for thousands of children and youth with serious emotional disorders.
6. There is a legal requirement that all funds from the tax will be spent for Clay County residents.
7. There is a substantial positive impact that the funds from similar taxes have had in eight other Missouri counties.

Jackson County

County Seat: Independence

County Composite Rank

89

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
 *Outcome not included in Composite County Rank
⁺ 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	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%

Missouri-Kansas Education Policy Fellowship Program

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

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

The program is available in Missouri-Kansas through the Local Investment Commission (LINC) and Cooperating School Districts of Greater Kansas City. The nationally recognized EPFP was established more than 50 years ago by the Institute for Educational Leadership (IEL) in Washington, D.C. IEL continues to support the program in the District of Columbia and through its network of state affiliates.

How is the EPFP different from other professional development programs?

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

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



The 2015-2016 EPFP program included a visit to the Harry S. Truman Presidential Library, where fellows participated in a simulation at the White House Decision Center.

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

Local Investment Commission (LINC)
3100 Broadway, Suite 1100
Kansas City, MO 64111
(816) 410-8350
www.kclinc.org

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

In collaboration with:

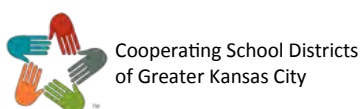
Institute for Educational Leadership
4301 Connecticut Ave NW, Suite 100
Washington, DC 20008-2304
(202) 822-8405
www.iel.org

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

Dr. Robert Bartman
(816) 410-8402

Dr. Gayden Carruth
(816) 753-7275

Enrollment is limited.





Education Policy Fellowship Program

2016-2017 Fellows

Stephanie Amaya

Park Hill School District

Jen Beutel

Platte County School District

Steven Boylan

Command & General Staff College

Angela Currey

Kearney School District

Deborah Delsemme

North Kansas City Schools

LaTanya Franklin

Hickman Mills C-1 School District

Larry Gray

Kansas City Public Schools

Tammy Henderson

North Kansas City Schools

Jeff Hill

Local Investment Commission

Tony Lake

USD 229 Blue Valley School District

Tristan Londre

Metropolitan Community College

Janet Miles-Bartee

Local Investment Commission

Steven Potter

Mid-Continent Public Library

Angela Price

Center School District

John Robertson

Mo. Dept. of Elementary and Secondary Education

Angela Rolofson

Knob Noster School District

Michael Schumacher

Shawnee Mission School District

Jose Verduzco

Kansas City Public Schools

Andrew Weisberg

Local Investment Commission

Jerrod Wheeler

Knob Noster Public Schools

SEBTC Project Summary 2011 - 2016

Kansas City SNAP Hybrid Model

\$2,654,151

Total Program Funds Redeemed 2011-2016

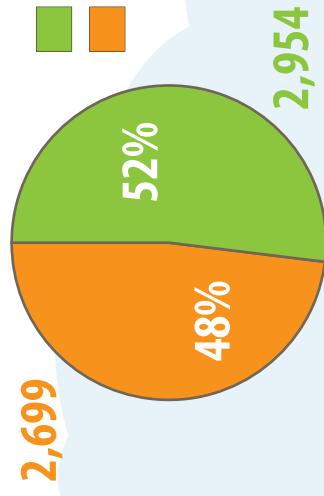
Selected for SEBTC Benefits

Households Children

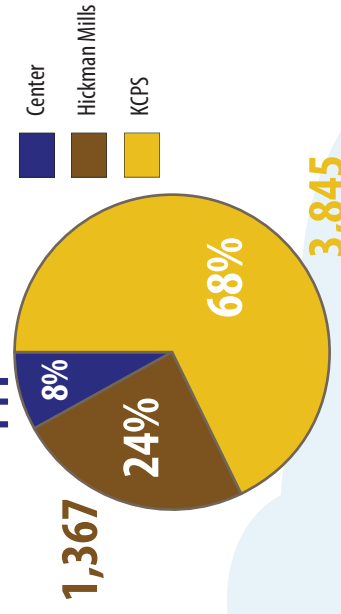
2011	1,477	2,538
2012	3,041	5,364
2013	2,262	4,001
2015	3,468	5,141
2016	2,961	5,653

There was no SEBTC program in 2014

Participants in 2016



Participants per District in 2016



2011
\$346,161

90%
funds redeemed

2012
\$831,646

92%
funds redeemed

2013
\$569,679

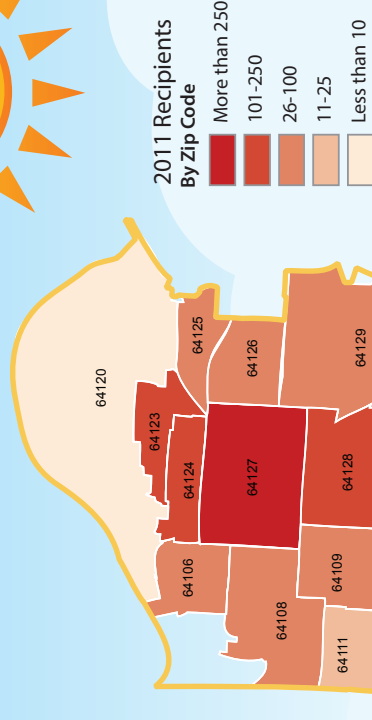
92%
funds redeemed

2015
\$426,861

93%
funds redeemed

2016
\$479,804

95%
funds redeemed



Income, Poverty and Health Insurance Coverage in the United States: 2015

September 13, 2016

Release Number: CB16-158

SEPT. 13, 2016 — The U.S. Census Bureau announced today that real median household income increased by 5.2 percent between 2014 and 2015 while the official poverty rate decreased 1.2 percentage points. At the same time, the percentage of people without health insurance coverage decreased.

Median household income in the United States in 2015 was \$56,516, an increase in real terms of 5.2 percent from the 2014 median income of \$53,718. This is the first annual increase in median household income since 2007, the year before the most recent recession.

The nation's official poverty rate in 2015 was 13.5 percent, with 43.1 million people in poverty, 3.5 million fewer than in 2014. The 1.2 percentage point decrease in the poverty rate from 2014 to 2015 represents the largest annual percentage point drop in poverty since 1999.

The percentage of people without health insurance coverage for the entire 2015 calendar year was 9.1 percent, down from 10.4 percent in 2014. The number of people without health insurance declined to 29.0 million from 33.0 million over the period.

These findings are contained in two reports: [*Income and Poverty in the United States: 2015*](#) and [*Health Insurance Coverage in the United States: 2015*](#). The Current Population Survey Annual Social and Economic Supplement was conducted nationwide and collected information about income and health insurance coverage during the 2015 calendar year. The Current Population Survey, sponsored jointly by the U.S. Census Bureau and U.S. Bureau of Labor Statistics, is conducted every month and is the primary source of labor force statistics for the U.S. population; it is used to calculate the monthly unemployment rate estimates. Supplements are added in most months; the Annual Social and Economic Supplement questionnaire is designed to give annual, national estimates of income, poverty and health insurance numbers and rates.

Another Census Bureau report, [*The Supplemental Poverty Measure: 2015*](#), was also released today. With support from the Bureau of Labor Statistics, it describes research showing a different way of measuring poverty in the United States and includes estimates for numerous demographic groups, including state-level estimates. The supplemental poverty measure serves as an additional indicator of economic well-being and provides a deeper understanding of economic conditions. The Census Bureau has published poverty estimates using this supplemental measure annually since 2011. Since September 2015, the supplemental poverty measure has been released the same day as the official poverty estimates.

The Current Population Survey-based income and poverty report includes comparisons with the previous year and to 2007 (before the last recession); historical tables in the report contain statistics back to 1959. The health insurance report is based on both the Current Population Survey and the American Community Survey and includes comparisons with the previous year. State and local income and poverty estimates, as well as local health insurance coverage estimates, will be released Thursday, Sept. 15, from the American Community Survey.

Income

- Real median incomes in 2015 for family households (\$72,165) and nonfamily households (\$33,805) increased 5.3 percent and 5.4 percent, respectively, from their 2014 medians. This is the first annual increase in median household income for family households since 2007. The most recent increase for nonfamily households was in 2009. The increases of 5.3 percent and 5.4 percent for family and nonfamily households were not statistically different.
- Real median household income in 2015 was 1.6 percent lower than in 2007, the year before the most recent recession, and 2.4 percent lower than the median household income peak that occurred in 1999. The difference between the 1.6 percent change and the 2.4 percent change was not statistically significant.

Race and Hispanic Origin

(Race data refer to people reporting a single race only; Hispanics can be of any race.)

- The real median income of Hispanic households increased by 6.1 percent between 2014 and 2015. Non-Hispanic white and black households also saw increases of 4.4 percent and 4.1 percent, respectively. While Asian households had the highest median income in 2015, the percentage change in their real median income was not statistically significant between 2014 and 2015. The differences between the 2014 to 2015 percentage changes in median income for non-Hispanic white, black and Hispanic households were not statistically different. (See [Table 1 in the report](#).)

Regions

- Households in all regions experienced an increase in real median income between 2014 and 2015. Median household income increased 6.4 percent in the West, 5.1 percent in the Midwest, 4.9 percent in the Northeast and 2.9 percent in the South. The differences between the 2014 to 2015 percentage changes in median household income for all regions when compared to each other, except for the difference between the South and the West, were not statistically significant. (See [Table 1 in the report](#).)
- Households with the highest median income were in the Northeast (\$62,182) and the West (\$61,442), followed by the Midwest (\$57,082) and the South (\$51,174). The difference between the median household incomes for the Northeast and West were not statistically significant. (See [Table 1 in the report](#).)

Earnings

- The 2015 real median earnings of men and women who worked full time, year-round between 2014 and 2015 increased 1.5 percent and 2.7 percent, respectively. This is the first significant annual increase in median earnings for men and women since 2009. The difference between the 1.5 percent change and 2.7 percent change was not statistically significant.
- In 2015, the median earnings of women who worked full time, year-round (\$40,742) was 80.0 percent of that for men working full time, year-round (\$51,212) — not statistically different from the 2014 ratio. The female-to-male earnings ratio has not shown a statistically significant annual increase since 2007.
- The number of men and women working full time, year-round increased by 1.4 million and 1.0 million, respectively, between 2014 and 2015. An estimated 73.9 percent of working men with earnings and 61.3 percent of working women with earnings worked full time, year-round in 2015, not statistically different from 2014. The difference between the 2014 to 2015 increases in the number of men and women full time, year-round workers was not statistically significant.

Income Inequality

- The Gini index was 0.479 in 2015; the change from 2014 was not statistically significant. Since 1993, the earliest year available for comparable measures of income inequality, the Gini index has increased 5.5 percent. (Developed more than a century ago, the Gini index is the most common measure of household income inequality used by economists, with 0.0 representing total income equality and 1.0 equivalent to total inequality.)
- Changes in income inequality between 2014 and 2015 were not statistically significant as measured by the shares of aggregate household income by quintiles.

Poverty

- The poverty rate for families and the number of families in poverty were 10.4 percent and 8.6 million in 2015, a decrease from 11.6 percent and 9.5 million families in 2014.
- In 2015, 5.4 percent of married-couple families, 28.2 percent of families with a female householder, and 14.9 percent of families with a male householder lived in poverty. For married-couple families and families with a female householder, both the poverty rate and the number in poverty decreased. For families with a male householder, neither the poverty rates nor the number in poverty showed any statistically significant change between 2014 and 2015.

Thresholds

- As defined by the Office of Management and Budget and updated for inflation using the Consumer Price Index, the weighted average poverty threshold for a family of four in 2015 was \$24,257.

(See <www.census.gov/hhes/www/poverty/data/threshld/index.html> for the complete set of dollar value thresholds that vary by family size and composition.)

Sex

- In 2015, 12.2 percent of males were in poverty, down from 13.4 percent in 2014. About 14.8 percent of females were in poverty in 2015, down from 16.1 percent in 2014. (See [Table 3 in the report.](#))
- Gender differences in poverty rates were more pronounced for those ages 18 to 64. The poverty rate for women ages 18 to 64 was 14.2 percent while the poverty rate for men ages 18 to 64 was 10.5 percent. The poverty rate for women age 65 and older was 10.3 percent while the poverty rate for men age 65 and older was 7.0 percent.

Race and Hispanic Origin

(Race data refer to people reporting a single race only; Hispanics can be of any race.)

- In 2015, 9.1 percent of non-Hispanic whites were in poverty, down from 10.1 percent in 2014. The number in poverty decreased to 17.8 million, down from 19.7 million. Non-Hispanic whites accounted for 61.4 percent of the total population and 41.2 percent of people in poverty.
- Both the rate and number of Hispanics in poverty in 2015 decreased to 21.4 percent and 12.1 million from 23.6 percent and 13.1 million in 2014.
- Both the rate and number of blacks in poverty in 2015 decreased to 24.1 percent and 10.0 million from 26.2 percent and 10.8 million in 2014.
- Asians did not experience a statistically significant change in their poverty rates nor in the number of people in poverty between 2014 and 2015.
- [Table 3 in the report](#) details 2015 poverty rates and numbers in poverty, as well as changes since 2014 in these measures, across race groups and Hispanic origin.

Regions

- In 2015, the poverty rate and the number in poverty decreased in the South, West and Midwest to 15.3 percent, 13.3 percent and 11.7 percent, respectively. The Northeast did not experience a significant change in the poverty rate or the number in poverty between 2014 and 2015. (See [Table 3 in the report.](#))

Shared Households

Shared households are defined as households that include at least one “additional” adult: a person age 18 or older who is not enrolled in school and is not the householder, spouse or cohabiting partner of the householder. The information on shared households covers adults living in the household in 2016 at the time of the survey. Therefore, the following two paragraphs compare 2015 to 2016.

- Between 2015 and 2016, changes in the number and percentage of shared households were not statistically significant. In 2016, there were 24.1 million shared households, representing 19.1 percent of all households. In 2007, prior to the recession, there were 19.7 million shared households, representing 17.0 percent of all households.

- In 2016, 7.0 million young adults ages 25 to 34 (16.0 percent) lived with their parents, an increase from 6.5 million (15.1 percent) in 2015.

Supplemental Poverty Measure

The supplemental poverty measure extends the official poverty measure for numerous demographic groups, including state-level estimates, by taking into account many of the government programs designed to assist low-income families and individuals that are not included in the current official poverty measure. While the nation's official poverty rate, presented in the [Income and Poverty in the United States: 2015](#) report, was 13.5 percent in 2015, the universe for the supplemental poverty measure is different because it includes children younger than age 15 who are not related to anyone in the household, such as foster children. Therefore, the official poverty rate presented in the [Supplemental Poverty Measure: 2015](#) report was 13.7 percent.

The supplemental poverty measure released today also shows:

- The supplemental poverty rate in 2015 was 14.3 percent, compared to last year's rate of 15.3 percent.
- There were 45.7 million people in poverty in 2015 using the supplemental measure, higher than the 43.5 million using the official poverty definition with the supplemental poverty measure universe.
- The poverty rate declined for many groups and no major group experienced a statistically significant increase.
- When tax credits and noncash benefits results are included, this results in lower poverty rates for some groups. For instance, the supplemental poverty rate was lower for children than the official rate: 16.1 percent compared with 20.1 percent.

While the official poverty measure includes only pretax money income, the supplemental measure adds the value of in-kind benefits, such as the Supplemental Nutrition Assistance Program, school lunches, housing assistance and refundable tax credits. Additionally, the supplemental poverty measure deducts necessary expenses for critical goods and services from income. Expenses that are deducted include taxes, child care, commuting expenses, out-of-pocket medical expenses and child support paid to another household. The supplemental poverty measure permits the examination of the effects of government transfers on poverty estimates. For example, not including refundable tax credits (the Earned Income Tax Credit and the refundable portion of the child tax credit) in resources, the poverty rate for all people would have been 17.2 percent rather than 14.3 percent.

The supplemental measure does not replace the official poverty measure and will not be used to determine eligibility for government programs.

Health Insurance Coverage

- The Current Population Survey shows that the percentage of people with health insurance coverage for all or part of 2015 was 90.9 percent, higher than the rate in 2014 (89.6 percent).

- The uninsured rate decreased between 2014 and 2015 by 1.3 percentage points. In 2015, the percentage of people without health insurance coverage for the entire calendar year was 9.1 percent, or 29.0 million, lower than the rate and number of uninsured in 2014 (10.4 percent or 33.0 million). See [Figure 1 in the report](#) and [Table 1 in the report](#). Over time, changes in the rate of health insurance coverage and the distribution of coverage types may reflect economic trends, shifts in the demographic composition of the population, and policy changes that impact access to health care. Several such policy changes occurred in 2014, when many provisions of the Patient Protection and Affordable Care Act went into effect.
- Between 2014 and 2015, the increase in the percentage of the population covered by health insurance was due to an increase in the rates of both private and government coverage. The rate of private coverage increased by 1.2 percentage points to 67.2 percent in 2015, and the government coverage rate increased by 0.6 percentage points to 37.1 percent.
- Of the subtypes of health insurance, employment-based insurance covered the most people (55.7 percent of the population), followed by Medicaid (19.6 percent), Medicare (16.3 percent), direct-purchase (16.3 percent) and military health care (4.7 percent).
- Between 2014 and 2015, the greatest change in coverage was the change in direct-purchase health insurance, which increased by 1.7 percentage points to cover 16.3 percent of people for some or all of 2015 (up from 14.6 percent in 2014).
- In 2015, the uninsured rate for children younger than age 19 was 5.3 percent, down from 6.2 percent in 2014.
- In 2015, the uninsured rate for children younger than age 19 in poverty (7.5 percent) was higher than the uninsured rate for children not in poverty (4.8 percent).

Age

- For the second year in a row, the percentage of people without health insurance coverage dropped for every single year of age under 65, according to the American Community Survey.

Race and Hispanic Origin

(Race data refer to people reporting a single race only; Hispanics can be of any race.)

- Between 2014 and 2015, the overall rate of health insurance coverage increased for most race and Hispanic origin groups. Hispanics had the largest increase (3.6 percentage points), followed by Asians (1.9 percentage points) and non-Hispanic whites (0.9 percentage points).
- In 2015, non-Hispanic whites had the lowest uninsured rate among race and Hispanic origin groups, at 6.7 percent. The uninsured rates for blacks and Asians were higher than for non-Hispanic whites, at 11.1 percent and 7.5 percent, respectively. Hispanics had the highest uninsured rate in 2015, at 16.2 percent.

States

- According to the American Community Survey, during 2015, the state with the lowest percentage of people without health insurance at the time of the interview was Massachusetts (2.8 percent), while the highest uninsured rate was for Texas (17.1 percent).
- The American Community Survey also showed that between 2014 and 2015, the uninsured rate decreased in 47 states and the District of Columbia. The declines for the states ranged from 0.5 percentage points (Massachusetts) to 3.9 percentage points (California). Three states (North Dakota, South Dakota and Wyoming) did not experience a statistically significant change in their uninsured rate.

State and Local Estimates from the American Community Survey

On Thursday, Sept. 15, the Census Bureau will release single-year estimates of median household income, poverty and health insurance for all states, counties, places and other geographic units with populations of 65,000 or more from the [American Community Survey](#). These statistics will include numerous social, economic and housing characteristics, such as language, education, commuting, employment, mortgage status and rent. Later today, subscribers will be able to access these estimates on an [embargoed](#) basis.

The American Community Survey provides a wide range of important statistics about people and housing for every community (i.e., census tracts or neighborhoods) across the nation. The results are used by everyone from town and city planners to retailers and homebuilders. The survey is the only source of local estimates for most of the 40 topics it covers.

The Current Population Survey Annual Social and Economic Supplement is subject to sampling and nonsampling errors. All comparisons made in the report have been tested and found to be statistically significant at the 90 percent confidence level, unless otherwise noted.

For additional information on the source of the data and accuracy of the Income, Poverty and Health Insurance estimates, visit www2.census.gov/library/publications/2016/demo/p60-256sa.pdf.

For additional information on the source of the data and accuracy of the Health Insurance estimates, visit www2.census.gov/library/publications/2016/demo/p60-257sa.pdf.

Kansas City Star Editorial - Sept. 7, 2014

Public schools must work harder to boost student attendance rates

Kansas City Public Schools doesn't stand a chance of raising students' academic performance and finally winning full accreditation unless educators can improve attendance in the district.

That's no small matter.

- Nine of the Kansas City district's schools, or 27 percent, have attendance rates of 69 percent or below.
- Five schools, or 15 percent, have attendance rates of 70 to 79 percent.
- Eight schools, or 24 percent, have attendance rates of 80 to 89 percent.

That leaves only 11 schools in the entire district on target for attendance of 90 to 100 percent. That's what the state goal has been since 2012 — attendance of 90 percent of students 90 percent of the time.

All of these numbers matter a great deal for a few main reasons.



State funding for schools is largely based on enrollment and attendance. Also, children can't learn unless they are in class.

September is [Attendance Awareness Month](#) in the United States. As the school year is just beginning, it's important to make parents, students and everyone else aware of the need for kids to be in class. Perfect attendance should be the target.

Derald Davis, assistant superintendent of school leadership for the Kansas City district, explained at a recent school board meeting that just two absences a month put a student on the chronic absentee list, which is defined as missing 10 percent or more of school days. At two days a month, it adds up to 18 days a year, or nearly a month of school that's lost.

It's a national concern. An estimated [10 to 15 percent](#) of students in the United States are chronically absent every year. Davis said 6 million kids a year missed at least 15 days of school nationwide.

It's not a benign issue. Younger children become more at risk of not being able to read at grade level by third grade. Teenagers are more likely to drop out in high school, become homeless or get caught up in illegal activity.

The prisons are filled with people who were chronically absent from school.

The causes of chronic absenteeism include missing school buses, physical and mental health concerns, and parents or legal guardians being unaware of the problem.

School board member Amy Hartsfield said she didn't know the scope of trouble. "This is really eye opening to me," she said.

Davis explained the ways that the district will attack the problem, focusing a lot of attention on the bottom-performing schools. They are Faxon Elementary, King Elementary, Northeast Middle, Southeast/African-Centered Prep High, Troost Elementary, Central High, Northeast High, Success Academy at Knotts and Success Academy at Anderson.

Those in the 70 to 79 percent attendance range also will be pushed to do better. They are Wheatley Elementary, Rogers Elementary, Central Middle, East High and Paseo Academy.

Attendance will be monitored more closely at each school, and principals will lead weekly attendance meetings to identify problems and seek solutions.

Districtwide, a much-needed, new emphasis will be put on the importance of attendance with increased accountability for accurate reporting. Mentoring programs will pair students with adults to encourage attendance. The district also plans to celebrate its successes.

Kansas City school officials recently discussed incentives that a few other school districts are offering students to encourage them to make it to class.

The [Raytown School District](#) announced last month that high school juniors and seniors will have a chance to win two 2016 Ford Focus cars in raffles if the teens by the end of the year have maintained an average 95 percent or better in attendance.

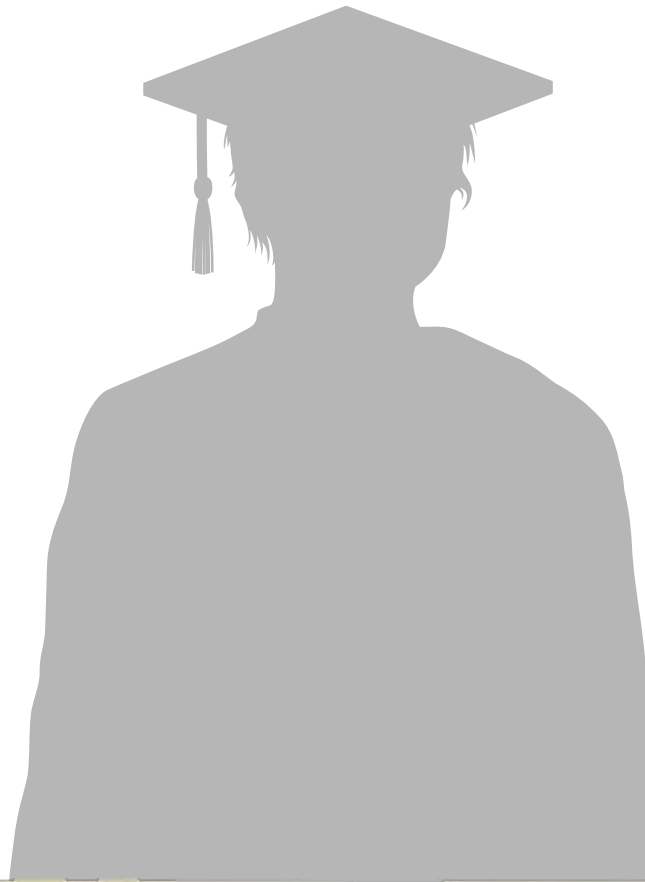
In St. Louis, [Whirlpool](#) has donated washers and dryers to several schools to fight absenteeism. Children who didn't have clean clothes to wear felt too embarrassed to go to school unkempt. Doing laundry at school helped solve the chronic absenteeism problem.

It's important that schools continue looking at innovative ways to get children to attend school every single day. The Kansas City Public Schools effort must be highly focused on positive results all year long.



PREVENTING MISSED OPPORTUNITY:

Taking Collective Action to Confront Chronic Absence



SEPTEMBER 2016

EXECUTIVE SUMMARY

In the United States, the promise of an equal opportunity to learn and succeed, regardless of circumstance or social class, is a shared value and widely accepted civil right that binds us together as a nation. The recent release of the [first-ever national](#), chronic absence data set by the U.S. Department of Education (ED), Office for Civil Rights (OCR) reveals that this promise is broken for far too many children. More than 6.5 million students, or about 13 percent, missed three or more weeks of school during a single school year, which is enough time to erode their achievement and threaten their chance of graduating. Over half were in elementary or middle school. Students from communities of color (African American, Native American, Pacific Islander and Latino) as well as those with learning disabilities were disproportionately affected.

The OCR's chronic absence data are part of its [Civil Rights Data Collection](#) (CRDC), a biennial survey encompassing nearly all public school districts in the United States. For the 2013-14 school year, OCR asked districts to report, for the first time, on the number of students who missed 15 days of school for any reason. This definition of chronic absence is similar to the most commonly used definition of missing 10 percent of school.

Studies show that missing just 10 percent or more of school – whether absences are excused, unexcused or due to suspension – predicts lower levels of numeracy and literacy for students by third grade, class failure in middle school and higher levels of suspension. It also can lead to a higher likelihood that students will drop out of high school and will have lower levels of persistence in college.¹ Chronic absence is problematic starting in preschool and kindergarten. The academic impact of absenteeism is greatest for children living in poverty whose families typically have fewer – and less access to – resources to make up for the lost school learning opportunities.²

This brief shares insights gained about where chronic absence can be found, and provides an overview of what states and districts can do to ensure the collection, analysis and sharing of real-time data is used to spur collective action. Inspiring success stories are highlighted throughout.

More than 6.5 million students, or about 13 percent, missed three or more weeks of school during a single school year, which is enough time to erode their achievement and threaten their chance of graduating.



WHERE ARE CHRONICALLY ABSENT STUDENTS FOUND?

An analysis of the OCR data, combined with statistics on poverty available from the Census Bureau and the National Center for Education Statistics, yields the following insights:

- » **Across the United States, chronic absence at varying levels affected the vast majority of school districts (89 percent) in the country.** Districts with chronically absent students reported numbers ranging from two to 72,376 students.*
- » **Half the chronically absent students are, however, found in just 4 percent of the nation's school districts and 12 percent of its schools.** These 654 districts are spread across 47 states and the District of Columbia.
- » **This trend of large numbers of chronically absent students affecting a handful of districts also holds true for states.** In fact, 10 percent of the chronically absent students nationwide can be found in just 30 districts in two states with very large student populations, California and Texas.
- » **Some of the places with the largest numbers of chronically absent students are affluent, suburban districts known for academic achievement.** For example, Montgomery County, Md., and Fairfax County, Va., two suburbs of Washington, D.C., each have more than 20,000 chronically absent students. While their absence rates are close to the national average, the large numbers reflect the sheer size of the districts and their growing populations of low-income students.
- » **Districts serving disadvantaged urban neighborhoods with high rates of poverty typically have both high rates and large numbers of chronically absent students.** In these places, which are also highly segregated communities of color, chronic absence reflects a web of structural challenges that includes the lack of adequate affordable housing, limited access to health care and the absence of well-resourced schools. Children may also suffer from exposure to violence and environmental pollutants, making regular school attendance more difficult. Cities such as Baltimore, Cleveland, Detroit, Milwaukee, and Philadelphia report that more than a third of students are chronically absent.
- » **Many small, poor rural school districts have few students, but face extremely high rates of chronic absenteeism.** While most of the districts with large numbers of chronically absent students are urban and suburban, the majority of districts reporting rates of 30 percent or higher are rural and town districts. Transportation and other challenges related to poverty can keep students from getting to school regularly in remote areas.

This analysis makes clear that chronic absence affects schools everywhere – from sprawling suburban districts where absenteeism can occur in the shadow of academic achievement, to small rural communities where geography complicates getting to school. It’s also clear that chronic absenteeism follows poverty wherever it is found in significant concentrations. This includes big cities and mid-sized communities with sizeable populations of color, as well as small towns and rural areas that are largely white. Analysis highlights are shown in this [Chronic Absence Story Map](#).

Many of the communities with the highest rates of chronic absence are economically, socially and racially isolated. Concentrated chronic absenteeism both reflects and exacerbates the problems these communities face. Unaffordable housing, poor health and unsafe streets can make it difficult for students to get to school every day.³ Tensions between schools and poor communities, especially poor communities of color, can also exacerbate efforts to address absenteeism. Negative past experiences with schools may make it difficult for families to trust and connect with schools. Punitive reactions (i.e. suspensions, expulsions, threatening letters and lost enrichment opportunities) on the part of school personnel toward children can create more distrust and, in some cases, increase time missed from the classroom.⁴ High levels of chronic absence can affect every student’s opportunity to learn because the resulting classroom churn can make it more difficult for teachers to offer engaging instruction.⁵

Schools need to offer welcoming, engaging, safe school environments as well as positive messaging that emphasizes the need to avoid unnecessary absences.

WHAT REDUCES CHRONIC ABSENCE?

Reducing chronic absence requires a comprehensive, tiered approach that goes far beyond just enforcing school attendance rules. It starts with prevention. Schools need to offer welcoming, engaging, safe school environments as well as positive messaging that emphasizes the need to avoid unnecessary absences. It takes investing in early intervention, for example, helping students with poor attendance form positive, caring relationships with other adults or peers that encourage them to get to class even when it is not easy. It involves addressing attendance barriers such as unreliable transportation, chronic health issues, unstable housing or the lack of safe paths to school.

Especially in communities with large numbers and high concentrations of chronically absent students, it requires schools to forge strategic partnerships with government agencies and other key stakeholders who can help provide sufficient resources to meet the needs of children, their families and schools.





Successful initiatives to address chronic absence are being implemented across the country.

In [Grand Rapids Mich.](#), chronic absence has been reduced, by over a third, from 35.1 percent district-wide to 22.5 percent in three years. The school district's comprehensive, data-driven approaches combine innovative community-wide messaging (The Challenge Five: Strive for Less than Five Days) with building the capacity of schools, especially principals, to adopt best practices and deep partnerships with community agencies to address the needs of families.

In San Francisco, [Hope SF](#), a cross-sector initiative dedicated to transforming public housing without large scale displacement, found over 53 percent of students living in public housing were chronically absent versus less than 10 percent city-wide. Hope SF has reduced chronic absence among students in public housing by combining resident-led strategies like walking school buses, with interagency data sharing, education liaisons based at housing sites, and closer collaboration with schools and the department of public health. Close attention is being paid to the impact of trauma.

A number of the communities hardest hit by chronic absenteeism recently joined the [My Brother's Keeper Success Mentors Initiative](#) funded by the U.S. Department of Education. This proven intervention provides chronically absent students and their families with school-

based mentors, nested in larger support systems. A major thrust is partnering with proven organizations to reach out and enlist the participation of thousands of caring volunteers.

[Diplomas Now](#) targets some of the most challenged middle and high schools in America's largest cities. This innovative model enhances a school's curriculum and instruction, while providing students with the right support to improve attendance, behavior and course performance. [Preliminary results](#) show a 17 percent reduction in chronic absence among 6th graders.

The brief also highlights how state level efforts make a difference. For instance, [Connecticut](#) has leveraged data in its longitudinal student data system, and local success stories to help key stakeholders across sectors understand why chronic absence matters. It has built chronic absence into its [accountability system](#) for school improvement and has started to see statewide reductions. As part of its comprehensive early literacy effort, the [Arkansas Campaign for Grade-Level Reading](#), launched [Make Every Day Count](#). Three elementary schools - Marvell Elaine, Monitor and Parson Hills - saw substantial reductions. They invested in messaging, offered targeted intervention, such as home visits and attendance buddies, and conducted outreach to immigrant families.

HOW COULD CHRONIC ABSENCE TRIGGER COLLECTIVE ACTION?

Until recently, most states and localities have missed the opportunity to use attendance data to prevent chronic absence. This brief discusses how every state and district should track and monitor chronic absence data so it can be used to target school and community resources. It recommends that we:

1. Invest in consistent and accurate data collection.

In order to ensure data are comparable across districts, states should establish a common definition of chronic absenteeism (ideally, missing 10 percent or more of the school year for any reason) and provide a standard approach for calculating a day of attendance. In addition, states and districts should offer guidance to support regular collection of attendance data and monitoring for accuracy.

2. Use data to understand need and disproportionate impact in order to target resources.

Leaders need to know the size of their chronic absence problem in order to understand how to improve educational outcomes. Information about the concentration and the severity of absenteeism also sheds light on the intensity and nature of supports required. The concept of multi-tiered systems of support not only helps to promote a prevention-oriented approach with students, but it also can be used to inform how states and districts build capacity to carry out the work. Analyzing the impact of chronic absence on students in particular grades, neighborhoods, or sub-groups (such as ethnicity, English Language Learner, or Special Education) can help further tailor interventions.

3. Leverage data to identify places that are getting results.

States and districts should look for the places that are beating the odds – keeping absenteeism rates low despite challenging circumstances. These positive outliers can provide inspiration to other places struggling to turn around chronic absenteeism.

4. Share data with key stakeholders.

Chronic absence data can only make a difference if it is widely available. Key stakeholders include those closest to the situation, particularly students, families and school staff, and district leaders, state policymakers, agency partners and even the general public who can provide resources and create accountability. What data should be shared and how often depends upon who is using it. Immediate data access is critical for those closest to a child so it can serve as an early warning trigger for action.

5. Equip stakeholders to unpack barriers and take action.

Once data are available, people need to know how to analyze and use them. They need to understand that identifying barriers to attendance requires a combination of chronic absence statistics, qualitative information and other school and agency data. An important strategy for equipping stakeholders is to create teams and forums where they can review the data together and jointly determine the implications for action.

6. Create shared accountability.

Chronic absence needs to be built into the accountability systems that are used by states and districts to measure progress and identify where additional support is needed to improve student performance. Implementation of the federal Every Student Succeeds Act also offers states the opportunity to [adopt chronic absence as an indicator](#) of school quality and student success, especially since it meets all of the criteria for what would be an appropriate metric.

The challenge and opportunity of improving attendance is to avoid making the all-too-common, incorrect assumption that chronically absent students and/or their parents simply do not care. Rather than responding with blame, we need to use chronic absence to trigger collective, strategic, creative problem solving and action. Part of the power of chronic absence is that it's an easy to understand education metric that motivates and reinforces collaboration across sectors. Schools and districts cannot do this alone, particularly in communities facing concentrated poverty and high levels of chronic absence. Chronic absence requires all of us – schools, public officials, public agencies, civic organizations, business, philanthropy, families and students – to use the data to focus our attention and target interventions so all children have an equal opportunity to learn and succeed.

* **Note:** This analysis was developed prior to data corrections submitted to the OCR for Florida and New York City. Nonetheless, we believe these gaps do not change the overall patterns and suggest the overall levels of students missing 15 or more days are an underestimate.

Endnotes

¹ [Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes](#), Applied Survey Research, May 2011.
[Attendance and Chronic Absenteeism in Indiana: The Impact on Student Achievement](#), Summer 2012.
[Chronic Absenteeism Among Kindergarten Students](#), Rhode Island Data HUB, 2015.
[Chronic Absence in Utah Public Schools](#), Utah Education Policy Center at the University of Utah, July 2012.
[High School Absenteeism and College Persistence](#), Rhode Island Data HUB, 2015.

² Ready, Douglas D., [Socioeconomic Disadvantage, School Attendance, and Early Cognitive Development, The Differential Effects of School Exposure](#), Sociology of Education, October 2010.

³ [Brief on Chronic Absenteeism and School Attendance](#), Prepared by the Healthy Schools Campaign, March 2014.
[Empty Seats: The Epidemic of Chronic Absenteeism Among Homeless Students](#), Institute for Children, Poverty and Homelessness 2015.
Henderson, Tia et al., [The Connection Between Missing School and Health: A Review of Chronic Absenteeism and Student Health in Oregon](#), Upstream Public Health, October 2014. Pg 14-24.
[Leading Health Conditions Impacting Student Attendance](#), National Collaborative on Education and Health, September 2015.
Nauer, Kim et al, [A Better Picture of Poverty: What Chronic Absenteeism and Risk Load Reveal About NYC's Lowest-Income Elementary Schools](#), Center for New York City Affairs at the New School, November 2014.
Romero, Maria Jose [How Maternal, Family and Cumulative Risk Affect Absenteeism in Early Schooling](#), National Center for Children in Poverty, Columbia University, February 2008.

⁴ Gershenson, Seth and Micheal Hayes, [Short-Run Externalities of Civic Unrest: Evidence from Ferguson](#), Missouri Brookings Institute, July 2016.
Batwillla, Mary, [Absenteeism in Tennessee Schools](#), Office of Research and Policy, Tennessee Department of Education, April 2015.

⁵ Gottfried, Micheal, [Chronic Absenteeism in the Classroom Context: Effects on Achievement](#), UC Santa Barbara, October 2015.

Preventing Missed Opportunity: Taking Collective Action to Confront Chronic Absence, Attendance Works and Everyone Graduates Center, September 2016.

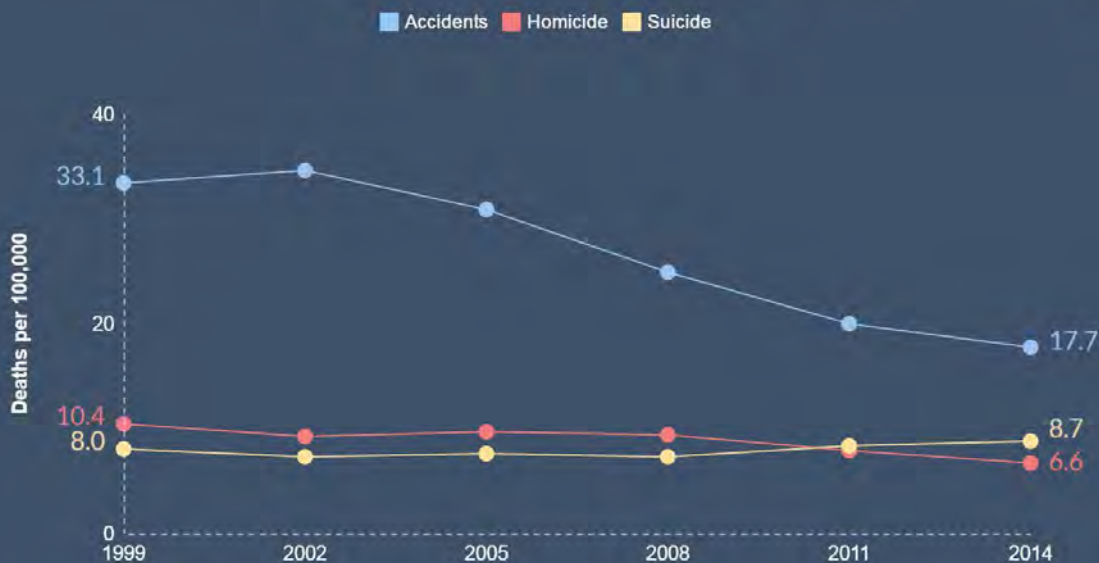
What's Killing Teens ?

LEADING CAUSES OF DEATH AGES 15-19

NATIONAL ▼

Overall teen mortality **DECREASED** from 1999 to 2014

National Leading Causes of Death Ages 15-19



SOURCE: CDC National Center for Health Statistics. Underlying Cause of Death 1999-2014

Comparing rates from 1999 to 2014

- 16%** DECREASE in accidents
- 4%** DECREASE in homicide
- 1%** INCREASE in suicide



Overall, accident rates decreased the most, while homicide and suicide rates remained more stable

Suicide becoming 2nd leading cause of death among teens in US

Suicide replaced homicide as the 2nd leading cause of teen death since 2011

Increase attributed to use of more lethal methods



Increase among teen girls driving overall suicide rate

SOURCE: Population Reference Bureau, 2016

Gender ▼

Compared to girls, teenage boys were:

2x more likely to die from accidents

6x more likely to die from homicide

3x more likely to die from suicide



2014 Leading Causes of Teen Death by Gender




SOURCE: CDC National Center for Health Statistics, Underlying Cause of Death 1999-2014


Race ▼


2014 Leading Causes of Teen Death by Race



Comparison of largest groups

 Black teens were 18x more likely to die from homicide than White teens

 White teens were 2x more likely to die from suicide than Black teens

 Hispanic/Latino teens had the 2nd-highest rate of homicide and suicide

SOURCE: CDC National Center for Health Statistics, Underlying Cause of Death 1999-2014

MISSOURI

State Leading Causes of Death Ages 15-19



SOURCE: CDC National Center for Health Statistics. Underlying Cause of Death 1999-2014

Accidents were the leading cause of teen death in the state despite an overall decline

Homicide was the 2nd cause of teen death in the state and rates remained somewhat stable

Suicide was the 3rd cause of teen death in the state, but rates were close to homicide rates

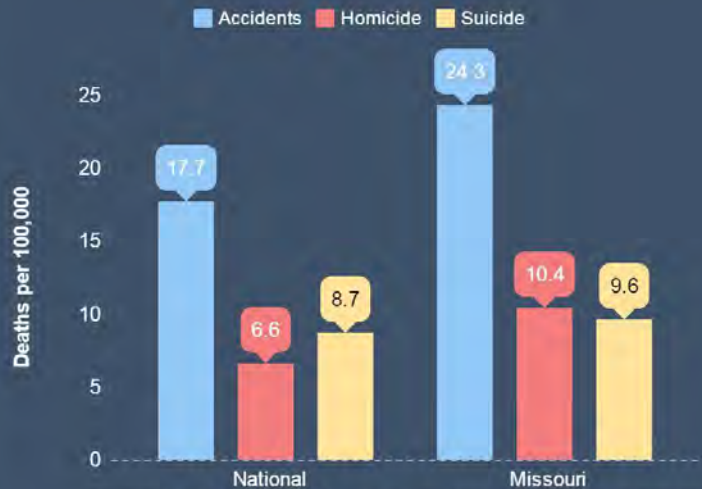
2014 National and State Leading Causes of Death Ages 15-19

SUMMARY

Missouri had higher rates of teen deaths due to accidents, homicide, and suicide than the national average

Teen suicide rates in Missouri did not surpass homicide rates, but if current trends continue, suicide could surpass homicide rates.

All the leading causes of teen death are preventable if appropriate resources are made available



SOURCE: CDC National Center for Health Statistics. Underlying Cause of Death 1999-2014

REFERENCES

1. Centers for Disease Control and Prevention (CDC), National Center for Health Statistics. Underlying Cause of Death 1999-2014 on CDC WONDER Online Database, released 2015. Data are from the Multiple Cause of Death Files, 1999-2014, as compiled from data provided by the 57 vital statistics jurisdictions through the Vital Statistics Cooperative Program. Accessed at <http://wonder.cdc.gov/ucd-icd10.html> on Jul 9, 2016

2. Population Reference Bureau (PRB), Suicide Replaces Homicide as Second-Leading Cause of Death Among U.S. Teenagers. Accessed at <http://www.prb.org/Publications/Articles/2016/suicide-replaces-homicide-second-leading-cause-death-among-us-teens.aspx>

COMMENTARY

Data Are Critical for High-Mobility Students

By Jennifer Bell & Nadja Young

August 10, 2016

The Every Student Succeeds Act requires states, for the first time, to measure and report on the academic performance of homeless and foster children, as well those from military families.

Providing student-growth measures for these vulnerable subgroups will give states and districts a clearer picture of how—or whether—the needs of these students are being met. As states and districts plan how to incorporate these data into their accountability systems, they must also understand how to mitigate the unique challenges of measuring the academic growth of these students.

Homeless, foster, and military-connected student subgroups include a higher proportion of high-mobility students, missing test scores, and smaller student sample sizes than many other subgroups—all of which can hinder the ability to measure their academic growth.

Students connected to the active-duty military, for instance, move three times more frequently than their civilian counterparts, according to the Military Child Education Coalition. In addition, high percentages of homeless and foster students experience frequent school changes, often moving from one district to another.

These disruptive transitions can lead to lost testing data. Many states, including Arkansas, Delaware, and Kentucky, have expanded their statewide student-information systems over the past decade and now have the ability to share data on students who move across district lines. (Privacy laws, however, still stymie efforts to track student data across state lines.) While sharing data between districts should mitigate the loss of existing testing data, students in these subgroups are also more likely to miss tests in the first place.

Many state student-growth models can't incorporate students who are missing recent test scores, because those models focus on a change in student achievement, in a single subject, only from one year to the next. States and districts attempting to use these simplistic growth models will struggle to generate information on highly mobile subgroups. How do we make sure data shine a light on how these potentially at-risk students are being served?

Sophisticated growth models, such as those used in Tennessee and Pennsylvania, can include more of these students, even those missing test scores from the previous year. Both states have used

[← Back to Story](#)



—Getty

Education Value-Added Assessment System (EVAAS) models for many years and have a rich history of using data for both reflecting on instructional practices and improving student outcomes.

By including additional prior testing data—across different subjects, grades, and assessments—advanced growth models provide a more accurate understanding of students’ knowledge and skills when they enter the classroom. This approach gives teachers better information on how to work with those students and provides a clearer baseline from which to measure growth in the current year.

Another challenge in collecting good data is that homeless, foster, and military-connected student subgroups represent a small percentage of the overall school population. For instance, 15 states have fewer than 5,000 homeless students. With a smaller subgroup of students, it is more difficult to produce meaningful growth measurements, given the inherent statistical limitations of small samples.

"How do we make sure data shine a light on how these potentially at-risk students are being served?"

The American Statistical Association recommends that estimates from student-growth models be presented alongside information on the precision and limitations of the model used. This is an especially important reminder when faced with small subgroups, as smaller samples have more built-in error. Adopting a model that includes the standard error around a group’s growth measure can mitigate that problem, by essentially telling users how confident they should be in the measure.

In its notice of proposed rulemaking under ESSA, the U.S. Department of Education allows states to set their own student-subgroup minimum amounts, but requires states to get federal approval for a minimum sample size greater than 30 to make sure they are still capturing the performance of small groups. As states consider different growth measures for their accountability systems and school report cards, they must also take the limitations of small-group measurement into account. Incorporating standard error adds critical context and protects schools against incorrect classification.

Some states use student-growth measures to classify schools into different categories, such as letter grades, star ratings, and schools “in need of improvement.” The standard error indicates how confident we can be in concluding whether the growth measure meets, exceeds, or falls short of the growth expectation. Only when there is enough evidence is a growth measure categorized into something other than “meeting expectations.”

MORE OPINION



[Visit Opinion.](#)

The data challenges of small, mobile subgroups are not insurmountable; if we conquer them, we can do more than just meet new ESSA requirements. ESSA prompts states to design accountability systems that look back on how they served students the previous year. More advanced models also look to the future, toward how to better serve these often-overlooked subgroups in the coming years. Advanced models incorporate predictive analytics, which allow for student projections to future state assessments and Advanced Placement and college-readiness tests.

With projections and early-warning indicators, teachers and schools can see a student’s trajectory and more proactively implement remediation, intervention, and enrichment strategies that foster academic improvement. Better still, they can accomplish this with the same underlying standardized-test data required by ESSA.

As states and districts redesign school accountability systems, student-growth measures remain a

valuable indicator of school quality. But let's use *all* the data we have to meet the distinct needs of homeless, foster, and military-connected students. Where possible, let's examine these vulnerable groups individually. And let's not remove a child from an analysis because he or she is missing a test score. All kids count, so let's count all kids.

Jennifer Bell is an education specialist at the data-analytics-software company SAS. Previously, she was a social studies teacher, instructional coach, and North Carolina teacher of the year. Nadja Young, a former teacher of career and technical education, is the senior manager for education initiatives for the SAS State and Local Government Practice.

WEB ONLY

SundayReview | CONTRIBUTING OP-ED WRITER

To Teach a Child to Read, First Give Him Glasses

David L. Kirp AUG. 6, 2016

Half a dozen police cars ring the entrance to the Morris Educational Campus in the Bronx. To enter this venerable Gothic-style building, I have to make my way through a phalanx of policemen and be scanned by a metal detector.

But the show of force doesn't signal that the high school students inside pose a threat. It is intended to protect the students, who fear getting mugged, or worse, in a high-crime neighborhood situated in the nation's poorest congressional district.

No one could confuse the Morris Academy for Collaborative Studies, one of four small schools that share this building, with the powerhouse Bronx High School of Science, just five miles away. Some students who arrive at Morris Academy for the ninth grade are reading at the third-grade level. A quarter of the 463 students are classified as special-needs students and a fifth are learning English as a second language. Eighty-seven percent are eligible for free or reduced-price lunch.

But compared with demographically similar high schools, Morris Academy is doing well. The rate of chronic absenteeism — students who miss more than 10 percent of school days — dropped to 41.1 percent from 56.5 percent in one year. The graduation rate is 67 percent, an eight percent increase in the past two years, and the

school is closing in on the citywide average. In the context of the neighborhood and its cohort of schools, Morris Academy feels like another world.

The main explanation, says the principal, Matthew Mazzaroppi, is that Morris Academy is among the 130 schools that have been converted into “community schools,” a cornerstone initiative in the crusade by Mayor Bill de Blasio and Carmen Fariña, the schools chancellor, to improve public education.

A community school is both a place and a set of partnerships with local organizations intended to deliver health, social and recreational supports for students and their families. The idea of a school that serves as a neighborhood hub holds widespread appeal, and 150 school districts, including Chicago, Baltimore, Cincinnati, Albuquerque, Tulsa, Okla., and Lincoln, Neb., have bought into the idea.

The community school is the contemporary version of the 19th-century settlement houses founded by the progressive activist and sociologist Jane Addams on the theory that social ills are interconnected and must be approached holistically. The mission of community schools is to confront the dogged persistence of conditions like untreated asthma, vision and dental problems, and emotional trauma, which mar the lives of children in hardscrabble neighborhoods.

“You wouldn’t think it’s acceptable to send a child to school without having glasses or without dental care, but it’s O.K. for that child to take a reading or math test,” Mark Gaither, the principal of Wolfe Street Academy, a justly renowned community school in Baltimore, told Maryland lawmakers. “But that’s the situation poor parents face.”

A growing body of research establishes that community schools can have an outsize impact. City Connects, which operates in 79 elementary schools mainly in the Northeast, has erased two-thirds of the achievement gap in math and half the achievement gap in English, compared with the Massachusetts statewide average. Students were substantially less likely to be chronically absent or held back, and the high school dropout rate was cut nearly in half. Other nationwide models, such as Communities in Schools, have succeeded in substantially reducing dropouts and raising graduation rates.

City Connects costs less than \$800 per student annually — about 6 percent on

top of the typical cost to educate one. An analysis of the program carried out by the Center for Benefit-Cost Studies in Education at Columbia found that it generates a return of at least \$3 for every dollar spent. “Providing the program to 100 students over six years would cost society \$457,000 but yield \$1,385,000 in social benefits” — higher incomes, lower incarceration rates, better health and less reliance on welfare, according to the analysis. If City Connects were a company, Warren Buffett would snatch it up.

Morris Academy opens early — breakfast is provided, along with before-class tutoring. It’s open until 6:30, as well as on some Saturdays and during the summer. Students can choose among clubs for chess players, step-team dancers and bloggers. The robotics team competes with high schools nationwide. During lunchtime and after school, tutors offer one-on-one help to struggling students. An in-house clinic provides medical, dental and psychological services.

Community school funds enabled Mr. Mazzaroppi to deliver the emotional support that battle-scarred children badly need — recruiting a squadron of social workers, training teachers to counsel students and teaching older students how to mentor their younger classmates. “Our problem wasn’t lack of an academic strategy but our inability to answer students’ pleas for help,” he says. Now, remarkably, Morris Academy students are more likely than their peers citywide to say they feel safe in school and believe that their teachers care about them.

After-school and summer programs not only keep poor kids off the streets, but they also give them the academic leg up and the array of opportunities that better-off families can afford to buy. When he was the chief executive of Chicago’s public school system, Arne Duncan, the former United States secretary of education, opened 150 community schools. “Making every school a community school — that’s got to be our collective vision,” he asserted.

Results-hungry policy makers expect test scores to rise overnight, but getting students engaged in their own education must come first. A recent evaluation of Baltimore’s community schools concluded that the schools whose students did best academically were those in the program longest.

“The key is perseverance,” says Mr. Gaither. “When you hold the course, you get

more than what you pay for.” His experience bears him out. Since adopting the community schools strategy a decade ago, Wolfe Street Academy has moved from being the city’s second-worst-performing elementary school to its second-highest.

New York rarely does things by halves, and community schools are no exception. In the span of just two years, 51,616 students started attending schools like Morris Academy — more students than in the entire District of Columbia school system. Most of them go to one of the 94 “renewal schools,” the city’s lowest-performing schools. Patience is in short supply in New York, however, and these troubled schools have just three years to show substantial progress.

“Ailing schools often struggle to turn around, even with an influx of new energy, resources and staff,” says Aaron Pallas, a Columbia Teachers College professor. An evaluation of 602 Communities in Schools programs reinforces this point. The model increased grades and graduation rates — but only in schools that followed it with “a high degree of fidelity,” with closegrained assessments of students’ diverse needs and high-quality supports to match those needs.

New York’s experiment is drawing attention among educators nationwide. If the venture succeeds, other cities may follow suit, but if fails, the community schools movement will take a hit. The impressive evaluations will recede in significance, and critics will dismiss the strategy as just another failed fad. Fingers crossed, then, that the city gives the experiment enough time before rushing to judgment.

David L. Kirp is a professor at the graduate school at the University of California, Berkeley, a senior fellow at the Learning Policy Institute and a contributing opinion writer.

Follow The New York Times Opinion section on Facebook and Twitter (@NYTopinion), and sign up for the Opinion Today newsletter.

A version of this op-ed appears in print on August 7, 2016, on page SR7 of the New York edition with the headline: To Teach a Child to Read, Give Her Glasses.



Kansas City United

AGAINST CRIME

Crime Prevention Month 2016

Tue. Oct. 4 4-7pm
Swope Park Pavilion

63rd and Swope Parkway, Kansas City, MO 64132



Free resources
Food
Family fun



Enjoy fun activities, meet members of K.C.P.D. and K.C.F.D. and opportunities to learn more on how you can prevent crime in your community.

Pet rabies vaccination, licenses, and Microchip Bundle will be available for \$10 through Spay and Neuter Kansas City. \$20 package includes DA2PP and Bordetella or FVRCP vaccinations.

Dogs must be on a leash and cats in a secured carrier during event.

Connect with us!

kcuac.org (816) 444-9300

 /kansascityunitedagainstcrime

