

# LINC Commission Meeting

June 17, 2013



Get Ready  
for a **SUMMER**  
of reading!



Over 10,000 books were distributed to every elementary student in the Kansas City Public School District as part of an effort to promote summer reading. In addition to the free books, the Kansas City Public School students are getting tips on family literacy and reading during the summer.



# 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, June 17, 2013 | 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. April minutes (motion)
- III. Superintendents' Reports
- IV. LINC 20<sup>th</sup> anniversary
- V. LINC and Summer
  - a. Summer programs
  - b. Summer reading
  - c. Summer chess
  - d. Summer Electronic Benefits Transfer (SEBT)
- VI. Other
  - a. Educational Policy Fellowship Program
  - b. Other
- VII. Adjournment



## THE LOCAL INVESTMENT COMMISSION – APRIL 15, 2013

The Local Investment Commission met at the Kauffman Foundation, 4801 Rockhill Rd., Kansas City, Mo. Chairman **Landon Rowland** presided. Commissioners attending were:

Sharon Cheers  
Steve Dunn  
Herb Freeman  
SuEllen Fried  
Tom Gerke  
Anita Gorman  
Bart Hakan

Tom Lewin  
Rosemary Lowe  
Sandy Mayer  
Mary Kay McPhee  
Richard Morris  
David Ross  
Bailus Tate

Rowland announced that an article by **SuEllen Fried** has been published in the Journal of Applied Research on Children. The article “Beyond Bullying: Transforming the Culture of Peer Abuse” argues that bullying needs to be understood as a form of child abuse and explores “new morbidities” related to bullying such as depression and suicide, obesity, eating disorders, food allergies, juvenile diabetes, truancy, and substance and alcohol abuse.

*A motion to approve the March 18, 2013, LINC Commission meeting minutes was passed unanimously.*

### Superintendents’ Report

- **John Tramel** (Director of Family Services & Caring Communities, Independence School District) reported the district has hired Dale Herl as the new superintendent; LINC is organizing a Cinco de Mayo festival in McCoy Park; the district is developing partnerships around establishing individual development accounts for seniors saving for college.
- **Phillip Hickman** (Principal, Genesis Promise Academy) reported the school will hold a parent meeting on neighborhood safety with the Kansas City Police Department.
- **John Ruddy** (Assistant Superintendent, Fort Osage School District) reported the district is expecting to serve 160 students in the summer school program this July.
- **Jerry Kitzi** (Director of Early Learning, Kansas City School District) reported the cuts to Head Start as a result of federal sequestration became effective as of today.

Discussion followed.

### Staff Development

LINC President **Gayle A. Hobbs** reported on recent professional development efforts involving LINC staff:

- Families and Schools Together (FAST). In January Caring Communities site coordinators and LINC youth advocates went through FAST training. The participants then formed a FAST leadership group who will serve as future FAST trainers and develop a plan to bring FAST to all LINC sites.
- Situational Leadership/Four Frames. In March LINC site coordinators, LINCWorks case managers, and other LINC staff went through two days of training on situational leadership and the four frames model with **Phyllis Becker** of the Division of Youth Services. A video was shown.
- Before & After School 101. LINC Caring Communities supervisors are planning a training module on the basics of running a Before & After School child care program.

**David Renz** of the Midwest Center for Nonprofit Leadership reported on the center's efforts to build capacity of community organizations and gave an overview of the center's work over the years to devise professional development plans with LINC.

### **LINCWorks**

LINCWorks Director **Tom Jakopchek** reported LINCWorks achieved a work participation rate of 25% for the first time in February. By helping the State of Missouri raise the rate, LINCWorks is in a good position to make further progress as it enters a new contract year. Discussion followed.

### **Food initiatives**

**John Ruddy** reported on a recent visit by U.S. Dept. of Agriculture Under Secretary **Kevin Concannon** to Elm Grove Elementary School. Elm Grove Caring Communities supported a healthy eating demonstration during the visit. A video on the event was shown.

LINC Communications Director **Brent Schondelmeyer** reported that LINC is supporting the USDA's Summer Electronic Benefit Transfer for Children (SEBTC) initiative in its third year of helping families purchase food for children during the summer months.

**Mary Olive Thompson** of the Kansas City Public Library reported on the library's partnership with Harvesters to provide summer food at library locations.

### **Communications**

LINC Communications staff **Ellen Schwartz** and **Bryan Shepard** demonstrated the new LINC website, which has added functionality, better organization of information, and integration of social media tools such as Facebook, Twitter, and Pinterest.

### **Belvidere Health Clinic Event**

LINC Caring Communities supervisor **Rick Bell** introduced a presentation on a Saturday health clinic held at Belvidere Elementary in the Grandview School District. The clinic was organized by the Belvidere Caring Communities site council in response to concerns about the lack of local health services raised by the Grandview Nonprofit Roundtable. A video was shown.

Belvidere site council chair **Chris Means** reported the next health clinic is scheduled for June 22. Means also reported on other Belvidere Caring Communities initiatives and partnerships including Kids Café, expansion of Cub Scouts, and engaging adult males.

**Clinton Fields** of Truman Medical Center Lakewood and **Wael Mourad** of the Medina Clinic reported on the volunteer dental and health services they provided at the clinic.

### **Turn the Page KC**

**Jennifer Crow** of the Kansas City Mayor's Office reported on Turn the Page KC's effort to engage the community around the goal of increasing reading proficiency for area third-graders. Crow reported Americorps Vista volunteers will help with tutoring, the League of Cities will offer strategic planning, and area school districts will provide data. **Mary Olive Thompson** of the Kansas City Public Library reported the library will partner with Turn the Page KC, American Federation of Teachers, and LINC to hold three reading celebration events on May 21.

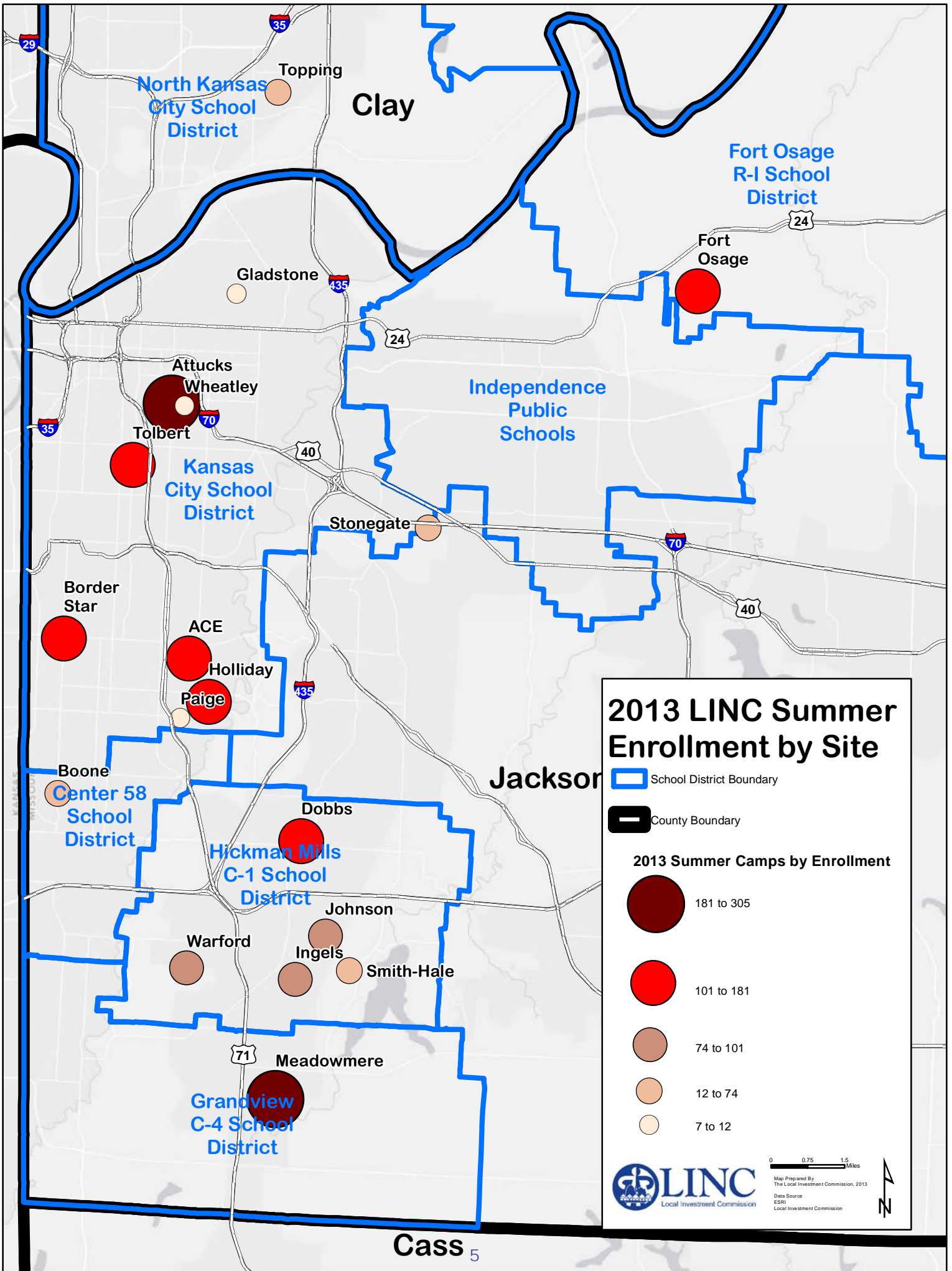
The meeting was adjourned.



# LINC

## 2013 Summer Programs

District	Location	Before & After Summer School	All Day Summer Camp	Dates	Grades	Hours
<b>Center</b>	Boone Elem.	X		June 3-June 27	K-5 (current school year)	6:30 a.m.-6:00 p.m.
<b>Fort Osage</b>	Cler-Mont Elem.		X	July 8-Aug. 2	incoming K-6	7:00 a.m.-5:30 p.m.
<b>Grandview</b>	Meadowmere Elem.	X		June 5-July 2	K-5 (current school year)	7:00-8:45 a.m. 12:45-6:00 p.m.
					6-8 (current school year)	11:30-6:00 p.m.
<b>Hickman Mills</b>	Dobbs Elem. (w/ Santa Fe Elem.)	X		June 3-28	K-5 (current school year)	7:00-8:30 a.m. 3:00-6:00 p.m.
	Johnson Elem. (w/ Truman Elem.)					
	Ingels Elem. (w/ Symington Elem.)				6-7 (current school year)	2:00-6:00 p.m.
	Warford Elem. (w/ Burke Elem.)					
Smith-Hale Middle	8-9 (current school year)					
<b>Kansas City, Mo.</b>	Gladstone Elem.	X		June 3-28	3-5 (current school year)	7:00-6:00 p.m.
	Paige Elem.					
	Wheatley Elem					
	ACCPA		X	June 3-July 12	pre K (4-year old) to grade 5 (current school year)	7:00 a.m.-6:00 p.m.
	Attucks Elem.					
	Border Star Montessori					
	Holliday Montessori					
Pitcher @ Stonegate						
<b>North Kansas City</b>	Topping Elem.	X		June 3-27	K-5 (current school year)	Mon.-Thur. 6:45-9:00 a.m. 3:00-6:00 p.m. Fri. 6:45 a.m.-6:00 p.m.
			X	July 1-31	K-5 (current school year)	6:45 a.m.-6:00 p.m.
<b>Charter/Other</b>	Tolbert Academy	X		May 31-July 3	incoming K-8	6:30 a.m.-6:00 p.m.



## 2013 LINC Summer Enrollment by Site

School District Boundary

County Boundary

### 2013 Summer Camps by Enrollment

- 181 to 305
- 101 to 181
- 74 to 101
- 12 to 74
- 7 to 12



0 0.75 1.5 Miles  
 Map Prepared By:  
 The Local Investment Commission, 2013  
 Data Source:  
 ESRI  
 Local Investment Commission





# LINC Caring Communities 2013 Summer Camp

## June 3-July 12

7:00 a.m.-6:00 p.m.

For students entering grades K-6



## Stonegate Meadows Housing Complex

10500 E 42nd St, Kansas City, MO 64133

**No enrollment fee for  
current LINC students.**

\$25 enrollment fee for new  
LINC students.

**NOW  
ENROLLING!**

For more information contact LINC Caring Communities  
site coordinator **Sheila Marshall**, (816) 418-4554





# Stone Gate Summer Camp 2013 Program Schedule

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 am-7:30 am	TRANSITION/ATTENDANCE	TRANSITION/ATTENDANCE	TRANSITION/ATTENDANCE	TRANSITION/ATTENDANCE	TRANSITION/ATTENDANCE
7:30 am-8:00 am	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST
8:00 am-8:30 am	MUSIC/MOVEMENT K-6th	MUSIC/MOVEMENT K-6th	MUSIC/MOVEMENT K-6th	MUSIC/MOVEMENT K-6th	MUSIC/MOVEMENT K-6th
8:30 am-9:30 am	TRANSITION/READING CIRCLES	TRANSITION/READING CIRCLES	TRANSITION/READING CIRCLES	TRANSITION/READING CIRCLES	TRANSITION/READING CIRCLES
9:30 am-10:30 am	I AM SELF PORTRAIT K-6th 6/10, 6/17, 6/24, 7/1, 7/8	TOE TICKLING FABLES K- 2nd 6/11, 6/18, 6/20, 6/27, 7/2, 7/9, 7/11	I AM SELF PORTRAIT K-6th 6/12, 6/19, 6/26, 7/3, 7/10	TOE TICKLING FABLES K- 2nd 6/13, 6/20, 6/27, 07/11	JUNE 14 – PLAZA LIBRARY 1:30 pm – 2:30 pm
	COMPUTER 5th-6th (max. 10 students)	SCIENCE/NATURE-GARDENING 3rd-6th COMPUTER 5th-6th (max. 10 students)	COMPUTER 5th-6th (max. 10 students)	HEALTH/NUTRITION 3rd-6th COMPUTER 5th-6th (max. 10 students)	
10:30 am-11:30 am	DRAMA/THEATRE K- 6th	TOE TICKLING FABLES 3rd- 6th SCIENCE/NATURE-GARDENING K-2nd	DRAMA/THEATRE K-6th	TOT TICKLING FABLES 3rd-6th HEALTH/NUTRITION K-2nd	JUNE 21 – B & D SKATE 2:00 pm – 4:00 pm
11:30 am-12:00 pm	CHARACTER COUNTS K-6th	CHARACTER COUNTS K-6th	CHARACTER COUNTS K-6th	CHARACTER COUNTS K-6th	
12:00 pm-12:30 pm	TRANSITION/LUNCH	TRANSITION/LUNCH	TRANSITION/LUNCH	TRANSITION/LUNCH	JUNE 28 - CHIEF SPORTS LAB 11:00 am – 1:30 pm
12:30 pm- 1:00 pm	TRANSITION/LUNCH	TRANSITION/LUNCH	TRANSITION/LUNCH	TRANSITION/LUNCH	
1:00 pm -2:00 pm	I AM SELF PORTRAIT K-6th 6/10 & 7/8	READING PROGRAM K-6 6/11, 6/25, 7/2, 7/9	I AM SELF PORTRAIT K-6th 6/12 & 7/10	FIRE SAFETY K-2 6/13 HANDWASHING K-2 6/27 (1:00 PM – 3:00 PM)	JULY 5 – TRAIN RIDE 12:00 pm – 1:00 pm
2:00 pm-3:00 pm	SWIMMING K-2nd CREATIVE WRITING 3rd-6th 6/10, 6/17, 6/24, 7/1, 7/8	TOE TICKLING FABLES K-2nd 6/25	ARTS/CRAFTS K-2nd DRAMATIC ART 3rd-6th 6/12, 6/19, 6/26, 7/3, 7/10	TOE TICKLING FABLES K- 2nd 6/6	
3:00 pm-4:00 pm	SWIMMING 3rd-6th CREATIVE WRITING K-2nd CREATIVE WRITING 3rd-6th	BOY SCOUTS K-6th HELLO KITTY GIRLS K-6th	MATH/REASONING K-2nd DRAMATIC ART 3rd-6th	STUDENT CHOICE LITERACY ACTIVITY	JULY 12 – PICNIC AT COLEMAN PARK 7:00 am – 3:00 pm
4:00 pm-4:30 pm	SNACK	SNACK	SNACK	SNACK	
5:00 pm-6:00 pm	TRANSITION HOME	TRANSITION HOME	TRANSITION HOME	TRANSITION HOME	TRANSITION HOME

## **A summer of reading for low-income children**

Each middle-income child at home typically has 13 age-appropriate books nearby. But for low-income children? Research shows there is one book for every 300 children.

Without books, low-income children get out of the habit of reading during the summer and struggle when school resumes. That's why the effort this week to distribute 10,000 books to elementary children in Kansas City Public Schools is so critical.

The Kansas City Summer of Reading initiative provided every child with one book to encourage family literacy and library use particularly during the summer. It's in the months that children aren't in school that many stop reading.

That contributes to a growing achievement gap between low-income and middle-income children.

"The average student loses up to one month of instruction during the summer months, with the loss greater among disadvantaged youth," Kansas City Superintendent Steve Green said. "Access to free books in the home provides students more opportunities to read regardless of their family's status. This in turn will lead to more successful reading experiences, which increases literacy greatly. We are thankful we have partners willing to provide important resources to our students during a time period when they need them most."

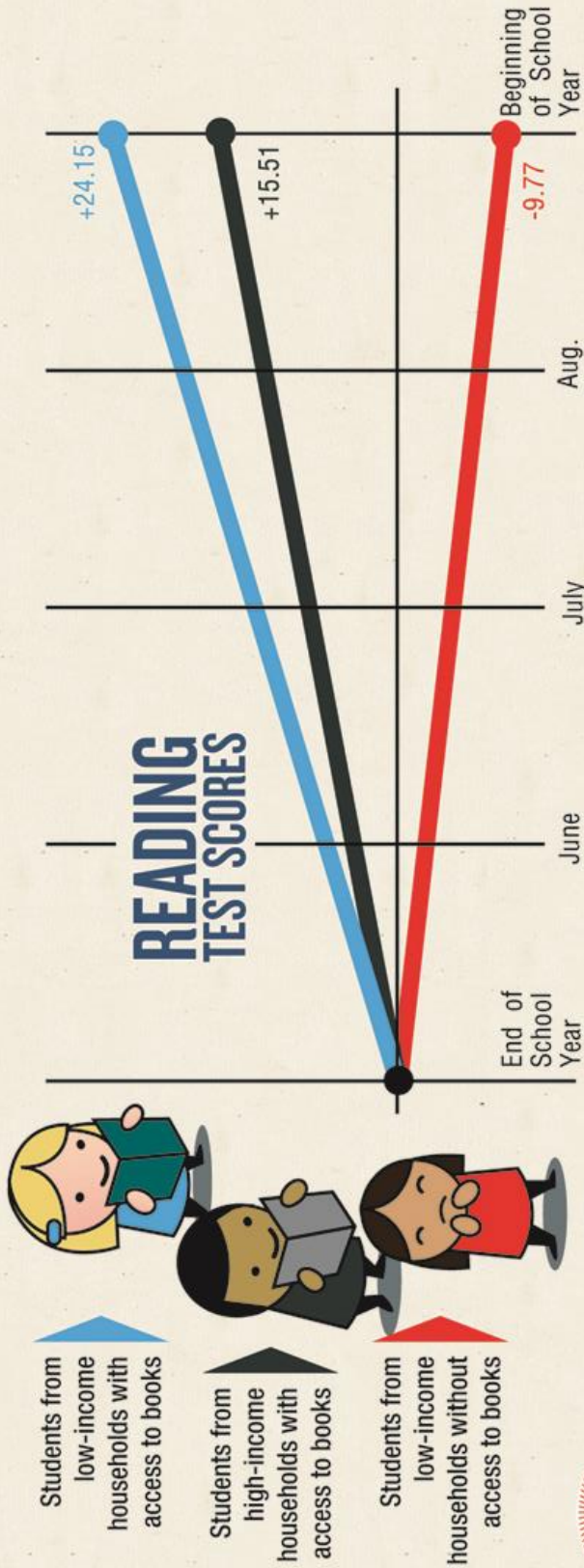
The investment of \$25,000 in the grade- and age-appropriate new books for Kansas City kids should help prime the pump for continuous reading and encourage families to continue the practice at area libraries. The sponsors of the initiative are the Kansas City Federation of Teachers and School-Related Personnel, the Kansas City Public Library, the Local Investment Commission and the Kansas City Mayor's office "Turn the Page KC" program to encourage young people to read.

"Reading is a life skill," said Brent Schondelmeyer, communications director with the Local Investment Commission. "Reading is a chance to discover, learn and do."

Getting more children hooked on books and reading would be a significant step forward and positively affect students' academic performance when school begins again in the fall. The gift of a good book cannot be overstated.

# KIDS WHO READ BEAT SUMMER SLIDE

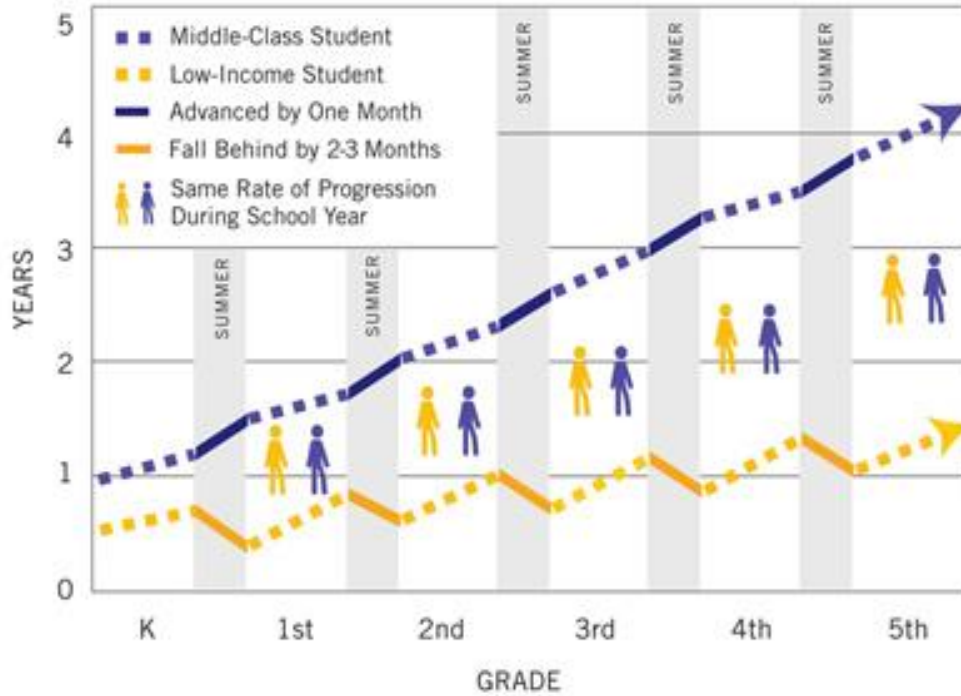
Studies show that access to books during the summer prevents a drastic loss in reading skill – especially for kids in need.



SOURCES: 1. Change in scores between end-of-year and following year testing as shown by the California Aptitude Test. (States, S. L., Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2012). Countering summer slide: Social capital resources within socioeconomically disadvantaged families. *Journal of Education for Students Placed at Risk*, 17(3), 165.)



## Low-Income Students Fall 2.5 to 3 Years Behind by Fifth Grade

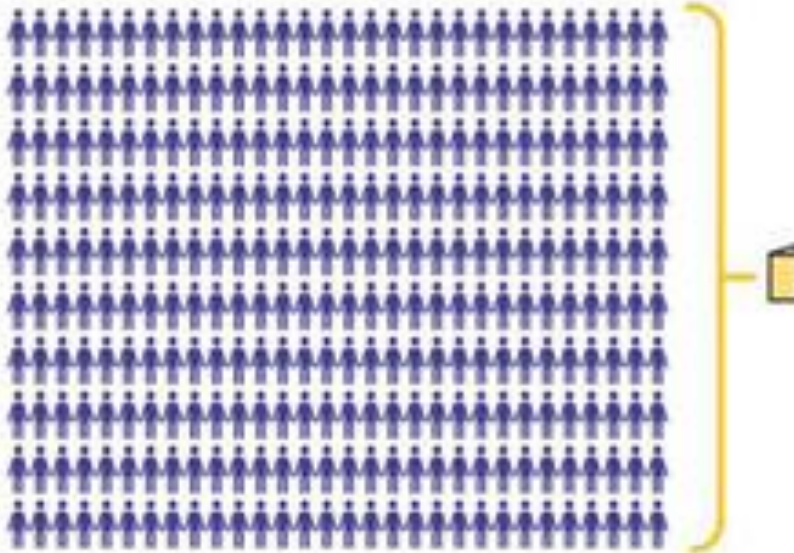


Source: Cooper, H., Borman, G., & Fairchild, R. (2010). "School Calendars and Academic Achievement." In J. Meece & J. Eccles (Eds.), *Handbook of Research on Schools, Schooling, and Human Development* (pp. 342-355). Mahwah, NJ: Erlbaum.

**MIDDLE-INCOME RATIO:  
13 BOOKS PER CHILD**



**LOW-INCOME RATIO:  
1 BOOK PER 300 CHILDREN**



# The Campaign for Grade-Level Reading

3<sup>rd</sup> GRADE READING SUCCESS MATTERS

## The 30 Million Word Gap The Role of Parent-Child Verbal Interaction in Language and Literacy Development

In 1995, researchers Betty Hart and Todd R. Risley published a study that highlighted the close link between children's academic success at ages nine and 10 and their verbal interaction with their parents during the first years of life. As they documented in their book, *Meaningful Differences in the Everyday Experience of Young American Children*, the vast gap in the amount of words and language heard by poor children and their wealthier peers from birth until age three leads to developmental delays that then predict a tougher climb to literacy. Because of this and other research we know:

**Parent-child verbal interaction is strongly associated with the development of children's vocabulary and emergent literary skills.**

- A great deal of attention is now being paid to research indicating that the amount of talk mothers direct to their children is strongly associated with the children's vocabulary growth (Hart and Risley 1995; Huttenlocher, et. al. 1991), as well as with their performance on measures of emergent literacy and print related skills (DeTemple and Snow, 1992). *From Neurons to Neighborhoods: The Science of Early Childhood Development*, 2000: 137
- "Children of mothers who read to them frequently have large vocabularies, as countless studies have shown. In an evaluation of the Early Head Start Program (2004), Helen Raikes and her colleagues have found the expected links between shared book reading and child vocabulary in more than 1,000 children seen at age 14 months, 24 months, and 36 months, even after adjusting for differences in mothers' verbal abilities." Brooks-Gunn, 2005: 146

**Parent-child verbal interaction is associated with development of conceptual knowledge (e.g. vocabulary, understanding of narrative and story structure) which together with subsequent development of decoding skills (e.g. phonological awareness, letter knowledge) leads to literacy.**

- Whitehurst and Lonigan (1998) distinguish between two kinds of emergent literacy skills: Conceptual knowledge<sup>1</sup> that directly supports children's understanding of the printed word (e.g. vocabulary, understanding of narrative and story structure) and decoding skills<sup>2</sup> that enable the child to translate print into sound and vice versa (e.g. phonological awareness, letter knowledge). Conceptual knowledge is initially conveyed orally, prior to the acquisition of decoding skills. There is a strong relationship between the two domains of emergent literacy skills among very young children, such that the development of conceptual knowledge indirectly influences the development of decoding skills. Storch and Whitehurst, 2001: 56, 65

<sup>1</sup> Whitehurst and Lonigan call this the "outside-in" domain of emergent literacy skills, meaning the domain of external, contextual information that allows the reader to make sense of the printed word.

<sup>2</sup> Whitehurst and Lonigan call this the "inside-out" domain of emergent literacy skills, meaning the domain of information contained inside the printed word.

- The ways in which parents and children interact at home shape early differences in literacy development. Parents can tailor their child’s vocabulary development and critical thinking skills to prepare them for school by engaging in frequent conversations in academic English. As children mature, parents may increasingly use complex sentences, narrative structures and diverse vocabulary (Huttenlocher, et. al. 1991, Hoff-Ginsberg 1991, Hart & Risley 1992, Haden 1997, Weizman & Snow 2001; Goldberg 1989; Azevedo, et. al. 2007). Children who experience this kind of instruction at home have larger vocabularies and greater syntactic and narrative skills than do children whose parents do not enact such instruction. Differences in children’s oral language skills emerge as crucial once children have mastered basic decoding and the focus shifts to reading comprehension around the 2<sup>nd</sup> and 3<sup>rd</sup> grades. (Raudenbush Proposal 2010)

**Researchers link the achievement gap between high and low SES children to differences in quality and quantity of verbal interaction in high and low SES families.**

- We know that variations in parenting are associated with social, economic and educational backgrounds. The link between parental talking and child vocabulary is one example. Parents who talk a lot to their children, ask questions, use many different words and discuss events are also more likely to be highly educated—but studies that measure parental education find that that link exists independent of parental education. Brooks-Gunn 2005, 143-144
- Mother’s provision of verbal stimulation differs by education and occupation. . . higher SES mothers, compared with lower SES mothers “talk more, provide more object labels, sustain conversational topics longer, respond more contingently to their children’s speech and elicit more talk from their children” (Hoff-Ginsberg and Tardif 1995). *From Neurons to Neighborhoods*, 2000: 294
- Adams (1990, p. 85) estimated that a typical middle-class child enters 1st grade with 1,000 to 1,700 hours of one-on-one picture book reading, compared with an average of just 25 hours for a child from a low-income family. Storch and Whitehurst, 2001
- Children whose early language experiences do not include academic English—including complex syntax, a diverse vocabulary, and narrative skills—face a cultural mismatch when they enter kindergarten and in ensuing grades (Devillers; Craig; Labov; Casden 2001; Boggs; Au; Heath). This situation can only be ameliorated if early educators emphasize oral proficiency in academic English and thereby prepare children for the transition to reading unfamiliar text with high levels of comprehension. (Raudenbush Proposal 2010)

**Verbal interaction between parent and child is part of a constellation of income-associated home characteristics and family practices that influence reading readiness.**

- Features of the home learning environment (parents’ interactions with their young children, their beliefs about learning and their children’s capabilities, family organization) account for sizeable differences in the learning opportunities that children are exposed to prior to school entry and, in turn, for the wide disparities in knowledge and abilities that characterize kindergartners (Duncan et. al.) *From Neurons to Neighborhoods*, 2000: 155

- Recent work has suggested that the home learning environment might be particularly important for understanding children’s cognitive development. Several studies have found that the more positive home learning environments of high income versus low income children account for as much as half of the gap in test scores of preschool children (Smith et al 1997). *From Neurons to Neighborhoods*, 2000: 294
- The home literacy environment (defined as frequency and duration of shared reading, access to books at home or library visits, independent examination of books) plays out its influence early in a child’s development. Literacy environment, together with parental expectations of their children’s school success and parental characteristics (IQ, education, reading behaviors) accounts for 40 percent of the variance in preschool children’s conceptual knowledge (based on a study of 367 4-year-olds in selected Suffolk County Head Start centers tracked through 2nd grade). Storch and Whitehurst, 2001: 64

Brooks-Gunn, Jeanne and Lisa Markman “The Contribution of Parenting to Ethnic and Racial Gaps in School Readiness.” *Future of Children* Vol. 15, Number 1, 2005.

Raudenbush, Stephen “Getting on Track Early for School Success: An Assessment System to Support Effective Instruction.” Proposal to the Annie E. Casey Foundation, May 2010.

Shonkoff, Jack and Debra Phillips, Eds. *From Neurons to Neighborhoods*. National Academies Press 2000.

Storch, Stacey A. and Grover Whitehurst. “The Role of Family and Home in the Literacy Development of Children from Low-Income Backgrounds.” *New Directions for Child and Adolescent Development* No. 92, Summer 2001.

Posted on Mon, Jun. 10, 2013

## **National leader urges on KC effort to improve child literacy**

By JOE ROBERTSON  
The Kansas City Star

Kansas City's Turn the Page KC crusade rallied its forces Monday, and a national leader in America's early reading campaign liked what he saw.

Kansas City can "close the gap between what we know ... and what we do about it," Ralph Smith said.

Smith, the managing director of the Campaign for Grade-Level Reading and a senior vice president of the Annie E. Casey Foundation, saw in full measure a lot of what is known.

First came the facts. Most children are not reading at grade level by the third grade. The ramifications run deep, with poor school performance producing dropouts and the greater likelihood of such life experiences as early pregnancy, unemployment and even prison.

It also is known that a determined universe of educators, social service providers and business and community leaders have long understood that the conditions must change.

That much also was clear by the fullness of the crowd in the Greater Kansas City Chamber of Commerce's board room in Union Station.

But what to do about it?

More than 100 cities are now joined in the grade-level reading network, but Smith said he feels Kansas City may be in a particularly strong position to help answer that question.

The Turn the Page KC effort, launched by Mayor Sly James in early 2012, has a range of partners and the makings of an intensive data collection effort that "is very exciting," Smith said.

A dozen or more agencies are working with the Kansas City Area Education Research Consortium to generate and share the test data and other performance measures.

"The role of this campaign is to get good ideas," Smith told The Star before Monday's rally. "There has been an abundance of good will (in many efforts to improve early reading), but not within a structure to be as effective as we want to be."

He hopes Kansas City will prove to hearten the national campaign, finding things that work and inspiring greater effort.

"People need to be persuaded that there is potential for success," he said. "What crystallizes the moral imperative to act is the feeling you can make a difference."

To reach Joe Robertson, call 816-234-4789 or send email to [jrobertson@kcstar.com](mailto:jrobertson@kcstar.com).



Wednesday, Jun 12, 2013

## **Editorial: An urgency to help young students read**

Research shows that three of four children who aren't reading proficiently by the end of third grade will struggle later and often drop out of school without a diploma.

So it's commendable that Kansas City Mayor Sly James has taken on the challenge with his "Turn the Page KC" initiative. The goal is to get many more students up to speed by the third-grade milestone.

It won't be easy. Data presented this week during a forum at Union Station showed that only a third of third-graders in Kansas City's many school districts are reading proficiently. In Kansas City Public Schools, it's only 19 percent. Turn the Page KC seeks to change that by using volunteers and enlisting civic, business and philanthropic groups to work with young readers.

James' effort has earned praise from Ralph Smith of the Annie E. Casey Foundation, managing director of the Campaign for Grade-Level Reading. The campaign wants to see at least a dozen states double the number of children from low-income families who are reading proficiently at the end of third grade by 2020.

Through Turn the Page KC, Kansas City has joined 135 communities in 35 states seeking to improve reading. The creation of an online network will enable them to learn from successes and avoid pitfalls.

Reading proficiency is key to success in life. Few goals are as deserving of a sustained effort.

## **Sunday Dialogue: A New School Schedule?**

Readers react to a proposal for a longer school year and day.

### **To the Editor:**

As schoolchildren around the country begin or approach their summer vacation, let's evaluate the point of this extended, yet outdated, interruption.

Our schools operate as though we remain in an agricultural age. No longer do kids need the summer off to be home to help the family with the crops. The typical American school day, from 7:30 or 8 a.m. to 2 or 3 p.m., is unnecessarily short and designed for an era that required children to run home to assist on the family farm. It's an absurd schedule from a time when a parent (and let's be real — it was Mom) was home waiting for the kids.

We should lengthen the school day to be in line with the schedule of working parents. With schools ending at 5 p.m., we could reintroduce all the "specials," like art and music and dance, that have been removed over time. More recess and arts programs, not more Common Core curriculum. No more homework, because the important learning and teaching would be done in school with professional teachers.

Take away the overly long summer "vacation," when kids lose ground in all subjects. Summer break invariably forces parents to scurry around finding summer camps and agonizing about how to pay for them.

But year-round schooling is not what I'm proposing. Schooling should be on a four-quarter schedule. Teachers would cover the topic quickly and interestingly, and remove the busywork and lackluster curriculum of the elongated school year we now have. Between quarters, students and teachers would have two or three weeks off. Teachers would get professional development and a rest. Students would get a brief brain break.

These reforms would cost money. But we must ask ourselves: What cost do we pay for not truly reforming our education system to equip our learners for these modern times?

**MEG STEWART**

Poughkeepsie, N.Y., June 3, 2013

*The writer is an education technology consultant.*

### **Readers React**

However wonderful one imagines one's schools to be, the fact is that the average American school system is not producing a high-school graduate with competent skills in reading, writing, math and technology.

The idealist in me heartily endorses Ms. Stewart's recommendation for restructuring the school year. The pessimist yells about unions, teachers' salaries, physical plant costs and the generally anti-intellectual nature of American culture. The pragmatist wants to look at the math.

One hundred eighty six-hour school days offer at best 900 hours of active learning time (with an hour off for lunch and breaks). Factor in days lost to catastrophic weather, preparation for standardized testing, the taking of standardized tests, school festivals, and family demands or illness, and the typical child probably gets something more like 170 days (850 hours) of

learning. Subtract another week for making up ground lost over the summer, then the hours of active learning fall to 825. And I think this number is optimistic.

Ensuring that students receive the full measure of education needed for a productive life and gainful employment means lengthening the school year to a minimum of 200 days. Broken into 10-week quarters, this leaves 3-week breaks between quarters.

Ms. Stewart may be recommending too much too fast, but she is looking in the right direction. American is clinging to a system that served us adequately in the past. What we need is a system that serves us well now and will serve us even better in the future.

**ELLEN B. CUTLER**

Aberdeen, Md., June 5, 2013

*The writer is an adjunct professor of art history at the Maryland Institute College of Art.*

Ms. Stewart's argument makes perfect sense and is supported by much of the emerging education literature. The contrary opinion is thin by comparison, but I cling to it: a thing called childhood.

Think back to the last day of school in the fourth grade, when summer loomed infinite. Those halcyon days afforded something special that cannot be equaled by two to three weeks off.

As the exigencies of modern-day living trickle down to childhood, we lose, even though her argument makes so much sense. Maybe a compromise would be for kids to skip a quarter every now and then.



**RICHARD ROTHENBERG**

Atlanta, June 5, 2013

I could not agree more with Ms. Stewart's letter advocating extending instructional days and the school year. Movement in that direction has already occurred in many charter and private schools that are liberated from arcane rules (including union-driven ones) that limit the school year and day.

I've run schools from 8 a.m. to 5 p.m. with all the electives, gym and creative arts during the last 90 minutes — a wonderful way to end the day.

Extending the school day and year makes educational sense. It also makes social policy sense and will particularly benefit lower-income families that do not have the resources for after-school day care, after-school enrichment programs, summer camps and so on.

But for this to happen we have to invest more in education — perhaps 25 to 35 percent more — to cover the cost of additional salaries and activities. Given reductions in education budgets, this seems unlikely.

GABRIEL MALDONADO

New York, June 5, 2013

*The writer is executive director of PROEA, an educational consulting service.*

While I find Ms. Stewart’s arguments for extending both the school day and year interesting, I think they are impractical. I am a teacher and worked in a “year round” school for four years.

We started Aug. 1 and had a two-week fall break, a three-week winter break, and a two-week spring break. After each break, the students had a difficult time adjusting to being back in school and didn’t remember what we were working on before the break. When new students transferred in, they were completely lost, as our curriculum was set up differently from that of their former schools.

The parents ended up hating the new schedule because it still left them with chunks of time to “figure out” child care during the school year. They eventually opted to return to the regular school schedule.

Another point to consider: Not all schools have the luxury of air-conditioning. It’s nearly impossible to encourage a child to think when it’s blazing hot in the classroom!

We don’t need to keep the children in school until 5 p.m. either. It is not my job to keep your child while you are at work. It is also not my job to keep young children focused from 8 a.m. to 5 p.m. That isn’t developmentally appropriate, nor should it be.

Education definitely needs an overhaul, but not simply to accommodate parents’ work schedule.

ANN L. KUHLMAN

Chicago, June 5, 2013

There’s an efficient, proven and less expensive way to accomplish what Ms. Stewart describes. Research shows us that quality after-school programs, like the ones already serving millions of kids across the United States, help them succeed in school and out.

After a full day of coursework, kids are ready for something different, and that’s just what after-school offers: hands-on learning; exposure to local businesses, mentors, artists, scientists and other experts; opportunities for exercise, music and art; and much more. Along the way, kids are exposed to activities they might not encounter otherwise — caring for a community garden, applying art and physics lessons in designing a skateboard, or building literacy skills by writing and producing a play.

After-school programs complement and supplement, but don’t replicate, in-school learning, and provide students with the social and emotional learning and leadership opportunities so necessary to succeed. Rather than simply adding extra classes, we would be better off with quality after-school programs available until at least 6 p.m. that engage kids in a range of hands-on, sleeves-rolled-up activities that address a variety of subjects and skills.

JODI GRANT

BEN PAUL

Washington, June 6, 2013

*Ms. Grant is executive director of the Afterschool Alliance, and Mr. Paul is president of After-School All-Stars.*

Ms. Stewart perfectly demonstrates the issue with summer vacation by labeling it an “interruption.” Summer break should not be viewed as a mandated break in which students must halt their learning for three months. Instead, summer vacation should be seen as an opportunity for students to pursue outside interests, develop vital practical skills and apply their hard-earned knowledge in enriching experiences.

Summer break is often the first time that older students participate in jobs and internships. Cutting summer vacation into shorter, spaced-out vacation blocks will virtually eliminate these internship opportunities.

Ms. Stewart argues that we need to prepare our students to participate in the modern world. I completely agree. We need innovators, thinkers, those who can come up with ideas of their own, not merely memorize the ideas of others. During summer vacations students can discover where their true passion lies.

We can, and should, get rid of the idea of summer “break.” Let’s replace it with a term worthy of our students and their talents; let’s cherish their summer “enrichment.”

EMILY COX

Fairfax, Va., June 5, 2013

*The writer is a high school junior.*

Ms. Stewart says that our schools have summers off because, in former times, farm children were needed to help the family with crops. My research on Michigan schools suggests that this is a widespread myth.

Except for year-round daily chores, the work of children was not much needed during summer months when crops were growing. In the 1800s, before mechanization of agriculture, crops had to be planted and harvested by labor-intensive means. Thus traditional American rural schools typically had six weeks off in spring for planting, and six weeks off in fall for harvesting, when the assistance of children was more needed.

The summers-off school pattern originated in the burgeoning American cities of the mid- and late-19th century. Dirt roads, lots of horses (with manure, urine and flies), few large trees for shade, and many buildings blocking cooling winds created cities that were hot, dusty, smelly, insect-filled, uncomfortable places to live in summer. Better-off families left the cities for cooler country or lakeshore homes during July and August.

By 1900, as cities came to socially and economically dominate their hinterlands, rural districts started changing to the summers-off pattern of the cities.

Today a majority of the nation’s classrooms still lack air-conditioning. Thus summertime heat and discomfort, which caused the summers-off pattern of city schools in the 1800s, remain relevant issues.

ROBERT J. THALER

Bay City, Mich., June 6, 2013

*The writer is president of the Michigan Academy of Science, Arts and Letters.*

I was an advocate for lengthening the school day for some time. After digging into the topic, though, I found that the United States actually has one of the higher totals of instructional time. Here is a nice [summary from the Center for Public Education](#), citing the Organization for Economic Cooperation and Development: “According to the O.E.C.D., the hours of compulsory instruction per year in these countries range from 608 hours in Finland (a top performer) to 926 hours in France (average) at the elementary level, compared to the over 900 hours required in California, New York, Texas and Massachusetts. Of particular note, no state requires as few hours as Finland, even though Finland scores near the top of nearly every international assessment.”

Of course, one could argue that Finland has a much different demographic than our schools, but these numbers are still intriguing. Finland recruits teachers from the top of graduating classes. They are doing more with better teachers and less time in class. Do we honestly think that our solution is to put our kids into school for longer days with subpar teachers?

I do like the idea of being a bit more in line with parents’ working schedules, but more so at the end of the day. There is abundant research showing that students perform better when they have slept sufficiently. We should entertain the idea of having middle and high school starting later in the day and ending later in the evening. There may be some merit to a quarterly schedule, but some pretty crafty curriculum planning and scheduling would need to be in order.

COREY SAVAGE

Dracut, Mass., June 5, 2013

*The writer is a Ph.D. student in educational policy at Michigan State University and a former high school biology teacher.*

Some students may need more time in school, but spare my children. I want them to be able to roam the woods, ride their bikes, build stuff and, above all, be in charge of their lives for a few precious hours a day. And while we are at it, reduce much of the nonsense called homework so they can spend the evening hours reading books of their own choosing.

As for summer vacation, I want those weeks so they can visit the grandparents farm, roam the pasture, smell the fresh air and swim in the local pond. And, yes, read more books when they tire of those wonderful activities. I truly resent the school day and year taking over more and more of their lives.

WILLIAM J. OEHLKERS

Barrington, R.I., June 5, 2013

### **The Writer Responds**

When I talk with other parents of school-age children, there is a level of dissatisfaction with the school system, and all have ideas for “fixing” it. I wrote my letter with hopes of generating discussion on a topic I care deeply about.

Some letter writers yearn for the days of their youth. Mr. Rothenberg and Mr. Oehlkers think back fondly to a time of cutoffs, fresh air and grandma’s farm. I had that, too. The childhood they recall is sweet in our memories but was crafted around a community in which an adult was always around to keep an eye on things.

I agree with Ms. Cutler that the United States is clinging to an antiquated system, a system that is seeing our nation’s boys fall through the educational cracks at alarming rates. And Finland would be a nice nation to emulate, Mr. Savage, if we could wrap our minds around thinking of

our best and brightest college graduates as future teachers, with pay and respect on par with that of medicine, the law or banking.

Mr. Maldonado and Ms. Kuhlman need to talk. I'm interested in hearing more about full-day and year-round implementations that worked and failed. My sense from the letters is that the current educational system is far from perfect, and evaluated tinkering is needed.

Though I can appreciate the after-school programs that Ms. Grant and Mr. Paul discuss, my fear would be codifying a system in which some kids go to after-school programs and others opt out. I wish to see all kids, regardless of means, participating in the full breadth of literacy and hands-on offerings.

This is not about taking away our children's precious childhood. We are medicating kids to sit still and pay attention, so that they can put a laserlike focus on materials that are less than invigorating. Can we try something new, adding more physical activity and different types of curriculum to stimulate different learning pathways?

MEG STEWART

Poughkeepsie, N.Y., June 7, 2013

April 12, 2013

Dear <<Parent First Name>> << Parent Last Name>>,

**Good news!** Your family may receive extra food benefits through the SEBTC\* program again this summer.

Our records show that your family:

- still lives in the Kansas City, Hickman Mills, or Center school district,
- has at least one school-age child,
- qualifies for free & reduced lunch, and
- received the SEBTC benefit in 2012.



*This year new children cannot be added to the program, regardless of eligibility. Only children who received the benefit in 2012 are eligible in 2013.*

Our records show the following children live with you and are eligible for SEBTC:

<<Names of children in households here; longest character count is 115 which is equally as long as this sentence.>>

If our information is wrong or you have lost your card, please call 816-410-8367.

2013 SEBTC Benefit Delivery Days and Amounts Per Child				
May 28 6 pm	May 31 6 am	June 30 6 am	July 31 6 am	Total (per child)
\$8	+	\$60	+	\$60
			+	\$26
			=	<b>\$154</b>

## Remember:

- The benefit amount is per child and based on the number of days when school is not in session during the summer months.
- Food Stamps and Temporary Assistance are NOT affected by SEBTC benefits.
- The SEBTC benefits can be used anywhere Food Stamps are accepted.

Please let us know if you move this summer! Call 816-410-8367.

\*Summer Electronic Benefit for Children

<<HOUSEHOLD ID>>

<<JOHN>> <<SMITH>>

<<1234 MAIN ST., APT A>>

<<KANSAS CITY>>, <<MO>> 64111

Bạn có nói tiếng Việt không?  
هل تتكلم اللغة العربية؟  
你会不会讲普通话？  
Parlez-vous français?  
[www.kclinc.org/SEBTC](http://www.kclinc.org/SEBTC)



12 de abril de 2013

Estimado <<Parent First Name>> << Parent Last Name>>,

**¡Buenas noticias!** Su familia puede recibir los beneficios de SEBTC\* de nuevo este verano.

Nuestras anotaciones dice que su familia:

- todavía vive en uno de los distritos escolares de Kansas City, Hickman Mills, o Center,
- tiene al menos uno niño de edad escolar,
- cualifica por comidas escolares gratuitas o a precio reducido, y
- recibió el beneficio en el año 2012



*Este año no podemos añadir hijos nuevos al programa, con independencia de elegibilidad. Solo los hijos que recibieron el beneficio durante el año 2012 son elegibles para 2013.*

Nuestras anotaciones dice que los siguientes niños viven consigo y son elegibles para SEBTC:

<<Ponerse los nombres de los niños de la casa aquí. La frase más larga es 115 que es el mismo número de esa frase>>

Si la información está equivocada, o Ud. ha perdido su tarjeta, por favor llamar al 816-410-8367.

Días de agrega y la cantidad por cada niño para el 2013 SEBTC				
28 de mayo 6 pm	31 de mayo 6 am	30 de junio 6 am	31 de julio 6 am	Total (cada niño)
\$8	+	\$60	+	\$60
			+	\$26
			=	\$154

## Recuerda:

- La cantidad del beneficio es por cada niño, y está basada en el número de días cuando ellos no asisten a la escuela durante los meses del verano.
- Los beneficios de SEBTC NO afectará sus beneficios de SNAP ni de Ayuda Temporal.
- Los beneficios SEBTC pueden usarse para comprar los mismos artículos como SNAP.

¡Si se muda este verano, necesita comunicarse con nosotros! Llame al 816-410-8367.

\*EBT para Niños durante el Verano

<<HOUSEHOLD ID>>

<<JOHN>> <<SMITH>>

<<1234 MAIN ST., APT A>>

<<KANSAS CITY>>, <<MO>> 64111

Bạn có nói tiếng Việt không?

هل تتكلم اللغة العربية؟

你会不会讲普通话？

Parlez-vous français?

[www.kclinc.org/SEBTC](http://www.kclinc.org/SEBTC)

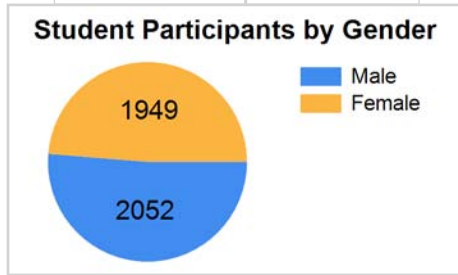
## SEBT 2013 Management Report (as of 6/12/2013 10:06:43 AM)

### 2013 Participant Eligibility Information

Eligibility Category	Number of Students
2013 - Aged Out	225
2013 - No longer free or reduced lunch	174
2013 - No longer in eligible school district.	964
2013 - Prior Unused Benefit; Unable to locate	2
2013 Participant	4001
Total	5366

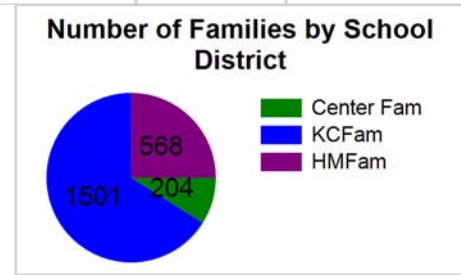
### Participants by Gender

Male	Female
2052	1949



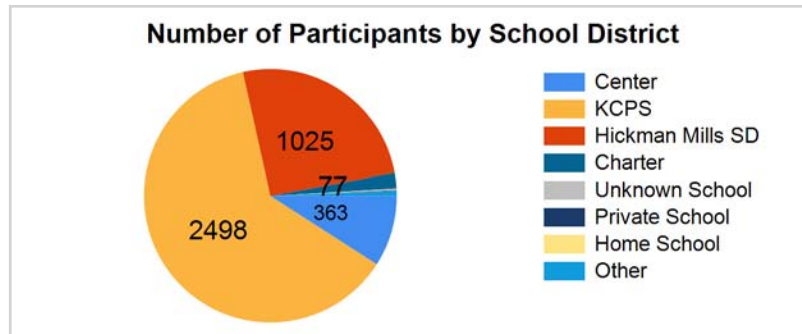
### Families by School District

Center SD	KCPS	Hickman SD
204	1501	568



### Participants by School District

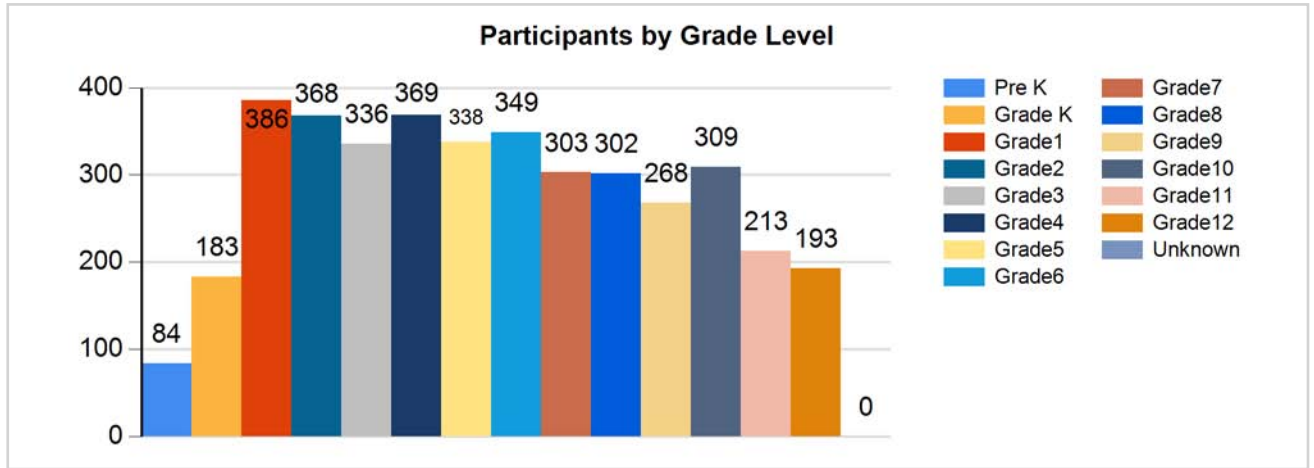
Center SD	KCPS	Hickman SD	Charter	Unknown	Other	Private	Home Schooled
363	2498	1025	77	9	26	3	0



## SEBT 2013 Management Report (as of 6/12/2013 10:06:43 AM)

### Participants by Grade Level

Pre-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Unknown
84	183	386	368	336	369	338	349	303	302	268	309	213	193	0



### State Eligibility and Support Issues

Issue	Total Reported	Open Issues	Resolved
Add Child	11	0	11
Address	71	0	71
Benefit question	1	0	1
Guardian	66	0	66
Lunch Status	112	0	112
Other	1	0	1
Reissue Card	66	0	66
Residency	13	0	13
<b>Total</b>	<b>341</b>	<b>0</b>	<b>341</b>

# Restarting the Educational Policy Fellowship Program in the Missouri-Kansas Region

## Background

This proposal is intended to restart the **Educational Policy Fellowship Program (EPFP)** in the Missouri-Kansas region with a new set of partners and supporting organizations.



EPFP, organized by the **Institute for Educational Leadership (IEL)**, has provided cross-boundary leadership training to over 150 educational and community leaders from the region. Although EPFP went dormant a couple of years ago, the need to provide this kind of collaborative leadership development and training persists.

(A list of Kansas City area EPFP alumni is attached.)

## The Idea

The idea is to restart the EPFP by creating a new set of collaborative partners and a broad leadership group to guide its development including contact and recruitment of potential EPFP fellows.

Key initial partners would be the **Cooperating School Districts of Greater Kansas City (CSDGKC)** and the **Local Investment Commission (LINC)**. Other institutional partners would be sought and welcomed.

This idea has been discussed with IEL president **Martin Blank** and also **Dr. Gus Jacobs**, who led the local EPFP for several years.

IEL has provided basic MOU and budget information for other EPFP efforts. This information can provide guidance on potential program costs and operational relationships. We would be free to develop our own approach to address local concerns or opportunities. (See attachments.)

## General Considerations

The following are general considerations identified in preliminary conversations about restarting the Missouri-Kansas EPFP program.

**Program Size:** The general feeling is that a successful EPFP cohort group would involve 10-15 individuals – a sufficient number to provide both a rich leadership experience and basic core funding (through tuition) to support the local program.

**Program Coordination:** Gus Jacobs is willing to provide ongoing leadership for the Missouri-Kansas EPFP program but wants to bring on a co-leader to support the restarted program.

**Program Content:** While the previous program provided a high-quality, well-regarded program, the belief is that program content can be expanded to include cross-sector issues such as changing demographics, poverty, opportunity, and support services.

**Program Start:** The program should be restarted when a strong initial group has been recruited and program components – the curriculum and leadership – are in place. While there is a desire to start in the fall of 2013, we should start when we are ready.

**Budget:** The program would need to be financially self-sustaining – most expenses would need to be covered by the tuition fee – though the organizing partners would provide in-kind staffing and support. For example, LINC is willing to develop marketing materials and outreach to help with recruitment, and offer administrative support. Local philanthropic support may be available, but no requests have been made. (A sample budget for the Colorado EPFP is attached.)

**Tuition Fee:** EPFP tuition is roughly estimated to be \$2,500 not including travel expenses associated with the Washington, D.C., seminar. These details will need to be worked out.

## Next Steps

These are general next steps to restarting the EPFP.

- CSDGKC and LINC each would agree, in principle, to be a supporting partner of a revived local EPFP effort.
- The initial organizing parties (CSDGKC and LINC) would convene a small group to serve as an initial steering committee to work through leadership, budget and costs to participating EPFP fellows or sponsoring institutions.
- A co-leader would be identified and recruited.
- Additional budgetary information including expenses and potential outside funding would be developed and reviewed.
- Potential recruitment materials would be developed in draft form so materials can be readily available if the decision is made to restart the local EPFP program.

## Summary

None of these discussions and next steps commit any of the organizing parties to proceed or to full participation. They are, however, essential for gauging the interest and support necessary to develop a valuable, sustainable, locally developed leadership program.

# Kansas City Area Alumni

## Kansas

### *Fort Leavenworth*

Matthew Broaddus	2008-2009
Robert Salvatorelli	2009-2010
Carey Walker	2008-2009

### *Kansas City*

Marcy Clay	2007-2008
Jayson Strickland	2007-2008
Eva Tucker-Nevels	2006-2007

### *Overland Park*

Steve Loe	2008-2009
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### *Shawnee*

Lisa Gruman	2006-2007
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### *Shawnee Mission*

Julia Crain	2007-2008
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## Missouri

### *Belton*

Carrie Bachmeier	2008-2009
Sara Jones	2007-2008
Tanya Shippy	2009-2010

### *Gladstone*

Marla Wasserman	2006-2007
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### *Independence*

Brad Smith	2009-2010
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### *Kansas City*

Deidre Anderson	2006-2007
Trasi Ashley	2008-2009
Janet Baird	1980-1981
Nan Bone	2009-2010
Kathleen Boyle Dalen	2006-2007
Dan Clemens	2008-2009
Sheryl Cochran	2007-2008
Kris Collins	2007-2008
Gwendolyn Cooke	1993-1994
Timothy Decker	2006-2007
Tricia DeGraff	2008-2009
Paul Fregeau	2008-2009
Juan Gonzalez	2006-2007
Cecilia Green	2008-2009
Erica Hernandez-Scott	2009-2010
Perry Hilvitz	2009-2010
David Ketchum	2008-2009
Millie Krna	2009-2010
Patricia MacDonald	2006-2007
Pam Marsh	2008-2009
Terita McCauley	2007-2008
Clark Mershon	2006-2007
Lannie Milon	2009-2010
Gislaine Ngounou	2009-2010
Chace Ramey	2007-2008
Jovanna Rohs	2007-2008
Frederick Skretta	2009-2010
Kimberly Smith	2006-2007
Tammy Stone	2007-2008
Danny Tipton	2009-2010
Charron Townsend	2008-2009
Jennifer Waddell	2006-2007
Linda Williams	2008-2009

### *Lee Summit*

Allaire George	1985-1986
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## **U.S. suburbs have more poor than the cities do, study finds**

By RICK MONTGOMERY  
The Kansas City Star

The number of impoverished people in America's suburbs surged 64 percent in the past decade, creating for the first time a landscape in which the suburban poor outnumber the urban poor, a new report shows.

An extensive study by the Brookings Institution found that poverty is growing in the suburbs at more than twice the pace that it's growing in urban centers. The collapse of the housing market and the subsequent foreclosure crisis were cited as aggravating a problem that was developing before recession struck in the late 2000s.

By 2011, the suburban poor in the nation's major metropolitan areas outnumbered those living in urban centers by nearly 3 million, according to "Confronting Suburban Poverty in America," a book to be released today by Brookings' Metropolitan Policy Program.

The study placed the number of suburban poor at 16.4 million in 2011, up from about 10 million in 2000.

Around Kansas City, patterns of poverty have been quietly shifting for some time. But the economic downturn and job losses brought suburban poverty out of the shadows, said Karen Wulfkuhle, executive director of United Community Services of Johnson County.

"In the last three or four years, we've seen a growing understanding and recognition of suburban poverty," she said. "It's hitting people who have been here (in Johnson County) all their lives."

More than 12 percent of Johnson County children 5 years old or younger lived below the poverty line in 2011. That figure was just 4.5 percent in 2008, Wulfkuhle said.

"Poverty isn't a static thing," she added. "People don't stay on one side of the (poverty) line or the other. They move back and forth."

More than 23,000 pupils in the county's public schools qualified for free or reduced-price lunches in the 2012-13 school year — triple the number from a decade ago.

In suburban Platte County, the number of people receiving food stamps climbed 11 percent between 2009 and the end of last year. Cass County saw a 15 percent jump in that time.

The Brookings study attributed part of the shifting poverty patterns to overall population growth in the nation's suburbs, where much of the housing stock is more than 50 years old.

## Hidden in suburbia: poverty

Kansas City area social service agencies have long warned of an overlooked amount of poverty in the suburbs. Now it can't be ignored.

A new study by the Brookings Institution notes that the suburban poor in this country outnumber the urban poor. The study found that poverty in the suburbs is growing more than twice as fast as in America's urban cores, and Kansas City is no exception.

The Great Recession and sluggish recovery with high unemployment and housing foreclosures are partly to blame. But more people also have left cities seeking better schools and safer communities.

More than half of the people living in poverty are under age 25, said Carol Smith, vice president of community impact with the United Way of Greater Kansas City. In many of those families, people are working. They have just been unable to keep up financially.

Often people in the suburbs don't know where to turn for help and wait too long to ask for assistance, said Laura Flynn, housing services administrator with the Salvation Army in Olathe, which has a waiting list of dozens of families for homeless shelter space.

Poverty in the suburbs is more diffused than in the city, but each area has similar concerns of housing, transportation, clothing, utilities and food.

"We've been saying for some time that the hunger rate was growing faster in the suburbs than in the rural and urban areas," said Ellen Feldhausen, spokeswoman with Harvesters — the Community Food Network.

Fortunately organizations such as the United Way, the Salvation Army and Harvesters marshal community resources to combat poverty. It's also good that the efforts are community-wide, enabling social service agencies to keep up with the mobility of the population.

That will become more important as cutbacks in federal programs for the poor are threatened and jobs with higher wages remain hard to find.



The authors said the trends demand new approaches in social-welfare efforts, which emphasize “place-based” programs to help neighborhoods with large concentrations of poor residents. Suburban poverty, by contrast, tends to be diffuse and spread across fragmented communities.

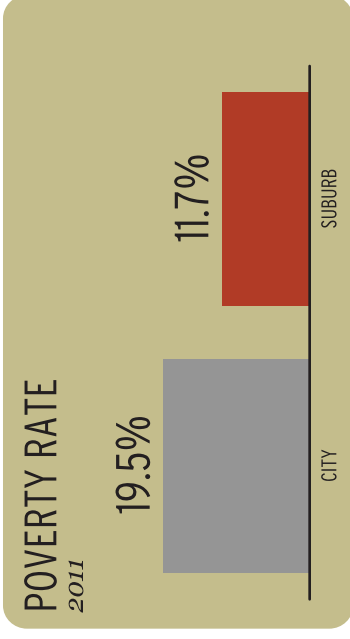
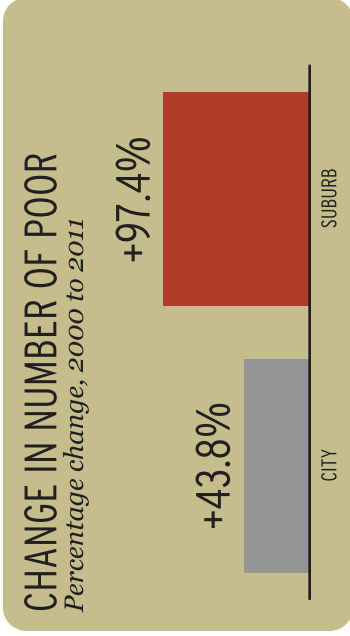
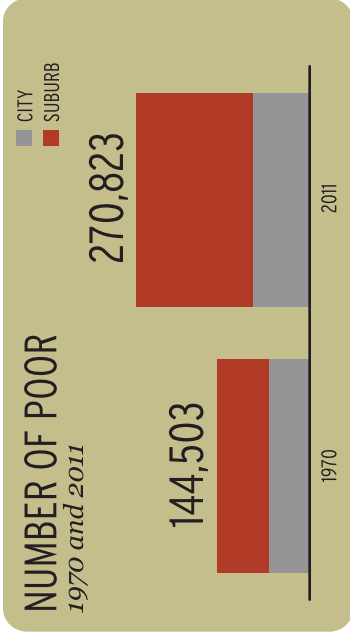
“Poverty is touching more people and places than before, challenging outdated notions of where poverty is and whom it affects,” said co-author Elizabeth Kneebone.

Although the number of poor people in suburbia has edged past the urban poor population, poverty continues to affect a higher percentage of city residents. The report noted that 22 percent of urban dwellers, on average, live below the poverty line compared with about 12 percent of suburbanites.

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# CONFRONTING SUBURBAN POVERTY IN AMERICA

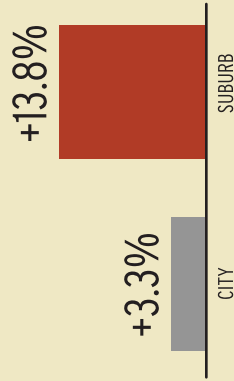
## Kansas City, MO-KS Metro Area Profile



### DRIVING FORCES

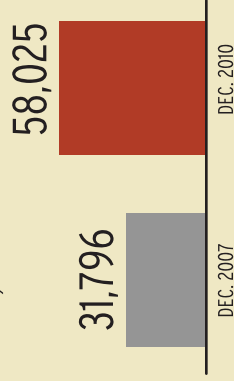
A number of factors help shape poverty trends over time:

**Population Change**  
Percentage change, 2000 to 2010



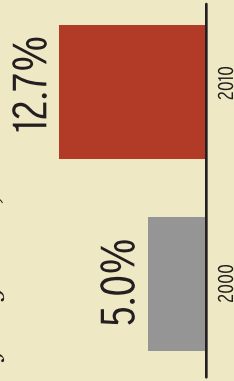
**The Economy**

Suburban unemployed population,  
Dec. 2007 and Dec. 2010



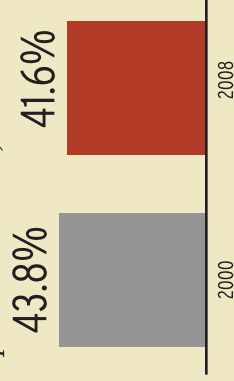
**Immigration**

Share of suburban poor who  
are foreign-born, 2000 and 2010



**Housing**

Share of housing choice voucher  
recipients in suburbs, 2000 and 2008

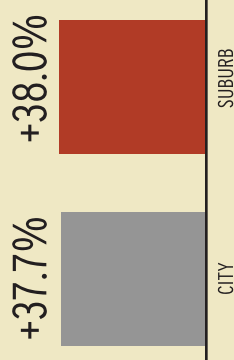


### IMPLICATIONS

Shifting poverty affects existing services and infrastructure like:

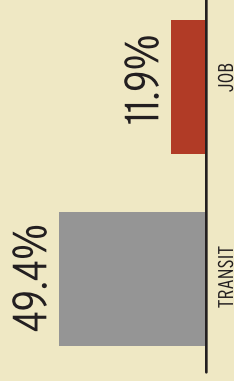
**Schools**

Percentage change in students  
receiving Free and Reduced  
Price Lunch, 2005-06 to 2009-10



**Transportation**

Share of residents in low-income  
suburbs with transit access,  
and share of jobs accessible  
via transit within 90 minutes



### SOURCES

U.S. Census Bureau; U.S. Bureau of Labor Statistics; U.S. Department of Education; Covington, Freeman, and Stoll, "The Suburbanization of Housing Choice Voucher Recipients;" Tomer, Kneebone, Puentes, and Berube, "Missed Opportunity: Transit and Jobs in Metropolitan America"

# CONFRONTING SUBURBAN POVERTY IN AMERICA

## METROPOLITAN AREAS WITH THE LARGEST INCREASES IN CITY AND SUBURBAN POVERTY RATES, 2000 TO 2010

SUBURBAN POVERTY			PRIMARY CITY POVERTY		
Metropolitan area <sup>a</sup>	Poverty rate 2000–10 (% point change)	Poverty rate 2010 (percent)	Metropolitan area <sup>a</sup>	Poverty rate 2000–10 (% point change)	Poverty rate 2010 (percent)
Cape Coral, Fla.	8.0	18.6	Grand Rapids, Mich.	14.3	30.0
Greensboro-High Point, N.C.	6.7	15.6	Akron, Ohio	11.9	29.4
Colorado Springs, Colo.	6.0	12.4	Dayton, Ohio	11.5	34.5
Atlanta, Ga.	5.9	13.9	Ogden, Utah	11.2	27.7
Grand Rapids, Mich.	5.8	12.1	Detroit-Warren, Mich.	11.2	34.9
Dayton, Ohio	5.8	12.8	Indianapolis, Ind.	9.3	21.1
Detroit-Warren, Mich.	5.8	12.1	Boise City, Idaho	8.9	17.3
Youngstown, Ohio-Pa.	5.8	15.2	Cincinnati, Ohio-Ky.-Ind.	8.7	30.6
Boise City, Idaho	5.6	15.6	Allentown, Penn.-N.J.	8.5	27.0
Salt Lake City, Utah	5.1	11.3	Milwaukee, Wis.	8.2	29.5
Lakeland, Fla.	5.1	17.7	Kansas City, Mo.-Kan.	8.2	25.3
Jacksonville, Fla.	5.1	13.1	Palm Bay, Fla.	8.0	17.5
Tampa-St. Petersburg-Clearwater, Fla.	4.6	14.1	Greensboro-High Point, N.C.	7.9	20.5
Las Vegas, Nev.	4.5	14.7	Toledo, Ohio	7.9	25.8
Columbus, Ohio	4.5	10.5	Rochester, N.Y.	7.9	33.8

Source: Brookings Institution analysis of decennial census and ACS data.

a. Metropolitan area names have been adjusted to reflect

## EXECUTIVE SUMMARY

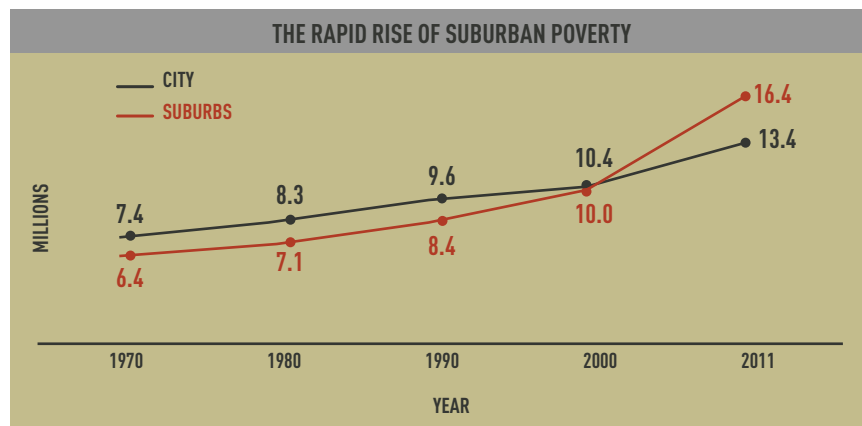
Elizabeth Kneebone and Alan Berube

Nearly 50 years after President Lyndon Johnson declared a national war on poverty, public perception still largely casts poverty as an urban or rural phenomenon. While cities and rural areas continue to struggle with entrenched and growing poverty, the last few decades—and the 2000s in particular—brought complicated changes to suburban communities that for several decades defined the middle-class American dream.

Today, suburbs house a larger and faster-growing poor population than either cities or rural areas. More types of people and places are being touched by economic hardship than in the past, including those that may have once seemed immune to such challenges. As poverty becomes increasingly regional in its scope and reach, it challenges conventional approaches that our nation has taken when dealing with poverty in place, and it raises a number of questions. Why is poverty growing in suburbia? What are the consequences for those places and their residents? And what, if anything, should society do about it?

### SUBURBAN POVERTY, BY THE NUMBERS

During the 2000s, for the first time, the number of poor people in major metropolitan suburbs surpassed the number in cities. Between 2000 and 2011, the poor population in suburbs grew by 64 percent—more than twice the rate of growth in cities (29 percent). By 2011, almost 16.4 million residents in suburbia lived below the poverty line, outstripping the poor population in cities by almost 3 million people. Over the same period, poverty rates rose by nearly equal degrees in cities and suburbs (more than 3.5 percentage points), although the urban poverty rate remained almost 10 percentage points higher than the suburban rate on average (22 percent versus 12 percent, respectively).



Even as poverty regionalized over the course of the decade, it became more concentrated in poor neighborhoods. By the end of the 2000s, more than one-third of the suburban poor population lived in neighborhoods struggling with poverty rates of at least 20 percent. This signals that suburbs increasingly face the challenges of concentrated disadvantage, and that the nation may be at risk of replicating in suburbs the mistakes it has worked for decades to reverse in cities.

Underscoring the regional nature of modern poverty, poor residents in cities and suburban poor residents resemble one another demographically and economically. For instance, similar shares of poor residents in cities and suburbs are working age, worked full- or part-time in the past year, held a bachelor's degree, or lived in deep poverty (with incomes less than half the poverty line).

# CONFRONTING SUBURBAN POVERTY IN AMERICA

## WHAT'S DRIVING SUBURBAN POVERTY

Poverty grew in suburbs as more low-income residents moved to suburbia and as more long-time suburban residents slipped down the economic ladder. A number of factors contributed to these trends, including:

- **Jobs and the economy:** during the 2000s, suburban poverty rose as regional economies declined in the Midwest and Northeast; the housing market collapsed throughout the Sun Belt; jobs continued to sprawl outwards within metropolitan areas; and job growth in lower-paying occupations outpaced middle-class job creation.
- **Population and immigration:** suburbs continued to add population at a faster pace than cities over the past decade, and as suburbia grew it continued to diversify both economically and demographically. Foreign-born residents contributed to the population growth in suburbs during the 2000s. However, while immigrants accounted for 30 percent of suburban population increases, they made up just 17 percent of the growth in the suburban poor population.
- **Housing:** the aging of housing stock; greater use of housing vouchers in suburbs; and the impact of the foreclosure crisis opened up more affordable housing options for low-income residents in suburbia during the 2000s.

## IMPLICATIONS OF SUBURBAN POVERTY

While some of the suburban poor enjoy access to higher-quality communities than their inner-city counterparts, others face obstacles to economic stability and success that stem from where they live. Poor residents in suburbs often must grapple with issues such as:

- **The jobs mismatch:** growth in poverty and growth in employment often occur in different parts of the region. This means that even as jobs and poor residents become more suburban, low-income workers may face barriers to accessing employment located at greater distances in the metro area.
- **The transportation challenge:** limited or absent public transit in many suburban communities can make it more complicated for low-income suburban workers to overcome the jobs mismatch, especially if they are unable to afford and maintain a reliable car. It can also make it more difficult for residents to access critical safety net and support services.
- **The strained safety net:** the suburban safety net is patchier and less developed compared to the range of services often found in cities. Many communities lack key services altogether, and the services that are available face increasing strain from growing demand. More people are accessing the safety net for the first time even as funding streams for those services have remained flat (if not declined).
- **Access to quality schools:** the number of students receiving free and reduced-price lunch grew faster in suburbs than in cities during the 2000s, straining resources in many districts as schools worked to meet the needs of a quickly growing low-income population. On average, low-income students in suburbs remain more likely to go to a better-performing school than poor city residents, but their schools tend to significantly under-perform those that higher-income suburban students attend.
- **The problem of perception:** outdated understandings of where poverty is and whom it affects—among funders, service providers, elected officials, or community residents—can frustrate efforts to address the causes and implications of the growing reach of poverty within metro areas. These barriers are often accompanied by lack of political will, which can further complicate effective responses.

# CONFRONTING SUBURBAN POVERTY IN AMERICA

As poverty has grown in recent years and touched more people and places, a diverse array of suburbs find themselves facing these shared challenges, whether they are located in growing or declining regional labor markets and whether their communities are adding or losing residents overall. However diverse their experiences and histories may be, the current framework for addressing poverty in place often falls short of addressing the needs and opportunities in these communities.

## FIGHTING TODAY'S POVERTY WITH YESTERDAY'S POLICIES

In the decades since the War on Poverty, numerous policies and programs have evolved to address poverty in place. Today, the federal government spends \$82 billion dollars on more than 80 such programs, spread across 10 different agencies. By and large, these efforts aim to improve neighborhoods by upgrading the physical and economic environments in poor neighborhoods (e.g., Community Development Block Grant, New Markets Tax Credit); deliver services in communities to meet basic needs or help residents find and keep employment (e.g., Title I school funding, Consolidated Health Centers); or expand opportunity by giving residents a wider set of options (whether related to jobs, housing, or education) elsewhere in the metro area (e.g., Housing Vouchers, Charter School financing).

However, none of these types of programs was built with suburbs in mind. Poverty in suburbs tends to spread over larger areas that are a poor fit for neighborhood improvement programs, which often fail to encourage collaboration among fragmented suburban jurisdictions. Service delivery programs are also a poor match for dispersed suburban poverty, especially in small, resource-strapped municipalities. And many lower-income suburbs include residents who took advantage of programs to expand residential opportunity, but who now find themselves further isolated from social and economic opportunity. Finally, these approaches fail to confront the lack of capacity, fragmentation, and inefficient and inflexible funding sources that often exist in suburbia.

## INNOVATING LOCALLY TO CONFRONT SUBURBAN POVERTY

Despite these challenges, innovative organizations and approaches in metro areas across the country are succeeding at better addressing the regional scope of modern poverty and opportunity in three key ways:

- **Achieving scale** geographically and through the range of services and functions they provide, like Neighborhood Centers in Houston, a \$275 million social service nonprofit that provides a seamless continuum of services to more than 400,000 low-income residents annually in upwards of 60 locations across the Houston region.
- **Collaborating and integrating** to overcome jurisdictional, programmatic, and sectoral fragmentation, like the interjurisdictional collaborations that have formed in the suburbs around Chicago. Following the collapse of the housing market, a collection of 5 municipalities in West Cook County and 19 jurisdictions on Chicago's southside banded together to attract federal foreclosure aid and to plan jointly around housing rehabilitation, transit-oriented development, and land banking.
- **Funding strategically** by creating market-oriented vehicles and creatively applying government and philanthropic support in more outcome-driven ways, like the Mortgage Resolution Fund. This a consortium of four leading national low-income housing organizations, which received flexible, enterprise-level federal and state finance to purchase and modify non-performing loans, help homeowners keep their homes, and stabilize and revitalize communities.

Many of the leading local innovations addressing suburban poverty benefit from, or rely on, intermediaries—regional “quarterbacks” that work to untangle and navigate the convoluted map of current services and funding streams to develop more effective and efficient solutions at the geographic scale of the challenge.

# CONFRONTING SUBURBAN POVERTY IN AMERICA

## MODERNIZING THE METROPOLITAN OPPORTUNITY AGENDA

Learning from these and other innovators, and the challenges they continue to face in navigating a fragmented and outdated system, public, private, and nonprofit leaders can act in the short term to ease the way for smarter regional solutions in a resource-strained environment. They should also pursue a longer-term vision to remake how federal policies address poverty and place, and ultimately shape the way practitioners and policymakers promote metropolitan opportunity.

Three priorities should animate near-term policy reforms to confront region-wide poverty in a smarter way:

- **Getting to scale** by improving systems and networks, promoting high-performance organizations, and supporting smart consolidation.
- **Promoting collaboration and integration** by identifying and reducing barriers to integration and collaboration, rewarding approaches that cut across programs and jurisdictional lines, and catalyzing regional capacity.
- **Funding strategically and flexibly** by committing to enterprise-level funding, promoting strategic tools that leverage public and private funds, and developing and maintaining consistent, comparable data.

These policy priorities must be backed by regional efforts that prioritize and promote equitable development through regional planning; build capacity to ensure that struggling suburbs are poised to absorb and implement resources; and engage and promote regional intermediaries who can help coordinate interventions across jurisdictions and policy silos.

To accelerate the move toward a 21st-century framework that promotes opportunity at the regional level, the federal government should support a Metropolitan Opportunity Challenge. The Challenge would repurpose a small portion of existing federal funding streams to award \$4 billion to states through a competitive application process. Successful proposals would describe how the funds would be used to increase access to opportunity for low-income residents and places through scaled, collaborative, and flexibly funded solutions.

- Successful applicants would detail how they would use the award to spark state-level reforms and support tailored metro-level strategies. The programs they design would help low-income people in a diverse array of places in their regions overcome barriers to opportunity (e.g., related to training, transportation, health, housing).
- The Challenge funding stream would join up federal efforts across agencies including HUD, Labor, Education, and Health and Human Services. It would offer incentives for states and regions to bend mainstream funding beyond Challenge dollars to address regional realities. A portion of the Challenge grant could be used to “pay for success,” rewarding states and regions that meet identified benchmarks within certain periods of implementation. The Challenge would also support efforts to deploy data strategically and grow metropolitan capacity.
- The Challenge could be funded by redeploying existing federal place-based resources. Repurposing just 5 percent of the current federal budget dedicated to addressing poverty and place could yield the proposed \$4 billion dollar investment.

Like the Department of Education’s Race to the Top program, the Challenge would use limited resources to transform the field by offering organizations and state and local governments incentives to reinvent approaches to regional poverty and opportunity, and to leverage new resources to address those challenges.

## CONCLUSION

To confront suburban poverty in America, we must confront the common issues that affect city, suburban, and rural individuals and families with inadequate income, job and educational opportunities, and housing or health care. That means building metropolitan economies that create not just more jobs, but better jobs that are accessible to a growing and diversifying American workforce. And it means recommitting to income supports that can make up the yawning gap between wages and prices for families struggling to get ahead.

However, place intersects with poverty in ways that can ease or exacerbate its challenges. Good schools, good jobs, good housing, and good services are not distributed equally across the American landscape. Places thus determine whether poor families have access to the tools, resources, and opportunities that can set them on a path to greater economic stability. That is why the rapid rise of poverty in suburbs in the 2000s, and the fact that suburbs now house more than half of our nation's metropolitan poor, should occasion a serious reassessment of how we combat poverty in place. By neglecting suburban poverty's rise, the nation stands to repeat the mistakes of the past and consign millions of new families and communities to a grim future.

Rather than shift limited resources from poor urban to poor suburban communities, we need new policies and practices that confront barriers to opportunity not just at the community level, but at the regional scale of the economy. Almost 50 years after the War on Poverty began, we must renew the challenge and unleash new and adaptive systems that build and rebuild ladders of opportunity for poor families and communities nationwide.



## 10 FACTS ABOUT SUBURBAN POVERTY

*Most Americans think of poverty as an urban problem but did you know that:*

1. For decades, the poor population in America's suburbs has grown faster than anywhere else in the country. During the 2000s, the number of poor people living in the suburbs grew by 64 percent—more than twice the growth rate in cities (29 percent).
2. Today, more poor people live in the suburbs than in America's big cities or rural areas. Suburbia is home to almost 16.4 million poor people, compared to 13.4 million in big cities and 7.3 million in rural areas.
3. Throughout the 2000s, the suburban poor population grew significantly in 85 of the nation's 95 largest metropolitan areas. Rising poverty has touched all kinds of suburbs—even places that once seemed immune to these challenges.
4. By the end of the 2000s, one-third of the suburban poor lived in distressed neighborhoods, where at least one in five residents was poor.
5. The urban and suburban poor have similar characteristics. Similar shares of suburban and urban poor residents live in deep poverty (with incomes below half the federal poverty line); are working age; work; have a disability; finished college; or are foreign-born.
6. As jobs moved into suburbs—particularly lower-paying jobs in sectors like retail and hospitality—poverty did, too. And job losses triggered by the Great Recession in industries like construction, manufacturing, and retail hit hardest in suburban communities and contributed to rising suburban unemployment and poverty.
7. Immigration accounted for only a fraction of the growth of poverty in suburbs. Although foreign-born residents accounted for 30 percent of the overall population growth in suburban areas, they contributed just 17 percent to the increase in overall suburban poor during the 2000s.
8. The changing location of affordable housing contributed to suburban poverty throughout the 2000s. By the end of 2010, roughly half of residents in voucher households lived in suburbs. In addition, three-quarters of foreclosures occurred in suburbia.
9. There is no good place to be poor but being poor in the suburbs means facing a unique set of challenges. Poor suburban residents have fewer transit options available that can affect their ability to get to work. In the nation's largest metropolitan areas, 700,000 households—nearly all of which are in the suburbs—do not have a vehicle and are not served by public transit of any kind.
10. The federal government spends \$82 billion dollars a year across more than 80 programs to address poverty in place. But the spread-out nature of suburban poverty, and the lack of expert public and non-profit service providers in suburbs, mean that most of those dollars remain focused on urban communities.

Sat. May 25, 2013

## **Kansas City launches a commission on early childhood education**

By JOE ROBERTSON  
The Kansas City Star

For every child Kansas City Public Schools serves in pre-kindergarten, the district estimates that five more are left wanting.

Now the district has enlisted attorney Herb Kohn to lead a commission of heavy hitters in the community to bring thousands more children into high-quality programs.

Kohn has played problem solver before, helping clear the way for the Union Station restoration, negotiating the Sprint Center deal and fixing the city pension system.

“But I don’t think any have been as important as this one,” he said.

Some 30 people from a wide range of community involvement have signed on to join the commission, which is aiming to develop a plan that does not depend on state and federal action. The panel wants to have a report by Labor Day.

“Our job will be to find funding without waiting for state and federal money to come in,” he said.

Kansas City Public Schools currently serves about 1,000 pre-kindergarten children in Head Start, Montessori and neighborhood school programs, Superintendent Steve Green said.

The district and Office of Early Learning director Jerry Kitzi are increasing programming, planning to reopen Woodland Elementary School in the fall as an early learning center.

Green thinks the district on its own can develop the capacity and funding to serve 1,500 children. But it will take broad collaboration with community services and agencies to reach the estimated 6,000 pre-kindergarten children within the district’s boundaries who need services.

Kohn is chairing the commission. Dianne Cleaver, the executive director of the Urban Neighborhood Initiative, and Pat McCown of McCownGordon Construction will be the vice chairs.

The costs, private and public, will be high in reaching the commission’s goal, Kohn said, but the alternative costs are much higher.

Children who are not ready for kindergarten are more likely to be reading below grade level after the third grade. And those children are more likely to drop out of high school and fail to get degrees.

“As terrible as the cost is (for universal pre-kindergarten),” he said, “it doesn’t compare to the costs 20 times that of having dropouts in the streets or in prison or wherever they are going.”

To reach Joe Robertson, call 816-234-4789 or send email to [jrobertson@kcstar.com](mailto:jrobertson@kcstar.com).

May. 24, 2013

## **Hickman Mills school board stages a coup and ousts its president**

By JOE ROBERTSON  
The Kansas City Star

A shifting majority in the Hickman Mills school board rose up against its president Thursday night.

Breman Anderson Jr. was ousted in a 4-3 vote to reorganize the board, and Eric Lowe was installed as the new leader.

The coup came in the first meeting after Anderson had led a tense special meeting in which the board fired its legal counsel and Anderson unsuccessfully tried to censure member Bonnyaye Mims.

Many staff and patrons in the south Kansas City district had been alarmed when Anderson repeatedly cut off and rebuked speakers.

He had also come under criticism for having an office in the administration building and for poor attendance at national conference workshops.

Lowe, Mims and board member Dan Osman had already aligned against Anderson. Newly elected member Shawn Kirkwood, who previously sided with Anderson, cast the deciding fourth vote to reorganize.

Many people in an overflowing crowd gasped and applauded when Kirkwood's switch became apparent.

The reorganization came after an initial fight over the agenda. Anderson had refused a request by members to put reorganization on the agenda, so the members posted an alternate agenda.

Some board members questioned whether proper procedures were followed, and the board's attorney acknowledged that conflicting interpretations could leave Thursday night's actions open to challenge.

Once installed as president, Lowe said he would not need an office in the building. The board also voted to bring back the attorney who had been fired.

To reach Joe Robertson, call 816-234-4789 or send email to [jrobertson@kcstar.com](mailto:jrobertson@kcstar.com).



Children's author Erica Perl talks with students at Foreign Language Academy in the Kansas City Public Schools about the writing process and how to capture their ideas and imagination into their own books.