

LINC Commission Meeting

September 18, 2017

LIGHTSON



AFTERSCHOOL

at LINC Caring Communities



Thu., Oct. 26

Lights On Afterschool is a nationwide celebration which expresses the importance of after school programming. These programs build stronger communities by involving our students, parents, business leaders and volunteers in the lives of our young people.

LINC Caring Communities programs provide safe, challenging, engaging and fun learning experiences to help children and youth develop their social, cultural, physical, and academic skills.

Find an event near you:
kclinc.org/lightson



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.



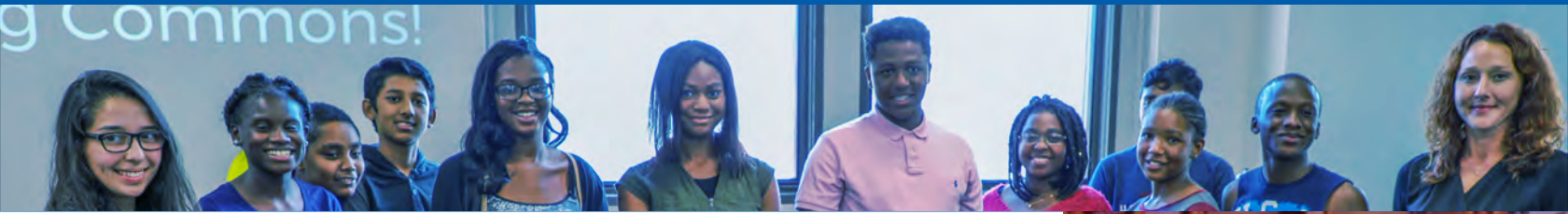
Monday, Sept. 18, 2017 | 4 – 6 pm
Kauffman Foundation
4801 Rockhill Rd.
Kansas City, Mo. 64110

Agenda

- I. **Welcome and Announcements**
- II. **Approvals**
 - a. **July minutes (motion)**
- III. **Superintendent Reports**
- IV. **Kansas City Public Schools Strategic Plan**
 - a. **Dr. Mark Bedell**
- V. **Youth Homelessness**
 - a. **Bi-State Council on Youth Homelessness**
 - b. **McKinney-Vento (Homeless Students)**
 - i. **Nicole Sequeira – Indep. School District**
 - ii. **Melissa Douglas – Kansas City Public Schools**
 - c. **Other**
- VI. **Kansas City Community Health Issues**
 - a. **Dr. Rex Archer and Sarah Martin-Anderson PhD**
- VII. **Other reports**
- VIII. **Adjournment**

Strategic Plan Highlights

A Community-wide Commitment to Student Learning and Success



Moving Forward Together

With this Strategic Plan, we continue on the journey toward ensuring all schools are oases of high-engagement, innovative learning for all students for the school years of 2018 to 2023.

This community-wide recommitment to students learning, growth and success is our roadmap for **Moving Forward Together**.



KCPS is

a school system that offers **innovative programs**, including Montessori schools, International Baccalaureate (IB), Spanish Dual-Language, Mandarin Chinese & Spanish Language Immersion.

KCPS is

a school system focused on **equity, opportunity and the whole child** including all-day preschool, fine & performing arts, free school supplies, 1-to-1 technology initiative and free access to internet hotspots for high school students.

KCPS is

a school system committed to preparing students for **successful transitions beyond high school**, through Early-College Academy, internships and technical/trade programs.

KCPS is

is a school district that is home to the **highest-ranked high school** in the State of Missouri, Lincoln College Preparatory Academy.



KANSAS CITY
PUBLIC SCHOOLS



These are some of the opportunities available today to many students in KCPS, but not to all students... not yet. Now, our aim is to turn the exception into the norm for Kansas City students and families.

Superintendent's Message

Improving is hard work. To improve implies intent, consideration and coordination. Tangible, significant and sustainable progress can only happen with honest assessments, careful planning and faithful execution. That is why Kansas City Public Schools (KCPS) has created this five-year strategic plan.

When I took the reins as superintendent of KCPS in July 2016, one of my top priorities was to implement a community plan for positive change in KCPS.

KCPS is on the rise, but we will thrive only as a community, together. Our team and the Board of Directors took the step of launching this strategic planning process as a concerted public effort because we must lift together if we are going to reach our goals. Kansas City has such remarkable resources. Our people are strong and bright and innovative and caring and committed. It would be foolish not to utilize the remarkable resources in our neighborhoods, businesses, and non-profit organizations.

My team and I are amazed and proud of the response. The community provided invaluable input over many months of hard work.

We have jointly produced a valuable document that will guide us over the coming years toward the destination that is clearly marked in our Board Policy: a world class, equitable school system where the expectation is that we will fully prepare every student to be critical thinkers and problems solvers who are equipped to succeed in the 21st century global economy. This is a plan that will help us grow schools that meet the social, emotional and academic needs of our children.

Our improvement work has only just begun. We have an excellent plan in hand. Now we need to carry it through relentlessly and with fidelity. As superintendent, I expect our Board and the community to hold us accountable for ensuring that the work gets done. I also welcome the ongoing commitment of our stakeholders to support us as we achieve those ends. One of the best possible outcomes of any strategic plan has already started to happen as a result of this process: the growing awareness that our school system functions as an integral part of our community. With that in mind, I am excited to join with you as we move forward together. We're built for this, and we will achieve greatness.

- Dr. Mark Bedell, Superintendent

Highlights of This Plan

This documents provides a high-level summary of our Strategic Plan. The highlights consist of the following:

- District **Vision** and **Mission**
- The **Five Goals** for student success, defined by our community.
- The **Four Pillars**, or building blocks, that frame our actions and decisions.
- The Twelve Strategic Priorities, aligned to our Four Pillars, that we will implement as a community to assure success for every student, without exception.

A more detailed version of the strategic plan is available at:

www.kcpublicschools.org/

About KCPS

Vision

Every student develops deep understanding of the knowledge and skills necessary to pursue higher education, obtain family-supporting employment, contribute to the civic well-being of the community, and have the opportunity for a rewarding and fulfilling life.

Mission

The mission of KCPS is to achieve, in a way that is unencumbered by excuses, our Vision for education by ensuring that all children benefit from teaching and learning.

BY THE NUMBERS

- 14,100+ Students
- 35 Academic Locations
- 50+ Languages
- 2,500+ Employees



Goals and Measures of Student Success

MEASURES

1 Success in the Early Years

Every student will receive the social-emotional, cognitive, health and community support necessary to be successful by the end of Grade 3.

a. Increased percentage of Kindergartners who have pre-kindergarten experiences.

b. Increased percentage of students from each student subgroup meeting or exceeding standards in English Language Arts and Mathematics at the end of Grade 3.

c. Increased percentage of students who demonstrate persistence and confidence in social, emotional, and problem solving skills.

2 Whole Child: Safe, Challenged & Supported

Every student will be challenged and supported within a safe learning environment to be a responsible and productive citizen capable of meeting high expectations.

a. Increased percentage of students who feel that their school offers a safe environment for learning, and who have a sense of belonging and personally meaningful friendships.

b. Increased percentage of students who receive effective social and emotional behavior interventions and continuous access to an advocate/mentor/counselor.

c. Increased percentage of students participating in athletics or other extra-curricular/co-curricular activities.

3 Continuous Growth Toward Mastery of All Academic Subjects

Every student will progress at a pace that closes the achievement gap, and will meet or exceed academic standards in academic subjects.

a. Increased percentage of students meeting proficiency standards on local, state, and national examinations.

b. Increased percentage of identified students who move up or out of tiered academic support (e.g., English Language Learners [ELL]; Problem-solving Team [PST]; Individualized Education Program [IEP]).

c. Increased growth rate by a minimum of one year for students at/above grade level and 1.5 years for students below grade level.

4 21st Century Critical Thinkers & Problem Solvers

Every student will demonstrate global competitiveness, creative thinking, and innovation through effective reasoning, communication, and advocacy for themselves and their community.

a. Increased percentage of students who can solve real-world, interdisciplinary problems.

b. Increased percentage of students who can use appropriate digital tools and resources to plan and conduct research, manage projects, solve problems, and make informed decisions.

c. Increased percentage of students meeting standards on performance-based assessments (e.g., Career/Technical Education, CTE; industry licensing or certification; Armed Services Vocational Aptitude Battery, ASVAB; apprenticeships)

5 Readiness for College, Career and Life

Every student will graduate from high school with a post-secondary plan and the experiences and preparation to execute that plan successfully after high school.

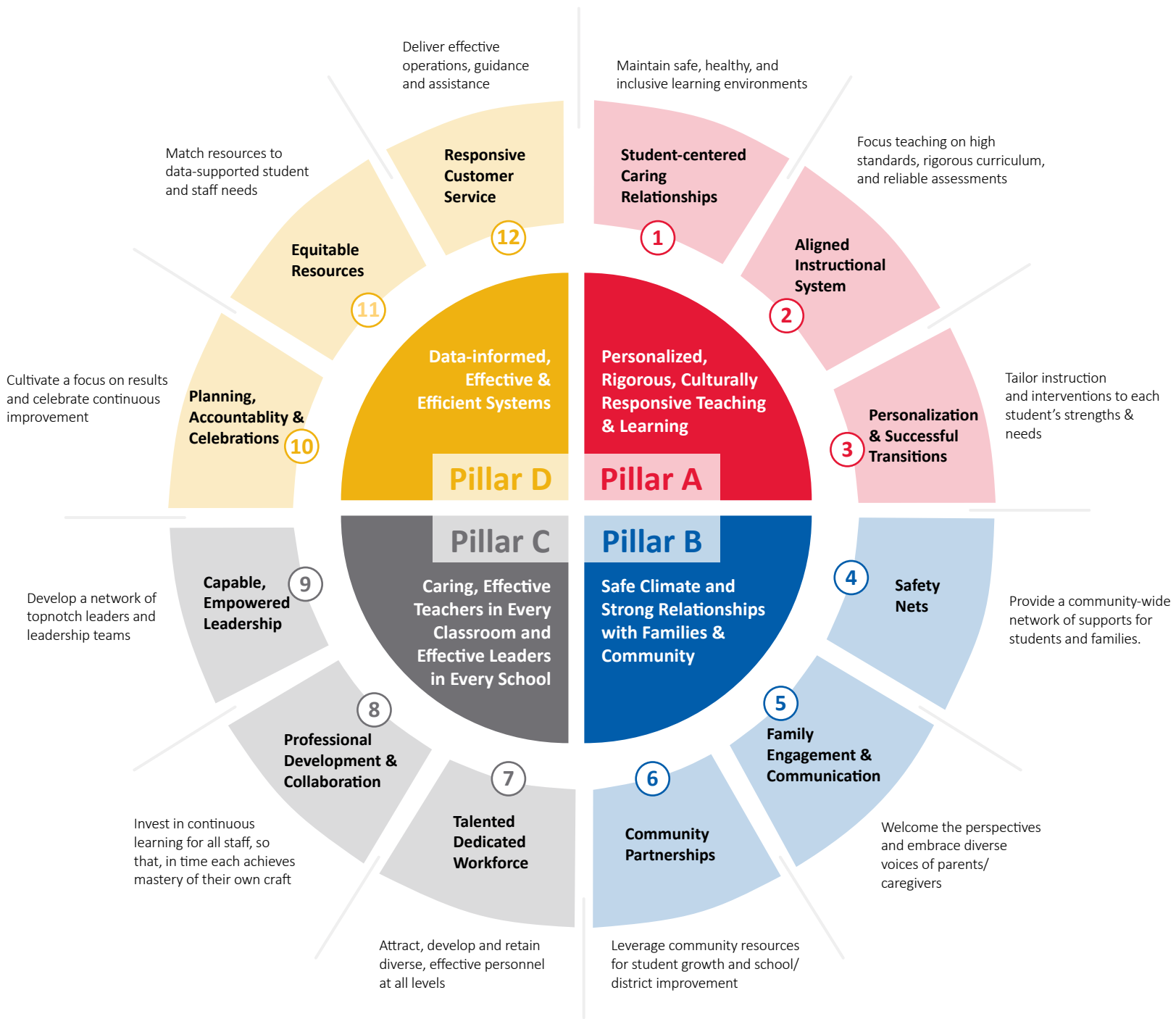
a. Increased percentage of students with school attendance of at least 90%.

b. Increased percentage of students who complete courses, activities, and experiences based on college and career plan.

c. Increased 4-year high school graduation rates and decreased 4-year high school dropout rates.

A Roadmap for Student Growth and Success

Strategic Priorities are the programs, targeted solutions or continuous improvement initiative which, when fully implemented, will facilitate the accomplishment of the Goals. These Strategic Priorities are framed around the 4 Pillars.



The Four Pillars are the building blocks of what we must do well to achieve the outcomes for students; i.e., they are the means to the ends. Together, they define the capabilities we need and must develop continuously to strengthen instructional effectiveness and organizational infrastructure.

Pillar A focuses on **“TEACHING & LEARNING”** the most important function of our schools. It advocates for a personalized instructional system that is responsive to the needs of each student.

Pillar B recognizes that **“SCHOOLS CAN’T DO IT ALONE”** it promotes trust, open communication, and healthy partnership with families and community.

Pillar C emphasizes **“INVESTING IN PEOPLE”** by attracting, developing, and retaining high-caliber staff at all levels.

Pillar D champions **“MANAGING THE WHOLE”** by creating mission-focused structures and processes that will facilitate effective and efficient operations and continuous improvement.



STATEWIDE HOMELESS DATA RESULTS

	Total Homeless Students Enrolled	Shelters	Doubled Up	Unsheltered	Hotels/Motels	Unknown
2014-2015	30,656	2,392	25,675	773	1,816	
2013-2014	29,680	2,634	24,606	566	1,874	
2012-2103	26,525	2,683	21,340	612	1,890	
2011-2012	24,465	2,848	19,187	833	1,597	
2010-2011	20,046	2,451	15,763	457	1,375	
2009-2010	16,623	2,016	13,358	256	993	
2008-2009	14,437	1,783	11,491	222	941	
2007-2008	11,977	1,589	9,574	150	664	
2006-2007	13,620	3,476	9,134	308	702	
2005-2006	14,071	2,229	9,966	640	797	439
2004-2005	13,968	2,805	7,640	144	675	2,704
2003-2004	12,592	3,641	6,470	91	937	1,453
1999-2000	17,540					
1996-1996	7,695					



National Center for Homeless Education
Supporting the Education of Children and
Youth Experiencing Homelessness
<http://nche.ed.gov>



MCKINNEY-VENTO LAW INTO PRACTICE BRIEF SERIES

Children and Youth Experiencing Homelessness: An Introduction to the Issues

This NCHE brief:

- explains the definition of *homeless* established in the education subtitle of the McKinney-Vento Homeless Assistance Act;
- describes some of the challenges faced by families, children, and youth experiencing homelessness; and
- provides an overview of the educational rights and supports available to students experiencing homelessness.

INTRODUCTION

The word *homeless* typically does not bring to mind images of children and youth, but the reality is that many people experiencing homelessness are under the age of 18; some of them are a part of families experiencing homelessness, while others are youth experiencing homelessness on their own. Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, reauthorized in 2015 by Title IX, Part A of the Every Student Succeeds Act, (42 U.S.C. § 11431 et seq.) is a Federal law that addresses the educational needs of children and youth experiencing homelessness. This brief provides basic information about the scope of the issue of child and youth homelessness, the impact of homelessness on education, and the educational rights and supports available to children and youth experiencing homelessness. Briefs on additional homeless education topics are available at <https://nche.ed.gov/briefs.php>.

MCKINNEY-VENTO DEFINITION OF HOMELESS 42 U.S.C. § 11434a(2)

The term “homeless children and youth” —

- A. means individuals who lack a fixed, regular, and adequate nighttime residence...; and
- B. includes —
 - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 - ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...;
 - iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - iv. migratory children...who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

HOW MANY CHILDREN AND YOUTH EXPERIENCE HOMELESSNESS ?

Rates of homelessness in the United States among children and youth have seen a steady increase in recent years. Each year, public schools across the nation report the number of students identified as homeless to the U.S. Department of Education. Over the course of the 2014–2015 school year, schools identified 1,263,323 children and youth as homeless, up from 1,219,818 during the 2012–2013 school year (National Center for Homeless Education [NCHE], 2016).

WHO IS HOMELESS ?

Schools use the definition of *homeless* established by the education subtitle of the McKinney-Vento Homeless Assistance Act (hereafter *the McKinney-Vento Act*) [42 U.S.C. § 11434a(2)]. It states that a child or youth who lacks a fixed, regular, and adequate nighttime residence is considered homeless. The law also provides several examples of living arrangements that are considered homeless because they are not fixed, regular, and adequate. Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason is the most common form of homelessness experienced by school-age children in the United States, with 76% of students experiencing homelessness enrolled by U.S. public schools during the 2014–2015 school year living in homeless doubled-up arrangements (NCHE, 2016). Staying in emergency, family, domestic violence, and transitional living shelters was the next most common type of homelessness experienced by students during the 2014–2015 school year (14%). When faced with homelessness, some families are able to stay in hotels or motels; living in a hotel or motel due to the lack of alternative adequate accommodations was the third most common type of homelessness reported by public schools during the 2014–2015 school year (7%). Many children and youth also live in unsheltered situations, which can include campgrounds or public places not meant for human habitation, such as parks, bus or train stations, and abandoned buildings. Unsheltered homeless children and youth accounted for more than 39,000 students (3%) identified by schools during the 2014–2015 school year (NCHE, 2016).

In addition to defining homelessness, the McKinney-Vento Act also defines *unaccompanied youth* as “a homeless child or youth not in the physical custody of a

parent or guardian” [42 U.S.C. § 11434a(6)].

Unaccompanied youth make up a larger segment of the homeless population than many people realize, with nearly 90,000 of such youth qualified as homeless during the 2014–2015 school year (NCHE, 2016).

WHY DO PEOPLE BECOME HOMELESS ?

Considering the misconceptions that persist regarding people experiencing homelessness, it is important to understand some of the dynamics that can cause people to lose their homes. Homelessness is often thought of as something that only happens to people with particular traits, habits, or economic standings; but, in reality, homelessness impacts people from all backgrounds. Consider the following:

HOW AFFORDABLE IS THE HOUSING IN YOUR COMMUNITY ?

The United States is experiencing an affordable housing crisis. For housing to be considered affordable, the cost of the housing must consume 30% or less of the household’s income. Currently, a single-income household earning minimum wage cannot afford the local fair market rent for a two-bedroom apartment in any State in the country (Aurand, Emmanuel, Yentel, Errico, & Pang, 2017). In addition, the U.S. Department of Housing and Urban Development (n.d.) estimates that roughly 12 million households, both those that rent and those that own their homes, are paying more than 50% of their annual income for housing. Allocating higher levels of income to housing leaves families with limited income to pay for other living expenses, and limited or no resources to deal with financial crises, which may lead to homelessness.

HAVE YOU OR HAS ANYONE CLOSE TO YOU EVER STRUGGLED TO MAKE ENDS MEET ?

Rising costs of basic household commodities can lead to housing crises. The percentage of household budgets dedicated to gasoline rose to a 30-year high in 2012 (EIA, 2013). Rising food costs have a significant impact on household budgets, as well. Nearly 17% of households with children struggled to provide food for their families in 2015 (Coleman-Jensen, Rabbitt, Gregory, & Singh, 2016, p. 14).

COULD YOUR JOB BE ELIMINATED DUE TO CUTBACKS OR A CHANGING JOB MARKET ?

Not surprisingly, a financial crisis, such as the loss of a job, can leave a family homeless. As a result of the Great Recession, 8.7 million jobs were lost in the United States between January 2008 and February 2010 (Davidson, 2014). While unemployment rates currently reflect those before the Great Recession, employment-to-population ratios indicate that a number of workers are still unable to find work, or are only working part time when they would prefer to work full time (Center on Budget and Policy Priorities, 2016). Long-term unemployment continues to present a significant problem, as well, with more than 30% of people without a job during 2015 falling into this category (Bureau of Labor Statistics, 2016).

DO YOU HAVE ENOUGH FINANCIAL RESOURCES TO SUPPORT YOU AND YOUR FAMILY IF ONE OF YOU SUFFERS FROM A SERIOUS ILLNESS OR ACCIDENT ?

Illnesses and healthcare expenditures can deplete a family's financial resources, with as many as 62% of all personal bankruptcies being related to healthcare expenses (Himmelstein, Thorne, Warren, & Woolhandler, 2009b). In the majority of healthcare-related bankruptcy cases, the families owned homes, included members who had attended college, and had middle-class incomes prior to their crises (Himmelstein, Thorne, Warren, & Woolhandler, 2009a).

COULD YOU EVER EXPERIENCE A NATURAL DISASTER ?

Natural disasters often strike with little to no warning, leaving devastation in their wake. Since 1980, the United States has experienced 212 weather and climate disasters where overall damages/costs totaled \$1 billion or more (NOAA National Centers for Environmental Information, 2017). While this may bring to mind the often catastrophic impact of hurricanes, the interior of the country is impacted by natural disasters, as well. Floods, fires, tornadoes, and winter storms all have caused significant damage in communities across the country.

HAS YOUR FAMILY EVER EXPERIENCED SIGNIFICANT CHANGES, CHALLENGES, OR STRESSORS THAT FELT OVERWHELMING ?

Significant family discord, often developing over a long

period of time, is a commonly cited reason for why youth experiencing homelessness on their own are separated from their families. Furthermore, youth who experience abuse, including verbal, physical, and sexual abuse, are more likely to run away from home (Benoit-Bryan, 2013). And yet, sometimes separations between youth experiencing homelessness on their own and their families are the result of a housing problem, rather than family dysfunction. For example, when families are forced to double-up with others because they have no place to stay, the host's housing may not be able to accommodate the entire family. These and other threats to family stability can lead to youth homelessness. More than half of unaccompanied homeless youth were either forced out of their homes, or their parents failed to stop them when they indicated they were leaving (Benoit-Bryan, 2015).

WHAT IS THE MCKINNEY-VENTO ACT AND HOW DOES IT HELP ?

During the 1980s, the magnitude and impact of homelessness on all segments of society became pronounced. The increasing prevalence of homelessness among families with children and youth became particularly concerning as more was learned about the effects of homelessness on children's development and school performance. For example, students experiencing homelessness often change schools frequently. This can impact learning as students must adjust to new environments, new curricula, and new teachers and classmates, while still learning the same information other students are expected to master. The loss of a home can be traumatic, leaving children and youth with tumultuous feelings that can impact their social and intellectual wellbeing. Limited access to food, medical care, and basic school supplies can also impact performance in the classroom.

The McKinney-Vento Act addresses educational barriers and challenges created by homelessness by guaranteeing students experiencing homelessness the right to enroll in and attend school, and providing supports needed for school success. The law places the responsibility for ensuring the rights of homeless students on states and school districts. McKinney-Vento eligible students have the right to:

- receive a free, appropriate public education;
- enroll in school immediately, even if lacking

documents normally required for enrollment, or having missed application or enrollment deadlines during any period of homelessness;

- enroll in school and attend classes while the school gathers needed documents;
- continue attending the school of origin¹, or enroll in the local attendance area school if attending the school of origin is not in the best interest of the student or is contrary to the request of the parent, guardian, or unaccompanied youth²;
- receive transportation to and from the school of origin, if requested by the parent or guardian, or by the local liaison on behalf of an unaccompanied youth; and
- receive educational services comparable to those provided to other students, according to each student's need.

WHY IS SCHOOL IMPORTANT TO CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS ?

While students experience instability in their home lives due to homelessness, school is often a place of safety and security. School provides students with a sense of belonging, a consistent and caring environment, and the security of an organized and predictable daily schedule (Moore, 2013), all of which provide a foundation for school success. School also provides basics that the students may not have access to at home, like breakfast and lunch.

As schools continue to increase their focus on producing college- and career-ready graduates, education also becomes an increasingly clear path out of poverty and homelessness for students. Despite the significant educational barriers posed by homelessness, students often cite the desire for a better life as the reason why they continue to work toward graduation.

¹ The term *school of origin* means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool. [42 U.S.C. § 11432(g)(3)(I)(i)].

² If the school district believes the school selected is not in the student's best interest, the district must provide a written explanation of its position and information on appeal rights to the parent, guardian, or unaccompanied youth. For more information, download NCHÉ's *Dispute Resolution* brief at <http://center.serve.org/nche/briefs.php>.

" Through it all, school is probably the only thing that has kept me going. I know that every day that I walk in those doors, I can stop thinking about my problems for the next six hours and concentrate on what is most important to me. Without the support of my school system, I would not be as well off as I am today. School keeps me motivated to move on, and encourages me to find a better life for myself. "

Formerly Homeless Student

WHAT RESOURCES ARE AVAILABLE TO HELP STUDENTS EXPERIENCING HOMELESSNESS ?

- Every state has a State Coordinator for Homeless Education, who oversees the implementation of the McKinney-Vento Act in school districts throughout the state. To reach your State Coordinator, visit NCHÉ's website at https://nche.ed.gov/states/state_resources.php.
- Every public school district has a local homeless education liaison to help identify, enroll, and support the education of students experiencing homelessness. To find your local liaison, contact your school district's central office or your State Coordinator for Homeless Education.
- NCHÉ provides information and assistance through a comprehensive website, monthly webinars on various homeless education topics, and a national homeless education helpline. To learn more or get assistance, visit the website at <https://nche.ed.gov/> or contact the helpline at (800) 308-2145 or homeless@serve.org.
- NCHÉ's *Homeless Liaison Toolkit* is a comprehensive homeless education resource that assists new and veteran local liaisons in carrying out their responsibilities. While the *Toolkit* is geared towards local liaisons, the information included will be of use to anyone interested in learning more about homeless education. Visit https://nche.ed.gov/pr/liason_toolkit.php to download the *Toolkit* as a whole or by chapter, as needed.

With 42 KC evictions per day, civic hackers pinpoint action with data

By: [Tommy Felts](#)- September 05, 2017



Eviction in Kansas City. Photo courtesy of Kate Heinen, UMKC

Kansas City can be a leader on housing justice, Tara Raghuvver said. The details are in the data.

Examining a Jackson County data set that included 173,720 eviction records spanning 17 years, Raghuvver, a Harvard-educated researcher and Shawnee Mission East High School graduate, confirmed a leading predictor of eviction in Kansas City: race.

“It disproportionately impacts the black community, even with all other variables — like income — held equal,” she said.

But it wasn’t a conclusion Raghuvver came to alone — nor is it the whole story of evictions in the metro, she said.

Raghuvver partnered with Dataiku, an international data collaborative science firm, and the University of Missouri Kansas City, for a recent workshop and hackathon to explore the impact of evictions on local neighborhoods and the city as a whole. The event drew a diverse crowd of

civic hackers, government and neighborhood leaders, educators, artists and others interested in the research and coding, organizers said.

“It was a significant way to rethink how we talk about housing policy with a lot of data, but also with a lot of local expertise,” said Jacob Wagner, associate professor and director of urban studies at UMKC.

Digging into the data

Understanding Kansas City’s eviction problem begins with those 173,720 records from Jackson County, Raghuvver said. The data set included valuable court filings from 1999 to 2016, which were used to build a model for the research.

“All of those records are at the address level,” she said. “So as opposed to zip codes, we can understand the trends in terms of who’s being evicted where, at the block or the neighborhood level.”

Using a tool from New York-based [Dataiku](#), Raghuvver and Jed Dougherty, Dataiku data scientist, blended the Jackson County information with U.S. Census, education and neighborhood data — all based on the geo-coded location of each eviction — to create a map on which to overlay even more information, Dougherty said.

And with the assistance of experts from [Code for Kansas City](#) and the resources of [Eric Roche](#) and the City of Kansas City’s [Open Data KC](#) site, the team was even able to build a model that predicts whether a residence will have an eviction in the next year, Dougherty said.

“Kansas City has this open data initiative that is one of the best in the country, and it gives us access to a lot of other data sets that we can layer onto the evictions data that can help us understand it in a deeper way,” Raghuvver said.

In addition to neighborhoods, the hackathon and accompanying research also focused on how evictions impact education via student mobility, UMKC’s Wagner said.

“If kids are moving around a lot, and their families are getting evicted out of substandard housing, that can totally disrupt their school year,” he said.

The data breaks down to 8,000 to 9,000 evictions annually, Raghuvver said, with about 42 evictions per business day. Since the affected subset of the population — renters — is limited, that impact can be magnified, Wagner said.

“If you do the math, turnover can be as high as people having to move every 14 to 15 months,” he said. “Which means people are getting evicted and having to move almost once every year. And that’s just crazy. That’s really disruptive.”

Both Raghuvver and Wagner are quick to note the numbers reflected in their research only include the records of those who went through the formal, court-based eviction process — not informal evictions where, for example, a landlord changes the locks, or simply tells tenants to move out by the end of the month.

“There are so many more evictions that are happening informally, outside of the court, with no data to represent them,” Raghuvver said. “Forty-two evictions filed per day is a big number that should give us pause. But even that does not represent nearly the footprint eviction is leaving on the city.”

What's next?

The recent workshop and hackathon were just the start, organizers said.

“We generated some short-term action ideas, but also some questions we want to spend more time understanding,” Wagner said. ““The big question is, ‘OK. ... So, what do you do?’

“How do you reduce the impact of eviction on the families involved, on the neighborhoods? How do you get to the underlying affordability issues?”

Education for tenants, eviction prevention measures and a legal clinic are among options being explored, he said.

Kansas City isn't an extreme example of evictions impacting its communities, Raghuvver said, noting that the city has similarities to many other metro areas: rapidly gentrified neighborhoods, unregulated development, historic racial segregation, and a working-poor class being priced out of the city.

“A lot of these trends across American cities right now just open up even more potential for Kansas City — now armed with this knowledge about what eviction looks like — to take more leadership,” she said.

The Kansas City Public Library is playing host to a forum Nov. 29 for the public to learn more about the data and research findings, Wagner said, and KCPT is planning a series on housing issues in Kansas City.

A key to combatting problems like eviction is awareness — not only among members of the general public, but also policymakers, he said, especially with mayoral and city council races slated for 2018.

“We need to try to figure out how we can make sure the issues of housing affordability and neighborhood stability are addressed by the city council and political candidates,” Wagner said.

It's important for elected officials to see how evictions and other such concerns impact their districts, Raghuvver said.

“Kansas City, like so many American cities, is designed for people who are not living in unstable housing conditions,” she said. “That's one of the challenges about housing: When people don't have to see or contend with a problem in their personal lives, then it's not going to be the issue on which they vote.”

Dataiku's Dougherty was impressed by the beauty of Kansas City, in no small part, he said, because of how much people care — as evidenced by the community collaboration that made the hackathon possible.

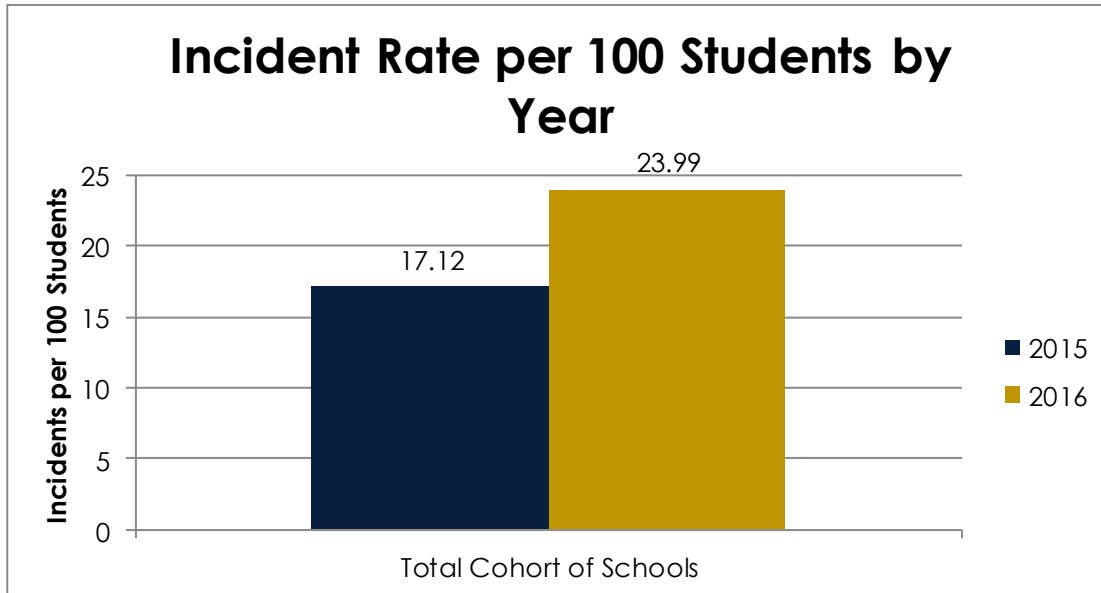
“It's one of those issues that shouldn't be partisan, and should be something that a local community takes on,” Dougherty said. “And I think Kansas City is taking a real big step in that direction.”



THE CITY OF KANSAS CITY, MISSOURI 2017 MAYOR'S SCHOOL SUSPENSION SUMMIT

COHORT-WIDE OVERVIEW

Cohort-Wide Overview



The “cohort” includes any school that educates elementary grade students within the boundaries of Kansas City, Missouri. The cohort was also limited to students PK-8 within those schools.

An incident rate is how many incidents there are per 100 enrolled students, meaning that an incident rate of 100 would equal one suspension per student, while an incident rate of 50 is one suspension for every 2 students.

Between 2015 and 2016, the rate of incidents of disciplinary classroom removal in this cohort increased from 17.12 to 23.99. That is an increase of 40%.

40,090

Students Enrolled in 2016

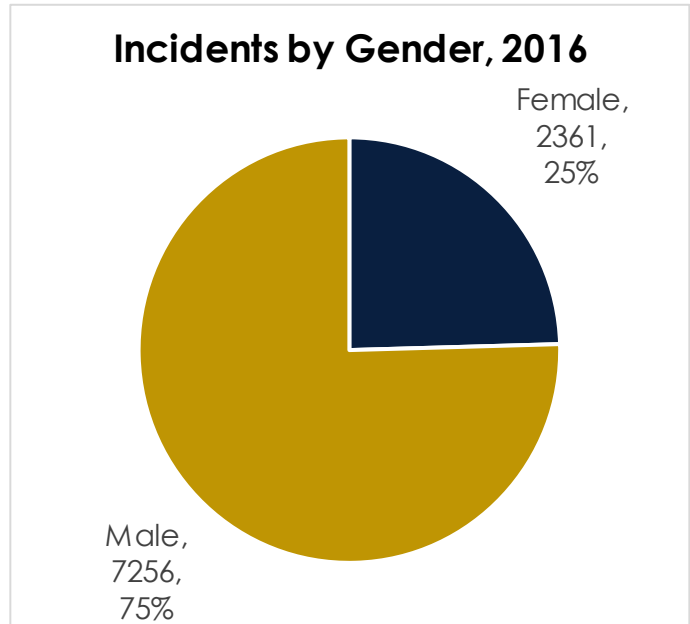
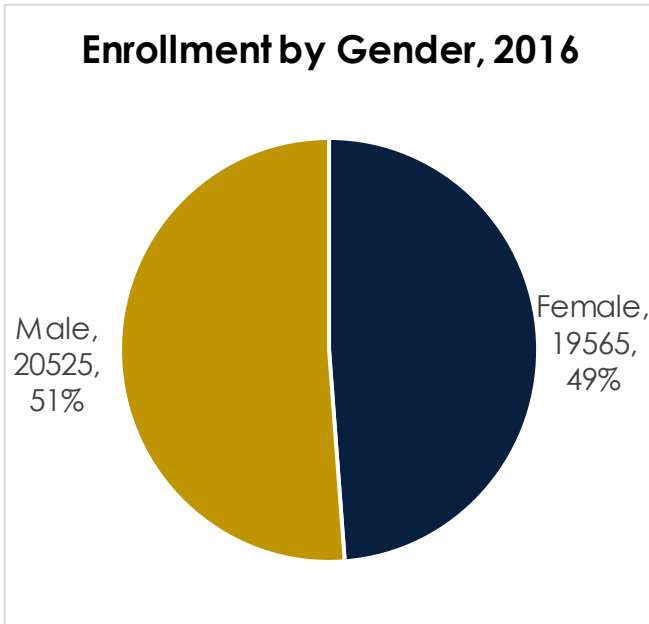


9,617

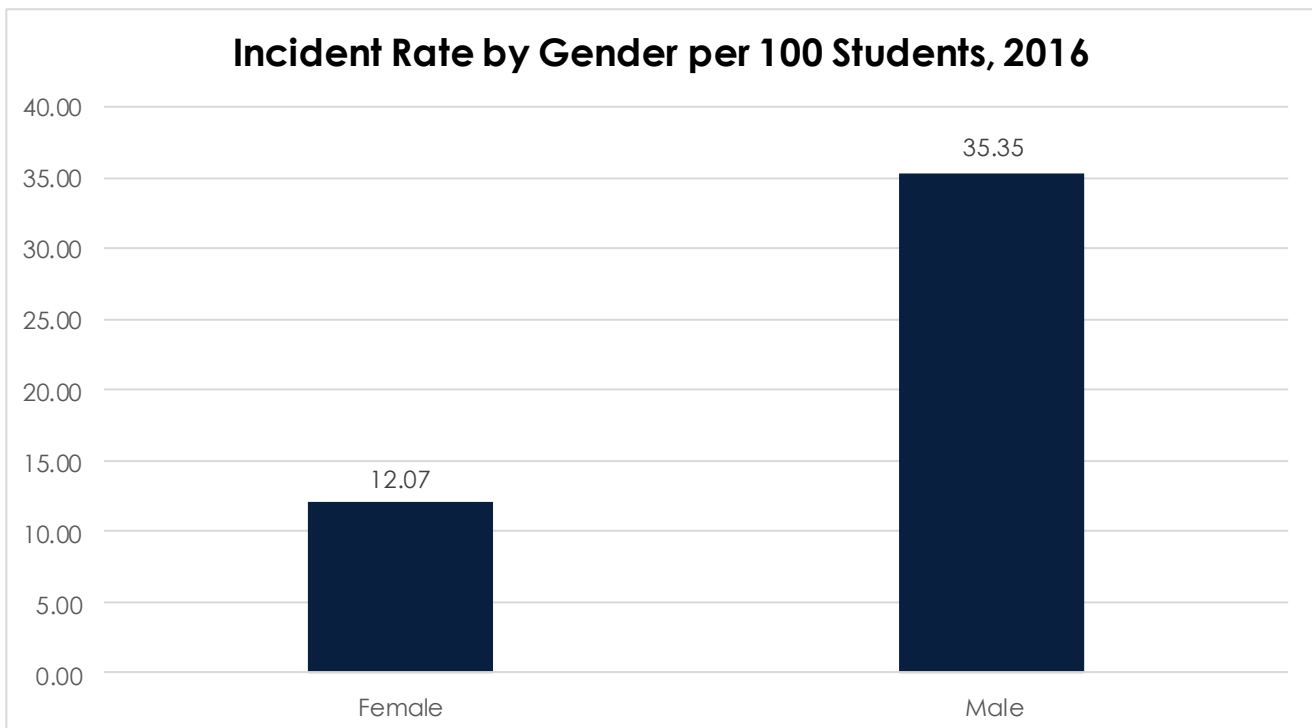
Incidents of Disciplinary Classroom Removal in 2016



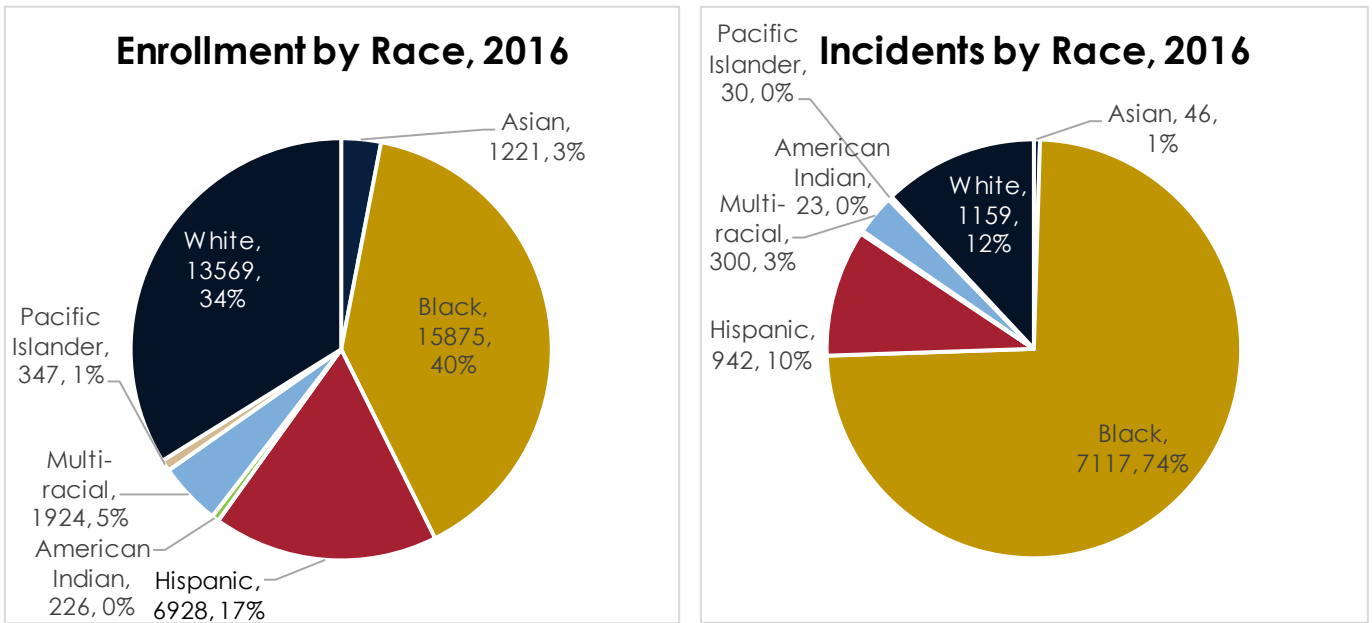
These graphics show the cohort’s total enrollment and total count of disciplinary classroom removal, referred to as “incidents”, in 2016. These numbers will be further broken down in later graphs.



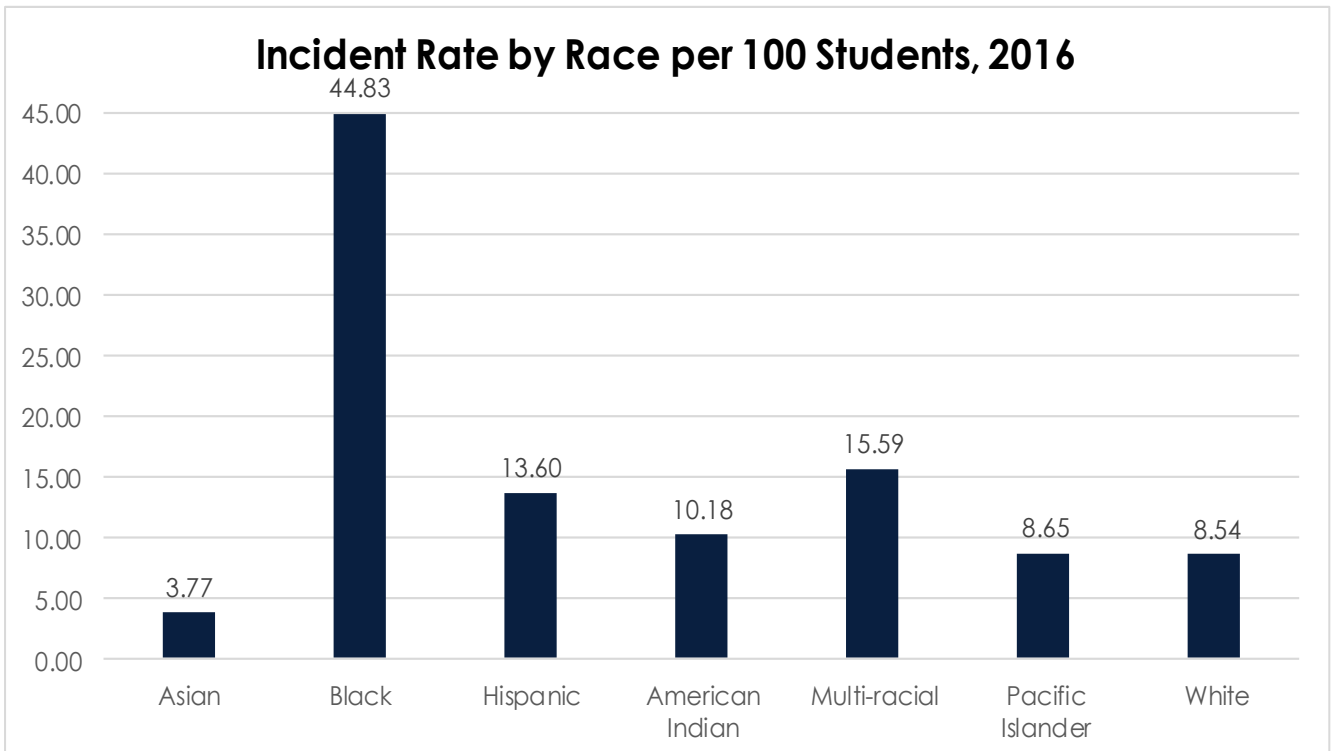
If the two pie charts above have relatively the same appearance, then boys and girls are experiencing disciplinary classroom removals that are proportional to their enrollment. If they are not, then one gender is more likely to be disciplined than the other.



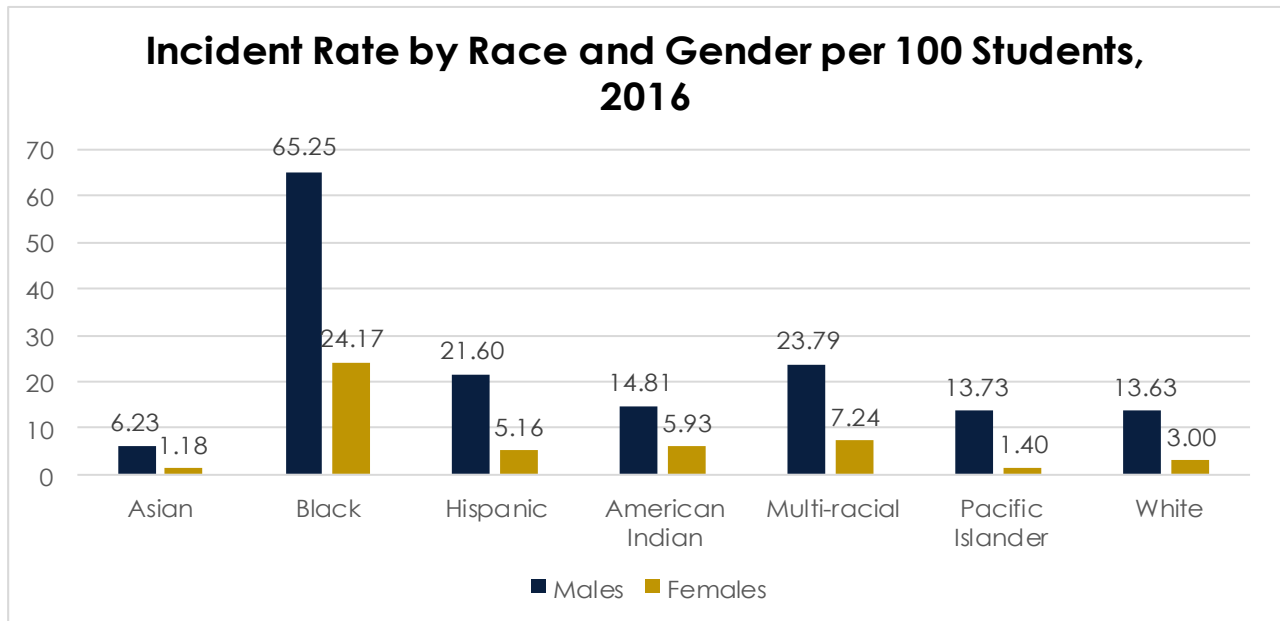
In this case, male students are more likely to experience disciplinary classroom removal at a rate that is 3 times that of female students. In the cohort, there were an average of 35 incidents for every 100 male students in 2016.



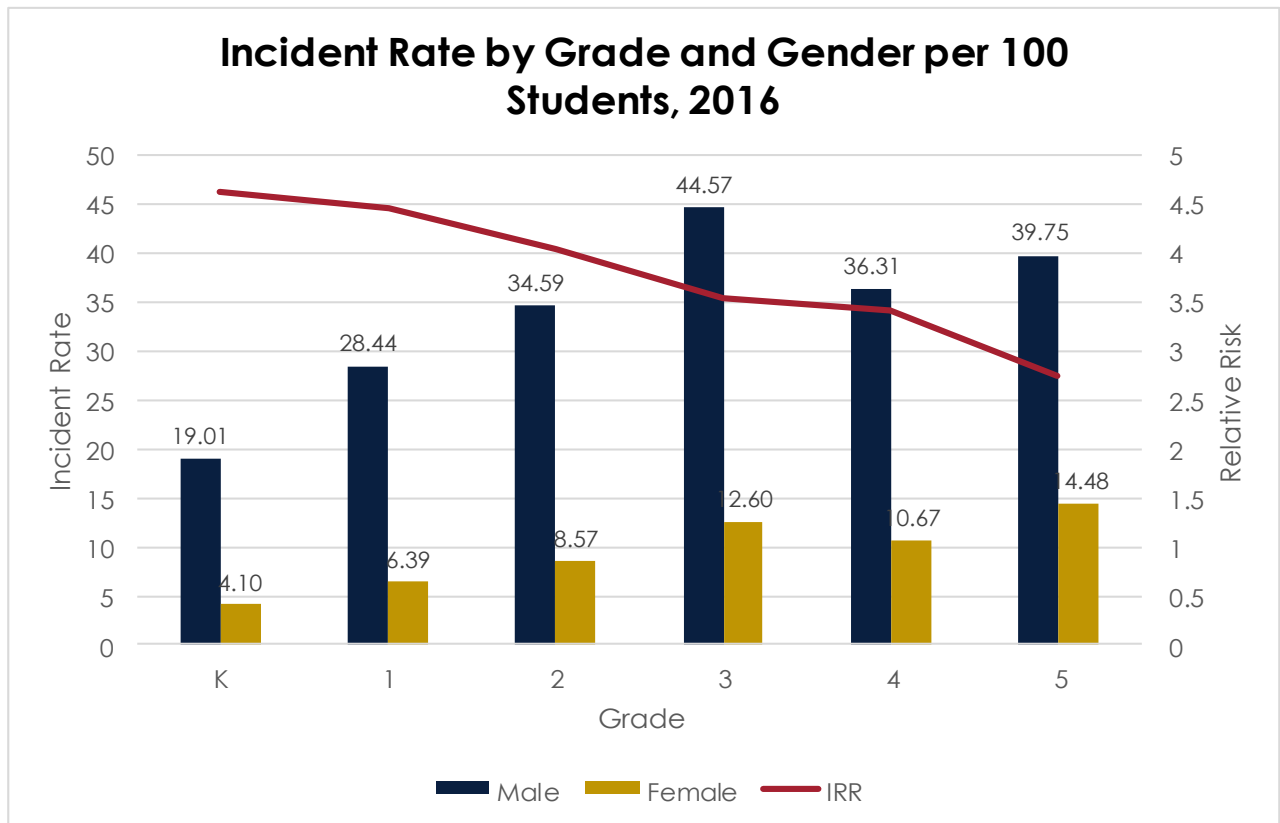
If the two pie charts above have relatively the same appearance, then all races are experiencing disciplinary classroom removals that are proportional to their enrollment. If they are not, then one race is more likely to be disciplined than another.



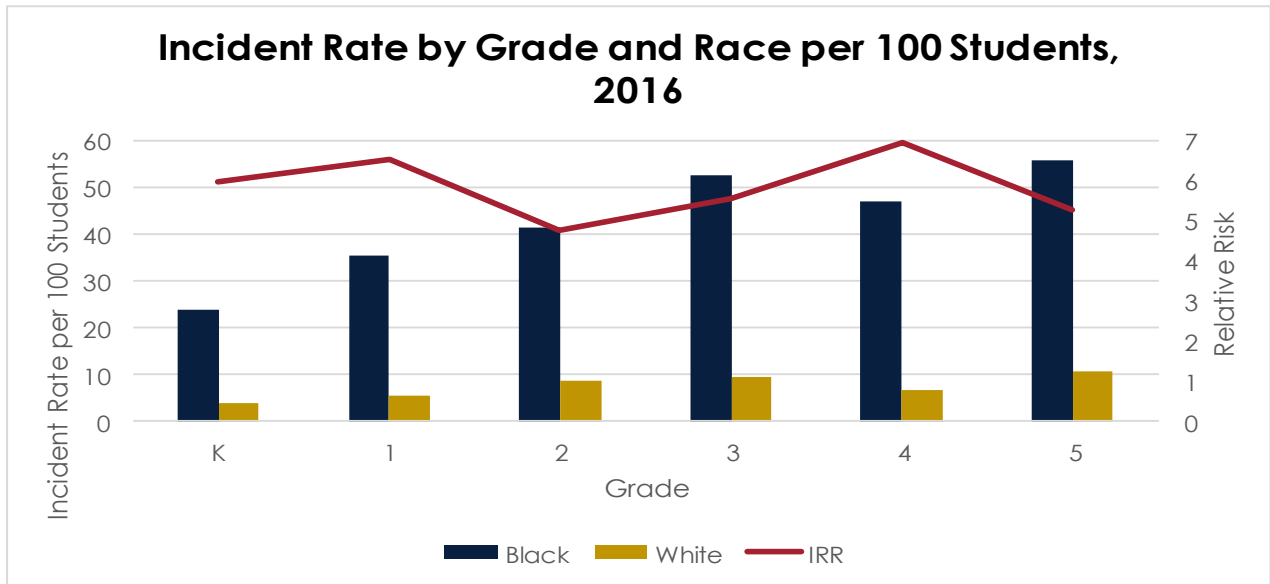
In this case, black students are more likely to experience disciplinary classroom removal at a rate that is 12 times that of Asian students, 5 times that of white or Pacific Islander students, 4 times that of American Indian students, and 3 times that of Hispanic or multi-racial students. In the cohort, there were an average of 45 incidents for every 100 black students in 2016.



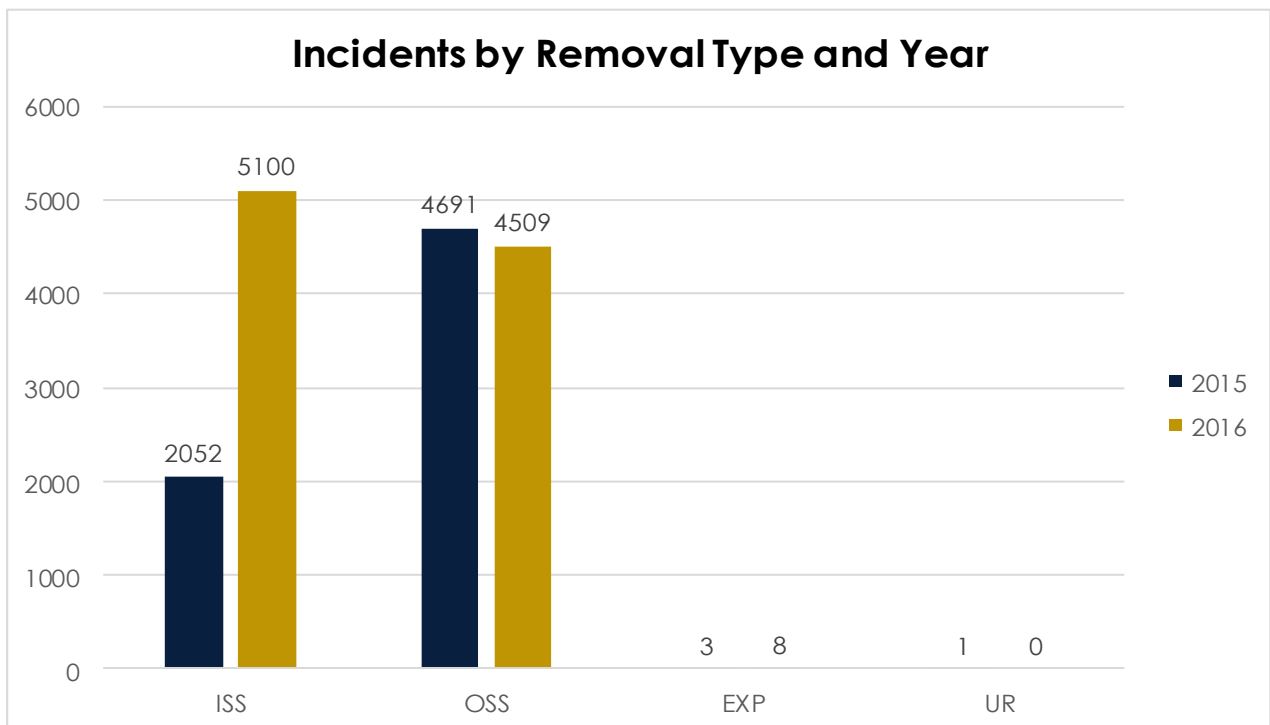
In the cohort, there were an average of 65 incidents for every 100 black male students in 2016. In every racial group, boys were more likely to be removed from the classroom than girls.



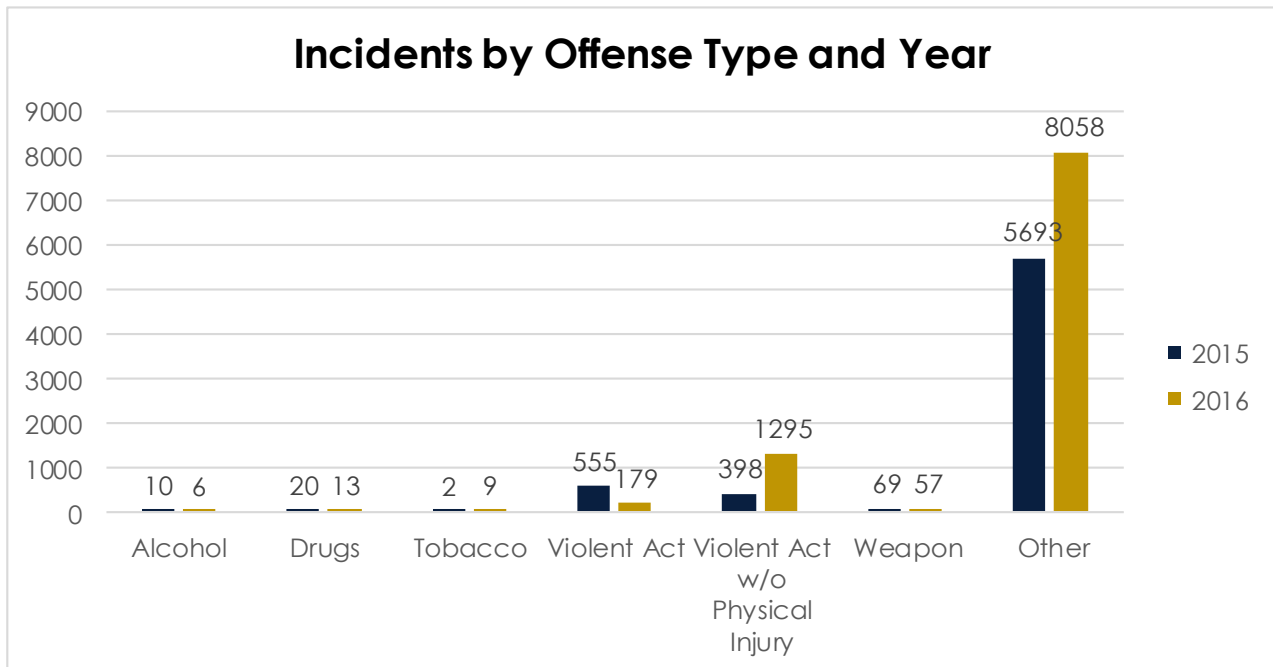
In every grade, boys were more likely to be removed from the classroom than girls. However, the difference between the genders decreases with each increasing grade. Note: Pre-K and grades 6-8 were not included here due to unstable numbers.



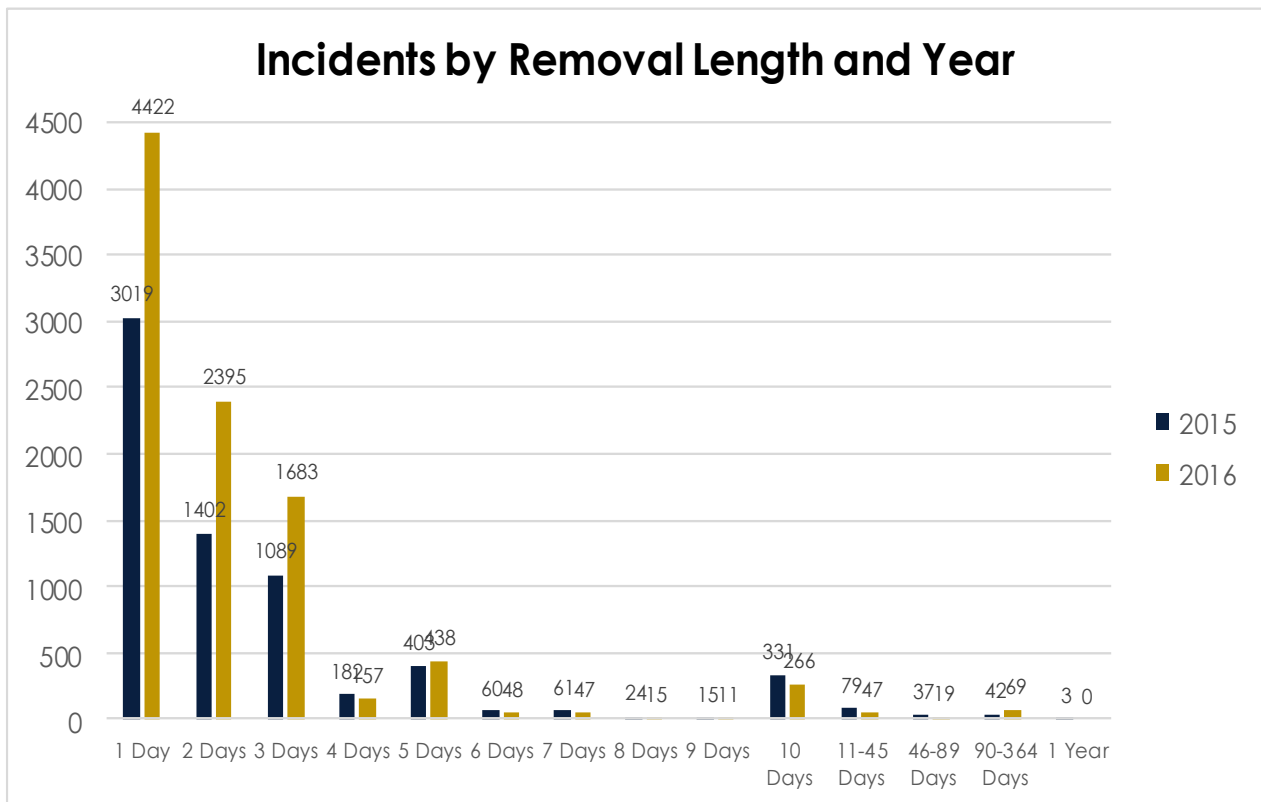
In every grade, black students were more likely to be removed from the classroom than white students with an average of black students being removed 6 times as often as white students. Overall, the difference doesn't appear to fluctuate based on grade. Note: Pre-K and grades 6-8 were not included here due to unstable numbers.



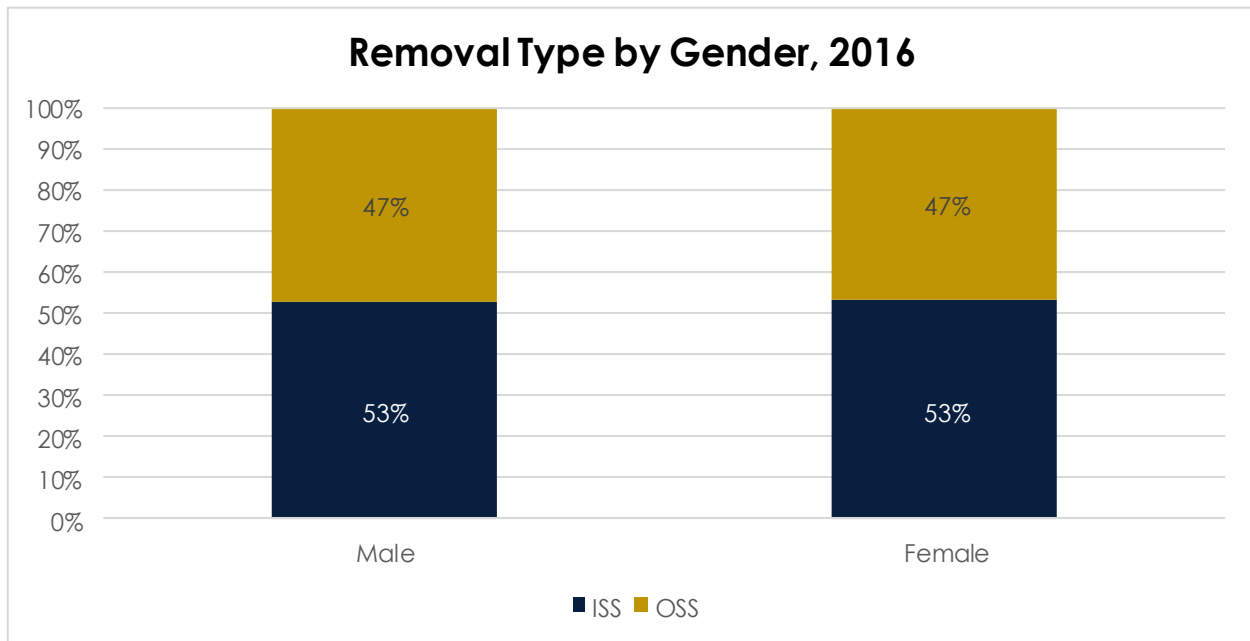
In 2015, there were almost 7,000 incidents, and less than half were in-school suspensions. In 2016, the total number of incidents increased 40%, and the majority of that was ISS. The total number of out-of-school suspensions decreased slightly between 2015 and 2016.



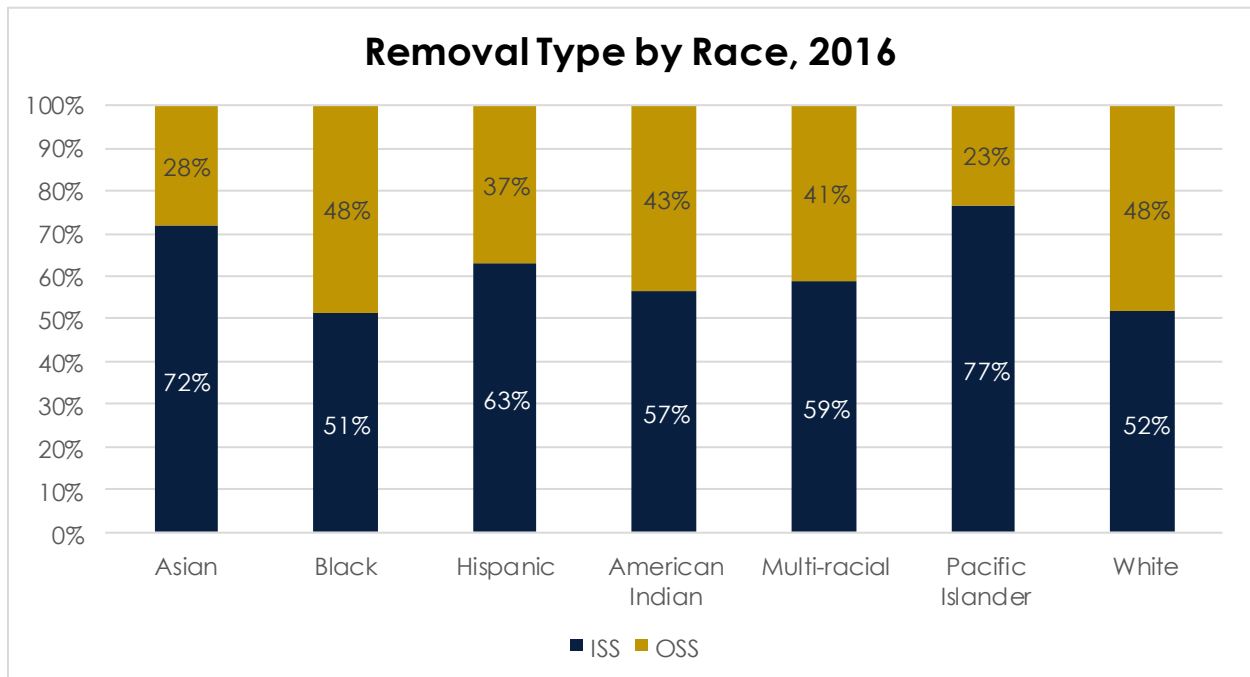
In both 2015 and 2016, a large majority of the incidents are classified as “Other.” This category accounts for 84% of the total incidents in either year.



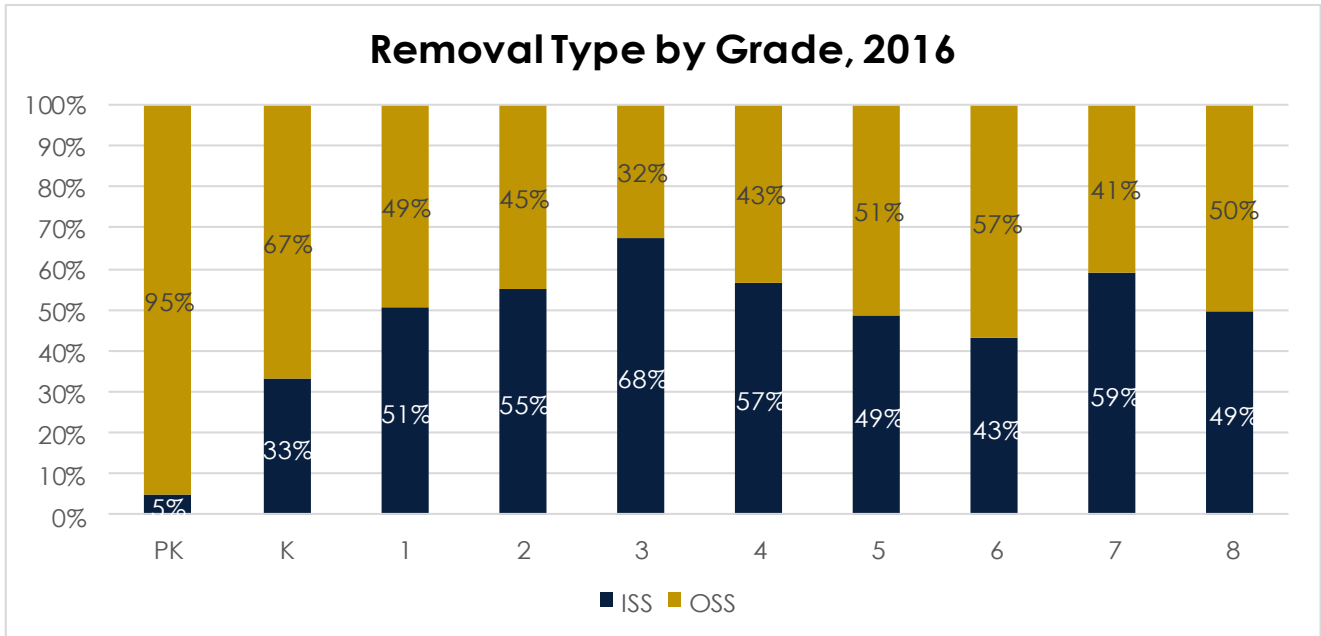
The largest increase in incidents between 2015 and 2016 was seen in removals 3 days or less. 1-day, 2-day, and 3-day removals account for the greatest proportion of incidents. We also see spikes at 1 week and 2 weeks.



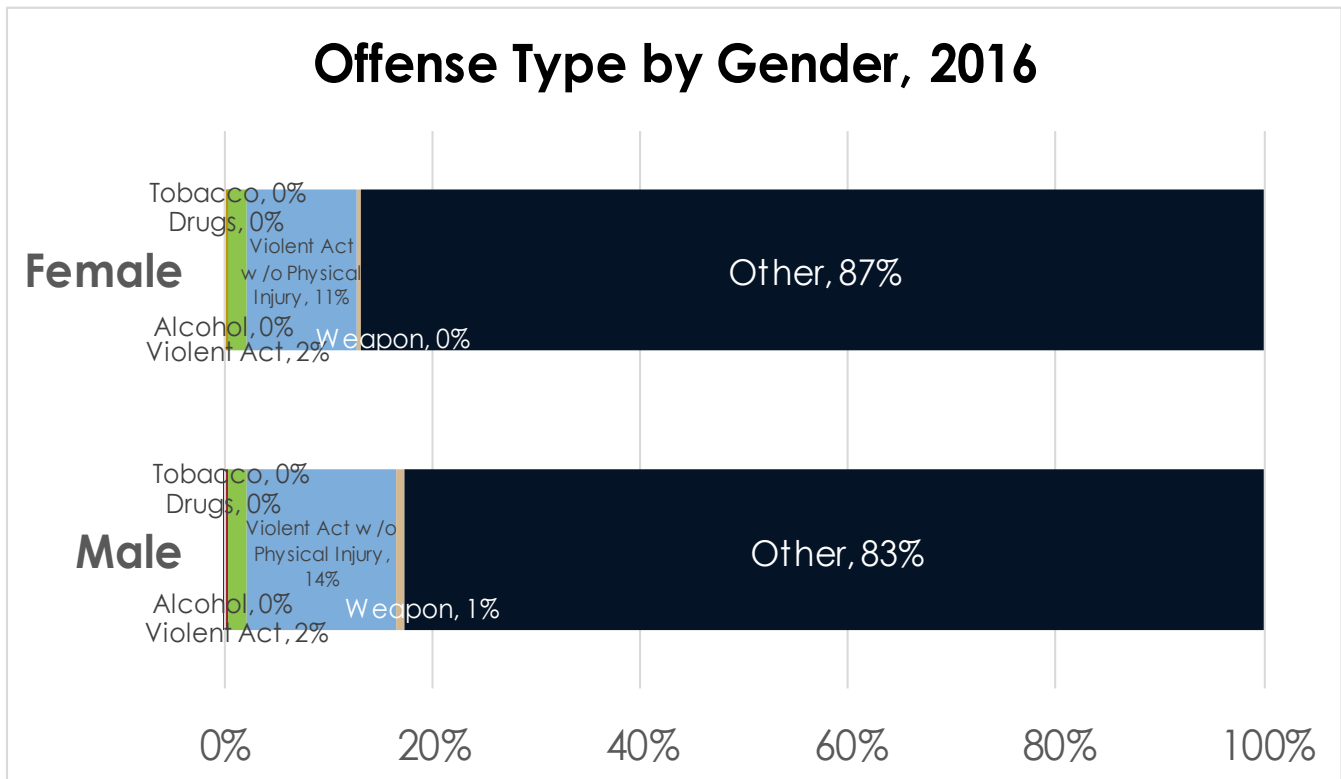
This graph shows the difference in removal type by gender. There does not appear to be any significant difference between males and females in the classification of the removal type.



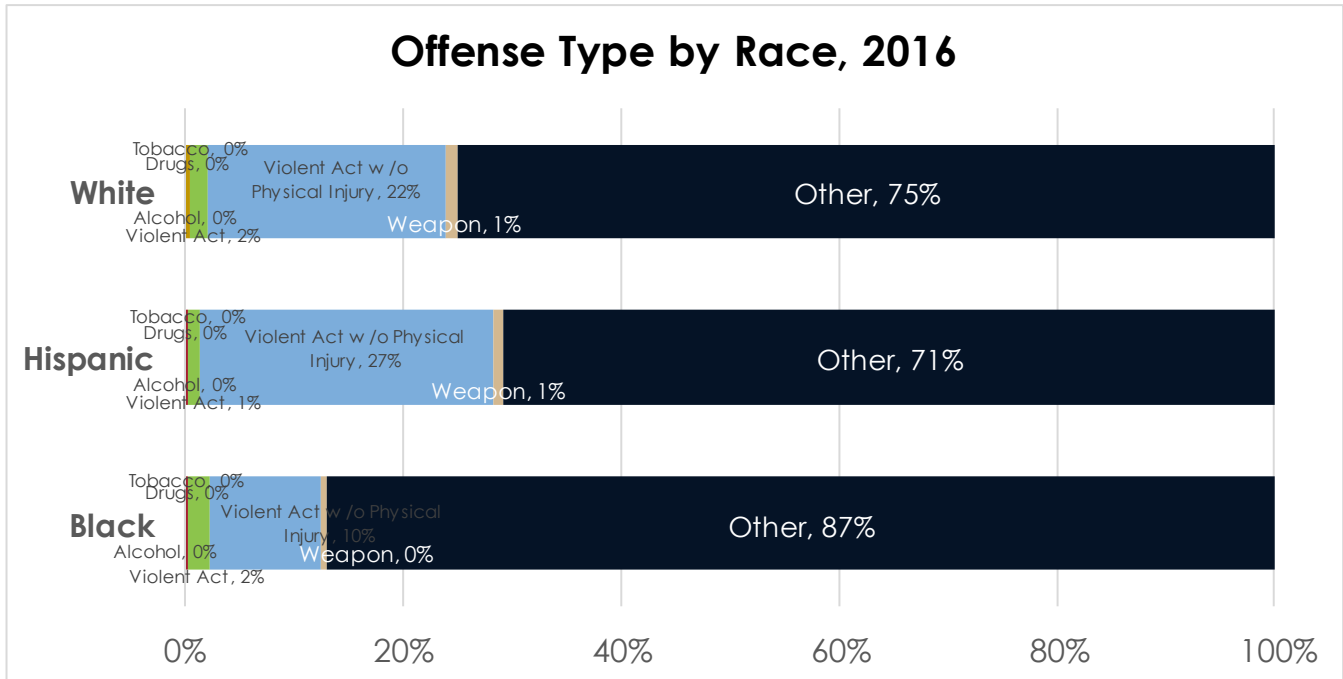
There does appear to be some difference between racial groups in the classification of the removal type. For example, if an incident occurs, Asian students and Pacific Islander students are more likely to be given an ISS than black students or white students. A little more than 50% of incidents among black or white students were ISS, while more than 70% of incidents for Asian or Pacific Islander students were ISS.



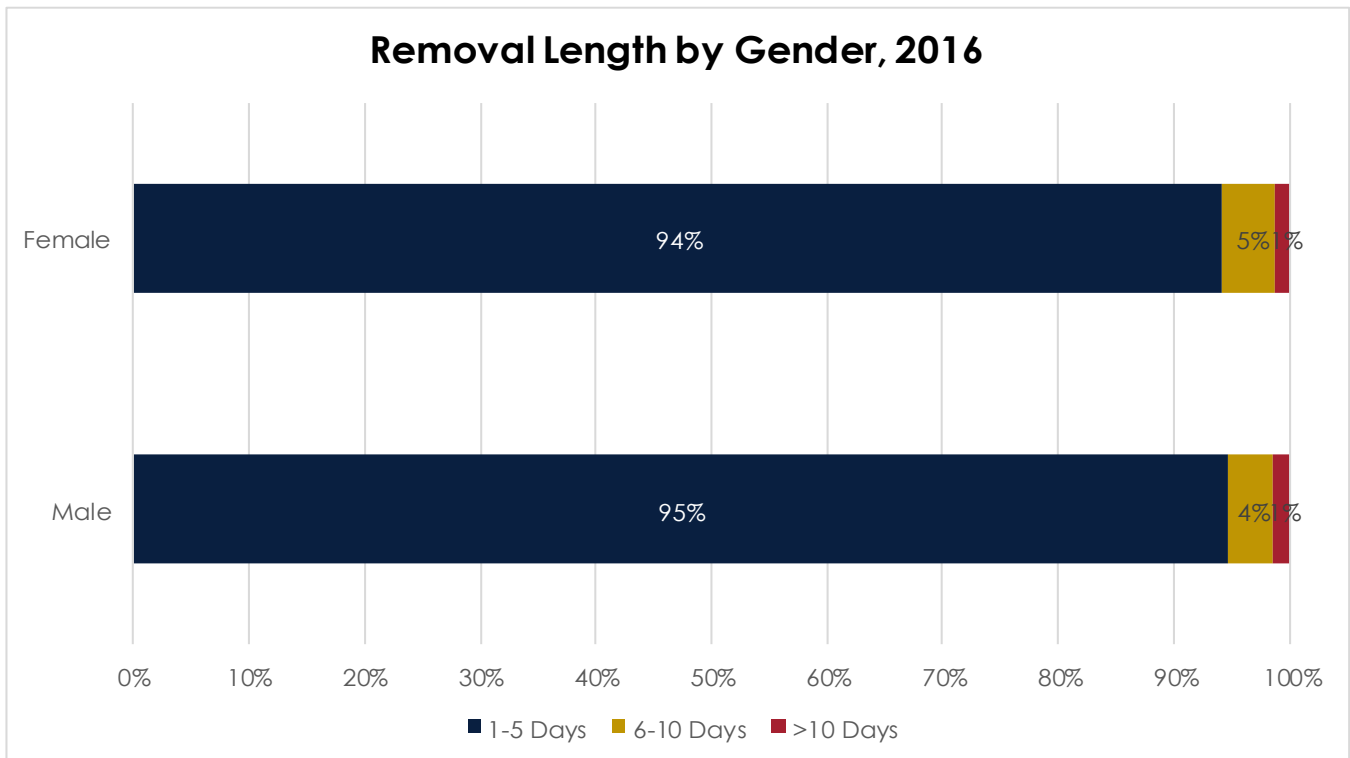
This graph shows the difference in removal type by grade. Most notably, the youngest grades are the most likely to receive OSS.



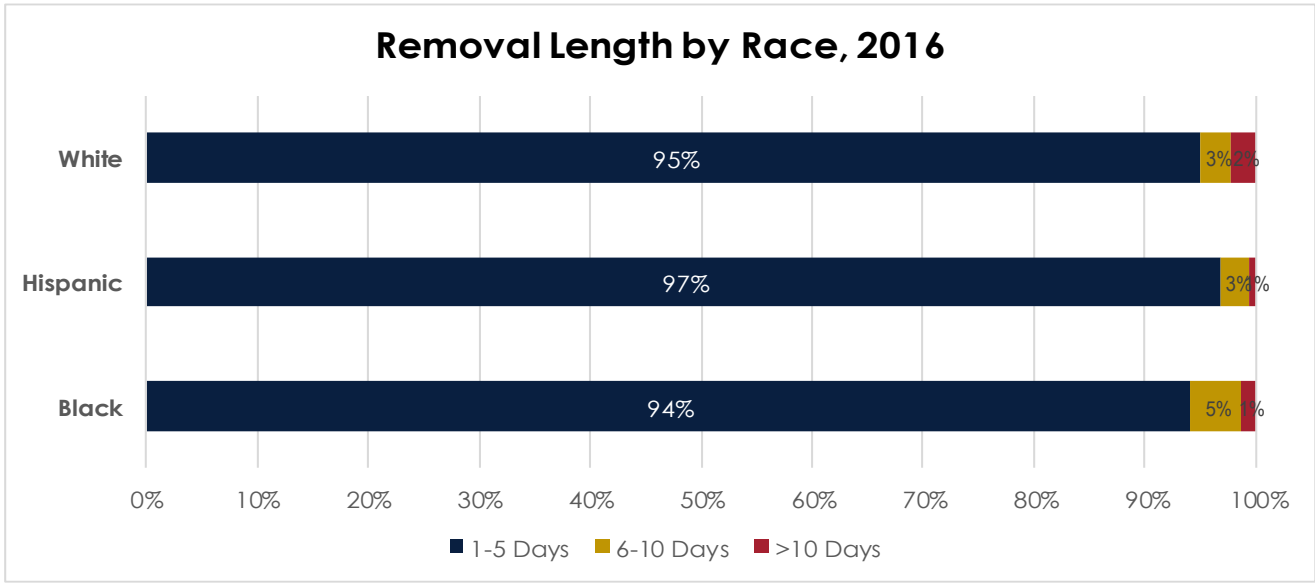
This graph shows the difference in offense type by gender. For example, male students are more likely to commit offenses that are classified as “Violent Act w/o Physical Injury” or “Weapon”, while female students are more likely to commit offenses classified as “Other.”



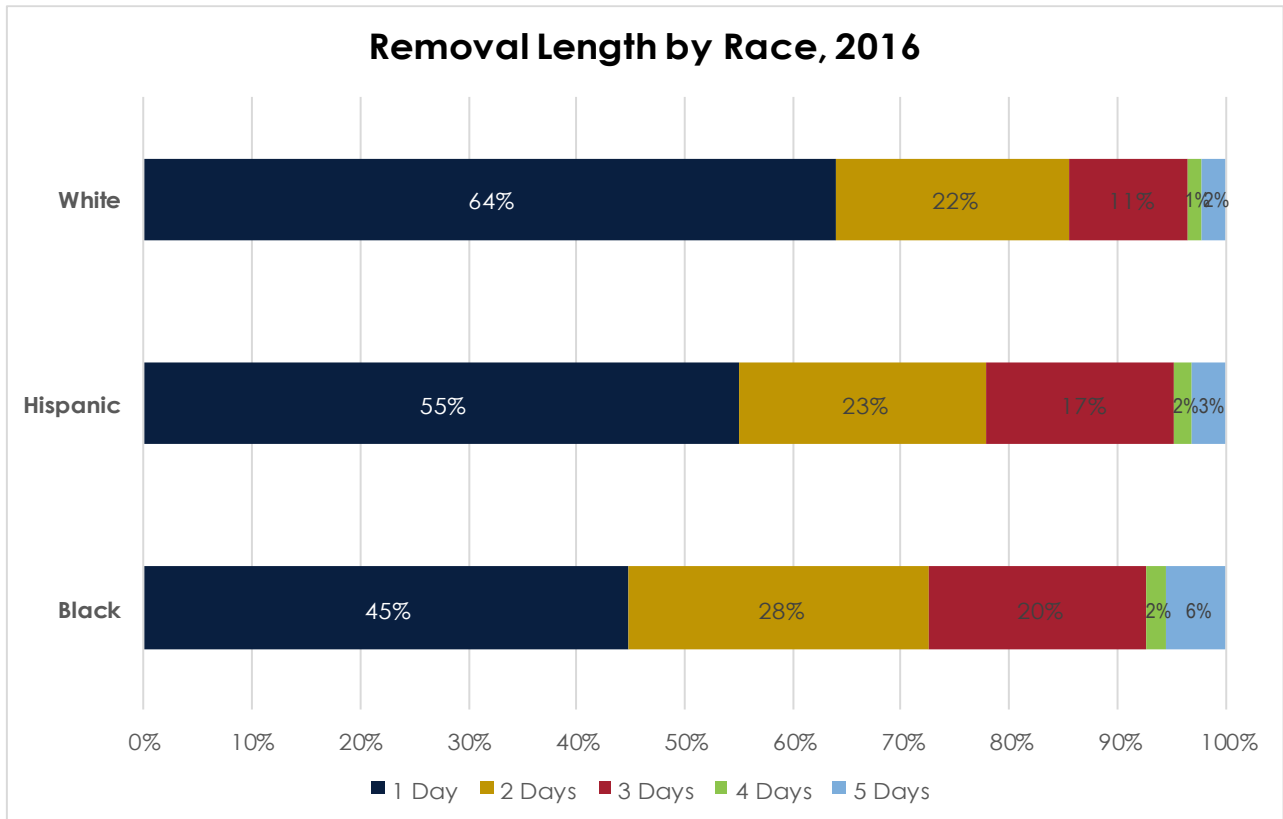
This graph shows the difference in offense type by race. For example, between black, white, and Hispanic students, black students are most likely to commit offenses classified as “Other”, while Hispanic students are most likely to commit offenses classified as “Violent Act w/o Physical Injury.”



This graph shows the difference in removal length by gender when the removal lengths are grouped into 3 categories. There does not appear to be any significant difference in the length of removals between male and female students.



This graph shows the difference in removal length by race when the removal lengths are grouped into 3 categories. There does appear to be some difference in the length of removals between these racial groups. Black students are the most likely to be removed for 6-10 days and the least likely to be removed for 1-5 days.



When we look at just the removals that are between 1 and 5 days, that trend is even more evident. White and Hispanic students are more likely to be removed for shorter periods of times overall than black students.



2016 COMMUNITY HEALTH IMPROVEMENT PLAN



Public Health

City of Kansas City, Missouri
Kansas City Health Department
2400 Troost Ave., Suite 3200
Kansas City, MO 64108

EXECUTIVE SUMMARY

The contributors to the 2016-2021 CHIP know that health is not just health care—health is defined as an overall state of well-being, not merely the absence of disease. Expanding the definition of health requires a new, multi-faceted approach to improving community health. By taking on this ambitious agenda, the Health Commission recognizes that it is impossible for one organization or one sector to take ownership over any social determinant of health. Achieving our target measures will take a concerted effort to engage partners in this work.

Many later life health outcomes are predicted by educational milestones—high school graduation is predicted by reading proficiency at 3rd grade, and reading proficiency is predicted by even earlier life outcomes such as birth weight, prenatal care, and access to early educational opportunities. *Access to quality education* remains a high priority for Kansas City residents and civic leaders; the CHIP aligns with such initiatives as Turn the Page KC. The CHIP focuses on ensuring all Kansas City 3 and 4 year olds have equitable opportunities to attend preschool, no matter their zip code. The plan also sheds light on the problem of avoidable absences, including those absences due to physical health, mental health, suspension and expulsion, and other social factors such as transportation.

Improving health through the mitigation of violent crime is a persistent concern for stakeholders. This CHIP emphasizes not only the reduction of violent crime; it also addresses racial disparities in incarceration and the harsh effects of incarceration on the re-entry population. The Health Commission understands that one way to prevent violent crime is to focus on a healthy pipeline for young men of color in Kansas City’s most vulnerable schools—high school graduation is critical. A Youth and Family Master Plan—already in the works in the Violence Free KC Committee of the Health Commission—would demonstrate a city-wide commitment to CHIP goals.

Perhaps no social determinant of health is more obvious than *economic opportunity*. Research shows that it is not only poverty that predicts mortality and morbidity, but inequality as well. The number one predictor of health is not whether a person has health insurance, whether they eat well or even whether they smoke: multiple studies confirm that whether or not someone is wealthy outweighs all of those factors. The CHIP targets two determinants of economic dignity: access to living wage jobs through supply-side and demand-side policies and mitigation of harm from predatory lending.

High quality health care is an essential component of a healthy city. Kansas City is proud to have a strong safety net of publically funded health care for our most vulnerable citizens. However, stakeholders participating in the CHIP process consistently identified gaps in *mental health and preventative care*. The CHIP takes this access gap one step further to direct attention to the importance of culturally competent care in communities of color, communities with low English literacy and communities who have experienced multiple traumas.

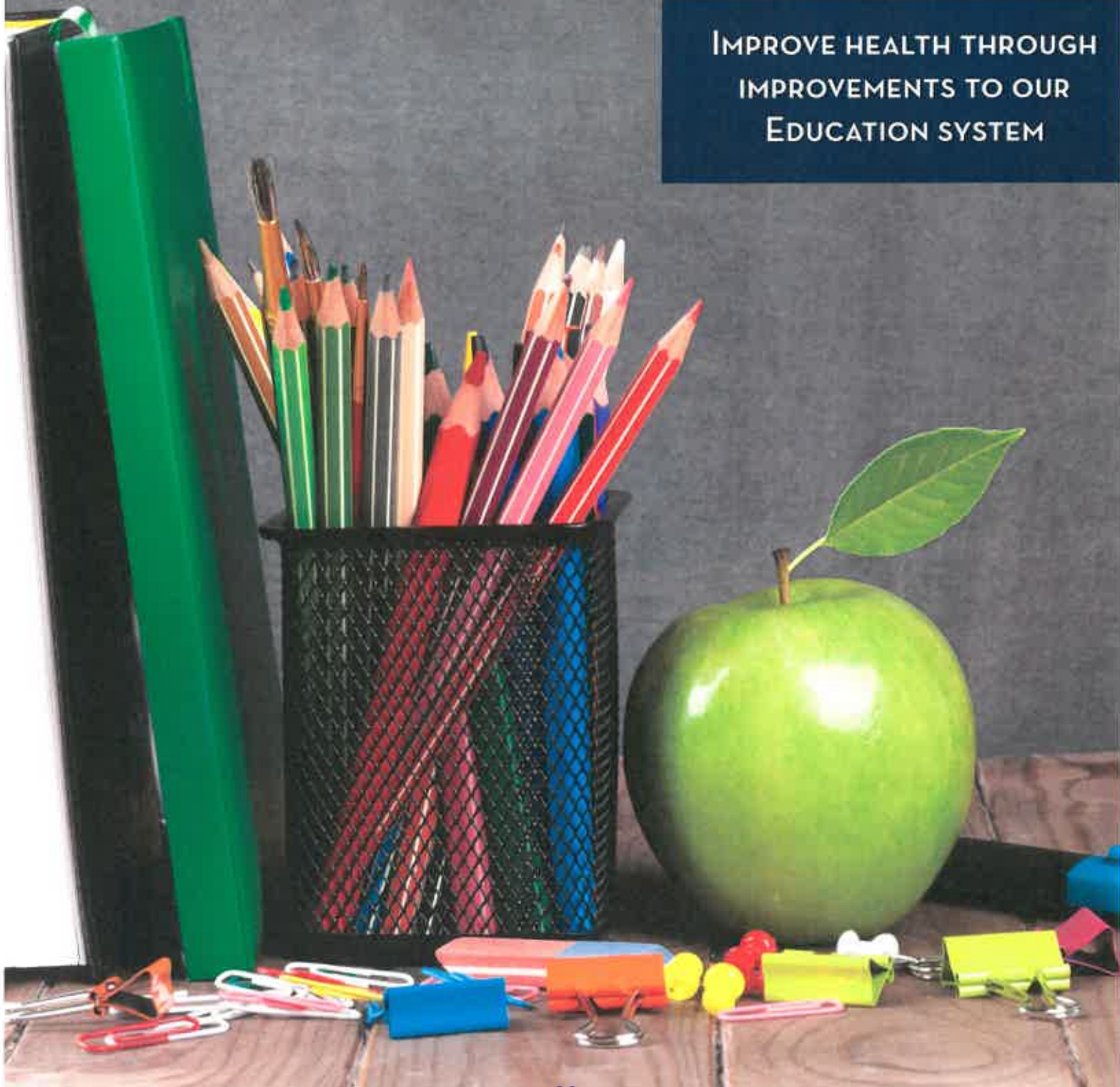
The importance of *improvements to the built environment* is not lost on city officials, and it is not lost on the residents of Kansas City. Neighborhoods that are safe, clean, well-maintained and consistently improved are crucial to health status. As the CHIP strategies evolve, the Health Commission will work to monitor the efficacy of blight reduction programs and programs that increase access to locally grown foods while simultaneously monitoring the availability of affordable housing in our lowest life expectancy zip codes.

Kansas City, Missouri continues to cement its national reputation as an entrepreneurial, innovative city. The CHIP is one piece of this reputation—instead of working in the siloes of “traditional” public health and health care, the city has produced a comprehensive plan that recognizes that *the choices we make are shaped by the chances we have*. All of this is done with attention paid to measurable results, transparent tracking of target measures and accountability.

ISSUE

1

**IMPROVE HEALTH THROUGH
IMPROVEMENTS TO OUR
EDUCATION SYSTEM**



GOAL: ALL KANSAS CITY 3RD GRADERS SHOULD BE ABLE TO READ AT GRADE LEVEL

OBJECTIVES:

- INCREASE THE PROPORTION OF 3 AND 4 YEAR OLDS WHO ATTEND HIGH QUALITY EARLY CHILDHOOD EDUCATION
- DECREASE THE NUMBER OF SCHOOL DAYS MISSED DUE TO PREVENTABLE PHYSICAL, BEHAVIORAL, DISCIPLINARY OR SOCIAL CAUSES
- INCREASE THE NUMBER OF HOUSEHOLDS WITH CONSISTENT ACCESS TO A COMPUTER WITH RELIABLE INTERNET ACCESS

Target Measures (by objective)	Source	Frequency
1.1.1 At least 25% of all 3 year old children and 80% of all 4 year old children attend a quality early childhood education program (UNICEF Benchmark)	American Community Survey	Annual
1.1.2 90% of students will be in attendance 90% of the year in schools located in the lowest life expectancy zip codes. (Missouri Benchmark)	Department of Elementary and Secondary Education (DESE)	Annual
1.1.3 Decrease to 25% the number of internet non-users in low-income households and decrease to 10% the number of non-users who lack access to a computer by 2021.	Google/Pew Research American Community Survey	Annual
<i>Target Measures for Goal</i>	<i>Source</i>	<i>Frequency</i>
At least 85% of third grade public school students meet or exceed reading proficiency by 2021 (STAR Communities Benchmark)	DESE	5 years

According to research, early childhood education is a critical part of a child’s learning and development. Advances in neuroscience and research demonstrate the benefits of high quality education for young children, as it provides the necessary foundations for more advanced skills. Additional research shows that children who participate in quality early

childhood educational programs have better health, social emotional skills, and cognitive outcomes than those who do not participate.

Decreasing the number of preventable absences in early education is imperative, as it affects literacy development, academic achievement, test scores, and high school graduation rates. Frequent absences in early education also lead to increased numbers of children dropping out of school in later grades. Chronic absenteeism, which leads to lower educational success and achievement, is a predictor of worse lifetime health. It is defined as kids who miss 10% or more school days in a year for any reason. Thus, the less education a child has, the more likely they are to grow into an adult with an increased chance of smoking, being overweight, having diabetes, or dying prematurely.

Lower income households are less likely to have computers and high speed broadband internet. Nonetheless, technology is robustly advancing in classrooms; therefore, computers with internet access are becoming more of a growing need in households, as they allow children to do homework, research, write papers, and communicate digitally with their teachers and other students from having the benefit of a technology enriched education.

To learn more visit:

<https://www2.ed.gov/documents/early-learning/matter-equity-preschool-america.pdf>

<http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/10/Chronic-Absence-and-Health-Review-10.8.14-FINAL-REVISED.pdf>

<https://www.whitehouse.gov/the-press-office/2015/07/15/fact-sheet-connecthome-coming-together-ensure-digital-opportunity-all>

ISSUE

2

IMPROVE HEALTH THROUGH
THE MITIGATION
OF VIOLENT CRIME

Aim4Pea
OUTREACH

GOAL: REDUCE THE INCIDENCE OF VIOLENT CRIME AND ADDRESS RACIAL DISPARITIES IN INCARCERATION.

OBJECTIVES:

- CREATE, IMPLEMENT AND SUSTAIN A YOUTH AND FAMILY VIOLENCE PREVENTATION PLAN BY 2021
- INCREASE THE PRIORITY OF VIOLENCE PREVENTION AS A PUBLIC HEALTH ISSUE
- DEMONSTRATE INCREMENTAL PROGRESS TOWARDS A 90% AVERAGE 4-YEAR ADJUSTED COHORT HIGH SCHOOL GRADUATION RATE IN KANSAS CITY'S MOST VULNERABLE SCHOOLS FOR AFRICAN AMERICAN AND HISPANIC STUDENTS BY 2021.

A public health approach to violence prevention emphasizes input from diverse sectors including health, education, social services, justice, policy and the private sector. Collective action on the part of these stakeholders can help in addressing problems like violence. Effective public health interventions focus on prevention, rather than reaction to incidences of violence and address all age groups to encourage the systemic and long-term prevention of violence.

Research shows that youth violence is a serious problem that can have lasting harmful effects on victims and their family, friends and communities. Prevention efforts should aim to reduce factors that place youth at risk for perpetrating violence and promote factors that protect youth at risk for violence. In addition, prevention should address all types of influences on youth violence: individual, relationship, community and society.

A growing body of research has shown those who do not graduate from high school have an increased risk of incarceration³. In Kansas City’s most vulnerable schools for African American and Hispanic students, the 2015 on 4 year graduation rate for African Americans

Target Measures (by objective)	Source	Frequency
2.1.1 Creation of a Youth and Family Violence Prevention Plan to build upon existing efforts of the multiple VFKCC organizations, to leverage resources, as well as, to collaborate, streamline and combine efforts to move collective citywide goals.	Violence Free KC	Annual
2.1.2 Increased funding of public health approaches to Violence Prevention	Various	Annual
2.1.3 Incremental progress towards a 90% 4 year-adjusted cohort and 5 year-adjusted cohort high school graduation rate in Kansas City’s most vulnerable schools for African American and Hispanic Students. (STAR Communities Benchmark)	DESE	Annual
<i>Target Measures for Goal</i>	<i>Source</i>	<i>Frequency</i>
Demonstrate average homicide rate is below 5.5 homicides per 100,000 residents. (STAR Communities Benchmark)	KCMO Crime data	5 years
Demonstrate average rape or attempted rape rate is below 70 incidents per 100,000 residents. (STAR Communities Benchmark)	KCMO Crime data	5 years
Demonstrate incremental increase towards a 90% graduation rate for African American and Hispanic students. (STAR Communities Benchmark)	DESE	5 years

2016-2021 Community Health Improvement Plan
Kansas City, Missouri

was 66.8% and for Hispanics was 60.3%.

To learn more visit:

<http://www.thecommunityguide.org/violence/index.html>

<http://www.astho.org/Prevention/Preventing-Firearm-Injury-and-Death/>

<http://www.cdc.gov/violenceprevention/overview/publichealthapproach.html>

Mauer, M. 2011. Addressing Racial Disparities in Incarceration. *The Prison Journal* 91(3) 87S-101S. DOI: 10.1177/003285511415227

Working in Unity toward a Violence-Free Kansas City: A collaboration Multiplier Analysis – April 2015. KCMO Health Commission Kansas City Violence Free Committee



ISSUE

3

IMPROVE HEALTH THROUGH
IMPROVEMENTS IN
ECONOMIC OPPORTUNITY

GOAL: DECREASE THE INCOME AND WEALTH GAP BETWEEN ZIP CODES

OBJECTIVES:

- INCREASE ACCESS TO LIVING WAGE JOBS THROUGH BOTH SUPPLY-SIDE (JOB SKILLS AND VOCATIONAL TRAINING) AND DEMAND SIDE (EXAMPLE: RAISING THE MINIMUM WAGE) POLICIES
- DECREASE THE NEGATIVE IMPACT OF PREDATORY LENDING ON BORROWERS AND INCREASE THE ACCESS TO ALTERNATIVE FORMS OF AFFORDABLE SHORT-TERM LINES OF CREDIT

Target Measures (by objective)	Source	Frequency
3.1.1 Increase in the % of families making a living wage (by specific household type and adjusted for Kansas City cost of living) (STAR Communities Benchmark)	Economic Policy Institute Policy Link Massachusetts Institute of Technology	Annual
3.1.2 Decrease in the average APR of short term personal loans to 36%	TBD	Annual
<i>Target Measure for Goal</i>	<i>Source</i>	<i>Frequency</i>
10% decrease in the income and wealth gap between the highest and lowest life expectancy zip codes	American Community Survey KCMO Health Dept.	Annual

The federal poverty threshold is often used by policy makers to determine an individual's ability to maintain a certain standard of living. However, poverty thresholds do not account for geographic variation in the cost of essential household expenses or other important expenses like health care and child care. Alternative living wage models factor in the geographically specific expenditure data related to a family's minimum needs for expenses like food, child care, health insurance, housing, transportation, and other basic necessities. Using a living wage standard, as opposed to the federal poverty limit, as a target is a more meaningful approach to measuring the impact of KC-CHIP.

Payday loans are very high cost, high interest bearing, short term loans that ensnare borrowers in a debt trap. The average Missouri interest rate for payday lenders was 451.91%

in January 2015. Alternative lending programs that are less punitive on their terms for short term lending, have an APR of 36% or less, a term of at least 90 days or one month per \$100 borrowed, require multiple installment payments, and don't require the borrower to turn over a post-dated check or electronic access to a bank account. These requirements give borrowers a reasonable chance of repaying their loans without having to take out a new loan to cover household expenses and bills. Many credit unions and some banks offer affordable short term lines of credit.

To learn more visit:

<http://livingwage.mit.edu/resources/Living-User-Guide-and-Technical-Notes-2014.pdf>

https://www.nclc.org/images/pdf/high_cost_small_loans/payday_loans/report-stopping-payday-trap.pdf

<https://finance.mo.gov/Contribute%20Documents/2015PaydayLenderSurveyReport.pdf>

A photograph of a woman with dark hair, wearing a black long-sleeved top, lying on a light-colored couch. She has her eyes closed and a calm expression. In the foreground, the back of a healthcare professional in a white lab coat is visible, holding a white marker and looking towards the woman. The background is softly blurred, showing what appears to be a clinical or office environment with a window.

ISSUE

4

**IMPROVE HEALTH THROUGH
INCREASED UTILIZATION OF
MENTAL HEALTH CARE AND
PREVENTATIVE SERVICES.**

GOAL 1: INCREASE UTILIZATION OF MENTAL HEALTH SERVICES

OBJECTIVES:

- OBJECTIVE 1: INCREMENTALLY DECREASE HPSA SCORE FROM CURRENT SCORE OF 16 FOR JACKSON COUNTY AND CLAY/PLATTE COUNTIES
- OBJECTIVE 2: INCREASE THE NUMBER OF HEALTH CARE PROVIDERS MEASURING THEIR LEVEL OF CULTURALLY COMPETENT CARE
- OBJECTIVE 3: INCREASE NUMBER OF COLLEGES/UNIVERSITIES WITH HEALTH CARE PROFESSION PROGRAMS THAT OFFER A CULTURAL COMPETENCY COURSE

Target Measures (by objective)	Source	Frequency
4.1.1 Incrementally decrease Health Professional Shortage Areas (HPSA) Score ² for mental health providers for Jackson, Clay and Platte Counties.	Health Resources & Services Administration	Annual
4.1.2 Increase number of health care providers measuring their level of culturally competent care through patient satisfaction. (NQF Measures / CLAS Standards Implementation Strategy)	HHS - National CLAS Standards	Annual
4.1.3 Increase number of colleges/universities with health care profession programs (including, medical, nursing, physical therapy, dietetics, chiropractor, and alternative medicine) that offer a cultural competency course.	Academic course catalogs for KC Metro colleges and universities	Annual
<i>Target Measures for Goal</i>	<i>Source</i>	<i>Frequency</i>
Number and percentage of residents receiving the following mental health services during the year: any service, inpatient, intensive outpatient. (National Quality Measure - AHRQ)	participating health care providers and/or health plans	Annual
Rate of hospitalizations and ED visits due to mental health issues	Missouri Hospital Discharge Data	Annual

² The HPSA score is defined as the number of full-time, non-Federal primary medical care, dental, and mental health providers serving the area, population group, or facility. This target measure focuses on the HPSA score for mental health providers specifically.

GOAL 2: INCREASE UTILIZATION OF PREVENTATIVE HEALTH SERVICES

OBJECTIVES:

- OBJECTIVE 1: INCREMENTALLY DECREASE THE NUMBER OF HOSPITAL ADMISSIONS THAT ARE PREVENTABLE
- OBJECTIVE 2: INCREASE THE RATE OF AFRICAN AMERICAN MOTHERS RECEIVING PRENATAL CARE IN THEIR FIRST TRIMESTER
- OBJECTIVE 3: DECREASE THE RATE OF CHLAMYDIA, GONORRHEA AND SYPHILIS—PARTICULARLY AMONG THE ADOLESCENT POPULATION

Target Measures (by objective)	Source	Frequency
4.2.1 Incrementally decrease the number of hospital admissions and Emergency Department visits that are preventable (RJWF Benchmark)	Missouri Hospital discharge data	Annual
4.2.2 Increase the rate of African American mothers receiving prenatal care in their first trimester.	BRFSS KCMO Health Dept.	TBD
4.2.3 Decrease the case rate of chlamydia, gonorrhea and syphilis, particularly among the adolescent population	Communicable Disease	Annual
<i>Target Measures for Goal</i>	<i>Source</i>	<i>Frequency</i>
Kansas City is a top performer in regards to morbidity and mortality due to communicable diseases (STAR community Benchmark)	Hospital discharge and death data	5 years
Incrementally increase the percent of patients over age 18 visiting a provider for primary care are also being screened for depression and referred for treatment, if necessary (CMS Benchmark).	TBD	Annual
Incrementally decrease the overall Fetal Mortality Rate for African Americans in Kansas City from 9.5 per 1,000 live births in 2014.	KCMO Health Dept.	Annual
Incrementally reduce the overall Maternal Mortality Rate for African American mothers in Kansas City from 27.7 per 100,000 live births in 2014.	KCMO Health Dept.	Annual

Mental health is fundamental to both physical health and quality of life. There is a growing body of research suggesting the link between mental and physical health and outcomes such as educational achievement, productivity at work, development of positive personal relationships, reduction in crime rates and decreasing use of alcohol and drugs. Promoting mental health should not only result in lower rates of some mental health disorders and improved physical health but also improvements in educational achievement, productivity, improved relationships within families and safer communities. Promotion of mental health includes assurance of equitable access to health care, especially professionally trained mental health care providers.

Culturally competent care is defined as care that is responsive to diversity in the patient population and cultural factors that can affect health and health care, such as language, communication styles, beliefs, attitudes and behaviors. Research shows that racial and ethnic minorities often receive lower quality of care, as compared to whites, due in part to the differences in social and cultural norms.

The knowledge developed regarding culturally competent care is best served when it is integrated into every facet of a school, program or agency. Educational institutions and accreditation bodies can foster this by developing cultural competence standards to ensure preparation by the students, faculty and staff.

Kansas City residents experience a high number of potentially avoidable hospitalizations, which are expensive and disruptive. Implementation of evidence-based clinical and educational interventions can reduce avoidable hospitalizations. Patients who receive prompt attention from primary care providers for acute illness or worsening chronic conditions have a great opportunity to avoid hospitalization. Studies by AHRQ, and other organizations, demonstrate a positive correlation between use of high quality primary care services and reductions in hospital admissions.

Research shows that early and regular prenatal care will help improve health outcomes of pregnancy for mothers and infants. Two of the most significant benefits of early and regular prenatal care are improved birth weight and decreased risk of preterm delivery. Infants born to mothers who received no prenatal care have an infant mortality rate five times that of mothers who received appropriate prenatal care identified as “low birth weight” is twice that of babies born to White and Hispanic mothers. The likelihood that an infant will die before his first birthday is over twice as high for an African American mother compared to her White and Hispanic counterparts. The inequity in maternal death follows the same pattern in the first trimester of pregnancy. The percentage of babies born to African American mothers compared to her White and Hispanic counterparts. The inequity in maternal death follows the same pattern.

Untreated STDs can lead to serious long-term health consequences, especially for adolescent girls and young women, including infertility. In particular, chlamydia and gonorrhea are important preventable causes of infertility and the two highest reported case rates of STDs in Kansas City, Missouri. Cases of primary and secondary syphilis have increased dramatically in recent years. All three diseases are easily curable in the early stages of infection, thus early detection and treatment are critical to prevent the spread of disease and progression that may cause irreversible damage.

To learn more visit:

<http://bhpr.hrsa.gov/shortage/hpsas/designationcriteria/mentalhealthhpsaoverview.html>

http://www.who.int/mental_health/evidence/MH_Promotion_Book.pdf

<https://www.thinkculturalhealth.hhs.gov/content/clas.asp>

<http://www.usc.edu/hsc/ebnet/Cc/EBCCC.htm>

<http://www.house.mo.gov/billsummary.aspx?bill=HB1839&year=2016&code=R>

<http://www.usc.edu/hsc/ebnet/Cc/encounters/ccencounter.htm>

<http://www.ahrq.gov/research/findings/nhqrdr/2014chartbooks/carecoordination/carecoord-measures3.html>

<http://www.hrsa.gov/quality/toolbox/measures/prenatalfirsttrimester/part3.html>

https://data.kcmo.org/Health/Social-Determinants-that-Impact-Health-2014/7feuycxr?category=Health&view_name=Social-Determinants-that-Impact-Health-2014

<http://www.healthypeople.gov/2020/topics-objectives/topic/sexually-transmitted-diseases/objectives>

A close-up photograph of a person's hands holding two bell peppers, one red and one green, against a dark green background. The person is wearing a blue and white plaid shirt.

ISSUE

5

**IMPROVE HEALTH THROUGH
IMPROVEMENTS TO OUR
BUILT ENVIRONMENT**



GOAL: INCREASE THE PROPORTION OF NEIGHBORHOODS THAT ARE SAFE, CLEAN, WELL-MAINTAINED AND CONSISTENTLY IMPROVED

OBJECTIVES:

- OBJECTIVE 1: IMPROVE THE EFFICACY OF BLIGHT REDUCTION PROGRAMS INCLUDING ILLEGAL DUMPING ENFORCEMENT, LAND BANK AND KC HOMESTEADING AUTHORITY.
- OBJECTIVE 2: IMPROVE ACCESS TO LOCALLY GROWN, PROCESSED AND MARKETED HEALTHY FOODS
- OBJECTIVE 3: INCREASE THE NUMBER OF MULTI-UNIT HOUSING FACILITIES THAT ARE COMPLETELY SMOKE FREE.

Target measures (by objective)	Source	Frequency
5.1.1 Decrease number of properties on dangerous buildings list to 394 (50% reduction)	KCMO	Annual
5.1.1 Decrease the number of summons and the total amount of fines for illegal dumping by 10%	KCMO	Annual
5.1.1 80% of Land Bank properties closed within 45 days	KCMO	Annual
5.1.2 Increase number of Farmers markets in KCMO food deserts to 10.	USDA	Annual
5.1.2 Increase proportion of SNAP clients using food stamp “double-up” programs by 10 percentage points.	TBD	TBD
5.1.3 Double the number of multi-unit housing facilities that are completely smoke free by 2021.	CDC, HUD	Annual
<i>Target measures for Goal</i>	<i>Source</i>	<i>Frequency</i>
Increase # of Compact & Complete Centers (CCCs) in KCMO (STAR community outcome BE-3.1). Reduce the Neighborhood Disinvestment Index by 10% (RWJF Benchmark)	Various	5 years
Increase in measureable social capital in lowest life expectancy zip codes	TBD	5 years

Where we live plays a big role in determining *how long* we live. Blighted neighborhoods can lead to an increase in crime, a depletion of social cohesion and exposure to toxic substances in the air and water. Encouraging residential stability and improving neighborhood aesthetics can go a long way in increasing life expectancy.

Encouraging local production of food is not only good for the individual consumer; it is good for the community. When food is produced and sold locally, it contributes to more established neighborhoods, thriving small businesses, a cleaner environment and healthier people. Focusing on bringing locally grown healthy food to the most disenfranchised neighborhoods could have exponential effects on health outcomes and life expectancy.

Although smoking is now banned in indoor public places and workplaces, millions of Americans remain exposed to secondhand smoke at home. Residents of multi-unit housing are more susceptible to secondhand smoke infiltration between units. More public agencies are working together to prohibit smoking in places where people live in an effort to reduce costs associated with secondhand smoke exposure and improve public health. The Center for Disease Control and Prevention conducted a study that examined the costs associated with smoking in multi-unit housing, finding that integrating smoke free policies in these units nationwide would save approximately \$500 million dollars annually.

To learn more visit:

<http://www.cdc.gov/nceh/publications/factsheets/impactofthebuiltenvironmentonhealth.pdf>

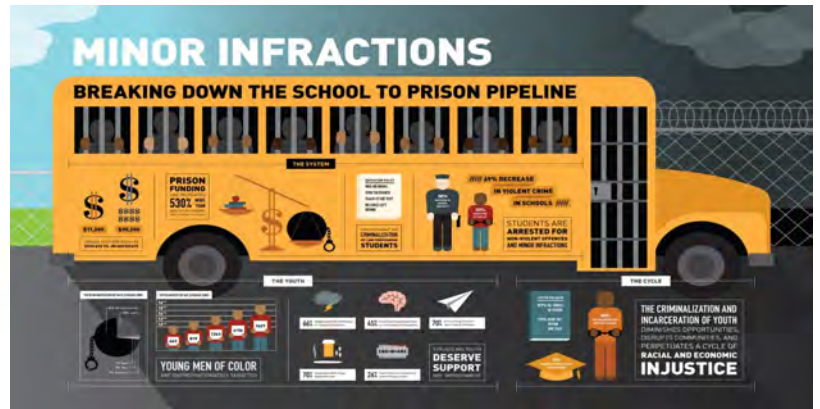
http://www.preventioninstitute.org/index.php?option=com_jlibrary&view=article&id=114&Itemid=127

<http://www.cdc.gov/healthyplaces/healthtopics/healthyfood/markets.htm>

<http://www.rwjf.org/en/library/research/2009/12/special-supplement-of-the-journal-of-hunger-environmental-nutrit/principles-for-framing-a-healthy-food-system.html>

http://www.cdc.gov/pcd/issues/2014/pdf/14_O222.pdf

http://www.hud.gov/offices/lead/NHHC/presentations/P-14_ETS_in_Multifamily_Housing.pdf



SAVE THE DATE

BREAKING THE PRISON PIPELINE And Leaving None Behind

This Mini Summit seeks to discuss solutions and resources to prevent incarceration, advocate for rehabilitation services and aid in re-entry when returning home. We will discuss the mental health challenges involved in each area as well as the judicial issues that exist and how to advocate for better care and sentencing.

Date: Saturday, September 30, 2017

Registration: 8:30 a.m.

Time: 9 a.m. to 12 p.m.

Location:

Central Academy of Excellence

3221 Indiana Avenue

Kansas City, MO 64128

Committee Chairs: Keith Brown and Nina Howard

Facilitators: Eric Wesson & Erica Taylor

Founder/Convener: Bishop James D. Tindall, Sr.

RSVP: Dawn Hickman @ (816)881-3163 or dhickman@jacksongov.org

Breakfast and lunch will be served.

