

# LINC Commission Meeting

January 27, 2020



Families and Schools  
**TOGETHER**® INC.



*Petty family from Elm Grove.*



*Plemons family from Blue Hills.*



*Liddell family from Cler-Mont.*

Families from the Fort Osage school district celebrate their graduation from the fall 2019 Families and Schools Together program. FAST has been a LINC initiative in Fort Osage since 2010.



# 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, Jan. 27, 2020 | 4 – 6 pm  
Kauffman Foundation  
4801 Rockhill Rd.  
Kansas City, Mo. 64110

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## Agenda

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- I. Welcome and Announcements
- II. Approvals
  - a. **November 2019 minutes (motion)**
- III. LINC Financial Audit
- IV. LINC in Photos
- V. Superintendent Reports
- VI. Missouri Division of Youth Services (DYS)
- VII. Families and Schools Together (FAST)
  - a. LINC, DYS and FAST
  - b. FAST Panel Discussion
  - c. FAST Expansion
- VIII. Hickman Mills Enrollment Center
- IX. Adjournment



## THE LOCAL INVESTMENT COMMISSION – NOVEMBER 18, 2019

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

Bert Berkley  
Sharon Cheers  
Tom Davis  
Aaron Deacon  
David Disney  
Mark Flaherty

Rob Givens  
Anita Gorman  
Rosemary Lowe  
Ken Powell  
Marge Randle  
David Rock

*A motion to approve the minutes of the Sept. 23, 2019, LINC Commission meeting was approved unanimously.*

The audit report scheduled for today's meeting has been postponed until January.

### Superintendent Reports

- **Christina Medina**, Public Relations Director (Center School District), reported the district has responded to a shortage of substitute teachers by raising the pay rate to the highest in the region. The Kansas City Symphony will give a concert at Central High School on Jan. 8; ticket proceeds will benefit fine arts at Center.
- **Steve Morgan**, Assistant Superintendent (Fort Osage School District), reported the district is responding to a shortage of substitute teachers and a seasonal shortage of bus drivers. On Friday district staff met with LINC staff and others to brainstorm ideas on how to approve student attendance. Teams from the district are developing opportunities for students to acquire real-world assets upon graduation through a Real World grant from the Kauffman Foundation. Dr. Maria Fleming will be retiring in June 2020.
- **Dr. Joana King**, Assistant Superintendent (Grandview School District), reported a Grandview team won the FIRST Lego League qualifier held on Nov. 16 at Center Middle School. Bond-financed construction work is coming up soon. The district holds monthly all-day professional development for staff and is continuing to provide cultural competency training.
- **Yolanda Cargile**, Superintendent (Hickman Mills School District), reported a district team traveled to Seattle last month for a Real World conference to develop ways to help students earn market-value assets. Students are participating in Jeans Across KC to support the Special Olympics. Hickman Mills Education Foundation held its annual gala at Armacost Car Museum on Nov. 8. Ruskin High hosted the 10th Annual PREP-KC Regional Math Relays on Nov. 9. Attorney Alissia Canady was guest speaker for Ruskin High School participants of Sisters Inspiring Sisters on Nov. 19. The district and LINC are partnering with Legal Aid of Western Missouri to provide legal services to Hickman Mills families.
- **Christy Harrison**, Director of Extended Learning (Kansas City Public Schools), reported Kelly Wachel has been hired as the district's new Chief Marketing and Communications Officer. Seniors can receive up to \$400 to offset graduation expenses through the Graduate Recognition Incentive Program (GRIP). Staff Intramurals will be held on Nov. 23. KCPS will hold Early Educator tours at 4-5 schools on Nov. 20.
- **Vivian Roper**, Superintendent (Lee A. Tolbert Academy), reported principal LaQuanda Carpenter is presenting at an autism conference in Africa. Tolbert sixth-graders will compete in an entrepreneur challenge at Penn Valley Community College. This Thursday Tolbert will host the annual Community Thanksgiving Luncheon. Tolbert staff were invited to the Shawnee Mission School District Academic Center as part of the Kauffman Foundation's Greater KC Schools program.
- **Bob Bartman**, Program Coordinator (Education Policy Fellowship Program), reported EPFP fellows have participated in three sessions this year so far: meeting with the Education Commissioner in Jefferson City (September); visiting the Command and General Staff College at Fort Leavenworth (October); and hearing



about the Missouri legislative process from a panel including a political consultant, lobbyist, and state representative (November). The December session will be focused on social media and public information.

**Lori Ross**, Founder/President/CEO, reported on FosterAdopt Connect's efforts to support children and families impacted by the child welfare system in Missouri and Kansas. FosterAdopt Connect fills gaps in foster-care systems by providing services to children in foster care, and those who have aged out, as well as their families. She also reported on the importance of advocating for foster youth and keeping abreast of national and international trends in foster care.

Vice President **Nathan Ross** reported on various FosterAdopt Connect initiatives including Community Connections, which helps older foster youth find stable housing, secure employment, and necessary skills to thrive in adulthood; Behavioral Interventionist program providing intensive one-on-one services within the family home to children who struggle with behavioral and emotional management; and 30 Days to Family, an intense, short-term intervention designed to increase the number of children placed with family or friends within the first 30 days of children entering foster care.

**Brad Smith**, Executive Director, introduced a video produced for the centenary of Drumm Farm Center for Children in Independence, Mo. Smith reported on the history of Drumm Farm, which today helps children in foster care, homeless young adults and those aging out of foster care build successful lives by providing programs and services that support forever family environments, emotional and physical well-being, educational opportunities and personal growth.

**David Rock** reported on the positive outcomes of Drumm Farm's transition from a dormitory system to a family home system and those of the COMPASS program helping young adults who are aging out of the foster care system.

LINC Youth Services Supervisor **Steve Winburn** reported on the need for young people to have key adults in their lives in order to succeed.

Smith reported the Missouri Children's Division may launch a Child Welfare Initiative similar to one that, until it was defunded a few years ago, provided resources for school districts to reach out to families at risk of child abuse and neglect. The Kansas City area may be asked to pilot the new initiative. Discussion followed.

A video was shown of the annual Lights On Afterschool celebrations hosted at several LINC Before & After School program sites. Lights On Afterschool is a national event organized by the Afterschool Alliance.

LINC Deputy Director **Brent Schondelmeyer** reported on the development by LINC and Social Solutions of an online form for parents to enroll their children in the LINC Before & After School program. A video was shown of investor **Steve Ballmer** speaking at the Social Solutions 2019 Impact Summit; he cited LINC as an example of a community that was using data to show how programs can have a meaningful impact on children's lives.

**Rob Givens** reported that **Rosemary Smith Lowe** and LINC Community Organizer **Lee Bohannon** were recently recognized by the non-profit organization Communities Creating Opportunity with their Social Movement Activist & Advocate Award for 2019. A video was shown. Tate reported that LINC Site Coordinator **Yolanda Robinson** recently received the Courageous Leaders Award from the National Congress of Black Women Kansas City Chapter.

**Sharon Cheers** reported Crosby Kemper III was nominated to serve as director of the national Institute of Museum and Library Sciences.

The meeting was adjourned.

# FAST graduation day celebrates new wisdom, shared anxieties, mutual joys — and friendship

By Joe Robertson, LINC writer  
October 24, 2019



Seven graduating families pose for a group picture as LINC's eight-week Families and Schools Together (FAST) program with the Fort Osage School District came to a close Oct. 22.

You can ask the seven graduating families why they loved their eight weeks together in LINC's Families and Schools Together (FAST) program with the Fort Osage School District.

And they will extol how they learned to listen to each other — parent to child, husband to wife. How they enjoyed meal times, play times and the parent circle times. How they'll cherish the moments of new wisdom, shared anxieties and mutual joys.

"We've become like a family," Lizeth Plemons said, scissoring the fingers of her two hands together as she and husband Jared spoke to the rest of the parent circle on their graduation night, at Blue Hills Elementary School, Oct. 22.

You can ask. Or just sit in and watch scenes unfold:

## TAKE ONE:

Jokes roll out easily. Laughter flows from the wellspring of parents who are unabashedly *relaxed*.

"Oh, I don't go in *my* neighborhood," one parent clarifies, when Circle time's open conversation between parents, being late October, inevitably turns to trick-or-treating strategy. "We go to the *rich* neighborhoods."

Yes, agrees another laughing parent, adding that you should shuffle the treats into a separate bag and approach each new house with a mostly empty candy sack. Get that extra sympathy dose of candy.

“Ah, poor kid,” she says, imagining the reaction of a homeowner passing out the candy. And then the trick-or-treating parent’s plausible explanation: “We got a late start . . .”

“You guys did a great job coming together,” FAST team member and parent educator Julia Hupp tells the circle. She sees their comfort and friendship and how they have made the most of FAST’s opportunities, and it is rejuvenating.

“I leave here blessed,” Hupp says.



Children return from their play time.

If the FAST program works, said Rick Jackson, the FAST national trainer supervisor, the bonding strength it builds between the families and with their schools will be realized by their children.

“The kid will do better in school,” said Jackson, who was on hand to see the last day and the graduation ceremony. “The family will be more engaged in their community. Their kids will be more engaged in school. They will enjoy coming to school. They will feel more comfortable in the building.”



Parents and FAST team members share Circle time.

The parents filled out initial surveys and they will fill out post-surveys, Jackson said. They will also survey teachers and school officials to evaluate progress.

The Fort Osage FAST program was opened to all five elementary schools with LINC programs — Blue Hills, Buckner, Cler-Mont, Elm Grove and Indian Trails — giving families across the community a chance to take part.

“These guys have grown a lot,” LINC site coordinator Steve McClellan said of the graduating families. “They’ve gotten an opportunity to not only build their relationships with their children, but with the other parents and team members.”

“Their children are special to us, and they are too,” he said. “We are really looking forward to supporting them with this graduation.”

### **TAKE TWO:**

It was probably a mistake to be asking FAST program parent Jamie Liddell to talk about what she experienced over the past eight weeks while she and her daughter were in the middle of “Special Play” time.

Because 6-year-old Sasha, like all the other children in this recurring part of the program, is “the boss” right now,



deciding what she and her mom will do with a box of arts and craft supplies.

While this time for empowering her child's unique creativity was important, Liddell also wanted to talk about the benefits of FAST's "Circle" time with other parents away from the kids, and that time the program sets aside for husbands and wives to get some alone-time together.

This was not "alone" time, as became obvious.

LIDDELL (answering a visitor's question): I like the one-on-one time with my husband, because we never get to talk—

SASHA: (cutting mom off) What is one-on-one?

LIDDELL: It's where me and your dad—

SASHA: Oh yeah! I know.

LIDDELL: —talk and—

SASHA: Nobody can start to interrupt.

LIDDELL: —no interrupt. Yes.

Liddell smiles, taking in her daughter's sing-songy performance in the middle of her craft project.

LIDDELL: We get to see her personality on full blast—

SASHA (head wagging, playing with pipe cleaners): *We talk, talk . . . talk-talk-talk.*

LIDDELL: —especially in Special Play.

—————

The big-hearted fun stays with you, said Tia Petty, with her husband Rusty and their daughters, Lone, 8, and Sai, 9.

Each FAST gathering begins with boisterous introductions, with big round-house waves and the unison greetings in return — "*Helloooo, Petty Family!*"

"Now I want to greet everyone that way," Petty said.

The games and the lessons behind them also carry on, said parent Courtney Powell with her sons, Caleb, 10, and Micah, 8.

Micah found many of the games "really fun," like acting out words on flash cards "like charades."

What Powell knows is that the game opens the door for a child to act out feelings, and for a parent to ask about feelings in ways that get down to their child's well-being.

The parents learn strategies, Powell said, "how to help the kids . . . what we should do as far as teaching them



Sasha and Jamie Liddell



Rusty Petty and his 8-year-old daughter, Lone, enjoy Special Play.



things in life.”

And they’ll take new friendships with them, said Taylor Wood, with her husband, Brandon, and 5-year-old Caiden and 1-year-old Ellie.

“It’s really nice to get to meet new people,” she said. “We get to discuss things about our kids that we don’t usually get to discuss with other parents of the same age.”

### **TAKE THREE:**

The ceremonial last night could have ended with pomp and circumstance of the promenade and certificates, the eating of the cake and the party that went with it.

But every previous session had ended with “Rain” — a collective piece of performance art where everyone in a large circle begins a wave of migrating sound that gets sent around the circle person-to-person.

Shuffling hands together like wind. Clicking fingers for the first patter of rain. Slapping thighs for hard rain and then stomping with thunder. And finally unwinding it back, sound by sound, to the soft wind.

They had to make it rain one last time.

The joy in their faces, the way the families lingered at the end — all showed that Fort Osage sessions hit their mark, said Jackson the FAST national trainer supervisor..

“You see the smiles on the faces,” he told the FAST team members at the end of the night. “You see families still not wanting to leave . . . that’s because you got it going out here in Fort Osage.”



## LINC-schools partnership puts families first

October 26, 2019

By Mike Genet

Since its inception in 1992, the Local Investment Commission has worked collaboratively a variety of citizens – neighborhood, business, civic and labor leaders – to improve students’ and families’ lives in several Kansas City area school districts.

In many cases, that involves before- and after-school care. In the Fort Osage District, however, the partnership with the organization commonly called LINC works in several other ways to assist and strengthen families.

“Very beneficial for students and parents,” Fort Osage Superintendent Jason Snodgrass said of the partnership with LINC. “They have a number of services that bridge the gap between school and home.”

Those services, sometimes varying by site, include a food pantry in partnership with a local church in Susquehanna, school supplies, a small garden as an outdoor classroom, LINC’s largest student chess club, a book club, and starting this year an eight-week program to help young students and parents connect better through weekly coaching sessions.

The pilot class for FAST – Families and Schools Together – included seven families that went through “graduation” after Tuesday’s final session at Blue Hills Elementary.

“It takes the entire family, and it’s one day a week for three hours,” said LINC coordinator Steve McClellan, who works out of Cler-Mont Elementary. “We feed them; we start taking them through specific situations and how to communicate with each other. There’s buddy time (parents with their children), play time and parent time where they talk with each other.”

“It’s difficult work, but it pays off.”

The non-profit LINC also has a presence with school sites in the Center, Grandview, Hickman Mills, Kansas City and North Kansas City districts, and also a bit in Independence, but not near as much as Fort Osage.

“It’s evolved in every school district the last 20 years, but here it’s unique,” McClellan said. “We’re the largest provider for before- and after-school for school districts. It’s huge; it’s the mechanism LINC uses to funnel in other services.”

“Fort Osage already does before and after care, so out here it’s completely different; our highest pri-



Parents and coaches gather for peer support time during Tuesday’s final Families and Schools Together session at Blue Hills Elementary. The Local Investment Commission introduced the FAST program this year for the first time as part of its partnership with the Fort Osage School District. [Photo courtesy of LINC]

ority is parent and community involvement. We have the ability to go outside the classroom.”

Brent Schondelmeyer, LINC’s deputy director for community engagement, said Fort Osage is distinctive among districts in the region because of its combination of urban, suburban and rural settings, and it doesn’t have a strong social service infrastructure within district boundaries.

“LINC was created to work with schools districts with a higher number of free/reduced lunch programs,” Schondelmeyer said. “It’s always been open to idea of what can do to strengthen families.”

Before Tuesday’s final session and graduation, mothers Courtney Powell and Christina Caldarella both said they would heartily recommend the FAST program to other families if they asked.

“It gives us more common time, you get to meet different people and find out what they do,” said Powell, who has two young sons.

Caldarella, who also has 16-year-old twins, welcomed the time with younger daughter Janessa. “We don’t get much one-on-one time,” Caldarella said. “To have adult time, getting together and talking about everyday challenges, you find out, ‘Oh, good, I’m not the only one going through that.’”

Among other LINC initiatives, students Cler-Mont Elementary cleaned out raised garden beds, cultivated produce along with neighbors, and will be managing a row of newly planted trees.

Perhaps the most popular initiative is the chess club, which not only introduces students to the game but helps build critical thinking skills.

“The first thing we do is teach the process of playing the game,” said. Ken Lingelbach, who works for LINC at Blue Hills.

Chess students went to five tournaments this year, including one girls tournament, Lingelbach said, and they work with 11 instructors from around the metro area, including grandmaster Zeb Fortman.

“We’re always finding ways we can work with any family,” Lingelbach said, ranging from “back snacks” for students to take home to utility or holiday assistance. “Each one of our sites is different.”

McClellan said that because of LINC’s partnerships with many organizations, it can help the district serve a variety of needs.

“We have that ability all day, every day,” he said. “You’re forced to find changes (in how to serve) because life changes.”



Fort Osage District elementary students compete in an all-girls chess tournament sponsored by the Local Investment Commission. LINC introduces dozens of students to the game through its chess program. [Photo courtesy of LINC]





## **Toni Rivera-Joachin CEO/Executive Director**

Toni plays a multi-faceted role at Families & Schools Together, Inc. as the CEO/Executive Director. She works with FAST Founder Dr. Lynn McDonald, the FAST Board of Directors and the FAST staff to lead the organization and determine its future direction. She oversees all aspects – from finance to implementation – and is passionate about bringing FAST® to communities and schools to help families become empowered to advocate for themselves. Toni has an undergraduate degree in Community Education, as well as a certificate in Latino Nonprofit Leadership, from the University of Wisconsin-Milwaukee and a Master’s in Business Management from Cardinal Stritch University. Toni brings an abundance of diverse experience to Families & Schools Together, Inc., most recently serving as the President and CEO of Centro Hispano Milwaukee. Former roles also include positions with the Children’s Hospital of Wisconsin, during which she worked on the nationally recognized violence prevention and intervention program, *Project Ujima*, Girls Scouts of Wisconsin Southeast and Aurora Weier Educational Center, in addition to numerous board and volunteer experiences. When not working, Toni enjoys spending time with her family, long drives and walking.

# In just 8 weeks, FAST® CHANGES LIVES.

FAST (Families & Schools Together) is an internationally acclaimed parent engagement program shown to help children succeed at school by building stronger, more supportive relationships at home.

Built on evidence-based practices and rigorously tested, FAST empowers parents to become more effective family leaders, connects families to schools, and creates a community engaged in children's well-being and education. Since 1988, FAST has transformed families and improved the lives of children across cultures, languages and socio-economic classes in 20 countries around the world.



## FAST® Delivers Success for Children, Families and Schools

FAST can be life-changing in school, at home and throughout communities. In ongoing evaluations and third-party research, FAST has been shown to:

- Improve academic competence and performance
- Improve behavior (social skills, attention span)
- Reduce problem behaviors (aggression, anxiety and depression in the classroom)
- Increase parental involvement in school

### Teachers see changes at school:



54% report improvement in parental school involvement



40% experience improvements in children's positive behaviors



48% see a reduction in hyperactivity



48% experience less conflict at home



64% report improvements in community social relationships



67% say they have a better relationship with their child



On a scale of 1 to 10, parents rated their satisfaction with FAST a 9.4.



# FAST®: BASED IN RESEARCH. DEMONSTRATED EFFECTIVE.

FAST is a prevention/early intervention program and a catalyst for positive change in the lives of children and their parents. Built on a strong platform of developmental science, FAST is designed to make a significant, long-lasting impact on child and family behaviors, so parents and kids make better decisions in school and in life. These positive outcomes are sustained and strengthened through 2 subsequent years of monthly parent-led FASTWORKS® meetings.

Please join us in our mission to help children thrive. Call us toll-free at 888.629.2481 or visit us online at [www.familiesandschools.org](http://www.familiesandschools.org) to learn more about how FAST changes lives.



## Rapid, Predictable Outcomes

The 8-week FAST® Program has delivered consistent results over 25 years of replication around the world. The program is proven to improve the lives of children across cultures, languages and socio-economic classes.



### Recognized by SAMHSA, UNODC, OJJDP

FAST is included in SAMHSA's National Registry of Evidence-Based Programs and Practices (NREPP), and is recognized by the United Nations and the Office of Juvenile Justice and Delinquency Prevention.



### Based on Research and Values

FAST activities utilize research and evidence-based practices proven to produce statistically significant positive outcomes.

The Values of FAST – especially the belief that all parents love their children and want the very best for them – are woven into the FAST Program.



### 80% Retention Rate

FAST has one of the highest retention rates of any childhood intervention program. 80% of families who attend one FAST session come back to successfully complete the 8-week program.



### Culturally Adaptable

60% of the FAST Program can and should be adapted to fit local priorities and needs. FAST is particularly successful at impacting hard-to-reach, low-income families from diverse ethnic groups.



### Scalable & Sustainable

Families & Schools Together, Inc. provides the training and guidance to launch and sustain the FAST Program in schools and communities around the world.



# FAST® PROGRAM LOGIC MODEL

## INPUTS

### Training

- FAST® Team receives:
  - 2 days of Training
  - 3 site visits and debriefing
  - Review and discuss to improve implementation
- Certified FAST® Trainers receive:
  - 1 week of Training
  - Internship under experienced FAST® Trainer Supervisor

### Staff

- Experienced and local Community-Based Professionals (ATOD, Mental Health) (2)
- Teacher Partner from school where FAST® is held
- Parent from community invested in mission
- FAST® requires demographic match between participants and FAST® team
- Home visits (Family recruitment)

### Resources/ Materials

- Facilities
- Training Materials
- Time
- Family meal food/supplies
- FAST® Program activity materials

### Evaluation

- FAST® parent/ teacher pre and post survey
- Data analysis
- SPSS (Evaluation Software)
- FAST® Evaluation Report (with outcomes)
- Ongoing support & coaching from Certified FAST® Trainer (Site Visit Reports)

## OUTPUTS

### Engagement

- High retention rate (80% of families who attend the first FAST® Session graduate from the FAST® Program)
- Empowered participants become leaders and facilitators of program

### Participation

- Parents and children receive 8 one-hour family relationship groups
- Each family meets and develops mutually accountable relationships with 8-15 other families
- Each family connects with 4-6 local support and education professionals
- Parents engage with community-based professionals
- Low-income families or at-risk children
- Children meet other children and develop relationships
- All school families are encouraged to attend

### Activities: Individual Level / Family Level

- Parents practice positive parenting techniques
- Non-directive, responsive play therapy (Special Play)
- Family communication games (Scribbles, Feeling Charades, Buddy Time)
- Practice active listening with family members
- Practice turn-taking
- Parents supported in role as family leader to reinforce family hierarchy
- Establish boundaries around family unit/strengthen family unit (Family Flag, FAST® Hello)
- Recognize emotions and practice expressing feelings (Feeling Charades)
- Behavioral rehearsals (Embedded Compliance Requests)
- Establish and practice creating routines (through shared Family Meal, games and Special Play)
- Sibling support activities (Kids Time)
- Parents receive coaching from trained team regarding parenting

### Activities: Community/ School Level

- Professionally facilitated Parent Group
- Parents are connected to concrete resources
- One-on-one bonding time with other school parents (Buddy Time)
- One psycho-education or health education session on topic of choice
- Space for listening and bonding with other school parents and school professionals
- Shared experiences across families, school and community
- Parents familiarize and engage with school staff
- Parents model participation and community engagement for their children
- Share family meal with others in the FAST® group
- Music and singing (FAST® Song)
- Reciprocity exchanges (Family Meal, Raffie)
- Closing rituals and recognition (Graduation, Rain)

### Activities

- Parent-led
- Two years of multi-family meetings or gatherings (extension of FAST®)
- Nondirective play therapy
- Parent support group
- Community building activities
- Graduate Parents create vision and plan monthly FASTWORKS® activities

### Parents continue to Build Social Capital

- Connections with neighbors and community leaders
- Trust and shared information
- Bonding and bridging networks
- Building of norms and sanctions
- Community organizing

## OUTCOMES

### SHORT-TERM OUTCOMES

#### Child & Family

- Build emotional intelligence
- Parents master skills in parenting to lead their family
- Children have fun and reduce stress
- Parent-child bond strengthens

#### Social Capital

- Build trust among a socially inclusive, socially supportive network of parents
- Expanded social network (including members of school and community)
- Increased access to concrete resources
- Institutional linkage (increased access to social services)

#### Parent ↔ School

- Identify common values and expectations for child's education
- Establishing school as safe space for parent engagement
- Parents become partner in child's learning

### INTERMEDIATE OUTCOMES

#### Child & Family

- Improved parent-child relationship & family functioning
- Improved child behavior
- Increased family adaptability
- Increased resiliency to cope with life stressors
- Reduced aggression and improved emotion regulation ability
- Reduced impulsivity
- Reduced violence in the home
- Increased parent and child self-efficacy

#### School

- Improved learning skills
- Improved child behavior in school

#### Social Capital

- Enhanced parent social support
- Increased parent leadership in the community
- Increased utilization of support services
- Improved community norms regarding parenting and school engagement

#### Parent ↔ School

- Increased parent engagement and school understanding of parents
- Increase of shared values amongst parents and school stakeholders
- Build trust between parents and school staff

### LONG-TERM OUTCOMES

- School turnaround and improved school climate
- Increased graduation rates
- Reduced spending on special education services
- Reduced school mobility
- Strengthened and more cohesive community
- Prevention of substance abuse
- Prevention of child abuse and neglect
- Prevention of juvenile delinquency
- Dropout prevention
- Prevention of school failure
- Prevention of mental health issues
- Prevention of violence

**FASTWORKS®**

# 2020 Census at a Glance

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The census is much more than just a head count. It provides a picture of our nation that helps determine where to build new schools, hospitals, and businesses; how federal funding is distributed; and how congressional seats are apportioned. It also helps us see how our communities have changed over time. That's why an accurate count is so important.

## UNDERSTANDING THE CENSUS

Once every decade, the federal government conducts a census of the entire population to count everyone in the United States and record basic information about them. Our nation's founders believed this data was so important that they mandated the decennial census in the Constitution.



### *Easy and Convenient*

In 2020, for the first time ever, the U.S. Census Bureau will accept responses online, but you can still respond by phone or mail if you prefer.



### *Confidential and Secure*

Strict federal law protects your census responses. It is against the law for any Census Bureau employee to disclose or publish any census information that identifies an individual or business. Census Bureau employees take a lifelong pledge of confidentiality to handle data responsibly and keep respondents' information private. The penalty for wrongful disclosure is a fine of up to \$250,000 or imprisonment for up to 5 years, or both. No law enforcement agency (not the DHS, ICE, FBI, or CIA) can access or use your personal information at any time. Data collected can only be used for statistical purposes that help inform important decisions, including how much federal funding your community receives.

The Census Bureau will never ask for your Social Security number, bank or credit card account numbers, money or donations, or anything on behalf of a political party.

The Census Bureau has a robust cybersecurity program that incorporates industry best practices and federal security standards for encrypting data.

To make sure you and your community are counted, learn more about the 2020 Census by visiting [2020census.gov](https://2020census.gov).

## KEY MILESTONES FOR THE 2020 CENSUS

- **September 2018**—The Census Bureau’s recruitment Web site went live: [2020census.gov/jobs](https://2020census.gov/jobs). For each decennial census, the Census Bureau begins recruiting thousands of paid census takers to help ensure a complete and accurate count. Interested applicants can visit the Web site to apply for a variety of jobs beginning in 2019 and through summer 2020.
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- **April 2020**—Every 10 years, we observe Census Day on April 1.
- **June 2020 through July 2020**—Census takers go door to door to count people who have not responded to the 2020 Census. Census takers are Census Bureau employees and will provide proof that they are official government personnel.
- **December 31, 2020**—By this date, as required by law, the Census Bureau reports to the President of the United States the population count and the apportionment of seats in the U.S. House of Representatives to each state.
- **2021**—Initial 2020 Census data are made available to the public on [census.gov](https://census.gov).



# Partnership Fact Sheet

The once-a-decade population count affects your representation in government, determines how much funding your community receives, and provides data to help you plan for the future. Join us to spread the word about the importance of the 2020 Census and help ensure a complete and accurate count.

## BENEFITS OF A COMPLETE COUNT

A complete count of every person living in the United States has tremendous benefits for you and for your stakeholders.

Census data:

- Accurately determine how many representatives each state has in Congress and inform the redrawing of congressional district boundaries.
- Are used as the basis for distributing more than \$675 billion in federal funds annually to states, counties, and communities to support resources such as schools, hospitals, and fire departments.
- Inform business decisions, policy, community initiatives, and consumer advocacy.

## WHAT IT MEANS TO BE A 2020 CENSUS PARTNER

You can make a difference—no matter how much time you're able to commit. As trusted voices in the communities they serve, partners are critical to the success of the 2020 Census. These are some of the many ways you can get involved:

- Use U.S. Census Bureau tools, information, and messaging in creative ways to increase public participation; for example, share newsletter articles and co-branded products and post on social media.

- Host a workshop to devise possible solutions to 2020 Census challenges in your community and generate commitments to tackle them.
- Provide information to stakeholders about the importance and benefits of participating in the 2020 Census; for example, invite Census Bureau officials to speak to your audience.
- Encourage people in your community to work for the Census Bureau, and share this link with them: [2020census.gov/jobs](https://2020census.gov/jobs).

## WHY BECOME A 2020 CENSUS PARTNER?

As a 2020 Census partner, you will:

- Become part of a powerful network of government, nonprofit, corporate, and community organizations with a diverse group of industry professionals.
- Help ensure that your community is accurately represented.
- Have personalized access to Census Bureau data tools and products, workshops to help you use data effectively, and one-on-one support from data trainers.

Not only will you help ensure that the people you work with are accurately represented, but you will also be able to use Census Bureau resources to improve your community.

## INTERESTED IN PARTNERING WITH THE CENSUS BUREAU?

National organizations interested in partnering with the Census Bureau can contact the 2020 Census Partnership Program at [census.partners@census.gov](mailto:census.partners@census.gov) to share ideas about how we can work together to ensure a complete and accurate count.

State and local organizations can reach out to their regional census center using the contact information below.

### Atlanta

Phone: 404-889-6520

E-mail: [Atlanta.rcc.partnership@2020census.gov](mailto:Atlanta.rcc.partnership@2020census.gov)

### Chicago

Phone: 312-579-1605

E-mail: [Chicago.rcc.partnership@2020census.gov](mailto:Chicago.rcc.partnership@2020census.gov)

### Dallas

Phone: 972-510-1800

E-mail: [Dallas.rcc.partnership@2020census.gov](mailto:Dallas.rcc.partnership@2020census.gov)

### Los Angeles

Phone: 213-314-6500

E-mail: [Los.Angeles.rcc.partnership@2020census.gov](mailto:Los.Angeles.rcc.partnership@2020census.gov)

### New York

Phone: 212-882-2130

E-mail: [New.York.rcc.partnership@2020census.gov](mailto:New.York.rcc.partnership@2020census.gov)

### Philadelphia

Phone: 267-780-2530

E-mail: [Philadelphia.rcc.partnership@2020census.gov](mailto:Philadelphia.rcc.partnership@2020census.gov)

We look forward to welcoming you as a Census Bureau partner.

For the latest updates on the 2020 Census, visit [2020census.gov](https://2020census.gov).

## KEY MILESTONES

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# MISSOURI

In FY2016, Missouri received

**\$16,463,820,510**

through 55 federal spending programs  
guided by data derived from the 2010 Census.



The **Counting for Dollars 2020 Project** aims to understand 1) the extent to which the federal government will rely on data from the 2020 Census to guide the distribution of federal funding to states, localities, and households across the nation and 2) the impact of the accuracy of the 2020 Census on the fair, equitable distribution of these funds.

The project has analyzed spending by state for 55 federal programs (\$883,094,826,042 in FY2016). Three types of programs are analyzed:

- **Domestic financial assistance programs** provide financial assistance – including direct payments to individuals, grants, loans, and loan guarantees – to non-federal entities within the U.S. – such as individuals and families, state and local governments, companies, and nonprofits – in order to fulfill a public purpose.
- **Tax credit programs** allow a special exclusion, exemption, or deduction from gross income or provide a special credit, a preferential rate of tax, or a deferral of tax liability.
- **Procurement programs** award a portion of Federal prime contract dollars to small businesses located in areas selected on the basis of census-derived data.

The four uses of census-derived datasets to geographically allocate funding are:

- **Define eligibility criteria** – that is, identify which organizations or individuals can receive funds.
- **Compute formulas** that geographically allocate funds to eligible recipients.
- **Rank project applications** based on priorities (e.g., smaller towns, poorer neighborhoods).
- **Set interest rates** for federal loan programs.

The two categories of census-derived datasets are:

- **Geographic classifications** – the characterization (e.g., rural), delineation (e.g., Metropolitan Areas), or designation (e.g., Opportunity Zones) of specific geographic areas.
- **Variable datasets**
  - **Annual updates** of population and housing variables collected in the Decennial Census.
  - **Household surveys** collecting new data elements (e.g., income, occupation) by using the Decennial Census to design representative samples and interpret results.



### Reports of the Counting for Dollars 2020 Project:

- **Report #1:** Initial Analysis: 16 Large Census-guided Financial Assistance Programs (August 2017)\*
- **Report #2:** Estimating Fiscal Costs of a Census Undercount to States (March 2018)\*
- **Report #3:** Role of the Decennial Census in Distributing Federal Funds to Rural America (December 2018)\*
- **Report #4:** Census-derived Datasets Used to Distribute Federal Funds (December 2018)
- **Report #5:** Analysis of 55 Large Census-guided Federal Spending Programs (forthcoming)\*†
- **Report #6:** An Inventory of 320 Census-guided Federal Spending Programs (forthcoming)

\* Data available by state

† Source for this state sheet



# Counting for Dollars 2020

## The Role of the Decennial Census in the Geographic Distribution of Federal Funds

REPORT

COUNTING FOR DOLLARS 2020:

# MISSOURI

**Allocation of Funds from 55 Large Federal Spending Programs  
Guided by Data Derived from the 2010 Census (Fiscal Year 2016)**

**Total Program Obligations: \$16,463,820,510**

Program	Dept.	Obligations	Program	Dept.	Obligations
<b>Financial Assistance Programs</b>		<b>\$16,104,279,489</b>			
Medical Assistance Program (Medicaid)	HHS	\$6,474,410,000	Community Facilities Loans/Grants	USDA	\$52,943,326
Federal Direct Student Loans	ED	\$2,062,858,290	Supporting Effective Instruction State Grants	ED	\$38,745,684
Supplemental Nutrition Assistance Program	USDA	\$1,182,957,874	Crime Victim Assistance	DOJ	\$41,497,921
Medicare Suppl. Medical Insurance (Part B)	HHS	\$1,194,229,769	CDBG Entitlement Grants	HUD	\$36,474,230
Highway Planning and Construction	DOT	\$967,234,062	Public Housing Capital Fund	HUD	\$27,637,000
Federal Pell Grant Program	ED	\$498,800,000	Block Grants for the Prevention and Treatment of Substance Abuse	HHS	\$26,548,475
Section 8 Housing Choice Vouchers	HUD	\$243,143,000	Water and Waste Disposal Systems for Rural Communities	USDA	\$49,054,710
Temporary Assistance for Needy Families	HHS	\$217,051,740	Social Services Block Grant	HHS	\$29,961,617
Very Low to Moderate Income Housing Loans	USDA	\$586,342,341	Rural Rental Assistance Payments	USDA	\$26,658,886
Title I Grants to LEAs	ED	\$243,449,963	Business and Industry Loans	USDA	\$46,533,000
State Children's Health Insurance Program	HHS	\$172,903,000	Career and Technical Education - Basic Grants to States	ED	\$21,324,789
National School Lunch Program	USDA	\$210,185,000	Homeland Security Grant Program	DHS	\$6,864,978
Special Education Grants	ED	\$232,777,258	WIOA Dislocated Worker Grants	DOL	\$18,347,631
Section 8 Housing Assistance Payments Program	HUD	\$147,560,972	HOME	HUD	\$14,177,750
Federal Transit Formula Grants	DOT	\$97,769,000	State CDBG	HUD	\$20,789,141
Head Start	HHS	\$162,752,305	WIOA Youth Activities	DOL	\$16,472,508
WIC	USDA	\$92,870,000	WIOA Adult Activities	DOL	\$14,094,483
Title IV-E Foster Care	HHS	\$84,582,087	Employment Service/Wagner-Peyser	DOL	\$12,976,484
Health Care Centers	HHS	\$99,807,788	Community Services Block Grant	HHS	\$19,694,885
School Breakfast Program	USDA	\$75,560,000	Special Programs for the Aging, Title III, Part C, Nutrition Services	HHS	\$12,776,802
Rural Electrification Loans and Loan Guarantees	USDA	\$83,277,759	Cooperative Extension Service	USDA	\$16,919,473
Public and Indian Housing	HUD	\$40,630,000	Native Amer. Employment & Training	DOL	\$659,560
Low Income Home Energy Assistance	HHS	\$73,321,900			
Child and Adult Care Food Program	USDA	\$51,130,000	<b>Federal Tax Expenditures</b>		<b>\$309,003,944</b>
Vocational Rehabilitation Grants to the States	ED	\$67,534,887	Low Income Housing Tax Credit	Treas	\$163,241,059
Child Care Mandatory and Matching Funds	HHS	\$56,117,000	New Markets Tax Credit	Treas	\$145,762,885
Unemployment Insurance Administration	DOL	\$36,981,000			
Federal Transit - Capital Investment Grants	DOT	\$885,346	<b>Federal Procurement Programs</b>		<b>\$50,537,077</b>
Child Care and Development Block Grant	HHS	\$52,031,000	HUBZones Program	SBA	\$50,537,077
Adoption Assistance	HHS	\$43,972,816			

Prepared by Andrew Reamer, the George Washington Institute of Public Policy, the George Washington University. Spending data analysis provided by Sean Moulton, Open Government Program Manager, Project on Government Oversight. | January 30, 2019

**Note:** The sequence of the above programs is consistent with U.S. rank order by program expenditures. (See U.S. sheet in series.)

Counting for Dollars 2020 publications and spreadsheet with above data available at <https://gwipp.gwu.edu/counting-dollars-2020-role-decennial-census-geographic-distribution-federal-funds>

# 'So much juice': Community rallies with Hickman Mills schools to power resource center for families

January 21, 2020

By Joe Robertson, LINC Writer

**This vision of an oasis for Hickman Mills families comes winging in on generosity, ingenuity and *grit*.**

“This takes so much juice,” district electrician Felix Labrador said. He’s a tool-belted, cap-wearing problem solver surveying the conduits, ducts and drains he engineered to power a newly arrived phalanx of 10 washers and dryers.

“Had to recalculate the electrical load . . . put in four-inch drains . . . the wiring was tough . . .”

But he sees what [Hickman Mills](#) Superintendent Yolanda Cargile imagined since she found herself at the lead of this southeast Kansas City school district and its determined community where so many families strive for a foothold for their children.



Hickman Mills electrician Felix Labrador surveys the work installing the Loads of Love laundry room.

This laundry room program — “Loads of Love” — is just one service, along with a free attorney’s office, a children’s library, an enrollment center and language services, in a resource center that is coming to life in the district’s old administration building at 9000 Old Santa Fe Road.

Labrador is imagining this room with all five of its dryers humming — and parents with their children watching the tumbling clothes that they will wear clean to class.

“Bullying is a thing,” Labrador said. “Kids are afraid. If we can help curb some of that, the kids will feel more comfortable coming to school.”

So much is coming together, Cargile said.

- [The United Way of Greater Kansas City](#) donated the washers and dryers.
- [The Local Investment Commission](#) (LINC) collaborated with [Legal Aid of Western Missouri](#) to bring the [Justice in the Schools](#) program to Hickman Mills to give families a chance at stability that only legal representation can provide in the face of eviction or guardianship issues or debt crises or threats of domestic violence.
- LINC and Turn the Page KC, with [grants through First Book](#), is stocking a library of books that children can take home when their families come to the resource center to enroll in school or visit the language services.

“We are so grateful for the support,” Cargile said. “As the plan began to morph, I saw we were creating the resource center I had been speaking about since 2017.”



Superintendent Yolanda Cargile

“It’s about building trust with our families,” she said. “It’s about *access* to resources. It’s an honor,” she said, that the district can be “a model to our community.”

#### Help along a hard road

In Hickman Mills, [Missouri records show](#), 38 percent of the children in its classrooms moved in or out of district classrooms in 2018-2019 — the second highest mobility rate in the region, behind only the Kansas City Public Schools, and well above the state mobility rate of 22 percent.

Principals, teachers and counselors know that many of those moving children are in families scattered by housing stress.

In the [state’s latest report](#), from 2018, 482 of the 5,565 children enrolled in the district were classified homeless — meaning their families lived in shelters or motels or out of their cars or doubled up, sharing the

couches and basements of others.

Those children represented 8.6 percent of the district’s enrollment, the highest percentage of Missouri districts in the region, and more than double the state homeless rate of 4.1 percent.

Legal Aid attorney Garrett Christensen has witnessed the strain on families and schools — growing up in Raytown, as a teacher trained by Teach for America and working in the Kansas City Public Schools, as a young attorney in Minnesota’s Children’s Law Center and now in Hickman Mills.

Since the Justice in the Schools office opened in the new center in January, he and legal intern Tamika Ross from Washburn University School of Law are already looking into a dozen requests for help.

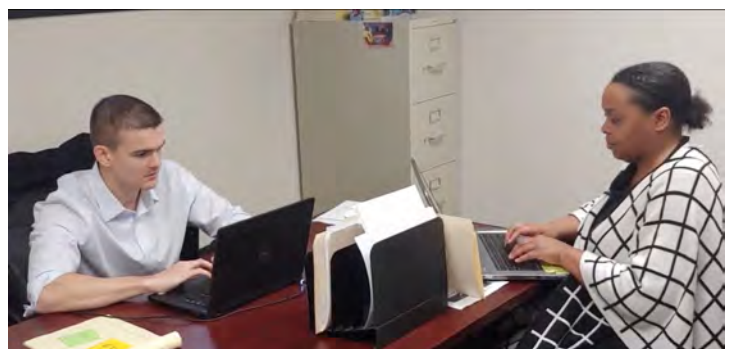
“We’re focused on the student mobility crisis,” Christensen said. “It can have a devastating impact on attendance and student achievement.”

LINC worked with the district and Legal Aid of Western Missouri to bring in Justice in the Schools, which leverages court records gathered by [the Kansas City Eviction Project](#) with the support of [Social Solutions](#) data software to [anticipate a family’s impending housing crisis](#).

Christensen and Ross have become the faces of that effort in Hickman Mills — in the spirit felt throughout the resource center that says *we understand, and we want to help*.



Five exhaust vents waited the five clothes dryers to come.



Justice in the Schools attorney Garrett Christensen and legal intern Tamika Ross.



Christensen looks to his upbringing, his classroom experience and moments like the revelations of an African American Studies course at the University of Missouri-Columbia.

“We are diverse but we are part of this shared history we don’t know much about,” he said.

When Ross receives the families who come for help, part of her understanding lies in a UMKC class experience — ‘Self’ in a Multicultural Society — and the testimony of pain students shared.

“It forces you to think of others,” she said.

They already have a list of families in need of legal help. Legal Aid has income requirements that determine what families qualify for help, and some court issues, like criminal cases, they can’t take on. But many families will get relief that would have been out of their reach.

“It’s exciting to learn what Hickman Mills is trying to do to help their families,” Ross said.

A perfect fit

The district itself was looking for a breath of stability. Financial strains and declining enrollment compelled the [closure of some of the district’s schools](#) going into the 2019-2020 school year.

Its enrollment office had moved around the district.

In the shuffle, administrative offices had been consolidated into the district’s Baptiste Center.

That’s when Dan Weakley, the district’s executive director of operations, saw an opportunity.

The vacated administrative building sits in the middle of the district, close to major thoroughfares and connected to public transportation.

“It could be a unified place in the center of the district for all our enrollment services,” he said.

“It just fit our needs, and all our families’ needs.”

The district is adding the cost of providing a security guard, Cargile said, but the bulk of the services are donated to the district or use existing district personnel who have been relocated there.

And she hasn’t stopped looking for ideas of more programs to bring into the center.

“Healthy families yield healthy children,” she said. “We will continue to connect with partners. If we have a chance to offer more resources I will say, ‘Yes!’ until we run out of space.”

“And then we’ll look for more someplace else.”



Dan Weakley, exec. director of operations



The former administration building at 9000 Old Santa Fe Road has a new purpose as a resource center.

# Two Kansas City senators set to take appointments from Missouri Gov. Parson

BY [JASON HANCOCK](#)

JANUARY 09, 202

Most Kansas City residents could be without a state senator for the 2020 legislative session, as Gov. Mike Parson appears ready to appoint two lawmakers to positions in his administration.

Democrat [Jason Holsman](#) is set to be named to the Public Service Commission, the agency that regulates investor-owned utilities. Democrat [Kiki Curls](#) is expected to be appointed to serve on the Labor and Industrial Relations Commission, which oversees the department of labor.

Both jobs pay \$109,000 a year. State senators collect \$35,000 annually plus a per diem. Holsman and Curls declined comment on the speculation, and Parson's spokeswoman did not respond to an email inquiry.

The appointments, if approved by the Senate, would mean both will have to resign their seats. Because of term limits, both Holsman and Curls are already serving in their final legislative session.

New senators will be elected in November. Until then the seats will remain vacant.

Both senate offices will continue to be staffed in order to handle constituent issues.

Holsman and Curls represent most of Kansas City. Democratic Sen. Lauren Arthur represents about a quarter of the city in Clay County and Democrat John Rizzo represents a smaller portion.

The move will also downsize the already small Senate Democratic caucus, leaving the party with only 8 of the chamber's 34 seats.

"It will mean more work for our caucus, since we will have to find replacements for Sen. Holsman and Sen. Curls on the committees they serve," said Senate Minority Leader Gina Walsh, D-St. Louis County. "But it won't change the outcome of what happens on the (senate) floor, because we are already in the super minority."

During his years in the House and Senate, Holsman has focused much of his attention on energy and environmental issues. And Curls has been active on labor issues, regularly helping Democrats push back on GOP efforts to enact tougher regulations on unions.

# If two KC senators resign, will the city get short shrift in Missouri legislature?

BY THE KANSAS CITY STAR EDITORIAL BOARD

JANUARY 10, 2020

News that Missouri state Sens. [Jason Holsman](#) and [Shalonn “Kiki” Curls](#) are [close to resigning](#) to take full-time state jobs will shock their constituents and should make them angry.

Holsman is expected to take an appointment to the state [Public Service Commission](#), while Curls is set to work for the [Labor and Industrial Relations Commission](#). Gov. Mike Parson is poised to make the appointments, which will need state Senate approval.

Holsman and Curls are both Democrats. [Because of term limits](#), their service in the state Senate is scheduled to end this year.

The new jobs pay \$109,000 annually. To take the positions in the governor’s administration, both will have to resign from office. Neither responded to requests for comment.

The practice of offering lucrative, full-time state positions to pesky political opponents is common in Missouri. Two years ago, [then-Gov. Eric Greitens](#) removed a thorn from his side by naming then-state Sen. Ryan Silvey to a Public Service Commission job.

We would not begrudge Curls or Holsman the chance to make a living from their service, which has largely been exemplary.

But if both resign before the legislative session ends, virtually every Kansas Citian south of the Missouri River will lack representation in the state Senate for the rest of the year. That’s appalling.

In an interview with The Star, Senate Minority Leader Gina Walsh seemed to brush this concern aside. “It won’t change the outcome of what happens on the (Senate) floor,” she said, “because we are already in the super minority.”

That’s true, of course. But individual senators still can have an impact through filibuster and debate.

Thankfully, not every vote in Jefferson City strictly follows party lines. And skillful lawmakers in the minority party are able to win approval for some commonsense measures.

Floor votes and filibusters would be lost as legislative tools for Kansas Citians if Holsman and Curls quit.

Their voices would also be missing from committee hearings, bill markups and hallway discussions where deals are cut. And despite promises to keep offices running, constituent services would likely suffer.

When lobbyists need help with Kansas City-related legislation, where can they turn? It isn’t clear.



All of this underlines the real concern that Kansas Citians should have: They will be underrepresented in the state Capitol if this plan advances.

This is not a small thing. In 2020, Missouri lawmakers will debate ethics reform and redistricting, sports gambling, tax reform, school funding, abortion and a host of other issues. Gun violence will be on the table.

What will be heard from the Kansas City Senate delegation? Mostly crickets.

The governor should postpone the appointments until mid-May, when the regular session is over. Kansas Citians elected Curls and Holsman to represent this area's best interests, and everyone involved should honor that.

# Kansas City Black History 2020

Available Now!

This year marks the 50th anniversary of Black History Month. Inspired by a weeklong commemoration of African American achievements by historian Carter G. Woodson in 1926, the modern observance was organized by students at Kent State University in 1970. Six years later, President Gerald Ford formally recognized February as Black History Month during America's bicentennial celebration.

The 2020 edition of Kansas City Black History brings together six stories worthy of our remembrance: a doctor who helped establish hospitals to serve his community, a lecturer and suffragist who fought to extend voting rights to all, a jazz band leader who spread the Kansas City sound far and wide, a firefighter who rose to the very top of his department, a baseball legend who played his way into the sport's hall of fame, and a former slave who found a way to serve in the U.S. Cavalry despite being a woman. We honor their achievements and those of dozens of other individuals spotlighted in past editions of Kansas City Black History.

Copies of the booklets and posters are available at the LINC Main Office, LINC Caring Communities sites, the Kansas City Public Library, the Black Archives of Mid-America and Mid-Century Public Library.



Charles Wilber Rogan

## Black History Month 50<sup>th</sup> Anniversary

Learn more at: [kclinc.org/blackhistory](http://kclinc.org/blackhistory)



Thomas C. Unthank



Ida M. Bowman Becks



Edward Wade Wilson Jr.



Cathay Williams



Andy Kirk

