

LINC Commission Meeting

November 21, 2016

LIGHTS ON AFTERSCHOOL



Lights On Afterschool at Border Star Montessori 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, Nov. 21, 2016 | 4 – 6 pm
Kauffman Foundation
4801 Rockhill Rd.
Kansas City, Mo. 64110

Agenda

- I. Welcome and Announcements
- II. Approvals
 - a. **September minutes (motion)**
- III. LINC Finance Committee
 - a. Presentation by Auditors
 - b. IRS Form 990
- IV. School Superintendent Reports
- V. Independence School District Academies
 - a. Dr. Dale Herl
- VI. Other reports
 - a. Election Issue Updates
 - b. LINCWorks Results
- VII. Adjournment



THE LOCAL INVESTMENT COMMISSION – SEPT. 19, 2016

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

Bert Berkley
Sharon Cheers
Tom Davis
Aaron Deacon
Steve Dunn
Herb Freeman

SuEllen Fried
Rosemary Lowe
Ken Powell
David Ross
Bailus Tate
Marge Williams

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

LINC staff **Lee Bohannon** gave his remembrances of Brandon Johnson, a LINC staff member at Melcher Elementary who was shot and killed on Sept. 3.

Superintendents' Report

- **Maria Fleming** (Assistant Superintendent, Fort Osage School District) reported the district is evaluating its teaching practice and providing professional development for teachers on how to prepare students for the future.
- **Mark Bedell** (Superintendent, Kansas City Public Schools) reported the district will be providing trauma training for staff in response to violence in the community. Families have been notified about the superintendent's "Listening and Learning" tour, Sept. 22-early November. The district recently met with the Early Learning Commission to discuss expanding the number of early childhood spots from 1,100 to 1,500.
- **Dan Clemens** (Superintendent, North Kansas City School District) reported voters passed the district's \$114 million bond issue with 82% approval; the bond improvements will support a growing student population and a straight feeder system conducive to a neighborhood school approach. The district recently implemented a new fleet of buses powered by natural gas.
- **Sharon Nibbelink** (Superintendent, Center School District) shared a new flyer that the district produced to inform families about the opportunities available in the district. The district is seeking to hire a grant writer to aid in pursuing additional funding opportunities.
- **Gayden Carruth** (Executive Director, Cooperating School Districts of Greater Kansas City) reported that the Cooperating School Districts are focusing on professional development for teachers in the areas of literacy and mathematics.
- **Bob Bartman** (Director, Education Policy Fellowship Program) reported the third EPFP cohort begins this week with a diverse group of 20 participants. A reception for the new class will be held on Tuesday at Drumm Farm Center for Children.

Barbara Friedmann and **Robin Winner** of the Children's Services Fund Coalition reported voters in Jackson and Clay counties will decide whether to create a Children's Services Fund in each of the counties. The initiative to place the question on the Nov. 8 ballot was driven in response to the lack of resources for homeless children and their families. Voter approval would create a sales tax (one-quarter of a cent in Clay, one-eighth of a cent in Jackson) to fund services aimed at reducing child abuse and neglect, helping families regain housing and stability, and creating other positive outcomes in enabling children and youth to become productive members of their community.

Craft announced that in addition to the Children's Services Fund there are three other measures on the Nov. 8 ballot: renewal of the Jackson County COMBAT tax; a Mid-Continent Public Library levy increase; and two competing statewide cigarette tax increases.

LINC Caring Communities Trainer **Dave Whitaker** gave a presentation on LINC professional development efforts over the last 12 months. A video on LINC staff trainings held last week was shown. Whitaker reported 776 staff have been trained in 155 training sessions over the last year, including an intensive training effort prior to the start of summer school. The trainings have been provided in-house by several LINC trainers. LINC Site Coordinator **Carl Wade** reported that the trainings give line staff the tools to be successful in working with children. LINC Program Administration Analyst **Andrew Weisberg** reported on additional training efforts including on-line courses, training by University of Missouri-Extension on STEM at 21st Century Community Learning Center sites, and United Way "Quality Matters" training.

Christy Harrison, Kansas City Public Schools Summer School Coordinator, gave a presentation on the results of the KCPS summer school program supported by LINC. The report showed that the reading growth from Spring 2015 to Fall 2016 of KCPS students participating in the 2015 summer school program exceeded that of students who did not participate. Summer 2016 participants showed an increase in performance on pre/post reading and math testing. Discussion followed.

LINC Deputy Director-Community Engagement **Brent Schondelmeyer** reported on the results of the 2016 Summer Electronic Benefit Transfer for Children program in Kansas City. Families in three area school districts redeemed \$479,804 in food benefits during this year's program.

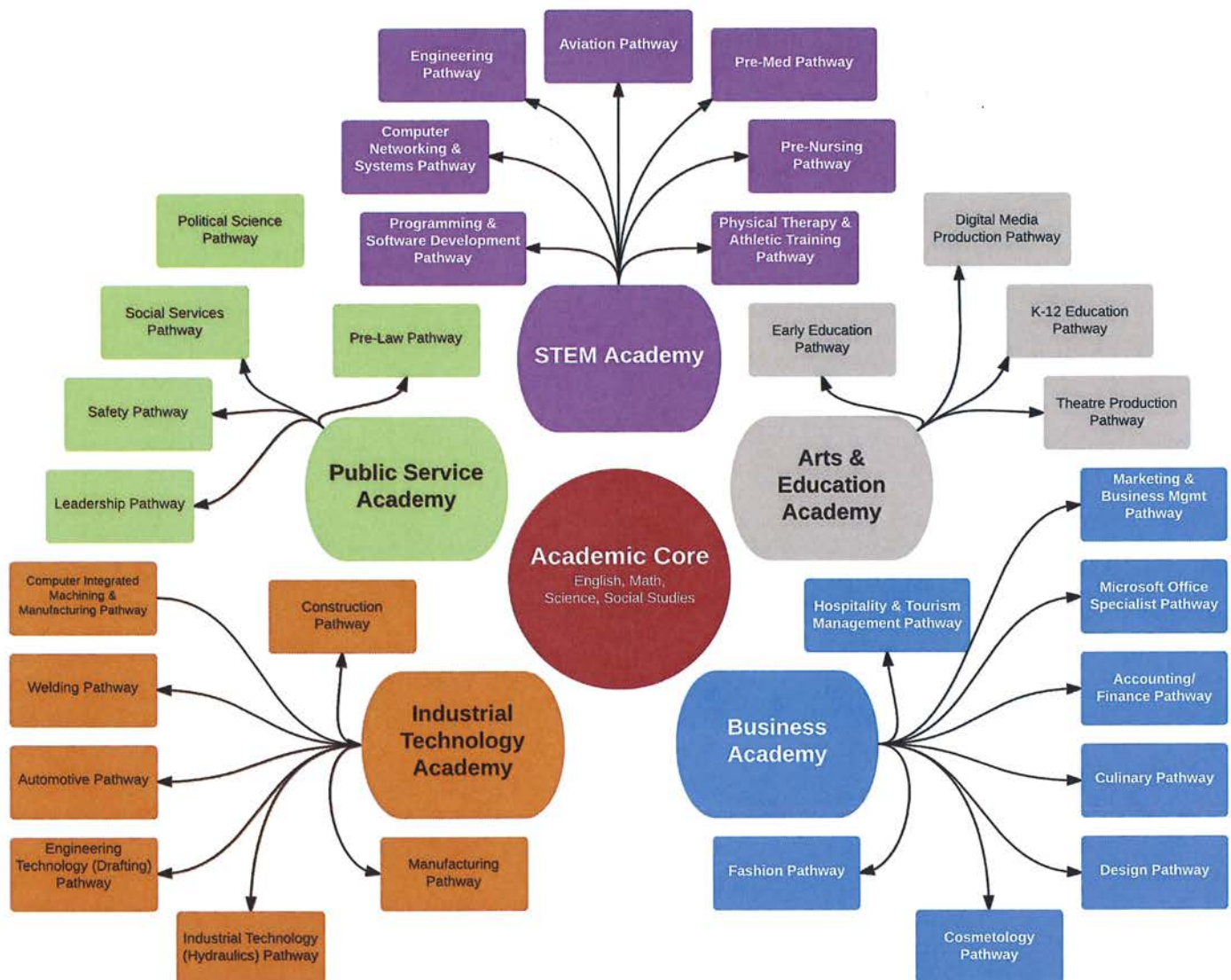
Schondelmeyer reported that LINC worked with the Kansas City Mayor's Office and Kansas City Public Schools to develop an application for a federal Promise Neighborhood grant. The work yielded much useful information but due to time constraints it was decided not to submit an application.

Steve Dunn reported on efforts to work with Kansas City Public Schools to expand vocational training in construction skilled trades.

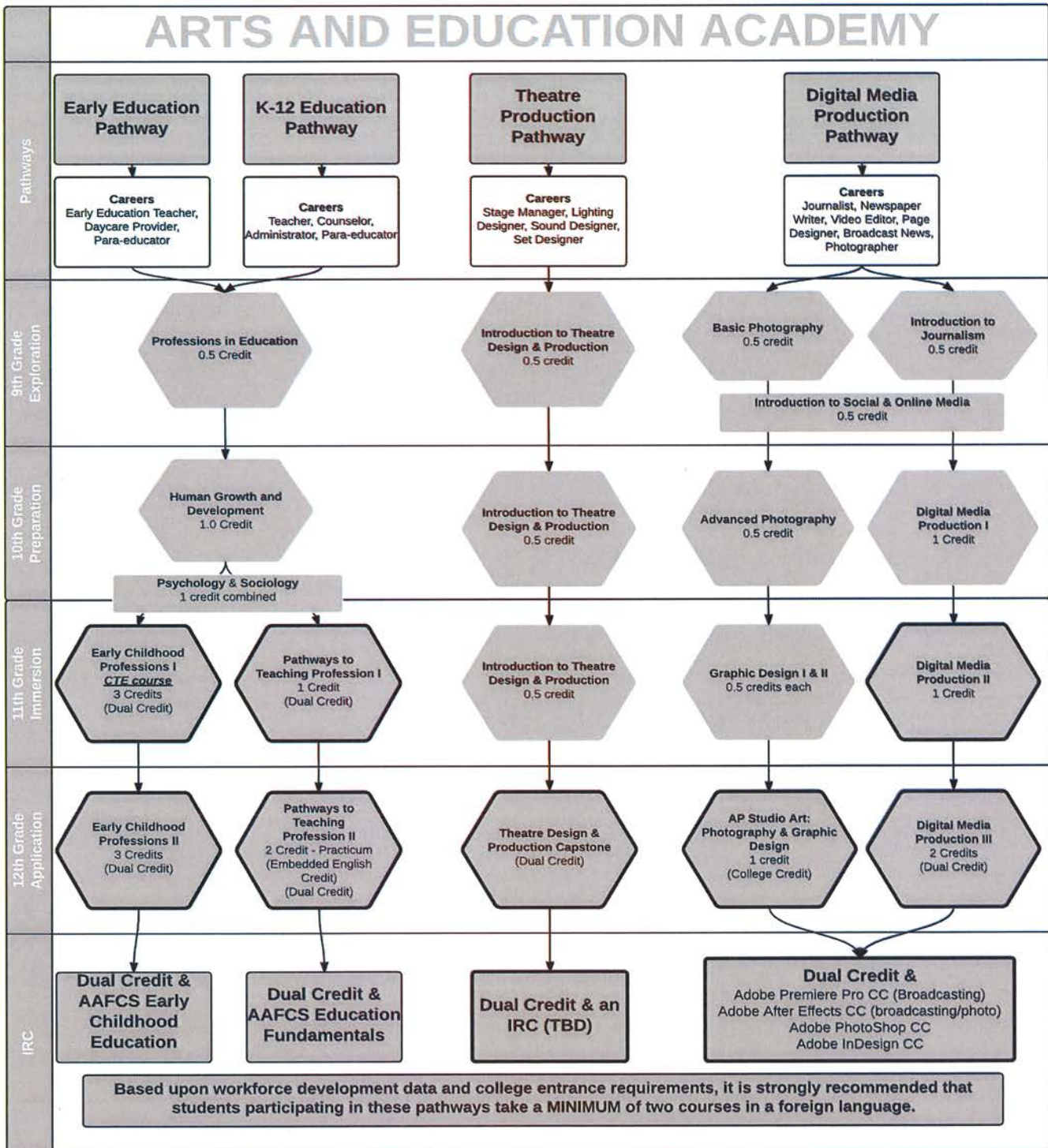
LINC Deputy Director-LINCWorks **Andrea O'Neal** recognized LINCWorks case managers **Fiona Island** and **Michael Coram**, whose training and responsiveness resulted in saving the life of a seven-day-old infant at Woodland Early Learning Community School.

The meeting was adjourned.

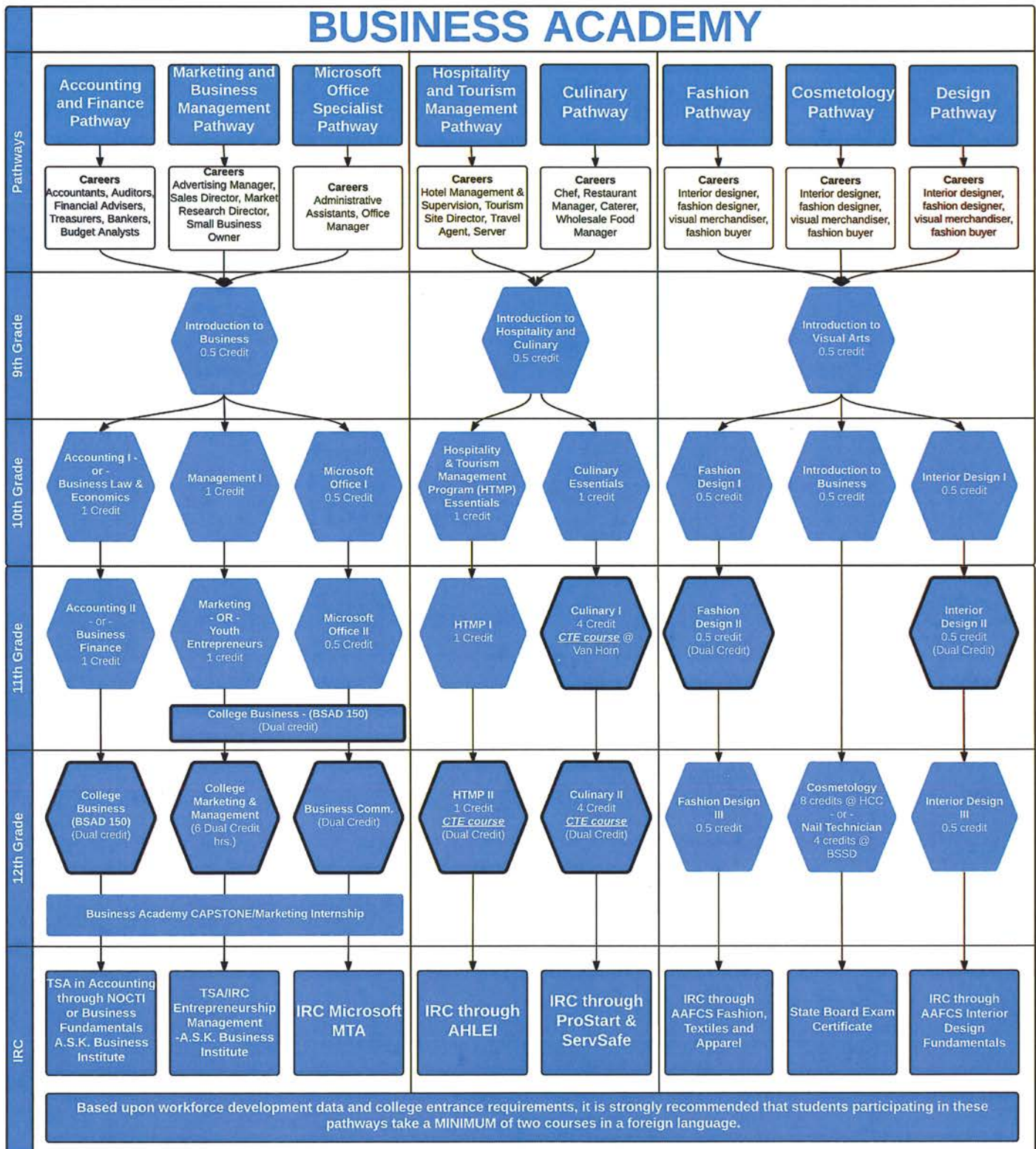
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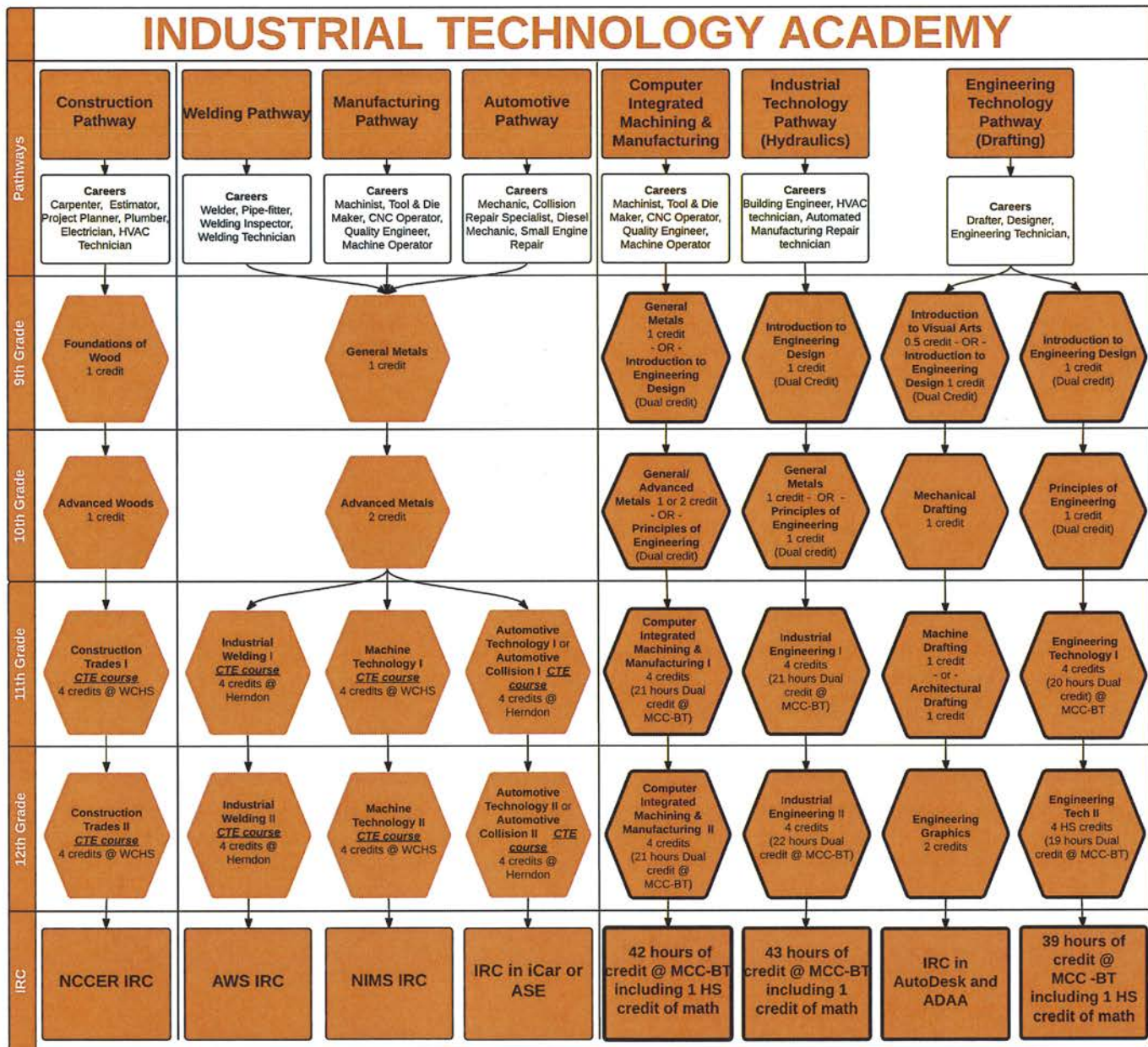
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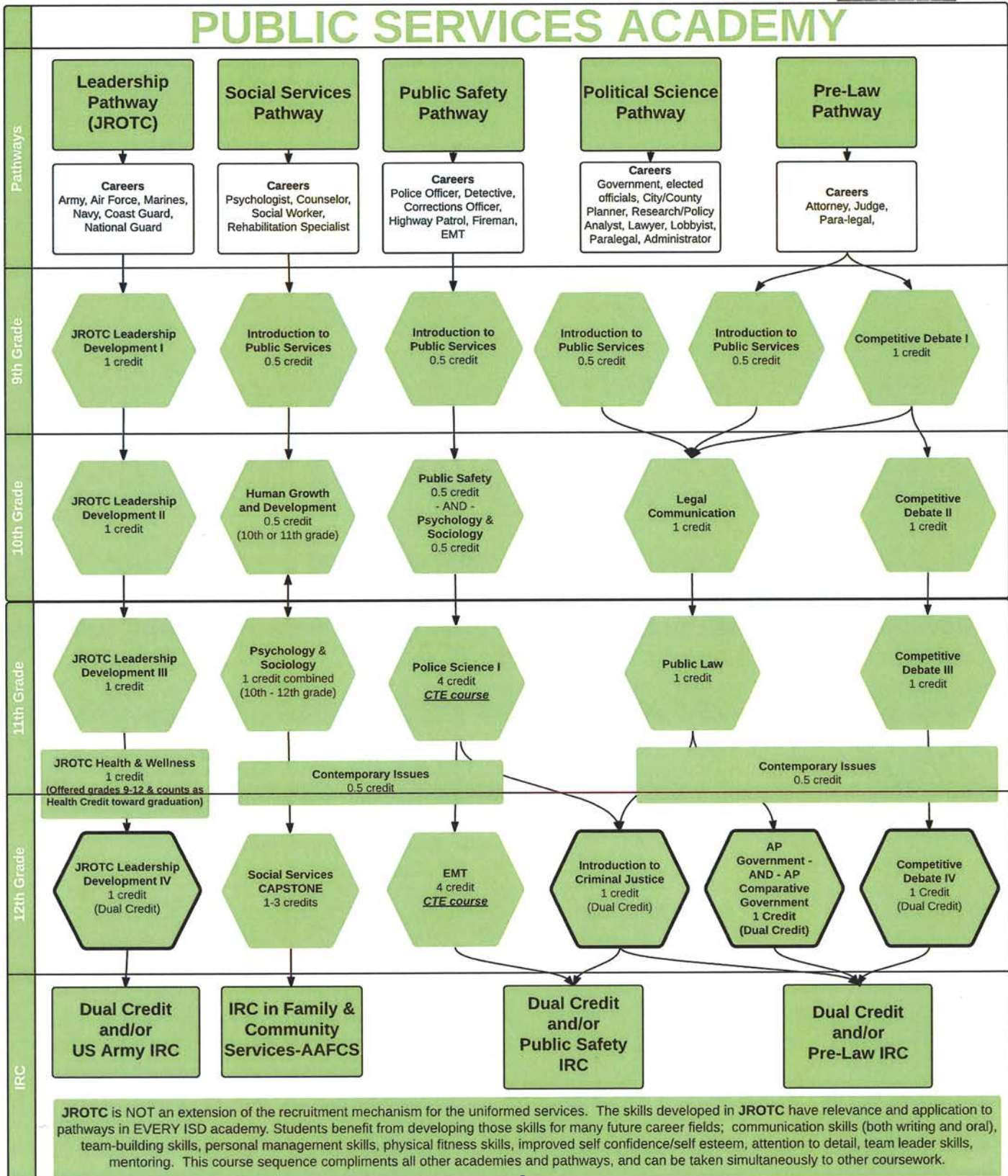
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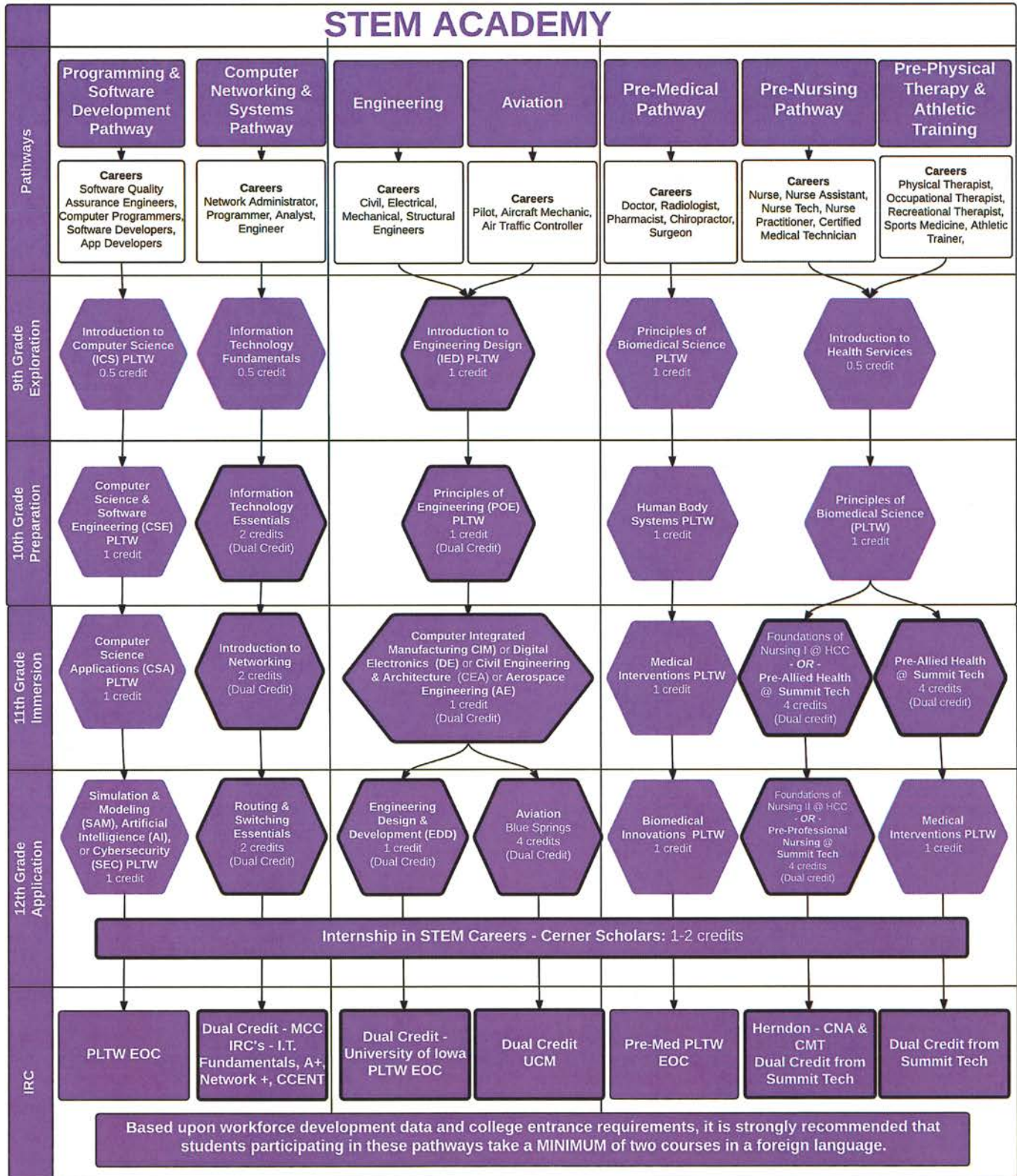
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The Academies of ISD



The Academies of ISD



Kansas City Public Schools hits the full accreditation mark for first time in decades

By Mará Rose Williams

Kansas City Public Schools officials hung balloons and struck up the band Monday for a long-awaited celebration.

For the first time in nearly 30 years, the district has scored at full accreditation level on the state-issued report that measures progress in a number of performance areas, including how well students did on standardized tests.

But the district may have to wait another year before the state grants it that status. State officials have said they first want proof the district can sustain its newly reached performance level.

That didn't stop students from shaking colorful pom-poms and even singing and dancing a bit as a band played at Wendell Phillips at Attucks Elementary School, where Superintendent Mark Bedell made the announcement and called it "a historic moment."

Full accreditation, Bedell said, would not only greatly change the district's long-held reputation as being full of struggling schools and low-performing students, but it could also help attract more top teachers to the district and lead to increased district enrollment. [Building enrollment](#) was announced as a district priority this school year.



"It gives us leverage," Bedell said. "It allows for the community to say Kansas City Public Schools are trending in the right direction."

The Missouri Department of Elementary and Secondary Education on Monday morning released the annual performance scores for every district and charter school in the state. Only seven districts in the state scored below full accreditation level.

In the Kansas City area, Hickman Mills was among those that missed that mark. But for the first time, state officials said, no district in Missouri scored below 50 percent on the progress review — the level needed to be at least provisionally accredited.

Kansas City jumped up from 22.5 Annual Progress Report points in 2012 to 98 this year, out of the 140 possible APR points. Those 75.5 points, gained over four years, put the district over the line for full accreditation at 70 percent.

That's why a giant 98 adorned the celebratory cake district officials cut after Monday's announcement.

"We are especially pleased to see significant improvement in APR scores in unaccredited districts," said Margie Vandeven, Missouri commissioner of education. The Missouri School Improvement Program is the state's school accountability system for reviewing and accrediting public school districts.

Of the 553 traditional public school districts and charter public schools with an Annual Progress Report, scores averaged at 90 percent, according to a state news release.

Kansas City school officials said they are ecstatic to have finally scored in the full accreditation range.

"Of course we feel really great about the [growth and progress we have made](#)," said Vickie Murillo, the chief academic and accountability officer for Kansas City Public Schools. "We feel the district is poised to receive full accreditation and continues to move in the right direction — upward and forward."

Murillo gave much of the credit for the improved scores to "a focus on teaching and learning. We were strategic, we met students where they were and crafted a plan to make sure that students made growth and progress for the next year," she said.

But she was quick to say that while the district has reached full accreditation levels in its scores, "there is no breathing" room.

Two area charter schools — University Academy and the Ewing Marion Kauffman School — this year achieved all 140 points for a 100 percent performance score.

Kansas City Mayor Sly James expressed pride in the accomplishment made by the schools in the city, making special note of the Kansas City school district improvements.

The announcement "proves that if we continue to set high expectations for our kids, they will rise to meet them," James said. "I want to congratulate Kansas City Public Schools on this great step towards accreditation, and I'm hopeful that KCPS will continue to do whatever it takes to ensure the success of their students."

The Kansas City school system's performance review results "have improved by more than 75 points in four years," said Natalie Allen, district spokeswoman.

Currently, Kansas City, like Hickman Mills, is provisionally accredited, which means that until now, the district has consistently landed in the range of 50 percent to 69.9 percent of the possible APR points.

But hitting that full accreditation level is not enough. State officials have said a district has to maintain performance at that level or higher for at least another year before full accreditation is considered.

“While we are on the right track, this type of revival by an urban school district like KCPS is very rare,” said Bedell. “This is not the end. We are on the starting line for greater things.”

He said that now that the district has hit the full accreditation mark, “we will have to work that much harder to stay here.” Should that happen, he said, Kansas City will apply for full accreditation next year.

Bedell, who became superintendent before the start of the current school year, unveiled a plan Monday to help the district sustain its new gains.

The strategy includes growing an innovative program to address trauma-sensitive schools “to make sure we are supporting our kids not only academically but socially and emotionally,” Bedell said. He also talked about nurturing a mentorship program that within the next five years would connect every student to a positive adult mentor who is not a member of their family, growing the district’s early childhood education program, and pushing for more community and business partnerships with schools.

The APR score is comprised of points for each of five performance standards: academic achievement, subgroup achievement, high school readiness or college and career readiness, attendance rate, and graduation rate. The majority of the points come from how well students do on standardized tests. Districts get points for moving students up on the academic performance scale from below basic to basic, from basic to proficient, from proficient to advanced.

This year overall, 35.2 percent of the students in Kansas City Public Schools scored proficient or advanced in English, 23.8 percent landed in the top areas in math, 44.9 percent hit the mark in social studies and 22.8 percent in science.

Districts across the state this year struggled to reach high scores in science, and state officials have said they are looking at recalibrating the way science is scored.

Bedell said getting more students scoring proficient or advanced in all the areas assessed by the state — math, social studies, English language arts and science — won’t be easy going forward for the district.

He said the district is challenged with having one in five students for whom English is not the first language, a 41 percent student mobility rate, and 100 percent of its students receiving free and reduced-price lunch, a state measure of poverty in a district.

Those are some of the very challenges that made fourth-grade teacher Sarah Roberts nervous about stepping into a Kansas City public school classroom for the first time this year.

But Roberts, who also is a parent with two children attending Kansas City’s public schools, was smiling at Monday’s announcement. When she heard the news, she said as a parent she was “relieved and excited. As a teacher, I was very proud.”

Melissa Robinson, who chairs the Kansas City Public Schools Board of Directors, praised students, staff, leadership and partners for their significant achievement. Robinson pointed out

that the gains were earned over time even with a constantly shifting educational landscape in Missouri.

“The state’s academic achievement standards are widely considered among the most rigorous in the nation,” Robinson said.

State educators expect districts to have at least 75 percent of their students scoring in the proficient or advanced levels in each subject area tested by 2020.

Some other area districts saw their APR score slip this year. Center School District, in south Kansas City, for the first time in three years saw its score fall out of the 90-percent level to 80.7 percent this year, down from 92.1 in 2015.

“We are still solidly in the full accreditation category,” said Kelly Wachel, a district spokeswoman

Dennis Carpenter, superintendent of Hickman Mills schools, said he has been working toward turning around his provisionally accredited south Kansas City district. While the district showed improvement in all five areas measured this year, it still missed the mark on reaching full accreditation level.

“Contrary to what the state APR suggests, I would put Hickman Mills’ academic performance results up against any district in the state with the same demographics,” Carpenter said.

He said poverty in the district and the tremendous amount of mobility of students in and out of the district daily present unusually difficult challenges for urban districts like Hickman Mills, where 100 percent of the students get free and reduced-price lunch.

Katie Roe, director of professional development and college and career readiness for Hickman Mills schools, said district officials working toward full accreditation are concerned more broadly with how students are being served, rather than looking only at “how kids are performing on that single test in May.”

Read more here: <http://www.kansascity.com/news/local/article113037663.html#storylink=cpy>

KC superintendent: I choose to champion the children of Kansas City Public Schools

By Mark Bedell

On the morning of Oct. 18, with coffee in hand, I climbed the steps of Central Middle School to continue my Brown Bags with Bedell tour, where I speak to kids about their schools, their lives and their dreams for the future. Central Middle School, like so many of our school buildings, is rich in character and charm; the school has state-of-the-art classrooms and wonderful supports in place with programs like City Year.

But what is by far most impressive about the schools I visit in this city are the students. Kansas City Public Schools students are some of the strongest kids I have ever met. They are brilliant, funny, inquisitive and resilient, and they need us. They need the entire community.

Our school system has been through a lot, and, if we are being honest, has at times been written off. I am here to tell you that it is a new day in Kansas City Public Schools. We are increasing test scores and opportunities for our students. It is a beautiful sight. This is the first time since the '80s that our school system has reached the 98 points necessary for full accreditation.

However, as we continue to move the needle, the stigma around the district is pervasive. As soon as we start to feel the sunshine on our faces and enthusiasm in the air, a negative media report or an offhanded comment takes our legs out from under us. But I refuse to let any of that negativity impact all of the positive things we are doing in Kansas City Public Schools. My team is fighting for kids. We are in the trenches every single day and continue to educate, empower and support our families.

We have significant challenges, of course. With a 41 percent mobility rate and 100 percent of our kids qualifying for free and reduced-price meals, we know that our students come to school with more than just educational needs. The truth, though, is that none of our challenges is insurmountable. One of my top priorities is to lead people to a place where we can take a nuanced and solution-focused approach to public education. As I explained to a local radio DJ, it's time for us to move forward ... together.

We're going to make sure that our entire district staff is trained in cultural responsiveness. We need to leave punitive discipline behind and instead embrace restorative justice in our schools. We are developing a mentorship program that I hope to expand to 7,500 students. It is also important that we make sure our schools are inviting resource hubs, where families can go for help and necessities. It may be time to consider setting uniforms and position aside in order to promote positive relationships between our school resource officers and our kids. Too many of our schools feel like prisons to our students and their families. That must and will change.

In addition, we will continue to explore the right recipe for our school system in the wake of the significant changes enacted as a result of the Master Plan. We need to collectively advocate for a new district middle school south of Brush Creek, challenge our state school board to rethink what “proficiency” means in our schools, and, most importantly, make sure instructional opportunities are equitable across our school system.

As I always say to my staff, we plant seeds in the morning and cut grass in the afternoon. Kansas City Public Schools is moving with urgency in the right direction. We hope you, the community, will come aboard and help us get where we need to be.

Mark T. Bedell joined Kansas City Public Schools as superintendent in July. He previously served as the assistant superintendent for Baltimore County Public Schools in Maryland.

Kansas City Star – Oct. 5, 2016

KC teachers' heartwarming video: 'You are why I come to work every day'

By Lisa Gutierrez

She called it The Positivity Project.

Jamie McSparin, who runs a program for at-risk students at Oak Park High School in the North Kansas City School District, challenged her fellow teachers last month to choose students and tell them how important, inspiring and appreciated they are.

Armed with a Kodak point-and-shoot camera, McSparin filmed about 50 teachers complimenting individual students.

The students' wide range of reactions roll out one by one in a 6-minute video.

Shock. Disbelief. Pure joy.

High-fives. Hugs.



Junior Sarah Haler looks confused at first when teacher Tyler McSparin — who happens to be Jamie McSparrin's husband and Oak Park colleague — tells her that she inspires him to come to work every day.

"Ohhhhh," Sarah says, grinning.

"Oh, this is going to make me cry," Tyler says from behind the camera.

Tyler posted the video to YouTube and on his Facebook page on Monday. "It's pretty powerful to see how our words can affect students!!" he wrote on the Facebook post.

By Wednesday, the video had been viewed more than 5 million times.

“I had no idea, never in a million years, that it would have exploded like it did,” Jamie McSparin said.

She got the idea from a professional development seminar over the summer that encouraged teachers to think positively, to change how they think of themselves and others “instead of everything being negative,” she said.

She put her spin on a similar project from another school district and decided to prepare a video to share with teachers in October, an often gloomy month when the new-school-year hype has waned, days grow shorter, and the cold and flu season arrives, she said.

“The whole point was to make October better, to remind teachers this is why we’re here,” said McSparin, 28, a teacher of six years who is in her third year at Oak Park.

Over a three-week span in September, she ambushed teachers during their planning periods.

I want you to think of a student who inspires you to come to work, she told them.

We’re going to go find them, right now, pull them out of class, and you’re going to tell them why they inspire you, she instructed. She filmed most of the interactions.

She was struck and bothered by how every single student they pulled out of class — whether at-risk or high-achieving — thought they were in trouble.

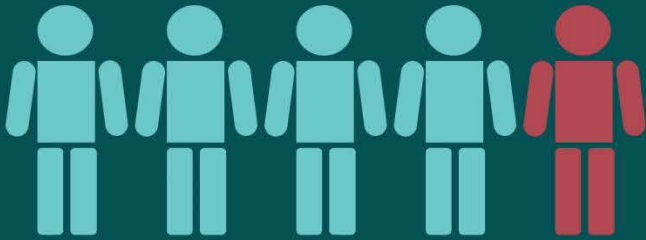
“We need to change that,” she said. “Not every interaction with a teacher has to be a negative one.”

The video went viral thanks to a friend who shared it with a friend who works for “Good Morning America.” ABC News picked up the video, too. She’s been getting emails from teachers from across the country over the last two days.

“If just half of these people stay positive,” she said, “that’s a lot of positive out there.”

Some 2015 ACS Indicators of Child Economic Well-being

1 in 5 Missouri children is poor



In 2015, 20.2% (276,100) of Missouri children live in poverty

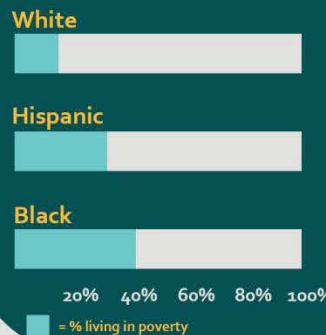
The rate of uninsured children in Missouri **DECREASED** by 1.5% from 7.2% in 2014 to 5.7% in 2015

But Missouri has 0.9% **MORE** uninsured children than the U.S. average

Younger children in Missouri are more likely to be poor

22.8% of children in Missouri under the age of 5 live in poverty

Racial and ethnic minority children are disproportionately poor



42% of Black children and 32% of Hispanic children live in poverty compared to 15% of non-Hispanic White children

1 in 4 of all Missouri children in households are supported by public programs to fight poverty



In the 2015 release of the American Community Survey, 25.8% of Missouri children live in households supported by public programs to fight poverty. Over one-half (53.6%) of Missouri single-parent families with children are supported by public programs to fight poverty.

One-half of Missouri children in single-parent family households are supported by public programs to fight poverty



Poverty in Early Childhood



Poverty in Early Childhood by the Numbers

Young children are the most likely to experience poverty among all age groups in the U.S.

- 1 in 5, or 4.2 million, children under age five experienced poverty in 2015.
- 2.1 million children under age five experienced deep poverty in 2015 – half of all the young children who experienced poverty.
- Early childhood poverty grew during the Great Recession, and has remained high through the recovery, remaining above 20 percent.

Poverty: In 2015, a family of three with one parent and two children lived in poverty if the family earned less than **\$19,096** per year

Deep Poverty: In 2015, a family of three lived in deep poverty if it earned less than **\$9,548** per year, or half the poverty threshold.ⁱ

Annual wages for one full-time, full-year worker earning the federal minimum wage of \$7.25 per hour are \$15,080. In comparison, the Economic Policy Institute estimates that a household consisting of one adult and two children needs a median annual income of \$56,839 to attain an adequate standard of living.ⁱⁱ

Poverty does not impact all children equally

Children of color are significantly more likely to be affected by poverty than white children in the U.S. In 2015:ⁱⁱⁱ

12.8 percent of white children under age five lived in poverty

11.9 percent of Asian children under age five lived in poverty*

30.2 percent of Hispanic or Latino children under age five lived in poverty

39.1 percent of American Indian and Alaskan Native children under age six lived in poverty^v

45.5 percent of black children under age five lived in poverty

30.4 percent of Native Hawaiian and other Pacific Islander children under age six lived in poverty^v

*While the poverty rate for Asian children is relatively low compared to other racial groups, this figure masks deeper levels of poverty experienced by certain ethnic groups. For example, 30.2 percent of Hmong children lived in poverty in 2015.^{vi}

By 2020 more than half of all children in the U.S. will be children of color,^{vii} and already half of all children under five are children of color.^{viii} As racial disparities in early childhood poverty expose increasingly larger segments of the young child population to poorer outcomes, policymakers and early childhood stakeholders should find it increasingly urgent to address both the causes and the symptoms of racial disparities in poverty rates.

Poverty impacts development in early childhood

Early childhood is a critical period of physical and social-emotional development. In the first years of life, 700 to 1,000 new neural connections are formed every second, shaping the brain's architecture in a way that influences learning, health and behavior for a lifetime.^{ix} Poverty influences this process by bringing a host of stressors and hardships into a child's life and influencing relationships with caregivers and others in a child's social network. In the absence of adequate buffering relationships and supports, such stressors can adversely impact the architecture of a young child's rapidly developing brain.

Poverty has cumulative effects that undermine health, learning and social-emotional development

Growing up in a household with material hardship creates inequitable opportunities and increased exposure to risk factors for young children, when compared to children who do not live in poverty. This in turn leads to inequities in opportunities for optimal health, learning and social-emotional development for young children living in poverty.

Health

Early childhood poverty is a health concern even before a child is born.

- Children born to families experiencing poverty are more likely to be born premature and at a low birth weight, and more likely to have their health rated as fair or poor by their caregivers.^x
- Children who are born preterm or with a low birth weight are more likely to develop chronic diseases like obesity, diabetes and heart disease as adults.^{xi}
- Children who experience poverty are more likely to develop asthma.^{xii}
- Inadequate or unsafe housing – where families experiencing poverty are often forced to live – is associated with asthma, lead exposure and injuries,^{xiii} as well as reduced opportunities for play and exercise.
- Lack of safe spaces to play and poor nutrition both contribute to an increased risk of obesity in early childhood, which can impact physical and mental health for a lifetime.

Learning and Academic Achievement

The strain poverty creates on families negatively impacts a young child's ability to learn.

- Young children who experience poverty in the first years of life are approximately 30 percent less likely to complete high school than children who don't experience poverty until later in life.^{xiv}
- Family income is closely associated with academic achievement. In fact, family income is now considered as nearly as strong a predictor of a child's academic success as parental education level.^{xv}
- Young children living in poverty often experience chronic stress which can lead to elevated cortisol levels, adversely impacting their executive function and ability to learn.^{xvi}
- In instances when young children experiencing poverty display cognitive, speech or language delays, they may also be less likely to have access to critical services that can quickly identify such delays and help to address them.

Social-Emotional Development

Young children's social-emotional development can also be impacted by the stressors associated with poverty, putting them at an increased risk for behavioral and emotional problems.

- Parents of children experiencing poverty are twice as likely to report that their children are at-risk for developmental delays as parents of children who are not experiencing poverty.^{xvii}
- Only 48 percent of parents experiencing deep poverty reported that their child was "flourishing"^{xviii} developmentally, compared to 72 percent of parents of children not experiencing poverty.^{xix}
- Poverty also affects a caregiver's ability to create a stable environment for a young child. When parents and caregivers experience significant stress and uncertainty in daily life, and must dedicate considerable time and energy to meeting a child's basic needs with limited means, their ability to parent optimally may be diminished.

Poverty in childhood increases the likelihood of poverty in adulthood

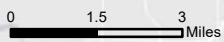
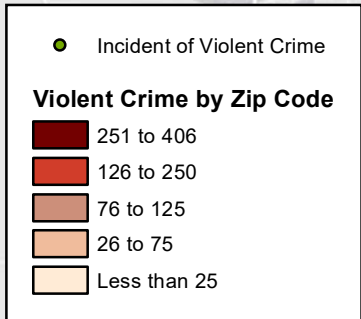
Over time, greater exposure to poverty in childhood – either cyclical or chronic – makes it more likely that a child will have a hard time escaping poverty in adulthood, feeding an intergenerational cycle of poverty. Children who experience poverty for at least half of their childhood are 37 percent less likely to be consistently employed as young adults than children who experienced shorter durations of poverty or did not experience poverty at all.^{xx}

How Can We Better Support Young Children and Their Families?

Local leaders have several opportunities to ensure that all young children have the support they need to thrive. The consequences of poverty in early childhood can be prevented and mitigated through the provision of high-quality, accessible and responsive programs and services. However, to address the root causes of poverty, a broader shift in policy is also needed. To learn more, read CSSP's brief [Supporting Young Children: Addressing Poverty, Promoting Opportunity and Advancing Equity in Early Childhood](#).

For citations, please visit <http://www.cssp.org/policy/2016/Poverty-in-Early-Childhood-Citations.pdf>.

Violent Crimes in Kansas City, MO by Zip Code

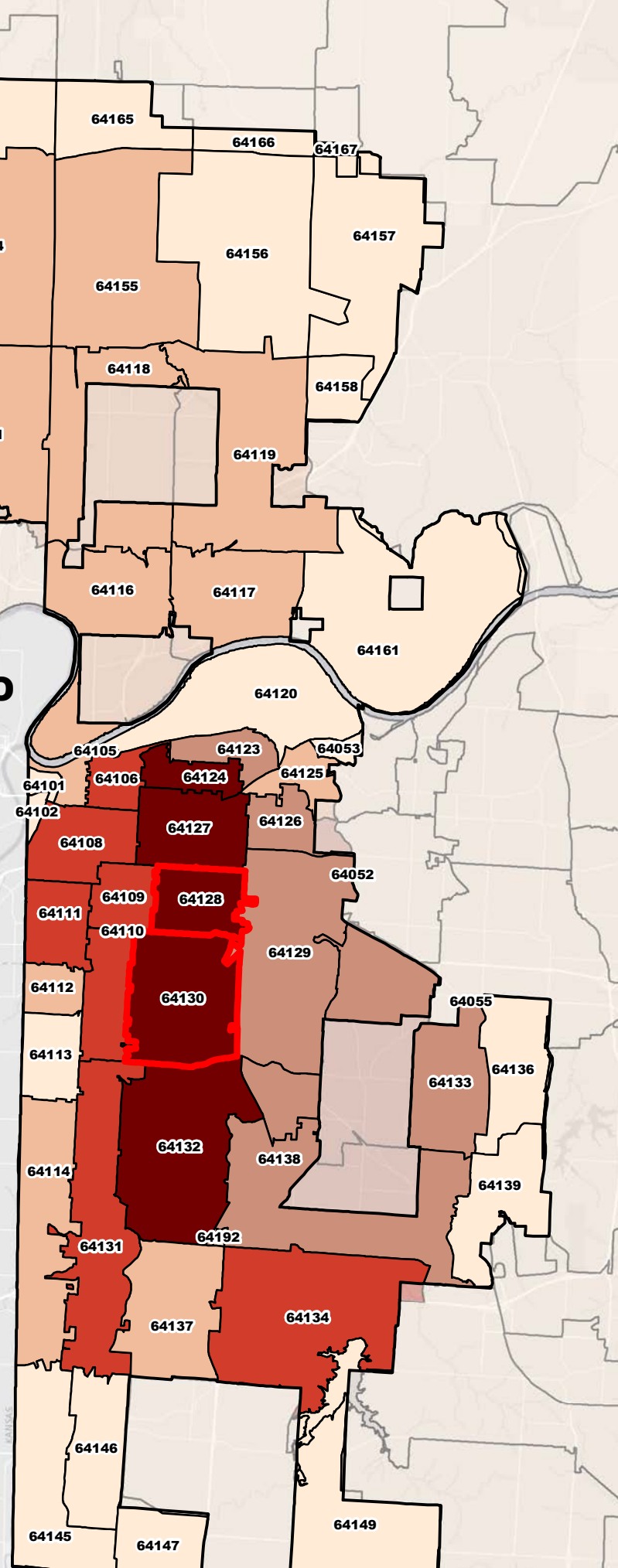
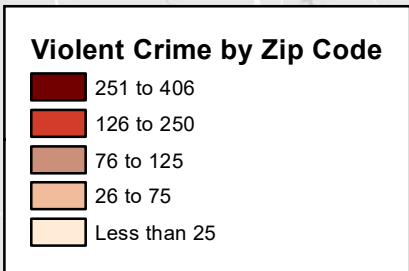


Map Prepared by
The Local Investment Commission, 2016

Data Source
City of Kansas City, MO Police Department



Violent Crimes in Kansas City, MO by Zip Code



0 1.5 3 Miles

Map Prepared by
The Local Investment Commission, 2016

Data Source
City of Kansas City, MO Police Department



Afterschool: An Issue For Voters

Afterschool Programs help the economy; help build strong, safe communities and prepare our future innovators.

Afterschool programs help working parents keep their jobs (83 percent) and provide peace of mind about their children when they are at work (85 percent), according to a survey of parents with a child in an afterschool program.¹

Regular participation in afterschool programs has been shown to narrow the achievement gap between high-and low-income 5th graders, providing a broader base of qualified and equally equipped future workers.²



Worker productivity drops among parents without afterschool care. Missed days of work and distractions due to child health and safety concerns when childcare is inconsistent or unavailable cost businesses between \$50 and \$300 billion annually in lost productivity.³

Youth who participate in afterschool programs are less likely to use drugs or alcohol, be characterized as obese, or become teen parents.^{4,5}

Students in afterschool programs attend school more often, do better in school and are more likely to graduate.⁶

¹ *America After 3PM*, 2014, Afterschool Alliance

² Auger, A., Pierce, K.M. and Vandell, D.L., 2013

³ Rosch, P.J., Ed. (2001) *The Quandary of Job Stress. Health and Stress*. The American Institute of Stress.

⁴ Goldschmidt, P. and Huang, D. (2007); Hirsch, B.J., et. al. (2011)

⁵ Mahoney, et. al., 2005

⁶ Learning Point Associates, 2011; Weissberg, R.P., et.al, 2010



Afterschool: An Issue For Voters

Every taxpayer dollar invested in afterschool programs saves an estimated \$3 on future law enforcement and social services expenses; and up to \$9 when longer term benefits are considered such as earning potential.⁷

Eight in ten parents recognize afterschool programs can help reduce the likelihood that youth will engage in risky behaviors.⁸



Afterschool programs can expose students to new academic and professional opportunities, and are a proven strategy for preparing students to be competitive in the 21st century job market, especially in the STEM arena, where 7 million students are currently involved in afterschool programs with STEM offerings.

During the hours when juvenile crime peaks between 3 and 6 p.m., 11.3 million children are on their own after school. Engaging programs provide an alternative to these unsupervised hours.

⁷ Brown et. al, The Costs and Benefits of After School Programs: The Estimated Effects of the After School Education and Safety Program Act of 2002, The Rose Institute of Claremont-McKenna College, September 2002.

⁸ *America After 3PM*, 2015, Afterschool Alliance



Working Families Depend on Afterschool Programs

Challenge

For the moms and dads who are still at work when the school bell rings, the afterschool hours can present a real challenge. Families report that the gap between work and school schedules can be up to 25 hours per week. This leads to stress and missed work time for parents. Parental concerns about afterschool care result in decreased productivity that costs businesses up to \$300 billion per year.

Afterschool programs give working parents peace of mind and help them keep their jobs.

Afterschool programs help working parents keep their jobs by ensuring that children are safe and learning while parents are still at work. Among parents with a child in an afterschool program:

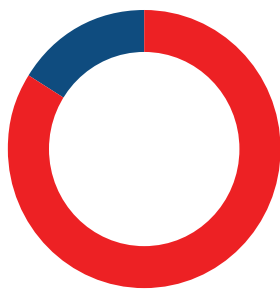
- **83 percent** agree that afterschool programs help working parents keep their jobs.
- **85 percent** agree the programs help give working parents peace of mind about their children when they are at work.

Parents value afterschool programs for many reasons and are highly satisfied.

Parents view afterschool programs as more than just a safe environment for children. They recognize that these programs provide a wide range of activities and enriching learning opportunities for children and teens. Parents want their child's out-of-school experience to be fun and varied—and they want it to provide learning activities that are not offered during the regular school day.

Among parents with a child in an afterschool program:

- **89 percent** are **satisfied with the program overall.**
- **88 percent** are **satisfied with the quality of care.**
- **79 percent** are **satisfied with the amount and variety of physical activity** offered.
- **82 percent** say the programs **excite children about learning.**



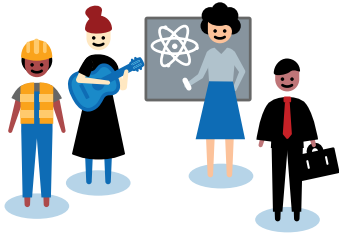
84%

of parents support public funding of these programs.



Working Families Depend on Afterschool Programs

More than
4 in 5
parents with kids in afterschool programs agree that the programs help working parents keep their jobs.



Parents cite several factors as very important when selecting an afterschool program. They want a program that:

- offers a variety of activities.
- provides a safe haven.
- offers high quality of care.
- has a knowledgeable and well-trained staff.



Afterschool programs provide critical support for working parents and the economy.

Parents are increasingly turning to afterschool programs to meet their own and their children’s needs in the hours after school. Parents who are fortunate enough to have access to afterschool programs are highly satisfied, but the demand for available programs far exceeds the supply. We need federal, state and local governments, philanthropies, and businesses to step up, because every child who wants to participate in an afterschool program should have that opportunity.



Afterschool Programs Keep Kids Safe, Help Them Avoid Risky Behaviors

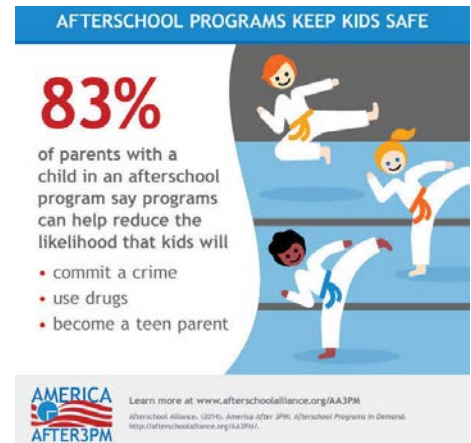
Challenge

One in five children (11.3 million kids) are alone and unsupervised from 3 to 6 p.m. every day across the United States. Those are the peak hours for kids to commit crimes or become victims of crimes and to experiment with drugs, alcohol, cigarettes and sex.

Afterschool programs provide a safe environment and help kids develop valuable life skills.

Afterschool programs give kids a safe place to play, learn, and engage with positive role models who help them develop leadership skills and the ability to make responsible decisions. Kids who regularly attend these programs:

- Are more **aware of the dangers of alcohol, drugs** and other risky activities.
- Learn how to **manage their aggression and avoid situations** that negatively impact their academics and future goals.
- Are **less likely to take part in criminal activities** and have **lower incidences of drug use, violence and pregnancy**.
- **Improve their self-perception and develop positive social skills**, like cooperation and helping others.
- **Earn better grades, behave better in school** and are **more likely to graduate** from high school.





Afterschool Programs Keep Kids Safe, Help Them Avoid Risky Behaviors

Every \$1.00

invested in
afterschool
programs

**saves up
to \$9.00**



Parents depend on afterschool programs, believe they keep kids safe and out of trouble.

Nearly a quarter of families nationwide rely on afterschool programs, and demand continues to grow. Today, 10.2 million children participate in afterschool programs, while another 19.4 million children would participate if a program were available.

Among parents with a child in an afterschool program:

- **84 percent** agree the programs **keep kids safe and out of trouble.**
- **83percent** say the program can **help reduce** the likelihood that kids will commit **a crime, use drugs or become a teen parent.**



Afterschool is a smart investment.

Every \$1 invested in afterschool programs saves up to \$9 by reducing crime and welfare costs, improving kids’ performance at school, and increasing kids’ earning potential. We need to invest in afterschool programs—at the federal and state level—to ensure that afterschool is available to all.



Afterschool Programs Help Kids Succeed in School and Life

Consistent participation in afterschool programs leads to improved:



Behavior



Academics



Attendance

Challenge

Success in school and life requires a solid academic foundation, as well as skills such as the ability to work collaboratively, problem solve, make responsible decisions and communicate effectively.

Kids who regularly participate in afterschool programs perform better academically. They demonstrate gains in reading and math and improved school attendance, work habits and grades. They also are more likely to advance to the next grade and have higher graduation rates.



Afterschool programs help children develop the skills they need to learn, grow, and thrive in school and in life. Research shows students who regularly participate in quality afterschool programs:

- develop strong social skills.
- make better decisions.
- improve their self-perception and esteem.
- are excited about learning.
- behave better in the classroom.



Afterschool Programs Help Kids Succeed in School and Life



Want more research on afterschool?

Check out our Afterschool Essentials at afterschoolalliance.org/research.cfm

Parents believe afterschool programs help their kids succeed, and they are seeing the results.

An overwhelming percentage of parents with kids in afterschool programs say the programs help kids:

- Develop social skills. (**88 percent**)
- Complete homework. (**82 percent**)
- Gain interest and skills in science, technology, engineering, or math. (**78 percent**)
- Improve their behavior at school. (**78 percent**)
- Gain workforce skills including teamwork, leadership, and critical thinking. (**77 percent**)

Investing in afterschool is critical to kids' success.

Afterschool programs offer enriching experiences that engage students, encourage creativity and inspire a love of learning. They help students stay in school, graduate and gain valuable life skills. All children deserve the opportunity to take part in afterschool programs that provide the building blocks they need to thrive in school, in career and beyond.





Afterschool Programs Prepare Students for College and the Workforce

Challenge

Given our complex and changing world, today’s students need to be critical thinkers who can tackle modern challenges. Learning in science, technology, engineering, and math—the subjects called “STEM”—builds knowledge and skills that help students reason through tough problems and come up with creative, effective, and reasonable solutions. Young people also need to develop 21st century skills necessary for success in the global economy, such as leadership, cooperation, shared understanding and civic engagement.

Afterschool programs help students graduate from high school and gain workforce skills.

Students who participate in afterschool programs are more likely to advance to the next grade and have higher graduation rates. Afterschool programs also are stepping up to offer learning experiences that prepare students for jobs in high demand. Parents value afterschool STEM.

- Afterschool programs offer **7 million** U.S. kids STEM learning experiences.
- **80 percent** of parents with kids who participate in afterschool STEM programs are satisfied with the STEM learning opportunities.
- **70 percent** of parents agree that afterschool programs should offer opportunities to explore and engage in hands-on STEM learning.
- STEM education is especially important to parents of kids from groups underrepresented in the STEM workforce—**76 percent** of Hispanic and **74 percent** of African-American parents say afterschool programs should offer STEM.



AFTERSCHOOL PROGRAMS ARE STEPPING UP...

...to offer **7 million** U.S. kids STEM learning experiences.

70% of parents say afterschool programs should offer STEM. There is especially strong support among groups under-represented in STEM fields:

- Hispanic parents: **76%**
- African-American parents: **74%**

80% of parents with kids who participate in afterschool STEM programs are **satisfied** with the STEM learning opportunities



SUPPORT AFTERSCHOOL STEM
www.afterschoolalliance.org/aa3pm
 Sources: www.afterschoolalliance.org/AA3PM/STEM.pdf
www.nap.edu/openbook.php?record_id=12190



Afterschool Programs Prepare Students for College and the Workforce

Afterschool programs help our nation's students prepare for the future.

Afterschool programs do more than support learning that takes place during the regular school day. The afterschool space gives young people the freedom to explore outside of core curriculum subjects and engages them in hands-on learning that promotes collaborative thinking, leadership and civic participation.

As a nation, we have much more work ahead of us to ensure that all children are afforded the opportunities afterschool programs offer. It will take a united effort to increase the availability of quality afterschool programs that help children reach their full potential and succeed in school, college, career and beyond.





Afterschool Programs Provide Opportunities for Healthy Living



Of students ages 6-11, only

42%

get enough daily physical activity



Of students ages 2-18, only

40%

eat enough fruit and

10%

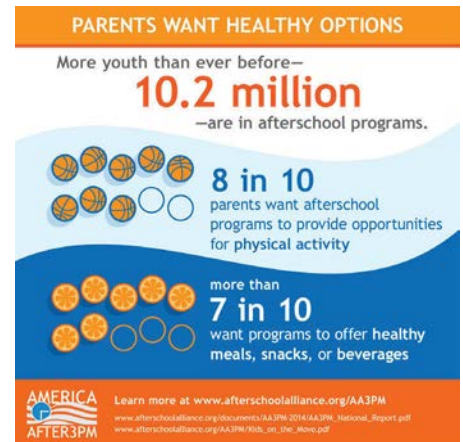
eat enough vegetables

Challenge

Access to healthy options such as quality food and exercise is not equally dispersed among populations. The United States has reached a point where almost 1 in 3 children and teens qualify as overweight or obese. Obesity is connected with further ailments such as heart disease, type 2 diabetes and asthma. Healthy eating and exercise reduce the risks of obesity, yet only 42 percent of kids get the recommended amount of daily activity, and only 10 percent are eating a recommended amount of vegetables.¹ Access to and instruction in healthy lifestyles can promote healthy habits and bring further rewards in how students feels about themselves and their mental and physical energy. Parents know this, which is why 8 in 10 want an afterschool program that provides physical activity, and 7 in 10 want programs that offer healthy meals and snacks.

Afterschool programs provide important access to nutrition and exercise

- **84 percent** of parents are **satisfied with the amount of physical activity** offered by their student’s after school program.*
- **84 percent** of parents **appreciate the variety of physical activities offered** in their student’s after school programs.*
- **81 percent** of parents are **pleased with the healthy foods offered**.*
- **2/3** of parents confirm that their **child typically receives at least 30 minutes of daily physical activity** in their afterschool programs.



*Among parents whose afterschool program provide this offering.

¹ http://afterschoolalliance.org/imgs/AA3PM/AA3_PA_obesity.png



Afterschool Programs Provide Opportunities for Healthy Living

Afterschool programs boost opportunities for healthy lifestyles



Afterschool programs support national efforts to stem obesity and focus on wellness by offering recreational activities for youth and providing additional time for physical activity. Additionally, with programs often receiving support for meals and snacks, children are exposed to healthy eating habits and nutrition education that feeds their growing bodies and minds. Some afterschool programs go even farther, offering cooking lessons or having children grow and prepare their own local dishes directly from program-based gardens. The opportunities for creativity and engagement are broad, and the rewards are visible in the short- and long-term academic and health outcomes of our youth.

AFTERSCHOOL IS KEY

Afterschool programs play a critical role in keeping kids healthy and active.

The majority of parents say their child's afterschool program supports healthy behaviors and among those parents, satisfaction is high.



84% are satisfied with the amount of physical activity offered



84% are satisfied with the variety of physical activity offered



81% are satisfied with the healthy foods offered



Learn more at www.afterschoolalliance.org/AA3PM
www.afterschoolalliance.org/documents/AA3PM-2014/AA3PM_National_Report.pdf
www.afterschoolalliance.org/AA3PM/Kids_on_the_Move.pdf



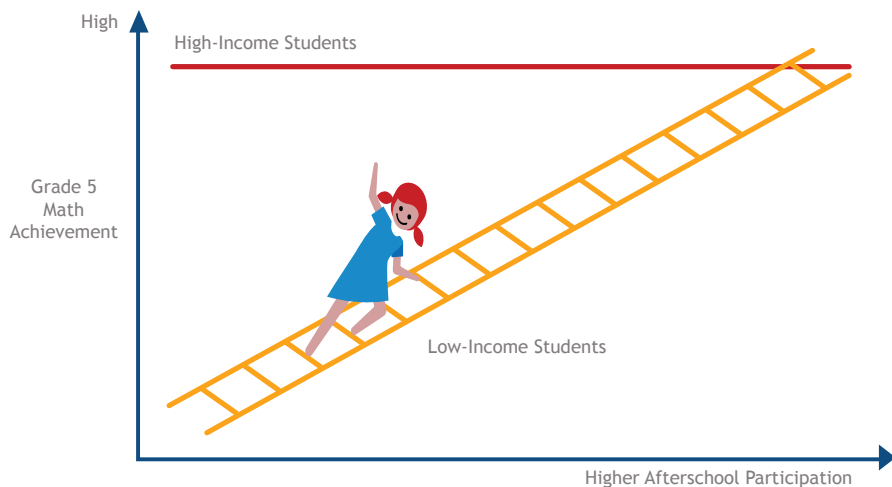
Afterschool and Summer Programs Work to Eliminate Opportunity and Achievement Gaps



Challenge

The academic achievement gap between students from lower- and higher-income families has grown by 40 percent in 30 years. Research suggests that unequal access to opportunity is one reason for this disparity. For example, low-income students lose more than two months of educational progress over the summer months, while middle-income students make slight gains.⁹ In fact, this loss makes up about 67 percent of the achievement gap in reading among ninth graders.¹⁰ More generally, higher income families often have more access to the tutors, mentors, homework help, and enrichments that provide their children with the extra time and attention they need to build and hone their skills toward school, college and career success. Ensuring that all students, regardless of family income, have access to academic, artistic, social and other types of enrichment should be a top national priority.

Consistent participation in high-quality afterschool programs can help eliminate the achievement gap.



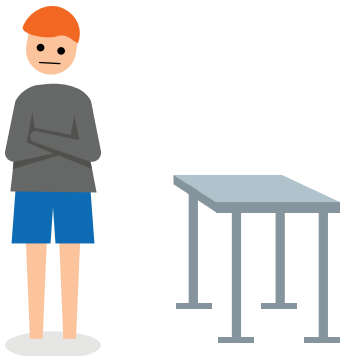


Afterschool and Summer Programs Work to Eliminate Opportunity and Achievement Gaps

4.5 million kids from lower-income families attend afterschool programs.



9.7 million MORE lower-income kids would take part if programs were available



Afterschool programs can equalize the playing field

- Programs stem the tides of intergenerational poverty by **providing opportunities to low-income students.**
- **77 percent** of parents report their students afterschool **programs offer homework assistance.**
- **72 percent** of parents report **programs offering reading and writing opportunities.**
- **69 percent** say programs **provide opportunities in science, technology, engineering and math (STEM).**
- Research shows that **quality programs can reduce or reverse summer learning loss.**^{11, 12}

Afterschool programs bridge divides between “haves” and “have nots”

Families with bountiful resources can guarantee that their children receive the benefits of academic guidance and cultural enrichment when school is out, yet children of families with limited resources should not be denied access to these essential supports. Afterschool and summer programs provide the links that many students need to keep their progress from the school day and school year on-going. Without these links, gaps may grow and inequalities entrench; however, with these links, all students have an opportunity to thrive and move up the ladder together.

⁹ <http://education.jhu.edu/PD/newhorizons/Journals/spring2010/why-summer-learning/>

¹⁰ <http://www.summerlearning.org/?page=TheAchievementGap>

¹¹ <http://www.urban.org/research/publication/impacts-summer-learning-program>

¹² <http://www.expandinglearning.org/expandingminds/article/achieving-connecting-thriving-afterschool-and-summer-learning-collaboration>



Afterschool Funding

Despite all we know about the benefits of afterschool programs, most children are missing out. Meeting the need for quality afterschool programs will take a commitment from more than a single funder, funding stream or sector. It will require significant public investment to spur private contributions and systems change at every level—local, state and federal.

Who is paying for afterschool?

Parents are paying the majority of the afterschool bill. On average, parents pay more than three-quarters (76 percent) of the cost of afterschool through tuition and fees; paying a mean value of \$2,400 per year per child for afterschool programs.

Even in low-income communities, parents pay more than half (54 percent) of the total afterschool budget and contribute an average of \$1,722 per year per child.

Program estimates place their real cost to provide quality programming to one child at \$3,190, so even substantial parent contributions fall short of sustaining quality programs. Our society is well aware that public investment is necessary to support children's education, however most of that awareness is focused only on the 20 percent of time each year students are in school.

What other funding support is available?

- **Federal support:** The federal government contributes only 11 percent of the cost of afterschool, even while 29 percent of the children in afterschool programs meet the federal government's definition of low-income and in need of federal assistance.
- **Community partnership support:** Between 2006 and 2010, partner organizations contributed more than \$1 billion to support 21st Century Community Learning Centers (21st CCLC) programs.



Afterschool Funding

How can we relieve the financial burden on families?

We need a strategy that establishes concrete objectives for achieving, in the not too distant future, afterschool for all students. This strategy must:

Account for the economic reality that **some parents are unable to afford fees**, while others can;

Recognize the important role of diverse funding sources—government at all levels, philanthropic support, businesses and parent fees;

Continue to foster policies that encourage partnerships among a range of stakeholders in order to leverage a variety of funding sources;

Account for a broad range of programs from a variety of sponsors, reflecting the rich diversity of American communities and;

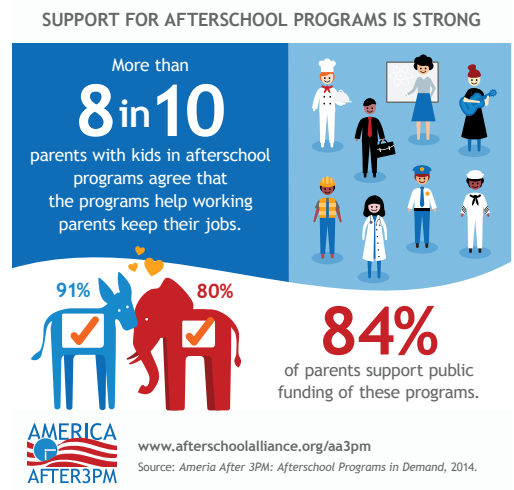
Focus on approaches that sustain successful quality programs, while allowing innovative new programs to develop.

The Public Supports Greater Investment in Afterschool Programs

Voters want their elected officials to invest more in afterschool programs, and are willing to devote taxpayer money to pay for these programs.

Broad bipartisan support is evident, as **84 percent of parents, 91 percent of Democrats** (9 in 10 Democrats) **and 80 percent of Republicans** (4 in 5 Republicans) support public funding for afterschool.¹³

Seventy-four percent of voters (or 3 in 4 voters) say **newly-elected officials in Congress**, as well as new state and local leaders, **should increase funding for afterschool** programs.¹⁴





Afterschool Funding

The need for organized activities and safe spaces is also popular across party lines: **94 percent of Democrats, 83 percent of Independents and 71 percent of Republicans** agree that there is a need for an organized activity or a safe place for children and teens.¹⁵

Voters strongly agree that afterschool programs play a key role in building interest and skills in science, technology, engineering and math (STEM). Eighty six percent of voters agree—and 70 percent strongly agree—that afterschool programs are playing a key role building interest in STEM and STEM skills.¹⁶

Among parents with a child in an afterschool program, **78 percent agree** that afterschool **programs help children gain interest and skills related to science, technology, engineering or math.**¹⁷

Parents who are concerned about their children’s care after school miss an average of eight extra work days per year, which costs employers between \$496 and \$1,984 per employee per year. **When parents were able to enroll their children in afterschool programs, 80 percent said they were less worried about their child’s safety.**

Three in four parents agree that afterschool programs help give working parents peace of mind about their children when they are at work (75 percent) and agree that afterschool programs help working parents keep their jobs (74 percent).¹⁸

¹³ *America After 3PM*, 2014

¹⁴ Afterschool Alliance Poll conducted by Lake Research Partners, November 2012

¹⁵ Afterschool Alliance Poll conducted by Lake, Snell, Perry & Associates, Inc., November 2008

¹⁶ Afterschool Alliance Poll conducted by Lake Research Partners, November 2012

¹⁷ *America After 3PM*, 2014

¹⁸ *America After 3PM*, 2014

Northland community leader leaves a quiet legacy

■ Civic-minded Gerald Gorman, who died Sept. 24, is remembered by family and friends for his strong support of the city he loved.

BY KATHLEEN POINTER
Special to The Star

Longtime Northland community leader Gerald Gorman, spent his life working with, and for, the community he called home.

“He was such a steady, quiet supporter,” daughter Gwen Royle said. “Honestly, he was involved in so many causes. I didn’t even know them all.”

Gorman died Sept. 24 from leukemia. He was 83.

Gerald spent almost an entire lifetime in the Kansas City area, leaving only when he was a young man to attend school and serve in the Army.

“He was born in Clay County before there was a hospital,” his wife, Anita Gorman, said.

Gorman, who studied at Harvard College and then the Wharton School at the University of Pennsylvania, was one of the first in the Northland to attend the renown university.

“It was back in the days when we didn’t know people that went to Harvard,” longtime family friend Ray Brock said.

He came home, though, and went on to practice tax and estate planning in Kansas City, as well as



Photo provided

Anita and Gerald Gorman enjoy a celebration with their grandchildren, (from left, in the back), Adele Royle, Zack Royle and Michelle Royle.

establish deep roots in the area where he grew up and had met his wife, Anita, a well-known and active civic leader.

Gerald and Anita met in middle school, and went on to become high school debate partners at North Kansas City High School.

“My mom likes to joke that they’ve been debating ever since,” Royle said.

Anita Gorman’s name is familiar to many, thanks to the Anita B. Gorman

Conservation Discovery Center. But their long-time dedication to local civics and nonprofit work was a team effort.

“She ran quarterback for so very, very many causes,” Brock said. “He didn’t get the publicity. She deserved it very much, but he was very much the quiet support.”

His daughters both remember the way he supported their family, their mother, and the Northland, and Anita talks

of a husband who helped her outreach efforts.

“He was the quiet one standing next to her,” his daughter, Vicki Jacoby, said. “If my dad had not been there to be the provider and the supporter, she never could have accomplished everything she did in the community. He did not like the lime-light or the attention at all.”

Although active in the community at large, Gorman had an especially soft spot for the area that was his home for so long.

“Even though he worked south of the river, anything that was north of the river he felt a little bit closer to,” Jacoby said.

Gerald received the Northland Community Foundation’s Pinnacle Award in 2013, was inducted into the North Kansas City High School Hall of Fame in 2007 and was Zona Rosa’s Grand Marshall in 2013. He attended Avondale United Methodist Church from 1960 onward, and later served as chairman of the trustees for 30 years. He also helped with efforts to get Kansas City International Airport to its present Northland location.

He was a trustee of the Kansas City Museum, and he served on the Clay County Disabilities Board and the Clay County Economic Development Commission. He was also on the board of directors of the Spofford Home.

“He was civic-minded,



FILE PHOTO BY ROY INMAN Special to The Star

Anita and Gerald Gorman

and worked for so many good causes,” Brock said. “What a loss it is for our community, and our entire city, not just the Northland.”

Among his many local activities, Gorman served as a trustee on the Kansas City Police Retirement System.

When he turned 80, Gorman offered to step down from more than 30 years in the position to make room for someone younger to take up the task, but they declined.

“They told him, ‘No thank you,’ and replied that they’d see him at the next meeting,” Anita Gorman said.

The Police Commission honored him Oct. 11 at its board meeting.

Though especially tied to his home, he pushed his daughters to explore the country, taking his family to all 48 contiguous United States on long sum-

mer-time road-trips.

His daughters remember a quiet a listener who never interrupted anyone. They also remember a man who was always dignified, and dressed the part.

“At our summer swim meets, other fathers would show up in Polos and shorts,” his daughter Vicki Jacoby said. “My dad would show up in a full suit and tie. That’s the way he went to work, to the dentist. That’s how he opened presents on Christmas Day.”

Shortly before his death, Royle deposited a check on her dad’s behalf, and told the bank tellers she was there on her father’s behalf because he was sick.

“Their faces just fell,” she said. “Thousands of people use that branch, but my dad had clearly made an impression on them.”

Jackson County Children's Fund

How the Fund Works



1/8 of 1 cent

For every \$8 spent, 1 penny will go into the Children's Services Fund.

STEP 01



The Board

A committee comprised of non-agency, non political volunteers will oversee the distribution of the funds.



Distribution

The Board will appropriately distribute funds to organizations actively working to strengthen families and protect children in our county.

STEP 02

STEP 03



Helping Children

The funds will impact tens of thousands of children in our county who are homeless, experiencing domestic violence, in foster care or suffering from abuse and neglect.



Saving Money

For every \$1 invested in prevention, we save \$11 that would have been spent on substance abuse treatment, lost wages and criminal justice system costs.

STEP 04

STEP 05

CHILDREN'S SERVICE

FUND

COALITION

OF JACKSON & CLAY COUNTIES

LINC Chess

W I N T E R T O U R N A M E N T



Saturday, Dec. 3
Check-in: 8-9 am

Pre-register your student at kclinc.org/chess by Wed., Nov. 30 at noon. Any player who is not pre-registered and not checked in by 9 a.m. will not be able to play in the first round!

All participants must play for the school they attend.

Allen Village High School

4251 Bridger Rd, Kansas City, MO 64111

Schedule:

First round begins at 9:30 a.m.

Last round ends by 4:30 p.m.

Players who pre-register and are on time will participate in all five rounds.

Divisions:

K-2, K-5, K-8, and K-12

All Kansas City area K-12 players are welcome to participate. All players must know how the pieces move and how to make a checkmate.

Awards:

Top seven players in each division and top three teams will receive trophies. Each player will receive a medal.

Lunch:

A **FREE** lunch will be provided to players and families.

For more information:

Ken Lingelbach, LINC Chess Coordinator
klingelbach@kclinc.org, (816) 650-7525



In partnership with Allen Village School

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