

LINC Commission Meeting

February 28, 2022



Ina Montgomery, Executive Director of Urban TEC, guides students in a circuitry project in the LINC after-school program at Ingels Elementary in the Hickman Mills School District. Urban TEC's mission is to close the digital literacy divide for K-12 students in urban schools.



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, Feb. 28th, 2022 | 4 – 5:30 pm
Online Meeting

Agenda

- I. Welcome and Announcements
- II. Approvals
 - a. **January 2022 minutes (motion)**
- III. Superintendent Reports
- IV. LINC IT Infrastructure Update
- V. LINC Finance Update
- VI. Other
- VII. Adjournment



THE LOCAL INVESTMENT COMMISSION – JAN. 24, 2022

The Local Investment Commission met via Zoom. Cochair **David Disney** presided. Commissioners attending were:

Bob Bartman
Bert Berkley
Sharon Cheers
Jack Craft
Tom Davis
Aaron Deacon
SuEllen Fried

Rob Givens
Anita Gorman
Tom Lewin
Ken Powell
David Ross
Marj Williams

Disney welcomed the attendees.

A motion to approve the minutes of the Nov. 15, 2021, LINC Commission meeting was approved unanimously.

Superintendents Reports

- **Rick Chambers**, Interim Director of Public Relations (Center School District), reported the district is struggling with bus driver shortages and staff absences while continuing to hold classes in person. The Real World Learning initiative, in partnership with the Kauffman Foundation and Grandview and Hickman Mills school districts, offers students to work toward career certification in fields such as broadcast journalism, sports medicine, construction trades, woodshop, design, performing arts, and fire and EMT.
- **Donnie Mitchell**, Superintendent (Lee A. Tolbert Academy), reported the school is addressing a student attendance challenge by pairing students with caring adults in the building. The school is closely monitoring student academic progress based on state standards; students in the LINC program are doing particularly well.
- **Christy Harrison**, Assistant Superintendent (Kansas City Public Schools), reported the district has received full accreditation from the State of Missouri and is engaging the community as it moves through the Blueprint 2030 process.
- **Joana King**, Assistant Superintendent (Grandview School District), reported that Grandview High School student Malachi Ross was recognized by the Board of Education. He is the #1 ranked boxer in USA Boxing's junior division. The district has brought in J.E. Dunn to oversee its bond construction projects.
- **Kevin Foster**, Executive Director (Genesis School), reported students received "something they need and something to read" in a holiday assistance initiative with Toys for Tots. A recent utility assistance event helped 125 Genesis community families. In the Lead to Read program volunteers read personally to students in a safe way. Families will have access to community resources at the Family Summit on Feb. 18.

A video of the KCPS Supt. **Mark Bedell's** announcement of the district's receiving state accreditation was shown. **Kelly Wachel**, Chief Marketing & Communications Officer, reported on the district's Blueprint 2030 plan to increase academic achievement and enhance student experience. The district has been engaging staff and community during the first two phases of planning, which includes a new mission

statement. More information is available at www.kcpublicschools.org/about/blueprint-2030. Discussion followed.

LINC Treasurer **David Ross** reported the LINC Finance Committee met to review a revised LINC budget, which includes a \$13.1 million revenue increase. The committee recommended the Commission approve the revised budget. LINC President **Gayle Hobbs** reported the increased funding and scope of LINC's work is the result of state reorganization and relationship-building between LINC and state agency staff.

A motion to approve the revised budget was passed unanimously.

Aaron Deacon reported on Mo. Gov. Mike Parson's proposed budget plan to invest \$400 million in broadband infrastructure, rural telehealth access, cell tower construction, digital literacy, broadband affordability, and other broadband investments. The funding is drawn from the federal American Rescue Plan State Fiscal Recovery Funds. Discussion followed.

Hickman Mills School District Supt. **Yaw Obeng** reported on the recent "Beating the Odds" report on low-performing school districts with high concentrations of free and reduced lunch students. The report found that some of these schools, including in Hickman Mills, showed growth over time in student performance in core subjects. The district values the recognition given teachers and schools who are doing good work and plans to use the report in discussions of district accreditation.

Obeng reported the school board has authorized the district to redesign its middle school program. The district is studying new models including specialized programs at two middle schools.

Two videos were shown: the Missouri Governor's Prayer Breakfast on Jan. 6, 2022, and the Governor's State of the State address on Jan. 19, 2022. Both events featured Morning Star Missionary Baptist Church Pastor **Rev. John Modest Miles**, who spoke at the breakfast, and who was recognized for the church's partnership with LINC in operating a vaccination clinic at the Morning Star Youth and Family Life Center.

Executive Vice President **Janet Miles-Bartee** thanked the Commissioners and staff for serving the community. The LINC in Photos 2021 video was shown. Discussion followed.

The meeting was adjourned.

Urban TEC drives an 'HBCU Girl's' rebel mission

February 22, 2022

By Joe Robertson/LINC Writer



A Faxon Elementary School student in the LINC after-school program in Kansas City Public Schools focuses on his 3-D pen work in an Urban TEC class.

Ina P. Montgomery, the “serial entrepreneur,” doesn’t forget her long-ago high-school self.

She’s still the tempest who — after a white suburban Kansas City guidance counselor told her she probably wasn’t college material — declared with great Black pride that she’d storm the world in business for herself right out of high school.

“But God takes you through stuff,” she says now, some 40 years later. “And everything comes full circle.”

It’s as if all the roads she could have taken — and the many roads she did — were bound to lead her here.

She’s the executive director of Urban Technology Empowered Communities — [Urban TEC](#) — a non-profit taking dazzling programs of science, technology, engineering, arts and math into after-school classrooms and community spaces where most of the children are Black like her.

She delivers STEAM Labs in a series of five sessions, building the anticipation in children who wonder what she’ll bring next in her canvas wagon of fascinating games and projects.

As the pouch she sometimes wears over her shoulder says, she is an #HBCUGirl. She’s a grad of one of the Historic Black Colleges and Universities — South Carolina State — with a master’s degree from the University of Virginia in Charlottesville.

Her degrees are in computer science and instructional technology — a rare career track for a young Black woman in the 1980s. The children she greets in classrooms today have no idea of the paths that brought her to them, nor do most of the adults. But she’s where she belongs, say the many youth program managers who summon her.

“She is strong in love and she commands the room,” said Yolanda Robinson, the Caring Communities Coordinator at the

Local Investment Commission's after-school program at Kansas City's Faxon Elementary School.

"The kids respect this," she said. Many times, when children hear their names called over a walkie talkie that a parent has arrived to take them home, "the kids don't want to leave," Robinson said. "They want to stay because they're learning something cool, something fun."

There's more to it than that. It goes to the voice in Montgomery's head that kept prodding her during her varied and winding course of entrepreneurial ventures.

Watch how the children in Urban TEC projects work together, Robinson said. They might be lighting up musical bananas with electrical conduction, snapping together circuit boards or drawing in three dimensions, but "they're learning to get along," Robinson said. "They're working together to solve problems."

Many of them live in some of Kansas City's most violent ZIP codes. The consequences of the badly resolved anger of adults weigh on many of their futures, and statistics continue to show students of color being underrepresented in science, technology, engineering and math.

Black students make up 12% of the national college enrollment but only 7% of the STEM-related graduates and only 5% of the population in architecture or engineering careers, according to trends reported by [the Pew Research Center](#).

Just as troubling to Montgomery are the gaps in digital literacy and access that prevent children and their families from pursuing or even imagining daring achievements, whatever they might be.

It's why she was one of the founders of Kansas City's Coalition for Digital Inclusion and a current steering committee member. It's why she targets underserved neighborhoods and children.

It's why she made space for her base of operations in Kansas City's Central High School for a career center, and a digital literacy center that she opens for parent workforce development classes on Saturdays, and a corner reading lounge with books on high-achieving and revolutionary Black Americans.

Collaboration, critical thinking, communication and creativity with 21st Century skills — those are the "4-C's" of Urban TEC's mission. And Montgomery continually blends her lessons with the inventions and contributions of Black men and women.

This is where she finds herself today. She gestures to the room and its varied displays.

"I believe in the intersection of technology and Black history."

'Girl, you've got to commit'

This is not necessarily what she imagined when she bolted out of high school in the early 1980s with her diploma and a defiant disposition.

She was one of 35 Black students in her high school senior class of 481 students — a good student, on the newspaper



Ina Montgomery, the #HBCUGirl, watches over students at work in an Urban TEC class.

staff, and the track team. “You’d see me all through my high school yearbook,” she said.

She graduated and left behind the English teacher who thought her disruptive. Turned away from the counselor who said that something other than a four-year university would suit her better. Undaunted, she aimed herself at a plan with no shape other than she was going to make her own way.

“I was going to work for myself,” Montgomery said.

That fall, colleges were just about to get under way when her father — a career Navy man — discovered to his dismay his daughter was not going to any one of them. At his insistence she enrolled at Avila University at the last minute.

The next year she took off for South Carolina State and the Historic Black College and University experience — “and it was great,” she said. She earned a degree in computer science, and later completed her master’s at UVa.

Her career path started as a sales representative with Informix Software in Lenexa. After getting her master’s degree she worked for the Booz Allen Hamilton consulting firm in Washington, D.C., developing computer-based training projects for government agencies. Then she went into education as the technology director for Edison Schools, first in D.C., then back in Kansas City at Westport-Edison High School.

But the entrepreneurial drive never quieted. In the 2000s she took an adjunct professorship to teach computer science at Metropolitan Community Colleges in Kansas City, but was bent at the same time on striking out on her own course, starting a series of for-profit and non-profit ventures.

Along the way her social-justice spirit — flamed by her experience with the world’s low expectations for Black students — began to burn.

Her networking had led her to many community groups like the Black Agenda and school organizations where she heard over and over the frustrations of inequitable opportunities for Black children.

“There I was,” she said. “I’m sitting on all this knowledge. I knew I needed to be doing more.”

That voice inside her came louder than ever, she said. “Girl, you’ve got to *commit!*”

And how.

The breadth of her investment stacks in the overloaded shelves of games and kits she accumulates to go along with a 3-D printer, banks of computers, coding programs and drones. Squishy Circuits, Ozobots, Elephant Toothpaste, Makey Makey, Snap Circuits, Balance Beans . . .

She scrambles relentlessly after grants and donors to expand and keep her offerings fresh and engaging in step with the rising expectations of the children in her classes.



Montgomery guides students in a circuitry project in the LINC after-school program at Ingels Elementary in the Hickman Mills School District.



Black history and personal inspiration fill the shelves and wall spaces at Urban TEC’s Central High School office.



Ingels Elementary students take on circuitry during Urban TEC.

Her mission reaches to teenagers as well, by gathering high school students and helping them make connections and gain experiences through partnerships with engineering and design firms. She created the Sisters in STEAM program for girls and the Brothers in Technology program for boys.

The Kansas City Public Schools named Montgomery a KCPS “Community Champion” in 2019 for her work in their schools.

“She had her tentacles in the STEM ecosystem in ways we did not,” said Derald Davis, the KCPS assistant superintendent of equity, inclusion and innovation. “And she was intentional about bringing opportunities to kids who needed it most.”

Sometimes she would tell Davis about events industry was putting on for kids, then she came with her own ideas, Davis said. Her BIT Conference — Brothers in STEM — was one remarkable example.

“I went from break-out room to break-out room,” Davis said, “and she had professional music producers and engineers . . . and they were all men of color.”

Students were enthralled in the work, he said, and seeing STEM careers as “possible, even probable, for them as well.”

Courtney Adams, the KCPS family and community engagement coordinator, has watched Montgomery working with teenagers.

More than anyone or organization Adams knows, Montgomery “really understands the size of the digital gap between the urban community, black and brown students, and girls and everybody else,” she said.

“She’s making sure the underserved and underexposed students and communities have the same opportunities as everyone else — the same experiences that bring comfort and the ability to try these things.”

LINC, with more than 40 after-school programs in elementary schools in the Kansas City, Hickman Mills, Center and Grandview school districts, has opened its doors for Urban TEC to reach hundreds of the children she’s driven to inspire.

She sets up at special events as well, like LINC’s youth chess tournament — an ideal mix with chess players and their siblings between matches getting a taste of Montgomery’s inventive games.

It turns the weekend events into a carnival of “critical thinking,” said LINC Caring Communities Administrator Sean Akridge, with more children “getting exposure and access . . . exploring their minds, getting to think deeper.”

Now it really gets good

It’s time to hang on. This enterprise and the confidence of the generation coming in behind Montgomery are ready to “catapult,” she says.

She hopes for something of a golden age, with youth like she was 40 years ago growing into adulthood today with mentors that Montgomery didn’t have. She packs more ideas into her work for these children like she’s making up for lost time. She wants Urban TEC to fly with them.

“All my ideas and the vision I had might be 20 years delayed,” Montgomery says, looking back at the wide-ranging course of her entrepreneurial years. “But I’m here.”

She’s preparing for Urban TEC’s next level, which she calls the NextGen Club. The expanding program will feature work with drones, virtual reality, artificial intelligence and eSports. She wants no limits on what she can bring to urban schools and communities.

Today’s youth deserve nothing less. In fact, she says, many are demanding nothing less.

“The new generation of technology service companies are coming up, they’re out there and they’re being innovative in providing the opportunities that our community needs,” Montgomery said.

“They’re changing the game,” she said, “and I like it.”

Student growth scores highlight progress, not privilege, in Missouri schools

Most of Kansas City's Faxon Elementary School students aren't meeting state benchmarks. But it's among the best in Missouri at helping them improve reading skills.



by [Maria Benevento](#) February 15, 2022



Second grade teacher Andrea Holtman hands out papers to students at Faxon Elementary School so they can work on reading skills Feb. 1 in Kansas City. In recent years, Faxon has made a concerted effort to improve students' reading. (Zach Bauman/The Beacon)

On a recent Tuesday, a volunteer at Faxon Elementary School in Kansas City prepared to read a book with a child at a small table outside a classroom.

Nearby, two interventionists worked in a classroom divided in half with a temporary barrier. They were helping groups of about five students each improve their math and reading skills.

These are just some examples of how the school has made a concerted effort to improve students' learning.

It started a few years ago with an emphasis on reading skills. Faxon considered students' needs in a comprehensive way, bringing in a restorative justice coordinator, starting a food pantry, hiring additional interventionists and inviting community volunteers to work with students.

“We took this reading focus and we went with it, and everything that we did revolved around that no matter what it was,” Principal Kathleen Snipes said.

She considers the reading initiative a success. But whether Missouri’s Department of Elementary and Secondary Education agrees with her depends on whether it focuses on student growth or simple test scores.

If you just look at test scores, Faxon is failing to help most of its students achieve at grade level.

If you focus on student growth, the school is among the best in the state at teaching English language arts to children from families with low incomes.

In recent years, state assessments of school quality have measured student growth alongside test scores and overall district improvement.

DESE recently highlighted Kansas City Public Schools’ high student growth scores in a presentation [recommending the district receive full accreditation](#) from the state for the first time in years.

Some researchers think growth should be even more heavily weighted when it comes to determining which schools are best at serving their students, and DESE’s next evaluation framework will place an even stronger emphasis on growth.

“It’s a more holistic picture of how the student performed and how much they’ve learned over the year,” said Evan Rhinesmith, executive director at Saint Louis University’s [PRiME Center](#), which conducts education research.

“Because achievement levels are just that one point in time. Growth score is taking into account everything that happened between the last time the student took the test.”

Measuring growth vs. measuring achievement

In 2019 — the latest data available because of pandemic-related disruptions to testing — nearly 18% of Faxon students were scoring at proficient or advanced levels on state English and language arts assessments. The others were scoring below grade level.

The proficiency rate was far below the overall state percentage of 47.9%.

Yet, the 18% marked about a 60% percent increase in the percentage of proficient or advanced students since 2012, the earliest DESE data available on an online portal. (Snipes has also been at Faxon for about 10 years.)

Gary Ritter, dean of Saint Louis University’s School of Education, argues that statistics measuring how much students know at a specific point in time have limited value when it comes to assessing school quality.

He said student growth is a better way to measure quality, because it shows what educators are adding to a student’s knowledge, rather than measuring how advanced students are when they arrive at school.

If you graph all Missouri schools based on test scores and family income, a pattern emerges. Students at schools with higher income families tend to score higher on tests.

Ritter thinks that’s an indication that point-in-time test scores are measuring students’ advantages rather than how much schools are teaching them.

Meanwhile, a graph of growth scores compared to student income doesn't reveal any particular pattern, indicating that it may be measuring which schools are truly effective at helping students advance, no matter where they start.

Ritter said he doesn't think the public should hold teachers accountable for point-in-time test scores, but "it does seem fair for you to pay attention to the extent that that student grew from the first day of school in late August to the final day of school in late May."

In a Dec. 3 report, the PRiME Center [examined a quarter of the state's schools](#) — those enrolling the highest percentages of students who qualified for free or reduced-price lunches due to low family income — and found Faxon was among the top 30 elementary schools at promoting growth in reading.

KCPS had nine schools on the top 30 lists for English language arts or math growth scores in elementary schools, more than any other district. Four of those schools appeared on both lists.

Kansas City charter schools and other local districts like Hickman Mills and Independence were also represented on the lists.

How DESE calculates Missouri student growth scores

The report's conclusions were based on DESE's own calculations of student growth, which in the past it has factored into assessments of districts but not weighed as heavily as test scores.

For example, districts could earn 100% of the points for English language arts achievement if they had high enough test scores, even with poor growth scores, said Jocelyn Strand, improvement and accountability administrator in DESE's Office of Quality Schools. But if they had high growth scores and poor test scores, they could only earn up to 75% of the points.

Traditionally, DESE calculated scores for districts based on the percentage of possible points they received in categories like academic achievement, career outcomes, attendance and graduation rates.

Those scores were used to determine districts' accreditation status, though DESE was [moving away from reporting them](#) in 2019 and has put them on hold for the past two years due to pandemic disruptions.

The calculation will change as the department rolls out the newest version of the school evaluation process, but the details aren't yet final.

In the new plan, "there is a pretty sizable focus on utilizing growth to measure how schools are performing," Strand said.

That's a change the Saint Louis University researchers support.

"If we said, 'You're a high achieving school district, but actually on average, your kids have been learning less and less each year, they're just staying in that proficient level,' I don't think parents would be very pleased," said Rhinesmith, the PRiME Center director. "I don't think teachers would be very pleased with that either."

To measure growth, DESE determines how much a student is expected to grow in a year based on their past performance and characteristics, then calculates how much they exceeded or fell short of that goal.

DESE then combines students' growth scores to calculate scores for schools and districts.

Ritter said that in general he would expect a school with a consistent record of high growth to see its test scores improve, but there are exceptions.

If a school sees high student turnover, and the new students it receives are consistently behind grade level, overall scores might not improve much even if the school is doing an above-average job of helping students catch up.

Student challenges include poverty and unstable housing

At Faxon, students often start their education while facing a number of challenges.

The school has about 280 students, but numbers fluctuate frequently. Snipes said new students join at least once a week, while other students leave.

“Our sixth graders that we have, I would say maybe two or three started with us in kindergarten,” she said.

Andrea Holtman, a second grade teacher who has spent all four years of her career at Faxon, said the mobility rate brings diversity to her classroom and it’s exciting to have students from different places and backgrounds.

But it can also be challenging, she said. When a new student arrives, she has to assess where they are academically and connect them with support services like interventionists and specialists in English language learning. She would like to see even more English learning specialists and community involvement in the school.

Students arrive at different academic levels, and more often than not, they’re behind where Snipes would like them to be.



Principal Kathleen Snipes speaks about progress at Faxon Elementary School on Feb. 1 in her office in Kansas City. Faxon was one of the top 30 low-income schools for student growth in 2019. (Zach Bauman/The Beacon)

“You look at their background and they’ve been to three, four or five different schools,” she said. “By the time they land here at Faxon, I understand why they are behind.”

Snipes said some students are also dealing with high levels of trauma, including family members who have been murdered, being exposed to drug use, homelessness or abusive households.

Elle Moxley, a public relations coordinator for the district, said even students who come from stable families and don't have extreme traumas can have daily stresses caused by poverty, such as food insecurity, that can make it difficult to learn.

All of Faxon's students qualify for free or reduced-price lunch, a typical way for schools to estimate family income levels.

The pandemic exacerbated some of the families' economic stresses as parents lost jobs, while students' in-person learning was disrupted.

Now that kids are back in classrooms, some are still readjusting to the more structured environment and teachers are working with COVID precautions, Snipes said. But she is happy with progress shown in midyear assessments.

"We're not on grade level, but we're making that growth and moving toward that," she said. "So we're super excited about that."

This story was originally published by [The Kansas City Beacon](#), an online news outlet focused on local, in-depth journalism in the public interest.

'Time for change is now': Hickman Mills planning middle school redesign into two sites

January 26, 2022

By Joe Robertson/LINC Writer



The Hickman Mills School District announced plans to redesign its middle school program, adding a second site and promising enhanced learning and stronger supports for students.

"The time for change is now," said Superintendent Yaw Obeng. "The district is actively taking a stand on changing the course of the middle school with two different schools, adding specialized learning, enrichment programs and providing additional social and emotional support for our students."

Currently, the district's 1,200 middle school students attend Smith-Hale Middle School, the second-largest school in the district after Ruskin High School.

The Hickman Mills school board recently approved the administration's plans for redesigning middle school programming to overcome some of the challenges in ensuring students receive essential tools to reach their full potential, the district announced.

The district's leadership team is currently exploring options for a second building site as well as developing new programming. The redesign, the district's announcement said, "provides streamlined momentum toward the goal of full accreditation."

"The Board of Education strongly supports the district in their efforts," said Board President Byron Townsend. "As a parent, it is time to take some real action to improve student performance at Smith-Hale."

Over the next few weeks, Superintendent Obeng will meet with parents, staff and the community to gather input before finalizing the plan.



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Summit**

JOIN US... We've assembled the vital resources that YOU requested for your family, home and career!

FOR DETAILS VISIT

www.hickmanmills.org/familysummit

10am – 1pm

Smith-Hale Middle School | 9010A Old Santa Fe Road | Kansas City, MO 64138

Volunteers Needed Please Call (816) 316-7040

**MARCH
5th
2022**

**Job Fair
Health Fair
Kids Zone
(Pre-K – 8th Grade)**

Inspired & led by HMC-1 Parents!



@HMC1Proud

Free tax filing and assistance is back; here's how to get it

January 28, 2022

By Joe Robertson/LINC Writer

If you earned \$73,000 or less in 2021 you can file your income tax return for free.

And if you earned \$58,000 or less, getting help to file your taxes is also free for most people — through the [KC Metro Tax Coalition](#).

Here's how to get started:

- To file your taxes online on your own, go to myfreetaxes.com.
- Do you want free help? Call 2-1-1 and ask for free tax assistance. A scheduler with the United Way of Greater Kansas City will make an appointment at your choice of several volunteer sites in the Kansas City area. You will have in-person and virtual options.
- The Salvation Army at 101 W. Linwood Blvd. is scheduling tax assistance appointments for every Saturday through February. Call 816-756-2769 weekdays between 9 a.m. and 2 p.m. to schedule a visit.



Photo from United Way's MyFreeTaxes.com

Volunteer tax assistants can help identify needed documents, but gathering materials ahead of time that apply to your situation will speed the process, including getting an IRS refund. Here are documents you will need:

- Photo ID
- Social Security cards for taxpayer, spouse and dependents, plus know their birthdates.
- W-2 forms, 1099 forms or other documents reporting wages or other income.
- Interest and dividend statements from banks.
- If your household received advanced child tax credit payments in 2021, you will need IRS [letter 6419](#) (see important notice below).
- A copy of the front page of your 2020 and 2019 federal tax returns, if available.
- If you want to directly deposit your tax refund: Have a copy of the routing and account numbers of your bank account.
- If you paid for daycare services: Have information on amount paid and your daycare provider's tax identifying number such as Social Security number or business employer identification number.
- If you had marketplace health insurance (ObamaCare) at anytime during 2021, [IRS Form 1095-A](#).
- Certain senior citizens and people with disabilities who are renters may qualify for a [Missouri Property Tax Credit](#). To claim the credit, bring a copy of [Form 5674](#) signed by your landlord.
- For more documentation questions, review the KC Metro Tax Coalition's list: <https://extension.missouri.edu/counties/urban-west-region/tax-prep/tax-instructions>

Important notice to households that received advanced child tax credit payments in 2021:

Most families that had previously filed tax returns and who had children under the age of 18 automatically received [advance child tax credits](#) in 2021. The IRS is in the process of sending a letter ([IRS Letter 6491](#)) to every household that received payments. **This information is required for filing 2021 income tax returns.** If you lose your letter or do not receive one, go to the [Child Tax Credit Update Portal](#).

Also note that child tax credits can be claimed by only one household. If more than one parent or caregiver filing separately claim the credit, then the filing process, including getting an IRS refund, will get delayed.

LINC Chess

TOURNAMENT

Sat., March 5, 2022

William Chrisman High School
1223 N. Noland Road, Independence, MO



Pre-register at kclinc.org/chess
by noon, Wed., March 2.

**Any player who is not pre-registered
and not checked in by 9 a.m. can not
play in the first round! Participants must
play for the school they attend.**

MASKS ARE REQUIRED.

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.

More information:

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

Lunch:

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



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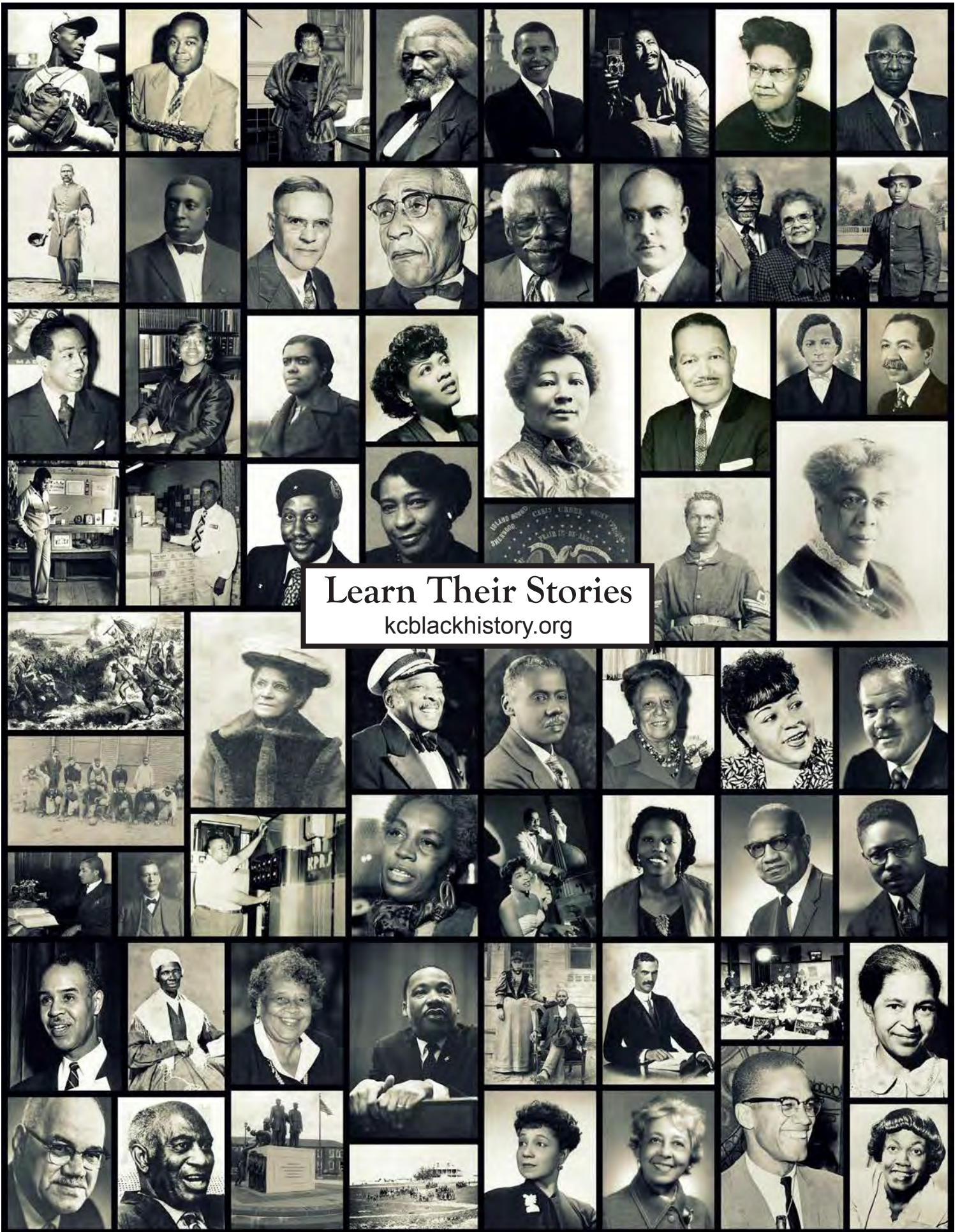


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