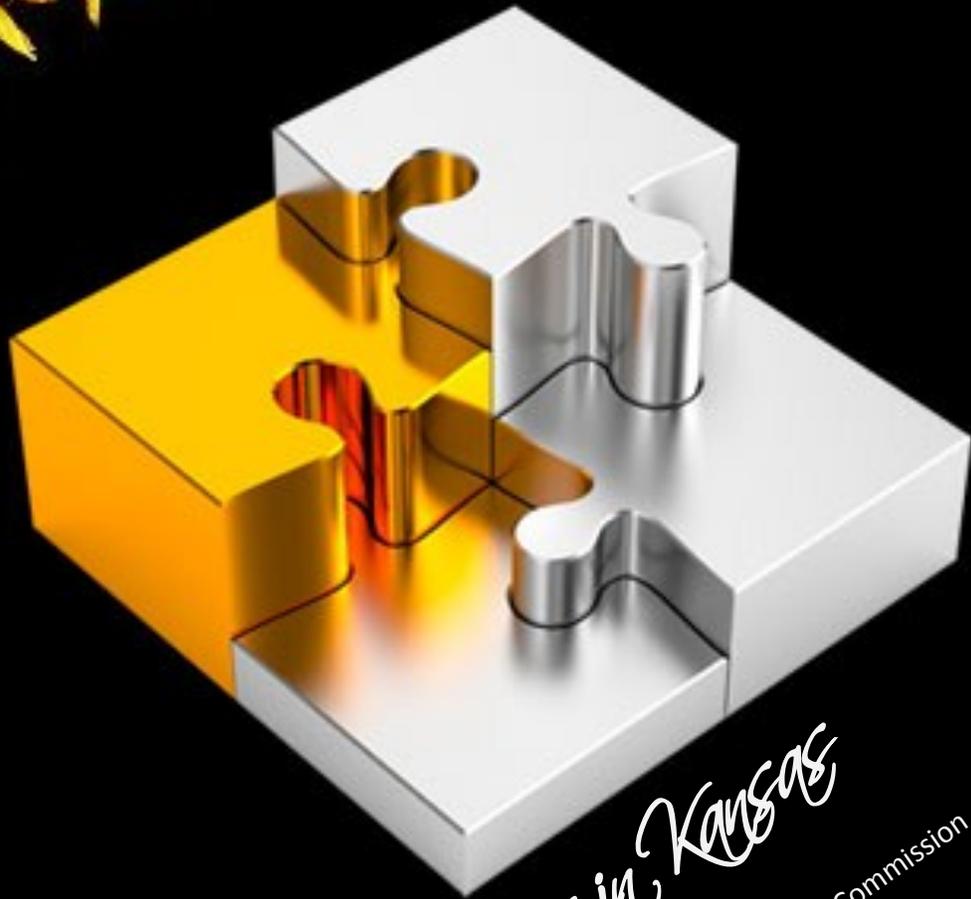




The State of African Americans in Kansas

2013



Equity *matters in Kansas*

A Publication of the Kansas African American Affairs Commission
and the Urban League of Kansas





TABLE OF CONTENTS

Mildred Edwards, Ph.D., Executive Director 4

About the Commission 6

Kevin Andrews, Interim-President & CEO, Urban League of Kansas..... 7

KAAAC 2013 Equity Index Methodology, *Angela Scott, MA*..... 8

Economic Opportunity and Asset Building 23

Fostering Economic Opportunity and Asset Building: A 10 year Plan—*Lazone Grays, Jr* 23

Kansas NAACP Project Jobs: A Direct Action Initiative for Economic Opportunity—*Glenda Overstreet, DBA* ... 25

Spending Power and Wealth Accumulation are Not the Same— *Robert Weems, Ph.D.* 26

Searching Out Solutions—*Andrea (A’Jay) Scipio* 28

Healthy and Safe Communities 30

Kansas Department of Health and Environment Center for Health Equity—*Aiko Allen, MS*..... 30

Digging Deeper a Call for Action for Qualitative Approaches for Black Infant Mortality—*Kyrah Brown, M.A.* . 33

Epigenetics: The Emerging Biology of Historical Trauma—*Angela Lindsey-Nunn, MSW* 34

African Americans and Health Care Reform—*Thomas Scott, M.D.*..... 35

Infant Mortality and SIDS Among African Americans—*Fannette Thornhill-Scott, M.D., FAAP* 37

Schools and Educational Opportunity..... 38

African American Kansas High School Journalism Students..—*Jerry Crawford II, Ph.D.* 38

Expanding African American Participation in Kansas Higher Education— *Myra Gordon, Ph.D.*..... 39

College Access for African American Students in the State of Kansas—*V. Kaye Monk-Morgan, MPA* 44

It’s Not Just the Thermostat: School Climate in the State of Kansas—*Vince Omni* 47

The Use of Multiple Intelligence Theory and Strategies to Engage the Minority Male—*Delia Shropshire* 48

Academically High Achieving Black Male High School Students - *Yelando Wilcoxson LMSW, MBA*..... 53

Criminalization and Social Justice 55

An Update on Racial Profiling Research in Kansas—*Michael Birzer , Ph.D.* 55

Equity Matters for African-Americans in Criminalization and Social Justice—*Terrance Hall*..... 56

Community Engagement: Key to Successful Social Change—*Melody McCray-Miller* 57

Racial Profiling in Kansas: There is Still Work to Do! - *Senator Oletha Faust Goudeau and the KBLC* 59

Civic Leadership and Advocacy..... 60

CALLING THE VILLAGE! - *Wichita Council on Elders* 60

Reigniting Our Legacy of Courage—*Kyron Cox*..... 62

FROM THE EXECUTIVE DIRECTORS DESK

Mildred Edwards, Ph.D.

Commission Staff

Donna Rae Pearson
Researcher and Historian

Mildred Edwards, Ph.D.
Executive Director

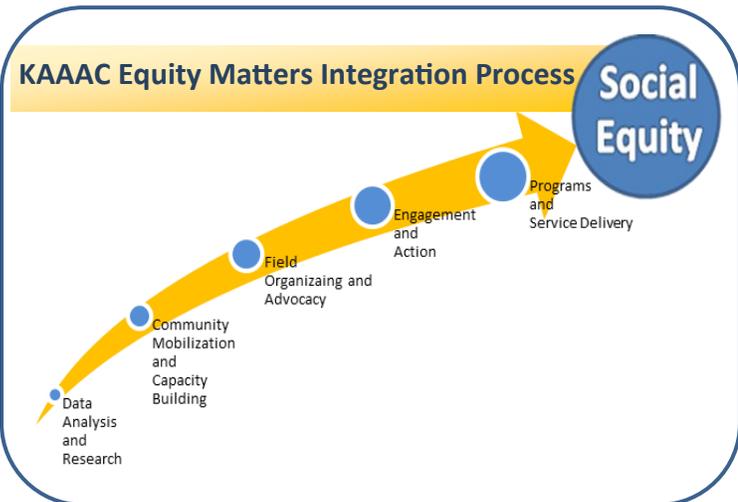
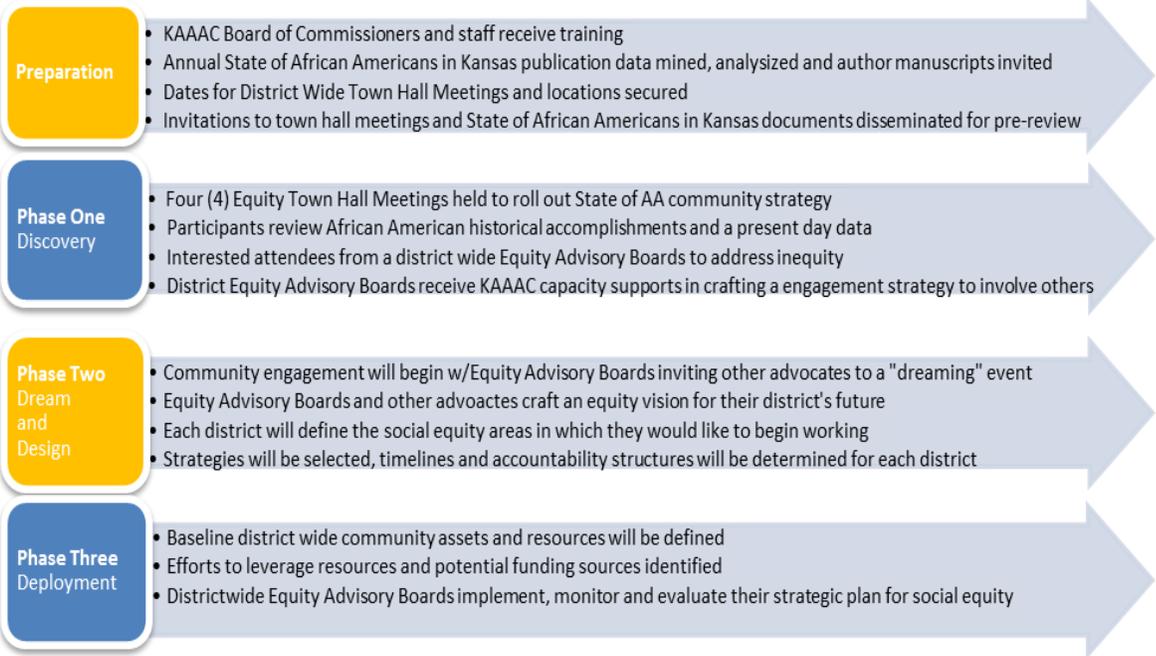
Andrea (A'Jay) Scipio
Equity Project Director

As the Kansas African American Affairs Commission enters its second year of implementation for the Equity Matters project, much is to be celebrated and much is yet to be done!

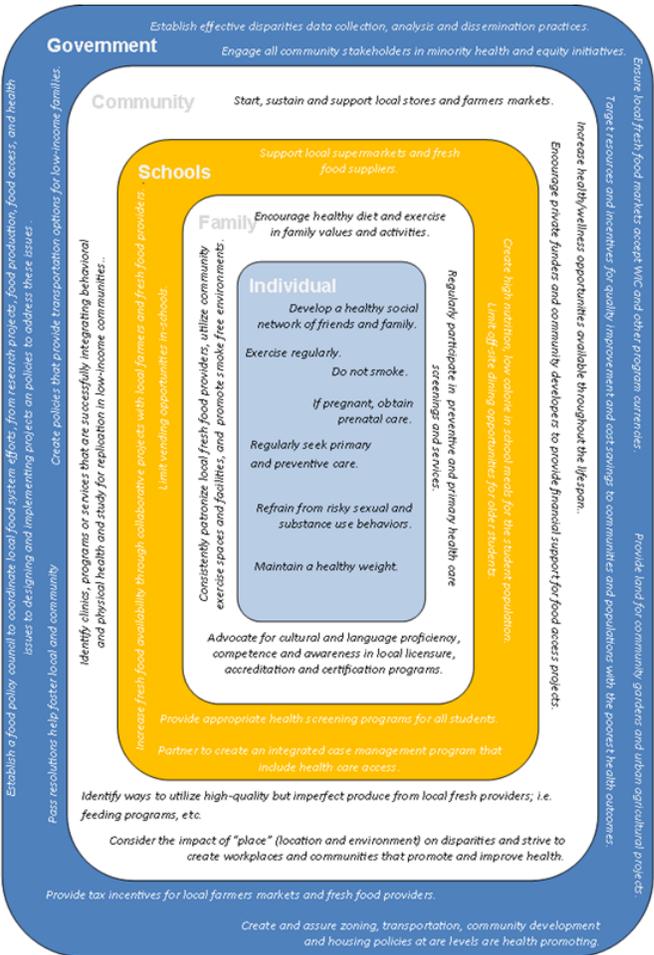
The past year has been extraordinarily busy with recruitment and the development of district-wide Equity Advisory Boards. We are fortunate to have gained two new members in our staff family in an effort to meet our new programmatic demands. Donna Rae Pearson joined our staff to develop a Kansas Black History Remembered repository on our organizational website which launched during Black History Month. Visit our site at www.kaaac.ks.gov.

In February of this year, Andrea (A'Jay) Scipio, a Washburn University AmeriCorps VISTA Fellow, joined our team to assist with the Equity Matters Project. By March we had taken our five point social equity project on the road working to mobilize Districts 1 and 2 and to continue developing the strategic plans of Districts 4 and 3 using the following plan.

KAAAC Equity Matters Project Plan



As we continue along our strategic agenda your help is needed. Take a look at the graphic to the left. The Commission is committed to continuing the process of engaging the community around Steps 1—3, however, we cannot do it alone. You are the experts regarding needs in your local communities, however, we strive to help you optimize and build on the strengths and leverage the resources that presently exist. Neither can do it alone. We invite you to plug in to the process at the level that best meets your mission. Together we can optimize our community engagement and action, ultimately achieving positive change in equity.



The following graphic was included in the 2012 publication in an effort to provide citizens with solutions to many of the areas of inequity identified by the Commission. While not included in this publication, recommendations from researchers and community practitioners have been included for your review and consideration. The best solutions to our challenges are often found right here in our great communities and in our great State. As the chart to the right depicts, one can determine how best to serve their community by first deciding where they would like to provide support. If your organizational mission or personal gifts denote a greater level of satisfaction when working with individuals, perhaps you would design a strategic plan that includes your ability to do just that. Likewise, if you are positioned within or have access to a school population, perhaps your preferred intervention should be school based. Finally, if your organization seeks to advocate for broad based change, gaining an understanding of government and developing initiatives that impact policy would be your best approach. African Americans have a long history of positive contribution to the development of Kansas. Through the Equity Matters project, we intend to continue this rich tradition. As you review this document and our Kansas Black History remembered site, we challenge you to identify an area of social equity in which you intend to effect positive change.

Social Equity Matters

(Need)

Data and Easy to implement Evidence Based Solutions Mobilizes Citizens to Focused Action

Inaugural State of African Americans in KS document launched in 2012

Everyone speaking from the same page; establishes a common language

In every measurable area, the data provides evidence of the need for African Americans to strive for equity

Provides opportunity for measurable benchmarks

(Solution)

Community Working Together Provides Greater and Faster Results

Helps to identify and leverages existing resources

Target gaps and clearly defines need using a systems approach

Involves everyone and permits multiple leadership roles and diverse strategic initiatives

Uses simple strategies

(Attention)

Equity Reduces taxes, attracts jobs and improves quality of life for all Kansans

More people paying taxes improves tax base

Creates a diverse skilled workforce

Attracts jobs and decreases unemployment

Improves overall quality of life

(Action)

Starting Anywhere Will Provide Positive Benefits Everywhere

Biggest mistake is debating where to start - inactivity costs

Our response should be urgent; if not small problems can create vicious cycles

All areas are interrelated and impact one another - if we cog the wheel somewhere we can have impact in other areas

Finally we ask that you help to tell the equity story. Striving to achieve social equity is not a partisan activity nor is it a goal reserved solely for one racial or ethnic group. Rather, social equity and the process of achieving social equity, should be the business of all Kansans. To better spread the KAAAC Equity Matters message review the Social Equity Matters box to the left for ideas.

We invite you to co-create along with the Kansas African American Affairs Commission as we continue to press toward the goal of ensuring that every Kansan has access to a livable and sustainable wage, optimal health and safe communities, access to education, judicial and justice systems free from bias, and the opportunity to lead. Your gifts, your time, your commitment and especially your support are all needed.

Sincerely,

Mildred Edwards, Ph.D.
Executive Director

ABOUT THE KANSAS AFRICAN AMERICAN AFFAIRS COMMISSION

The mission of the KAAAC is to address issues of equity for African Americans and serve as a conduit for programs, legislation, grants, research and policy advice for state and local organizations. We envision a State free from inequity for African Americans. Per our statute (K.S.A. 77-9901-9906) the Functions, Powers and Duties of the Commission are as follows:

- Gather and disseminate information and conduct hearings, conference and special studies on problems and programs concerning African Americans;
- coordinate, assist and cooperate with the efforts of state departments and agencies to serve the needs of African Americans especially in the areas of culture, education, employment, health, housing, welfare and recreation;
- develop, coordinate and assist other public and private associations and organizations with understanding the problems of African Americans,
- develop, coordinate and assist other public and private associations and organizations provide services to African Americans,
- propose new programs concerning African Americans, and evaluate existing programs and proposed legislation concerning African Americans;
- stimulate public awareness of the concerns and problems of African Americans by conducting a program of public education;
- conduct training programs for community leadership and service project staff;
- accept contributions to assist in the effectuation of this section and seek and enlist the cooperation of private, charitable, religious, labor, civic and benevolent organizations for the purposes of this sections;
- solicit, receive and expend federal funds to effectuate the purposes of this act and enter into contracts and agreements with any federal agency for such purposes; and establish advisory committees on special subjects.

KAAAC Commissioners



Nathaniel Terrell, Ph.D. (D)
 Chairperson
 Appointment:
 President of the Kansas Senate
 8/2010—6/2013
 District 1



Jerome Williams (R)
 Vice-Chairperson
 Appointment: Governor
 8/2007—6/2013
 District 4



James Barfield (D)
 Appointment:
 House Minority
 Leader
 7/2008—6/2015
 District 4



Chiquita Coggs (R)
 Appointment:
 Speaker of the
 House
 7/2011—6/2014
 District 2



Jaime Rogers (R)
 Appointment:
 Governor
 7/2011—6/2014
 District 3



Veronica Knight (D)
 Appointment:
 Governor
 7/2010—6/2015
 District 3



C. Patrick Woods (D)
 Appointment:
 Senate Minority
 Leader
 6/2012—6/2015
 District 2

GREETINGS FROM THE URBAN LEAGUE OF KANSAS

Kevin Andrews, Interim-President & CEO



Since their migration to Kansas in the early 1850s, African Americans have had a profound and positive effect on the state and indeed the nation. Although Kansas had once been called the "greatest, grandest and freest of all states," some African Americans found their experiences in Kansas to be discouraging. Although the Kansas Constitution welcomed people of all ethnic and racial backgrounds, many whites who had previously settled the state were not as generous to their new black neighbors. Bad economic times also were difficult for African Americans. Some blacks left the state for the unsettled territory that would become Oklahoma, and some returned to the South. However, a great many stayed and called Kansas home.

Governmental policy in Kansas has at times been ambivalent toward racial equality. The state universities in Kansas have always admitted African American students; in 1870 the first black student enrolled at the University of Kansas. In the public school system, however, racial equality has faced problems. Hutchinson is the only Kansas city with a population of 15,000 or more to have had integrated public schools throughout its history. In the 1950s, *Brown v. Board of Education of Topeka* had thrust Kansas into the center of the national controversy surrounding school segregation. In 1951 the Board of Education of Topeka operated under the doctrine of "separate but equal" with regard to its public schools. Although schools were segregated, they did not have the gross inequalities found in other states.

The eastern portion of Kansas saw another wave of black migration during the 20th century. In the 1920s and 1930s African Americans arrived in Kansas primarily from Arkansas and Missouri where the mechanization of the cotton industry and general and economic times had forced them to leave their homes. Jobs in the thriving meat packing industry provided the lure of better economic conditions however, not all Kansans welcome

the arrival of African Americans. For instance, certain neighborhoods remained officially restricted in Kansas City, Kansas, until the 1940s, and some businesses refused to provide services for black residents.

If we consider the landmark case, *Brown vs. Board of Education* that sought to resolve a protest of African-Americans to end school segregation in Topeka Kansas in the 1950's, the ripple of such protest fostered a movement of change across America. Today, there remains a struggle for equal educational access that brings us almost full circle—when it comes to educating our children, African American children are lagging behind.

The 1950s ushered in a flurry of protests aimed at creating equal access and Equity for African-Americans in Kansas. In downtown Wichita, students staged several sit-ins at a Woolworth store to protest the practice of only serving blacks bagged lunches sold from one end of the lunch counter. The Dockum Drug Store sit-in was one of the first organized lunch-counter sit-ins for the purpose of integrating segregated establishments in the United States. The protest inspired similar actions at Woolworth stores in Little Rock, Arkansas, Oklahoma City, Oklahoma, Greensboro, North Carolina, and anti-segregation sit-ins across the South that opened a national awareness of the depth of segregation in the nation.

The Kansas African American Affairs Commission has sought to bring attention to the state of African Americans in Kansas, just as the National Urban League (NUL) has done. For years the National Urban League has been publishing the State Of Black America report that brings into sharper focus, "The relative status of blacks and whites in American society, measured according to five areas—economics, health, education, social justice and civic engagement."

The State of African Americans In Kansas report is woven from the same fabric as the NUL's State of Black America publication and accomplishes a similar purpose—it focuses on the equity gaps that exist between blacks and whites across the state of Kansas. Just as the NUL, the report measures disparities in five core areas: Economic Opportunity and Asset Building, Healthy and Safe Communities, Schools and Educational Opportunity, Criminalization and Social Justice, and Advocacy and Civic Engagement.

On Education: If we can subscribe to the view that education is the foundation of all success, then the equity gap validated by the data on schools and educational opportunity should at the very least spark strong debate and raise the temperature in the room. African-American students are graduating at an anemic rate from two and four year colleges that is currently less than half the rate of their white counterparts, respectively. In addi-

tion, only 4.9 percent of African-Americans 25 years of age and older attained at least High School in 2009 versus 89.6 percent for whites.

In 2011, the Urban League of Kansas began to address the issue of closing the achievement gap for African Americans in Kansas by hosting a series of town-hall meetings and an Education Conference with the US Department of Education Assistant Secretary of Special Education, Alexa Posny. Our intent was simply to increase awareness regarding changes in education and opportunities in sustaining academic excellence through parental involvement. Accordingly, we focused on core programs and resources to help parents advocate for their children to intentionally spark the kind of dialogue that would lead to transformational change within our educational system. We contend that students - all students—must be adequately prepared for college, work and life.

On Racial Equity: In 1968, the Equality Symbol became the National Urban League logo, which was a power statement that all people should be treated fairly. Rudy Karsan - CEO Kenexa, draws a distinction between equality and equity citing that, “When people are treated equally, differences are ignored. When they are treated equitably, differences are recognized, celebrated, and made use of to realize each person's potential to the fullest extent possible.”

Please take a moment to learn about the Urban League of Kansas at our website: www.Kansasul.org and Join Us in the Equity Movement!

THE KANSAS AFRICAN AMERICAN AFFAIRS COMMISSION 2013 EQUITY INDEX

Angela Scott, MA

THE METHODOLOGY

Every year since 2004, the National Urban League (NUL) frames The State of Black America publication within the context of the contemporary social, political and economic environment of the nation. Inasmuch as 2010 was marked as the year of responding to the jobs crisis, 2011 was appropriately a year of rebuilding America. Figuratively speaking, the years 2010 and 2011 could be viewed as “bookends” to some of the most dramatic political and economic shifts this generation has seen. Whatever your personal views regarding these changes, we all can agree that it is certainly a new day in American and time for real evaluation of where we are, where we want to go, and how we are going to get there.

The 2011 NUL Equity Index provided a national statistical diagnosis of how well the quest for equality has held up under the weight of the worst recession in post-World War II history, and sets the stage for where we go from here. To further juxtapose this index against Kansas data would provide a comparative snapshot. The purpose of the State of African Americans in Kansas Equity Index is to analyze how African Americans in Kansas fair when compared to their white counterparts and to provide a baseline of measurement that will prove useful in understanding the impact of local and statewide interventions.

THE URBAN LEAGUE EQUALITY INDEX

For any given measure, the index represents the ratio of blacks to whites. To use median household income as an example, an index of 61% = \$ 33,463/\$54,671, where \$33,463 is the median household income for black and \$54,671 is the median household income for whites. Equality would be indicated by an index of 100%. Therefore, an Equity Index less than 100% suggests that blacks are doing better than whites.

THE STATE OF AFRICAN AMERICANS IN KANSAS EQUITY INDEX

Like the National Urban League Equality Index, the State of African Americans in Kansas Equity Index can be interpreted as the relative status of blacks and whites in Kansas, measured according to the five corresponding (albeit differently titled) Kansas African American Affairs Commission key strategic areas: Economic Opportunity and Asset Building, Healthy and Safe Communities, Schools and Educational Opportunity, Criminalization and Social Justice, and Advocacy and Civic Engagement.

A number of data elements were not available at the time of this publication. An overall equity index has not be calculated as a result. These findings indicate a need to collect data in an effort to adequately measure equity in the State as intended. These data elements will also permit communities to engage in dialogues and to create initiatives that are measureable.

KAAAC DATA COLLECTION

The State of African Americans in Kansas is a project of the Kansas African American Affairs Commission (The Commission). The Commission was successful in gathering data for two-hundred and two (202) measures in five strategic areas:

- Economic Opportunity and Asset Building (Economics) 33/47
- Health and Safe Communities (Health) 88/104
- Schools and Educational Attainment (Education) 83/109
- Criminalization and Social Justice (Social Justice)

Each strategic area (Economics, Health, Education, Social Justice, and Advocacy) is comprised of indicators and each indicator may have one or more level of interest. For example, one economic indicator is “Median Income”, and measured of Median Income include, Median Household Income, Median Male Earnings and Median female Earnings.

For each measure, an Equity Index was calculated. The Equity Index is a statistic which serves as an indication of the relative status of blacks compared to whites. The estimates presented for various measures rely on various data sources and calculations. Therefore, The Commission made efforts to collect national level data that could be analyzed at the state level.

The Commission encountered several issues during the data collection process. National data was not for some counties, for one or both racial/ethnic categories, or were only available at the state level. Some state level data was not available for one or both racial/ethnic categories. Missing data, small sampling sizes and other data variability limited comparisons on certain indicators. A complete list of data sources is provided in this report.

HOW TO INTERPRET THE KANSAS EQUALITY INDEX

Like the National League Equality Index, the State of African Americans in Kansas Equity Index can be interpreted as the relative status of Blacks compared the Whites in the state of Kansas.

For any of the 202 data measures from the five strategic areas, the Equity Index is a ratio between that measures for Blacks compared to Whites. Ideally, the index should be as close to 100% as possible. Depending on the measure of interest, an index far less than or greater than 100% suggests that Blacks are doing better or worse relative to Whites.

INTERPRETING INDEX VALUES

To use Median household income in Kansas as an example, an index of $63.3\% = \$31,959/\$50,458$, where \$31,959 is the median household income for blacks and \$50,458 for whites. This index suggests that the median household income for Blacks in Kansas is 63.3% of the median household income for whites.

Index values for negative outcomes (such as death rates, drop-out rates, home loan denial rates, etc.), the ratio is white to black so that the interpretation of the Index (less than 100% suggests that blacks are doing worse relative to Whites, and greater than 100% suggests blacks are doing better than Whites) is preserved.

The State of African Americans in Kansas report displays the comparison of Blacks to Whites for each measure. It should be noted for some measures, the number of cases was either not available or too small to calculate the index values. For instances where the number of cases was not available for a group “N/A” is listed. N/P indicates that calculating Index values for these measures was not possible.

DATA SOURCES BY CATEGORY

ECONOMIC OPPORTUNITY AND ASSET BUILDING

- United States Census, 2005-2010, and American Community Survey (ACS) 2008-2010,2011
- http://factfinder2.census.gov/faces/nav/jsf/pages/wc_acs.xhtml

The American Community survey is administered by the Bureau of the Census to approximately three million housing units. It is designed to provide current information not gathered by the decennial census to state and local entities regarding the social and economic characteristics of American communities.

ACS estimates collect both annual and multi-year data to compose estimates. Multi-year estimates represent combined population and housing data needed to produce reliable numbers for smaller geographic areas. ACS 3-year estimates are available for more geographies and are more precise than ACS 1-year estimates. ACS 5-year estimates provides data for all areas, however are less current than 3- and 1- year estimates.

Sex is marked for each household member as “male” or “female”

Age and Date of Birth are used to calculate each person’s age on interview day. Age is in complete years at the time of interview.

Race and Ethnicity reflects self-identification by people according to the race or races

with which they most closely identify. Racial and ethnic category selections include White alone, Black or African American alone, American Indian/Alaska Native alone, Asian alone, Native Hawaiian and Other Pacific Islander alone, Some Other Race alone, Two or More Races, White alone and not Hispanic or Latino, Hispanic or Latino.

Relationship refers to each household member’s relationship to the reference person/householder. Categories include both relatives and nonrelatives.

Marital Status is asked of everyone responding via mail, but only people 15 and older responding through interviews. The response categories are “now married,” “widowed,” “divorced,” “separated,” or “never married.” Couples who live together

(unmarried people, people in common-law marriages) report the marital status they consider the most appropriate.

- US Department of Labor, Bureau of Labor Statistics, Local Area Unemployment, 2011
- <http://www.bls.gov/lau/home.htm>

The Local Area Unemployment Statistics (LAUS) program produces monthly and annual employment, unemployment, and labor force data for Census regions and divisions, States, counties, metropolitan areas, and many cities, by place of residence.

LAUS data come from the Current Population Survey (CPS), a survey measure administered to households and is used to provide national labor force estimates. Data is unavailable for demographic groups when the labor force base is too small to report reliably.

Race and ethnicity are self-reported on the CPS. Selections are White, black or African American and Asian. Persons reporting Hispanic or Latino ethnicity may be of any race.

- Federal Financial Institutions Examination Council (HMDA), 2011
- <http://www.ffiec.gov/hmda/default.htm>

The Home Mortgage Disclosure Act (HMDA) was enacted by Congress in 1975 and implemented by the Federal Reserve Board's Regulation C. Regulation C requires certain financial institutions to collect and report data used to evaluate whether financial institutions are serving the housing needs of their communities, to help public officials attract private investments to where most needed and, to identify discriminatory lending practices and enforce antidiscrimination laws.

Race and ethnicity are reported for originated loans and for loan applications that do not result in an origination. Institutions are not required to report applicant ethnicity for purchased loans. When the applicant is not an individual (i.e. a business, corporation or partnership) or when the applicant information is unavailable because the loan has been purchased by an institution, the numerical code for "not applicable" is reported.

HEALTHY AND SAFE COMMUNITIES

- Center for Disease Control and Prevention (CDC), 2009
- www.cdc.gov

The Center for Disease Control and Prevention is a part of the U.S. Department of Health and Human Services and is the primary Federal agency for conducting and supporting public health activities in the United States. The CDC is a convener of

public health data used to prevent disease and advance and health equity.

Centers for Disease Control and Prevention, Division of HIV/AIDS Prevention-Surveillance and Epidemiology, Special Data Request, December 2011.

Population estimated numbers resulted from statistical adjustment that accounted for reporting delays, but not for incomplete reporting. A rate is a measure of an event, disease, or condition in relation to a unit of population, along with some specification of time. It is used as a method for standardizing and comparing the impact of the event, disease, or condition across different populations. The AIDS diagnosis rate is calculated by dividing the number of AIDS diagnoses in 2010 by the population in that same year, multiplied by 100,000.

Racial and Ethnicity category selections are White, Black, American Indian/Alaska Native, and Asian/Pacific Islander and Hispanic Origin

- Centers for Disease Control, Center of Health Statistics, National Survey of Children's Health (NSCH), 2007
- www.childhealthdata.org.

The National Survey of Children's Health represents interviews with approximately 91642 households with children collected April 2007 to July 2008 and analyzed by the Center for Disease Control, Center of Health Statistics. The NSCH questionnaire asks about the family (e.g., parents' health status, stress and coping behaviors, family activities) and about respondents' perceptions of the neighborhoods where their children live.

NSCH data provides national and state-specific prevalence estimates for a variety of child health indicators. Population estimations are weighted to represent the population of non-institutionalized children ages 0-17 nationally and in each state. Kansas population estimates for race and ethnicity demographics may represent sample sizes too small for comparisons. Kansas total respondents by race: Black N=53 (6.2%), White N=1407 (73.6%)

Race and Ethnicity are self-reported. Racial and ethnic category selections are White, non-Hispanic, Black, non-Hispanic, Multi-racial, non-Hispanic, Other, non-Hispanic, Hispanic. Children whose Hispanic ethnicity or race is unknown, and non-Hispanic children with more than one race category or whose race is not Black or White, are not included in any of the three race-ethnicity subgroups shown.

Estimate totals include, in addition to those in the three race/ethnicity subpopulations shown, children whose race/ethnicity is

not shown (Other), multi-racial children, and those whose ethnicity or race is unknown. As a result, the “Overall” number of children for each indicator is greater than the sum of the numbers in the three subgroup columns

- Kansas Department of Health and Environment (KDHE), Behavioral Risk Factor Surveillance System (BRFSS), 2011.
- <http://www.kdheks.gov/brfss/about.html>

The Behavioral Risk Factor Surveillance System (BRFSS) was established by the Centers for Disease Control and Prevention to provide state-level data on behavioral health risks and preventive health practices. It is the largest continuously conducted cross-sectional telephone survey in the world, conducted in every state, the District of Columbia, and several United States territories. Kansas has conducted the BRFSS survey annually since 1992.

2011 Kansas BRFSS question topics include health status, health care access, healthy days, life satisfaction emotional satisfaction, disability, tobacco use, alcohol use, exercise, immunization, HIV/AIDS, diabetes, asthma, and cardiovascular disease, Arthritis Management, Childhood Asthma Prevalence, Childhood Immunization, Random Child Selection.

Population samples are drawn from ten geographical areas: Johnson county, Sedgwick county, Shawnee county, Wyandotte county; Northwest public health district, Southwest public health district, North Central public health district, South Central public health district excluding Sedgwick county, Northeast public health district excluding Johnson, Shawnee and Wyandotte counties, and Southeast public health district.

Race and ethnicity are self-reported. Race and Ethnicity category selections are White, Black or African American, Asian, Native Hawaiian or Other Pacific Islander, American Indian or Alaska Native, Hispanic or Latino.

Kansas Department of Health and Environment (KDHE), Division of Health, Bureau of Epidemiology and Public Health Informatics. Abortions in Kansas: Preliminary Report. (2010)

- http://www.kdheks.gov/hci/abortion_sum/2010itop1.pdf

State law requires that physicians, hospitals, and ambulatory surgical centers report abortions to the Kansas Department of Health and Environment (KDHE). The Women’s-Right-to-Know Act requires physicians who perform abortions to report to KDHE the number of certifications received. Selected demographic information is reported including race, age, and residence.

This report is a preliminary analysis of these data as collected by

the KDHE Bureau of Epidemiology and Public Health Informatics. In-state collection of 2010 abortion reports totaled 8,338 reports; Almost three out of five (58.9%) of the procedures occurred to women 20-29 years of age.

Race and Ethnicity are self-reported. Racial category selections are White Non-Hispanic, Black Non-Hispanic, Native American Non-Hispanic, Asian/Pacific Islander Non-Hispanic, Other Non-Hispanic, Hispanic Any Race, Not Stated.

- Bureau of Epidemiology and Public Health Informatics, Kansas Department of Health and Environment (KDHE), 2007-2011
- <http://www.kdheks.gov/bepihi/>

The Bureau of Epidemiology and Public Health Informatics (BEPHI) is responsible for collecting, analyzing, and interpreting data that provide information on a variety of conditions of public health importance and on the health status of the population.

- Kansas Information for Communities (KIC)/National Vital Statistics, 2011
- <http://kic.kdhe.state.ks.us/kic/>

The Kansas Information for Communities health portal is available through the Kansas Department of Health and Environment. It provides access to data reports on vital health information by year of occurrence, age, race, Hispanic origin, sex, or county.

KIC population data source for any query that produces population-based rates is the United States Census Bureau. Annual population estimates for July 1 of a given year are used. To preserve comparability with rates published in the Annual Summary of Vital Statistics, KIC incorporates new estimates released by the decennial census.

The KIC system performs age-adjusting on rates for mortality, disease reports, and hospital discharge reports to compensate for differences in caused by risk associated with age. Age-adjusted rates allow for more meaningful comparison of public health risks over time and among groups.

In 2005, changes in the collection of race and Hispanic origin information in Census 2000 and on Kansas vital event certificates have resulted in an incompatibility of race-based rates reported for births and deaths between 2004 and the years following. The effect of this change is most notable in the rates for persons of “Other” race. Such rates should be used with extreme caution.

On Birth and death certificates, the race for persons of Hispanic origin was more frequently listed as “other.” Prior to 2005 such responses would have been coded to “white” for vital statistics.

Presently, KDHE does not recode any responses for race and Hispanic origin selections. The increased number of persons of “other” race artificially biases the rate calculations for 2005 forward.

Racial and Ethnicity category selections are White, Black, American Indian/Alaska Native, and Asian/Pacific Islander and Hispanic Origin.

The Kansas Client Placement Criteria (KCPC), 2011

The Kansas Client Placement Criteria (KCPC) is an adaptation of the American Society of Addiction Medicine (ASAM) Patient Placement Criteria which is used nationwide by substance abuse professionals. The KCPC is used as a tool which guides the assessment counselor in gathering information in six areas of a client's life in order to determine if a substance use disorder exists, and to assist in determining what level of treatment would best meet the client's needs.

Kansas Enhanced HIV/AIDS Reporting System (eHARS), 2011

The Kansas Enhanced HIV/AIDS is a browser-based HIV surveillance system deployed at state and local health departments. The data are collected in documents such as case reports, lab reports and death certificates. The health departments submit de-identified data electronically on a monthly basis to CDC's national database through a secure data network.

HIV reporting provides information on demographic characteristics (i.e., sex, race/ethnicity, age, and place of diagnosis), transmission category (mode of exposure), initial immune status, and viral load.

Racial and ethnic category selections include American Indian/Alaska Native; Asian; Black/African American; Hispanic/Latino; Native Hawaiian/Other Pacific Islander; White and Multiple Races.

SCHOOLS AND EDUCATIONAL OPPORTUNITY

- Annie E. Casey Foundation, KIDS COUNT Data Center, 2010
- <http://datacenter.kidscount.org/data/bystate/StateLanding.aspx?state=KS>
- KIDS COUNT®, a project of the Annie E. Casey Foundation, is a national and state-by-state effort to track the well-being of children in the United States.

Racial and ethnic category selections include White, African American, Hispanic, American Indian/Alaska Native, Asian/Native Hawaiian/Other Pacific Islander, Two or More Races.

- The College Board, State Profile Report, Kansas, 2009
- www.collegeboard.com

College Board presents data for high school graduates in the year 2012 who participated in the SAT Program. Demographic information is self-reported.

- The Kansas Board of Regents (KBOR), 2009
- http://www.kansasregents.org/institutional_research

The Data, Research and Planning (DRP) unit is responsible for providing data analysis support for data-driven decision-making activities of the Kansas Board of Regents. This responsibility includes: the development of an integrated system of postsecondary data collection, data maintenance, data analysis, and reporting.

Kansas State Department of Education (KSDE), 2007-2012

The Kansas Report Card is a collection of data compiled annually to provide information not only on a statewide basis but also by district and by building. KSDE provides information on school and student performance (state assessment scores, graduation and dropout rates, attendance rates) by race and gender, including By providing information on school performance, KSDE supports both school improvement and accountability at the state, district, and building level for educational progress.

The US Department of Education passed regulations requiring all states to calculate graduation using a 4-year adjusted cohort rate. In addition, states were given the option to use an extended-year rate; Kansas chose to calculate a 5-year rate. The 4-year adjusted cohort graduation rate reflects the percent of students who were first time 9th graders in 2006-2007 and who graduated four years later (by September 30, 2010) with adjustments during the four years for transfers in and out.

The 5-year adjusted cohort graduation rate is the percent of students who were first time 9th graders in 2005-2006 that graduated five years later (by September 30, 2010). In the 4-year adjusted cohort graduation rate, any student who does not graduate in the expected four years—even if they are still in school—is considered a non-graduate and counts against the graduation rate. This rule is extended to five years in the 5-year adjusted cohort graduation rate.

For purposes of determining Adequate Yearly Progress, a subgroup is any group of 30 or more students who can be identified by characteristics related to ethnicity, income level, special needs or English proficiency.

Racial and ethnic category selections are White, African American, Asian, American Indian or Alaska Native, Multi-Racial, Native Hawaiian or Pacific Islander.

CRIMINALIZATION AND SOCIAL JUSTICE

- Kansas Bureau of Investigation (KBI), Information Services Division, Special Query, 2012
- <http://www.kansas.gov/kbi/info/ISDLinks.shtml>

CIVIC ENGAGEMENT AND EDUCATIONAL

OPPORTUNITY

- The Unions of the States (2010). The Center for Economic Policy and Research (CEPR).
- <http://www.cepr.net/>.

The Center for Economic Policy and Research provides research to the public on several economic and social issues. This report reviews unionization rates in the fifty states, including the District of Columbia. The paper uses the most recent data available and focuses on the period 2003-2009. Pooling data from the monthly Current Population Survey (CPS) over that period yields a sample size large enough to look at the experience of even the smallest states.

The CPS is a monthly survey administered to 60,000 households by the Bureau of the Census for the Bureau of Labor Statistics. It provides comprehensive information on employment and unemployment classified by a number of demographic characteristics, including race. The 2003-2009 CPS population estimates reflect Census 2000 population controls.

Race and ethnicity are self-reported on the CPS. Selections are White, black or African American and Asian. Persons reporting Hispanic or Latino ethnicity may be of any race. Persons in other race categories are included in total employment estimated but may represent too small numbers to include in monthly publications.

- U.S Equal Employment Opportunity Commission
- <http://www.eeoc.gov/eeoc/statistics/employment/jobpat-eeo4/index.cfm>

As part of its mandate under Title VII of the Civil Rights Act of 1964, the Equal Employment Opportunity Commission requires periodic reports from public and private employers, and unions and labor organizations which indicate the composition for their work forces by sex and by race/ethnic category.

EEOC collects labor force data from state and local governments with 100 or more employees within 50 U.S. states and District of Columbia. The reporting agencies provide information on their

employment totals, employees' job category and salary by sex and race/ethnic groups as of June 30 of the survey year. The EEO4 survey is administered biennially in every odd year. It provides state and local government employment characteristics by race and gender.

Racial and Ethnic category selections are White, Black, Hispanic, Asian and Indian.

SPECIAL THANK YOU to the following individuals are acknowledged for their support in gathering information for the Economic Opportunity and Asset Building indicators:

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Greg Crawford, KDHE, Chief Vital Statistics Data Analysis

Jamie Kim, KDHE, KDHE Senior Epidemiologist, Bureau of Epidemiology and Public Health Informatics

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Michael L. Wallis, Kansas State Department of Education

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Bill Reid, Information Services Division, Kansas Bureau of Investigation

Dr. Maaskelah Thomas has worked for over 25 years with community-serving organizations and agencies building, developing and sustaining partnerships to leverage resources between community agencies, organizations, businesses, schools and colleges, civic groups and citizens. Dr. Thomas



has assisted in building the capacity of communities through facilitating civic involvement and lifelong learning opportunities that empowered individuals, families and neighborhoods. Co-developer and founding member (Scribe) of the African American Council of Elders ~ Wichita/Sedgwick County, Dr. Thomas holds a Ph.D. in Human and Organizational Development from Fielding Graduate University. A scholar-practitioner, Dr. Thomas' research interests focus on capacity building for culturally based and grassroots human service and social change organizations.

As a consultant for the Kansas African American Affairs equity project, Dr. Thomas conducts capacity building workshops, program evaluation and grant writing.

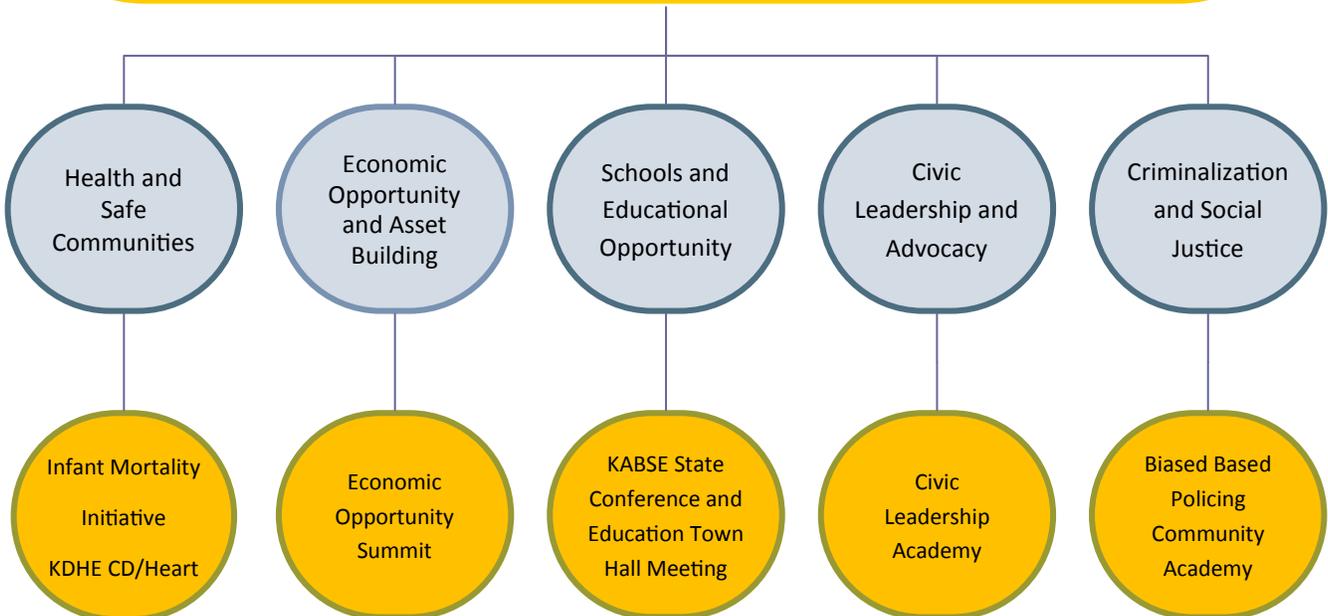


Angela Scott is a research consultant in Wichita who is in her second year working with the State of African Americans in Kansas project. She has conducted policy research in areas of critical importance to families and communities, particularly issues in criminal justice and education. Her

research is inspired by a desire to investigate the African American adolescent and emerging adult experience and ways in which communities can creatively respond to these experiences. Her research has been presented at national conferences and is published in scholarly journals.

Kansas Strategic Agenda

Office of the Governor
African American Affairs Commission



2013 EQUITY INDEX OF KANSAS	Source	KANSAS				2012 - 2013 Diff	NATIONAL URBAN LEAGUE		
		Year	African American	White	Index		African American	White	Index
Total Equality Weighted Index					75.00%				71.50%
ECONOMICS (30%)									
Median Income (0.25)									
Median Household Income (Real), Dollars	ACS	2011	32018	50566	63%	0.00	33578	54168	62%
Median Male Earnings, Dollars	ACS	2011	36401	45435	80%	0.03	37392	51397	73%
Median Female Earnings, Dollars	ACS	2011	30296	34232	89%	-0.01	32299	39326	82%
Poverty (0.15)									
Population Living Below Poverty Line, %	ACS	2011	29.1	11.9	41%	-0.01	27.1	10.6	39%
Population Living Below 50% of Poverty Line, %	ACS	2011	14.9	4.7	32%	-0.01	12.7	4.8	38%
Population Living Below 125% of Poverty Line	ACS	2011	33.7	16	47%	-0.01	33.8	14.2	42%
Population Living Below Poverty Line (Under 18), %	ACS	2011	46.2	15.2	33%	-0.05	39.1	12.4	32%
Population Living Below Poverty Line (18-64), %	ACS	2011	23	11.7	51%	0.02	23.3	9.9	42%
Population Living Below Poverty Line (65 and Older), %	ACS	2011	12.2	6.7	55%	0.22	18	6.8	38%
Employment Issues (0.20)									
Unemployment Rate, %	BLS	2011	14	6	43%	-0.09	15.8	7.9	50%
Unemployment Rate - Male, %	BLS	2011	17.6	6.2	35%	-0.15	17.8	8.3	47%
Unemployment Rate - Female, %	BLS	2011	10.4	5.7	55%	0.02	14.1	7.5	53%
Unemployment Rate Persons 16 to 19, %	BLS	n/a	n/a	13.9	n/p		41.3	21.7	53%
Percent not in Workforce - Ages 16 to 19, %	BLS	n/a	n/a		n/p		75.1	63.2	84%
Percent not in Workforce - Ages 16 and Older, %	ACS	2011	34.2	31.8	93%	0.02	38.6	35.5	92%
Labor Force Participation Rate, %	BLS	2011	69.3	69.5	100%	0.02	61.4	64.5	95%
LFPR 16 to 19, %	BLS	2011	n/a	44	n/p		24.9	36.8	68%
LFPR 20 to 24, %	BLS	2011	n/a	83	n/p		66.5	73.2	91%
LFPR Over 25 - Less than High School Grad., %	ACS	2011	12.2	8.8	72%	-0.09	37.9	47.8	79%
LFPR Over 25 - High School Grad., No College, %	ACS	2011	29.9	28	94%	-0.08	62.2	59.8	104%
LFPR Over 25 - Some college, No Degree, %	BLS (A-17)	2009	70.9	67.4	95%	0.00	70.8	66.2	107%
LFPR Over 25 - Associates Degree, %	BLS (A-17)	2009	75.4	74.8	99%	0.00	74.6	73.6	101%
LFPR Over 25 - Some College or Associate Degree, %	ACS	2011	38.4	32.1	84%		72.1	68.9	105%
LFPR Over 25 - College Grad., %	ACS	2011	12.4	20.6	166%		78.6	76.2	103%
Employment to Pop. Ratio, %	BLS	2011	60.0	65.0	92%	0.02	51.7	59.4	87%
Housing and Wealth (0.34)									
Home Ownership Rate, %	Census	2010-2011	37.7	72.1	52%	-0.02	45.4	74.4	61%
Mortgage Application Denial Rate (Total), %	HMDA	2011	33.7	17.4	52%	0.00	38.3	15	39%
Mortgage Application Denial Rate (Male), %	HMDA	2011	13.1	15.7	120%	0.37	36.3	17.2	47%
Mortgage Application Denial Rate (Female), %	HMDA	2011	9.65	10.1	105%	0.06	40.6	17.6	43%
Mortgage Application Denial Rate (Joint), %	HMDA	2011	46.3	27.8	60%	0.02	36.5	12.3	34%
Home Improvement Loans Denials (Total), %	HMDA	2011	34	34.3	101%	0.05	58.1	29.7	51%
Home Improvement Loans Denials (Male), %	HMDA	2011	44.8	27.4	61%	-0.01	59.1	36.8	62%
Home Improvement Loans Denials (Female), %	HMDA	2011	55.4	20.3	37%	0.00	61	36.4	60%
Home Improvement Loans Denials (Joint), %	HMDA	2011	42.1	35.5	84%		48.1	22.1	46%
Percent of High-Priced Loans (More than 3% Above Treasury)	HMDA	2010					6.1	3.4	56%
Median Home Value, Dollars	ACS	2008-2010	95800.00	128600.00	74%	0.00	80600	123400	65%
Median Wealth, 2009 Dollars	EPI	2009					2172	97862	2%
Equity in Home, Dollars	Census	2004					54000	92000	59%
Percent Investing in 401K, %	EBRI	2009					27.8	36.9	75%
Percent Investing in IRA, %	EBRI	2009					10.1	25.6	39%
U.S. Firms by Race (% Compared to Employment Share)	Census	2007					7.1	86.6	8%

2013 EQUITY INDEX OF KANSAS	Source	KANSAS				2012 - 2013 Diff	NATIONAL URBAN LEAGUE		
		Year	African American	White	Index		African American	White	Index
Digital Divide (0.05)									
Households with Computer at Home, %	Census	2005					44.8	64.6	69%
Households with the Internet, %	NTIA	2010					57.8	74.9	77%
Adult Users with Boardband Access, %	NTIA	2010					55.5	71.8	77%
Transportation (0.01)									
Car Ownership, %	Census	2004					70	89.2	78%
Means of Transportation to Work: Drive Alone, %	ACS	2008-2010	78.2	82	95%	0.00	72	80.1	90%
Means of Transportation to Work: Public Transportation, %	ACS	2008-2010	2	0.4	20%	0.00	11.1	2.9	26%
Economic Weighted Index					52%	0.52			
HEALTH (25%)									
Death Rates and Life Expectancy (0.45)									
Life Expectancy at Birth	KIC/NVS	1999-2001	71.7	78.18	92%	-0.02	73.6	78.4	94%
<i>Male</i>	KIC/NVS	1999-2001	68.47	75.46	91%	-0.01	70	75.9	92%
<i>Female</i>	KIC/NVS	1999-2001	75.02	81	93%	-0.02	76.8	80.8	95%
Life Expectancy at 65 (Additional Expected Years)	KIC/NVS	1999-2001	15.98	18.78	85%		17.2	18.7	92%
<i>Male at 65</i>	KIC/NVS	1999-2001	14.12	16.92	83%	-0.05	15.2	17.3	88%
<i>Female at 65</i>	KIC/NVS	1999-2001	17.65	20.58	86%	-0.11	18.7	19.9	94%
Age-Adjusted Death Rates (per 100,000) - All Causes	KIC/NVS	2011	917.3	742	81%	0.07	955.2	766.2	80%
Age-Adjusted Death Rates (per 100,000) - Male	KIC	2011	1,035.50	866.5	84%	0.11	1176.6	908.5	77%
Age-Adjusted Death Rates (per 100,000) - Female	KIC	2011	828.1	639.2	77%	0.01	794.8	650.8	82%
Age-Adjusted Death Rates (per 100,000) - Heart Disease	KIC	2011	184.3	154.8	84%	0.03	243.2	188	77%
<i>Ischemic Heart Disease</i>	KIC	2011	48.3	51	106%		146.2	124.8	85%
Age-Adjusted Death Rates (per 100,000) - Stroke (Cerebrovascular)	KIC	2011	53.1	37.5	71%	0.13	58.6	39.5	67%
Age-Adjusted Death Rates (per 100,000) - Cancer	KIC	2011	215.2	163.5	76%	0.07	213.5	179.4	84%
<i>Trachea, Bronchus, and Lung</i>	KIC	2011	61.5	45.8	74%	-0.02	54.6	52.8	97%
<i>Colon, Rectrum, and Anus</i>	KIC	2011	25.2	15.2	60%	-0.03	23.3	16.3	70%
<i>Prostrate (Male)</i>	KIC	2011	n=10	18.8			47	21	45%
<i>Breast (Female)</i>	KIC	2011	30.9	18.8	61%		31.9	22.5	71%
Age-Adjusted Death Rates (per 100,000) - Chronic Lower Respiratory	KIC	2011	30.7	51.7	168%	-0.57	31.1	48.7	157%
Age-Adjusted Death Rates (per 100,000) - Influenza and Pneumonia	KIC	2011	n=18	18.5		-0.76	19.3	16.9	88%
Age-Adjusted Death Rates (per 100,000) - Chronic Liver Disease & Cirrhosis	KIC	2011	n=11	8.1			7.1	9.1	128%
Age-Adjusted Death Rates (per 100,000) - Diabetes	KIC	2011	40.8	20	49%	-0.05	41.3	19.1	46%
Age-Adjusted Death Rates (per 100,000) - AIDS (HIV)							15.7	1.4	9%
Unintentional Injuries							34.2	42.6	125%
<i>Motor Vehicle-Related Injuries</i>	KIC	2011	15.1	13.6	90%	-0.07	12.7	13.6	107%
Age-Adjusted Death Rates (per 100,000) - Suicide	KIC	2011	n=9	13.9			5.4	14.1	261%
<i>Age-Adjusted Death Rates (per 100,000) - Suicide Males</i>	KIC	2011	n=7	22.7			9.8	22.9	234%
Age-Adjusted Death Rates (per 100,000) - Suicide Males Ages 15 - 24	KIC	2011	n=#	28.4			10.3	18.2	177%
<i>Age-Adjusted Death Rates (per 100,000) - Suicide Females</i>	KIC	2011	n=2	5.4			1.7	6	353%
Age-Adjusted Death Rates (per 100,000) - Suicide Females Ages 15 - 24	KIC	2011	n=#	n=8			1.6	3.7	231%
Age-Adjusted Death Rates (per 100,000) - Homicide	KIC	2011	16.8	2.7	16%	0.01	20.2	2.8	14%
<i>Age-Adjusted Death Rates (per 100,000) - Homicide Male</i>	KIC	2011	24.8	3.4	14%	0.02	35.7	3.9	11%
Age-Adjusted Death Rates (per 100,000) - Homicide Males Ages 15 - 24	KIC	2011	n=10	n=12			85.3	4.9	6%

2013 EQUITY INDEX OF KANSAS	Source	KANSAS				2012 - 2013 Diff	NATIONAL URBAN LEAGUE		
		Year	African American	White	Index		African American	White	Index
Age-Adjusted Death Rates (per 100,000) - Homicide Female	KIC	2011	n=7	2			5.6	1.8	32%
Age-Adjusted Death Rates (per 100,000) - Homicide Females Ages 15 - 24	KIC	2011	n=#	n=#			8.9	2.2	25%
Age-Adjusted Death Rates (per 100,000) by Age Cohort: >1 Male	KIC	2011	n=20	570.1			1363.2	616.8	45%
Age-Adjusted Death Rates (per 100,000) by Age Cohort: 1 - 4 Male	KIC	2011	n=#	32.5			45.3	28.1	62%
Age-Adjusted Death Rates (per 100,000) by Age Cohort: 5 - 14 Male	KIC	2011	n=#	14.7			24.6	16.1	65%
Age-Adjusted Death Rates (per 100,000) by Age Cohort: 15 - 24 Male	KIC	2011	118.7	97.8	82%		168.1	104.6	62%
Age-Adjusted Death Rates (per 100,000) by Age Cohort: 25 - 34 Male	KIC	2011	235.8	127.1	54%	-0.01	240.3	140.8	59%
Age-Adjusted Death Rates (per 100,000) by Age Cohort: 35 - 44 Male	KIC	2011	247.3	206.4	83%	0.25	378.9	228.4	60%
Age-Adjusted Death Rates (per 100,000) by Age Cohort: 45 - 54 Male	KIC	2011	643.3	449.4	70%	0.18	876.7	508.7	58%
Age-Adjusted Death Rates (per 100,000) by Age Cohort: 55 - 64 Male	KIC	2011	1,601.40	997.7	62%	0.10	1870.8	1057.5	57%
Age-Adjusted Death Rates (per 100,000) by Age Cohort: 65 - 74 Male	KIC	2011	3,276.90	2,223.50	68%	0.05	3604.9	2432.7	67%
Age-Adjusted Death Rates (per 100,000) by Age Cohort: 75 - 84 Male	KIC	2011	5,975.40	5,620.40	94%	0.06	7169.0	6152.7	86%
Age-Adjusted Death Rates (per 100,000) by Age Cohort: 85+ Male	KIC	2011	14,110.40	15,725.40	111%	0.19	12964.7	14588.3	113%
Age-Adjusted Death Rates (per 100,000) by Age Cohort: >1 Female	KIC	2011	n=18	447.9		-0.05	1132.2	499.6	44%
Age-Adjusted Death Rates (per 100,000) by Age Cohort: 1 - 4 Female	KIC	2011	n=#	n=10			39.0	22.7	58%
Age-Adjusted Death Rates (per 100,000) by Age Cohort: 5 - 14 Female	KIC	2011	n=#	n=18			17.0	12.3	72%
Age-Adjusted Death Rates (per 100,000) by Age Cohort: 15 - 24 Female	KIC	2011	n=#	33.3			48.9	42.7	87%
Age-Adjusted Death Rates (per 100,000) by Age Cohort: 25 - 34 Female	KIC	2011	n=20	65.8			102.1	63.4	62%
Age-Adjusted Death Rates (per 100,000) by Age Cohort: 35 - 44 Female	KIC	2011	232.8	128.2	55%		229.1	134.4	59%
Age-Adjusted Death Rates (per 100,000) by Age Cohort: 45 - 54 Female	KIC	2011	602.3	315.5	52%	-0.02	537.2	300.5	56%
Age-Adjusted Death Rates (per 100,000) by Age Cohort: 55 - 64 Female	KIC	2011	1,159.90	621.7	54%	-0.10	1047.4	651.3	62%
Age-Adjusted Death Rates (per 100,000) by Age Cohort: 65 - 74 Female	KIC	2011	2468	1473.2	60%	-0.12	2209.5	1634.9	74%
Age-Adjusted Death Rates (per 100,000) by Age Cohort: 75 - 84 Female	KIC	2011	4,851.20	4,171.20	86%	-0.01	4902.9	4385.4	89%
Age-Adjusted Death Rates (per 100,000) by Age Cohort: 85+ Female	KIC	2011	12,021.40	13,873.40	115%	0.28	11997.4	12856.7	107%
Physical Condition (0.10)									
Overweight: 18+ Years, % of Population	BRFSS	2011	30.50%	35.10%	115%	N/A	33.9	36.3	107%
Overweight: Men 20 Years and Over, % of Population	BRFSS	2011	35.30%	42.50%	120%	N/A	33.8	40.2	119%
Overweight: Women 20 Years and Over, % of Population	BRFSS	2011	27.80%	28.70%	103%	N/A	27.0	26.5	98%
Obese, % of Population	BRFSS	2011	40.80%	29.10%	71%	N/A	41.0	26.1	64%
Obese, Men 20 Years and Over, % of Population	BRFSS	2011	38.90%	30.60%	79%	N/A	37.2	32.4	87%
Obese, Women 20 Years and Over, % of Population	BRFSS	2011	44.80%	29.20%	65%	N/A	50.5	33.2	66%
Diabetes: Physician Diagnosed in Ages 20+, % of Population	BRFSS	2011	14.50%	9.64%	66%	N/A	14.4	6.5	45%
AIDS Cases per 100,000 Males Ages 13+	e-HARS	2011	263	759	289%		78.0	9.8	13%
AIDS Cases per 100,000 Females Ages 13+	e-HARS	2011	97	112	115%		35.1	1.5	4%
Substance Abuse (0.10)									
Binge Alcohol (5 Drinks in 1 day, 1x a year) Ages 18+, % of Population	BRFSS	2011	12.70%	16.80%	132%	N/A	14.3	27.5	192%
Use of Illicit Drugs in the Past Month Ages 12+, % of Population	KCPC	2011	52.32%	30.76%	59%		9.6	8.8	92%
Tobacco: Both Cigarette and Cigar Ages 12+, % of Population	BRFSS	2011	28.90%	21.30%	74%	N/A	26.5	29.6	112%
Mental Health (0.02)									
Students Who Consider Suicide: Male %							7.8	10.5	135%
Students Who Carry Out Intent and Require Medical Attention: Male %							2.5	0.9	36%
Students That Act on Suicidal Feeling: Male, %	AIMS	2011	0.10%	0%	0%		5.5	3.4	62%
Students Who Consider Suicide: Female %							18.1	16.1	89%

2013 EQUITY INDEX OF KANSAS	Source	KANSAS				2012 - 2013 Diff	NATIONAL URBAN LEAGUE		
		Year	African American	White	Index		African American	White	Index
Students Who Carry Out Intent and Require Medical Attention: Female %							2.1	2.1	100%
Student That Act on Suicidal Feeling: Female, %	AIMS	2011	0%	0%	0%		9.9	7.7	78%
Access to Care (0.05)									
Private Insurance Payment for Health Care: Under 65 years old, % of Distribution	Census	2011	4.20%	87%	5%	-0.01	39.0	57.7	68%
People without Health Insurance, % of Population	Census	2011	7.55%	85%	1126%		20.8	11.7	56%
People 18 to 64 Without a Usual Source of Health Insurance, % of Adults	Census	2011	7.34%	83.99%	1144%		27.8	15.9	57%
People in Poverty Without a Usual Source of Health Insurance, % of Adults	Census	2011	6.18%	80.60%	1304%		39.5	39.4	100%
Population Under 65 Covered by Medicaid, % of Population	Census	2011	5.25%	86.94%	1656%	16.27	29.1	10.4	36%
Elderly Health Care (0.03)									
Population Over 65 Covered by Medicaid, % of Population	Census	2011	8.77%	86.08%	982%		20.0	5.4	27%
Medicare Expenditures per Beneficiary, Dollars							16891.0	15460.0	92%
Pregnancy Issues (0.04)									
Prenatal Care Begins in 1st Trimester	KDHE	2011	64.80%	82%	79%	0.01	75.0	87.7	86%
Prenatal Care Begins in 3rd Trimester	KDHE	2011	5.50%	2.40%	44%	0.02	6.0	2.3	38%
Percent of Births to Mothers 18 and Under	KDHE	2011	7.70%	3.60%	47%	0.02	5.9	1.9	32%
Percent of Live Births to Unmarried Mothers	KDHE	2011	74%	30.60%	41%	0.00	72.3	28.7	40%
Less than 12 years Education	KDHE	2007-2011	15.8	12.5	79%	0.21	14.8	9.3	63%
12 Years Education	KDHE	2007-2011	16.8	7.8	46%	0.00	14.2	7.1	50%
13 Years or More Education	KDHE	2007-2011	9.9	4.5	45%	0.03	11.4	4.1	36%
Mothers Who Smoked Cigarettes During Pregnancy, %	KDHE	2011	17.00%	16.50%	97%	0.02	7.7	12.7	165%
Low Birth Weight, % of Live Births	KDHE	2011	13.50%	6.70%	50%	-0.02	13.7	7.2	53%
Very Low Birth Weight, % of Live Births	KDHE	2011	3.10%	1.20%	39%	0.00	3.0	1.2	39%
Reproduction Issues (0.01)									
Abortions, Per Live 100 Births	KDHE	2010	1829	4987	273%	0.00	45.5	15.8	35%
Women Using Contraception, % of Population							54.5	64.7	84%
Delivery Issues (0.10)									
All Infant Deaths: Neonatal and Post, per 1000 Live Births	KDHE	2007-2011	14.7	5.8	39%	0.01	13.4	5.6	42%
Neonatal Deaths, per 1000 live Births	KDHE	2007-2011	9.6	3.7	39%	0.00	9.0	3.6	40%
PostNeonatal Deaths, per 1000 Live Births	KDHE	2007-2011	5.1	2.2	43%	0.06	4.4	1.9	43%
Maternal Mortality, per 100,000 Live Births	KDHE	2011					23.8	8.1	34%
Children's Health (0.10)									
Babies Breastfed, %	KDHE (WIC)	2011	59.40%	70.40%	84%	0.09	58.1	76.2	76%
Children Without a Health Care Visit in Past 12 Months (children ages 0-5), %	NCHS	2007	0	9.20%			6.4	4.1	64%
Vaccinations of Children Below Poverty: Combined Vacc. Series 4:3:1:3, % of Children 19-35 months	NVS/CDC	2011					64.0	68.0	94%
Uninsured Children, % under 18	Census	2009-2011	9.60%	8.20%	85%		11.0	6.9	63%
Overweight Boys 6-11 Years Old, % of Population	CDC						18.7	16.5	88%
Overweight Girls 6-11 Years Old, % of Population	CDC						21.3	14.5	68%
AIDS Cases per 100,000 All Children Under 13	e-HARS		97	112	115%		0.1	0.0	22%
Health Weighted Index					130%	1.30			
EDUCATION (25%)									
Quality (0.25)									
Teacher Quality (0.10)									
Middle Grades - Teacher Lacking at Least a College Minor in Subject Taught (High vs. Low minority Schools), %							49.0	40.0	85%
HS - Teacher Lacking an Undergraduate Major in Subject Taught (High vs. Low Minority Schools), %							21.9	10.9	88%
Per Student Funding (High vs. Low POverty Districts), Dollars							5937.0	7244.0	82%
Teachers with <3 Years Experience (High vs. Low Minority Schools), %							14.3	10.5	73%
Distribution of Underprepared Teachers (High vs. Low Minority Schools), %							5.0	1.0	20%

2013 EQUITY INDEX OF KANSAS	Source	Year	KANSAS			2012-2013 Diff	NATIONAL URBAN LEAGUE		
			African American	White	Index		African American	White	Index
Course Quality (0.15)									
College Completion, % of All Entrants	KBOR	Various	22.9	48.7	47%		40.1	60.2	67%
College Completion, % of Entrants with Strong HS Curriculum (Algebra II plus Other Courses)							75.0	86.0	87%
HS Students: Enrolled in Chemistry, %	KBOR	2010	5.2	79.2	7%	0.00	63.6	67.1	95%
HS Students: Enrolled in Algebra II, %	KBOR	2010	6.1	77.8	8%	0.00	69.2	71.2	97%
Students Taking: Precalculus, %	KBOR	2010	5.2	80	7%	-0.01	36.0	55.0	65%
Students Taking: Calculus, %	KBOR	2010	4.2	82.1	5%	0.00	14.0	30.0	47%
Students Taking: Physics, %	KBOR	2010	4.1	80.3	5%	0.00	44.0	54.0	81%
Students Taking: English Honors Course, %							31.0	43.0	72%
Attainment (0.30)									
Graduation Rates, 2-year Institutions, %	KBOR	2009	16.2	33.6	48%	0.00	27.1	32.0	85%
Graduation Rates, 4-year Institutions, %	KBOR	2009	28.3	56.4	50%	0.00	37.7	59.3	64%
NCAA Div. I College Freshman Graduating Within 6 years, %	KBOR	2009	30.5	58.4	52%	0.00	44.0	65.0	68%
Degrees Earned: Associate, % of Population Ages 18-24 Years	KBOR	2009	0.1	1	10%	0.00	2.2	3.0	74%
Degrees Earned: Associate, % of Population Ages 18-29 Years	KBOR	2009	0.1	0.8	13%	-0.01	2.1	3.8	54%
Degrees Earned: Associate, % of Population Ages 18-34 Years	KBOR	2009	0.1	0.7	14%	0.00	0.7	1.0	67%
Educational Attainment: At Least High School (25 Years and Over), % of Population	ACS	2011	29.7	28.1	106%	0.00	84.2	92.1	91%
Educational Attainment: At Least Bachelors (25 Years and Over), % of Population	ACS	2011	12.2	20.3	60%	0.00	19.8	33.2	60%
Degree Holder, % Distribution, by Field									
<i>Agriculture/Forestry</i>	KBOR	2009	1.3	88.60	1%	0.00	0.7	1.2	56%
<i>Art/Architecture</i>	KBOR	2009	2.2	84.5	3%	0.00	3.3	2.9	114%
<i>Business/Management</i>	KBOR	2009	2.8	78.6	4%	0.00	19.5	18.1	108%
<i>Communications</i>	KBOR	2009	2.8	80.7	3%	0.00	3.2	2.4	135%
<i>Computer and Information Sciences</i>	KBOR	2009	2.6	67.0	4%	0.00	3.9	2.2	177%
<i>Education</i>	KBOR	2009	2.4	86.2	3%	0.00	15.3	15.3	100%
<i>Engineering</i>	KBOR	2009	2.0	67.4	3%	0.00	3.6	7.7	47%
<i>English/Literature</i>	KBOR	2009	2.9	85.2	3%	0.00	2.6	3.3	80%
<i>Foreign Languages</i>	KBOR	2009	1.0	72.9	1%	0.00	0.8	0.9	96%
<i>Health Sciences</i>	KBOR	2009	3.6	81.8	4%	0.00	5.4	4.5	120%
<i>Liberal Arts/Humanities</i>	KBOR	2009	7.6	61.2	12%	0.00	4.6	6.1	75%
<i>Mathematics/Statistics</i>	KBOR	2009	2.4	72.6	3%	0.00	2.4	1.4	169%
<i>Natural Sciences</i>	KBOR	2009	1.7	73.1	2%	0.00	6.0	5.6	106%
<i>Philosophy/Religion/Theology</i>	KBOR	2009	5.0	70.0	7%	0.00	0.9	1.3	70%
<i>Pre-Professional</i>	KBOR	2009	1.5	63.4	2%	0.00	1.6	1.1	146%
<i>Psychology</i>	KBOR	2009	3.5	81.8	4%	0.00	4.9	3.9	126%
<i>Social Sciences/History</i>	KBOR	2009	5.1	79.9	6%	0.00	8.1	4.9	165%
<i>Other Fields</i>	KBOR	2009	2.8	79.4	4%	0.00	13.1	17.2	76%
Scores (0.25)									
Preschool 10% of Total Scores (0.015)									
Children's School Readiness Skills (Ages 3-5), % with 3 or 4 Skills*							44.1	46.8	94%
Elementary 40% of Total Scores (0.06)									
Average Scale Score in U.S. History, 8th Graders	KSDE, Assessment	2012	49.2568	63.8353	77%	0.05	250.0	274.0	91%
Average Scale Score in U.S. History, 6th Graders	KSDE, Assessment	2012	50.7712	63.0616	81%				

2013 EQUITY INDEX OF KANSAS	Source	KANSAS				2012-2013 Diff	NATIONAL URBAN LEAGUE		
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Average Scale Score in Math, 8th Graders	KSDE, Assessment	2012	65.1874	77.9364	84%	-0.03	262.0	293.0	89%
Average Scale Score in Math, 4th Graders	KSDE, Assessment	2012	71.9019	82.5716	87%	0.00	224.0	249.0	90%
Average Scale Score in Reading, 8th Graders	KSDE, Assessment	2012	49.2568	63.8353	77%	-0.08	249.0	274.0	91%
Average Scale Score in Reading, 4th Graders	KSDE, Assessment	2012	48.4273	62.2081	78%	-0.10	205.0	231.0	89%
Average Scale Score in Science, 8th Graders	KSDE, Assessment	2012	47.0783	62.3073	76%	0.01	124.0	160.0	78%
Average Scale Score in Science, 11th Graders	KSDE, Assessment	2012	63.4031	78.1523	81%				
Writing Proficiency at or Above Basic Percentage, 5th Grade	KSDE, Assessment	2007	74.5261	57.9083	129%				
Writing Proficiency at or Above Basic Percentage, 8th Grade	KSDE, Assessment	2007	80.0031	59.2057	135%	0.62	81.0	93.0	87%
High School 50% of Total Scores (0.075)									
Writing Proficiency at or Above Basic Percentage, 11th Grade	KSDE, Assessment	2007	79.828	56.9201	140%				
Average Scale Score in Science, 12th Graders							120.0	156.0	77%
Average Scale Score in U.S. History, 12th Graders	KSDE, Assessment	2012	48.4273	62.2081	78%	-0.01	268.0	296.0	91%
Average Scale Score in Reading, 12th Graders							269.0	296.0	91%
High School GPA's for Those Taking the SAT							3.0	3.4	88%
SAT Reasoning Test - Mean Scores							1272.0	1579.0	81%
Mathematics, Joint	CB	2012	516	599	86%	0.05	427.0	535.0	80%
Mathematics, Male	CB	2012	540	622	87%	0.08	435.0	552.0	79%
Mathematics, Female	CB	2012	497	579	86%	0.04	422.0	520.0	81%
Critical Reading, Joint	CB	2012	524	604	87%	0.09	428.0	528.0	81%
Critical Reading, Male	CB	2012	533	607	88%	0.10	425.0	531.0	80%
Critical Reading, Female	CB	2012	516	602	86%	0.07	430.0	526.0	82%
Writing, Joint	CB	2012	496	576	86%		417.0	516.0	81%
Writing, Male	CB	2012	494	569	87%		405.0	507.0	80%
Writing, Female	CB	2012	497	582	85%		426.0	524.0	81%
ACT-Average Composite Score	ACT Scores	Varies	17.662	22.505	78%	-0.01	17.0	22.4	76%
Enrollment (0.10)									
School Enrollment: Ages 3-34, % of Population	KSDE	2010	7.0	69	10%	0.00	58.5	56.8	103%
Preprimary School Enrollment	KSDE	2010	3.6	6.6	55%	0.00	66.3	66.6	100%
3 and 4 Years Old	KSDE	2010	1.8	1.8	100%	0.00	57.7	55.5	104%
5 and 6 Years Old	KSDE	2010	11.7	11.3	104%	0.00	93.6	94.1	99%
7 to 13 Years Old	KSDE	2010	50.2	50.9	99%	0.00	98.1	98.7	99%
14 and 15 Years Old	KSDE	2010	14.4	14.8	97%	0.00	97.8	98.3	99%
16 and 17 Years Old	KSDE	2010	14.7	14.9	99%	0.00	94.1	95.0	99%
18 and 19 Years Old	KSDE	2010	5.5	5.5	100%	0.00	65.2	72.4	90%
20 and 21 Years Old	KSDE	2010	0.5	0.3	167%	0.00	44.7	56.4	79%
22 to 24 Years Old	KSDE	2010	0.3	0.1	300%	0.00	31.9	31.1	103%
25 to 29 Years Old	KSDE	2010	0.4	0.1	400%	0.00	14.6	14.0	104%
30 to 34 Years Old	KSDE	2010	0.2	0.1	200%	0.00	11.0	8.1	136%
35 Years Old and Over	KSDE	2010	0.3	0.2	150%	0.00	3.7	1.9	196%
College Enrollment (Graduate or Undergraduate): Ages 14 and Over, % of Population	KSDE	2010	6.6	71	9%	0.00	8.0	6.8	118%
14 to 17 Years Old	KSDE	2010	2.6	76.2	3%	0.00	1.4	1.2	113%
18 to 19 Years Old	KSDE	2010	6.2	73.8	8%	0.00	41.5	56.1	74%
20 to 21 Years Old	KSDE	2010	5.9	71.1	8%	0.00	41.6	55.6	75%
22 to 24 Years Old	KSDE	2010	5.5	70.3	8%	0.00	30.4	30.9	98%
25 to 29 Years Old	KSDE	2010	7.4	67.5	11%	0.00	14.4	13.8	104%
30 to 34 Years Old	KSDE	2010	9.0	67.3	13%	0.00	10.0	8.0	125%
35 Years Old and Over	KBOR	2010	8.5	72.2	12%	0.00	3.4	1.8	186%
College Enrollment Rate as a Percent of All 18 to 24-year old High School Completers, %	KBOR	2010	53.3	57.8	92%	0.00	46.7	50.3	93%
Adult Education Participation, % of Adult Population	KBOR	2010	11.8	35.4	33%	0.00	46.0	46.0	100%
Student Status and Risk Factors (0.10)									
High School Dropouts: Status Dropouts, % (not completed HS and not Enrolled, Regardless of When Dropped)							11.6	9.1	78%
Children in Poverty, %	AEC	2010	38	13	34%	0.00	39.1	12.4	32%
Children in All Families Below Poverty Level, %	ACS	2011	33.4	13.2	40%	0.00	39.1	11.7	30%
Children in Families Below Poverty Level (Female Householder, no Spouse Present), %	ACS	2011	51	36.6	72%		53.3	34.8	65%
Children (under 18) with a Disability, %	ACS	2011	5.6	3.8	68%		20.3	5.5	27%
Public School Students (K-12): Repeated Grade, %	KSDE	2012	3.96	1.77	45%		4.8	4.0	84%
Public School Students (K-12): Suspended, %							20.9	8.7	42%
Public School Students (K-12): Expelled, %							19.6	8.8	45%
Center-Based Child Care of Preschool Children, %							5.0	1.4	28%
Parental Care Only of Preschool Children, %							66.5	59.1	89%
Teacher Stability: Remained in Public School, High vs. Low Minority Schools, %							19.5	24.1	81%

2013 EQUITY INDEX OF KANSAS	Source	KANSAS				2012-2013 Diff	NATIONAL URBAN LEAGUE		
		Year	African American	White	Index		African American	White	Index
Teacher Stability: Remained in Private School, High vs. Low Minority Schools, %							79.7	85.9	93%
Zero Days Missed in School Year, % of 10th Graders							28.3	12.1	234%
3+ Das Late to School, % of 10th Graders							36.4	44.4	122%
Never Cut Classes, % of 10th Graders							68.9	70.3	98%
Home Literacy Activities (Age 3 to 5)									
<i>Read to Three or More Times a Week</i>	NSCH	2007	(n<5)	13.6		N/A	78.0	90.6	86%
<i>Told a Story at Least Once a Month</i>							54.3	53.3	102%
<i>Taught Words or Numbers three or More Times a Week</i>							80.6	75.7	107%
<i>Visited a Library at Least Once in Last Month</i>							24.6	40.8	60%
Education Weighted Index					68%				
CRIMINALIZATION AND SOCIAL JUSTICE (10%)									
Equality before the Law (0.70)									
Stopped While Driving, %							8.8	8.4	95%
<i>Speeding</i>							50.0	57.0	114%
<i>Vehicle Defect</i>							10.3	8.7	84%
<i>Roadside Check for Drinking Drivers</i>							1.1	1.3	118%
<i>Record Check</i>							17.4	11.3	65%
<i>Seatbelt Violation</i>							3.5	4.4	126%
<i>Illegal Turn/Lance Change</i>							5.1	4.5	88%
<i>Stop Sign/Light Violation</i>							5.9	6.5	110%
<i>Other</i>							3.7	4.0	108%
Mean Incarceration Sentence (in Average Months)							42.0	37.0	88%
Average Sentence for Incarceration (All Offenses) - Male, Months							45.0	40.0	89%
<i>Average Sentence for Murder - Male, Months</i>							266.0	265.0	100%
<i>Average Sentence for Sexual Assault - Male, Months</i>							125.0	115.0	92%
<i>Average Sentence for Robbery - Male, Months</i>							101.0	89.0	88%
<i>Average Sentence for Aggravated Assault - Male, Months</i>							48.0	42.0	88%
<i>Average Sentence for Other Violent - Male, Months</i>							41.0	43.0	105%
<i>Average Sentence for Burglary - Male, Months</i>							50.0	41.0	82%
<i>Average Sentence for Larceny - Male, Months</i>							23.0	24.0	104%
<i>Average Sentence for Fraud - Male, Months</i>							27.0	27.0	100%
<i>Average Sentence for Drug Possession - Male, Months</i>							25.0	21.0	84%
<i>Average Sentence for Drug Trafficking - Male, Months</i>							27.0	26.0	96%
<i>Average Sentence for Weapon Offenses - Male, Months</i>							24.0	24.0	100%
<i>Average Sentence for Other Offenses - Male, Months</i>							25.0	26.0	104%
Average Sentence for Incarceration (All Offenses) - Female, Months							25.0	26.0	104%
<i>Average Sentence for Murder - Female, Months</i>							175.0	225.0	129%
<i>Average Sentence for Sexual Assault - Female, Months</i>							32.0	72.0	225%
<i>Average Sentence for Robbery - Female, Months</i>							54.0	61.0	113%
<i>Average Sentence for Aggravated Assault - Female, Months</i>							29.0	30.0	103%
<i>Average Sentence for Other Violent - Female, Months</i>							17.0	55.0	324%
<i>Average Sentence for Burglary - Female, Months</i>							34.0	29.0	85%
<i>Average Sentence for Larceny - Female, Months</i>							19.0	17.0	89%
<i>Average Sentence for Fraud - Female, Months</i>							23.0	22.0	96%
<i>Average Sentence for Drug Possession - Female, Months</i>							15.0	17.0	113%
<i>Average Sentence for Drug Trafficking - Female, Months</i>							27.0	26.0	96%
<i>Average Sentence for Weapon Offenses - Female, Months</i>							24.0	24.0	100%
<i>Average Sentence for Other Offenses - Female, Months</i>							20.0	22.0	110%
Convicted Felons Sentenced to Probation, All Offenses, %							25.0	29.0	86%
<i>Probation Sentence for Murder, %</i>							3.0	4.0	75%
<i>Probation Sentence for Sexual Assault, %</i>							16.0	16.0	100%
<i>Probation Sentence for Robbery, %</i>							12.0	15.0	80%
<i>Probation Sentence for Burglary, %</i>							20.0	25.0	80%
<i>Probation Sentence for Fraud, %</i>							35.0	35.0	100%
<i>Probation Sentence for Drug Offenses, %</i>							25.0	34.0	74%
<i>Probation Sentence for Weapon Offenses, %</i>							25.0	23.0	10900%
Incarceration Rate: Prisoners per 100,000							1540.0	252.0	16%
<i>Incarceration Rate: Prisoners per 100,000 - Male</i>							3059.0	456.0	15%
<i>Incarceration Rate: Prisoners per 100,000 - Female</i>							133.0	47.0	35%
Prisoners as a % of Arrests							25.6	9.8	38%
Victimization and Mental Anguish (0.30)									
Homicide Rate per 100,000	KBI	2012	32	58	181%		16.7	2.8	17%
<i>Homicide Rate per 100,000: Firearm</i>	KBI	2012	24	32	133%		13.0	1.6	12%

2013 EQUITY INDEX OF KANSAS	Source	KANSAS				2012-2013 Diff	NATIONAL URBAN LEAGUE		
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<i>Homicide Rate per 100,000: Stabbings</i>	KBI	2012	3	8	267%		1.5	0.5	30%
<i>Homicide Rate per 100,000: Personal Weapons</i>	KBI	2012	3	7	233%		0.6	0.2	38%
Homicide Rate per 100,000 - Male	KBI	2012	25	36	144%		39.7	3.7	9%
Homicide Rate per 100,000 - Female	KBI	2012	7	22	314%		6.2	1.8	29%
Murder Victims, Rate per 100,000	KBI	2012	32	58	181%		17.0	3.1	18%
Hate Crimes Victims, Rate per 100,000	KBI	2012	43	14	33%		7.3	0.3	4%
Victims of Violent Crimes, Rate per 100,000	KBI	2012	7006	37967	542%		20.8	13.6	65%
Delinquency Cases, Year of Disposition, Rate per 100,000							3022.2	1394.5	46%
Prisoners Under Sentence of Death, Rate per 100,000							4.6	1.1	24%
High School Students Carrying Weapons on School Property							5.3	5.6	106%
High School Students Carrying Weapons Anywhere							14.4	18.6	129%
Firearm-Related Death Rates per 100,000: Males; All Ages							40.4	16.1	40%
<i>Ages 1- 14</i>							2.4	0.7	29%
<i>Ages 15 - 24</i>							91.5	13.4	15%
<i>Ages 25 - 44</i>							64.8	18.3	28%
<i>Ages 25 - 34</i>							88.1	18.0	20%
<i>Ages 35 - 44</i>							40.7	18.7	46%
<i>Ages 45 - 64</i>							20.1	19.5	97%
<i>Age 65 and Older</i>							11.4	27.3	241%
Firearm-Related Death Rates per 100,000: Females; All Ages							4.1	2.9	70%
<i>Ages 1- 14</i>							0.9	0.3	34%
<i>Ages 15 - 24</i>							7.3	2.5	34%
<i>Ages 25 - 44</i>							6.7	4.1	61%
<i>Ages 25 - 34</i>							7.2	3.4	47%
<i>Ages 35 - 44</i>							6.2	4.6	75%
<i>Ages 45 - 64</i>							2.9	3.9	136%
<i>Age 65 and Older</i>							1.3	2.2	172%
Social Justice Weighted Index					54%				
CIVIC ENGAGEMENT AND ADVOCACY (10%)									
Democratic Process (0.40)									
Registered Voters, % of Citizen Population	CPS	2010	49.3	70.4	70%	0.00	62.8	68.2	92%
Actually Voted, % of Citizen Population	CPS	2010	32.3	48.8	66%	0.00	43.5	48.6	90%
Community Participation (0.30)									
Percent of Population Volunteering for Military Reserves, %							0.8	1.0	80%
Volunteerism, %	CNCS	2009-2011	24.2	37.6	64%	0.00	19.4	27.8	70%
<i>Civic and Political</i>							4.6	5.5	84%
<i>Educational or Youth Service</i>							23.0	26.8	86%
<i>Environmental or Animal Care</i>							0.5	2.7	19%
<i>Hospital or Other Health</i>							5.9	8.1	73%
<i>Public Safety</i>							0.3	1.4	21%
<i>Religious</i>							45.4	32.6	139%
<i>Social or Community Service</i>							13.7	13.6	101%
Unpaid Volunteering of Young Adults							40.9	32.2	127%
Collective Bargaining (0.20)									
Members of Unions, % of Employed	CEPR	2010	6.9	83.1	8%	0.00	13.4	11.7	115%
Represented by Union, % of Employed							14.9	13.0	115%
Governmental Employment (0.10)									
State Executive Branch (Nonpostal) Employment, % of Adult Population	EEOC	2009	7.3	86.3	8%	0.00	1.2	0.8	145%
State and Local Government Employment, %									
Civic Engagement Weighted Index					50%				



Economic Opportunity And Asset Building

Fostering Economic Opportunity and Asset Building: A 10-Year Plan

Lazone Grays, Jr

The State of Kansas is no different than any other state in that the Great Recession and the internationalization of economies made it rather difficult to create the necessary jobs needed to grow communities to viability. Even without taking ethnicity into account, it has often become a battle when it comes to forging policies that really help the backbone of America's economic engine; our small business community. Whether state or federal, the lack of business-friendly policies geared toward the growth and advancement of disadvantaged businesses has eluded policymakers and that in itself has stifled any real results when it comes to growing small businesses in neighborhoods plagued with high crime, unskilled labor pools and dilapidated buildings and infrastructures.

The success of small business on the local level impacts the state economy. If there are areas lacking in the matrix of needed services, programs and resources then the only feasible course of action is to construct, advocate and implement activities that hold the best promise of success. In reference to the African American community, small business ownership and entrepreneurship has always been one way this group has used to keep their heads, families and households afloat. The Kansas African American community is no different.

If we look at data made available by local and state government, it is clear that African Americans have not fared well when it comes to sustainable asset building through growth in business. The remnants of these long-term failures in business plays out in individual communities; and especially in neighborhoods long disenfranchised and wrought with historical unemployment,

marginal business successes and a lack of progressive and forward-thinking policies that could serve as a framework to construct viable pathways to community success and revitalization.

Chronically high unemployment is a threat to prosperity for anyone living in such neighborhood and avoiding the tough steps needed holds out little hope for generations of children that will grow up in them. Without workforce training opportunities that can lead to gainful employment in neighborhoods; or equitable worksite diversity practices by companies owned by other ethnic group located in cities with disproportionately high unemployment of African Americans, there is little left; except for small business ownership, to be utilized as an effort to counteract this dilemma.

The past cannot be changed but future outcomes can be planned with proper leadership, ideas and follow through.

Where there is no action, there is no reward!

The need for equity-based policies at the state and local level is long overdue in Kansas. The question becomes "what policies can be proposed and implemented without giving preferential treatment to any one group over another?" It could be said that preferential treatment is already at play if we consider that in some cities, over 90 percent of the public funded contracts are awarded to companies owned by men, but that in itself can also be due to ineffective use of existing resources or the choice of business services/products chosen by Black entrepreneurs. While public works, construction and services consume a large share of public-funded procurement activities, these are areas of business African Americans rarely pursue. By acknowledging that government is the biggest buyer of goods and services, efforts should be taken to identify targeted areas of procurement that exist, and then better efforts should be taken to educate African American entrepreneurs to pursue these industries of business.

Policies that gather information on the number of public contracts, type of goods services procured and the amounts paid with public funds should be made publicly available so that business development agencies and organizations can better inform, educate and prepare aspiring entrepreneurs to enter targeted industries. With proper business intelligence available, it is presumed that firms can grow operations to scales larger than traditional mom & pop establishments; which are the mainstay of active African American businesses.

In the past the State of Kansas had the Kansas Small Business Procurement Act but it was allowed to sunset; without any fanfare, debate or proof of success. Local governments such as in the City of Topeka has had policies requiring this procurement data to be captured, assessed by elected officials and acted upon, but its local bodies have failed to enforce its own policy; even after it acknowledging that it was responsible to do so. Having a standing policy is one thing; compliance enforcement by those in office to govern is something else. Other urban municipalities in Kansas like Wyandotte County have begun to address statistically significant disparity in their construction procurement through the passage of a Supplier Diversity Ordinance and such policy-driven remedies should be noted by other cities/counties looking to address disparities they face in their own municipalities.

To be fair, it is necessary to outline what the Kansas African American community must do to take advantage of economic opportunities that exist by using their discretionary income for real-time asset building. Policies alone cannot repair the breach of inequity and disparity that continues to plague its neighborhoods, communities and citizens.

Building assets as a household or for individual purposes has numerous facets and two or more must be achieved before true freedoms can be attained. From 'education savings plans' for children to adopting a 'savings' mindset by adults, African Americans must dedicate more effort to saving more of what they earn and investing in that which provides the greatest return. The State of Kansas created the LearningQuest education saving plan initiative over a decade ago, but few in the Black community have taken advantage of this option that can help build a savings chest for the future educational expenses of their children.

Additionally, African Americans in Kansas will have to establish networks of businesses to support.

In order to reduce the high unemployment of men, women and children in the Kansas it is imperative that the African American working community begin to see their businesses and organizations as the primary vehicles to their collective success. By

supporting Black-owned businesses in their immediate community, it creates a need to hire. By increasing customers to our existing businesses we open the door to institute training programs that can effectively prepare men, women and youth of working age for jobs that are in-demand; as well as those of the future. Finally, the African American community must reassess their giving and begin to support the nonprofit organizations that are best adept to meeting the culturally unique needs faced in their neighborhoods.

This may be in the form of establishing either a local or statewide fund that can be utilized like other traditional community foundations, but with a focus on programs that fill in the gaps when viable programs, services and activities are nonexistent in the community. As millions are contributed by African Americans every year to traditional nonprofit agencies, disparate conditions faced by residents in their neighborhoods persist. Our large number of unemployed and under-skilled individuals lend credence to the notion that this population has not benefited well from existing foundations, corporate giving, payroll deduction programs or other traditional giving structures. In the end, the African American community must be willing to invest in themselves; before they can expect others to invest additional dollars to their betterment and achievement.

Supporting a network of viable nonprofits that traditionally serve the African American community and citizens does not exclude anyone from services, but it does focus on the immediate need for building; or repairing the communal safety-net that currently seems fractured, dysfunctional or chipping away. Agencies that provide workforce training, youth empowerment, business development and support services, job placement, reentry or ex-offender services should be targeted first for the provision of financial support through these 'funds' on an annual basis, and these agencies must also be held highly accountable to producing results that reduce real-time unemployment, preparing our youth and young adults for productive livelihoods and developing strong African American businesses that can be grown to scale.



Lazone Grays, Jr. is the President/CEO for IBSA, Inc. a Kansas nonprofit organization. Grays is a graduate of Washburn University and conducts research, analysis and advocacy on socioeconomic concerns. IBSA provides direct job readiness assistance to job seekers and development services for business owners competing for corporate and public-funded contracts.

Kansas NAACP Project JOBS: A Direct Action Initiative for Economic Opportunity and Asset Building

Glenda Overstreet, DBA

In accordance with the charge of the Kansas African-American Affairs Commission's Annual Report to examine equity issues in Kansas, it is befitting that the Kansas NAACP share the continuation of its PROJECT JOBS initiative implemented in October 2011 to address the disproportionately high rate of African-American employment in the State of Kansas.

PROJECT JOBS is a 360 degree economic development plan designed to identify the top fifty employers in the State and encourage Kansas units to partner with community organizations as they work together to embrace the goals of hiring and improving the inclusion of African-Americans and other ethnically diverse candidates proportionally in all work levels within Kansas workplaces.

Kansas NAACP leadership was provided with materials to assist them in their outreach partnership efforts. Materials included information designed to advise candidates on activities they may anticipate when attending hiring and job fairs, tools for researching the environment of a desired company, interview techniques and tips for preparing for interviews, resume design, techniques for financial management and family and social responsibility.

While the first phase may be underway in Kansas cities, the second phase is to evaluate recruitment and placement strategies, determine areas of deficiency and accountability, initiate action plans for short and long term impact, and measure results. To this end, major companies will be approached and requested to address inquiries regarding internal hiring and promotion practices related to ethnically diverse candidates.

The Kansas NAACP will collect appropriate data on incentives or programs proactively put in place and those designed to ensure effective placement of qualified and ethnically diverse employees.

Phase Three of the 360 degree economic development plan will focus on helping Kansas NAACP units to establish a strategy to reach youth, adults, and veterans who are interested in starting their business. This entrepreneurial phase will actively address steps for starting a business, provide information for seeking funding, provide a network of community resource and opportunities for professional training and development, assist entrepreneurs in conducting industry research, conduct competitive and profit analysis, and develop business plans and cash flow

reports.

Phase Four of the plan strategically works with existing African American entrepreneurs to assist them in analyzing their business processes through the review of staffing, systems, policies and procedures to determine how they can gain efficiencies that result in business growth through the hiring of additional employees and the increase of sales and net profit.

The full implementation of this plan should result in enhanced community inclusion, elevated richness of cultural understanding, significantly lower unemployment rate in the African-American community, a balanced employment rate overall for the State of Kansas and offer balanced opportunities for advancement, just to name a few benefits.

The Kansas NAACP believes that the economic plan outlined above truly epitomizes the definition of equality and supports an equitable society in which all can participate and prosper.

Ms. Overstreet has been a NAACP member for over 15 years. She has faithfully served in the positions of Interim Treasurer, WIN Chair, First Vice President, and President of the Topeka Branch. She has also served as the Kansas State and Topeka Branch Political Action Chair and State First Vice President prior to being elected State President. As president of the Topeka Branch, Ms. Overstreet led a community effort that resulted in the forming of the Law Enforcement partnership Panel.

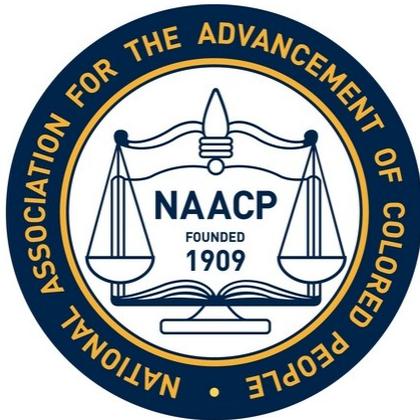


Under Ms. Overstreet's leadership, the Youth and College Chapter at Washburn University was created and an increase in youth membership was a major focus.

Ms. Overstreet founded Entrepreneurial Synergy, LLC, an entrepreneurial business consulting company that specializes in providing executive and entrepreneurial coaching and training services. She received her certification to administer and deliver the Ewing Kauffman Foundation First Step Fast Trac training and Fast Trac training series: New Venture, Tech Venture, and Growth venture entrepreneurial training in November 2003. She is a certified leadership instructor with Achieve Global, a certified Human Resources Consultant, and a freelance columnist.

Ms. Overstreet has taught courses at Kansas City Community College, Metropolitan Technical and Community College. At Baker University, she currently serves as Faculty Instructor delivering Business, English, and Written Communication courses. Ms. Overstreet has over 15 years of experience in executive management, coaching, human resource consulting, business analysis, facilitation, legal compliance, and strategic planning. In addition, she has over 25 years of executive management experience and 10 years of corporate training experience and has delivered training for corporations, small businesses, governmental entities, and non-profit organizations.

Ms. Overstreet obtained her doctorate in Business Administration in fall of 2012. Additionally, She holds a MBA (Master of Business Administration), Bachelor of Arts in Communications, and Associate of Arts in Legal Assistance degrees. She also serves as the President and Chief Executive Officer of Business Consulting and Design and is the Founder of a non-profit business, The Unity Council of Topeka, Inc. She is a strong community advocate and has received numerous community service awards.



Founded in 1909, the NAACP is the nation's oldest and largest civil rights organization. From the ballot box to the classroom, the thousands of dedicated workers, organizers, leaders and members who make up the NAACP continue to fight for social justice for all Americans.

Spending Power and Wealth Accumulation Are Not The Same: An Overview of African American Economic History Since The 1960s

Robert Weems, Ph.D.

African Americans, since the 1960s, have experienced a dramatic increase in their collective spending power. Yet, recent decades have also witnessed both a widening of the wealth gap between blacks and whites and the decline and disappearance of many historic African American enterprises. This brief essay will examine the circumstances behind this seemingly contradictory situation.

In 1969, the noted African American market research professional D. Parke Gibson wrote the influential book *The \$30 Billion Dollar Negro*. The title of Gibson's work reflected aggregate African American income by the late 1960s. Nine years later, in 1978, Gibson followed up with the book *\$70 Billion In The Black: America's Black Consumers* which, among other things, demonstrated blacks' collective spending power had more than doubled during the 1970s. Moreover, this trend accelerated in succeeding decades. For instance, between 2000 and 2012, African American annual spending power increased by 73 percent growing from \$600 billion to 1 trillion dollars.

Although aggregate income data suggests that African Americans have made significant economic progress since the 1960s, similar data, associated with wealth accumulation (the difference between what we own and what we owe), presents a far more sobering assessment. A February 2013 study published by the Institute on Assets and Social Policy (IASP) at Brandeis University indicates that, during the last generation, the wealth gap between blacks and whites has steadily increased. To quote from its' "Key Findings" section, "tracing the same households over 25 years, the total wealth gap between white and African-American families nearly triples, increasing from \$85,000 in 1984 to \$236,500 in 2009."

A major contributing factor to the growing wealth gap between blacks and whites was the collapse of real estate prices associated with the Great Recession of 2007-2009. As the IASP report noted, "homeownership is an even greater part of wealth composition for black families, amounting to 53 percent of wealth for blacks and 39 percent for whites." Consequently, "half the collective wealth of African-American families was stripped away during the Great Recession due to the dominant role of home equity in their wealth portfolios and the prevalence of predatory high-risk loans in communities of color."

Although African American incomes have increased over the last

generation, long-standing (disproportionate) unemployment in the black community is another factor that has widened the wealth gap between blacks and whites. As Brandeis University's Institute on Assets and Social Policy noted, "unemployment affects all workers but...black workers are hit harder, more often, and for longer periods of time. With much lower beginning wealth levels and unequal returns on income, it is a greater challenge for African Americans to grow their family wealth holding in the face of worker instability."

As stated earlier, the collective annual spending power of African Americans grew from \$30 billion dollars in 1969 to 1 trillion dollars in 2012. Yet, this same period witnessed: the decline and disappearance of historic black-owned enterprises in such areas as the insurance industry and the African American personal care products market; the decline of urban black America's infrastructure (as the vast majority of black dollars take a quick one-way trip out of black communities into downtown and suburban shopping areas); and the appearance of the quest for "bling" (which featured a decline of group-based political activism in favor of individualist-based conspicuous consumption). This scenario suggests, according to independent scholar James Clingman, that African American consumerism since the 1960s may be better characterized as spending weakness instead of spending power.

In the end, African Americans' ever-increasing aggregate income, since the 1960s, has enhanced the profit margins of major corporations, rather than promoted urban black community development. This is especially disturbing considering the fact that, notwithstanding the desegregation of schools, workplaces, and public facilities, a significant number of African Americans continue to live in predominantly black residential areas. Thus, the relevance of community-based enterprises, which can help keep black dollars circulating in black communities, appears as meaningful today, as it was in the past.

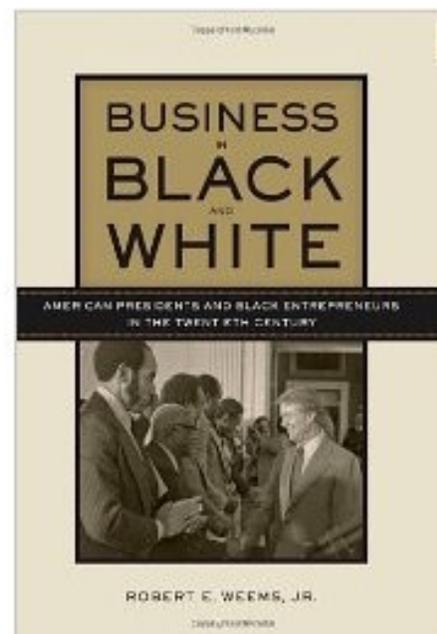


Robert E. Weems, Jr. is the Willard W. Garvey Distinguished Professor of Business History at Wichita State University. Before coming to WSU in Fall 2011, he taught at the University of Missouri-Columbia. Born and raised in Chicago, Weems received his Ph.D. in History from the University of Wisconsin-

Madison. He has published and spoken widely in the areas of African American business history and African American consumerism.

*Dr. Weems publications in these realms include three books: **Black Business in the Black Metropolis: The Chicago Metropolitan Assurance Company, 1925-1985** (published by Indiana University Press); **Desegregating the Dollar: African American Consumerism in the Twentieth Century** (published by New York University Press); and **Business in Black and White: American Presidents and Black Entrepreneurs in the Twentieth Century** (published by New York University Press).*

Professor Weems is currently involved with two major projects. First, he is working on a biography of the noted early twentieth-century black entrepreneur Anthony Overton. Overton is cited by the Harvard Business School's database of "Twentieth-Century American Business Leaders" as the first African American to head a major business conglomerate. Weems is also gathering archival material, related to the history of African American entrepreneurship in Wichita, which will ultimately be housed in Special Collections at the Wichita State University Library.



Searching Out Solutions: Constructive Alternatives to the Stereotyping and the Criminalization of Poverty

Andrea (A'Jay) Scipio

Individuals and families experiencing street homelessness face many barriers on their path to stability. Over and above their housing, economic, physical, and behavioral health needs, many communities implement local measures that criminalize “acts of living” laws that prohibit sleeping, eating, sitting, or panhandling in public spaces; acts which generally are applicable to people who do not have a permanent place to call home, and by their very nature criminalize homelessness. As if that’s not enough, these same individuals are forced to deal with the community’s generalized assumptions about why these conditions exist in their lives.



Thinking they are providing answers to these problems, many communities implement measures as a way to broadcast a zero-tolerance approach to street homelessness and to attempt to reduce the visible signs of homelessness and those affected by it.

Criminalization policies, however, are not a solution to the problem of homelessness and are often costly and consume substantial

state and local resources. Coupled with a failure to address the effects of stereotyping within homeless populations, efforts to introduce policies, programs and resources which could provide the economic opportunities necessary to implement strategic plans with the goals of safely housing and stabilizing vulnerable individuals and families remain in jeopardy. In today’s economic climate, it is important for state, county, and local entities to invest in programs that work rather than spend money on activities that are unlikely to achieve the desired result.

To evaluate the impact of the criminalization and stereotyping of poverty for youth, while building the capacity of those youth to serve in their communities, I, along with Katilyn Price, Washburn University AmeriCorps VISTA alum, created a full emersion program which allows participants to experience, first-hand, a

mock environment of poverty crisis which quickly deteriorates to street homelessness. In this exercise, they experience the rigors of criminalization and stereotyping with the challenge of crafting sustainable solutions in the process. The results were astounding.

Intrinsically, young people are compassionate problem solvers who see the cup as half full. By totally engrafting our youth into the lives of our family in crisis, we brought the real world plight of poverty to them and created opportunities for them to interact with policy makers and community leaders to discuss the current systems in place to address the needs in their communities. As they asked the hard questions and were increasingly dissatisfied with the answers, they began to consider solutions of their own. But before they could rush out to “save the world,” we wanted to insure they were prepared to adequately prepared to handle levels of criminalization they would see in certain geographical areas of their city; and that they were ready to serve in their communities without bias. The 48 hour “Homeless Simulation” exercise provided that testing ground. The youth experienced having their homeless camp “raided” by police in the middle of the night. Being threatened with going to jail for trespassing wasn’t at all what they expected the homeless had to contend with. They went through having no food to eat and having to wait in line at the Topeka Rescue Mission for a meal. They toured the Hope Center...where they came face to face with the startling reality that people they knew were living there. These weren’t drug addicts or drunks. They weren’t lazy or mentally ill. They didn’t fit the common stereotype of homeless people. They were victims of the current economic crisis our country is facing—which is exacerbated in the African American population. They came face to face with the realities of the criminalization of street homelessness survival practices—things they previously thought could never be viewed as wrong or problematic—after all, who would vilify one family’s need to eat or sleep in their car when they have nowhere else to go?

Reflecting on their experiences and continuing to search for sustainable solutions for the increasing poverty issues in their

“You never know, there just might already be enough resources in the neighborhood to help people. But if we don’t get people together to talk, we’ll never know.”

- Joseph Hines, 2012 “To Homelessness and Back” participant

communities, the following strategies have been brought to the table and are being developed into actionable plans that can be implemented by them:

Instead of asking the people on the outside what is needed...why not ask those who are inside...the people who are actually homeless, poor, in need. *"Sometimes you just need to listen to people!"*...Jaylen Blackwell, 2012 *"To Homelessness and Back"* participant

We need to find out what contributed to this person's (family's) situation. *"It's not always that they didn't do right. It could be circumstances outsider of them that they had no control over!"*...Ma'Kayla Coller, 2012 *"To Homelessness and Back"* participant

People helping people is a GREAT idea!! *"It works in school and at The Club, why wouldn't it work in the community?"*...Andrea Blackwell, 2012 *"To Homelessness and Back"* participant offer opportunities for the community to come together more often to just socialize and get to know each other. That way people may feel more comfortable working together. *"You never know, there just might already be enough resources in the neighborhood to help people. But if we don't get people together to talk, we'll never know."* Joseph Hines, 2012 *"To Homelessness and Back"* participant

From a youth's perspective, the gravity of unfairness can be perceived beyond comprehension. Yet when framed within the context of Economic Opportunity and Asset Building—within the structure of working for Equity for African Americans in Kansas, we find that there are unlimited opportunities for systematic changes that begin with individuals—as seen with these youth—and progress to families, neighborhoods, communities, schools, collective organizations and governmental structures. This approach will produce sustainable solutions that community members can implement and take ownership of in order to continue to build their capacity for equity and change.



As an educator and community servant for more than 22 years, Ms. Scipio has been instrumental in establishing thriving youth development Programs in North Carolina, Virginia, Washington State, Hawaii, Ghana, West Africa and St. Kitts, West Indies, and Kansas.

During her travels, she has served our Nation's military families as Command Ombudsman for the USS Ponce and USS Enterprise, while working closely with the Department of the Navy, The City of Norfolk and Morale, Welfare and Recreation to establish one of the largest Youth Intervention programs for military dependents at the Norfolk Navy Base Norfolk, VA.

Andrea (A'Jay) is currently serving as the project director for the Kansas Africa American Affairs Commission Equity Project and as a Washburn University AmeriCorps VISTA Fellow she is looking forward to continuing her service to the state of Kansas in a broader and more diverse capacity.

Eliminate Child Poverty:

"It simply shouldn't happen here!"

Persons in family/household	Poverty guideline
1	\$12,860
2	17,410
3	21,960
4	26,510
5	31,060
6	35,610
7	40,160
8	44,710
For families/households with more than 8 persons, add \$4,550 for each additional person.	





Health and Safe Community

Kansas Department of Health and Environment Center for Health Equity

Aiko Allen, MS

As Director of the Kansas Department of Health and Environment (KDHE) Center for Health Equity (CHE), I would like to begin with the Center's vision which is to "promote health equity among all Kansans." I spend a lot of time thinking about what equity means and how we can work together to assure that equity is a thread strongly woven throughout public health system improvements in our state. CHE supports KDHE Division of Health (DOH) bureaus in deploying resources more effectively that address health disparities reduction. CHE seeks to strengthen leaders engaged in this long-term process through provision of technical assistance, consultation, and other resources to DOH staff and communities served. The CHE website is: www.healthequityks.org.

I am honored to provide the preface to the 2013 update of the "State of African Americans in Kansas." It's hard to believe that a year has passed since the initial publication of this report in 2012. While this chapter hopefully provided you last year with data that supported healthy dialog about what you could do to promote equity and contribute to the reduction of disparities in health in your community, how you took action at the local level will be the central story collectively each year that inspires all of us.

In collecting and analyzing data related to disparate populations in Kansas, we know that data tells a story of what may be hidden under small numerators, as we like to say in epidemiology (the profession as well as the practice of finding the patterns, causes, and effects of health and disease conditions in defined populations). It is tempting to seek simple solutions to highly complex challenges we face as we seek to promote better health across the life span. Data presented in this chapter requires more than a quick glance and comparison to determine whether we are better or worse off than a year ago.

At best, data represents an opportunity for patience and perseverance as we sustain a vision of better health. Often, multiple years of data are necessary in order to produce reliable information for decision-making. I wish to acknowledge the epidemiologists and other staff from Kansas agencies who provided their assistance across many disciplines to gather the most accurate information that could be shared with you. Epidemiologists serve to assure our understanding of the strengths and weaknesses of data collection and the implications of its use that will hopefully inform health in all policies. Regardless, data is an essential starting point and foundation for informed decisions about the distribution of resources.

The stories of your efforts to work on a root cause of poor health outcomes (report chapters on education, commerce, etc.) are the drivers of the changes you seek in your communities' health and wellbeing. You are courageously addressing health

disparities you have identified through your 3 D (Discover, Dream, Design, Deploy) events and other gatherings.

To address health disparities and disparities in health and healthcare is a long-term process that means shifting the focus to the conditions in which we live, learn, work, pray, and age. I would like to share with you a diagram that was included in a session on March 14 of the Steering Committee of the Healthy Kansans 2020 state health improvement plan. Work on this plan will help the state in its efforts to improve the public health system in Kansas, and I think you will find much to be of interest as we align local, state, tribal, and federal efforts to reduce health disparities. Information on the plan can be found at the Healthy Kansans 2020 website <http://healthykansans2020.com/index.asp#&panel1-2>

Here is the diagram that may be of help you to understand how your efforts are connected among the 3D events, Equity Day at the Capitol, the state health improvement plan, the National Partnership for Action and Health and Human Services plans to reduce health disparities, and the publication of the 2013 State of African Americans in Kansas.

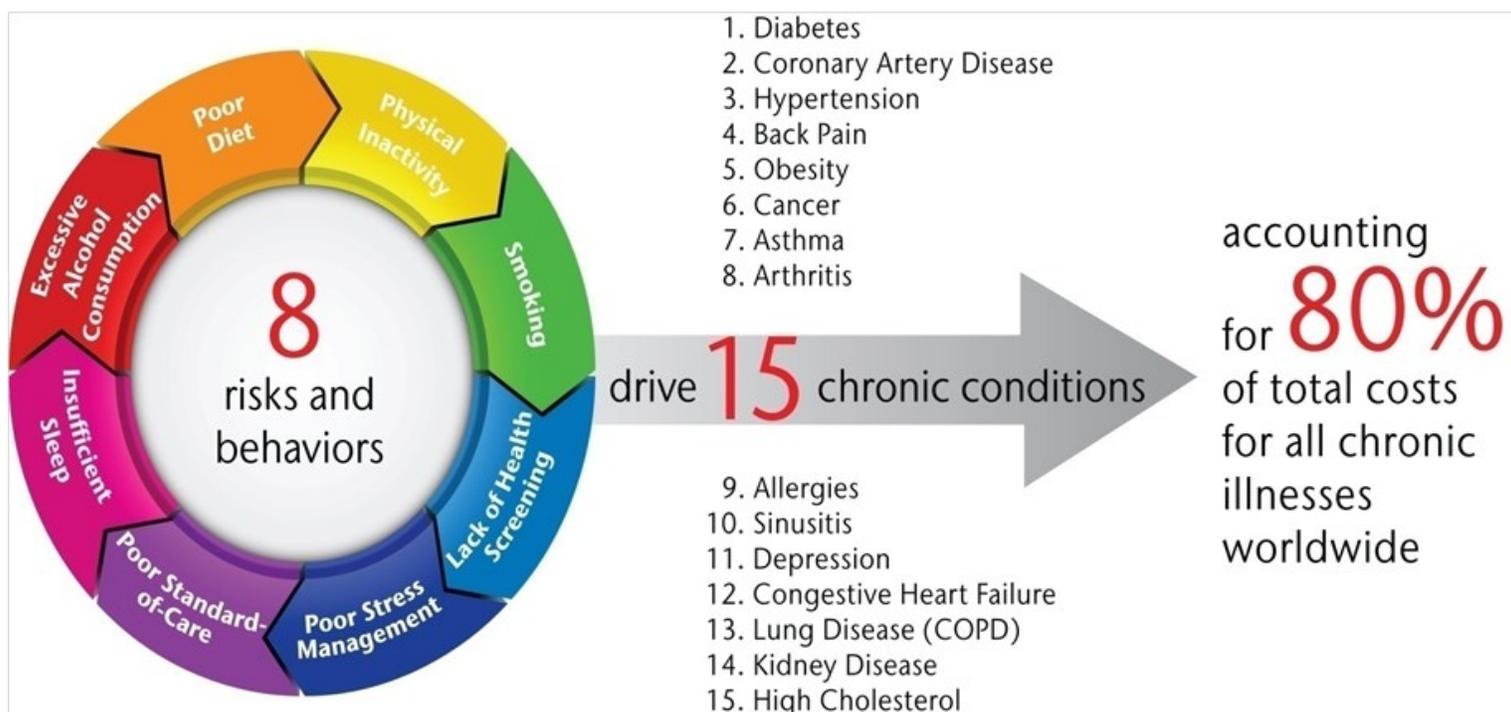
One picture says a thousand words, doesn't it? We know that disparate populations suffer a greater burden of disease and risk factors than other populations. Research on disparities in health and health care indicate that while the greatest ex-

penditures are focused on medical care, the greatest cost savings lie upstream in promoting healthier lifestyles that improve the conditions and factors that influence health outcomes—education, jobs, increasing income, safe streets and communities, transportation, air and water quality, reduction of industrial pollution, reduction of social isolation, etc.

Another diagram (provided on the next page) shared at the Healthy Kansans 2020 meeting that may also be helpful to you . . . Where can you have the most impact as you select a key activity or activities that demonstrate your equity work in Kansas?

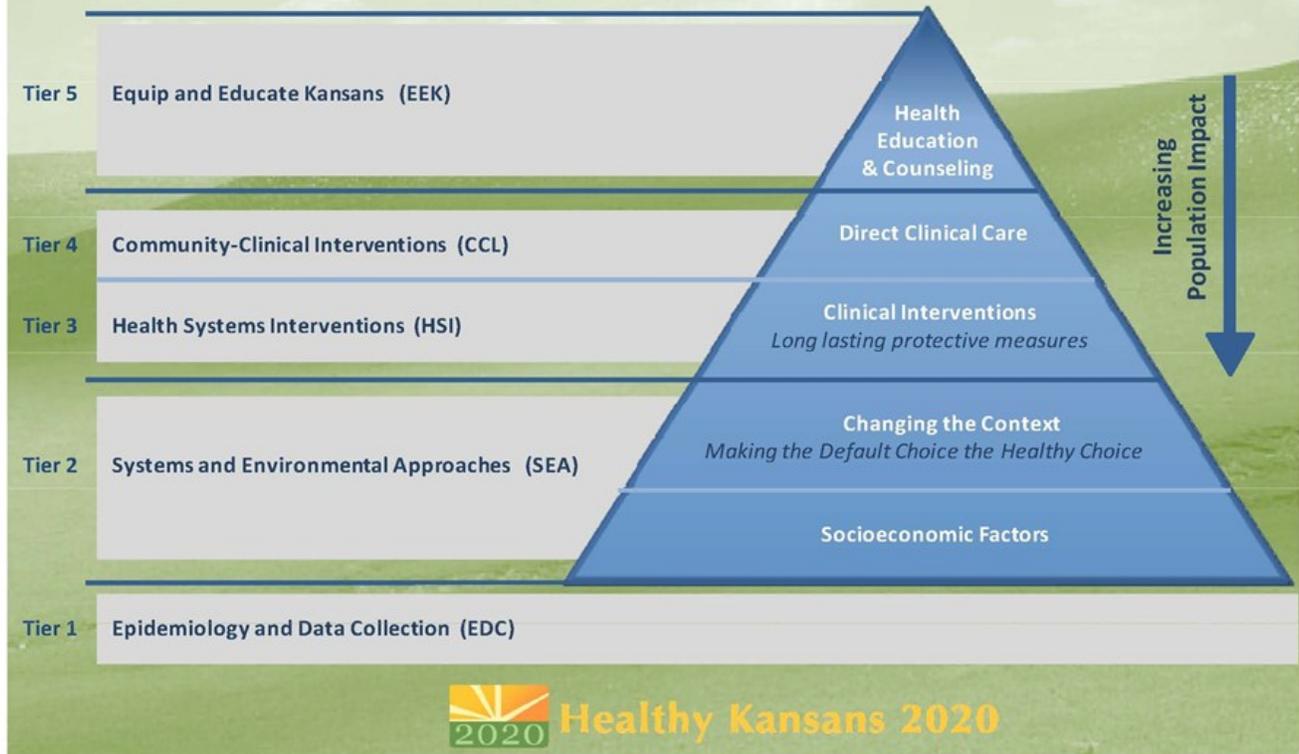
While culturally specific and tailored education, counseling, and patient care strategies and a culturally competent workforce are important, how do we create communities in which the “default choice—the one you naturally select—is the healthy choice”? This is where your creativity and knowledge of your communities and your legacy is so critical. I again, ask this year, for your steadfast commitment to dial up the volume on reducing health inequities by developing plans that have the greatest reach and impact in changing community conditions—and over time individual and family choices for better health outcomes.

Please learn more about the important resources that may help your district efforts through the National Partnership for Action and the Regional Health Equity Council in our four-state area (Kansas, Missouri, Iowa, and Nebraska).



HK2020 Action Plan Template

Health Impact Pyramid



Website link: <http://minorityhealth.hhs.gov/npa/>

We all have a part to play, and don't forget to get our younger generations involved in the equity movement as well. This publication is offered as another means of consciously evaluating opportunities for civic engagement and uniting voices for local solutions that promote equity – a recognition that equity matters.



Mission:

Promote and improve the health status of all Kansans through shared leadership and collaboration across the public health system in order to reduce identified and emerging health disparities among racial, ethnic, tribal, and underserved populations.



Aiko Allen serves as the Director of the Kansas Department of Health and Environment Center for Health Equity.

Aiko received her Master of Science degree in Health Education as well as her Bachelor of Arts Degree from the University of New Mexico.

Over a long career in public health in both public and private sectors, urban, rural, and tribal communities, Aiko works with communities to bridge traditional knowledge and cultural values with western science in order to promote better health.

Aiko is a Kansas Public Health Leadership Institute (KPHLI) Fellow (2006-2007) and she has served, since then, as a mentor/coach to other participants.

In 2011, Aiko received the Virginia Lockhart Award for outstanding public health service in the field of health education from the Kansas Public Health Association.

Digging Deeper: A Call To Action For Qualitative Approaches to Black Infant Mortality in Kansas

Kyrah Brown, M.A.

The state of African American infant health in Kansas is complex and deserves innovative intervention efforts. Recent data provided by the Kansas Department of Health and Environment [KDHE] (2011) suggests a pressing need to continue to address infant mortality as a major public health issue. The infant mortality rate is used as a measure of population health; and refers to the number of deaths of infants under the age of one per 1,000 live births. In Kansas, there is a significant health disparity between Black and White infants. The infant mortality rate is two times higher for Black infants in comparison to the White infant mortality rate (KDHE, 2011). When comparing Kansas' Black infant mortality rates to the national rates, Kansas' rate is still higher. For example, the national Black infant mortality rate is 11.61 deaths per 1,000 live births (Murphy et al., 2012). In Kansas, the Black infant mortality rate is 12.9 deaths per 1,000 live births (KDHE, 2011). In addition, there are several counties in which the Black infant mortality rate is significantly higher than state and national rates. For instance, Sedgwick County's Black infant mortality rate is 18.81 per 1,000 live births (Sedgwick County Health Department [SCHD], 2013). Most alarming is that this rate is higher than the infant mortality rate for other countries such as Bosnia, Mexico and Thailand. The bottom line is: Kansas is one of the worst places for a Black child to be born.

Factors associated with infant mortality include delayed or inadequate prenatal care, inadequate nutritional/dietary intake, congenital anomalies, risky health behaviors (e.g., substance use) and environmental health (e.g., air quality, living conditions). High infant mortality rates call into question the underlying structural and socio-historical factors (e.g., impact of stressors related to racism/sexism, environmental health, family traditional practices, health system barriers) which may contribute to Black infant death. A question emerges: As we continue to study infant mortality, how can we express structural and socio-historical factors quantitatively (or numerically)?

To answer this question, we must first reconsider our assumptions about 'what counts as data'. Qualitative methods (e.g., analyzing rates, assigning numerical values to behaviors) have served to enhance our understanding of key risk and protective factors related to infant mortality. When exploring complex structural and socio-historical factors, however, a sole reliance on quantitative data may limit the depth at which we can exam-

ine infant mortality. Qualitative methods are research approaches which focus on gaining an in-depth understanding of human behavior and do not depend on measurement or statistical analyses. Qualitative research is invaluable if we are to "dig deeper" and gain a more holistic understanding

By conducting in-depth interviews or focus groups, we can explore the lived experiences of pregnant mothers or mothers who have experienced loss. This is especially important considering the impact infant mortality has had on the African American community in Kansas.

of how we may prevent poor birth outcomes. By conducting in-depth interviews or focus groups, we can explore the lived experiences of pregnant mothers or mothers who have experienced loss. This is especially important considering the impact infant mortality has had on the African American community in Kansas.

The number of qualitative studies exploring the social determinants of Black infant health is growing. There is some fascinating qualitative health research exploring mothers' perceptions of safe sleep (Joyner et al., 2010); men's perceptions of infant mortality (Quinn et al., 2009); attitudes towards birth spacing (Bryant et al., 2012); reactions to perinatal loss (Covington & Theut, 1993); experiences and satisfaction with prenatal care and care settings (Novick, 2009; Wheatley et al., 2008) and patient-provider interactions (Bennet et al., 2006; Dale et al., 2010). This research has significantly impacted prevention and intervention efforts by providing highly contextual information about possible precursors to and determinants of Black infant health (and maternal health).

Call to Action: What are some next steps?

The state of Kansas has several opportunities to improve birth outcomes among African Americans. First, since infant mortality in Kansas is so complex, it warrants the opportunity to integrate qualitative methods into the existing research agenda. A small step, for example, may be to consider including open-ended questions on a questionnaire or conducting several interviews with pregnant women about their living environment. For instance, organizations and coalitions such as the Fetal Infant Mortality Review and the KIDS Network conduct interviews with mothers who have experienced loss to explore key risk and protective factors. These data have also been used to inform interventions.

Second, using qualitative methods provides an opportunity for collaborations with other agencies and universities as well as

medical school researchers. This is particularly important if you (or your organization) is not familiar with qualitative approaches or research in general but would like to incorporate it into your work.

Third, using qualitative research presents an opportunity to do more with the data. The thought of having to publish your work in research journals can be intimidating. But, there are other ways to disseminate your findings. Grey literature (e.g., unpublished studies or reports prepared 'in house by community agencies) may be a great start for community and state level information exchange, especially since this is a tool that many organizations already use. General findings can be included in reports which could be posted on organization websites. Ensuring that your key findings are accessible is crucial for (a) public awareness and (b) coordinating community efforts to address infant mortality.

The state of Kansas is challenged with embracing creative and collaborative approaches to reducing Black infant mortality. These small steps can potentially move the state of Kansas forward on efforts to reduce the disparities in infant mortality.



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well-being among populations of color. She teaches psychology courses at WSU and is an active member of the Society for Community Research and Action (APA Division 27).



Epigenetics: The Emerging Biology of Historical Trauma

Angela Lindsey-Nunn, MSW

The experiences of our ancestors play a role in our current health. Their exposure to historical trauma such as slavery and the ensuing individual and institutional racial discrimination contribute to contemporary chronic biological, psychological, and social problems among African-Americans in the United States. Rapidly growing research in the burgeoning field of epigenetics illuminates how nutrition, environmental exposures, and social interactions influence the health of future generations.

One of the characteristics of chattel slavery was the phenomenon of low

birthweight babies. The nonprofit, nonpartisan organization, Kansas Action for Children, illustrates in their 2012 Kansas Kids

Rapidly growing research in the burgeoning field of epigenetics illuminates how nutrition, environmental exposures, and social interactions influence the health of future generations.

Count report that while overall infant mortality in Kansas has decreased, low birthweight among African-American babies remains the same 2:1 ratio of the national average when compared to non-Hispanic white babies. While previous research on this subject has examined the effects of low income and poor prenatal care, recent studies show the impact that discrimination has on African-Americans in the United States.

The important question to consider is - how could historical trauma have an impact on physiological processes such as embryonic development (even after the end of slavery and the removal of Jim Crow laws following the passage of the US Civil Rights Act in 1964)? One possibility lies in the emerging field of epigenetics which posits that environmental factors can influence the development of human embryos by impacting which specific genes are turned on or off at different stages of development. Because it examines the impact of environmental factors on gene expression, epigenetics is neither nature nor nurture, but instead bridges these two important phenomena and can help explain why chronic problems such as low birthweight continue despite socioeconomic status, age, and education levels.

One key issue in understanding the links between historical trauma and the intergenerational transmission of chronic health

issues is how these conditions can be passed from parent to child, or possibly even to grandchildren. Recently, researchers have discovered that experiences *in utero* and *postnatally* can modify regulatory factors affecting gene expression in such a way that the DNA sequence itself is not changed but, for generations afterwards, an individual's physiology and behavior are substantially influenced. Our genes respond to our social environment and how they function can be modified at any point throughout the lifecycle and can ultimately determine a person's susceptibility to physical and psychological disorders and diseases. These effects may even carry over to subsequent generations. Ultimately, the poor health status of affected populations is the result of the accumulation of disease and social distress across each of these subsequent generations.

Currently, there exists a growing amount of evidence that demonstrates how intergenerational trauma occurs within groups exposed to historical trauma. As efforts toward health equality for all people continue, considering the historical context and the mechanisms of the intergenerational transmission of chronic illness and issues can help guide future research and inform policy to develop comprehensive solutions to multi-layered, multi-factorial problems such as low birthweight. Through epigenetics, we can trace how the stress experienced by one generation can affect the physical and psychological well-being of future generations.



Angela Lindsey-Nunn is a Graduate Student in the Department of American Studies at the University of Kansas. She is trained in the biological sciences and as a clinical social worker. Her research focuses on intergenerational trauma and mental health healing strategies amongst marginalized populations of African Americans and American Indians in the United States. She's worked and volunteered in homeless shelters, county jails, and in domestic violence safe-shelters throughout Kansas.

Ms. Nunn has also traveled to Jaipur, India where she volunteered for the indigenous non-governmental organization, Vihaan, as an English teacher and as a social worker in several slums helping to set-up schools as well as assess the health needs of women and children.

African Americans and Health Care Reform: Aspirations, Assumptions, & Apprehension

Thomas Scott, M.D.

The anticipation and angst over health care reform in the US creates significant personal and societal tension. Traditionally families optimize access to care by attaining employment-based insurance. This is a "survival of the fittest" system. The unemployed, under-employed, and vulnerable have access to marginal to no coverage. The Patient Portability and Affordable Care Act (ACA) is a watershed event in the long struggle over the nature of the US health care system and how it operates. The ACA is a large, complex piece of legislation that attempts to (1) control rising costs of health care, (2) improve access to health care and (3) change how care is delivered, by discouraging wasteful, redundant, uncoordinated, expensive care while encouraging and paying for efficient, high quality, safe care to the greatest number of people possible.

Limitations of time and space do not permit a thorough review of the ACA per se. The discussion turns on a theme about the ability of the ACA, to improve deep, persistent health disparities among African Americans who ardently supported the President and hope their investment in his vision of health reform pays dividends that will eliminate health care disparities.

Basic assumptions underlie the policy provisions and expectations of the ACA. (1) The US health system is fragmented, wasteful and expensive. (2) Waste in the system not only drives up cost but also diminishes quality of care. It is estimated that in our current system, 30 percent of total healthcare expenditure is wasteful. (3) Elimination of waste not only saves money, it improves care. (4) Medical errors increase cost and lower quality so systems will not tolerate or pay for them. (5) Savings generated from reducing wasteful, unsafe, and inefficient care will fund expanded access to insurance coverage for some of the estimated 51 million uninsured US citizens. Persons in this category earn too much to qualify for Medicaid, are too young or able-bodied for Medicare, and cannot afford or access health insurance through employment. African Americans, have a disproportionate burden of unemployment, underemployment, and poverty. The ACA should provide some relief by providing access to insurance coverage, a major barrier in obtaining medical services in the USA. It is assumed that such families will benefit from better access to medical services.

These assumptions are ambitious. The current political climate of gridlock and rancor delayed or changed portions of the ACA. Financial mandates imposed on states, employers, and individuals by the ACA are unpopular and for some burdensome. Further changes in the law may occur as dictated by politics and fiscal policy. Such changes will affect many but disproportionately impact the vulnerable. Several states, including Kansas, have not expanded Medicaid, nor did Kansas establish health insurance exchanges, a feature designed to increase access to coverage for families without a viable option for employer based coverage. The assumption that improved health insurance coverage will

improve access and outcomes sufficient to eliminate or reduce health disparities – is problematic.

There is a general shortage and maldistribution of primary care physicians (family medicine, general internal medicine, obstetrics & gynecology, psychiatry trained physicians) and mid-level providers (physician assistants, advanced practice nurses) in the USA and in Kansas. The physician maldistribution dilemma is most acute in urban and rural populations. Not surprisingly, limited access to primary care services is reflected in significant health disparities in urban and rural communities compared to the general population. The ACA does not address this problem, and private insurers have not dealt with the problem either.

The existence of health disparities dates back to poor care provided to enslaved Africans and have persisted to this day despite the adoption of several health focused policies and laws that improved the quality of health services and expanded access. Studies in the area of cultural competency and health disparities confirm continued poorer outcomes system wide for African Americans in across several metrics ranging from vital statistics (infant mortality rates, life expectancy) to disease outcomes (cardiovascular disease, diabetes, HIV/AIDS, accidents, homicide, asthma, others).

In the past these differences were attributed to “socio-economic” factors. In fact, this carried over to research and health policy development where often, socioeconomic status (SES) was used as a surrogate for race in studies. However, when controlling for SES variables (education, insurance access, and wealth) disparities endured between African-Americans and whites. Not surprisingly, similar findings can be shown in evaluation of nations that allow better if not universal access to health services than the USA (Canada, United Kingdom, others). What else could explain these differences in health status? It is increasingly clear that a popular but false equality exists in the minds of Americans; that access to health insurance and health services is equal to health care. This certainly is not the case.

The US health system strains under the burden of the illness made worse under generations of racial discrimination and institutional racism. Inequality is an intended product of racial hegemony that facilitates social, economic, political and educational domination. In other words, for African Americans and other minorities, survival comes at a tangible cost under institutional racism. In the life span of African-Americans, these costs manifest to some degree as health disparities. The health care system is not exempt or immune from dealing with these issues as they present to the clinic or hospital. The pejorative effects of social inequality due to racial hegemony and other types of discrimination create social determinants of health that our current scientific biomedical model, health care policy and finance system fail to adequately grasp. Directly and indirectly, racial discrimination plays a role in creating adverse living conditions, life stress and trauma by erecting barriers, seen and unseen, that impose limited opportunities and negative experiences on African Americans. Denial in the mind of this nation about this problem called by Condoleezza Rice, “America’s birth defect”, manifests as a

taboo. It is difficult for health professionals to have a “courageous conversation” on the impact of race in health care. Imagine the reticence of a patient to share their problems with a provider who is indifferent, unsympathetic or hostile to such issues. Cultural competency and health disparity are terms that describe the pain and pathology borne as a consequence of racism whether institutional or personal, intentional or incidental, genteel or hostile. Institutional racism inflicts pain and suffering that influences disease severity, therapeutic decisions and treatment outcomes.

Dr. Michael Lenoir, President-Elect of the National Medical Association, is quoted as saying, “African Americans are the most researched and the least resourced”. The data reveals and confirms pervasive health inequity and disparities yet few endeavor to do more than document this pathology and dysfunction. Our emerging health system will be measured by on how well it provides value, high quality health care, for all, while delivering satisfaction for patients and cost containment for payers. Attainment of these lofty goals will fail if we are unable to improve health status in underserved and neglected communities. Such populations present with a heavy burden of chronic medical conditions. Poor quality (or access to) health services leads to patients with more complications due to delays in getting care. The degree to which health systems understand and engage the underserved, acknowledge their negative experiences, and earn trust of those in vulnerable communities is proportionate with attainment of successful clinical outcomes. Since compensation will be linked to outcomes and patient satisfaction, culturally insensitive providers of health services will not fare well in the brave world of population health to which we currently transition as a nation

Despite the promise of the ACA, the realities of life for American ethnic minorities with long and enduring equity and disparity in health will require innovative, respectful, empathetic and targeted approaches from health care organization, engagement from the community at large and the community at risk, and policies that keep all out of harms way and on the path to wellness. This is America, and if we decide to change for the better it will happen.



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Infant Mortality and SIDS among African Americans

Fannette Thornhill-Scott, M.D., FAAP

Infant mortality is defined as the number of babies who die before their first birthday (Aschengrau & Seage, 2008). Infant mortality, considered a measure of a population's health, is characterized by racial and geographic disparities in the United States (Paul, Mackley, Locke, Stefano, & Kroelinger, 2009).

Infant mortality rate (IMR) is measured by the number of deaths of infants younger than one year old per 1,000 live births. The United States infant mortality rate in 2008 was 6.7 infant deaths per 1,000 live births (Mathews, 2012). In Kansas, the IMR dropped from 7.5 per 1,000 in 2008 to 6.2 per 1,000 in 2011 (KDHE, 2013). Although relatively low, the current IMR exceeds the Healthy People 2020 goal of 6.0 deaths per 1,000 live births (United States Department of Health and Human Services [HHS], Healthy People 2020, 2011).

Moreover, African American babies die at a greater rate (12.9 per 1,000) than Caucasian babies (5.3 per 1,000), and Kansas has not made much progress in narrowing the African American-Caucasian disparity in infant mortality (Eberhart-Phillips, 2010). Sedgwick County, Kansas has an IMR of 8.9 per 1,000 and the rate for African American county residents is 21.57 per 1,000 (KDHE 2010). The 67214 zip code area has an IMR of 26.5 per 1,000 for African Americans (Lefler, 2010).

Sudden infant death syndrome (SIDS) is the leading cause of death among infants aged one month to 12 months (Mathews & MacDorman, 2011). There are racial and ethnic disparities in SIDS death rates. African American infants are more than two times as likely to die of SIDS as Caucasian infants (Mathews & MacDorman, 2011). These differences may be associated with variation of sleep position and other sleep environment settings among African Americans (Hauck et al., 2002). African American caretakers using soft bedding and soft sleeping surfaces trying to provide comfort and safety may unintentionally create increased risk for SIDS/ suffocation (Hauck et al., 2003 & Ajao et al., 2011).

Between 2005 and 2008, there were 297 SIDS deaths in Kansas (SCDRB, 2010), 67 of which occurred in Sedgwick County, one of the highest SIDS death rates in the United States (KDHE, 2010). From 2007 to 2011, there were 201 SIDS/suffocation deaths in Kansas with 40 occurring among African American infants. During the same time period, there were 13 African American SIDS deaths in Sedgwick County (KDHE, 2013).

While SIDS rates have fallen nationally since 1992, the downward trend reached a plateau between 1992 and 2004 (AAP, 2005). The American Academy of Pediatrics (AAP) Task Force on SIDS updated recommendations in 2000, 2005, and 2011, focusing on a safe sleep environment that reduces the risk of all sleep-related infant deaths including SIDS, suffocation, asphyxia, and entrapment (Moon, 2011).

Studies have suggested that physicians who treat infants are not aware of the AAP's most current recommendations and do not consistently discuss SIDS and risk reduction strategies with parents (Moon et al., 2002; Moon, 2001). One study suggested there were gaps in physician knowledge regarding safe sleep recommendations (Moon, Kington, Oden, Iglesias, & Hauck, 2007), and other studies suggested it is the responsibility of pediatricians, family physicians, and obstetricians to educate infant caretakers on SIDS reduction and sleep position (Spieker & Brannen, 1996; Hudak, et al., 1995) and actively participate to reduce the risks of SIDS (Moon, 2011). In fact, one study suggested that mothers were more likely to use the supine position if recommended by a physician at well baby checks (Willinger, Ko, Hoffman, Kessler, & Corwin, 2000).

Increased awareness of SIDS and its modifiable risk factors and knowledge of practices that have been occurring for generations are paramount to effective intervention. Consistent safe sleep education must be started during pregnancy and consistently reinforced throughout the first year of life to ensure infants are placed in safe sleep environments.

Working with partners like the Medical Society of Sedgwick County (MSSC), Federally Qualified Health Centers, Healthy Start, the Kansas Infant Death and SIDS (KID&S) Network, Fetal Infant Mortality Review (FIMR) Program, and the Kansas Blue Ribbon Panel on Infant Mortality can help reduce disparities in access and quality care. Social determinants of health must be addressed, and supportive efforts must be culturally sensitive and designed to respond to the crisis of infant mortality among African Americans.

Dr. Fannette Thornhill-Scott is a board certified pediatric specialist. She attended and graduated from Fisk University (Chemistry) before entering neighboring Meharry Medical College in Nashville, TN where she earned her MD degree. Dr. Thornhill-Scott completed her pediatric training at Kosair Children's Hospital in Louisville, KY. In the spring of 2013 she will complete the Masters of Public Health Program at the University of Kansas Medical Center-Wichita. Dr. Thornhill-Scott has lived her life in the service to others, a credit to her enthusiastic and admirable disposition. Her desire to help others through the healing arts is coupled with a strong sense of community service that she has carried with her throughout her life. She has managed to build and sustain a family with her husband, Thomas A. Scott, MD. They are the parents of Andrea, Angela, Adrienne and Ayinde. Dr. Thornhill-Scott is a member of the Wichita Chapter of The Links, Inc., and Life Member of Alpha Kappa Alpha Sorority, Inc., both service oriented organizations where she has held various leadership positions. She serves on the Board of the KIDS Network, Inc., EMSS Professional Performance Board.





Schools and Educational Opportunity

African American Kansas High School Journalism Students: A possible loss of minority voices in the construct of media messages and advocacy in our democracy

Jerry Crawford II, Ph.D.

In 1968, President Lyndon Johnson, in reaction to the struggles, strife and social-racial unrest of the summer of 1967, established a committee to examine and analyze these events. The country was shocked and nervous about the things that were happening in the large urban centers of America.

The 11-member 1968 National Advisory Commission on Civil Disorders (better known as the Kerner Report) determined that America was “moving toward two societies, one black and one white – separate and unequal.”

The Kerner Report, in describing the disorders in these cities, surmised, “The civil disorders of 1967 involved Negroes acting against local symbols of white American society, authority and property in Negro neighborhoods- rather than against white persons.” The report goes on to point out, “The typical rioter was a teenager or young adult, a lifelong resident of the city in which he rioted, a high school dropout; he was, nevertheless, somewhat better educated than his non-rioting neighbor, and was usually underemployed or employed in a menial job. Although informed about politics, highly distrustful of the political system.”

The Kerner Report brought into the American lexicon, the idea of the Digital Divide. This digital divide was about the information and news coverage that was prevalent in America during

that time. Many social science researchers have looked at the digital divide as purely a racial/socio-economic issue. Simply stated, those that have the economic means by which to access information and education, have the best chances of succeeding in America.

Access to media information and constructs, a specific voice in the media, is needed for young African Americans. Media images and portrayals in the media help to shape the thoughts and hopes of generations. One of the best ways to combat historically negative stereotypical imaging is to have African Americans involved in media message development.

One of the best ways to combat historically negative stereotypical imaging is to have African Americans involved in media message development.

Kansas does not resemble the cities of Detroit or Oakland in the 1960s. However, the same problems still exist in the lack of education that addresses the media effects and images that dominate the construct of young African Americans.

There is paucity of African American high school students in Kansas enrolling in journalism and mass communications programs in Kansas’s colleges and universities. This could be due to the lack of journalism and media courses that are situated in Kansas’

high schools. Is there a lack of equitable courses of journalism courses in predominantly minority high schools than in more affluent majority populated high schools in the state?

Funding for journalism programs throughout the state is in danger of being diminished in 2013. The Kansas State Department of Education has voted to end the vocational dollars from the state, to public schools, during the 2012-13 school year. The decision by the state stems from legislators' conclusions that the career does not meet the new vocational criteria.

Urban and rural schools will predictably suffer from the lack of funds. These schools, overwhelmingly, have African American students. The journalism courses will disappear - will the voices of African Americans do the same?



Dr. Jerry Crawford II is an assistant professor at the University of Kansas' William Allen White School of Journalism and Mass Communications. He earned a Ph.D. in mass communications & media studies from Howard University. The focus of his dissertation was journalism education and governance at Historically Black Colleges and Universities (HBCUs).

Dr. Crawford has over 25 years of media management experience in newspapers and broadcast radio and television. As an assistant professor at KU, Dr. Crawford teaches research, broadcast reporting and producing, ethics and documentary. He has been in his current tenure track position since 2009 after leaving Howard University.

He is currently researching the accreditation of colleges and universities with journalism programs and Kansas high schools and African American student participation.

Expanding African American Participation in Kansas Higher Education

Dr. Myra Gordon

Introduction

The best part of my job as chief diversity officer at Kansas State University is working every day with and on behalf of multicultural and otherwise diverse students. Their youth and talent, their rich cultural traditions, their bravery and ambitions – all combine to make them compellingly attractive, creative, funny, and vibrant. It is such a privilege to recruit these students to the university, to seriously work with them during their four - to six-year stay, and to see them graduate and be successful. Truly, to know them is to love them.

At this writing, Kansas State University has more African American students than any other four-year school in the KBOR system. This is no accident. Over the last 10 years, we have been transforming ourselves into the university of choice for multicultural students – an intentional, sometimes painful, but ultimately rewarding process of institutional change. In the fall 2012, the university's accrediting body, the Higher Learning Commission, found diversity efforts at K-State to be "...most commendable." No doubt, diversity and inclusive excellence will continue to evolve as our president, Kirk Schulz, leads the university in realizing the goals of Vision 2025.

The Gauntlet of Barriers

It is amazing that any African American student survives the gauntlet of barriers which conspire to limit his or her best life chances. These barriers include: (1) family poverty and dysfunction; (2) community toxicity; (3) broken schools; (4) the negative influences of contemporary youth culture; and (5) ineffective governmental strategies for addressing low-performing schools, protracted unemployment, and disproportionate African American incarceration.

More than a third of African American children in Kansas are born into low-income, poverty-stricken families. Overall, Black families experience twice the unemployment rate of white families and thus, find themselves constantly struggling to meet basic needs. There is little to no money for enrichment activities, hobbies, travel, and/or pre-school enrollment. The thought of saving for college is non-existent or ludicrous, at best. With nearly three-quarters of Black children in Kansas being born into single-parent households, risk abound from birth, if not before. In many of these families, there is more risk of trauma, violence,

anti-social behavior, incarceration, and a myriad of health problems. The children may not receive regular or timely health care. With educational attainment rates showing less than four percent of African Americans in the state of Kansas having a baccalaureate degree, it is likely that parents have little or no exposure to the world of higher education.

The majority of these families exist in communities that can only be labeled as “toxic” – dangerous to one’s health. Close examination of the Community That Cares archival data shows that there are eight counties in the state of Kansas where the combined indexes for high risk factors and low protective factors exceed the state’s average. These countries are: Seward, Finney, Ford, Wyandotte, Shawnee, Sedgwick, Geary, and Saline. There are also the counties where the majority of minority students are growing up. In these counties, there are serious problems with early initiation to anti-social behavior and drugs; favorable attitudes towards anti-social behavior and drugs, perceived risks, peer drug use, interaction with anti-social peers, gang involvement, poor family management, family conflict, family history, low neighborhood attachment, and community disorganization.

These counties are also the ones with many broken schools. These are schools that are not accredited; schools that lack diverse, culturally competent, well-trained and experienced teachers; schools without a culturally inclusive curriculum and an engaged pedagogy of active learning methods and technology-assisted instruction; schools where teachers are unempowered, and uninspired, and leadership is not visionary; schools that lack proper funding and adequate facilities; and schools that are not safe. It is no wonder that students in these schools have a hard time learning. African American students do not take rigorous college preparatory classes, they are not performing as well on average in the classes they do take, and they do not graduate at a rate comparable to their white counterparts. They certainly do not leave school with a love for learning and the life of the mind.

African American youth are disproportionately affected by the negative values and lifestyle that are prominent features of contemporary youth culture. Educators, not only in Kansas, see and lament the lack of discipline, achievement motivation, and commitment to academic excellence that plagues our youth. Our children are always too distracted - texting, tweeting, and surfing. They spend far more time on Facebook than facing their books. In the context of lives without proper adult role-models and supervision, schools that are broken, and communities with too few positive alternatives, youth easily fall prey to the fast-living, party lifestyles of revelers, rappers, and thugs. In such a world, it is more important to be popular than to be smart.

All the while, governmental agencies have not been effective in devising strategies and solutions to address these issues. Government is not representative or culturally competent enough. In the annual budget process, education does not always fare well among competing priorities. Funding for universal preschool, after-school programs, and summer learning experiences or boot camps is practically non-existent. We do not seem to be able to make school reform based on best practices, or raise the salaries for teachers, or weed out low-performing personnel regardless of seniority or connections. Chronically low-performing schools should have the plug pulled; we shoot horses, don’t we?

So, there the African American child sits. This child, who on average has many odds against him or her from the outset, must find a way to make a way in this world. This is the child for whom we want to expand participation in higher education.

Hope Springs Eternal

I was walking down the hall of the administration building when I saw a familiar sight – a group of parents and their children taking a campus tour. A tour guide was walking backward and giving the prescribed presentation. Far to the back, I saw a lone African American male, walking about five steps behind the group. This group of white people were all together with their white children and their white tour guide. No one was paying attention to this kid. The scene spoke volumes; I stepped to the student.

I learned he was from Kansas City, but had no support at all for coming to the campus. He was working and had saved some money, he bought some gas and drove himself down, and now, he was just trying to learn about K-State. He believed he needed an education to better himself, but no one else believed in him, or in what he was thinking. He wasn’t a particularly good student, but he was going to graduate. He had no money for college, but was willing to borrow and work. He knew for sure that the mean streets of Kansas City had nothing good in store for him; a friend of his had already been shot and killed.

Building the Project IMPACT Pipeline to African American Students

To expand opportunity for youth like these, our universities must reach out and reach back for them. To this end, the Office of Diversity has created Project IMPACT. Project IMPACT is an ideal pipeline for the identification, cultivation, recruitment, retention, and graduation of more high-quality multicultural students across all disciplines. As can be seen in Diagram 1, the Project IMPACT pipeline connects at the middle school phase of the educational process, and extends through graduation and

job placement. Gone are the days when higher education can function with insularity and focus only on what happens in years one through six of a college education. Instead, if we take the charge seriously to increase the number and quality of African American and other multicultural graduates, we must share the responsibility to connect with and/or build all parts of a pipeline in order to have a seamless, robust conduit that will move swells of talented multicultural students along. This is the only way to insure a pipeline that does not break down, that does not leak excessively, that does not have huge gaps, and that does not lose the investment that conscientious parents, school personnel, and community folk are making in our youth. In other words, higher education cannot just wait for multicultural students to come wandering into the door - we must be proactive in making connections with these students, in showing them first-hand what a college education can do for them, and in partnering with all key stakeholders and constituents to actually bring them through the door.

Diagram 2 summarizes the best practices associated with each phase of the Project IMPACT pipeline. These practices were identified through a review of the literature on recruiting and retaining multicultural students, retrieving ACT Inc. data on high-performing colleges and universities, benchmarking very successful institutions, and examining programs and practices at K-State which have yielded success. This diagram defines the scope of work that is done in Project IMPACT.

Diagram 3 shows the programs which have been put into place to operationalize best practices. These programs include: College-for-a-Day Institutes, Relationship Recruiting, MAPS (Multicultural Academic Program Success), IMPACT Retention, and IMPACT Placement.

Implementing these programs has been a complex, labor-intensive, and costly effort. Little of it existed when our work began, so in many ways, we were starting from scratch. Moreover, the programs have many, many moving parts which require coordination and synergy. The programs involve many people inside and outside the university: prospective students, their parents, school personnel, community youth workers, corporate entities, multicultural alumni, multicultural student leaders and organizations, the Office of Admissions, the Office of Financial Aide, faculty, the Juvenile Justice Authority, and the Kansas African American Affairs Commission. At the same time, these programs are very costly. Millions of dollars have been raised to create these programs, as university budgets are just woefully inadequate to provide the level of funding needed to address the magnitude of the challenges.

Despite the challenges, we have built the Project IMPACT Pipe-

line at K-State over the last six years. Through its programs, we have exposed thousands of multicultural youth to the college campus, to disciplines of which they have never heard, and to multicultural student leaders who were just like them a few years ago. We have also grown the K-State brand through Relationship Recruiting activities that have reached out to countless people in the community, in our schools, and among our multicultural alumni. The summer bridge program supports the transition of students from high school to college and prepares them for the academic rigor of the university. Thousands of dollars of new scholarships have been raised to help make college more affordable. A broad range of tracking, advising, mentoring, and academic success planning services have been delivered. Retention rates on Project IMPACT scholars hover around 90 % with an average G.P.A. of 3.0 in the very challenging disciplines of Business, Engineering, and Agriculture.

Project IMPACT pipeline programs have contributed to the consistent record-breaking multicultural student enrollment figures, to improving retention and academic performances metrics, and to outstanding placements at graduation. An example of the latter success is that Cargill Inc., the largest privately held company in the world, now sources the greatest number of all new hires - diverse and otherwise - from Kansas State University. The vast majority of the students placed in internships and formal positions through Project IMPACT are first-generation students who are well on their way to productive careers and quality lives.

The Full Court Press

The activities of Project IMPACT are not isolated efforts. They are occurring in a context where diversity is being promoted in a comprehensive way across the entire university. There is a strategic plan for diversity, complete with actionable items and performance measures, which lays out 10 major spheres of activity. These spheres of activity include: (1) Leadership, Planning and Accountability for Institutional Diversity; (2) Recruitment and Retention of Historically Under-represented Students; (3) Recruitment and Retention of Historically Under-represented Faculty and Staff; (4) Multicultural Curriculum Transformation; (5) Diversity Partnerships; (6) Enhancing the Community, Climate, and Centrality of Diversity; (7) Fundraising for Diversity; (8) Diversity Scholarship; (9) Awards for Diversity Excellence; and (10) Multicultural Alumni Engagement.

We have built an infrastructure for the promotion of diversity which places a Diversity Point Person at the dean's level in each college, the Graduate School, and University Libraries. Every other year, the entire campus - academic affairs, student life, and administration and finance - report to the strategic plan.

The President’s Commission on Multicultural Affairs (PCMA) calls for, receives, reviews, and provides feedback on these unit reports. The PCMA also compiles the university-wide report from the unit reports. The University wide report is posted on the website of the Office of Diversity.

Clearly, Kansas State University is engaged in a full court press around the issues of diversity. We cannot meet the needs of a rapidly diversifying population without ourselves changing to provide a more welcoming and culturally competent learning environment for all our students. Moreover, we understand that the time for change is now, and that the pursuit of diversity is in our own best interest.

Diversity as a Self-Interested Imperative

At a Tilford Conference on Diversity and Multiculturalism, Reginald Robinson, then President and CEO of the Kansas Board of Regents, gave an impressive presentation on diversity as a self-interested imperative. He pointed out how our understanding of “diversity” has evolved over the years, as society has evolved around the issues of equity, social justice, and sustainability. In the beginning, “diversity” or what was integration was pursued because of legal mandates and the need to address historical exclusion. Next, “diversity” was still thought of as a remedy for past wrongs, but it also grew to be considered as just the right thing to do. After that, as research began to document the ben-

efits that accrue with diversity, there was a business case that could be added to the reasons why diversity is important. More recently, it has become clear that diversity is key to the workforces of today and tomorrow like never before. With roughly 70% of all new entrants to the workforce being women, people of color and immigrants, the nation and the state need well-trained diverse people to keep moving America forward. Likewise the long-term health and sustainability of our universities is dependent on increasing

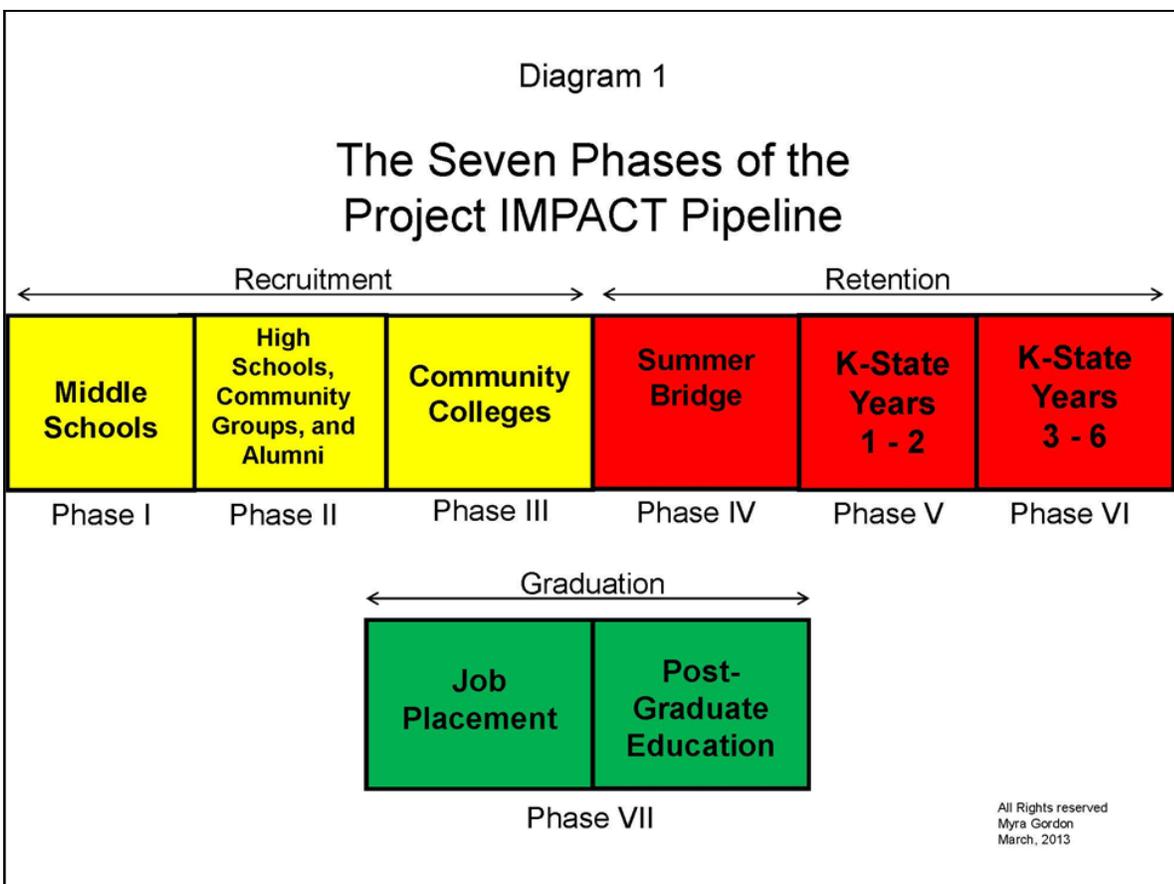
multicultural and international student enrollments to offset tuition deficits incurred as the result of declining white student enrollments. Thus, at the end of the day, diversity is a self-interested imperative at every level: local, state, and national.

The Amazing African American Student

African American students are just amazing. The Black Student Union at Kansas State University has been named the Best Black Student Government in the Big XII six times out of the last eight years. They have won this award because of their consistent and outstanding efforts in student recruitment, retention, leadership development, community service, career development, academics, political awareness, and cultural education of themselves and others.

In March 2013, Kansas State University hosted the 37th Annual Big XII Conference on Black Student Government. There in one room sat close to 700 of our best and brightest students, dressed to the nines in their professional attire. This sea of human talent was overwhelming and their presence in one place was truly electric. When the iconic Dr. Frances Cress Welsing, author of the Isis Papers, prepared to take the podium, she asked, “Where is CNN today?”

We must continue to work to expand the participation of African American and all multicultural students in higher education. Not



only do they deserve it, the fate of all of us is resting on the suc-

Diagram 2

Best Practices Associated with The Project IMPACT Pipeline

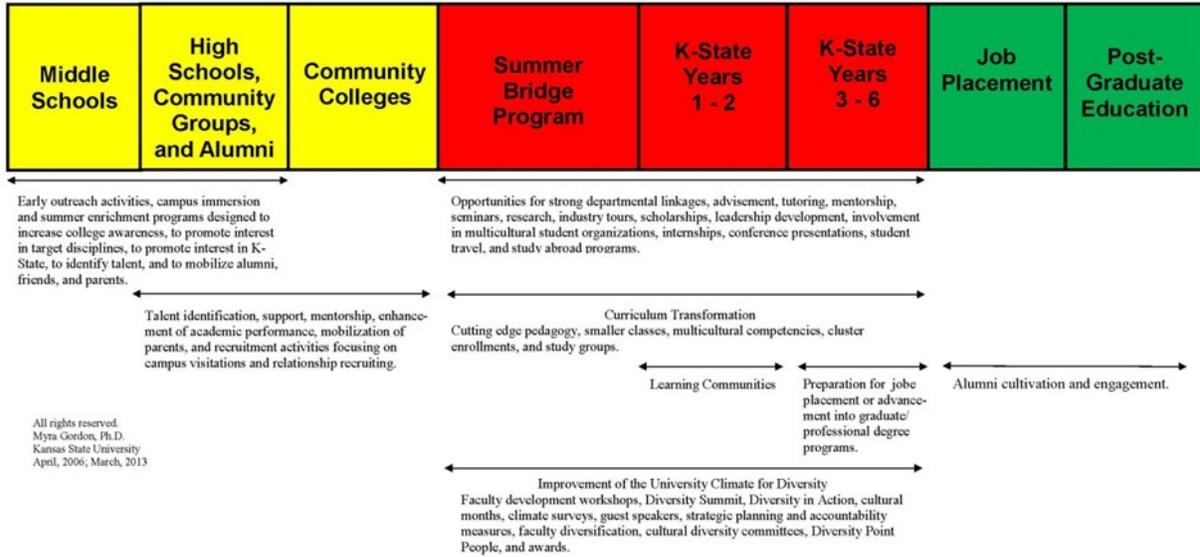
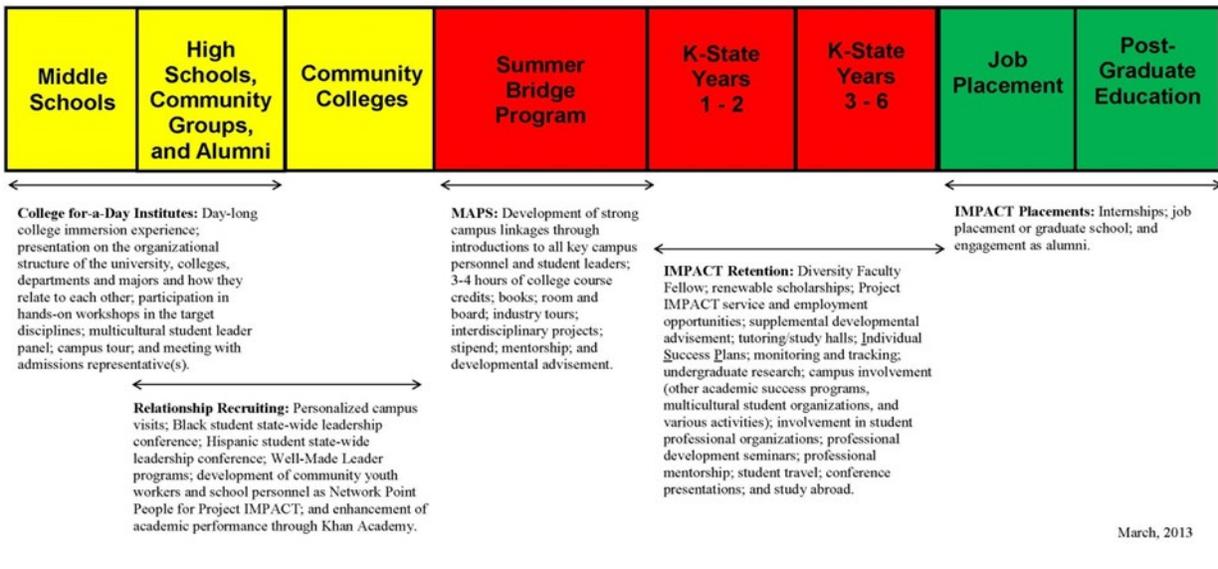


Diagram 3

The Project IMPACT Pipeline Programs



Dr. Myra Gordon is the associate provost for diversity at Kansas State University in Manhattan, Kansas. She also serves as adviser to the Black Student Union and is chair of the Martin Luther King Jr. Observance Week Committee.

Recently, she received another title: chief of the Nigerian village of Alayi. She is the only woman on the village's Council of Chiefs. She was honored by the village's king, Eze J.C. Eke for her work to establish a K-12 school in Dakar, Senegal, to promote higher education at the University of Lagos in Nigeria, and to end gender disparities.

Dr. Gordon has visited Africa at least twice every year since 1987. A clinical psychologist, her research has focused on West African approaches to diagnosing and treating mental illness.

College Access for African American Students in the State of Kansas

V. Kaye Monk-Morgan, MPA

The issues surrounding academic success and educational attainment for African American students in the state of Kansas are many. Care arrangements, proficiency rates of four-year-olds and middle school expulsion/suspension rates can be tied to enrollment patterns in Advanced Placement courses, college entrance exam scores and college matriculation rates. Any one of these indicators can tell a story and document a need for additional services and foci by parents, teachers, community leaders and government officials. Attacking any one of these deficit areas will lead to better outcomes in the others, but attacking them all simultaneously is almost impossible, unless there is a concerted effort to deal with education P-13+. One such concerted effort is the Federal TRIO programs.

TRIO is a set of federally-funded college and university-based educational opportunity outreach programs that motivate and support students, including military veterans and students with disabilities. Created during the War on Poverty by then President Lyndon B. Johnson in 1965, TRIO programs are designed to address the unmet needs of low-income (less than \$34,000 annually) and first-generation (neither parent has earned a college degree) college students as they matriculate through formal education. TRIO currently works with middle school students and “pipelines” them through education opportunity and college access programs until they graduate with a bachelor’s degree, sometimes prepared for doctoral studies. It is this type of intentional effort and program design that will help save African American students who are too often failed by the traditional school system.

As an educational opportunity professional in the State of Kansas charged with preparing poor students for admission to and success in college, I am concerned about maintaining access to college for those students who have the aptitude, desire and personal motivation to pursue post-secondary education, but may lack some of the educational acumen to navigate their way. Recent changes in the admissions requirements for graduation cohorts will narrow the pipeline into four-year colleges in the state.

Adopted in December of 2010 and due for implementation beginning summer 2015, to be admitted to a state university, Kansas high school graduates must:

Complete a precollege or Kansas Scholars curriculum with at least a 2.0 GPA

AND either achieve a 21 or higher on the ACT (980 on the SAT) or graduate in the top one-third of their class

And achieve a 2.0 or higher on any college credit taken while in high school. (Kansas Board of Regents, 2011).

On its face, this list of revised standards may not be alarming, but a thorough review of each item raises concern.

When surveyed, the three school districts serving the greatest number of African American students in Kansas, USDs 259, 457 and 500, all had graduation requirements that fall short of those for college admission, usually in the areas of math, science and foreign language. Even those districts that have the curriculum in place note substantial barriers to enrollment in a rigorous pre-college curriculum including too few rigorous course offering, high student-to-counselor ratios that impact advising and counseling for post-secondary education, crowded classrooms, lack of take home textbooks and students and families who lack the knowledge and resources about the importance of selecting rigorous coursework. ACT points to the rigor of a student’s academic schedule as a key indicator of college readiness; the more rigor, the greater the likelihood of college readiness. Unfortunately, many of Kansas’s African American students lack the access to that critical rigorous curriculum.

Earning a 2.0 or “C” grade point average in a rigorous curriculum seems like something that all college-bound students should do. The rationale of removing the state’s burden to provide remediation at the collegiate level is one that makes sense until one discovers that those same school districts noted above report that only 45% of their graduating classes earned a 2.0 or better cumulative GPA upon graduation. Students need rigor, and they need to master the rigor that is provided. The state of Kansas, at least in its urban centers, seems to have difficulty meeting these two mandates.

The final criterion for admission is that of meeting a testing benchmark, either a 21 ACT score or 980 SAT score. For the 2012 school year, 81 percent (23,687) of Kansas graduates took the ACT, inclusive of 1,278 African American students. The average score for all test-takers was 21.9. The composite score for students who identified themselves as African American was 17.6. Only 5% of those testing represent African Americans, compared to more than 13% nationally, and the composite for those 5% is too low for admission. (ACT, Inc., 2012) The number of students eligible to pursue post-secondary education in the state of Kansas per year is estimated at three percent.

Table 1 Average ACT Composite Scores for African American Students by Post-Secondary Educational Aspirations	
Educational Degree Aspirations	%
Vo-Tech	14.6
2-yr College Degree	16.1
Bachelor's Degree	17.1
Graduate Degree	19.6
Prof. Level Degree	18.8
Other	15.0
No Response	15.8

Table 1. Average ACT Composite Scores for African American Students by Post-Secondary Educational Aspirations

When examining the state of educational opportunity and preparedness the statistics seem to tell a daunting story of underpreparedness and limited access. The educational aspirations

of tested students are not consistent with academic performance. In spite of low test scores, most African American students, over 55%, have aspirations to earn at least a bachelor's degree. This fact speaks to the motivation of students and their desires, which can sometimes trump any other factor. (ACT, Inc., 2012)

TRIO programs, of which there are 45 in the state of Kansas serving over 12,300 students, were created to combat these and other issues. The "pipeline" approach employed by TRIO brings resources to bear that encourage students to "stay the academic course" in school. Students are provided with counseling and academic advising that push rigor; tutoring and homework assistance to support the rigor. Additional summer instruction further prepares students for the challenges that a pre-college curriculum ultimately demands.

In addition to tackling the issues involved with curriculum, pre-college staff members routinely advise students on course enrollment and provide assistance with college entrance exams like the ACT, SAT and Compass, offer workshops on college planning and financial aid and work to insure that students who want to go to college have the opportunity to do so. Campus tours and campus visits help students become savvy consumers when selecting a college or university and empowers them in the college selection process.

TRIO programs at the college level, then work with those admitted students to assure their college persistence and graduation. Student Support Services and the Ronald McNair Post-Baccaluate Program work to protect the gains made by students and in some cases, prepare students for post-baccalaureate study.

While TRIO doesn't work for everyone, everytime, it is a tried and true prescription for what ails our failing schools in Kansas.

When it comes to building a "pipeline" of persons, both adult and youth, interested and motivated in the pursuit of post-secondary education, few other programs can boast of records of success like TRIO's.

Talent Search (TS) focuses on low-cost, early intervention, working with students deemed to have "college potential" in grades 6-12. According to the most recent data collected by the US Department of Education, 79% of TS participants were admitted to post secondary institutions. (U.S. Department of Education, 2013)

Upward Bound (UB) is an intensive intervention program that prepares students for higher education through various enrichment courses. In 2007, 77.2% of all students who participated in UB programs immediately enrolled in college in the fall following high school graduation. (U.S. Department of Education, 2009)

Upward Bound Math Science (UBMS) uses a model similar to UB programs and aims to strengthen academic preparedness in math, science, and technology. In recent years, 86.5% of students who participated in UBMS programs went directly to college after graduating from high school. (U.S. Department of Education, 2007)

Veterans Upward Bound (VUB) provides a unique service to veterans hoping to return to college, aiding them in the transition process through intensive basic skills development and short-term remedial courses. According to the National Association of Veterans Upward Bound Program Personnel, in 2010-2011, more than 60% of recent program participants were enrolled in post-secondary education programs.

Student Support Services (SSS) programs help low-income and first-generation students to successfully begin and stay in college. The last evaluation of the program determined that SSS participants were more likely to remain enrolled in higher education, accrue more college credits, and earn higher grade point averages than similar students who did not receive such services. (Bradford, Muraskin, Cahalan, & Rak, 1997)

Educational Opportunity Centers (EOCs) target displaced or underemployed workers from low-income families. An analysis of EOC participants found that 57% of college ready students were admitted to institutions of higher learning and 56% of EOC participants who had been college dropouts had re-enrolled. (U.S. Department of Education, 2001)

Ronald E. McNair Postbaccalaureate Achievement Program encourages and prepares low-income and minority students for doctoral study and to pursue careers in college teaching. Among active McNair Scholars in 1997-98, 95% of these students completed their bachelor's degree by 2001-2002. (U.S. Department

of Education, 2003) Meanwhile, among McNair Scholars who graduated in 2006-07, more than half (53%) were enrolled in graduate school in 2007-2008. (U.S. Department of Education, 2009)

Kansas college enrollment numbers are destined to decrease under the new guidelines as a direct result of the under-preparedness of Kansas students and their inability to gain admission to the state's baccalaureate-granting universities. TRIO has more than 45 years of experience preparing students who weren't college material due to their social status or income to attend and graduate from college. The best practices employed in this set of highly-successful programs could transform educational practice in Kansas and help meet forecasted goals for college graduates.

Research clearly states that the number of middle-income students in the educational pipeline is insufficient to meet the needs of the workforce, specifically in science, technology, engineering and math. In order to meet workforce needs and President Obama's 2020 goal of more college graduates than any other country in the world, we must educate our poor. Human capital is at stake. As the state of Kansas engages in the broad sweeping disinvestment in remediation, TRIO could be the answer for improving access and retention for under-represented groups, including but not limited to, African Americans. State-funded institutions should match federal investments to increase participation and double the numbers of persons served. Doing so would demonstrate the state's commitment to college access and lessen the effects of narrowing the gate to higher education.



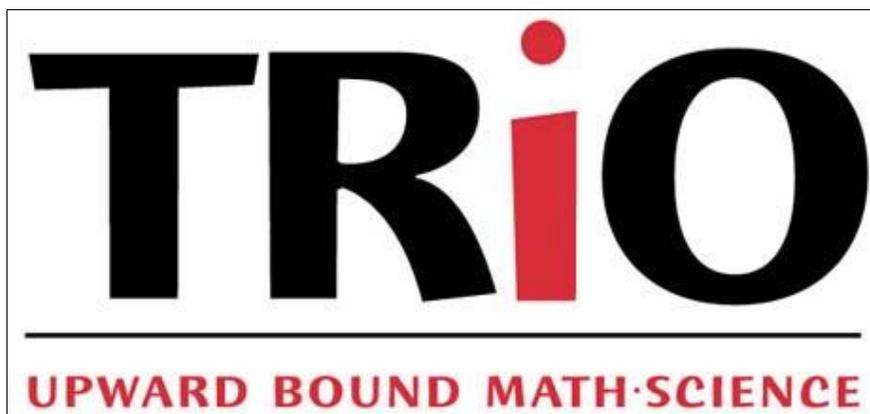
V. Kaye Monk-Morgan has served Wichita State University as the director of the Upward Bound Math Science Center since 1997. Her degrees in Chemistry and Public Administration help her run the federally funded program devoted to assisting limited income, potential first generation college students gain admission and succeed in post-secondary institutions. Mrs. Monk-Morgan has the distinction of overseeing a center that serves 74 students in a state-wide area.

Mrs. Morgan's 20 years of service in Student Affairs have given her the opportunity to work with and gain some expertise in student development, campus and residential life, programming, student recruitment and volunteerism.

As a community servant, Mrs. Morgan volunteers with programs focusing on youth and education. She currently volunteers on three community Boards and serves her profession on both her tri-state and regional boards. In addition, she volunteers as a faculty advisor for campus chapters of Alpha Kappa Alpha Sorority, Incorporated and National Society of Black Engineers. Teaching church school at Saint Mark United Methodist Church in Wichita, KS allows her to serve in yet another way.

Mrs. Monk-Morgan's efforts in the community have earned her many honors and awards including being named to the MOKANNE Chapter of Mid-America Association of Education Opportunity Program Personnel Hall of Fame in 2011, recognition as one of Wichita's 40 under 40 (2009) and a National Title I Distinguished Graduate (1198). Additionally, she has been honored as the Wichita State University Young Alumna of the Year in 2009, and 1998 Twyla J. McFall Young Achiever Award for community involvement and service.

While all of this is important, what really counts is that she is a daughter, sister, auntie, wife, and most importantly a mother. She lives in Wichita, KS with her husband Derek and teenaged sons, Payton (15) and Cameron (13).



It's Not Just the Thermostat: School Climate in the State of Kansas

Vince Omni

Let's clear up one misconception about school climate – it has very little to do with what the thermostat reads in a classroom, though that, too, is important.

Consider, instead, factors that contribute to the general health and atmosphere of a school. Yes, the temperature inside a classroom, along with the overall condition of a building, is part of the conversation but there's more to it than that.

There's that cool teacher who makes everyone feel safe and connected or the one who seems to only enforce classroom rules for black students and not for others. There's the girl who welcomes the new kid by inviting her to lunch or the "mean girls" who make fun of her. Then there are those students who encourage the new kid to try out for the football team or those who urge him to skip school and get high.

Such scenarios unfold each day in schools across the country. They influence the ambiance, if you will, of a school and, ultimately, student achievement. "Finally!" one might think. "Achievement, reading scores and math scores: These concepts, I understand. But school climate?"

Fair enough. Let's see what the experts have to say about the subject.

According to the National School Climate Center, school climate "refers to the quality and character of school life." More specifically, school climate represents those issues that make up what researchers, scholars, practitioners and policy makers call "Conditions for Learning" or CFL. The Office of Safe and Healthy Students (OSHS) adopted a three-pillared model that splits these conditions into broad categories:

Engagement: relationships, respect for diversity and school participation;

Safety: emotional safety, physical safety and substance use; and

Environment: physical environment, academic environment, wellness and disciplinary environment.

Kansas, however, employs a four-pronged approach to CFL, teasing apart the engagement pillar into two separate sections – academic engagement (academically engaging culture, commitment to school, learning supports and achievement) and social engagement (pro-social behavior, healthy beliefs, positive behavior supports and attendance).

Research indicates that these factors influence learning environments, whether for better or for worse. So if a principal wants to boost the achievement in her building – and I can think of no reason why she wouldn't – revamping climate is a good place to start. Oh, and she had better not shy away from asking for help because this cultural shift requires buy-in from all stakeholders. Not just teachers and students but also counselors, administrators, assistants, paraprofessionals, food service workers, custodians, bus drivers, parents or other family members and the broader community should be a part of this effort.

So where would a principal or district officials begin such an undertaking?

Well, for more than two dozen high schools participating in the Kansas Safe and Supportive Schools (S3) Grant, the journey began with collecting data from all of their stakeholders. Student perception data was collected through the Kansas Communities That Care (KCTC) Survey administered through the Southeast Kansas Education Service Center (Girard). Parent and teacher perception data was gathered through the Culture of Excellence and Ethics Assessment (CEEA) administered by the Institute for Excellence and Ethics (Manilus, NY).

This data was fused with incident data (suspensions, expulsions and violent acts), assessment data, attendance and graduation rates to develop a CFL Index, or a school climate marker of sorts. Kansas S3 Schools used this data to identify areas of improvement then implemented evidence-based programs and practices to shore up those areas. State-approved technical assistance providers support their implementation efforts.

With the first year of implementation racing to a close, these schools are once again collecting data for the purpose of revising their CFLs. Many are hopeful that the community-based efforts they have made to improve school climate in their buildings will yield positive results. Others believe, rightfully, that it may be too soon to tell what the impact of their efforts has been. Change, after all, takes time.

Whatever the outcome, the climate at these schools is better for the efforts made thus far. Bullying and substance abuse have been challenged. Emergency operations plans have been developed or revised. Alternative forms of discipline and interpersonal communication have been taught to both students and staff members. When such progress evolves in a school, that classroom thermostat will always be set to just the right temperature.

Vince grew-up in Denver, Colorado, where he graduated from George Washington High School before attending St. Olaf College in Northfield, Minnesota. There he earned an undergraduate degree in English and obtained a certification to teach language arts at the secondary level (1996).

After graduation, he taught in Minnesota and the U.S. Virgin Islands before trying his hand at journalism, covering the education beat for *The St. Croix Avis* (1999-2000) and *The Topeka Capital-Journal* (2001-2003). The latter assignment granted him the opportunity to cover issues central to Topeka's African-American community, including: the achievement gap, the legacy of *Brown v. Board of Education* and racial profiling. His efforts earned him the 2003 Journalism and Communications Award from social justice coalition *Living the Dream Inc.*

Since then, Vince has coordinated two Federal education grants: a Parent Information and Resource Center (PIRC) grant awarded to the Kansas Alliance of Black School Educators from the Office of Innovation and Improvement (2003-2006) and a Safe and Supportive Schools (S3) grant awarded to the Kansas State Department of Education from the Office of Safe and Healthy Students (2011 to present). He's also worked for The University of Kansas (Center of Research on Learning) as an instructional coach for secondary teachers in Topeka Unified School District 501 (2006-2010).

He is husband to community wellness entrepreneur Christal Omni, father to teenage daughters Clariae and Aminah and "chew toy" to family dogs Rico and Orlando. During his free time, he coordinates the African American Writers Book Discussion Group and serves as a member of the Topeka Alliance of Black School Educators.



The Use of Multiple Intelligence Theory and Strategies to Engage the Minority Male

Delia Shropshire

Multiple Intelligence theory and strategies can provide hope for minority males. Teachers of African-American, Hispanic-American, and Native-American males can help to make a difference in the lives of these students by teaching to their strengths rather than creating lessons that focus on verbal-linguistic and mathematical-logical strengths only. Dr. Ruby Payne states that the only way to move from one class to another is through education. (Payne 2001) These students must be kept interested in school, however, to gain this education that will make this drastic improvement in their lives from one class to another and ultimately close achievement gaps and break the cycle of poverty.

Jawanza Kunjufu states that African-American males become disengaged with the educational system beginning at the third grade. (Kunjufu 1990) Furthermore, the national dropout rate for African-American males and Hispanic males indicates that whether they become disengaged at the beginning, middle, or close to the end of their high school careers, they do at some definite point become disengaged. There are many theories on why this disengagement and disconnection occurs. Reynolds states, "In Time magazine's latest cover story the statistics reported are startling". Reynolds reports, "that nearly one out of three public high school students will not graduate". (Reynolds 2006) Moreover, for Hispanic-Americans and African-Americans the rate is approaching 50 percent. In Baltimore, Maryland it has been reported that African-American males are dropping out of middle and high school and that the dropout rate of African-American males was 76 percent according to the statistics taken by the Boys of Baraka School in 2000. (Ewing 2005) This lack of connection with the classroom experience and the curriculum is then exacerbated by the fact that the typical teacher of the African-American, Hispanic-American, and Native-American male is the European-American female who has been culturally trained to fear those whom she is trying to educate. As a result, there is a cultural clash and a disconnect. Dr. Jawanza Kunjufu indicates that there is a problem with connection because most of the teachers of minority males are white females and that this societal "fear" that has been developed between these two groups is at the root. (Kunjufu 1990) Dr. Ruby Payne suggests that there are hidden rules in each class group and that since most of these students are operating from the poverty level set of hidden rules and that the educational system operates within the middle class level of hidden rules, that the disconnect lies in the lack of under-



standing on the teachers' part of their students. (Payne 2001) For example, in a poverty household a child may yell to get attention because the noise level in the home is high. However, when this child comes to school and yells across the classroom, his actions are perceived as disruptive and disrespectful. For whatever reasons this disengagement occurs and whenever it occurs, teachers can find ways to help these students remain interested in school. In addition to Dr. Payne, Nieto (1992) sheds light on common institutional policies and practices of racism, inequality, discrimination, and other forms of exclusion in multicultural learning environments and illustrates how teachers can effectively confront these challenges. According to Nieto (1992), "institutional policies and practices that jeopardize student learning are evident at many different levels: negative societal ideologies, inequitable power relationships, rigid national policies, unresponsive school districts, and even the biases and beliefs of teachers themselves." (Nieto, 1992) Nieto's work confirms the premise that these factors contribute to the disengagement of the minority male and must be counteracted.

Through the use of multiple intelligence theory and strategies, teachers can help to make lessons more interesting and help students to identify their strengths in learning. Therefore, students can become empowered to use their multiple intelligence strengths to not only learn but to also help future teachers teach them.

Importance to Profession

Holy Savior Catholic Academy is a predominantly African-American Catholic school. It is 85% African-American, 10% Hispanic-American, and 5% Native-American, Asian-American, and Bi-racial. For this reason, teachers should be focused on ways to keep minority male students engaged in the curriculum based on the national statistics on the dropout rate and the disparity in success between European-American males and African-American/Hispanic-American males. "The national high school graduation rate hovers between 68% and 71%, indicating that about one-third of all high school students drop out." (Fanin & Chasin, 2007) In 2003, two students in Wichita, Kansas charted the dropout rate of area high schools. North High with 42.74% Hispanic-American students and South East High with 38.02% African-American students had the highest percent of dropouts. However, Goddard High with 90.02% European-American students had the lowest dropout rate. If the students from Holy Savior are to move to one of these schools rather than the Catholic high school, which has a 0% dropout rate, their chances of completing the 12th grade is drastically reduced.

One of the reasons why the students have been more successful at Holy Savior is because teachers have been incorporating mul-

iple intelligence theory since 1999. Multiple intelligence theory has become an integral part of planning, teaching, and assessing lessons. The teachers embraced Howard Gardner's Theory of Multiple Intelligence when there was only seven. They have incorporated this theory into all aspects of the educational process. The school has used multiple intelligence theory to help teachers, parents, and students accept their differences and use their strengths in order to be successful both in and out of the classroom. Teachers at Holy Savior have a lesson plan format where each lesson should address at least three of the eight multiple intelligences. This lesson plan format has proven to be most effective. Teachers in the K-5th grades are all European-American. They have found that the minority males are less distracted when at least one other intelligence is used in conjunction with verbal-linguistic or logical-mathematical. Program relevance then becomes key to capturing students attention and commitment (Fanin & Chasin, 2007).

The students, when they leave Holy Savior, have a strong idea where their multiple intelligence strengths lie. In an environment similar to Holy Savior, like the Catholic high school, they seem to transition well. However, it is when they move on to the public high schools that they often find the lack of sensitivity to the differing learning styles based on one's proclivity to a particular intelligence as a hindrance and a possible source of disinterest and disconnection.

Relevance to Multiple Intelligence Theory

The incorporation of multiple intelligence theory helps students to not only become engaged in the curriculum but also helps the inquiry process. When learning through inquiry, students are actively engaged in problem solving. "This process helps students to use and develop higher order level thinking skills, which facilitates learning." (Smith, 2002) Howard Gardner's multiple intelligences approach's (1985) three criteria are met by inquiry teaching: creating an effective product, developing skills to solve problems, and building the potential for finding or creating solutions for problems. (Ross, Skinner, Fillippino, 2008) The teacher's role is to serve as the facilitator and provide students with opportunities to identify and solve problems. The inquiry process helps teachers to provide students with the desired opportunities to learn and practice critical thinking and problem-solving skills. Howard Gardner's work has helped to support this premise. Smith (2002) states that Gardner is a "paradigm shifter" by questioning the idea that intelligence is a single entity, that results from a single factor, and that it can be measured simply via IQ tests. "He has also challenged the cognitive development work of Piaget. Bringing forward evidence to show that at any one time a child may be at very different stages for example, in number development and spatial/visual maturation, Howard

Gardner has successfully undermined the idea that knowledge at any one particular developmental stage hangs together in a structured whole."(Smith, 2002)

The focus up to this point, however, has been on eight intelligences. However, since Howard Gardner's original listing of the intelligences in *Frames of Mind* (1983) there has been a great deal of discussion as to other possible intelligences. Subsequent research and reflection by Howard Gardner and his colleagues has looked to three particular possibilities: a spiritual intelligence, a moral intelligence and an existential intelligence. (Gardner, 1999)

These other intelligences can be used as another instrument in engaging the minority male. The spiritual intelligence is an important part of the African-American, Hispanic-American, and Native-American culture. Tapping into this spirituality can help the teachers to connect with these students.

These intelligences should be used to help to reconnect students to the educational system, in particular, the African-American, Hispanic-American, and Native-American males who are suffering from the effects of the current disengagement.

Traditional Intelligences

Kagan lists Verbal-Linguistic and Mathematical-Logical intelligences as the traditional intelligences. (Kagan, 1998) The Traditional Intelligences (Verbal-Linguistic and Mathematical-Logical) are the two disciplines that are traditionally taught in school. These intelligences have been taught, traditionally, in isolation of the other intelligences. The intelligences, do not work in isolation, however. All of the intelligences are used most of the time, yet teachers do not use this to the advantage of teaching or learning. Students who learn through the other intelligences; which Kagan also pairs as Art and Music Intelligences (Visual-Spatial and Musical-Rhythmic), Outdoor Intelligences (Bodily-Kinesthetic, and Naturalist), and Personal Intelligences (Interpersonal and Intrapersonal); do not have the opportunity to develop and use these intelligences. Teachers who do not deliberately offer opportunities in these other intelligences also do not provide opportunities to assess these intelligences to build confidence in these students. As a result, these students who are often minority male students, do not excel and over time become disengaged with the educational process altogether.

Since school curricula have been traditionally designed around the Traditional Intelligences and assessments are designed around these intelligences, as well, students, especially minority students, who may have a proclivity to the other intelligences, are often labeled as special needs. In addition, many of these students go on to drop out of school. The following statis-

tics are startling and provide some insight to the seriousness of the effects of the lack of the incorporation of other intelligences into the classroom, which leads to disengagement.

- The United States has the highest incarceration rate in the world at 737 persons imprisoned per 100,000. A report released 2/28/08 indicates that in the United States more than 1 in 100 adults is now confined in an American jail or prison. It has 5% of the world's population and 25% of the world's incarcerated population. (Martineau, 2008)
- The United States Bureau of the Census (1992) figures show that African-American males have higher unemployment rates and lower labor force participation rates. The leading cause of death for African-American men between the ages of 15 and 24 is homicide. And, while representing only six percent of the population, African-American men represent 49% of prison inmates. Only four percent of African-American males attend college, while 23% of those of college age are either incarcerated, on probation, or in prison.
- Native-born Hispanic men were nearly 7 times more likely to be in prison than foreign-born Hispanic men were in 2000. (Rumbaut and Ewing, 2007)
- According to Milliken, "America's three and a half million dropouts ages 16-25 are truly have-nots. They do not have a high school diploma, and as a result, they have little hope for a decent future. They are far more likely than their peers to be unemployed, live in poverty, experience chronic poor health, depend upon social services, and go to jail. Half of all prison inmates are high school dropouts. In fact, on any given day, more young male dropouts are in prison than at a job." (Guy, 2007)
- The United States could recoup nearly \$200 billion a year in economic losses and secure its place as the world's future economic and educational leader by raising the quality of schooling, investing more money and other resources in education, and thereby lowering dropout rates. (NEA, 2006)
- A high school dropout earns about \$260,000 less over his or her lifetime than a high school graduate and pays about \$60,000 less in taxes. (NEA, 2006)
- Annual losses exceed \$50 billion in federal and state income taxes for all 23 million of the nation's high school dropouts ages 18 to 67. (NEA, 2006)
- The United States loses \$192 billion—1.6 percent of its current gross domestic product in combined income and tax-revenue losses with each cohort of 18-year-olds who never complete high school. Increasing the educational attainment of that

cohort by one year would recoup nearly half those losses. (Campaign for Education Equity, Teachers College, 2005) Retrieved from <http://www.tc.columbia.edu/news/article.htm?id=5343>

- High school dropouts are 72 percent more likely to be unemployed compared to high school graduates. (U.S. Department of Labor, 2003)
- Nearly 80 percent of individuals in prison do not have a high school diploma. (Office of Juvenile Justice and Delinquency Prevention, 1995)
- According to the National Longitudinal Transition Study of special education students, the arrest rates of youth with disabilities who dropped out were significantly higher than those who had graduated. (Wagner et al., 1991)
- A survey by the Department of Justice in the early 1990s estimated that a Black male born in 1991 stood a 28 percent chance of going to prison; an update in 2003 put the odds at 33 percent. (Black, 2005) Retrieved from www.asbj.com/2005/09/0905research.html
- Dropout rates are highest among youth from low-income families. (NCES, 2004)
- College graduates are three times more likely to vote than Americans without a high school degree. (Goldstein, 2006) Retrieved from <http://www.washingtonpost.com/wp-dyn/content/article/2006/09/18/AR2006091801118.html>
- Those who earn more are far more likely to be affiliated with a political organization. With whites continuing to graduate high school and earn more than Blacks and Hispanics, it is clear that minorities are foreclosed from an equal political voice. (Campaign for Education Equity, Teachers College, 2005) Retrieved from <http://www.tc.columbia.edu/news/article.htm?id=5320>

Hispanics, the nation's fastest growing population, have the highest dropout rate as an ethnic-minority group, twice the rate of Black, non-Hispanic students and more than three times the dropout rates of white, non-Hispanic students. (NCES, 2006) The NEA (National Educators Association) has developed a plan to keep students in school. They are addressing reasons why up to 30 percent of high school students give up their right to a free and appropriate education and drop out of school before graduation. "NEA and its 3.2 million, in an effort to refocus the nation on the student dropout crisis, have released a 12-point plan to help reduce the high school dropout rate and ultimately eliminate the problem." (NEA, 2008) One of the strategies is to make sure receive individual attention. This individual attention

is a result of the research regarding multiple intelligence theory, since implementing multiple intelligence theory and strategies is individualization of instruction.

The minority communities were so moved by this plan that each responded with excitement to the push from the NEA to help change the problem of disengagement caused by the traditional approach in education. The following letters are from the NEA website.

ASPIRA

ASPIRA applauds the National Education Association for its comprehensive twelve-point plan to curb the nation's growing dropout crisis. The plan recognizes that key players in the community need to be involved. It combines the efforts of parents, teachers, business leaders and lawmakers using strategies grounded on research and professional experience.

"The Hispanic community has consistently had a high drop-out rate, and low graduation rates. Approximately 64 percent of Hispanics between the ages of 18–24 have not completed secondary schooling. For the Hispanic community and the nation this represents a considerable loss," said Ronald Blackburn, President, ASPIRA Association.

From a press release dated October 30, 2006

American Indian Higher Education Consortium (AIHEC)

The American Indian Higher Education Consortium (AIHEC), which is comprised of this nation's 34 Tribal Colleges and Universities, supports the National Education Association's 12-Step Plan for Reducing School Dropouts.

According to the U.S. Department of Education, 624,000 American Indian/Alaska Native students attend K-12 public schools. Dropout problems are serious among these students, as they are for all students in public schools across this country. Statistically, however, K-12 Indian students have one of the highest dropout rates in the nation.

The administrators of Tribal Colleges and Universities have found that they cannot ignore problems of K-12 schools and have sought to create partnerships with these schools to develop strategies to prevent drop outs early on in the educational process. They understand the importance of acting early so student do not drop out; involving families in students' learning at school and home; involving the entire community in dropout prevention, and making sure educators have the training and resources they need to prevent dropouts. Also, tribal colleges find they must invest valuable resources in providing high school graduate equivalency training and remedial classes. All of these points are among those addressed in the NEA's 12-Step

Plan for Reducing School Dropouts.

Gerald E. Gipp, Ph.D.

Executive Director

From a letter dated November 3, 2006

Capitol Area Indian Resources, Inc.

Capitol Area Indian Resources, Inc. serves an American Indian population of over 13,000 in California's capitol region and focuses on the academic and cultural needs of the American Indian community. Over the years, CAIR has relied upon the NEA to provide leadership in efforts to address various academic issues among minority groups, including alarming dropout rates of students in public schools. As evidence of this, we are in full support of the National Education Association's 12-Step Plan for Reducing School Dropouts.

According to the California Department of Education (CDE) data, over 52,000 American Indian/Alaska Native students attend K-12 public schools in California. Dropout rates for American Indian youth who attend public schools are a serious problem in the Indian community throughout the state. Although this alarming dropout rate is evident to Indian student educators, the CDE does not keep this data because our numbers are not significant enough for them to track and aggregate.

We believe that the strategies proposed by the National Education Association will help to reduce the dropout rate for all students in public schools and increase achievement rates for American Indian students. If you have any questions, please do not hesitate to contact me.

Cindy La Marr

Executive Director

From a letter dated November 6, 2006

Congressional Black Caucus Foundation (CBCF)

The CBCF is excited to support NEA in programs that address some of the most pressing issues facing our youth. NEA's School Dropout Action Plan is crucial to the positive development of municipalities around the country, which ultimately affects the nation as a whole. Also, the No Child Left Behind (NCLB) Act must be improved and vocational/career and technical education must be expanded. Ensuring that our youth have a chance at more productive futures should be the mission of us all and CBCF will do all we can to ensure that these programs and others like them are successful.

Dr. Elsie Scott

Interim President

From a letter dated December 5, 2006

National Alliance of Black School Educators (NABSE)

The National Alliance of Black School Educators (NABSE) is pleased to share this letter of support for the National Education Association's (NEA's) 12-point plan to reduce our nation's alarming high school drop-out rates.

At the heart of NABSE's mission is improving both the educational experiences and accomplishments of African American youth and increasing their levels of inspiration, attendance, and overall achievement. We know that realizing this mission means that, among other efforts, we will have to address the low graduation rate of African Americans (50 percent) as compared to whites (75 percent). The components of your plan, including expanded graduation options for students, professional development for teachers, and early intervention through high-quality universal preschool and full-day kindergarten, demonstrate that NEA is committed to a comprehensive, long-term effort that addresses the complexities of this issue.

Quentin R. Lawson

Executive Director

From a letter dated October 18, 2006

Conclusion

The incorporation of multiple intelligence theory into the curriculum may be solution in helping to engage the minority male in the educational system. Multiple Intelligence Theory has shed some light on the educational experience at it relates to teaching and learning. The effective implementation of multiple intelligence theory can be the very answer to solving the educational concerns of the minority male. Kagan devotes an entire chapter on activities that span the range of intelligences and help students to develop and deepen their understanding of their own intelligences. Kagan states, "by honoring the uniqueness of every student, a nurturing classroom atmosphere is established in which students are free to blossom. Celebrating the diversity of others gives students an appreciation if the wonderful qualities other individuals possess." (Kagan 1998) This process then begins to chip away at some of the cultural problems that minority males encounter in schools which effects their ability to feel a part of the environment in which they spend most of their time. As a result, students are more likely to become engaged in their schoolwork, stay in school, become successful, and break the vicious cycle that has been haunting the minority male and their communities for decades.



100 Percent of Holy Savior's
7th Graders Meet Science
Standards

Thursday, 01 September 2011

The Wichita Eagle by Joe
Rodriguez

Family fragmentation, generational poverty, and a shortage of adult role models are just a few of the factors

students of Holy Savior Catholic Academy deal with on a daily basis. So when Pastor Father James Billinger and Principal Delia Shropshire received notification recently of state assessment successes from the Kansas Department of Education, they knew it was the result of the academy's focus on encouragement, evangelization, and educational excellence.

Students and educators at Holy Savior Catholic Academy received word in June that 100 percent of the academy's seventh-grade students met the state's academic standard in science. In addition, 88 percent of the seventh graders met the standards in reading, and 100 percent met the standards in math. All three scores marked dramatic increases from 2010. Each helped the school earn Standard of Excellence recognitions in each category. Other grades up, too.

The success on the state assessments was visible in other grades, as well. In all areas of testing, the percentage of students meeting academic standards either equaled or increased from last year in 11 of 14 areas.

For a school where only 30 percent of students reside with both parents, the news was further confirmation of what Father Fr. Billinger and Principal Shropshire already knew: That through determination and faith, the social ills resulting from poverty can be managed and often reversed.

Holy Savior serves all faiths. Holy Savior serves primarily African American children and youth of Northeast Wichita, pre-K through eighth grade, with 72 percent coming from a low socioeconomic level. Although the academy operates under the auspices of the Catholic Diocese of Wichita, its mission is to serve students of all faiths and as such 80 percent of HSCA students are people of other faith traditions.

A Study of the Lived Experiences of Academically High Achieving Black Male High School Students in an Urban District

Yelando Wilcoxson LMSW, MBA

The low performance and disengagement of young Black males in public schools has become the norm throughout the nation. Over the last two decades, research has highlighted the poor social, economic, and educational outcomes for Black males more than any other racial or ethnic group (Jenkins, 2006). Underachievement, poor grades, tracking, increased placement in special education services, higher rates of suspensions and expulsions, and higher dropout rates seem to be persistent problems for young Black males in urban school settings (Ferguson, 2003; Lynn, Bacon, Totten, Bridges III, & Jennings, 2010; Mickelson, 1990; P. A. Noguera, 2003; Orr, 2003) This has been a recurring theme in research literature, and the data clearly presents a dismal picture of Black male underachievement in urban high schools.

The abundance of research focusing on the underachievement of Black males creates the perception that only a few, if any, Black males are performing well in urban high schools. Most Black males in urban schools never have a chance to be thought of as potentially bright or capable of achieving academic success (Swanson, Cunningham, & Spencer, 2003). Often, cases of academically successful and highly intelligent young Black males go unnoticed and unrecognized in school especially if their superior performance is non sports related (Swanson et al., 2003). As such, this group of successful Black males in urban high schools is considered in the educational system as an anomaly because their performance is not the norm.

There are several factors that can contribute to the academic success of some Black males in urban schools. These include school and parental partnerships, community support, positive relationships with teachers and peers, and school cultures that set high expectations for all students. Another possible explanation for the academic success of Black males in urban schools is concerned with cultural and racial identity.

The mainstream norm on schooling in the U. S. often suggests cultural behaviors necessary for academic success are traits respected by the dominant White middle class (Bell, 1992). The culture that exists in schools privileges members of the dominant culture. Young Black males therefore face many challenges unique to them as students in urban schools because of their social and cultural identity as being Black and attending school

where the dominant cultural patterns such as speech and dress are deemed “normal” (Carter, 2005; Noguera, 2002). Delpit (1995) posited when Black males come to school they are presented with an environment that may conflict with the culture they have been accustomed to at home. The challenge is then presented for a student whose race and culture are incompatible with the school system.

For Black adolescent males, connectedness to the Black culture provides a sense of worth and purpose. Cultural identity for Black males can be seen as a resource instead of a problem as they pursue academic achievement. Because the U.S. public educational system is dictated by dominant White middle class ideologies, some Black males have learned how to conform to the dominant culture’s ideas and beliefs of academic success without compromising their own cultural values and beliefs. They understand the role of both dominant and non-dominant cultural practices and incorporate the skills necessary to participate successfully in multiple environments, which include school, home, and their communities (Carter, 2005). It is possible the ability to be bicultural and move easily across cultural borders explains the success of high achieving Black males. Have these successful Black males learned how to adapt to multiple roles, to their peers, and to a society that is often in a state of shock when they perform well academically?

The purpose of the study is to understand and shed light on how some Black males in urban secondary schools manage to successfully navigate strategically through the educational system and achieve academic success when others do not. Rather than give the usual expert stance on educational experiences of high achieving Black males, this study aims to highlight their perspectives on how they have beaten the odds and overcome the obstacles for achieving academic success.



The stories in this study intend to focus on and highlight the strengths of academic high achieving Black males in urban school settings because the results may bring forth meaningful solutions and create a pathway of academic success for other Black males who are underachieving.

Ms. Wilcoxson is a native of New Orleans, LA and received her BSW from Southern University in New Orleans in 1992. After relocating to Wichita in 1997, she went on to pursue her Masters of Social Work in 2005 and MBA/Leadership in 2007, from Newman University. Currently she is a doctoral candidate in Educational Leadership at Wichita State University working on her dissertation.

Wilcoxson’s prior background includes 20 years of experience in social work and education. She has taught in the Social Work Department at WSU and worked as a Medical Social Worker in the hospital setting and home health and hospice.



As a social worker, Wilcoxson has worked in the field for over 15 years in children and youth services, counseling, family advocacy, and more recently, parent and community support in an urban school district. Because of her experiences she has had the opportunity to work with other Black parents with sons in urban school settings whose academic performance did not accurately reflect their potential. She became aware of the disproportionate number of suspensions and expulsion hearings for Black males in both middle and high schools and as a result, she became interested in exploring the educational challenges and obstacles that many Black males have to overcome and has a personal investment in working with at risk minority youth.



Criminalization and Social Justice

An Update on Racial Profiling Research in Kansas

Michael Birzer , Ph.D.

An article in the 2012 publication of “The State of African Americans in Kansas,” summarized the results of nearly two years of field research on Racial Profiling in Kansas, the purpose of which was to describe and put into context how minority citizens’ experience what they believe to be racial profiling. The research revealed six dominant themes in regards to racial minority citizens’ experiences with racial profiling. The dominant themes were named: emotional/effective, symbolic vehicle, nature of violation, officer demeanor, normative experience, race and place)

Shortly after the research was completed, I had the opportunity to present the findings to the training staff of the Kansas Law Enforcement Training Center along with selected police officers from across the State of Kansas who participated in scheduled training sessions. I am pleased to report that some of the research findings have been incorporated into the law enforcement training curriculum in Kansas. For example, the Kansas Law Enforcement Training Center has incorporated some of the findings into their training curriculum for the purpose of improving the racial profiling training that law enforcement trainees receive. Likewise, the research has been presented to a countless number of community groups and racial profiling task forces.

That said, the researcher’s work is never complete, especially when studying a troublesome phenomenon like racial profiling. After completion of the research a serious shortcoming was brought to light and several additional research questions emerged: There is a lack of research that investigates police

officers perceptions of racial profiling. This will be the objective of the next phase of racial profiling research in Kansas which is set to begin this year.

Phase Two Research

In order to develop a holistic understanding of racial profiling, it is important to collect and analyze data from both the minority citizenry and police authorities. Police officer perceptions of racial profiling and how they give meaning to allegations that they engage in it may potentially assist in more effectively understanding this phenomenon. There are no known studies in Kansas that address this issue from the police perspective. Specifically, the following research questions will be addressed in the next phase of the racial profiling research.

1. What is the police worldview in Kansas regarding racial profiling?
2. What are police officer perceptions in regards to the initial vehicle observation coupled with the decision to stop, and as it relates to establishing the pre-textual basis for the stop? (Understanding police decision making as it pertains to pre-textual stops is critical in order fully understand the dynamics of perceived racial profiling and disparities in police stops).
3. Are police officers’ decisions to make traffic stops based on associating a particular type of vehicle to a specific racial or ethnic group?
4. Are extra-legal factors (such as vehicle symbols, and race, and a perception of being out of place) used by police officers to determine which vehicles to stop?
5. What are police officers’ perspectives in regards to the dominant themes fleshed out in the racial profiling research reported in phase one and what do these

dominant themes mean to police officers?

So why is it important to study police officer perceptions of racial profiling? If a unifying structure of racial profiling can be constructed from police authorities, we can then collectively examine the results from phase one which reported racial minority citizenry experiences with what they believe to be racial profiling, with the data gathered from police authorities. This will likely place Kansas police authorities and those in policy making positions in an advantageous position to further develop fundamental policy and training protocol that addresses racial profiling, while at the same time adding to our understanding of racial profiling.

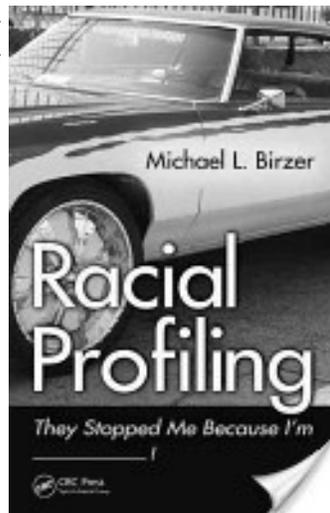
If you have questions, comments, or suggestions about racial profiling research, the author encourages you to contact him at (316) 978-6525 or email: michael.birzer@wichita.edu

Michael Birzer, a professor of criminal justice and director of the



School of Community Affairs at Wichita State University, earned his bachelors and masters degrees from Wichita State University and his doctoral degree from Oklahoma State University. His academic research largely focuses on

the intersection of race and the criminal justice system, police policy, behavior and practices. Having completed Phase I of the study of minority citizens' perceptions of Racial Profiling in the state of Kansas, this year, he will initiate Phase II, the state wide research on police officers' perceptions of racial profiling. Michael enjoys reading and traveling across the country with his wife Gwynne and son Michael Jr.



Equity Matters for African-Americans in Criminalization and Social Justice: Representative Bureaucracy

Terrance Hall

The reasons why disproportionate levels of Criminalization and Social Injustices exist are because the application of discretion is in an inequitable state in law enforcement. This condition is especially true in the African-American community, which has historically suffered abuse in the application of law enforcement. Equitable representation in the bureaucracy of policing will produce checks and balances that can reduce disproportionate levels of crime, recidivism and properly administer Social Justice.

“A lack of representative bureaucracy on police departments may legitimately present the reason to analyze why African-Americans are not abundantly pursuing careers in law enforcement. Under-representation on police departments, questionable hiring practices and disproportionate minority confinement statistics are signs that inequity in the application of laws towards African-Americans persist. Failure to provide proper checks and balances in any institution may nurture prejudiced conditions that limit discretion. This condition offers an explanation as to why some qualified African-Americans don't consider a law enforcement career and why their communities maintain distrust towards police officers.

Some minority applicants are discouraged from law enforcement careers because of limited opportunities and few examples of minority success. In urban areas, some of the highest concentrations of crime are in low income and minority neighborhoods. Many police administrators are recognizing the importance of incorporating minorities in their workforces. Increasing diversity provides an opportunity to change the culture of a police department by providing discretionary practices and enforcement initiatives that relate to greater portions of a community.

A hindrance to equitable diversity in law enforcement is that many interpret calls for African-Americans as requests for Affirmative Action in hiring and promotions. This belief is akin to a de facto support of maintaining the status quo on disproportionate minority confinement, and erodes the legitimacy of representative equity in law enforcement. Yet, the operational need for diversity must be understood as a legitimate factor in supporting the best crime prevention initiatives and thus cannot be misinterpreted as a biased reason for integrating some racial preferences in hiring and promotional opportunities. Public

officials must learn how to maximize community acceptance of representative bureaucracy and benefit from ideal diversity; which renders racial biases and misconceptions as incompetent rhetoric.

A government organization can increase its effectiveness in urban areas, when the benefits of diversity are explored. When government services are delivered by a group of diverse individuals that can produce outcomes for a community's benefit, these services are delivered faster and with greater levels of satisfaction. This is especially true if the government service providers are representative of the community members receiving the benefit. In this scenario, the community is considered to be represented by bureaucrats previously socialized to the community's needs.

Representative bureaucracy takes advantage of cooperation in a diversified government environment while actively addressing the concerns of the demographical, racial, social-economic, and cultural linkages within a community. Individuals representing all aspects of the community are permeated through government organizations and placed in positions to affect policy inputs and outcomes. If these individuals have similarities to the characteristics of the communities that they represent and serve, it is believed they will possibly instill their values in their inputs for government policies and affect subsequent outcomes. This demonstrates the similar values of individual bureaucrats with community entities and the solutions developed are possibly more acceptable for implementation. The speed, effectiveness, and efficiency of bureaucratic order are increased through measures of representation and community cooperation. Criminalization and Social Injustices are reduced when equity matters.

Terence Hall is primarily a life-long Kansan. He is a 1977 graduate of Sumner High School which was predominately



African-American, until it was desegregated and designated a magnet school in 1979. He obtained a Bachelor's of Science in Photojournalism in 1991 and a Master's of Public Administration in 2010 from the University of Kansas. He began a career in law enforcement in 1981 with the Kansas City Kansas Police

Department. He is currently the Assistant Chief of Police and directs the Criminal Investigation Bureau and Chairs the District 3 Equity Advisory Board.

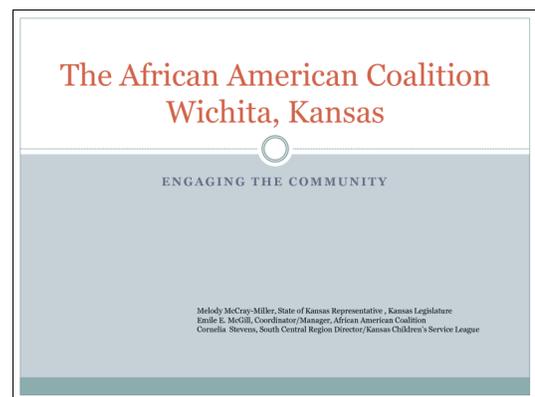
Community Engagement: Key to Successful Social Change

Melody McCray-Miller

The African American Coalition, "Coalition" was originally formed as a "loose knit" collaborative of community wide organizations in 2006, incorporating in 2011. The Coalition originated from a partnership with the Sedgwick County Department of Corrections, to address a growing concern around the over representation of youth of color in the juvenile justice system also referred to as Disproportionate Minority Contact, DMC. The Coalition has since broadened its scope of work, to reflect an interrelated approach to addressing issues that adversely impact youth and families and challenge communities. Youth that touch the juvenile justice and child welfare system are more likely to experience one or possibly more of the following situations: School disciplinary actions, a disconnected feeling about school, as well as behavior and health issues. In addition to DMC the Coalition, through community input, has identified the following challenging issues: Economic Development, Education, Health and Wellness, Neighborhood Revitalization and Community Leadership. The Coalition addresses each of the targeted areas identified, by developing action plans and "evidenced" tactics designed to produce effective outcomes.

Our Vision:

All youth and families will be healthy (mentally, physically and spiritually) educated and empowered.



Our Mission:

To develop viable partnerships to address an assortment of community issues to increase the overall welfare of youth and families in Wichita's African American and other historically disadvantaged and underserved communities.

Youth of color are overrepresented at nearly every point of contact in the juvenile justice system and, these statistics have remained disturbingly persistent over time. Youth of color are more likely to be detained and not diverted, even when they are charged with the same category of offense as White youth. According to the Bureau of Justice, blacks are incarcerated at 6.5 times the rate of their White counter parts. Children's Defense Fund data projects that 1 in 3 Black boys end up in prison where 1 in 7 Latino and 1 in 17 White boys will more than likely end up in prison. Whether these often-stark differences are the result of biases in decision-making, or social or economic differences, it is clear, race and ethnicity, impose complex structural factors that can directly correlate with racial disparities in the juvenile justice system. These disparities manifest themselves in the overrepresentation of youth of color in the juvenile justice system referred to as Disproportionate Minority Contact, DMC.

In a quest to identify and hard wire sustainable reductions in the disparities that drive the persistent overrepresentation of youth of color in the juvenile justice system, the African American Coalition has focused our efforts on engaging and mobilizing families and communities. We believe that only when we effectively engage families and communities in the process of system reform and advocacy, will we be able to sustain the changes that are focused on reducing and ultimately eliminate DMC, which impacts all of us, socially, economically, personally, emotionally and financially.

Justice and Corrections, Rep. McCray-Miller has also been a driving force at the state level, particularly in the battle to reduce Disproportionate Minority Contact, DMC. Rep. McCray-Miller championed legislation requiring program providers that are requesting state funding, to create a DMC plan and when implemented show reductions in DMC. Rep. McCray-Miller also successfully championed legislation to increase early childhood education funding. McCray-Miller has taught both high school and middle school, and recognizes the importance of education as a way to increase graduation rates and decreased incarceration rates. Rep. McCray-Miller advocated for "real" job creation by supporting incentive programs for small businesses.



McCray-Miller acquired a Comprehensive Secondary Teaching Certification from Wichita State University and holds a B.A. in Psychology from the University of Houston. McCray-Miller is a recent alum of the CJR, School of Public Policy at Georgetown, Juvenile Justice and Child Welfare: Multi-System Integration. McCray-Miller is honored to serve on a number of Boards including; Board of Trustee for the Wichita Children's Home, Board of Directors of The Center for Health and Wellness, The Kansas Advisory Group for Juvenile Justice, The Executive Committee for the Coalition for Juvenile Justice (CJJ), and CJJ Western Chair. McCray-Miller is a Kansas Health Foundation Fellow as well as for the Kansas Leadership Center. Additionally, McCray-Miller is a seasoned successful small business owner, as the President and CEO of Miller's Inc., a premium food product company that markets and retails the Famous Miller Baked Bean products nationally. Ms. McCray-Miller recently founded, Miller's Inc. Consultants.

Melody McCray-Miller has served the community as a public servant for over 12 years with distinction. Most recently, McCray-Miller has served as a State Representative for the 89th House District from 2005 to 2012. Prior to running for State Representative, McCray-Miller served as the first female African American, to serve on the Board of Sedgwick County Commissioners. While serving as 4th District County Commissioner, McCray-Miller championed the creation of the county's "Prevention Fund". This initiative continues to focus on funding evidenced based prevention programs thereby reducing the number of youth that touch and penetrate the juvenile justice and child welfare system. Serving as the Ranking Member on House Juvenile



Racial Profiling in Kansas: There is Still Work to Do!

Senator Oletha Faust Goudeau and the Kansas Black Legislative Caucus

There are no arguments that racial profiling exists. Very few debate the issue that swift and decisive action must be implemented in order to protect would be victims of a modern day form of covert racism. Yet it is one of the most pervasive but least acknowledged injustices still facing many in our communities. In fact, as long ago as 2001, the Bush administration, cited racial profiling as a priority, recognizing the need them to make the law truly colorblind—asserting that from an empirical standpoint, there were impacts of racial profiling that we had yet to truly understand. What we knew then and know now is that far past time for something to be done.

Racial profiling is defined as police or security officials' illicit reliance upon racial stereotypes to target, search or detain people for criminal activity. Given that definition, most victims are helpless against profilers and often have no defense when targeted. But communities are closing in on this information gap, working to identify and help heal the social chasms and emotional scars that result from the victimization of bias based police activity.

“Racial profiling can't be solved in a vacuum,” states Senator Oletha Faust Goudeau. She further states that community based racial profiling taskforces are a “best practice” for communities. More specifically, she names the Racial Profiling Taskforce of Wichita, Kansas—housed in her legislative district—as one of the best. Under the leadership of Advisory Board Chair, Sheila Officer, the RPAB has been the driving force behind the push for effective education and advocacy in this area. At the grassroots level, they have demonstrated how successful communities can be when they collaborate and determine to make positive changes.

While bias based policing policies have been adopted in Kansas, the importance of continued community oversight and attention to these acts of personal violation cannot be overstated.

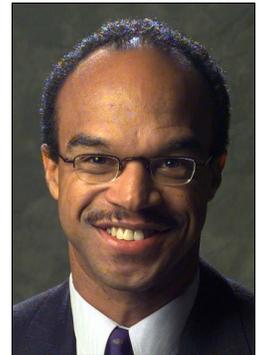
The Wichita Racial Profiling Taskforce continues to advocate for the following:

- Gathering epidemiological data and clinical anecdotes that define symptoms in the aftermath of racial profiling.
- Collaborating with law enforcement officials and community workers to evaluate how racial profiling affects the communities they serve.
- Categorizing law and security enforcement misconduct so that intervention efforts can be better targeted.
- Enhancing police training with respect to cultural competence.

As a longstanding community based oversight committee, best practices have been studied and lessons have been learned. The greatest of these remain the necessity to continue to collaborate as community, legislative and administrative teams to effectively improve equity.



Senator
Oletha Faust-Goudeau
District 29



Senator
David Haley
District 4



Rep. Barbara Ballard (D)
District 44



Rep. Willie Dove (R)
District 38



Rep. Gayle Finney (D)
District 84



Rep. Broderick Henderson (D)
District 35



Rep. Roderick Houston (D)
District 89



Rep. Valdenia Winn (D)
District 34



Civic Leadership and Advocacy

CALLING THE VILLAGE!

Elder Edith D. Knox, Elder Wakeelah T. Martinez and Associate Elder Dr. Maaskelah K. Thomas

In 2001, the African American community in Wichita, Kansas seated its first ever Council of Elders-The African American Council of Elders~Wichita/Sedgwick county (TCOE). The Wichita African American Council of Elders, is a collective made up of concerned Elders from our community, who represent vintage leadership and a community treasure-meeting with youth, presiding over community celebrations, mentoring current and future leaders, representing the community with public officials and so much more. Collectively, they represent over 1,500 years of experience and knowledge.

THE INITIATIVE - COMMUNITY FOCUSED SOLUTIONS

One of the major initiatives of the Wichita Council of Elders is acting as a convener of the community through its quarterly Calling the Village: Community Round Table, started in June 2011, to discuss and outline solutions for the issues facing the African American community. The quarterly Round Tables have become the vehicle by which the community can come together and discuss their concerns but also share what they believed are actionable plans which can garner community-wide commitment and action. In April 2012, in partnership with the Kansas African American Affairs Commission, the Council agreed to act as the Equity Advisory Group for District 4, to disseminate the State of African Americans in Kansas report and facilitate, through the 3D planning model, the development of meaningful responses to the most pressing issues.

The community's review of the data disclosed the following issues related to African Americans in Kansas that are of particular

concern to residents of District 4:

Health and Wellness

The obesity rate for African Americans in Kansas stands at 40.3%

Economic Development:

37% of African American families own their own home.

The unemployment rate for African Americans in Kansas is 14%.

2.7% of businesses in Kansas are owned by African Americans'.

Family Strengthening

40.4% of African American children in Kansas live in poverty

48.8% of African American families in Kansas are headed by single mothers

Participants in the planning events that became part of our Round Table discussion agreed, overwhelmingly, that a major obstacle to improving the indices in any of these areas is accessibility to current and comprehensive information about the resources already available within the community to address them; or conversely, a clearer vision of what is missing, in order to begin developing meaningful responses.

Based on the data, and via financial support from the Kansas African American Affairs Commission, and based on concerns in the aforementioned issue areas --- Health and Wellness, Economic Wellness, and Family Strengthening --- our initial collaborative response toward strengthening the community is the development of an online community web portal, Ourvillageroundtable.org. Within this portal, information relevant to the African American community will be consolidated and made accessible to the public, and community members will be able to connect to resources related to the three major issue areas and more. The web portal will include a directory of businesses and

resources, via a partnership with the Community Voice Newspapers online directory, VoiceltWichita.com, and will provide avenues for the improvement of health and wellness, economic stability, successful families and more. The web portal initiative is receiving content from issues-related workgroups in each of the aforementioned area, known as "Commissions". These Commissions, in turn, are being coordinated the African American Coalition --- a collective of concerned citizens, organizations and businesses.

The Health and Wellness Commission brings together resources and existing experts, including: The Wichita Black Nurses Association, The Wichita Sedgwick County Health Department, Representatives from the 211 community services directory, as well as local safety net clinics such as Center for Health and Wellness and E.C. Tyree. This initiative maintains a focus on developing non-traditional avenues to inform and create a wellness pipeline for the poor and uninsured in our community. Their first line of action will be to gather a listing of local resources for community wellness, and to moderate their own page on the Elders' web portal.

The Economic Wellness Commission directs its efforts at improving the business and policy environment in order to support local black businesses, promote the development of other businesses and services of benefit to the community, and to improve the environment of economic development and viability within the black community. In partnership with VoiceltWichita.com, the Commission seeks to assist in the consolidation of relevant business, economic development and networking information to be made available and accessible to the public via the web portal.

Family strengthening and resiliency are foundational components of a strong and viable black community. With so many of our families struggling with single parenthood, the climbing numbers of grandparents as primary parents for their grandchildren, as well as the increase in the numbers of parents now in the correctional system, the Family Strengthening Commission seeks to address many of these most difficult to resolve issues. Their goal is to promote the development of action plans for healthy and successful families, community self-reliance, the creation and support of new and existing family strengthening programs, successful reintegration programs for ex-offenders, and supportive services for their children and families. In addition, the Commission strives to increase and promote access to positive role models for youth and adults, utilizing and engaging typical as well as cutting edge media and digital formats.

Finally, the Education Commission seeks to identify, support and disseminate resources for strengthening efforts in all of the aforementioned efforts, as well as to design and create alterna-

tive and supplemental educational programming for our community that will add to the learning provided through established educational entities.

The Wichita Council of Elders consider their contribution as only the beginning of undertakings to convene and assist with mobilization efforts within the Wichita African American community around its most pressing issues. However, Council members and the community are convinced that this model of community engagement holds great promise to the local community and communities across the state and nation to fully utilize the vast resources available through the wisdom of the Elders.

The African American Council of Elders ~ Wichita/Sedgwick County (TCOE) are a group of individuals who have reached the beautiful age of 60 and beyond, and are willing to their share collective wisdom with others, in an effort to restore unity, balance and strength within the African American community and beyond, both locally and throughout the diaspora.

These members are persons who have demonstrated a commitment to being role models, adhering to the guiding principles of Kwanzaa and Ma'at. Additional commitments include creating and utilizing a community round table designed to bring all hard-working and like-minded community groups together to begin building a strengths-based model to actualize community unity. The Elders serve as a resource and conduit to all groups, providing wisdom and guidance for addressing conflict resolution and long-term thinking and planning.

Elder Edith Knox serves as the Queen Mother for TCOE. Elder Knox is the Executive Director of the Knox Center, a substance abuse treatment and prevention agency, which has served the Wichita community for over 30 years. A former educator and education administrator in the Wichita Public Schools, an advocate of educational development, and the primary architect of the Calling the Village: Community Round Tables, Elder Knox continues work closely with families and the community to close the academic achievement gap.

Elder Wakeelah T. Martinez currently serves as Council Administrator for TCOE. She has spent the last 30 years circling the globe teaching Communication Studies at such institutions as Howard University, Morgan State University, and the University Putra in Malaysia and facilitating organizational development and coaching executives in the US, Malaysia and Africa. In addition, her cutting edge curriculum, "Leadership by Design," a Community Leadership Development Project, was included as part of a 2010 Kansas Health Foundation Recognition Grant funding initiative

awarded to a partnership initiative between the Wichita African American Coalition and Hispanic Education Leadership Foundation. Elder Martinez has also served as a Civic Leadership Coach for the Kansas Leadership Center in Wichita, Kansas.

Associate Elder Maaskelah K. Thomas currently serves TCOE as an organizational development specialist, assisting with both internal development and community collaborative efforts, and evaluation of TCOE and community initiatives. Focused on utilizing digital resources to build connections and partnerships, Dr. Thomas assists with creating an online presence for community development efforts via various available online tools, social media and other resources. Dr. Thomas' seminal work, *Calling the Elders - Reclaiming and Transforming Our Communities Through Elder Wisdom: A Guide and Toolkit for Developing Local Councils of Elders* (Transformative Concepts Publishing, 2010) utilizes the development model of the African American Council of Elders ~ Wichita/Sedgwick County to encourage other communities throughout the U.S. to develop similar Councils to guide and assist with community strengthening efforts.



Reigniting Our Legacy of Courage

Kyron Cox

Sometimes we have to look to the past to truly hear the clarion call of the future.

For 104 years the National Association for the Advancement of Colored People (NAACP) has fought to ensure the political, educational, social, and economic equality of all citizens, and for 94 of those years Kansans have been front line soldiers in that fight.

In 1933 three years before the national NAACP organized youth councils, Kansas had already recognized the value of youth activism by establishing a youth council. This trailblazing attitude

would light the torch of courage that would fuel a new generation of Kansas freedom fighters. 55 years ago the courage of members of the Wichita NAACP Youth & College Chapter ignited a movement that has forever changed the face of this nation by being the first student led sit in whose actions forced businesses to serve all customers with dignity and respect.

Building on this legacy of courage is requiring youth members today to look for innovative ways to build coalitions and alliances with other individuals and organizations who understand that the civil rights movement was about dignity, justice, and equality for ALL. United we must stand or divided we will ALL fall.

The Kansas NAACP Youth and College members believe that the words spoken by W.E.B. Dubois are relevant for today. "Now is the accepted time, not tomorrow, not some more convenient season. It is today that our best work can be done and not some future day or future year. It is today that we fit ourselves for the greater usefulness of tomorrow."

The decisions that are being made by the Kansas legislature, our local city councils, and at school boards meetings have direct impact on our lives and our future. As young people we can no longer wait for some more convenient season. We must be involved today, we must be actively participating and engaged in ensuring the success of our own destiny.

It is said that education is the new civil rights battle ground of today, and if Kansas is to remain competitive in both the national and global marketplace we must have a strong, educated, well trained, and innovative workforce.

The strategic trajectory of the Kansas State NAACP Youth and College is closely aligned with the strategic road map set forth by our national organization. The direction and plans create a powerful vision for the future, and sets organizational goals that will help focus our advocacy work for the 21st Century.

The five NAACP Game Changers below address the major areas of inequality facing African Americans that are the focus of the NAACP's work.

Economic Sustainability: A chance to live the American Dream for all .

Every person will have equal opportunity to achieve economic success, sustainability, and financial security.

Education: A free, high-quality, public education for all

Every child will receive a free, high quality, equitably-funded, public pre-K and K-12 education followed by diverse opportunities for accessible, affordable vocational or university education.

Health: Health equality for all Americans including a healthy life

and high-quality health care

Everyone will have equal access to affordable, high-quality health care, and racially disparate health outcomes will end.

Public Safety and Criminal Justice:

Equitable dispensation of justice for all

Disproportionate incarceration, racially motivated policing strategies, and racially biased, discriminatory, and mandatory minimum sentencing will end. Incarceration will be greatly reduced and communities will be safer. The death penalty will be abolished at the state and federal level, as well as in the military.

Voting Rights and Political Representation: Protect and enhance voting rights and fair representation

Every American will have free, open, equal, and protected access to the vote and fair representation at all levels of the political process. By protecting democracy, enhancing equity, and increasing democratic participation and civic engagement, African Americans will be proportionally elected to political office.

Youth of Kansas can be the game changer of today by not just folding the tent up, stealing away, becoming complacent, and

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willing to accommodate; but instead agitate for equality! Ensuring that the legacy of Ron Walter's, the Brown family and many others doesn't simply fade away, but gives us the courage not to give up and instead press forward toward the mark of the higher calling of freedom, equality and justice for ALL.



Charlotte Bronte, an English novelist once said, "Prejudices, as they are well known,

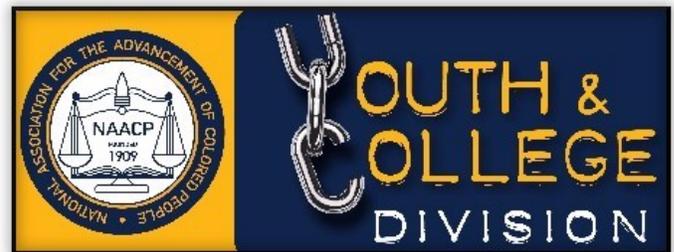
are the most difficult to eradicate from the heart, whose soil has never been loosened or fertilized by education. They grow there firm as weeds among stones."

Education is the new civil right battle ground of today!

Kyron A. Cox is the son of Gary and Kenya Cox and is proud to say that he is Kansas born and Kansas bred.

Kyron was taught to love his God, respect his family, and serve his community. From an early age Kyron's commitment to servant leadership was evident by his dedicated involvement with various organizations such as the NAACP, the Wichita Kappa Leadership League, Jack & Jill of America Inc., volunteering for the Bread of Life Food Pantry, and serving as a Scribe for the Council of Elders.

Kyron has always taken his studies seriously and in 2011 graduated from Northeast Magnet High School with honors in Science Magnet. Kyron is currently a sophomore at Wichita State University with hopes of attaining a degree of Political Science. His campus involvement includes being an Ambassador of Multicultural Affairs for the Office of Multicultural Affairs and the Pres-



ident of the Wichita State University Chapter of the NAACP Youth & College. He also serves as the Kansas State Conference Youth & College President of the NAACP.

Kyron has never allowed his quiet and reserved nature to keep him from speaking truth to power about issues of importance like education, history, and his faith. In 2010 he spoke at the NAACP National Convention in front of 2,000+ delegates and recently challenged his local school board in their decision to close neighborhood schools. Not only is Kyron involved in his community, but is also a strong, young man of Faith. He is an active member of St. Paul AME of Wichita. There he serves as Youth Sunday School leader, a member of the Choir, Young People's Division of the AME Church, as well as a Licentiate of Ministerial Education.



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(64)