



BOONE COUNTY

UPWARD MOBILITY ACTION PLAN

Columbia, MO

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CONTENTS

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| CONTENTS | 1 |
| SUMMARY | 2 |
| VISION STATEMENT | 4 |
| HOW WE GOT HERE | 5 |
| SUMMARY OF UPWARD MOBILITY INSIGHTS | 10 |
| EARLY GRADE LITERACY MOBILITY ACTION PLAN | 20 |
| FAIR AND INCLUSIVE HOUSING WORKGROUP | 31 |
| JOBS AND WORKFORCE DEVELOPMENT MOBILITY ACTION PLAN | 41 |
| SUSTAINABILITY STRATEGY | 51 |
| APPENDICES | 52 |

SUMMARY

Boone County engaged in the Urban Institute's Upward Mobility Cohort and to develop a community-led plan to improve upward mobility from poverty. Through the Results-Based Accountability framework, the county engaged community stakeholders in a meaningful way by involving them in every step of the planning process from analyzing data, setting priorities, and creating a plan to improve upward mobility.

COLLABORATORS

The Boone County Community Services Department led project management activities with consultation support from Central Missouri Community Action. Facilitation of workgroups was provided by representatives of Minority Men's Network and a local community organizer. Organizations and community stakeholders across systems and business sectors have participated in planning activities.

FRAMEWORK FOR ENGAGEMENT

Boone County wanted to try a different approach to planning which was community-led from the start by piloting the Results Based Accountability framework. The Results Based Accountability framework connects current local trend data related to a community issue to drive planning toward a common population result, followed by a set of goals and activities that will create the desired impact on the focused trendline. Data and equity are central to this framework which was critical to the project. Initial priorities for the Upward Mobility project were set through a data walk where posters visualized data from the Urban Institute's Mobility Metrics and local data sources. Three workgroups were formed: **Early Grade Literacy, Fair and Inclusive Housing, Jobs and Workforce Development.**

WORKGROUP OVERVIEWS

Each workgroup followed the Results Based Accountability planning process and developed an aspirational result statement, indicators to assess progress to the goals over time, identified the root causes of the issues, and selected strategies to improve conditions of well-being in the County.

EARLY GRADE LITERACY

The Early Grade Literacy workgroup chose to work toward a result of: **All children in Boone County learn to read and write and see themselves as readers and writers.** Workgroup members selected indicators related to language arts proficiency at third grade, literacy scores within each district, academic and behavioral readiness of students, and their attendance rates. Data from these indicators showed disparities in literacy and language arts proficiency and readiness across race/ethnicity. Root causes for the data trends identified were access, poverty, and equity. To mitigate and address the root causes and trends in data, the workgroup identified two broad strategic actions listed below.

EARLY GRADE LITERACY KEY STRATEGIC ACTIONS

- 01 Improve wraparound services for young children
- 02 Improve early childhood experiences

FAIR AND INCLUSIVE HOUSING

The Fair and Inclusive Housing workgroup chose to work toward a result of: **All people in Boone County have safe, quality, and affordable housing.** Workgroup members selected indicators related to homeownership rates for Black Boone County residents, cost of housing compared to median income, and rates of housing cost burdened renters and homeowners in the county. Data showed higher rates of renters are housing cost burdened and disparities in median incomes which impact homeownership rates. Some root causes identified were historically racist housing policies, lack of housing stock, and income not reflecting livable wages. To mitigate and address the root causes and trends in data, the workgroup identified three broad strategic actions listed below.

FAIR AND INCLUSIVE HOUSING KEY STRATEGIC ACTIONS

- | | |
|----|---|
| 01 | Increase affordable housing stock in Boone County |
| 02 | Implement an Adopt-a-Block Home Maintenance program |
| 03 | Increase 'second chance' leasing opportunities |

JOBS AND WORKFORCE DEVELOPMENT

The Jobs and Workforce Development workgroup chose to work toward a result of: **Boone County is a flourishing community where everyone can live, learn, and grow.** Workgroup members selected indicators related to family income, levels of educational attainment, high school graduation rates, and affordable childcare slots. Data showed persistent disparities in income, educational attainment, and graduation rates by race/ethnicity. Racism was identified as the root cause for trends and workgroup members chose to focus on the lack of social capital, need for employer responsibility, and needs for entrepreneurship supports. To mitigate and address the root causes and trends in data, the workgroup identified three broad strategic actions listed below.

JOBS AND WORKFORCE DEVELOPMENT KEY STRATEGIC ACTIONS

- | | |
|----|--|
| 01 | Implement upwardly mobile business practices |
| 02 | Enhance support for justice-involved individuals |
| 03 | Increase youth leadership opportunities |

Each workgroup's Mobility Action Plan identified broad strategic actions aimed at improving upward mobility. Each workgroup has discussed next steps for planning as the funding for the initial phase of planning for Boone County's Mobility Action Plan is ending. Each workgroup has identified a need for coordination at all levels of the project.

The development of the Mobility Action Plan represents the first step toward improving upward mobility within Boone County. Collaboration across sectors is needed to implement identified solutions and to make the County a place of growth for all.

The Upward Mobility Cohort

Everyone deserves the chance to improve their lives: to strengthen their economic well-being, to be valued and feel they belong, and to have power and autonomy.

Thriving communities that support opportunity boost upward mobility and aim to narrow racial and ethnic inequities for children, youth, and adults. Local leaders increasingly have access to strategies and policy levers that can help achieve those goals.

This Mobility Action Plan describes goals, strategies, and target outcomes for boosting mobility from poverty for Boone County. These findings are the product of 18 months of research and engagement by Boone County with support from the nonprofit Urban Institute. Building on the insights of the US Partnership on Mobility from Poverty, namely that upward mobility is about more than just economic success but also belonging and autonomy, Urban and a working group of researchers developed a framework and set of mobility metrics representing a range of policy areas that influence mobility. Communities can use these metrics to understand local conditions and disparities, set priorities, and take policy action to boost upward mobility and reduce inequities.

To better understand how these mobility metrics can support communities, Urban selected eight counties from across the country to participate in the Upward Mobility Cohort. Boone County was a member of this initial cohort. Beginning in early 2021, each county sought to better understand the local conditions that enable or prevent mobility and equity in their communities and to develop priorities and strategies for action. As part of this process, counties have

- analyzed the mobility metrics and other local data to understand the areas of strength and concern for upward mobility and the people and communities who are most affected;
- partnered with local organizations and community members to examine the local histories and underlying factors that may perpetuate structural barriers affecting mobility and equity outcomes and ensure that the Mobility Action Plan reflects community priorities;
- identified the current and potential landscape of solutions by inventorying existing plans and programs within and beyond government to assess where there are gaps or opportunities for improvement; and
- engaged with peer counties to share best practices, address roadblocks, and facilitate continuous learning and improvement.

As each county implements and sustains its Mobility Action Plan, the Urban Institute will draw insights and lessons from the Upward Mobility Cohort to guide further improvements to the framework and mobility metrics.

VISION STATEMENT

Boone County is known for its outstanding quality of life and continues to be one of Missouri's most desirable places to live, work, and do business. However, data shows this is not true for all residents. For those in poverty, the County does not appear to offer many rungs on the ladder to upward mobility. Research shows Boone County children born into poverty are less likely to have better economic outcomes than their parents.

Boone County engaged in the Urban Institute's Upward Mobility Cohort to develop a community-led plan to improve upward mobility from poverty. Central to development of a community plan is the need for community members with lived experiences to identify priorities, metrics, causes, and solutions to improve mobility in Boone County. Engagement across systems allows for programs and collaborative partnerships to focus on a holistic approach to education, health, housing, safety, and work, and will foster generational economic success for those most in need in Boone County.

Upward Mobility is about not only economic success but also power, autonomy, and a sense of being valued by one's community. By using the Urban Institute's Mobility Metrics Framework and local data to engage the community on selecting the priorities that they want to see improved, residents including those experiencing poverty are given power and agency to select solutions that meet their needs. Community engagement activities have used Results Based Accountability. This approach is an evidence-based, action-oriented, and data-informed process that invites all residents to participate equally so as to value the lived experiences of those experiencing poverty. Initial priorities were set by the community and workgroups of community stakeholders have been convened. The goal of each workgroup is to increase upward mobility and economic success. They do this by providing access to affordable housing in diverse neighborhoods, increasing third grade literacy rates, and increasing the number of living wage jobs.

This report includes a comprehensive review of the data, process, and community engagement activities which led to the creation of Boone County's Mobility Action Plan. Implementing this plan will improve conditions of well-being for everyone within the county and improve upward mobility for those most impacted. It is time for Boone County to begin the work of transforming systems, programs, and individuals to improve upward mobility.

HOW WE GOT HERE

Boone County was founded in 1820 by settlers moving westward from Kentucky, Tennessee, and Virginia who were drawn to the area's rolling foothills, wide-open prairies, and scenic bluffs overlooking the Missouri River. In 1839, the county became home to the University of Missouri, the first Land Grant University established west of the Mississippi.

Boone County is centrally located between St. Louis and Kansas City, Missouri, with a population size of 183,610 individuals (U.S Census Decennial census, 2021). The county seat is in Columbia, which also houses two private colleges and the University of Missouri. The population of Columbia is 126,254 individuals, which consists of 69% of the Boone County population (U.S Census Decennial census, 2021). Boone County's population is 76% White, 10% Black, 7% some other race, and 4% Asian. In Boone County, over 15% of the children under 18 experience poverty.

The county's engagement in the Urban Institute's Upward Mobility Cohort came at a critical time. Across many metrics of well-being, Boone County appears to be a community in which individuals, youth, and families excel. However, when data is disaggregated by race/ethnicity, a very different story emerges. White families with resources fare well within the county. They have lower poverty rates, higher scores in measures of achievement in school, and better health outcomes. Families of color, specifically Black families, disproportionately experience higher poverty rates, poorer school outcomes, more referrals to juvenile justice, and poorer health outcomes. These disparities mean, if you are a person of color within the county, you are at a severe disadvantage for economic mobility.

The onset of the COVID-19 pandemic shed additional light on social inequities that exist in Boone County. Disasters of all kinds, including the COVID-19 pandemic, disproportionately affected already disadvantaged communities of color. At the onset of the pandemic, local officials shifted operations into working within the command structure of the Boone County Emergency Operations Plan (Boone County Office of Emergency Management, 2021). This structure included a Long-Term Recovery team focused on developing a plan to alleviate the challenges faced by historically marginalized populations and those heavily impacted. Some themes identified in the Long-Term Recovery plan called on leaders to recognize COVID-19 as the new normal for the foreseeable future and would require innovative leadership with equity, adaptation, and resiliency as core values as the foundation for leading our community forward (City of Columbia Community Development Department, 2020). As a member of Long-Term Recovery team, Boone County recognized the importance of collaborating with the local community members to tackle the wealth-building barriers that were exacerbated by the pandemic. Boone County realized it is critical that historically marginalized populations, including low-income, Black youth, adults and families, be empowered with additional resources, targeted support, and new strategies.

ENGAGEMENT PROCESS

Many community stakeholders were ready for a change and to address inequities and structural racism within the community. As the pandemic's impact continued to diminish, community members wanted to see structural changes to systemic barriers. Around the time of the release of the Long-Term Recovery report, the Urban Institute had announced the opportunity to apply for membership in its inaugural Upward Mobility Cohort. Boone County applied and was accepted into the cohort. Throughout the 18-month planning grant, the county utilized technical assistance from the Urban Institute. Participation in the Upward Mobility Cohort has provided a much-needed opportunity to analyze efforts, compare with similar communities, and prioritize best practices for ongoing improvement. In addition to receiving technical assistance, the county gained access to the Mobility Metrics.

The Mobility Metrics provided by the Urban Institute's Boosting Upward Mobility team offered an interconnected, innovative, and evidence-based approach to understanding conditions which can boost mobility for disenfranchised populations and communities. The Mobility Metrics builds upon the holistic definition of mobility from the US Partnership on Mobility from Poverty. This definition includes improving economic success, being valued in the community, and power and autonomy. A full listing of the Mobility Metrics can be found in Appendix A.

With insights from the Mobility Metrics, Boone County realized racial equity must stand at the center of its processes, objectives, and goals. The county sought to change the way planning is done on community-wide initiatives by piloting a new approach. Traditionally, planning efforts in Boone County have solicited feedback from communities of color through interviews, town halls, or other venues to earn buy-in or to add stories that will build consensus for an already developed plan. This means community engagement efforts can be seen as performative instead of transformative. When priorities, strategies, and resources are allocated prior to engagement of the community, there is often no space for the feedback provided to substantially change the plan. Boone County wanted to try a different approach to planning which was community-led from the start. The county sought to engage and involve community stakeholders in a more meaningful way by involving them in every step of the planning process from analyzing data, setting priorities, and creating a plan to improve mobility. The county invited Black leaders and residents to the planning table to shape its design and direction as stakeholder facilitators.

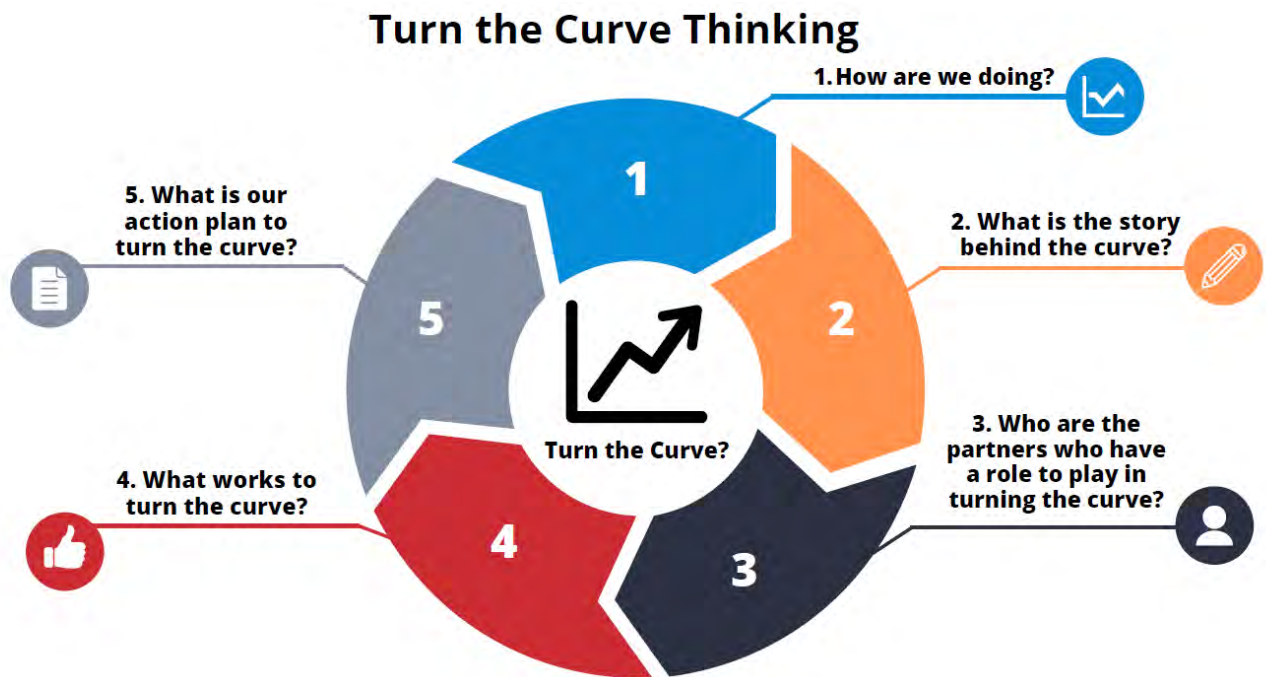
Boone County convened a group to serve as the Boone County Core Team to begin planning processes for this project. Initial members of the Boone County Core Team included the staff of the Boone County Community Services Department (BCCSD) and Cradle to Career Alliance (C2CA). Due to a shift in personnel, this Core Team evolved to include Central Missouri Community Action (CMCA). The BCCSD led project planning, data analysis, and engagement efforts to facilitate the community planning process. Central Missouri Community Action provided consultation on the Result-Based Accountability framework.

Members of the Boone County Core Team utilized an intentional process that centered on voices and perspectives of county stakeholders to guide the priorities for the Upward Mobility project. This intentionality led to the county using Results-Based Accountability in planning and creating the Mobility

Action Plan. The Results Based Accountability framework connects current local trends and other data related to a community issue to drive work toward a common population result, followed by a set of goals and activities that will create the desired impact on the focused trendline. Data and equity are central to this framework which was critical to the project. Results Based Accountability begins with the 'ends' groups want in their communities and works backward toward the 'means' through a disciplined process. The framework has not been widely used in Boone County, nor has it been used to create a county-wide plan before. However, the common sense and disciplined approach of Results Based Accountability was well-suited to this project (Friedman, 2015).

Results-Based Accountability asks participants and practitioners to use 'Turn the Curve Thinking' to guide planning activities; it is a central component of the framework. Turn the Curve Thinking involves using five questions to create an action plan. The five questions in the framework are:

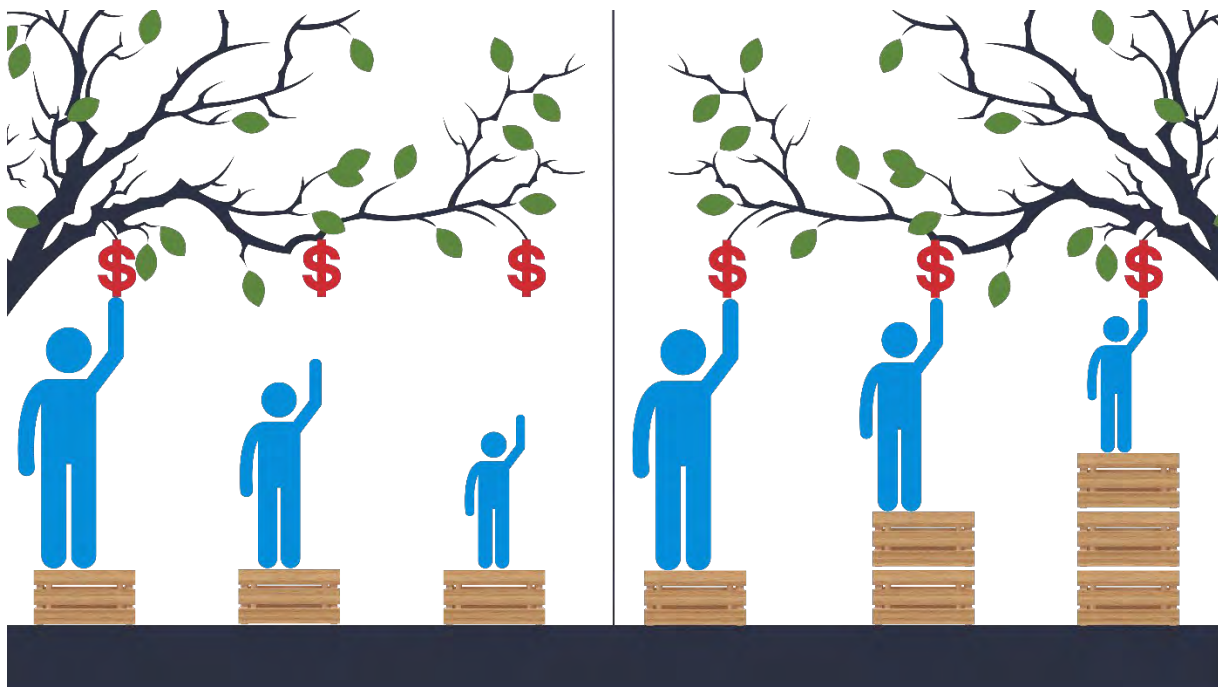
- How are we doing?
- What is the story behind the curve?
- Who are the partners who have a role to play in turning the curve?
- What works to turn the curve?
- What is our action plan to turn the curve?



Each step of Turn the Curve Thinking has corresponding processes which move planning activities forward. These processes allow for participants to rank ideas to find solutions which are tailored to the community context and the groups participating.

In the county's model, Stakeholder Facilitators hosted mobility action planning activities and invited community leaders and others with influence or perspectives on the issues to join as equal planning partners. There were three contracted Stakeholder Facilitators, two from the Minority Men's Network and one who is a local political and religious organizer. Engagement in a planning effort to develop a Mobility Action Plan should include those most impacted by the problem, those with lived experience, community leaders, stakeholders across sectors, and elected leaders from municipalities and the county.

The Results Based Accountability framework aligns with targeted universalism which is a transformational approach to promoting racial equity. It seeks to improve conditions of well-being by addressing the needs of diverse groups while working toward a collective goal for all. Targeted universalism allows for more specific interventions and policy solutions rather than universal approaches, which can benefit population groups who already thrive while others are further left behind. Targeted approaches condition eligibility based on identity characteristics. These approaches are criticized for limiting access to certain segments of the population. It may encourage 'othering' of population groups and reinforce negative stereotypes. Targeted universalism approaches set aspirational universal goals which imbed targeted strategies to provide different groups with what they need to reach overall outcomes (Powell, Menendian, Ake, 2019). This framework is supported by the Urban Institute for the Upward Mobility project.



Source: Saskatoon Health Region: Better Health for All.

This image shows two scenes of individuals working towards upward mobility. On the left, universal approaches provide the same strategies for all groups and do not provide groups with different needs with different strategies. On the right, groups with different needs are provided strategies which address their needs. Targeted universalism approaches mirror the right image when implemented.

Like the Results Based Accountability process, targeted universalism sets an aspirational goal and compares the overall population's performance to how different identified groups are faring. Once data is disaggregated, structural supports or barriers which impact groups are identified and targeted strategies to improve or change structural factors are implemented. The targeted universalism approach matches the philosophy of Results Based Accountability.

CREATING SYNERGY

From the initial proposal to the Urban Institute to the facilitation of planning meetings, Boone County has been working with individuals who represent different sectors of the community and different governmental entities. At the county, Commissioner Janet Thompson has been an ardent supporter of this work and was the initial convener for the Boone County's Upward Mobility Cohort application. The members of this initial workgroup can be found in Appendix B. Thompson serves as the Commissioner Liaison for the Boone County Community Services Department (BCCSD), allowing the Boone County Core Team to efficiently communicate and collaborate with the Boone County Commission. The commission's involvement in this project supports important policy changes to promote upward mobility within Boone County. Commissioners have been interested in sharing information about the Upward Mobility project with constituents through radio and media interviews. Other elected officials and prospective candidates of the County have been engaged in Upward Mobility planning efforts and will support implementation of the Mobility Action Plan. From the City of Columbia, engagement efforts have resulted in a city councilperson and department leaders attending planning events.

Other groups working to support collective impact in the community have also generated synergy around this project. The BCCSD coordinates and participates as a member of the Boone Impact Group (BIG). Boone Impact Group coordinates local funders and stakeholders to advance collective impact of community resources and improve the lives of all Boone County residents. Members include the Columbia/Boone County Department of Public Health and Human Services (PHHS), Heart of Missouri United Way (HMUW), Veterans United Foundation, and the Community Foundation of Central Missouri. Throughout the Upward Mobility planning, Boone Impact Group partners have been informed of and have participated in planning efforts.

The BCCSD also partners with PHHS, HMUW, and the University of Missouri Institute of Public Policy to produce the Boone Indicators Dashboard. The Boone Indicator Dashboard presents a variety of health, education, social, economic, and housing data for issues relevant to Boone County, Missouri. The purpose of the Boone Indicators Dashboard project is to make this information readily available to diverse community stakeholders who require data to more effectively inform and align community planning, resource investment, and performance management and monitoring. This partnership has enabled the

BCCSD to have access to updated census and local data. Upward Mobility data will be added to the Boone Indicators Dashboard to allow for community accountability and accessibility of data from the Mobility Metrics and the Mobility Action Plan.

The Boone Impact Group and Boone Indicators Dashboard partnerships create a strong backbone for collective impact work. Collective impact efforts around improving homelessness, access to home visiting services, and coordination of funding opportunities within the community have positioned the BCCSD to be a trusted institution working on community change. The County has experience in navigating planning efforts around existing community strategic plans and initiatives. For Upward Mobility, there is a need for coordination around existing policies, programs, and procedures and for planning around new initiatives identified in the Mobility Action Plan.

Boone County has addressed these coordination needs during planning activities for the Mobility Action Plan. The BCCSD utilized its relationships within county government and with external partners to bring other partners into the project. Since the initial application, engagement efforts have aligned and increased participation from different sectors, institutions, and community stakeholders. Organizations and community members represented in planning efforts are included in Appendix L.

Stakeholder facilitators who have been contracted to lead planning meetings are local leaders of color who represent sectors of the community. Stakeholder facilitators represent historically marginalized communities engaging in collaborative community-based work through various coalitions or groups. These facilitators used their networks to engage more individuals in the Upward Mobility planning efforts. It is important to note the county has adopted a flexible and adaptive approach for this kind of community planning. Primarily, this flexibility will provide opportunities for the engagement process to be as inclusive as possible. This allows for planning efforts to continually grow and change as priorities shift or are addressed.

Boone County's participation in the Upward Mobility Cohort has been built on strong relationships across sectors to address structural inequities with an equitable approach through a community-led planning initiative. The work of the community in collective impact projects and the exacerbation of existing barriers to upward mobility caused by the COVID-19 pandemic created conditions in the community to push forward change. The Results Based Accountability process has been accepted by community members and the Upward Mobility project has gained momentum through engagement in the cohort.

SUMMARY OF UPWARD MOBILITY INSIGHTS

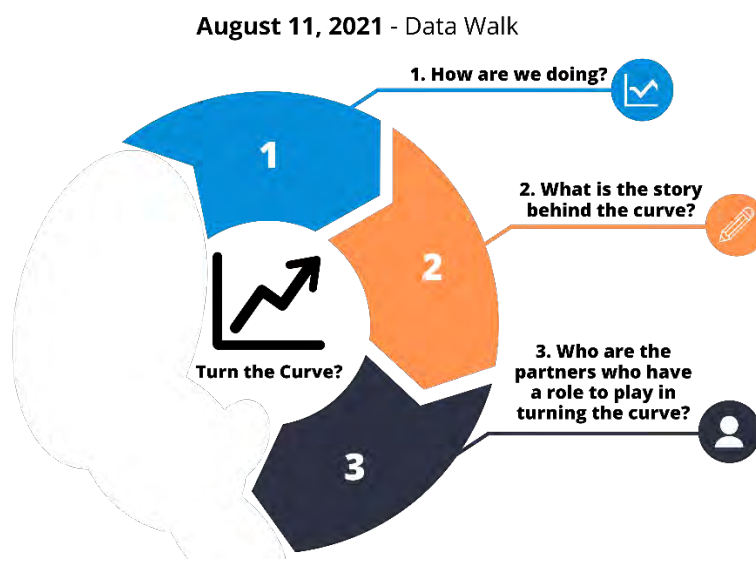
Boone County selected its approach to the planning work using Results Based Accountability and began working with the Urban Institute to more fully understand the data from the Mobility Metrics. The Core Team members and the technical assistance providers from the Urban Institute reviewed each metric of

the Mobility Metric and began comparing information from the Metrics to data available locally through Boone Indicators Dashboard.

The Mobility Metrics includes three 'drivers': Strong and Healthy Families, Supportive Communities, and the Opportunities to Learn and Earn. The Strong and Healthy Families driver contains metrics related to financial well-being, housing, family, and health. The Supportive Communities driver includes data about local governance, neighborhoods, and safety. The Opportunities to Learn and Earn driver includes metrics related to education and work domains. Specific information about these metrics can be found in Appendix A.

When synthesizing insights from each driver, there are clear connections between structural racism which underpins poverty, affordable housing issues, and residential segregation, and workforce issues within Boone County. In addition, patterns of residential segregation limit which schools' children attend which in turn limits their educational and career trajectories and future economic stability. This results in a self-perpetuating loop of intergenerational poverty and limited upward mobility, as reflected throughout the metrics for our community.

The County's community engagement began with a data walk. The Boone County Core Team wanted to have priorities selected by the community to inform the initial planning efforts. While it is not a formal step within the Results Based Accountability framework, the data walk activity served as a powerful tool for launching community planning. The data walk was hosted in August 2021. Forty individuals attended the event and represented the following sectors and institutions: public school leaders; nonprofit/social service agency directors and program participants; elected officials; leaders of local foundations; healthcare providers; law enforcement; and representatives from government agencies or departments. The data walk event set the stage for community members to move through the first iteration of the Results Based Accountability process by providing answers to the first three questions of the process. This process is represented by the following graphic:



The data walk included a gallery of more than twenty posters displaying mobility metric data alongside locally available data from a variety of sources. All data posters are included in Appendix C. Posters were displayed on easels around a large meeting room to show the interconnections across the drivers of the Mobility Metrics. This is an example of the data posters produced for the event. There are clear explanations about the metrics, and they have been visualized using accessible colors for those with colorblindness.

Strong and Healthy Families



Health

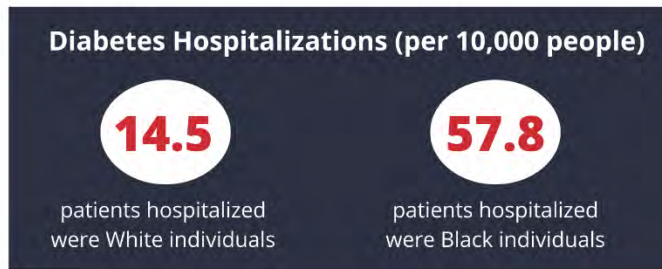
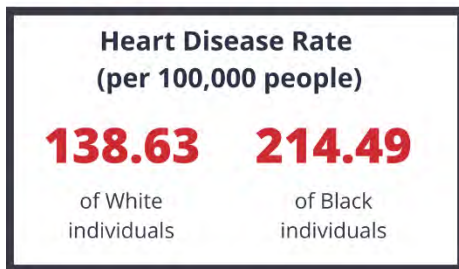
Overall Health

Good health helps people surmount life's challenges and excel in school and on the job. When people's health is compromised, their overall well-being and their personal autonomy are compromised.

Chronic health conditions can be impacted by individual choices, the treatment received from medical personnel, and access to quality, affordable healthcare. Some chronic diseases are preventable, but often show disparities across race/ethnic groups.



In Boone County, Black individuals are one and a half times more likely to die from heart disease compared to White individuals.



According to the Missouri Department of Health and Senior Services, diabetes is a chronic disease that can lead to serious health complications and premature mortality.



In Boone County, the rate of diabetes hospitalization for Black individuals is almost four times higher than for White individuals.

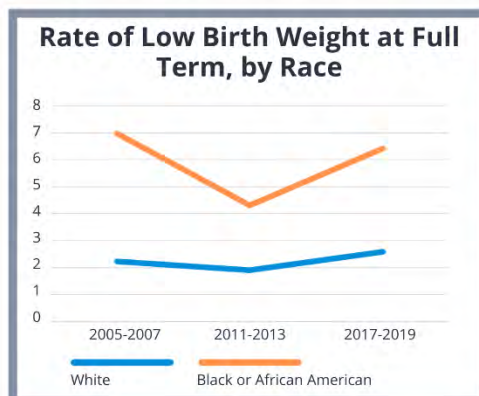
Neonatal Health

Research shows educational outcomes can be impacted by your health when born. There are large disparities in birth outcomes for different race/ethnic groups within the community.

Poor childhood health has both short-term and long-term effects on educational attainment and can negatively affect adult health, which can in turn influence employment opportunities and wages. Caring for a child with chronic health or developmental conditions can also limit parents' work and earnings.



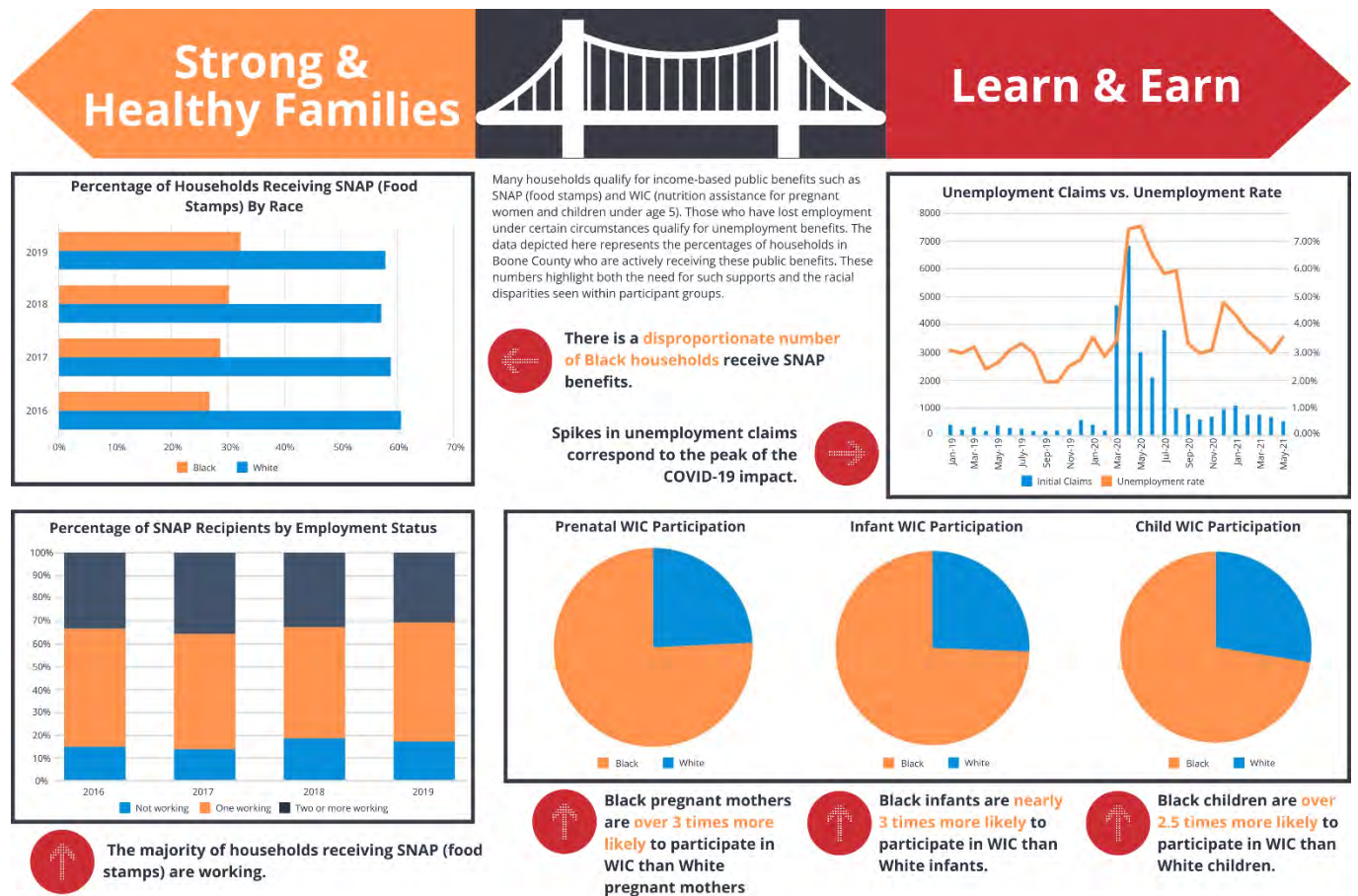
In Boone County, Black babies are two and a half times more likely to die by the age of one than White babies.



Black mothers are almost 2.5 times more likely to give birth to a baby with low birth weight than White mothers.

Children who are small for their gestational age may have ongoing health problems after birth.

The Boone County Core Team saw many connections across the data and included data 'bridges' with local data to showcase the connections. One example of a data bridge between the Strong and Healthy Families and Opportunities to Learn and Earn drivers included family benefit utilization data from SNAP (Supplemental Nutrition Assistance Program), WIC (Women, Infant, and Children's Assistance Program), and TANF (Temporary Assistance for Needy Families) programs. This showed the connections between families needing additional supports related to education and workforce issues.



Local data supplemented the Mobility Metrics on data posters. These data were gathered from a variety of local institutions, governmental entities, and nonprofits, including:

- 13th Judicial Circuit – This judicial circuit covers Boone and Callaway Counties in Missouri. Data sources focused on juvenile office referral information, juvenile needs assessments, and offense types.
- Boone County Clerk – This county office oversees voter registration and administers elections. The Clerk's office provided data on voting by race/ethnicity.
- Boone Indicators Dashboard – This dashboard consolidates and displays raw and analyzed data about Boone County.

- Boone County Joint Communications (911) – This governmental entity receives 911 calls and coordinates emergency responses within the community. They provided geographic information system (GIS) data for locations of community resources.
- Central Missouri Community Action – This nonprofit provides services for individuals experiencing poverty across an eight-county service area, which includes Boone County. One of their programs, the Missouri Women’s Business Center, supports minority-owned and women-owned business enterprises (MWBE) through start up and expansion. The program provided data about the impact of the COVID-19 pandemic on MWBEs in the county.
- ChildCare Aware of Missouri – This nonprofit organization provides referrals for childcare resources across Missouri and Boone County. They provided GIS data for childcare providers and data over time regarding the numbers and types of childcare programs.
- City of Columbia – This municipality provided GIS data, police data, and housing data.
- Boone County Coalition to End Homelessness (formerly Functional Zero Task Force) – This community group is comprised of homelessness service providers and representatives from local government and nonprofits and is aimed at decreasing homelessness in Boone County. They provided data about the number of individuals on the Homelessness Management Information System (HMIS), which all providers must utilize when working with people experiencing homelessness.
- Missouri Balance of State Continuum of Care – Boone County is a member of the Balance of State Continuum of Care. Each county in Missouri is required to be a member of a Continuum of Care to receive funding for homelessness services. Boone County does not coordinate its own Continuum of Care. The Balance of State Continuum of Care provided data on the number of people who received homelessness prevention services and the amount of funding utilized in Boone County around homelessness.
- Missouri Department of Elementary and Secondary Education – This state department oversees local educational systems in the state. They provided data on educational proficiency, graduation rates, and attendance information.
- Missouri Department of Health and Senior Services – This state department oversees health initiatives within Missouri and oversees the Missouri Public Health Information Management System (MOPHIMS), which was utilized to gather data related to health outcomes for Boone County residents.
- Missouri Department of Social Services – This state department oversees any social services funding, benefit enrollment, and a variety of services for the state. They provided information about SNAP, WIC, and TANF utilization.
- MU Health Care – This local health system is affiliated with the University of Missouri. They provided data about emergency room utilization and health insurance utilization.
- Office of the State Court Administrator – This governmental entity supports all the judicial circuits in Missouri. They provided data about juvenile referrals, the relative race index (RRI) of referrals, and information about referral sources.

Participants at the data walk learned background about the project and were given ‘data primers’ to facilitate understanding of terms included on the data posters. Specific information was provided

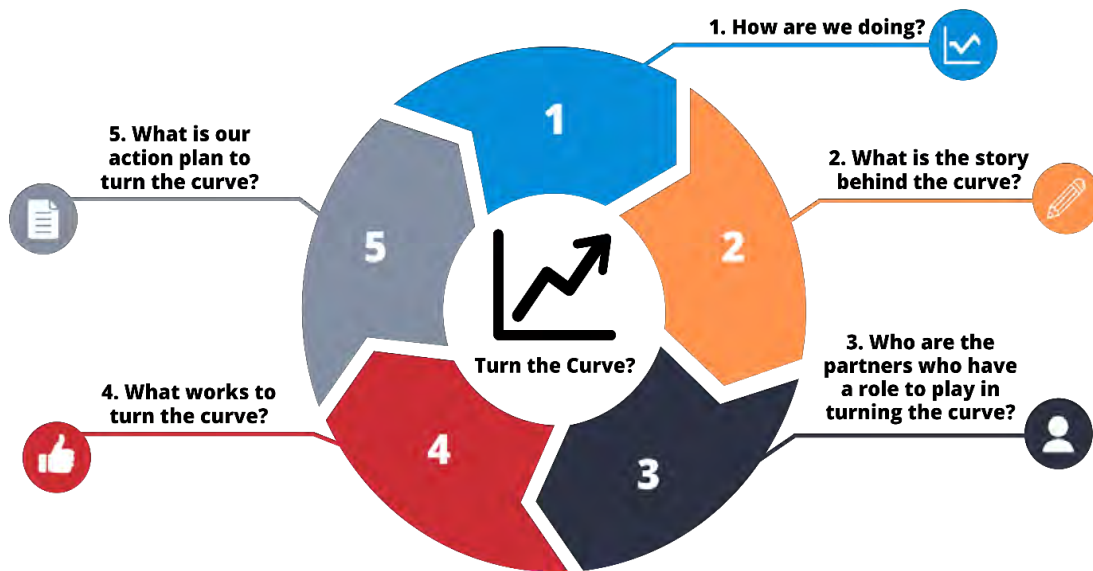
regarding why not all race/ethnic groups residing in Boone County could be represented. The experiences of these groups are important; however, because the population sizes for some groups are smaller, their data was aggregated to protect their privacy. Participants were encouraged to move around the room and were asked to reflect on which metric they would want to see changed in the next five years. Through discussion, participants identified and reached consensus on the metric outcomes they would like to see changed, which would ultimately be priorities for the project. All group work at the data walk was facilitated by Stakeholder Facilitators with lived experiences and with expertise in convening meetings. Participants committed to participate in planning efforts. The initial priorities are listed below.

- Strong and Healthy Families Driver
 - Local solutions to support families across the “benefits cliff” as they increase their wages and begin to lose public assistance.
 - Group members observed how interconnected each piece of data was to this driver area. Many of the issues identified stemmed from individuals not having enough money to meet their needs. Discussion focused on how families who are trying to move up face issues because, as they make more in wages, they often lose public assistance. The increase in wage is often not enough to overcome the loss of the benefits (childcare subsidy, SNAP or food stamps, WIC, etc.), which is also known as the “benefit cliff.”
- Opportunities to Learn and Earn Driver
 - Improve disparities of literacy scores at third grade.
 - Group members discussed implementing programs offering literacy evaluations sooner in the process, specifically looking at Pre-K to second grade, after school programming, or incentivized reading programs.
 - Reduce opportunity gaps in workforce development and employment.
 - Group members indicated that governmental or municipal contracts are not reaching minority businesses which creates less opportunity for livable wages. Generational poverty was indicated as a barrier for exploring employment opportunities, keeping segments of the community in perpetual cycles of social service assistance.
 - Decreasing referrals to the 13th Circuit Juvenile Office.
 - Group members discussed certain schools within the district revealing higher rates of referrals for students of color. Discipline patterns are not consistent for children of color and white children.
- Supportive Communities Driver
 - Increase available inclusive housing to reduce and mitigate neighborhood segregation.
 - Group members discussed setting priorities to address other issues, such as Adverse Childhood Experience, and reimagining government to build authentic connections with residents. However, the group concluded most all disparities originated through residential segregation.

From these initial priorities, Stakeholder Facilitators selected three priorities to begin planning around for the Upward Mobility project. There was limited capacity from the Boone County Core Team and from the Stakeholder Facilitators to lead five workgroups through the Results Based Accountability process simultaneously. Based on the interest and backgrounds of the Stakeholder Facilitators, ongoing planning efforts centered around improving disparities of literacy scores at third grade through the Early Grade Literacy workgroup; reducing opportunity gaps in workforce development and employment through the Jobs and Workforce Development workgroup; and increasing available inclusive housing to reduce and mitigate neighborhood segregation through the Fair and Inclusive Housing workgroup.

These workgroups worked through a second cycle of the Results Based Accountability process. This process is iterative and grounded in the work and discoveries of the planning participants. This graphic illustrates the workgroup phases of the Results Based Accountability cycle. As this process is intentionally iterative, workgroups will continue to use the framework following release of the initial Mobility Action Plan.

November 2021 - June 2022 - Initial Workgroups Convened



Each workgroup engaged in Results Based Accountability planning processes to develop three interconnected, but distinct Mobility Action Plans. Each of the plans used the Results Based Accountability plan structure to describe the planning process, goals, strategies, measurement, and sustainability activities for each priority area. Boone County created three unique Mobility Action Plans for each priority

area that was convened. The Mobility Action Plans for Early Grade Literacy, Fair and Inclusive Housing, and Jobs and Workforce Development are described below.

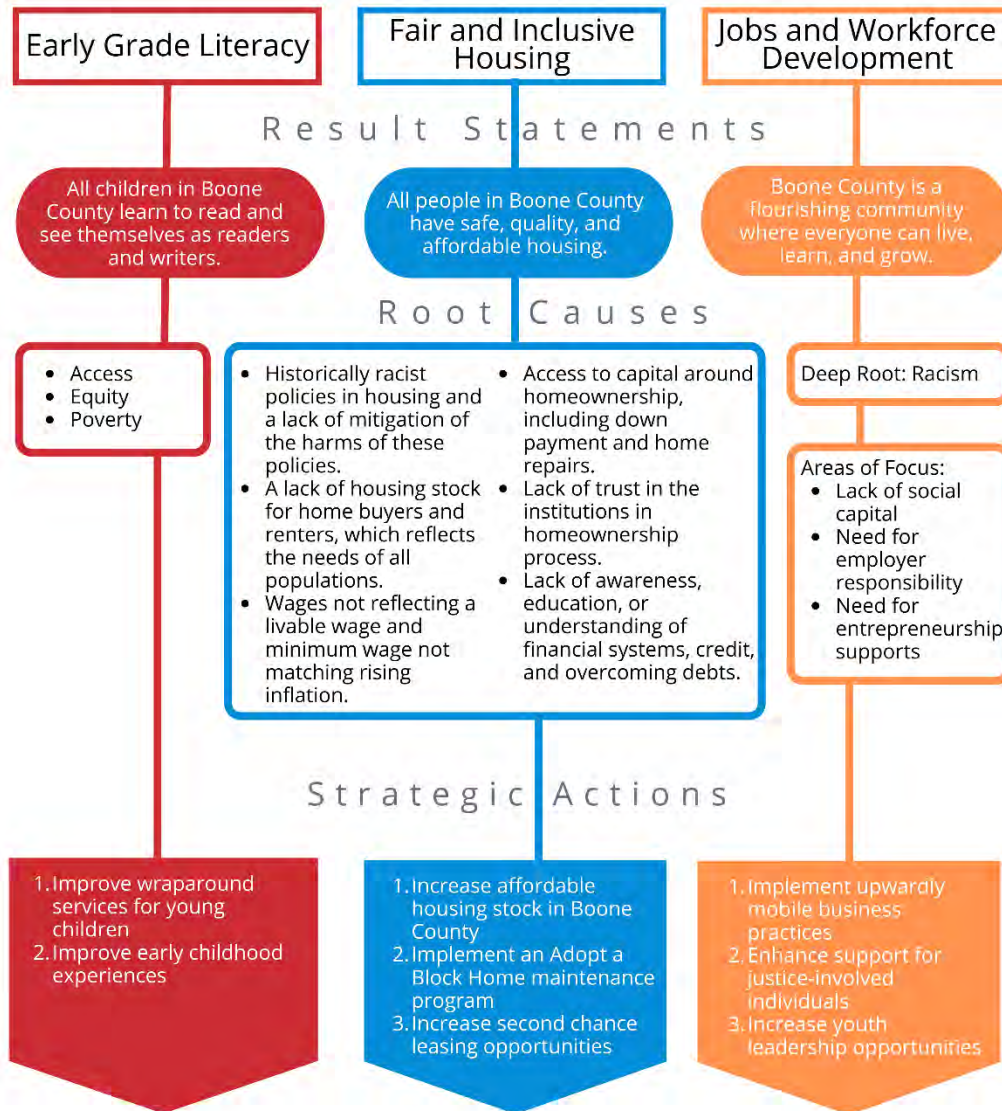
While these plans are each distinct, there were some similar themes identified by workgroups as they began planning. Workgroups identified the need to address systemic racism and structural inequity across all aspects of the community and its systems. Discussion in the workgroups focused on how policies enacted much earlier in the community's history still impact communities of color. Other themes include a need for coordination, collaboration, and targeted planning and data sharing.

Current plans and initiatives have been plagued by a lack of coordination, collaboration, and targeted planning among the various nonprofits, organizations, agencies, and institutions involved. While these groups share a similar purpose, that purpose has not been commonly defined and aligned with common indicators or outcomes. Previous attempts to identify a common purpose and desired outcomes have been limited to efforts by a local funding collaborative – meaning groups not receiving funds through that initiative retain their own unique goals. This lack of collaboration and targeted planning has led to over-serving certain populations while under-serving other populations, duplication of community efforts and resources, and limited data sharing regarding program targets and outcomes.

Data sharing has emerged as a challenge. Without a common purpose and indicators to track progress toward achieving that purpose, programs have either chosen their own data tracking methods or have collected only limited data on program outputs. Data which does exist requires significant effort to obtain, and data quality suffers from various design issues and challenges with capacity. Data is often unable to be disaggregated, making it difficult to identify equitable outcomes for program participants.

These themes are important to remember when reviewing each workgroup's Mobility Action Plan. The follow graphic provides an overview of the workflow, findings, and process for each group.

Workgroup Process



Continued Planning

EARLY GRADE LITERACY MOBILITY ACTION PLAN

Within the Opportunities to Learn and Earn driver, Boone County supplemented the Mobility Metric data on effective public education with local data on literacy rates, disaggregated by race/ethnicity. Data for rural school districts was only presented in aggregate due to the low numbers of students of color enrolled in those schools. These data were shared during our data walk kickoff event, and community members identified early literacy as a priority focus area for the Upward Mobility project. Posters presented during the data walk can be seen in Appendix C.

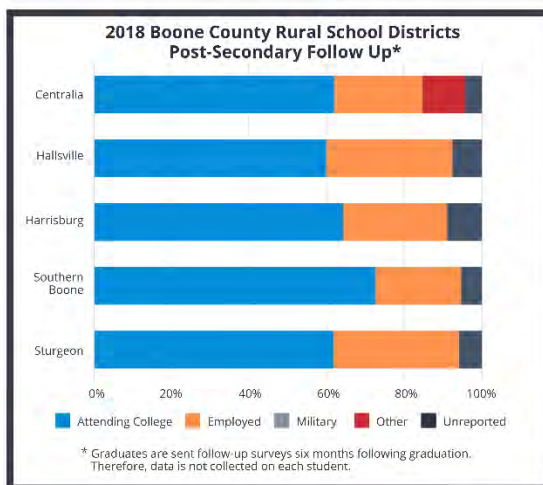
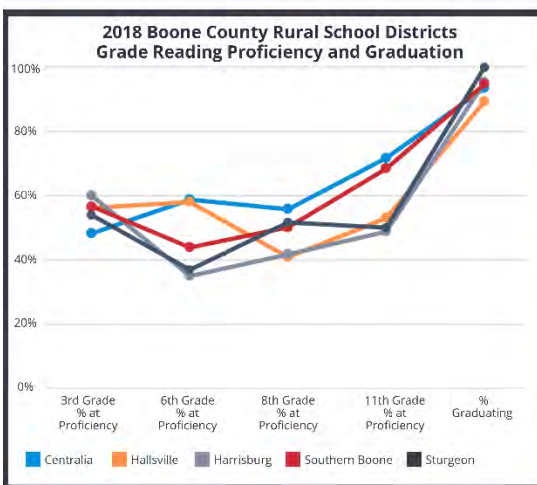
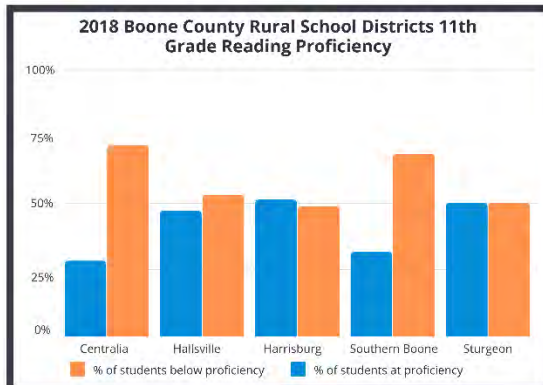
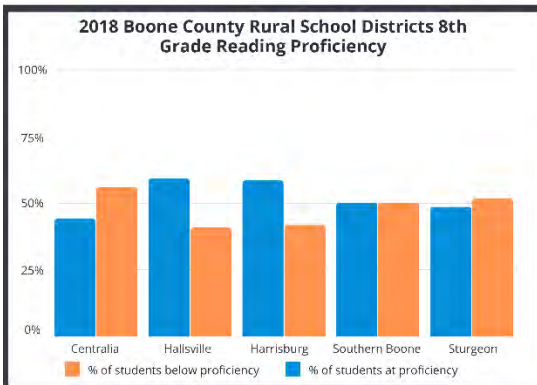
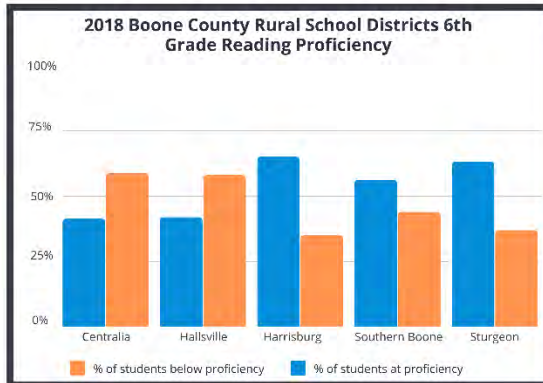
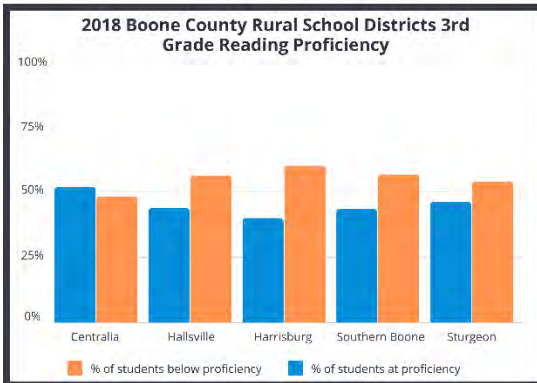
Learn and Earn



Education

Rural Boone County School Districts

Data is displayed separately from Columbia Public School data for two reasons. First, rural schools play a critical role in improving upward mobility for Boone County. Second, when looking at gaps by race, all rural schools had to have demographic data suppressed to protect confidentiality of students from marginalized populations. Displaying the gap analysis is not possible with the necessary data suppression.



The Early Grade Literacy workgroup was formed in February 2022. At the initial meeting, the participants began working through the Results Based Accountability process. The first step of 'Turn the Curve Thinking' is 'how are we doing?' and involves identifying the result the group would like to see. After reviewing the data and notes from the data walk, workgroup participants collectively decided to work toward a result of: **'All children in Boone County learn to read and write and see themselves as readers and writers.'**

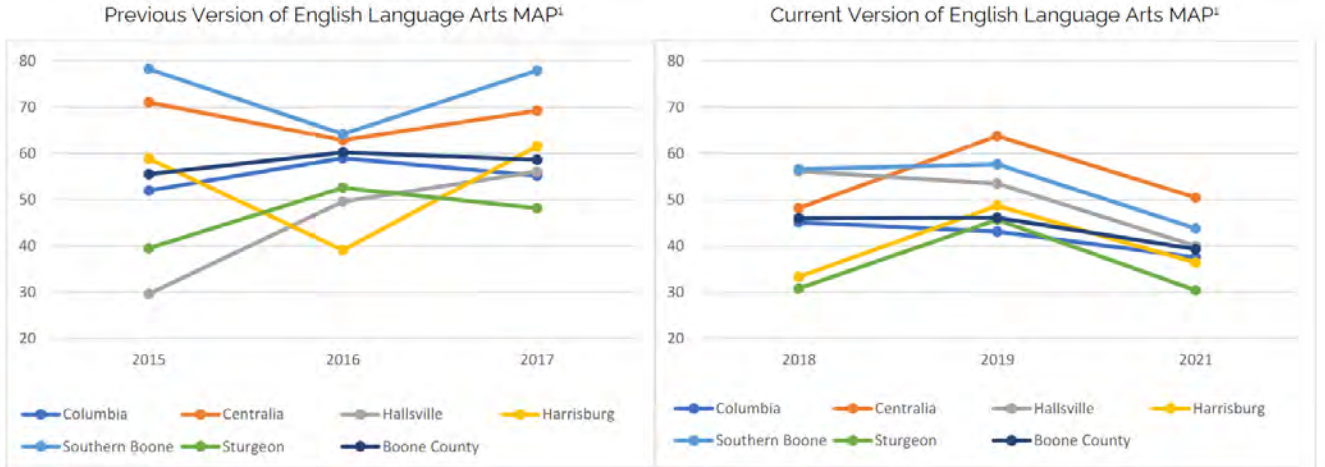
During the Results Based Accountability process, the Early Grade Literacy workgroup brainstormed several potential indicators that would allow the community to obtain a baseline and track future progress on children's early literacy skills. These potential indicators were then ranked by the group according to Communication Power (how easily the indicator can be communicated to the general public), Data Power (how feasibly and frequently accurate data can be accessed), and Proxy Power (how centrally important the indicator is to early literacy). Through this process, the group identified five indicators:

- percent of students scoring "proficient" or "advanced" on third grade English Language Arts Missouri Assessment Program (MAP) scores. The MAP tests are statewide mandated.
- percent of students scoring "proficient" or "advanced" on English Language Arts MAP scores over time by third grade cohort.
- percent of students meeting individual district-level literacy benchmarks.
- percent of kindergarten and third grade students rated as "academically ready" and "behaviorally ready" for their grade by their teachers.
- percent of students whose attendance is 90% or greater.

Indicators selected are used in the next step of the Results Based Accountability framework which is 'what is the story behind the curve?' Data from each indicator was disaggregated to show differences or potential disparities across groups. Trends over time were displayed along with a forecast of the trends through 2025 when appropriate and possible. A sample of visualized data is included in each description of the selected indicators. Additional data and their sources can be found in Appendix D.

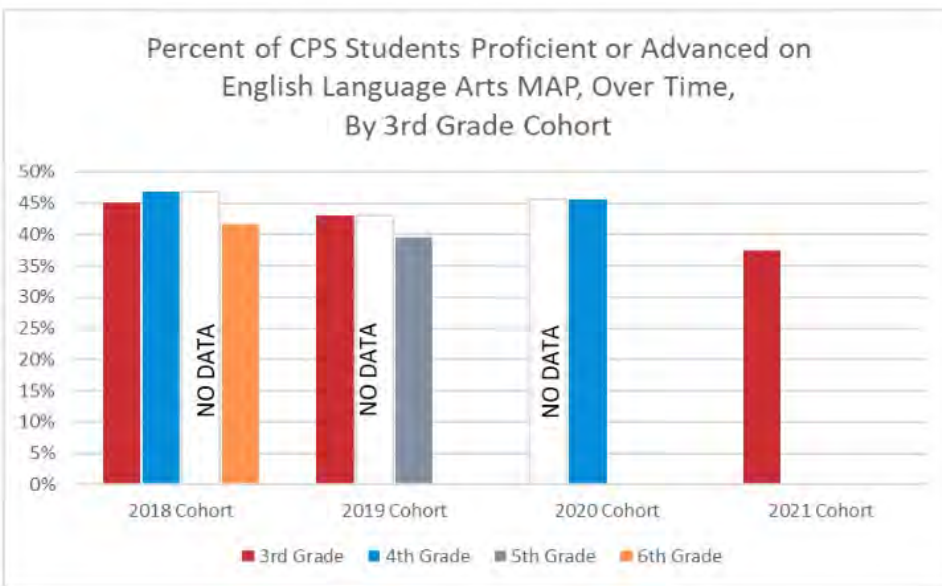
Indicator: Percent of students proficient in third grade Language Arts on MAP test

In Missouri, students are required to take a state-mandated test called the Missouri Assessment Program (MAP) test. Due to changes in the test at the state level, it is not possible to accurately forecast future MAP results with the number of existing data points from 2018 forward. Results from the two versions of the MAP test should not be compared; however, these data highlight the county and district level trends for students of all races. MAP scores reflect poorer reading scores for Black, Hispanic, and Multiracial students compared to their White and Asian/Pacific Islander peers. Aggregated data was presented for each school district as well.



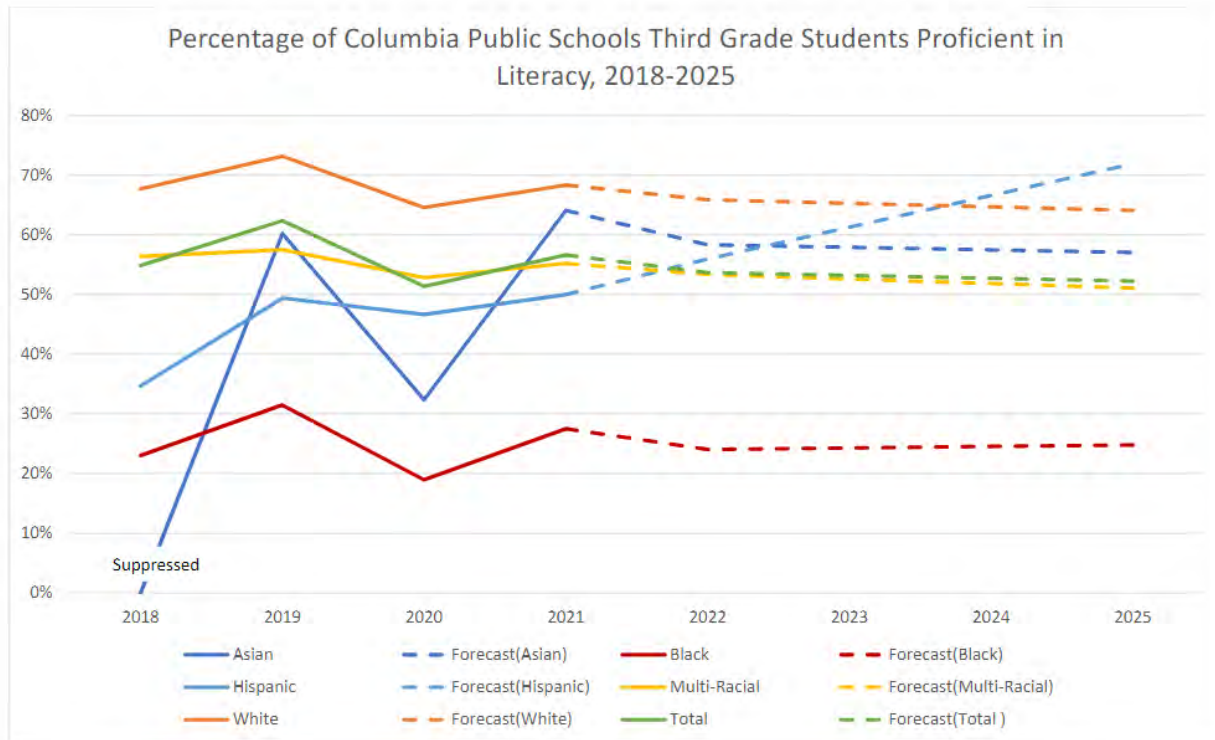
Indicator: Percent of students scoring proficient on English Language Arts MAP scores over time by cohort

Data from each Boone County school district was visualized to show how each cohort of students fared as they moved from grade to grade. Data begins in 2018 due to changes in MAP tests and third grade cohorts from 2018-2021. This data was not disaggregated and does show lower scores in cohorts following the 2020 school year which was impacted by the pandemic.



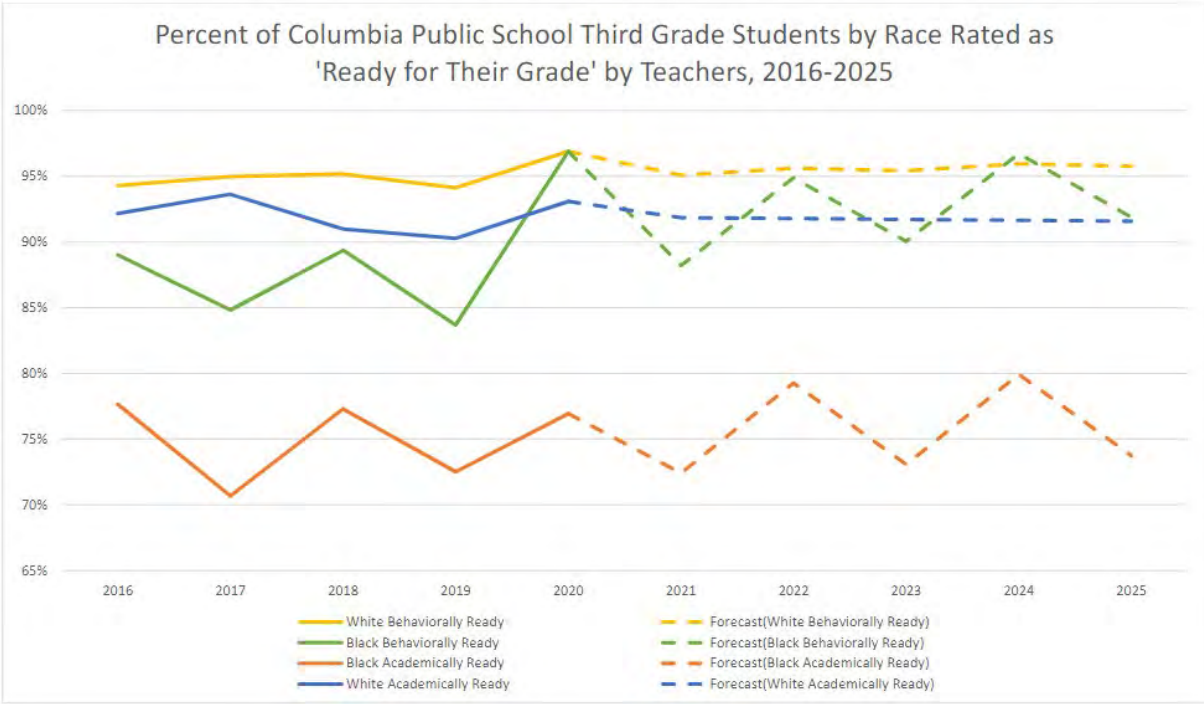
Indicator: Percent of students meeting district-level literacy benchmarks

Literacy data collected at the school district level was only available for two school districts at the time of planning. There are large disparities in literacy levels by race and only 50% of students are proficient in reading based on assessments at the end of the school year.



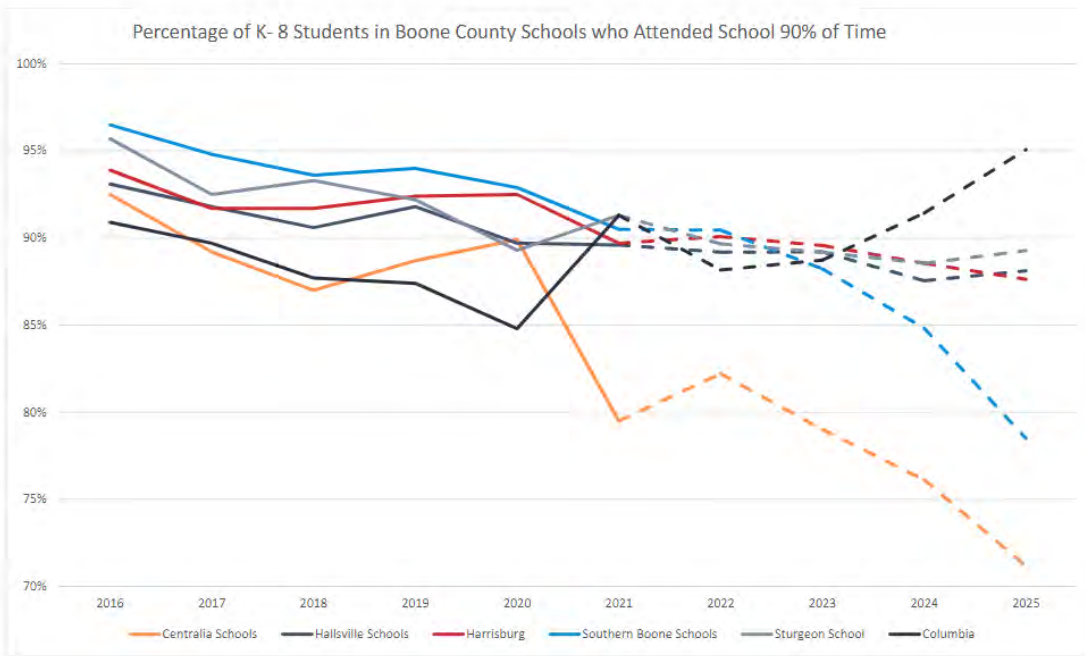
Indicator: Percent of kindergarten and third grade students rated as ‘academically ready’ and ‘behaviorally ready’ for their grade

This data was provided by the Family Access Center of Excellence (FACE) of Boone County School-Based Services through the Boone County Student Checklists. Since 2016, this organization has administered social-emotional, behavioral, and academic assessment surveys to all students within Boone County Schools. The program is funded through the Boone County Children’s Services Fund. Additionally, teachers complete a survey on each student within their class. The data presented here include the teacher report for kindergarten and third grade students assessing if the students in their classes are academically or behaviorally ready for their grade. Data shows each Boone County school district and reflects parallel scores across constructs of ‘academically ready’ and ‘behaviorally ready’ for each year during the fall screening. When disaggregated by race, this data shows Black students are perceived by teachers as less academically ready for school than white peers.

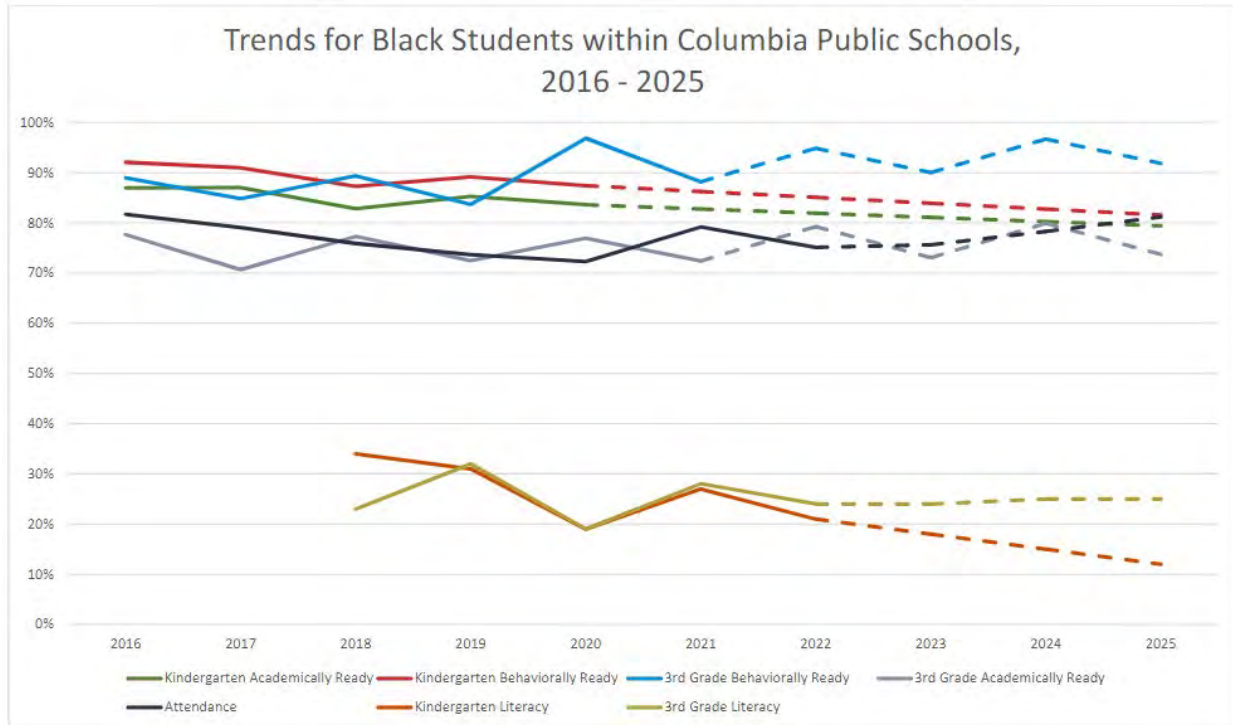


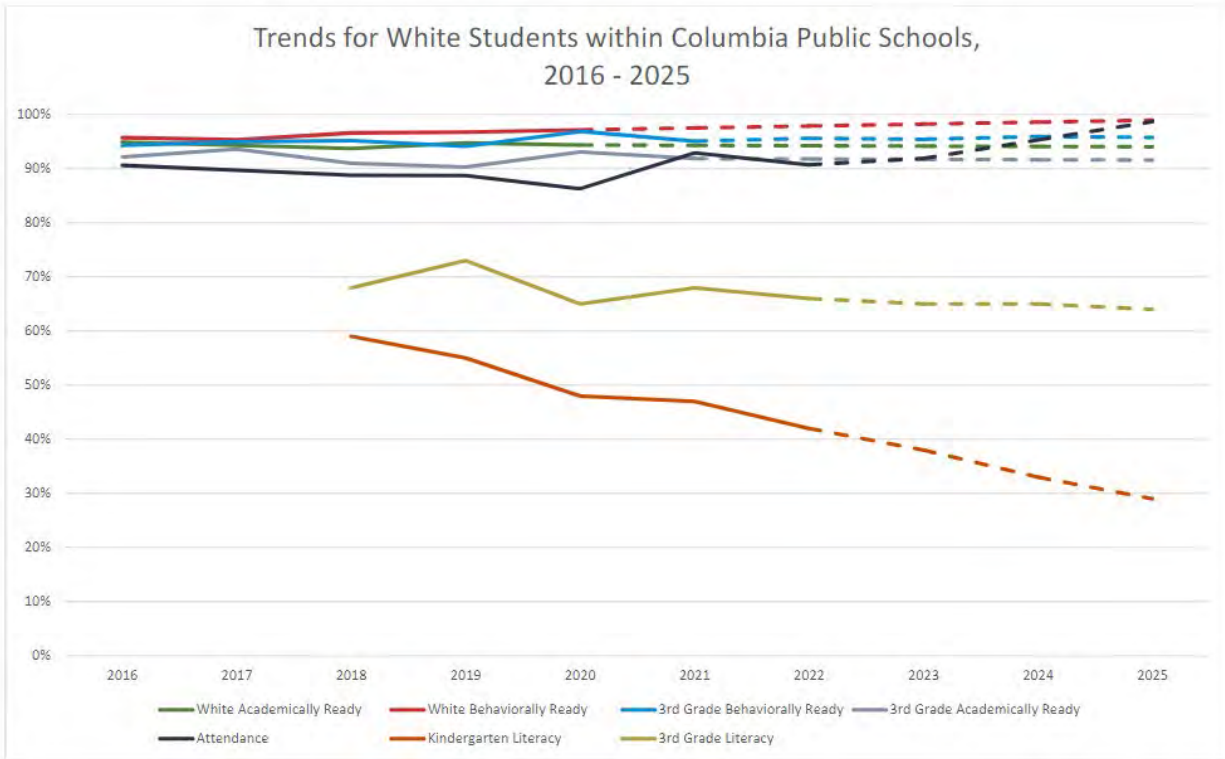
Indicator: Percent of students whose attendance is 90% or higher

Data was visualized for all Boone County schools as aggregated data and was disaggregated for the largest school district. Data shows that most students attend school 90% of the time or more. There is a smaller percentage of Black student and students who receive Free and Reduced Price lunch who attend school at least 90% of the time.



For Boone County’s largest school district, data indicated racial disparities in attendance; third grade MAP English Language Arts scores; MAP English Language Arts scores over time by third grade cohort; district literacy benchmarks; and teacher ratings on student academic/behavioral readiness for their grade. To better understand the experiences of students from our two largest racial/ethnic groups, data were re-visualized to depict the trends for all indicators on one graph for Black students and another graph for White students. This allows the workgroup to analyze trends across indicators, by race. Data for White students showed less variation and was significantly more positive than data for Black students across all indicators.





Research indicates that teacher bias toward Black students, particularly toward male Black students, occurs as early as the preschool years (US. Dept. of Education, 2016). Boone County workgroup members theorized teacher bias may be contributing to the disparities between teacher ratings of Black and White students as academically and behaviorally ready for their grade.

Research further indicates that childhood poverty is associated with higher student mobility and with lower literacy levels and test scores (Scherrer, 2013; Temple and Reynolds, 1999). In Boone County, 45% of Black children live in poverty, compared to 8.7% of White children (United States Census Bureau, 2016-2020). Boone County was unable to disaggregate education data for 2019-2021 by Free and Reduced Price Lunch status (a proxy for income level/poverty) because all school districts within the county offered meals at no charge to all students in response to the COVID-19 pandemic. However, in 2018, a higher proportion of Black students attended schools with the highest Free and Reduced Price Lunch rates. Research suggests that children of color achieve better academic outcomes when they attend more economically and racially diverse schools.

Disaggregated data on each indicator was collected and visualized, then presented to members of the Early Grade Literacy workgroup for analysis over two group meetings. Workgroup members analyzed the data to identify trends and positive/negative factors that contributed to the data. These positive and negative factors were grouped into themes that spurred group discussion about root causes behind the data trends. The initial themes are found in Appendix E. The Early Grade Literacy Group identified three primary root causes of early literacy disparities: Poverty, Access, and Equity.

As a root cause, Poverty includes the issues of student food insecurity, student mobility, and the lack of affordable, quality housing. Access refers to awareness of and access to community resources; awareness of and access to opportunities that develop children’s social and academic skills; and cultural, generational, and language barriers to community resources and opportunities. Cultural barriers include perceptions by families toward certain institutions, as well as by institutions towards certain groups or types of families, resulting in underlying trust issues that must be resolved before equitable access can be ensured. Equity encompasses equitable access to all the resources and opportunities above, as well as neighborhood segregation which relates to affordable housing, school district zoning, and resource distribution.

During the Results Based Accountability process, Early Grade Literacy workgroup members identified several initiatives, either planned or currently in place, which work to address disparities in early literacy skills. Recent policy changes in Boone County’s largest school district ensure that the literacy scope and sequence is taught at the same pace and in the same order across the district, which addresses issues mobile students face when transitioning among various schools in the district. In addition, consistent reading interventions have been put in place across the district to provide consistency for mobile students who have already been identified as needing additional supports. Standards-referenced grading has also been implemented across the district, and additional Title I intervention staff have been placed in school buildings with lower socio-economic demographics. In response to the COVID-19 pandemic, all districts in the county have offered all students Free and Reduced Price Lunch through the 2020-2021 and 2021-2022 school years, and additional social/emotional supports have been added to schools for both students and teachers. These interventions address mobility and food insecurity issues related to Poverty.

Several organizations in Boone County focus on preparing children and families for school success in the early childhood years before the child reaches kindergarten. Home visitation programs provide parents and caregivers with access to opportunities to develop children’s social and academic skills and connect families with community resources. While quality, affordable preschool experiences are limited in Boone County, those that are available help prepare children socially and academically for school. The local library and other nonprofit partners have launched initiatives designed to provide children with access to books and other literacy opportunities. These initiatives address some of the issues related to Access.

There are limitations related to lack of service coordination among service providers. Boone County lacks strong community messaging on the importance of early literacy experiences for young children, and how these experiences serve as the foundation for success in school and in workforce development. The workgroup identified the lack of community messaging as a contributor to two other limitations – the lack of corporate investment in education and the lack of parent education/awareness of the importance of early literacy.

Early grade literacy skills are the foundation for school success, and for the ability to learn and earn in adulthood. Failure to address the racial inequity in early grade literacy will only perpetuate the achievement gap in all subject areas across grade levels and contribute to the lower graduation rates seen for Black students in Boone County. Data indicates those with less than a high school diploma or GED will

earn significantly less over their lifetime than adults with a high school diploma or higher – although Black adults earn significantly less than White adults in Boone County regardless of education level, a priority addressed by the Jobs and Workforce Development workgroup. Eliminating racial disparities so that all children see themselves as readers and writers empowers children and gives them the necessary skills for success from a young age that can serve as the foundation for success in later life.

Boone County’s Early Grade Literacy Workgroup identified strategic actions which would work toward the result statement of **‘All children in Boone County learn to read and write and see themselves as readers and writers.’** The impact of these proposed strategic actions will be assessed by using the early grade literacy indicators selected by the workgroup. The result statement, indicators, and the story behind the curve have informed the workgroup’s selection of strategic actions most likely to improve conditions of well-being.

The group selected two broad strategic actions to begin improving upward mobility through early grade literacy:

- Improve wraparound services for young children.
- Improve early childhood experiences.

Each of these strategic actions were selected by their ranking scores across domains of Leverage (how likely the strategy is to make a positive change on one or more of the identified root causes), Equity (how likely the strategy is to improve equity among different population groups which experience disparities), and Feasibility (how reasonable or possible a strategy is to be implemented), as well as the local context of Boone County. Each strategic action includes ‘key actions’ which are necessary to begin implementation of the strategic action. At this point, Boone County is considering these ‘key actions’ as initial steps which are likely to evolve as workgroups continue meeting around further plan refinement and implementation. The current strategic actions, key actions, timelines, outputs, and outcomes for each of these broad actions are included below in the Action Implementation and Measurement Plan in Appendix F.

Of the many factors identified as contributing to early grade literacy levels, workgroup members explored school-related supports, community-related supports, and supports that require partnership and coordination between the school and the community. Since the workgroup did not want to attempt to dictate to school districts what happens within the school building, work group members focused instead on strategies that could be implemented within the community or within a school-community partnership. Additionally, while the approaches and outputs for these key actions differ, most key actions are designed to be preventative in nature. The workgroup discussed how the result may be gradually and cumulatively obtained as each cohort benefitting from the strategic actions enters kindergarten and moves up through third grade over the course of several years. The workgroup discussed the benefits of retaining the identified measurement indicators, particularly as there are no consistent measures available in the community for monitoring childhood early literacy or overall school readiness before kindergarten.

Strategic Action: Improve Wraparound Services for Young Children

Workgroup members identified many local providers who offer existing services to children and their families including tutoring, transportation, social/emotional/behavioral supports, after school programs, and enrichment activities. However, a lack of general coordination of these services was identified as a barrier for families and for the service providers themselves. Coordination of services became its own key action, while other key actions focused on increasing or improving access to existing services. Further planning discussions will involve ensuring that services are accessible to all children and families in the community using the targeted universalism approach.

Further discussion centered around the idea that providers are limited in their capacity to expand, coordinate services, and reduce barriers to participation because most providers are nonprofit or grant-funded organizations. Workgroup members felt that increasing corporate investment in wraparound services would enhance existing capacity and aid in sustainability. This became another key action, and the workgroup plans to create community messaging related to the connections between early grade education, school success, and future workforce development as the first step to increasing corporate involvement.

Strategic Action: Improve Early Childhood Experiences

While the outcomes and indicators focus on early grade literacy, the workgroup discussed that for many children, the achievement gap begins before children enter school in their kindergarten year. This discussion led to two key actions focused primarily on children who have not yet entered school – increase access to quality childcare and increase access to targeted home visiting services. Workgroup members identified several organizations already working to improve quality childcare and to increase the availability of childcare slots to low-income families. One key action seeks to build on these existing supports to increase access to quality childcare. Another key action seeks to coordinate and target home visiting services for families through a targeted universalism approach.

Through discussion, the workgroup identified the need for community messaging about the importance of early literacy. At the same time, it is important to honor the variety of value structures that exist within families. The workgroup adopted a key action relating to improving community messaging through parent education that honors family value structures. This key action also includes a marketing and media plan.

The final key action for this workgroup centers around coordination of targeted literacy exposure to young children and their families and would be implemented simultaneously with the above key action relating to community messaging. Workgroup members intend to research effective literacy initiatives and coordinate existing providers in the space, and pair this with the community messaging action.

Sustainability of actions and further planning for this workgroup's Mobility Action Plan is addressed in the Sustainability section.

FAIR AND INCLUSIVE HOUSING WORKGROUP

Data walk participants identified a priority around increasing available inclusive housing to reduce and mitigate neighborhood segregation within the Supportive Communities driver of the Mobility Metrics. Data from the data walk for this driver included metrics of exposure to crime, overly punitive policing, disproportionality in juvenile office referrals, exposure to trauma, local governance, neighborhoods, belongingness, social capital, racial diversity in housing, and housing stability. Some of the data available at the data walk discussed housing segregation locally which included timelines from the City of Columbia Housing Programs Division, research on primary resources from the University of Missouri library, and from sociological research from J.M. Thomas on the Sharp End district in Columbia, MO.

Supportive Communities



Housing Segregation

Racial Diversity

Neighborhoods that are segregated by race and ethnicity perpetuate exclusion and prevent people of different races and ethnicities from building the social ties that foster mutual respect, dignity, and belonging.

Timeline

City segregation codes becomes illegal as a result of the Buchanan v. Warley Supreme Court case. Legal residential segregation moves into deeds and contracts.

1917

The Federal Housing Administration begins red lining program, which refused to back loans to Black people or other people who lived near Black people.

1926

Neighborhood Segregation Becomes Entrenched

The City of Columbia utilized racially restrictive language to ensure the heterogenous separation of races as expected during this era of white supremacy. White neighborhoods and subdivisions were erected during the late 1920's in parts of the city where plots of land were most valuable and affordable. Black residents were forced to take up residence in designated areas like Flat Branch and Douglass where white flight or migration to newly developed subdivisions initiated neighborhood segregation.

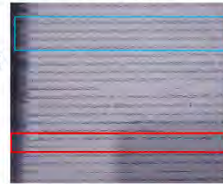
1934

The Sharp End District

Blacks were not allowed to patronize white business establishments this resulted in the growth of the historic Sharp End Business District, which ran along Walnut St. between 4th and 6th streets (Thomas, 2015). The success of the Sharp End District allowed for Black residents to maintain a vibrant community in the midst of exclusion and a lack of investment by city officials.

1948

Corrigan v. Buckley explicitly allows racially restrictive covenants to be set up among parties entering into property agreements of their own volition.



From the archives of the University of Missouri Library, there is record of specific language known as racial restrictive covenants that was written into deeds of trust during the transaction of ownership of homes sold during

the turn of the 20th century. This language made it so that members of the white race would be the only occupiers of land sold and financed by banks or even government agencies in certain instances. Any member of a minority race or religious sect that was not accepted was excluded from participation in the transference of property due to the racially restrictive language used in deeds.

Shelley v. Kraemer - Racially restrictive covenants are rendered unenforceable. (May 3, 1948)

Columbia voters approve the formation of the Land Clearance Redevelopment Authority.

1956

Urban Renewal Begins

However by 1956, "Urban Renewal" was underway due to government funding received through a land clearance redevelopment authority, and many of the Black residents of both Douglass and Flat Branch areas were advised that their property was condemned and would be torn down to make way for public housing among other public projects (Thomas, 2015). Due to eminent domain laws forcibly removing those who refused to sell and leave, many of the Black residents were displaced without fair compensation for their homes or resource to rebuild their businesses.

You can read the full article discussing Sharp End by using this QR code. **Sharp End: The Sorrid History of Race, Space, and Inequality in Columbia, Missouri** by James Thomas, PhD.



1961

Fair Housing Act renders racially restrictive covenants illegal.

1968

A letter is drafted from Columbia Ministerial Alliance requesting the establishment of a Commission on Human Rights and Community Relations (HRC). On October 16, 1961, Columbia's City Council establishes the Commission on Human Rights and Community Relations.

George Nickolaus' term as mayor ends. On June 25, 1969, Mrs. Carol Simpson appeared before the City of Columbia's HRC to make a complaint of discrimination in housing based on race. The City Council passed a motion to have the HRC investigate this matter and work out a reconciliation.

1968

On January 15, 1968, Mayor George Nickolaus proposed ordinance #3453 to prohibit discriminatory practices in the rental, leasing, sale, financing, or showing and advertising of dwelling units, commercial units or real property. On March 19, 1968, Columbia voters defeated the open housing ordinance.

1969

1970

City of Columbia City Council approved a fair housing ordinance.

Supportive Communities

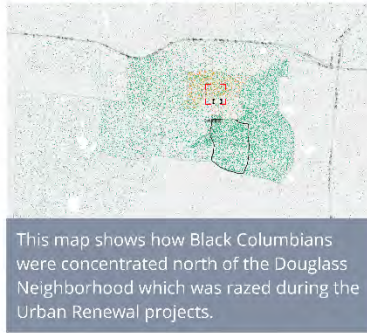


Housing Segregation

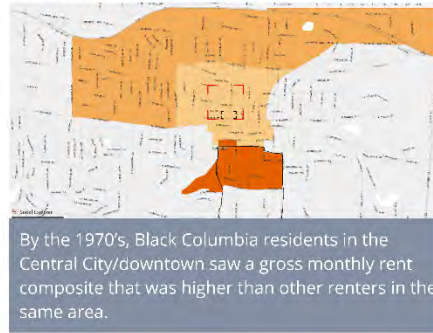
1970 - Present Day

According to data from the U.S. Census, there were a total of 3,863 Blacks living in Columbia in 1970. More than half (~56%) were concentrated in Tract 8, which encompassed the former Douglass neighborhood. This can be seen by noting the orange dots within the map. Each dot represents two people. Orange dots represent Black Columbians and green dots represent White Columbians.

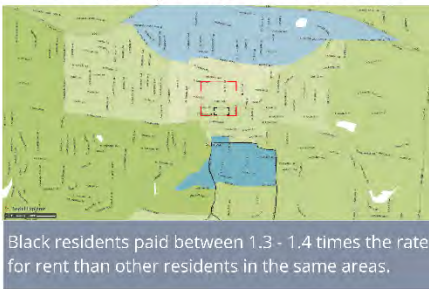
Racial Dot Map, Columbia, MO 1970



Average Gross Monthly Rent, Black-Occupied Units, Columbia, MO 1970



Gross Monthly Rent for Blacks vs Composite Gross Monthly Rent, Columbia, MO 1970



Median Home Value, Columbia, MO 1970 vs 2013



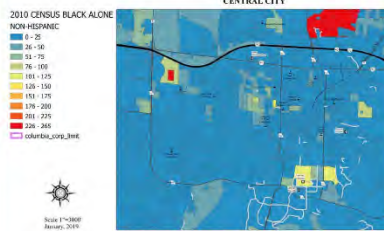
The neighborhood value remained relatively low in these areas, disadvantaging Black residents potential for economic growth. Black residents were not able to build wealth over time as a result of contributing factors like realtor malfeasance and other covert tactics.

Present Day

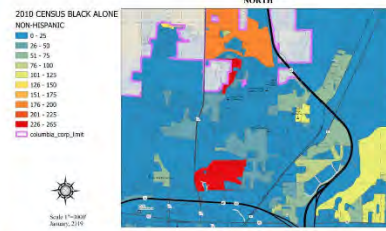
The effects of racially restrictive language in deeds along with the sanctioned urban renewal initiatives devastated many of the Black residents in the City of Columbia over time. **Today, it is clear that the aftermath of policy decisions has resulted in Columbia being segregated along socio-economic and racial lines.**

Patterns are revealing that Black residents seem to be moving to the North and East.

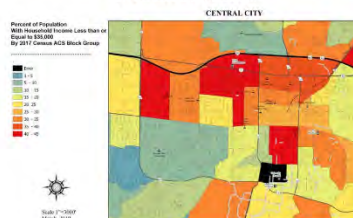
African Americans by Census Block
CITY OF COLUMBIA, MISSOURI



African Americans by Census Block
CITY OF COLUMBIA, MISSOURI

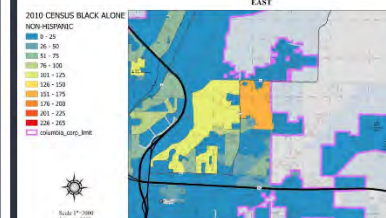


Income Less Than or Equal to \$35,000
CITY OF COLUMBIA, MISSOURI



Many Black residents are moving away from the Central City/downtown area in Columbia.

African Americans by Census Block
CITY OF COLUMBIA, MISSOURI



Within Columbia, the Central City has a high percentage of individuals with low incomes. In the areas directly impacted by Urban Renewal and the subsequent displacement of Black residents, there are still ongoing high rates of low incomes. The history behind housing or neighborhood segregation in Boone County has spanned many decades, and for residents of color it is common to see the detrimental consequences of this phenomenon.

From review of these metrics and the housing segregation timeline, the data walk attendees saw connections between exposure to trauma and violence, adverse childhood experiences, and belongingness. To begin decreasing adverse childhood experiences and increase belongingness within the community, the data walk attendees wanted to focus on creating inclusive housing to mitigate neighborhood segregation. The group sees inclusive housing as diverse neighborhoods across race/ethnicity groups and socioeconomic status; more healthy families; neighborhoods that are welcoming; and inviting; and homeowners and residents being empowered to request policy changes to benefit all. Posters presented during the data walk can be seen in Appendix C.

The Fair and Inclusive Housing workgroup formed in November 2021 to begin the Results Based Accountability planning process. The first step of 'Turn the Curve Thinking' is 'how are we doing?' and involves identifying the result the group would like to see. After reviewing the data and notes from the data walk, workgroup participants developed a result statement of: **All people in Boone County have safe, quality, and affordable housing.**

In the next step of the Results Based Accountability process, the Fair and Inclusive Housing workgroup brainstormed several potential indicators which establish a baseline to track future progress. These potential indicators were then ranked by the group according to Communication Power (how easily the indicator can be communicated to the general public), Data Power (how feasibly and frequently accurate data can be accessed), and Proxy Power (how centrally important the indicator is to fair and inclusive housing). Through this process, the group identified three indicators:

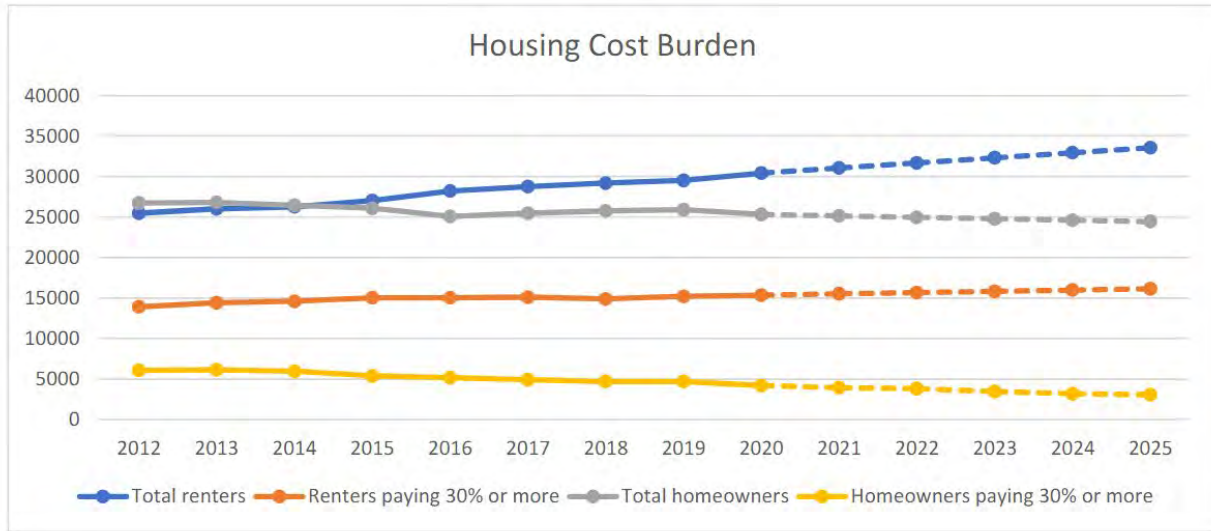
- Percentage of people paying more than 30% of income on housing (housing cost burdened)
- Average cost of rent or home ownership compared to Area Median Income
- Percentage of homeowners by race/ethnicity with a specific focus on Black homeownership rates.

Indicators selected are used in the next step of the Results Based Accountability framework which is 'what is the story behind the curve?' Data from each indicator was disaggregated to show differences or potential disparities across groups. Trends over time were displayed along with a forecast of the trends through 2025. Additional data and their sources can be found in Appendix G.

Indicator: Percentage of people paying more than 30% of income on housing (Housing Cost Burdened)

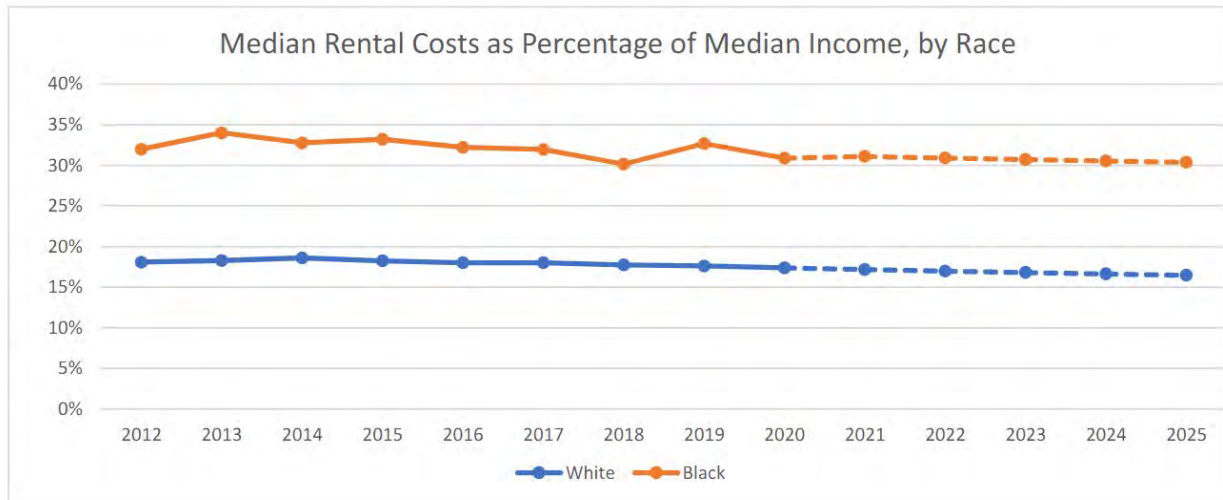
Indicators related to housing cost burdened shows there are more people renting over time and homeownership rates are dropping. Households are considered housing cost burdened when they spend 30% or more on housing costs. A higher proportion of renters in Boone County are housing cost burdened while there is a decreasing number of homeowners paying more than 30% of their incomes on housing costs. When looking at median income by race, Black residents' income is nearly half that of White residents. Thus, Black Boone County residents are even more likely to be housing cost burdened

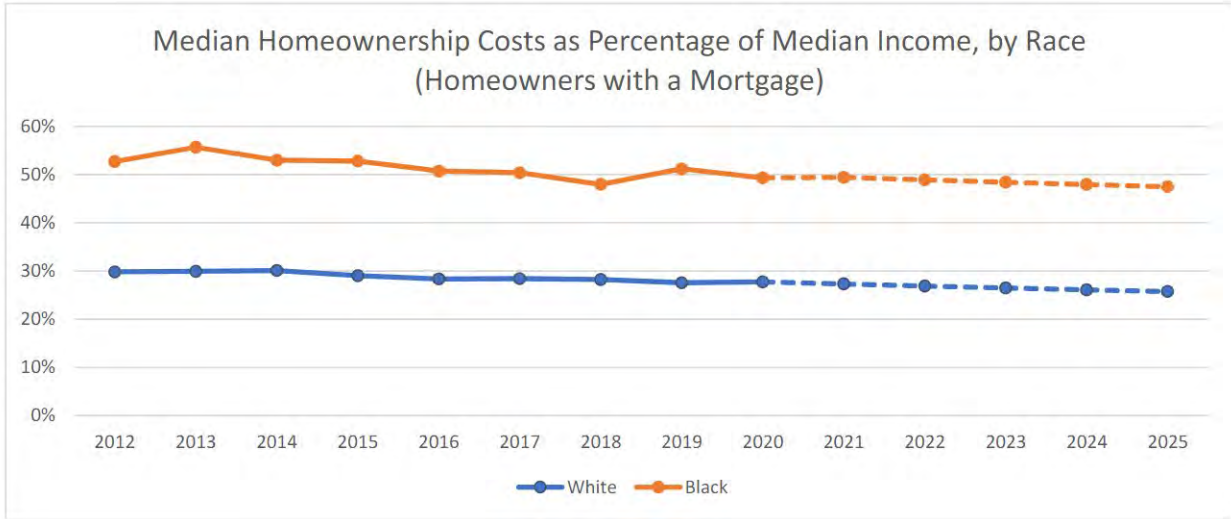
since there is a large disparity in income.



Indicator: Average cost of rent or home ownership compared to Area Median Income

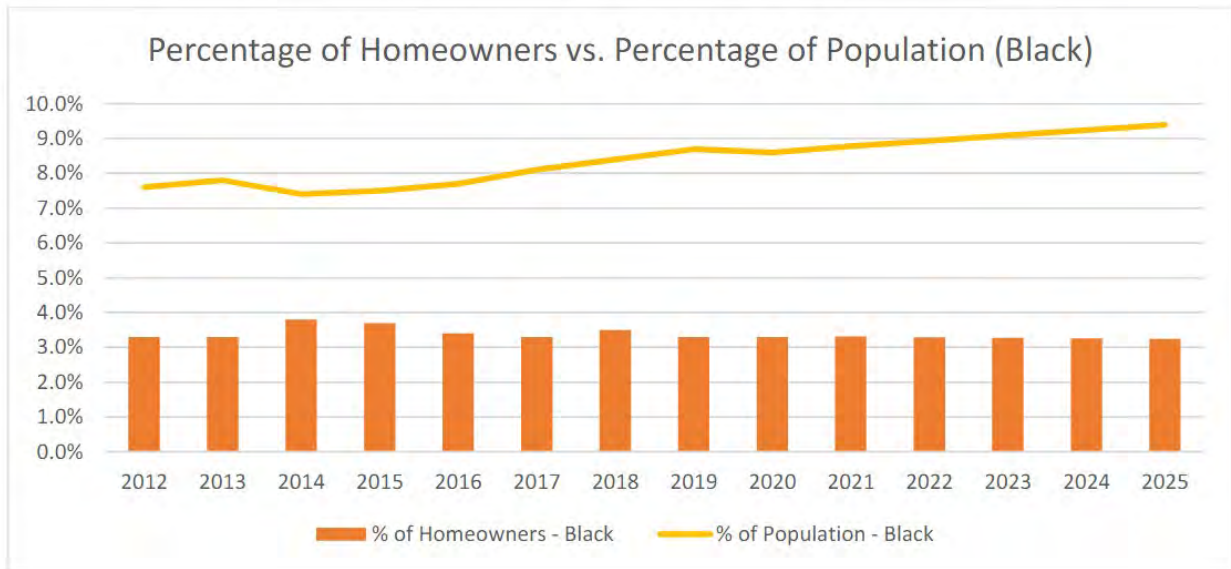
When comparing median costs of rent and homeownership to median income, Black renters are paying on average 10% more of their median income on rent than White renters. Housing costs by median income increase in their disparities; White homeowners are paying nearly 30% of their median income on housing costs, but Black homeowners are spending over 50% of their median incomes on housing.

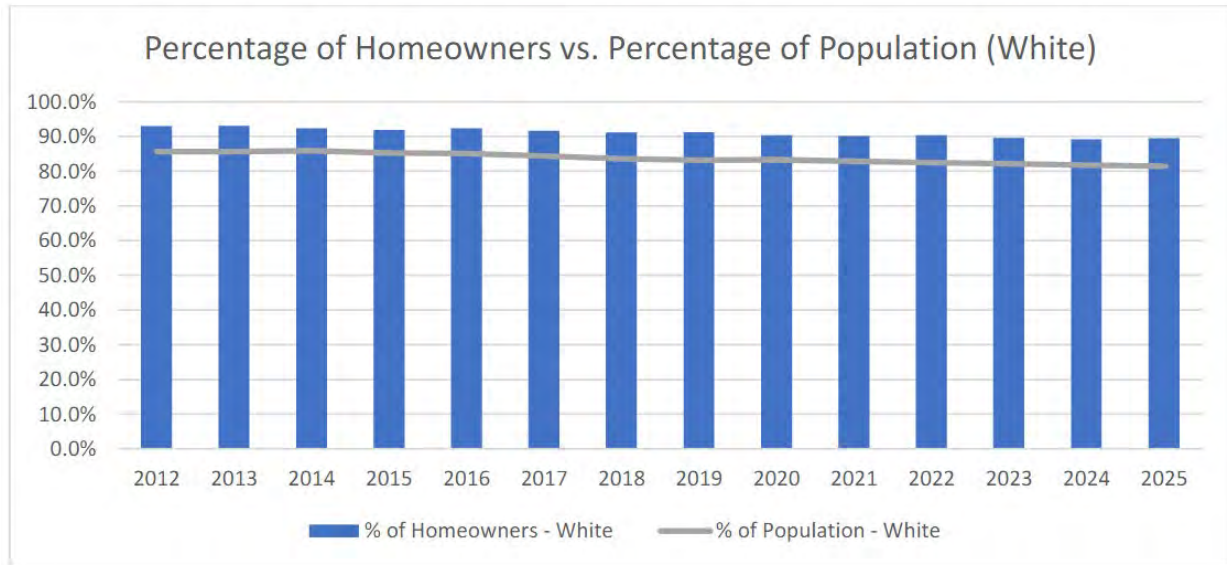




Indicator: Percentage of homeowners by race/ethnicity with a specific focus on Black homeownership rates

Homeownership trends show disparities. Data was visualized to compare the percentage of Black homeowners to the total Black population in the county, which showed Black homeowners are underrepresented. The same data visualization shows an overrepresentation of White homeowners compared to the total White population of the county. Other race/ethnic groups were not included in indicator data not because their experiences are not important, but because the population sizes are smaller and therefore suppressed to protect privacy.





Research shows systemic and institutionalized racism has contributed to the disparities in home ownership, generational wealth, and economic mobility since the Great Depression (Dickerson, 2021). From redlining practices from the Federal Housing Administration which increased neighborhood segregation, to systemic denial of Black veterans benefits under the GI Bill, to racially restrictive housing deed covenants, policies and practices from the federal government allowed White homeowners to thrive economically while disenfranchising people of color. This lack of wealth generation and upward mobility from poverty has exacerbated other community conditions which have further limited the availability and accessibility of safe, quality, and affordable housing to marginalized populations.

Research indicates as communities are more segregated, there are worse economic, educational, and social outcomes. More racially inclusive regions with lower levels of Black-White segregation have higher Black per capita income, higher bachelor’s degree attainment for both Blacks and Whites, and lower homicide rates (Treskon, 2017).

Current pressures on affordability in the housing market are due in part to historically low interest rates; soaring home costs have caused additional scarcity in available housing. Many former rental properties have been sold and there is limited access to ‘starter’ homes. This is even more prevalent in the already limited affordable housing stock and further contributes to limited upward mobility in housing (Snowden and Evangelou, 2022; Lautz, 2021).

As part of the Results Based Accountability process, workgroup participants were asked to describe ‘the story behind the curve’ or trends in the data. Workgroup members analyzed the data from selected indicators to identify trends and positive/negative factors which contributed. These positive and negative factors were grouped into themes that spurred group discussion about root causes behind the data trends. The Fair and Inclusive Housing workgroup identified six primary root causes of disparities in housing:

- Historically racist policies in housing and a lack of mitigation of the harm of these policies.
- A lack of housing stock for home buyers and renters which reflects the needs of all populations.
- Wages not reflecting a livable wage and minimum wage not matching rising inflation.
- Access to capital around homeownership including down payment and home repairs.
- Lack of trust in the institutions involved in home ownership processes.
- Lack of awareness, education, or understanding of financial systems, credit, and overcoming debts.

These root causes are the targets of planning sessions to ensure the Mobility Action Plan addresses the source of the issues rather than just the symptoms.

Workgroup members then identified several initiatives, either planned or currently in place, which address disparities in fair and inclusive housing. There are programs and organizations using locally available funds to develop affordable owner-occupied and renter-occupied affordable housing units. There are some existing policies which allow for housing units to remain affordable through long-term land leases which keep ownership with local municipalities within the county. Municipalities encourage homeownership through down payment assistance. Local organizations support individuals and families which are seeking affordable housing for themselves and their families.

There is a local coalition of service providers and local leaders focused on decreasing homelessness through a collective impact project. This project prioritizes housing resources based on need and vulnerability of individuals experiencing chronic homelessness through a Housing First model. The goal of this project is to have a 'functional zero' around homelessness. This means the community has available capacity to serve any individual 'inflowing' into the homelessness system and a steady 'outflow' of individuals who have stable permanent housing. There are permanent and temporary shelters which operate within the County to provide beds for those experiencing homelessness.

Code enforcement on owner-occupied and renter-occupied housing units occurs within the City of Columbia. However, for those residing outside of Columbia, there are no rental code standards. The Boone County Commission has not been able to adopt rental housing codes due to state statute, which has only recently changed. Historically, this inability to create policies on minimum acceptable standards in rentals means that disadvantaged groups who have experienced housing instability are likely to end up just outside of Columbia city limits in unsafe and poor housing conditions. The current state statute allows for the county to investigate tenant complaints, but not for additional capacity to initiate inspections or set minimal standards beyond state statutes.

Workgroup members believe there are misunderstandings and stigmas about certain housing programs like the Housing Choice Voucher program, which further limits affordable housing production or program utilization. There is a lack of community messaging about the importance of housing to the workforce, which would encourage corporate involvement and reduce these stigmas.

Disparities seen in indicators around housing costs and homeownership will continue to widen without local intervention in housing policies, funding, and services. Housing stability impacts many other domains of life and metrics across drivers in the Mobility Metrics. Without addressing root causes of the disparities, it is unlikely the trends seen will improve.

Boone County's Fair and Inclusive Housing workgroup identified strategic action which would work towards the result statement of '**All people in Boone County have safe, quality, and affordable housing.**' The impact of these proposed strategic actions will be assessed by using the indicators selected by the workgroup. The result statement, indicators, and the story behind the curve have informed the workgroup's selection of strategic actions most likely to improve conditions of well-being.

The group selected three broad strategic actions to begin improving upward mobility through fair and inclusive housing:

- Increase affordable housing stock in Boone County.
- Implement an Adopt-a-Block Home Maintenance program.
- Increase 'second chance' leasing opportunities.

Each of these strategic actions were selected by their ranking scores across domains of Leverage (how likely the strategy is to make a positive change on one or more of the identified root causes), Equity (how likely will the strategy is to improve equity among different population groups which experience disparities), and Feasibility (how reasonable or possible a strategy is to be implemented) as well as the local context of Boone County. Each strategic action includes 'key actions' which are necessary to begin implementation of the strategic action. At this point, Boone County is considering these 'key actions' as initial steps which are likely to evolve as workgroups continue meeting around further plan refinement and implementation. The current strategic actions, key actions, timelines, outputs, and outcomes for each of these broad actions are included below in the Action Implementation and Measurement Plan in Appendix H.

Strategic Action: Increase Affordable Housing Stock in Boone County

Workgroup members identified a need to increase available affordable housing stock as housing rates have risen over time and residents with limited resources are unable to find quality, affordable housing. To increase affordable housing stock, the workgroup identified the need for strong community messaging around affordable housing, its importance, and how the community benefits by housing all. Members discussed using a 'Yes in My Back Yard' message to combat stigma and myths around housing programs, and available resources.

Members identified a need to coordinate information about available resources for those who may not qualify for traditional home financing. Specifically, there was a need identified to improve outreach and communication to those who have been traditionally excluded from housing opportunities. Workgroup members talked about how the ongoing coordination and connections to resources are critical for residents of Boone County who are struggling to secure housing.

Workgroup members discussed the need of changed policies to improve development of affordable housing including accessory dwelling units, tiny homes, and rezoning sites for development. There were needs for policy analysis reports to be completed at the local government level and within planning and zoning codes. Members desire a housing market study to be conducted which would look at the existing policy environment, funding structures, and projected needs within the county. These studies are typically completed by an external consultant and would include recommendations on identified policy changes. Ultimately, the recommendations from the housing market study could improve availability of housing.

Outcomes of these actions would work toward the result statement identified and would likely increase the number of units of affordable housing stock, decrease the percentage of individuals who are housing cost burdened, and increase homeownership rates for Black Boone County residents.

Strategic Action: Implement an Adopt-a-Block Home Maintenance Program

Workgroup members discussed the need for homeowners with limited resources to gain access to home maintenance programs. While Boone County does offer some home maintenance programs, there is a need to better coordinate messaging to residents of color within Boone County. Workgroup members felt an ongoing relationship between organizations with the available resources and homeowners is needed to build trust. The group wants to see improved strategic outreach to Black residents.

Fair and Inclusive Housing workgroup members identified there is a need for coordination among providers, resources, and residents. This coordination could work within formal, structured programs, and offer informal supports to residents in need.

Workgroup members discussed the need for improved community messaging around policies which supported systemic racism in housing and its impact on generational wealth in communities of color. They identified the need for training on the historical policies which have impacted homeownership, a deep listening campaign to hear those impacted, and a marketing campaign to put this information out to the community.

Strategic Action: Increase ‘Second Chance’ Leasing Opportunities.

Workgroup members talked about the need to improve conditions for current renters whose financial backgrounds make securing housing difficult. Some of the difficulty is rooted in misunderstanding and stigma about certain housing programs like the Housing Choice Voucher program. Workgroup members believe there is a need to improve community messaging around this housing program to reframe it from being a ‘risk’ to having ‘guaranteed income.’

To further overcome stigma, members believe offering training for landlords about supporting individuals, available resources, and funding opportunities is necessary. In addition to training for landlords, prospective tenants who struggle to secure housing could participate in training to learn expectations of tenancy and their rights as a tenant. Individuals who complete landlord and tenant training could be matched to have a ‘second chance’ lease which would allow for provisions of additional protection for tenants and would require ongoing supportive services for tenants.

Workgroup members feel there is a need for coordination of renters, supportive services, and landlords willing to work with individuals with these backgrounds.

Sustainability of actions and further planning for this workgroup's Mobility Action Plan is addressed in the Sustainability section.

JOBS AND WORKFORCE DEVELOPMENT MOBILITY ACTION PLAN

Data walk participants identified a priority around reducing opportunity gaps in workforce development and employment within the Opportunities to Learn and Earn driver of the Mobility Metrics. Data from this driver included metrics related to income, business ownership, educational attainment, and educational outcomes. Some of the data presented in the data walk showed ongoing and chronic disparities experienced by communities of color in the county.

Learn and Earn



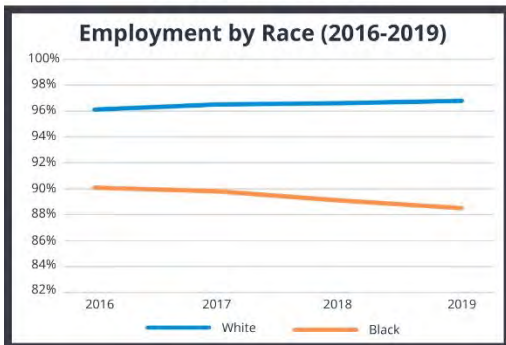
Work

Income

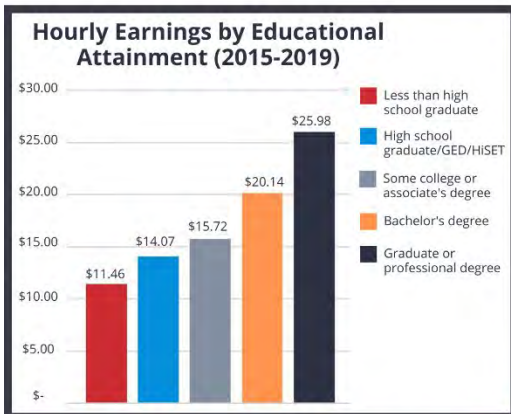
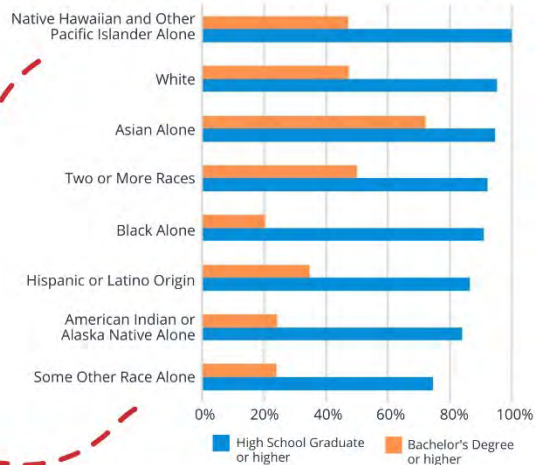
There are many connections between educational attainment and income. Having employment is important. People experiencing periods of unemployment suffer a loss of income in the short term and potentially lower earnings once they find a new job. A job loss and the struggle to find work contributes to a rise in depressive symptoms and anxiety as well as losses in self-esteem, life satisfaction, and sense of control. A parent's job loss can also affect their children, whose academic performance and behaviors suffer. Accessing living wage jobs provides opportunities for work that enable people to meet their families' financial needs, supporting both economic success and feelings of dignity and autonomy.



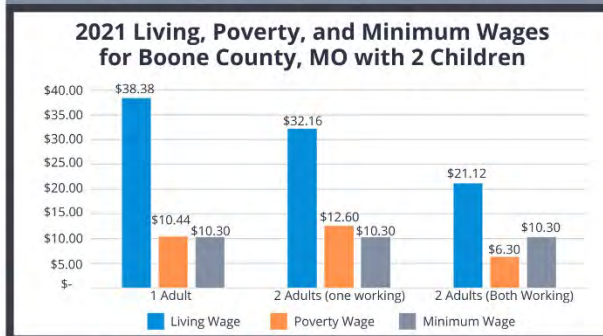
A slowly widening disparity exists in employment for Black and White members of the labor force.



Educational Attainment by Race (2015-2019)



The Massachusetts Institute of Technology (MIT) publishes a living wage calculator for each county in the United States. This tool estimates the cost of living in each county typical expenses to meet basic needs. The calculator determine a local wage rate that allows residents to meet minimum standards of living. Typical basic needs expenses included are housing, childcare, medical expenses, taxes, and food.



Many families in Boone County do not earn living wages.

Hourly rates of employment often do not provide enough income to provide a living wage within the county. For one adult with two children, the average earnings if those with professional or graduate degrees will not earn enough income to cover typical living expenses. Families with two working adults and two children do not earn a living wage with bachelor's degrees in Boone County.

Data walk participants indicated concerns related to barriers to accessing government contracts for minority businesses. Generational poverty was indicated as a barrier for exploring employment opportunities, keeping segments of the community in perpetual cycles of social service assistance. Lack of living wage jobs keeps families in poverty. These metrics indicated a need to create a priority around reducing opportunity gaps in workforce development and employment. Posters presented during the data walk can be seen in Appendix C.

The Jobs and Workforce workgroup formed in January 2022 to begin planning around reducing opportunity gaps in these areas using the Results Based Accountability process. The first step of 'Turn the Curve Thinking' is 'how are we doing?' and involves identifying the result the group would like to see. After reviewing the data and notes from the data walk, workgroup participants developed a result statement of: **Boone County is a flourishing community where everyone can live, learn, and grow.**

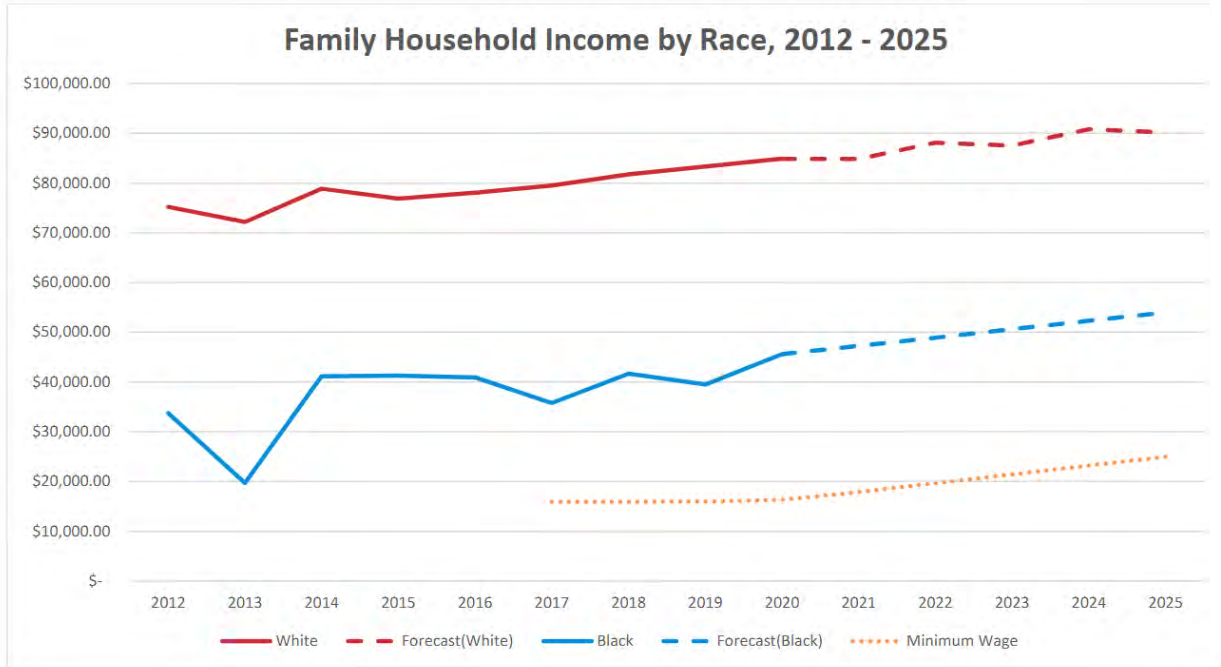
During the Results Based Accountability process, the Jobs and Workforce workgroup brainstormed several potential indicators that would allow the community to obtain a baseline and track future progress on jobs and workforce development. These potential indicators were then ranked by the group according to Communication Power (how easily the indicator can be communicated to the general public), Data Power (how feasibly and frequently accurate data can be accessed), and Proxy Power (how centrally important the indicator is to early literacy). Through this process, the group identified four indicators:

- Average median family household income by race/ethnicity.
- Average median income by educational attainment and educational attainment by race/ethnicity.
- Percentage of students who graduate high school by race/ethnicity.
- Number of childcare slots accepting state subsidy in Boone County.

Indicators selected are used in the next step of the Results Based Accountability framework, which is 'what is the story behind the curve?' Data from each indicator was disaggregated to show differences or potential disparities across groups. Trends over time were displayed along with a forecast of the trends through 2025 when appropriate and possible. Additional data and their sources can be found in Appendix I.

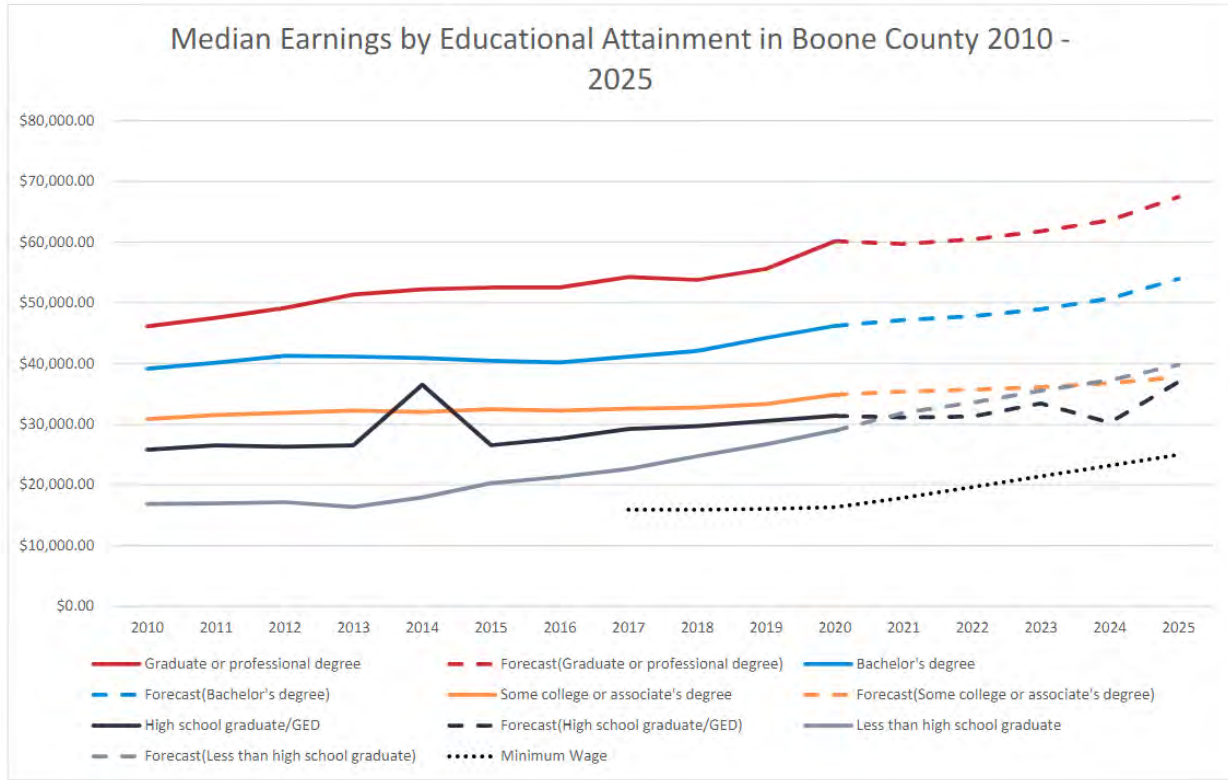
Indicator: Average median family household income by race/ethnicity

Data reflects a large disparity between Black and White families, with Black families earning an average of \$37,000 from 2012-2020 and White families earning an average of \$79,000 over the same timeframe. Family households include two or more individuals related by birth, marriage, or adoption. Family income is the preferred measure of economic well-being in university communities like Columbia and Boone County, since most of the student population resides in non-family households.



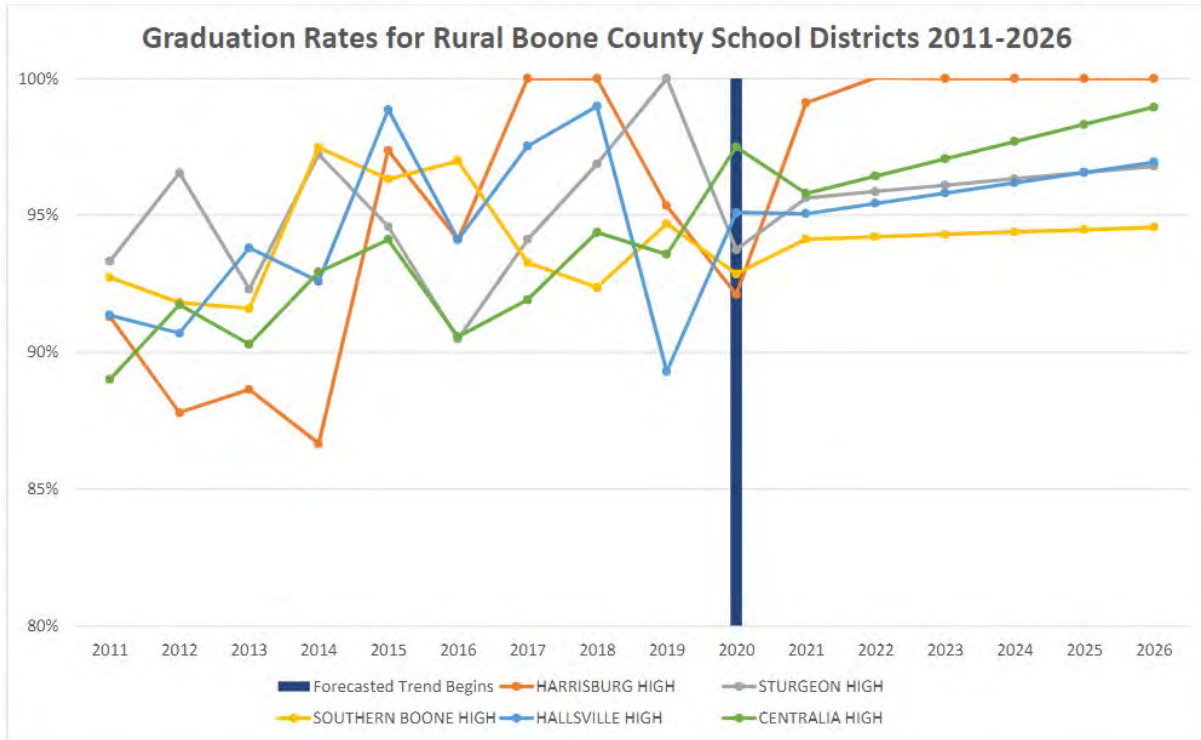
Indicator: Average median income by educational attainment and educational attainment by race/ethnicity

Data shows those with lower levels of educational attainment earn less than those with bachelor’s degrees or graduate degrees in Boone County. [Data on median earnings by educational attainment is not available to show disparities in earnings for different racial/ethnic groups.](#)



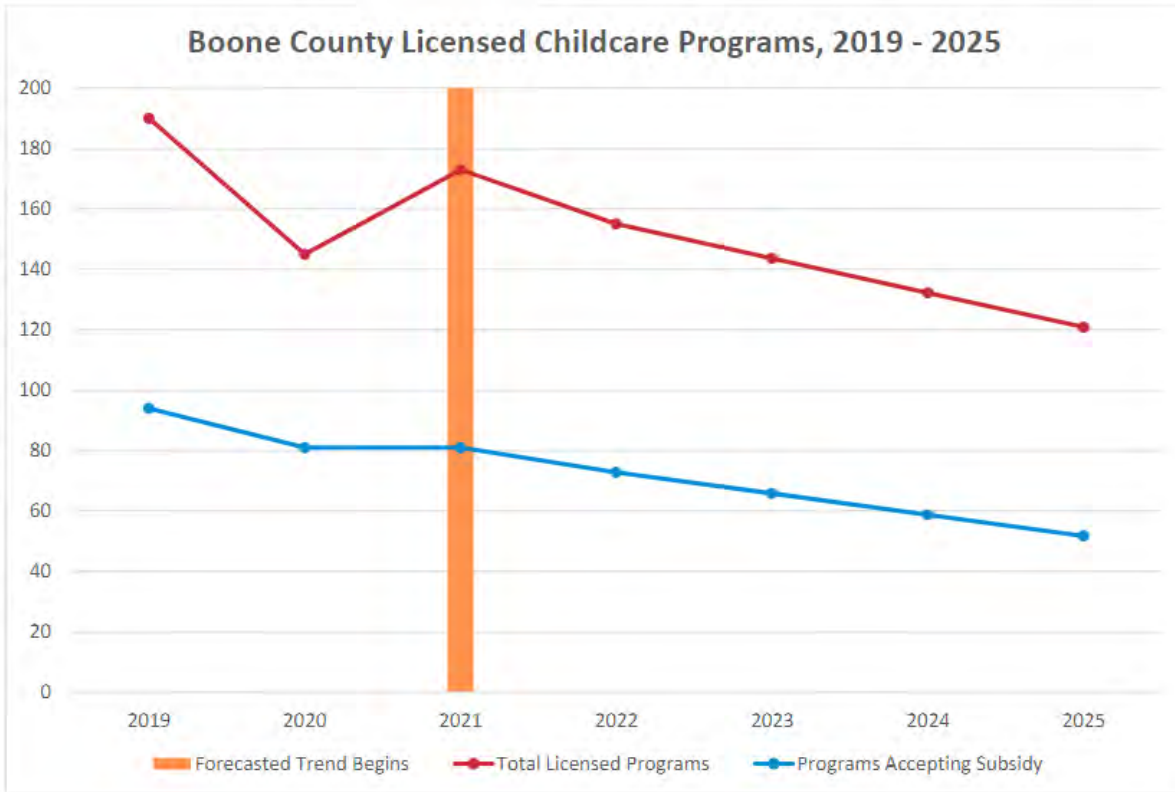
Indicator: Percentage of students who graduate high school by race/ethnicity

High school graduation rates across all Boone County districts indicate that more than 90% of students graduated in 2020. When data is disaggregated by race/ethnicity, disparities emerge for youth of color. Specifically, only 80% of Black students and 85% of multiracial students graduated compared to other race/ethnicity groups whose graduation rates are at least 90% in 2020. Data for rural school districts was only presented in aggregate due to the low numbers of students of color enrolled in those schools.



Indicator: Number of childcare slots accepting state subsidy in Boone County

Data highlights the decreasing number of licensed providers and providers accepting state subsidy for childcare. State subsidy allows families with limited resources to access childcare which would otherwise be unavailable. Access to childcare is important in determining access and eligibility for opportunities in employment, which will impact the economic mobility in Boone County. Less than half of all licensed childcare programs accept subsidy.



Another indicator which ranked highly but was ultimately not included was the number of minority and women-owned business enterprises (MWBE) in the City of Columbia. Data reflected a disparity in the number of MWBEs compared with the total number of businesses. The data was pulled from a self-report system with the City of Columbia which is not regularly maintained nor updated by City staff or by business owners. Due to these inconsistencies the indicator was not ultimately used by the workgroup.

Gaps in educational attainment begin during childhood. Research shows the socio-economic class a child is born into is one of the most significant predictors of educational success. These disparities follow students through adulthood and ultimately can impact social mobility over generations (Garcia and Weiss, 2017). This is a specific area of focus for the Early Grade Literacy workgroup.

Research indicates negative perceptions and stereotypes about Black men have continued to create barriers to employment even when those individuals are fully qualified. Discrimination and racism contribute to negative perceptions for people of color. These biases subsequently create significant barriers to accessing employment opportunities. Bias can impact patterns and practices in hiring which can result in communities of color missing out on opportunities for gainful employment. In addition to unconscious bias in recruiting and hiring practices, and the lack of diversity among hiring managers, people of color have faced impediments in employment that trace back to policy decisions well before fair labor standards existed (Simms, McDaniel, Fyffe, and Lowenstein, 2015).

Those with limited educational attainment, women, and workers of color are more likely to have and stay in low wage jobs which barely meet or do not meet their basic needs. Further research indicates traditional focus on improving individual worker skills is not enough to create improved upward mobility. Employers and regional economies must address discrimination and bias in the labor market and work to create more living wage jobs for all – especially those in low wage positions. To change labor market conditions, policy change and investments are necessary (Ross and Bateman, 2019).

As part of the Results Based Accountability process, workgroup participants were asked to describe ‘the story behind the curve’ or trends in the data. Workgroup members analyzed the data from selected indicators to identify trends and positive/negative factors which contributed. These positive and negative factors were grouped into themes that spurred group discussion about root causes behind the data trends.

Discussions focused on changing policies and systems instead of seeing individuals from communities at a deficit. Often conversations around upward mobility in Boone County have been centered on improving individual worker skills and helping individuals navigate employment opportunities. However, workgroup members discussed the importance of addressing systems to mitigate the structural barriers and systemic racism which have caused disparities. Ultimately, the workgroup reached consensus that the root cause of the disparities is racism in all its forms – internalized, interpersonal, and systemic. This deeply rooted issue initially creates ‘symptoms’ of bias, poverty, and sexism.

Contributions from the workgroup members was synthesized into a table which described the interconnectedness of factors and root causes. This information is found in Appendix J. For the work of planning, the workgroup wanted to continue discussing and addressing racism in the community and wanted to have three areas of focus for strategy development in the Mobility Action Plan. These areas of focus are:

- Lack of social capital
- Need for employer responsibility
- Needs for entrepreneurship supports

The root cause and areas of focus are the targets of planning sessions to ensure the Mobility Action Plan addresses the source of the issues rather than the symptoms of them.

Workgroup members then identified several initiatives, either planned or currently in place, which contribute to addressing disparities in jobs and workforce development. Within the County, there are existing business incubators to support business development and entrepreneurship which support residents within the City of Columbia and in all areas of Boone County. These include training programs, business coaching, and organizations and businesses working together. Local institutions support business owners and their workers to attract new industries to the County and to address community needs related to supporting their workforce.

Funding opportunities exist for programs and individuals, from federal and state departments to local funders, to support initiatives around employment and workforce development. To support individuals, many local nonprofits provide supports to address basic needs, job training opportunities, and job coaching. Some programs focus on individuals who have been involved in the justice system and are re-entering the community, while other organizations support youth in schools through internship/apprenticeship opportunities. Local educational institutions within the county support workforce development initiatives.

There are limitations related to lack of service coordination among service providers. There is a need to coordinate community initiatives aimed at workforce development and job creation using a racial equity lens. Some of the programs in the community have been in existence for decades, which does not signify a lack of programming available but rather the lens in which the programs were developed may need to adapt.

Generations of systemic racism have impacted communities of color, preventing them from generating wealth and improving upward mobility from poverty. While some policies which limited upward mobility from the past have been changed, the ramifications are still present today.

The COVID-19 pandemic showed how disadvantaged populations experience a disproportionate impact when economic conditions are uncertain. Low wage workers in 'essential' positions were impacted. The pandemic revealed the need to create stability and growth opportunities for disadvantaged communities most likely to be in those positions.

Without addressing the ongoing systemic racism, limited social capital, the need for employer responsibility, and the need for entrepreneurship supports, Boone County will continue to see disparities across median household income, educational attainment, and business growth. These disparities may impact other domains of life including neighborhood segregation, literacy outcomes for children, and ultimately the earning power of future generations. All Boone County residents deserve to reach their highest potential, but without mitigating root causes many of the community's most vulnerable populations will continue to suffer and remain in generational cycles of poverty and stagnation.

The Boone County Jobs and Workforce Development workgroup identified several strategic actions that will work to address the result statement, "**Boone County is a flourishing community where everyone can live, learn, and grow.**" The impact of these proposed strategic actions will be assessed by using the jobs and workforce development indicators selected by the workgroup. The result statement, indicators, and the story behind the curve have informed the workgroup's selection of strategic actions most likely to improve conditions of well-being.

The group selected three strategic actions to begin improving the economic upward mobility of residents through jobs and workforce development:

- Implement upwardly mobile business practices.
- Enhance support for justice-involved individuals.

- Increase youth leadership opportunities.

Each of these strategic actions was selected based on their ranking scores across domains of Leverage (how likely the strategy is to make a positive change on one or more of the identified root causes), Equity (how likely will the strategy is to improve equity among different population groups which experience disparities), and Feasibility (how reasonable or possible a strategy is to be implemented), as well as the local context of Boone County. Each strategic action includes 'key actions' which are necessary to begin implementation of the strategic action. At this point, Boone County is considering these 'key actions' as initial steps which are likely to evolve as workgroups continue meeting around further plan refinement and implementation. The current strategic actions, key actions, timelines, outputs, and outcomes for each of these broad actions are included below in the Action Implementation and Measurement Plan in Appendix K.

Strategic Action: Implement Upwardly Mobile Business Practices

The workgroup identified the need for a consistent community story which reflects the needs of the community. Messaging needs to focus on supporting upward mobility of employees and the importance of hiring individuals connected to social services. Workgroup members identified a need for enhanced coordination across Boone County businesses to communicate opportunities for growth to prospective employees.

Members discussed the need for creating pathways to livable wage employment opportunities, especially for those who have been historically marginalized. There is a need for employers to develop internships and apprenticeships to help employees gain the necessary skills, connections, and social capital to improve their earning potential. There is a need to incentivize businesses to diversify their employees by overcoming the stigma or perceived risk associated in hiring diverse employees. Additionally, there is a need to encourage and support businesses whose policies provide diverse candidates opportunities for career growth. Training for businesses to develop welcoming opportunities to people of color or those with barriers is needed.

Strategic Action: Enhance Supports for Justice-Involved Individuals

The workgroup discussed the "Ban the Box" initiative currently used by some business as one solution that helps disrupt barriers to employment by requiring employers to wait to conduct a background check on a qualified candidate until after the interview process. The intentionality of support for justice-involved individuals ensures a segment of the community is not set aside or forgotten in the search for economic prosperity in Boone County.

Members discussed the need for increased capacity to coordinate with individuals who are justice-involved or post-release and employers who will hire these individuals. There are several agencies and grassroots organizations that are currently tackling this need; however, additional coordination is needed to improve economic opportunity.

The workgroup also discussed the need for creating and coordinating internships and apprenticeships for justice-involved individuals. Career/job centers exist in Boone County currently, but there is now a greater need for skilled laborers. If there was a way to house a comprehensive list of internships or apprenticeships for justice-involved individuals, it would create the potential career ladder needed for this segment of the community.

Strategic Action: Increase Youth Leadership Opportunities

Workgroup members identified the need to expose youth to industries within the county while they are in middle and high school. Earlier interactions with local industries may keep youth within the county as they obtain their education. Increasing coordination and intentional outreach for all youth to existing services and training opportunities is needed. Underlying this strategy is the need to develop pathways of opportunity for local youth in Boone County to transition into the workforce.

Workgroup members discussed the need to expand access to programs which allow high school students to earn an associate degree. These programs exist in some school districts, but others lack funding to implement the program in their schools.

Sustainability of actions and further planning for this workgroup’s Mobility Action Plan is addressed in the Sustainability section.

SUSTAINABILITY STRATEGY

Each workgroup’s Mobility Action Plan identified broad strategic actions which will improve conditions of well-being identified through the Results Based Accountability process. While the current planning identifies ‘what’ community stakeholders want to accomplish, there is a need to continue planning to identify further steps for implementation to decide ‘how’ these actions will be accomplished. Each workgroup has discussed next steps for planning as the funding for the initial phase of planning for Boone County’s Mobility Action Plan is ending. The Early Grade Literacy and Fair and Inclusive Housing workgroups have decided to break into smaller workgroups to begin planning, targeted outreach, and implementation of strategic actions. The Jobs and Workforce Development workgroup will continue to meet as a larger workgroup until more outreach is completed and the group is ready to break into smaller workgroups.

The initial smaller workgroup meetings will be convened through the BCCSD, and leaders will be identified in upcoming meetings to lead implementation efforts across smaller workgroups. The Stakeholder Facilitators have all committed to supporting a quarterly gathering of the larger workgroup during which smaller groups can report out their progress for ongoing accountability. There will be continued alignment of goals and engagement with the community to build political capital and buy-in to further develop plans and begin implementation. Conversations are still happening with organizations who are currently or are willing to contribute to strategic actions. As these relationships are strengthened

and commitments to participate are finalized, implementation across strategic actions can begin. Workgroups will come up with process indicators and continue action planning.

The BCCSD will continue to contribute to planning, outreach, and implementation of strategic outcomes across workgroups. Additionally, the BCCSD will release community reports with annual updates to the Mobility Action Plan and share the work of all workgroups at least through 2026. Metrics related to Upward Mobility will be published through the Boone Indicators Dashboard, which will be facilitated by the BCCSD.

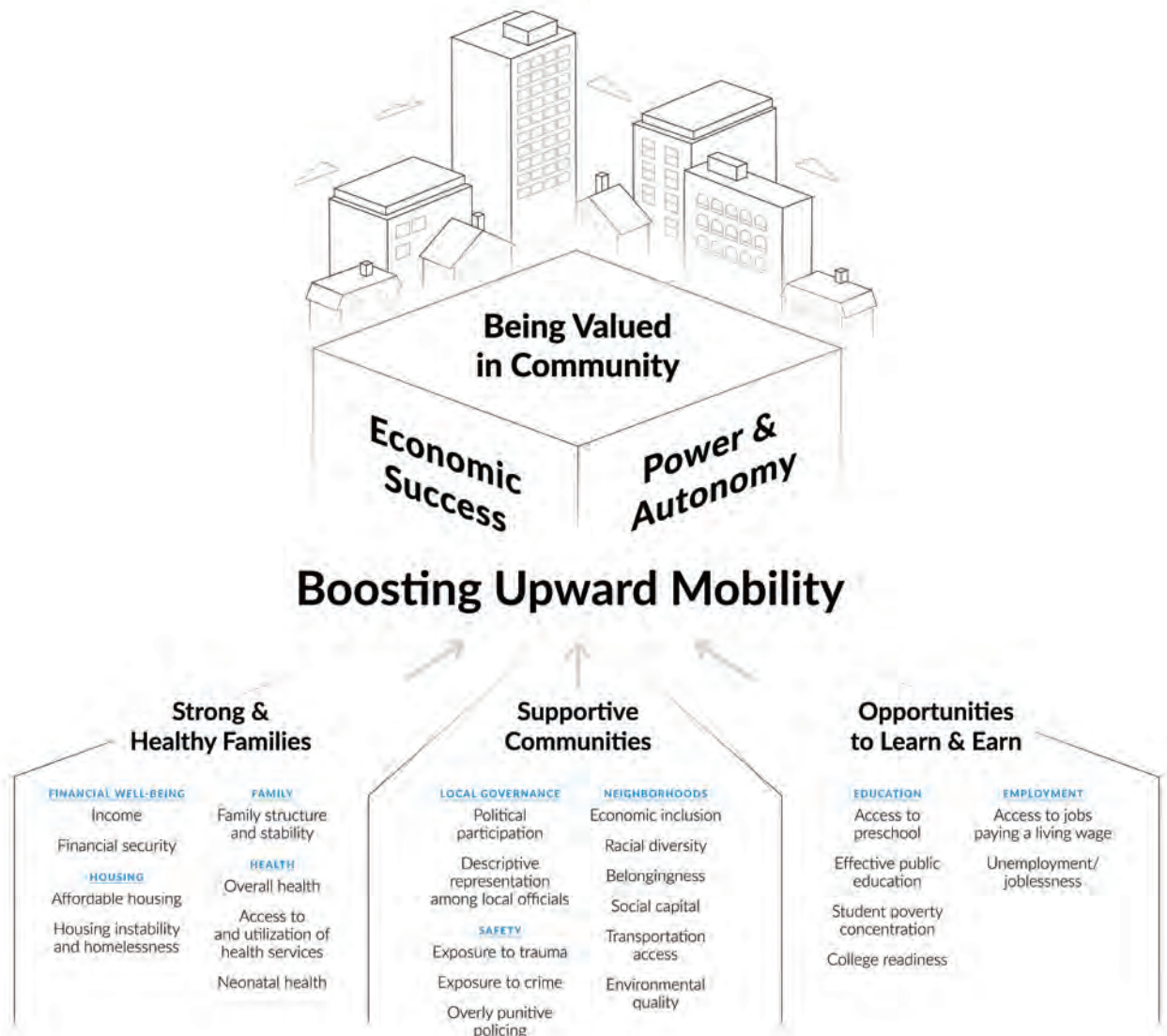
Each workgroup has identified a need for coordination at all levels of the project. Coordination is needed for individuals accessing services; for programs striving to effectively partner and serve more individuals; and within and across systems working to ultimately change policies and practices to improve upward mobility from poverty. The BCCSD is working to develop this coordination with expanded capacity at the county and within other community providers.

APPENDICES

Appendices mentioned throughout this report begin here. Additional appendices are included which were not directly mentioned in the Mobility Action Plan.

Appendix A – Mobility Metrics Listing

This graphic memorializes all the metrics included in the Mobility Metrics.



Appendix B – RFI Participants

The following organizations were included in the initial proposal to Urban Institute for Boone County to join the Upward Mobility Cohort.

The county engaged Central Missouri Community Action, the City of Columbia Housing Programs Division, City of Columbia Supplier Diversity Program, Columbia/Boone County Department of Public Health and Human Services, Minority Men’s Network, Regional Economic Development Inc., University of Missouri Healthcare and School of Medicine, and the University of Missouri Office of Engagement and Outreach to support Boone County’s application into the Upward Mobility Cohort.

Appendix C – Data Posters

The following contain pdf versions of the posters used during Boone County's data walk.



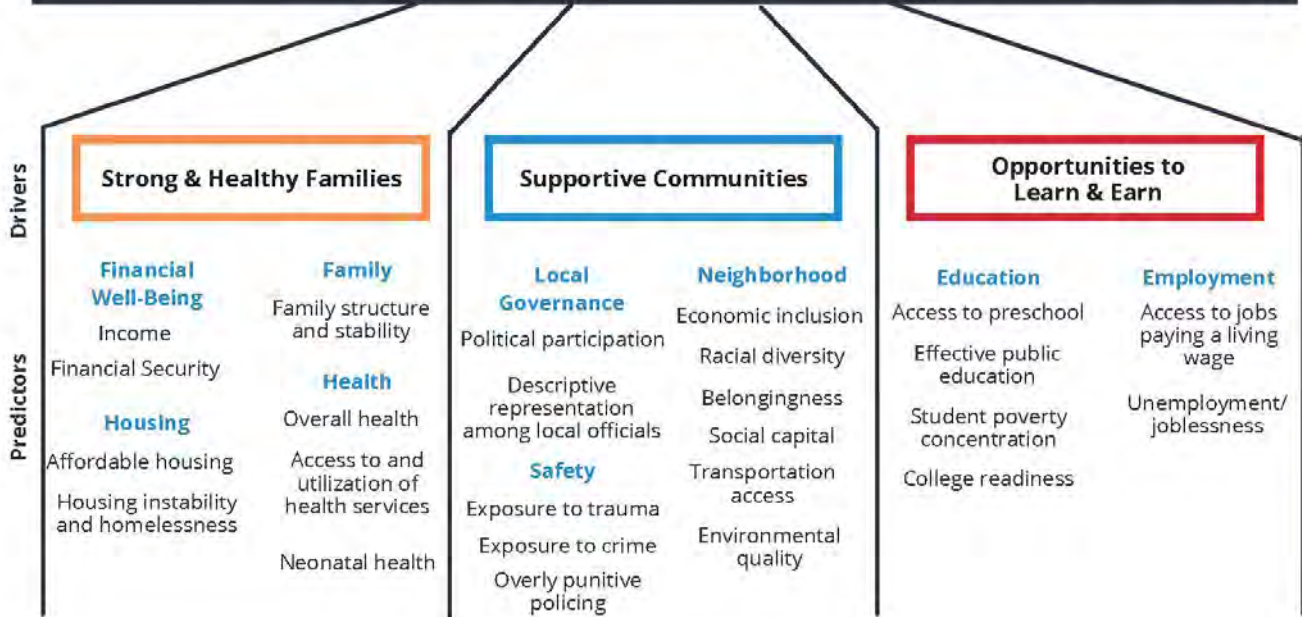
Data Primer for Boone County's Upward Mobility Kickoff Event

? Why are the data organized this way?

This project is funded through the Urban Institute. Through this funding, the Urban Institute created the Mobility Metrics Working Group focused on identifying the ways local conditions can impact upward mobility from poverty. The Mobility Metrics reflect a framework for local action through three key drivers, and 25 evidence-based predictors of mobility from poverty. Data is being presented through the three main Drivers from the Mobility Metrics. However, the project team sees interconnections between these drivers. To highlight these connections we have created bridges between Driver areas. This data may help guide creation of priorities within the community.

Components of 3 Part Definition of Mobility from Poverty:

| | | |
|--|--|---|
| <p>Economic Success:</p> <p>Rising income and assets are widely recognized as essential to mobility from poverty.</p> | <p>Power and Autonomy:</p> <p>Mobility also requires control over one's life, the ability to make choices, and the collective capacity to influence larger policies and actions that affect one's future.</p> | <p>Being Valued in Community:</p> <p>Feeling the respect, dignity, and sense of belonging that come from contributing to one's community is an essential element of mobility from poverty.</p> |
|--|--|---|



? How can I understand this data?

Definitions:

- Equity - Fair treatment, access, opportunity, and advancement of all people while identifying and eliminating barriers that prevent full participation of marginalized groups/individuals. In data equity can be seen when there is not overrepresentation or disparity.
- Overrepresentation - describes situations where the total percentage of a population in a community is not reflected fairly in a specific environment or opportunity. For example, if the percentage of Black residents in a community is 10%, we would expect to see near 10% in college enrollment, employment, or even student suspension referrals. If these numbers are higher than the population percentage, this is overrepresentation.
- Disparity - or gap, is a condition where some residents or peers fare better than others due to their race, ethnicity, gender, etc. These disparities show areas that are inequitable. Rather than "seeing" everyone as equal, equity recognizes that we are all unique. We are not equal, but deserve equitable opportunities and success.
- Rate - a measure of the number of incidents in a particular population (scaled to the size of that population X 100 or X 100,000) over a specific measure of time (year). This allows us to look at frequency (or prevalence) of a specific indicator across different groups or populations that are of different sizes.

? What is the population breakdown of our Boone County?

| | |
|---|-------|
| White, alone | 81.4% |
| Black or African American, alone | 9.8% |
| American Indian and Alaska Native, alone | .5% |
| Asian, alone | 5% |
| Native Hawaiian and Other Pacific Islander, alone | .1% |
| Two or More Races | 3.2% |
| Hispanic or Latino | 3.5% |
| White Alone, not Hispanic or Latino | 78.4 |

US Census Bureau: <https://www.census.gov/quickfacts/fact/table/boonecountymissouri/PST045219>

? Why are some population groups not represented within data around the room?

Boone County is home to diverse populations whose lived experiences are important, valuable, and real, however to protect the privacy of individuals some data had to be suppressed from this data walk. *When data is shared about a small number of individuals, it is possible someone may be able to determine who is indicated in the data.*

This means if there are 20 individuals of a specific population group in Boone County and 15 individuals are indicated in the data, someone might be able to learn or discover who the 15 individuals are from that small population.

Upward Mobility Kickoff Event Sponsors



Veterans United.
Home Loans

Anonymous
Donor

Data Provided By:



13th Circuit
Judicial Court



Boone County



Boone County
Community Services
Department



Boone County
GIS



Columbia
PUBLIC SCHOOLS



Missouri Balance
of State
Continuum of Care

Missouri Department
of Elementary and
Secondary Education

Missouri Department
of Health and Senior
Services

Missouri
Department of
Social Services



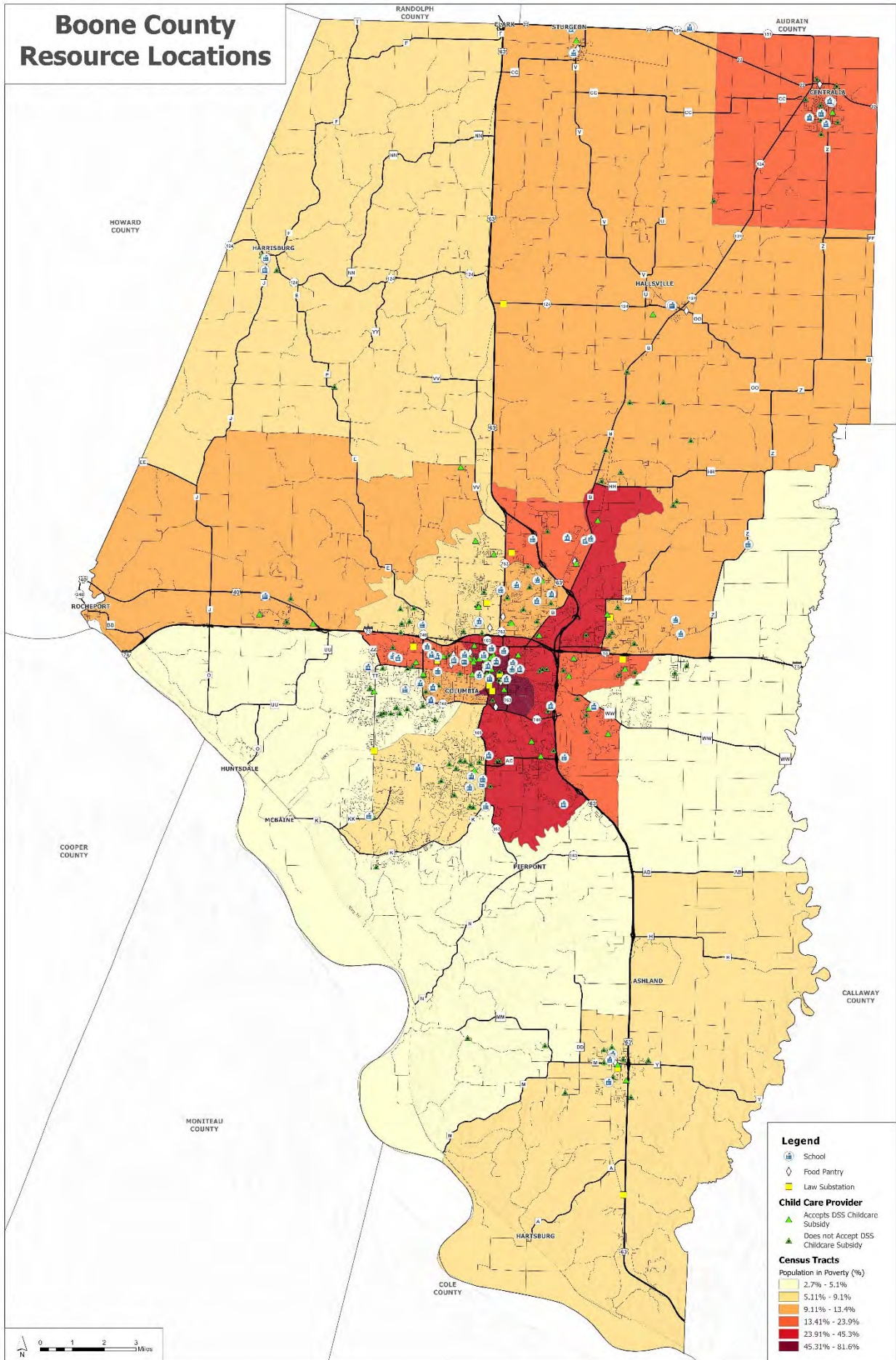
Office of the
State Courts
Administrator



U.S. Census
Center

U.S. Department of
Housing and Urban
Development

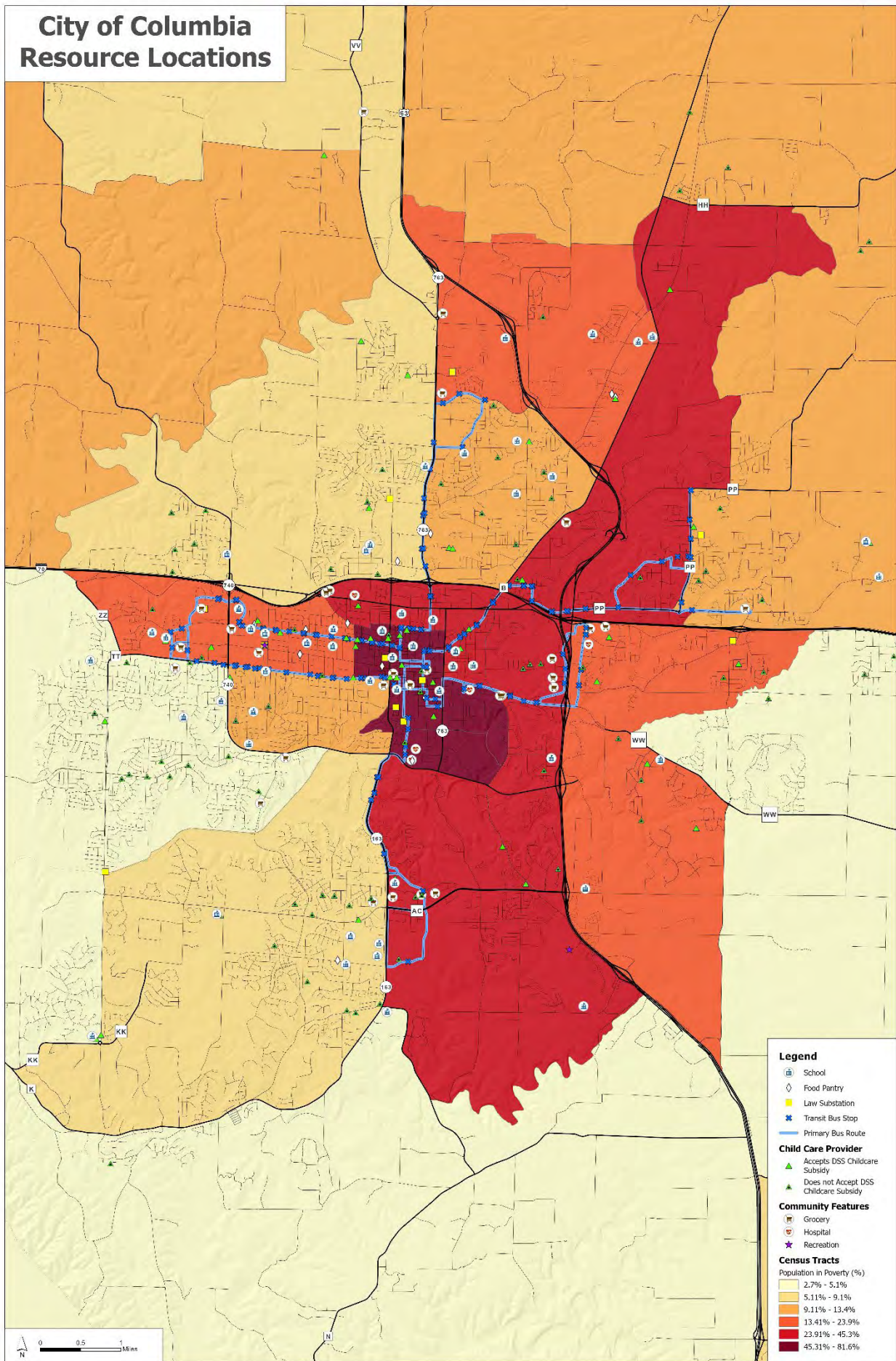
Boone County Resource Locations



Legend

- School
- Food Pantry
- Law Substation
- Child Care Provider**
- Accepts DSS Childcare Subsidy
- Does not Accept DSS Childcare Subsidy
- Census Tracts**
- Population in Poverty (%)
- 2.7% - 5.1%
- 5.11% - 9.1%
- 9.11% - 13.4%
- 13.41% - 23.9%
- 23.91% - 45.3%
- 45.31% - 81.6%

City of Columbia Resource Locations



Strong and Healthy Families



Housing

Owner and Renter Occupancy



of homeowners are White



of homeowners are Black



of renters are White



of renters are Black

Housing is a critical need for families. Children, adolescents, and adults all need the security of a decent house or apartment that they (or their parents) can afford, where family budgets are not stretched too thin to pay for other basic needs like nutritious food, health care, and educational opportunities.



There is an over-representation of Black renters in Boone County.

Percentage of Households Cost Burdened



of renters are considered cost burdened



of homeowners are considered cost burdened

HUD Definition

Cost-Burdened - those who pay more than 30% of their income for housing

There is an over-representation of Black Boone County residents receiving HUD subsidized housing compared to White Boone County residents.



HUD Subsidized Housing by Race



of recipients are Black



of recipients are White

Strong and Healthy Families



Financial Well-being

Financial Security

Savings can help families weather destabilizing events like a period of unemployment or unexpected expenses. Children from wealthier families tend to have better academic, health, and behavioral outcomes than children from low- or no-wealth families.

25.9%

of individuals have debt in Collections in Boone County.

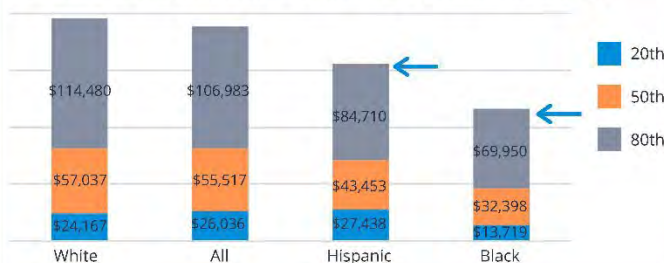
Income

Families need a base level of income to meet basic needs and costs related to working. Higher incomes are associated with higher academic achievement and educational attainment, better physical and mental health, and fewer behavioral problems in children.

Median Household Income

| | Missouri | Boone County |
|------------------|----------|--------------|
| White Households | \$58,921 | \$59,680 |
| Average | \$55,461 | \$55,328 |
| Black Households | \$37,179 | \$32,173 |

Boone County Income Quintiles by Race/Ethnicity



Comparing income through quintiles allows us to see income inequality and the financial resources available to low- (20th), middle- (50th), and high-income (80th) households.



The highest earning households of **Black individuals and Hispanic individuals are much lower** than White individuals within the community.

Boone County Child Poverty Rate

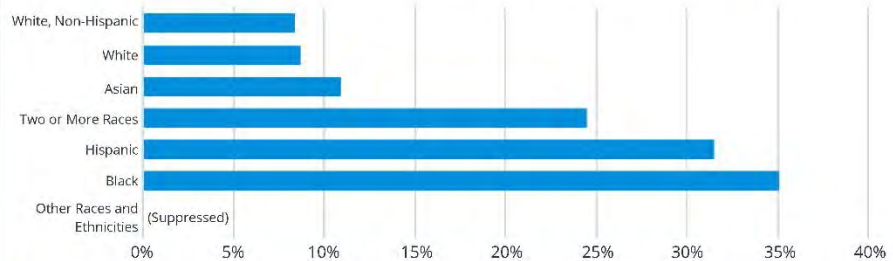
14.5%

children under 18

14.3%

children ages 0-5

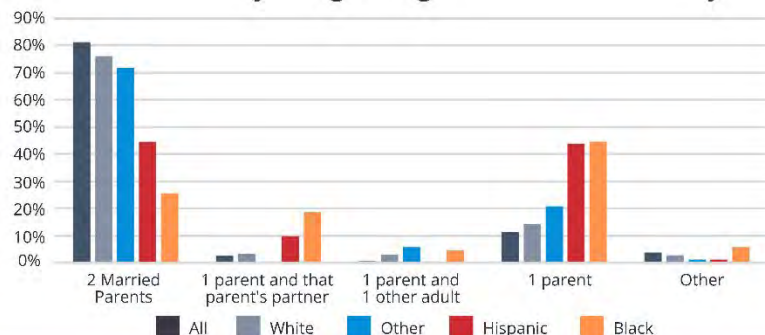
Boone County Child Poverty by Race (2015-2019)



Family Structure and Stability

Family structure and stability shape the environment where children spend their formative years. Family instability is associated with poorer outcomes among young children, including lower cognitive test scores and more behavioral problems.

Share of Children by Living Arrangements in Boone County (2018)



Strong and Healthy Families



Health

Overall Health

Good health helps people surmount life's challenges and excel in school and on the job. When people's health is compromised, their overall well-being and their personal autonomy are compromised.

Chronic health conditions can be impacted by individual choices, the treatment received from medical personnel, and access to quality, affordable healthcare. Some chronic diseases are preventable, but often show disparities across race/ethnic groups.



In Boone County, Black individuals are one and a half times more likely to die from heart disease compared to White individuals.

Heart Disease Rate (per 100,000 people)

138.63 **214.49**

of White
individuals

of Black
individuals

Diabetes Hospitalizations (per 10,000 people)

14.5

patients hospitalized
were White individuals

57.8

patients hospitalized
were Black individuals

According to the Missouri Department of Health and Senior Services, diabetes is a chronic disease that can lead to serious health complications and premature mortality.



In Boone County, the rate of diabetes hospitalization for Black individuals is almost four times higher than for White individuals.

Neonatal Health

Research shows educational outcomes can be impacted by your health when born. There are large disparities in birth outcomes for different race/ethnic groups within the community.

Poor childhood health has both short-term and long-term effects on educational attainment and can negatively affect adult health, which can in turn influence employment opportunities and wages. Caring for a child with chronic health or developmental conditions can also limit parents' work and earnings.



In Boone County, Black babies are two and a half times more likely to die by the age of one than White babies.

Infant Mortality (per 1,000 people)

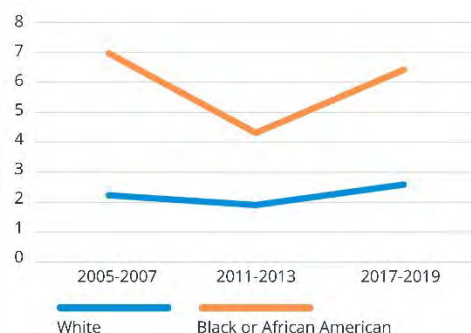
4.7

of White babies

12

of Black babies

Rate of Low Birth Weight at Full Term, by Race



Black mothers are almost 2.5 times more likely to give birth to a baby with low birth weight than White mothers.

Children who are small for their gestational age may have ongoing health problems after birth.

Strong and Healthy Families

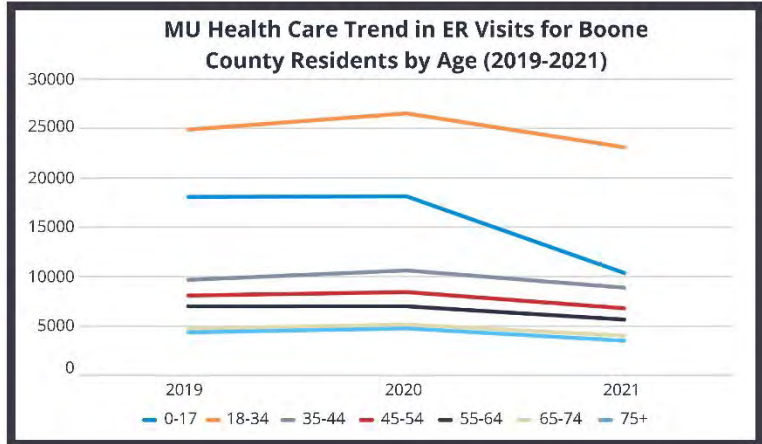


Health

Emergency Rooms

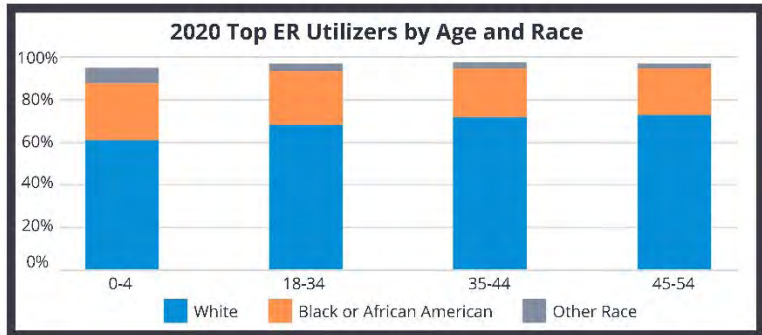
There are patients in almost every hospital emergency room who seek urgent care when not needed. They are there because they don't have health insurance or a regular physician, or they didn't know what else to do. Often, they are repeat visitors. It's a problem that leads to emergency department overuse and contributes to spiraling health care costs. MU Health Care has shared some emergency room data to show local trends on high utilizers of emergency services.

Between 2019-2021, by far residents between the ages of 18 to 34 were the highest for all years as utilizers of ER visits. For some years, nearly double compared other groups.



2020 data shows individuals between the age of 0-4, 18-34, 35-44 and 45-54 were the most frequent utilizers of emergency services. In general, 2020 shows a balance between pre- and post- COVID utilization.

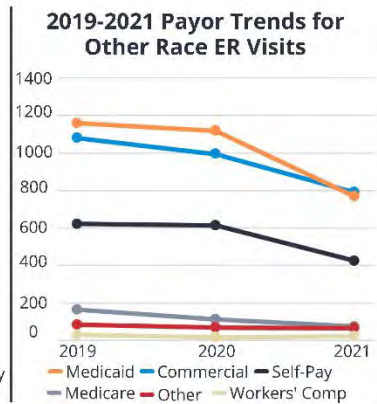
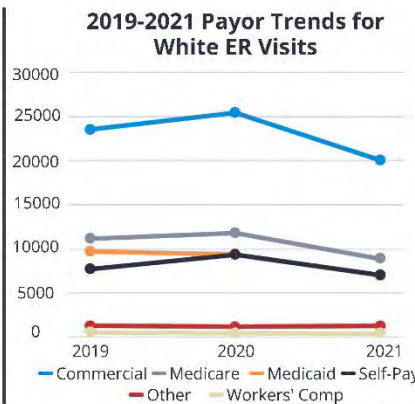
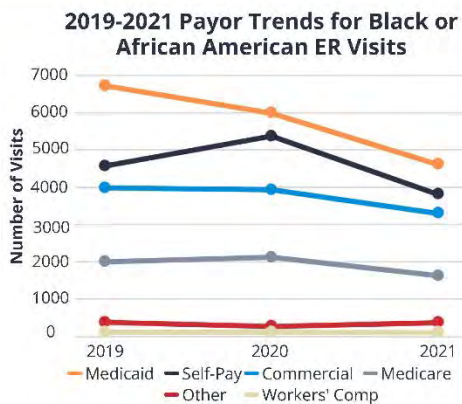
While each age group has different percentages for race/ethnicity, we see overrepresentation of Black individuals utilizing emergency services.



Payor Trends

Finally, we show payor trends over time (between 2019-2021) by race/ethnicity. You will notice differences between types of resources used by payors related to race/ethnicity, along with slightly different trends in use each year.

White individuals utilized commercial insurances more often and Black or African Americans and those within the Other Race category most commonly used Medicaid.

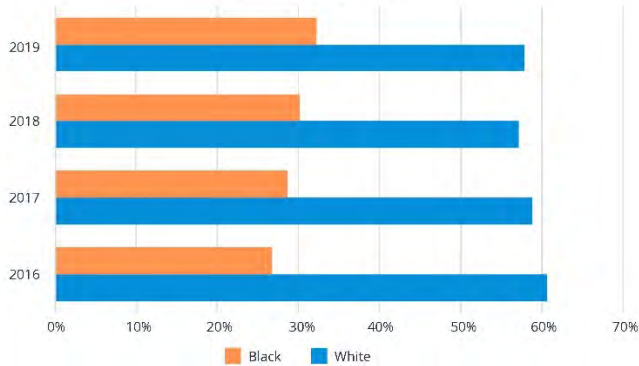


Strong & Healthy Families



Learn & Earn

Percentage of Households Receiving SNAP (Food Stamps) By Race



Many households qualify for income-based public benefits such as SNAP (food stamps) and WIC (nutrition assistance for pregnant women and children under age 5). Those who have lost employment under certain circumstances qualify for unemployment benefits. The data depicted here represents the percentages of households in Boone County who are actively receiving these public benefits. These numbers highlight both the need for such supports and the racial disparities seen within participant groups.

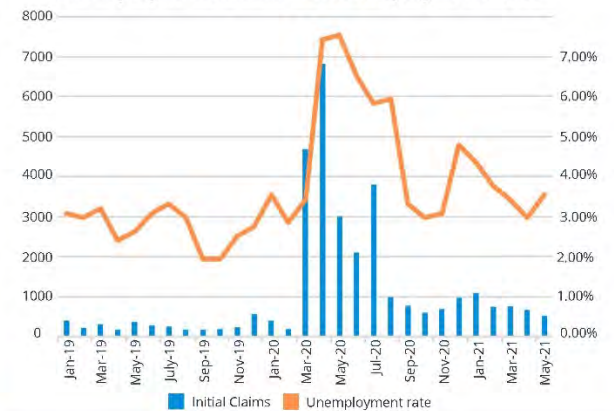


There is a **disproportionate number of Black households** receive SNAP benefits.

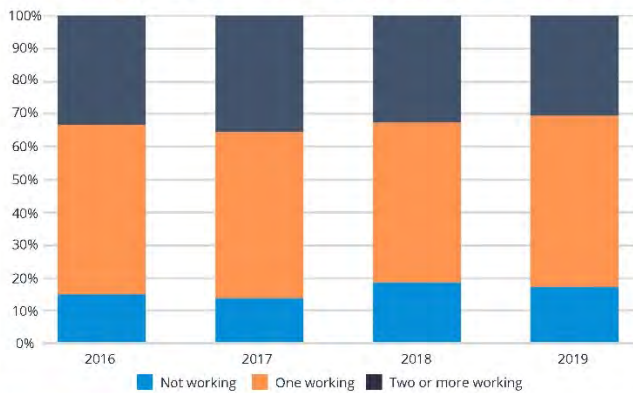
Spikes in unemployment claims correspond to the peak of the COVID-19 impact.



Unemployment Claims vs. Unemployment Rate



Percentage of SNAP Recipients by Employment Status



The majority of households receiving SNAP (food stamps) are working.

Prenatal WIC Participation



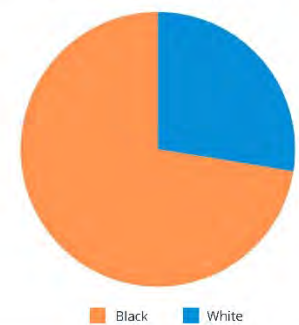
Black pregnant mothers are **over 3 times more likely** to participate in WIC than White pregnant mothers

Infant WIC Participation



Black infants are **nearly 3 times more likely** to participate in WIC than White infants.

Child WIC Participation



Black children are **over 2.5 times more likely** to participate in WIC than White children.

Learn and Earn

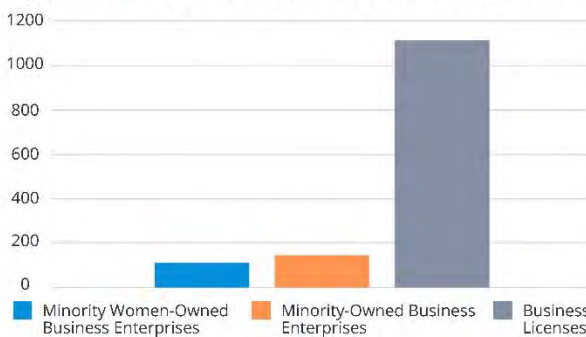


Work

Business Ownership

One way to increase economic mobility is through business ownership. Within the City of Columbia, Regional Economic Development, Inc. (REDI) operates the City of Columbia Supplier Diversity Program which works with local Disadvantaged Business Enterprises (DBEs) including minority and women-owned businesses in Boone County, MO. Resources and support help businesses compete in government and private sector economic development and business entrepreneurship opportunities. The Supplier Diversity Program also manages the City of Columbia's Minority and Women-Owned Business Directory.

Types of Businesses in Columbia, MO



Looking through business licenses within the City of Columbia, there are 1,115 general business licenses which have been issued to local businesses. Of those, only 257 are listed as a **Minority** and/or **Women-owned Business** within the Minority and Women-Owned Business Directory operated by REDI.

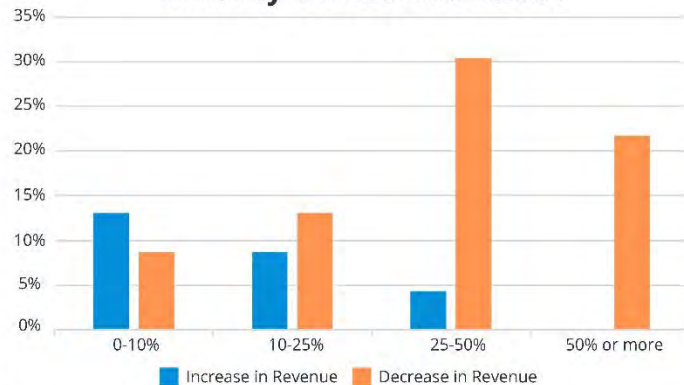
Revenue was impacted during the COVID-19 pandemic. Most MBE/WBEs saw decreases in their revenue.



Women and Minority-Owned Businesses (WBE/MBE)

Resource partners such as the Missouri Women's Business Center and Small Business Development Centers saw an increase of counseling requests of over 140% as compared to the same time period in 2019. A major concern unique to women-owned businesses was managing childcare and homeschool needs during stay-home orders while also trying to ensure their business survives.

COVID-19 Pandemic Impact on Women and Minority-Owned Businesses



Financial Relief

The Missouri Women's Business Center surveyed 80 women-owned businesses in Boone County. Of those 50 applied for relief through the Paycheck Protection Program (PPP), 45 businesses received relief and 38 businesses still needed assistance.

The Columbia Supplier Diversity Program surveyed minority-owned businesses to see how they were accessing economic relief available during the pandemic. MBE Business owners did not apply for relief due to:

56%

of MBE did not apply for relief

46%

of MBE applied but did not receive relief

- belief that most of the funding is going to large companies
- lack of help completing paperwork
- lack of good contacts with banks

Local funders shared that many minority- and women-owned businesses had never applied for financial support and had difficulty completing applications.

Learn and Earn



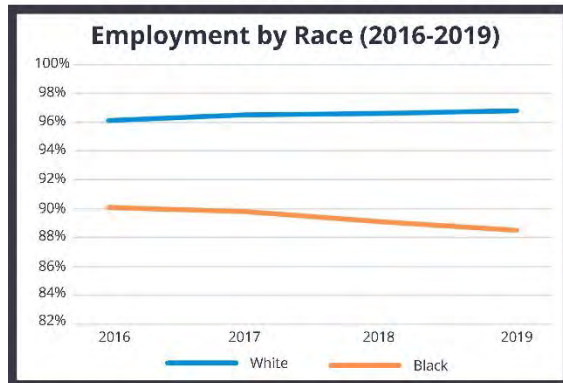
Work

Income

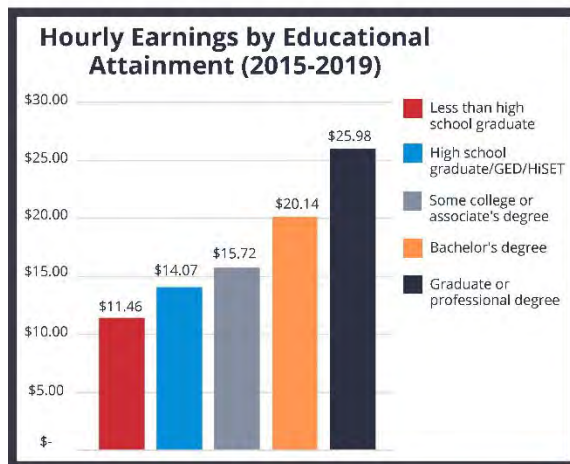
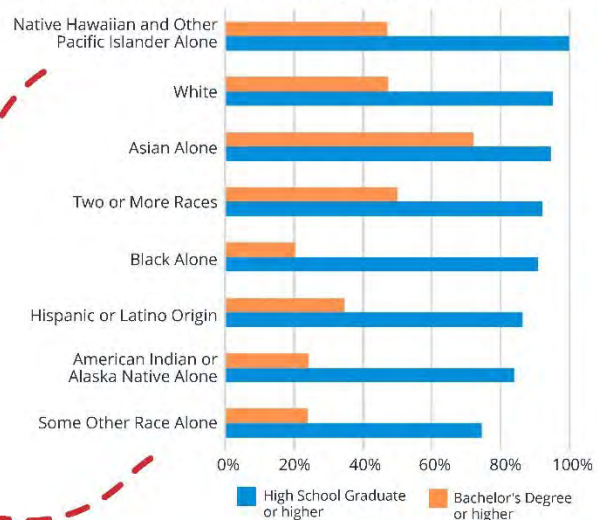
There are many connections between educational attainment and income. Having employment is important. People experiencing periods of unemployment suffer a loss of income in the short term and potentially lower earnings once they find a new job. A job loss and the struggle to find work contributes to a rise in depressive symptoms and anxiety as well as losses in self-esteem, life satisfaction, and sense of control. A parent's job loss can also affect their children, whose academic performance and behaviors suffer. Accessing living wage jobs provides opportunities for work that enable people to meet their families' financial needs, supporting both economic success and feelings of dignity and autonomy.



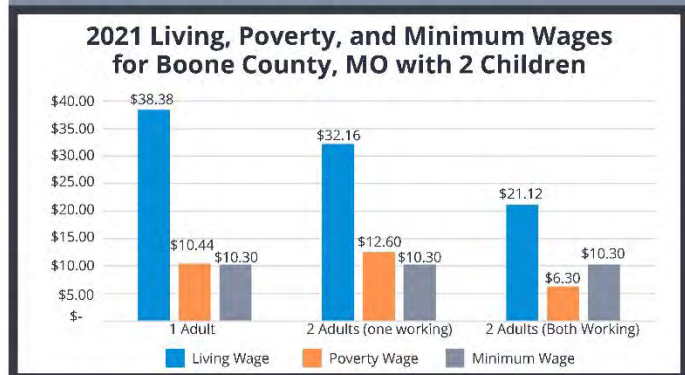
A slowly **widening disparity** exists in employment for **Black and White members** of the labor force.



Educational Attainment by Race (2015-2019)



The Massachusetts Institute of Technology (MIT) publishes a living wage calculator for each county in the United States. This tool estimates the cost of living in each county typical expenses to meet basic needs. The calculator determine a local wage rate that allows residents to meet minimum standards of living. Typical basic needs expenses included are housing, childcare, medical expenses, taxes, and food.



Many families in Boone County do not earn **living wages**.

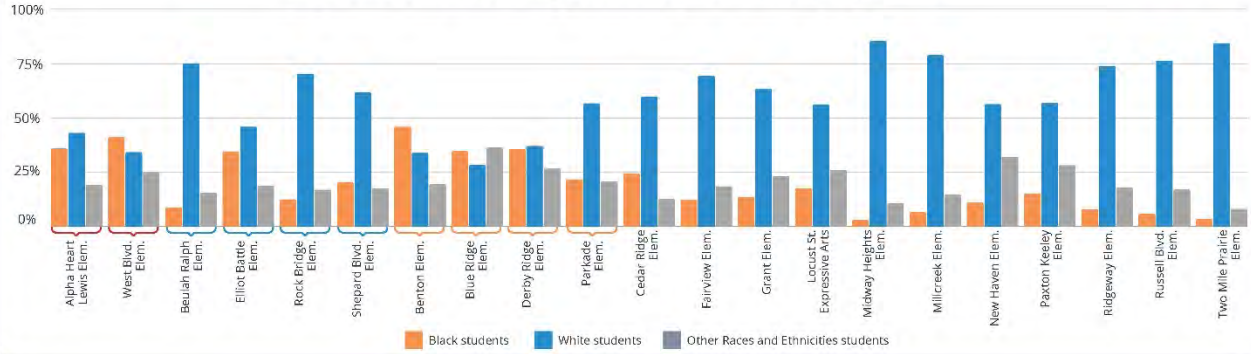
Hourly rates of employment often do not provide enough income to provide a living wage within the county. For one adult with two children, the average earnings if those with professional or graduate degrees will not earn enough income to cover typical living expenses. Families with two working adults and two children do not earn a living wage with bachelor's degrees in Boone County.

Learn and Earn

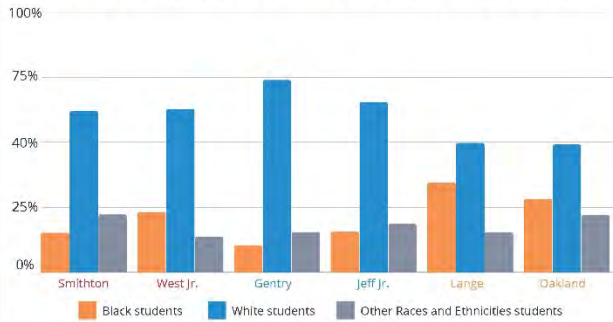


Education

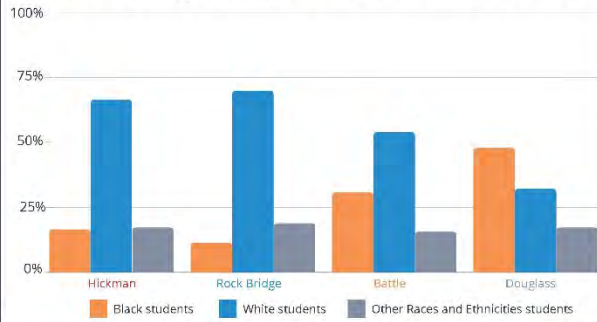
2018 CPS Elementary School Enrollment by Race



2018 CPS Middle School Enrollment by Race



2018 CPS High School Enrollment by Race



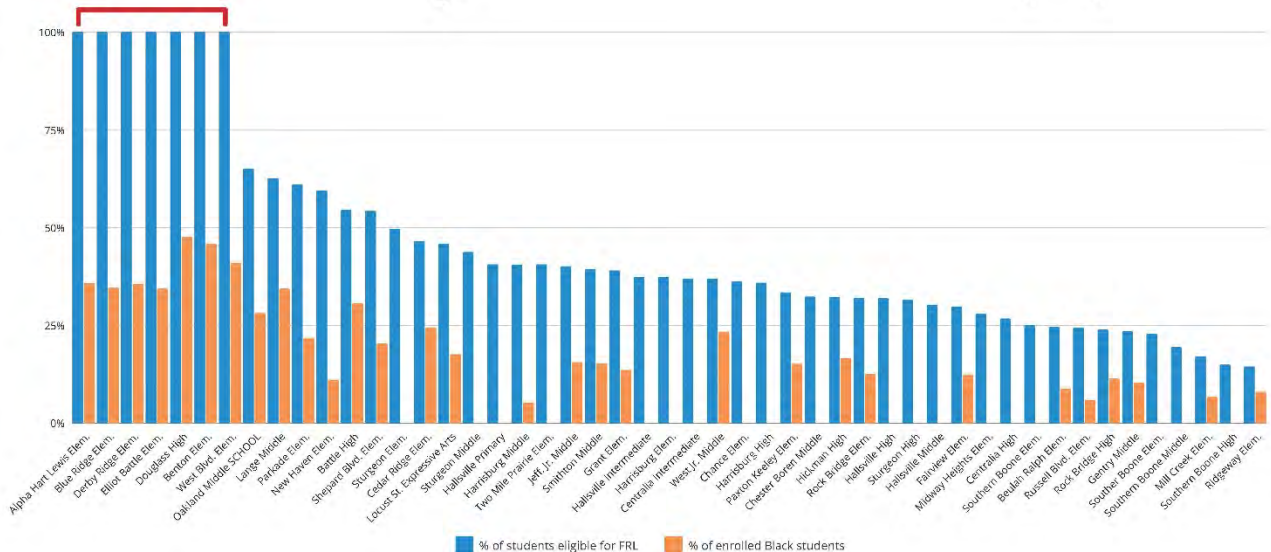
Student Poverty Concentration

Attending schools that serve high concentrations of students experiencing poverty affect children's long-term mobility prospects. Low-income children and children of color achieve better academic outcomes when they attend more economically and racially diverse schools.



A higher proportion of Black students attend schools with the highest Free and Reduced Lunch (FRL) rates.

Percent of Students Eligible for FRL and Black Student Enrollment (2018)



Learn and Earn



Education

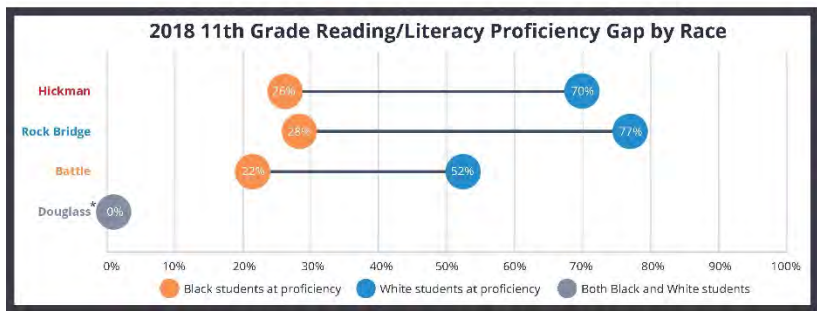
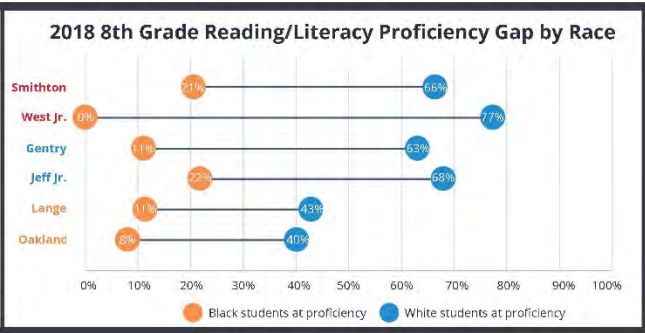
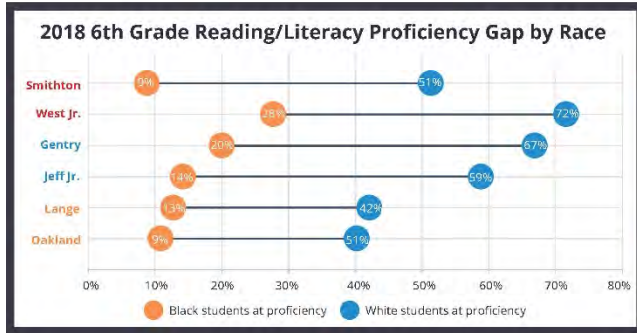
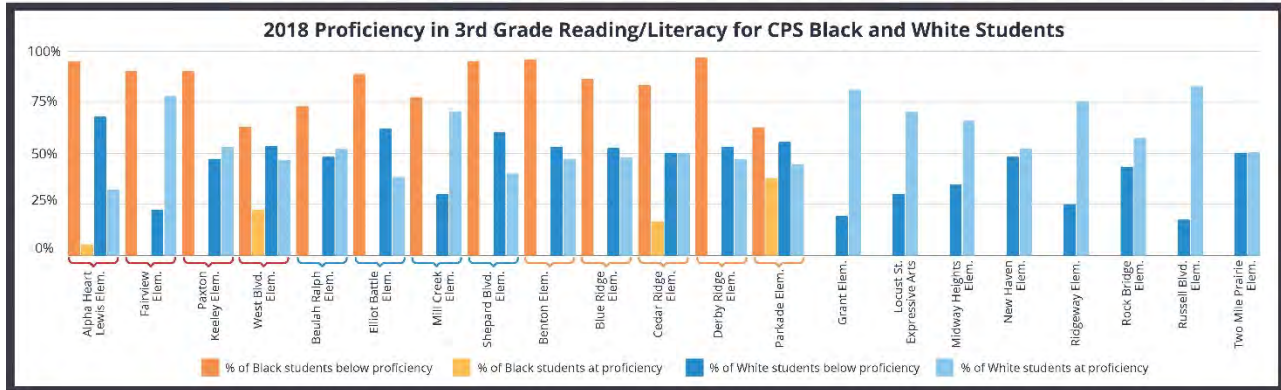
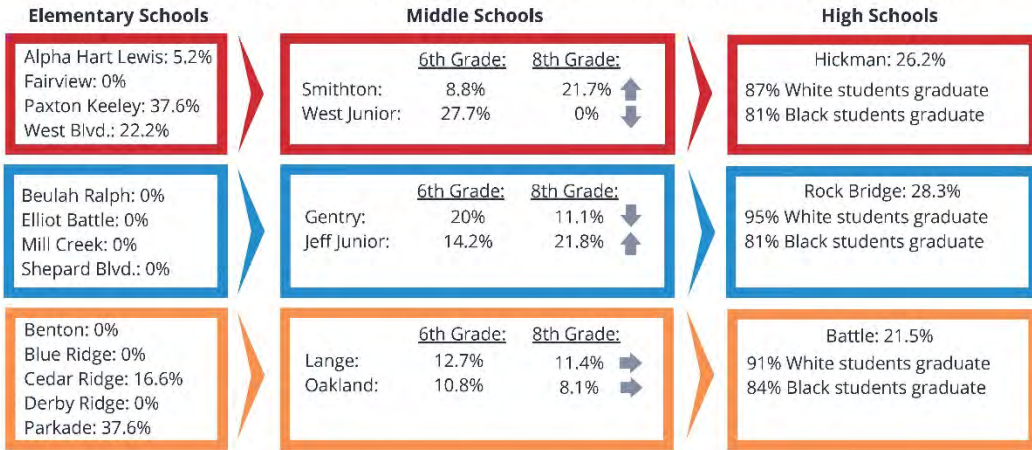
Literacy Rates

"Feeder patterns" are based on Columbia Public Schools (CPS) district policies on schools students attend from elementary to high school. The buildings below are those reporting any reading outcomes for Black students in 3rd, 6th, 8th, and 11th grade and graduation. Around half of the CPS elementary schools report Black student outcomes.

2018 Proficiency in Reading/Literacy for Black Students Based on CPS Feeder Patterns

All 21 schools reported proficiency scores for White students. **Twelve buildings showed at least half of White students enrolled scoring at least 50% proficient or above.**

Of the elementary schools that report Black student outcomes, **only four schools report a percentage of Black students reading at proficiency. None of the buildings reported Black students scoring at least 50% or above.**



Upon entering 6th grade, some of the gaps between Black and White students continue to grow. However, in some middle schools the gaps do decrease between 6th and 8th grades.



Throughout high school, literacy rates seem to improve. However, gaps still remain between Black and White students. One high school did not report literacy outcomes for any students.

*No 2018 data was reported for Douglass High School

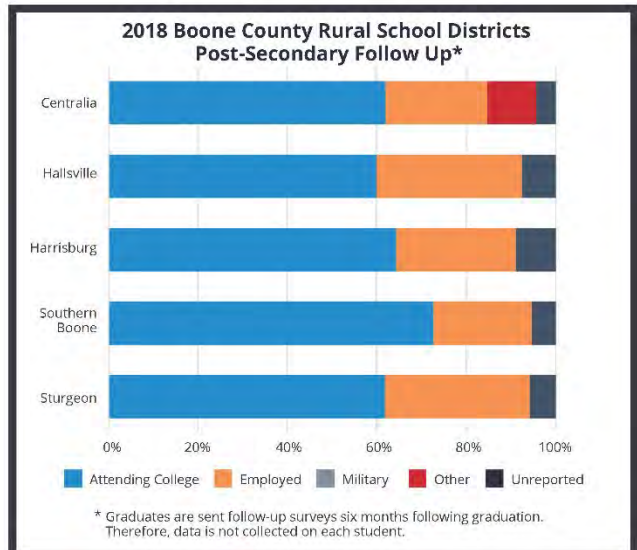
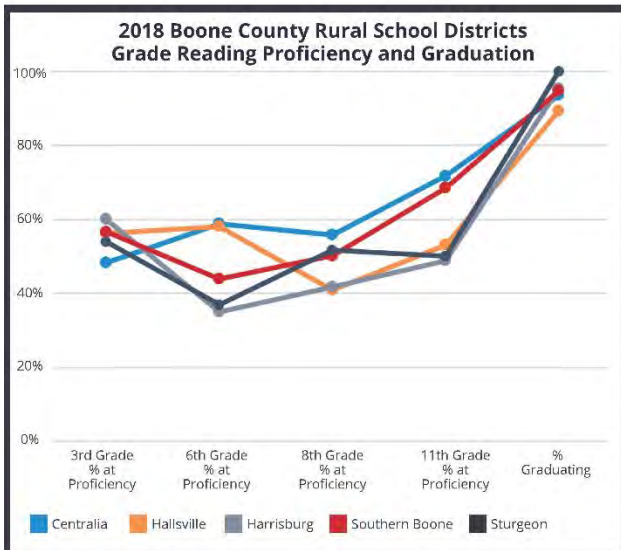
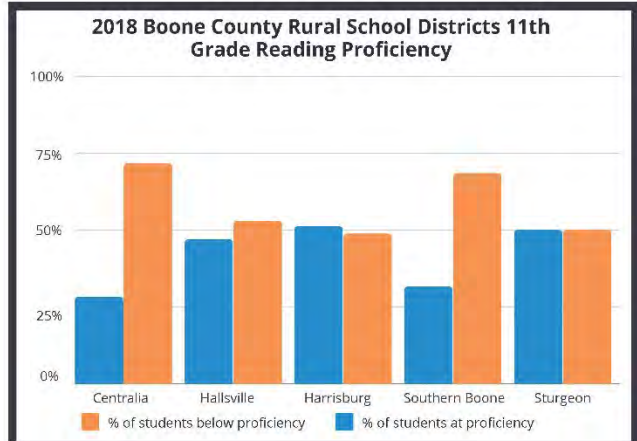
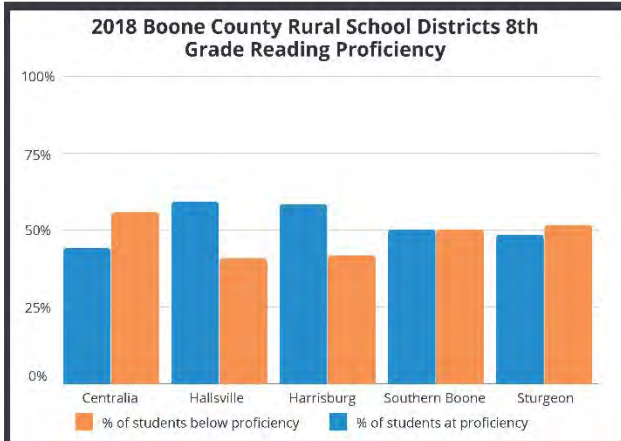
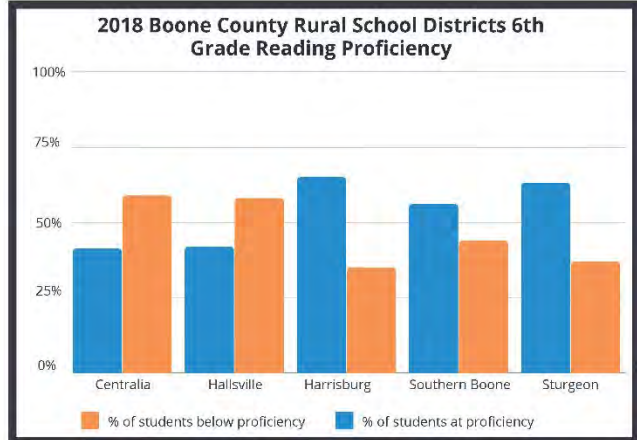
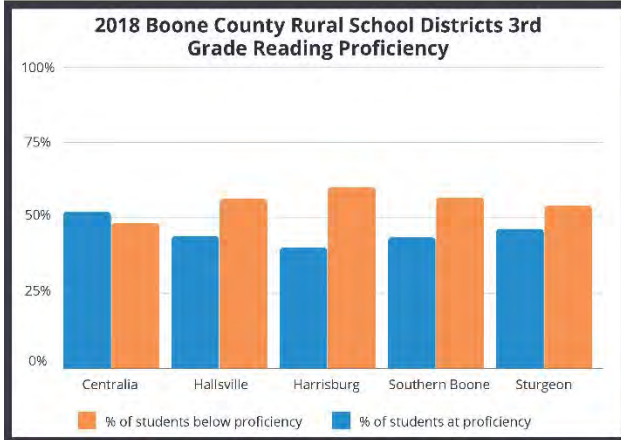
Learn and Earn



Education

Rural Boone County School Districts

Data is displayed separately from Columbia Public School data for two reasons. First, rural schools play a critical role in improving upward mobility for Boone County. Second, when looking at gaps by race, all rural schools had to have demographic data suppressed to protect confidentiality of students from marginalized populations. Displaying the gap analysis is not possible with the necessary data suppression.



Learn and Earn



Supportive Communities

Juvenile Office Referrals by Schools

National trends show some students are placed on a path toward future legal issues or incarceration when they are “funneled out of public schools and into the juvenile justice system.” Connecting juvenile referrals by buildings within Columbia Public Schools can show the interconnections between the juvenile office and schools.

This chart mirrors the structure of the Feeder Chart displayed when looking at literacy gaps within Columbia Public Schools. Additional buildings were added if they had referred students to the juvenile office. Some schools were removed that did not make any referrals in 2018. The + symbol indicates overrepresentation of Black youth in referrals from each building.

Elementary School

Alpha Hart Lewis: +
 Fairview: +
 Grant: +
 Paxton Keeley:
 Russell: +
 West Blvd.: +

Shepard Blvd.: +
 Locust Street
 Expressive Arts: +

Benton: +
 Blue Ridge:
 Cedar Ridge: +
 Derby Ridge: +
 Parkade: +

Middle School

Smithton: +
 West Jr.: +

Gentry: +
 Jeff Jr.: +

Lange: +
 Oakland: +

High School

Hickman: +

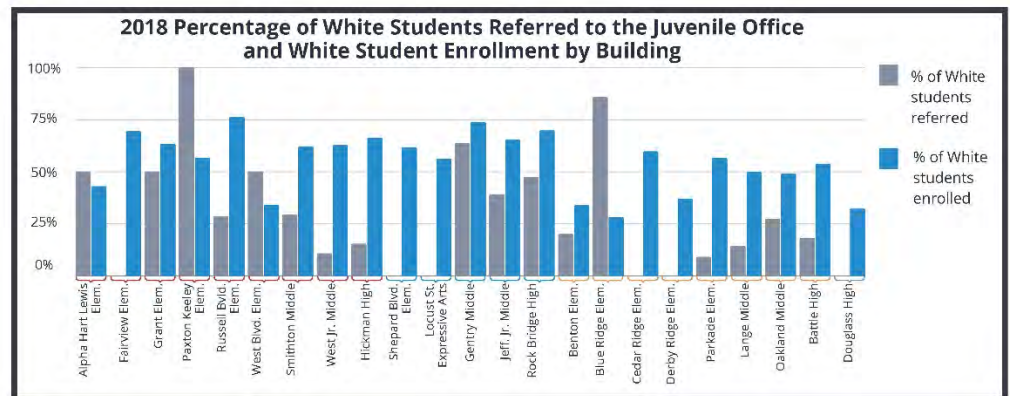
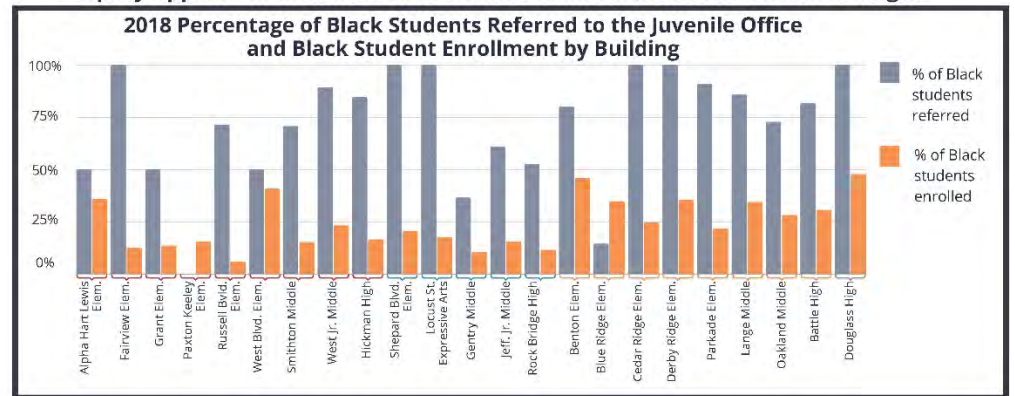
Rock Bridge: +

Battle: +

Douglass: +

In the graphs below, the data in gray is the percentage of students reflected in referrals to the juvenile office from that specific building. The data in orange or blue represents the percentage of children of different race/ethnicity enrolled in each building.

Equity appears in instances where the columns are close to the same height.



Supportive Communities

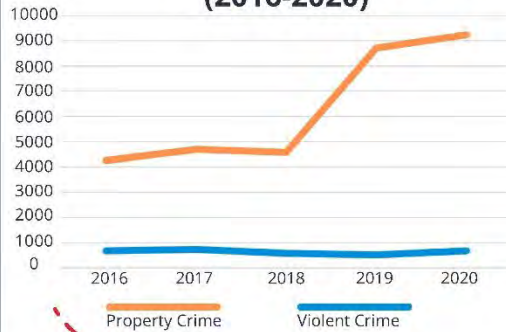


Safety

Exposure to Crime

Exposure to crime as a victim or within a community is associated with elevated levels of stress, depression, and anxiety in both youth and adults. Teens who are exposed to higher levels of violent crime are more likely to engage in criminal activity themselves.

Counts of Crimes in Boone County (2016-2020)



In Boone County, the count of **violent crimes** has remained stable since 2016. During the same period, the count of **property crime** has increased 117%.

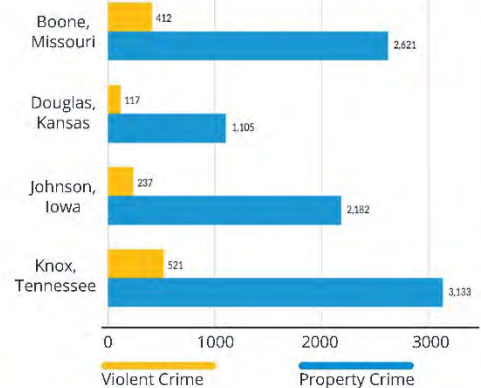
Overly Punitive Policing

In Boone County, the 13th Circuit receives referrals to the juvenile office through law enforcement, school personnel, and parents for juvenile delinquency and status offenses. Delinquency referrals are made when youth violate the Missouri Criminal Code and municipal ordinances. Status offenses are acts that are only illegal for children and youth under 18. Referrals received often show an overrepresentation of youth of color.

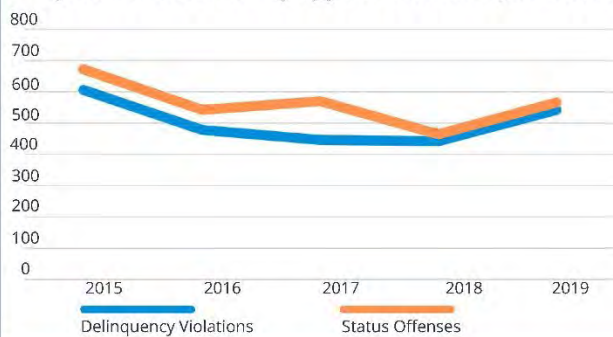


How does Boone County compare to other communities?

Rates of Reported Crime (per 100,000 people)

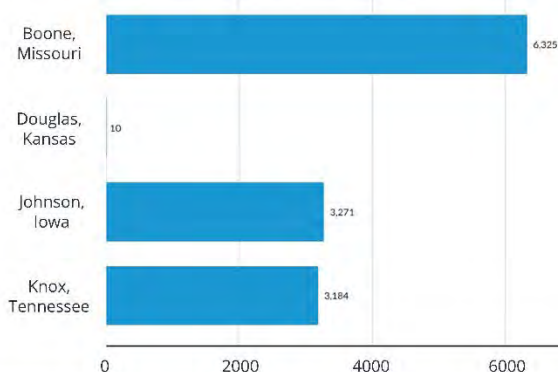


Juvenile Referrals by Type of Violation (2015-2019)



Over the past 5 years, referrals of youth to the Juvenile Office had been decreasing until 2019. Both **delinquency violations** and **status offenses** increased throughout 2019. 2020 data is being omitted to due the impact of the COVID-19 pandemic.

Rate of Juvenile Justice Arrests (per 100,000 juveniles)



5.532

Average unofficial Relative Rate Index for Black youth in Boone County from 2015-2019

The Relative Rate Index (RRI) shows representation at various contact points in the juvenile justice system. This is the rate of activity involving minority youth divided by the rate of activity involving majority youth.

Supportive Communities

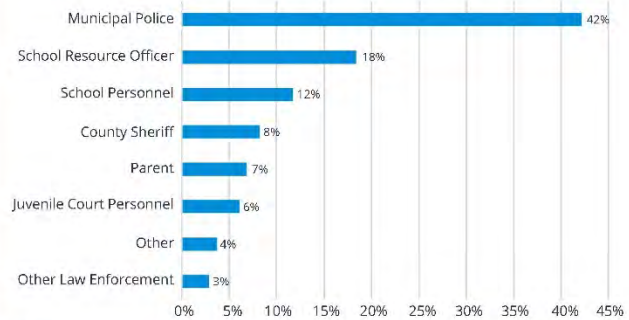


Safety

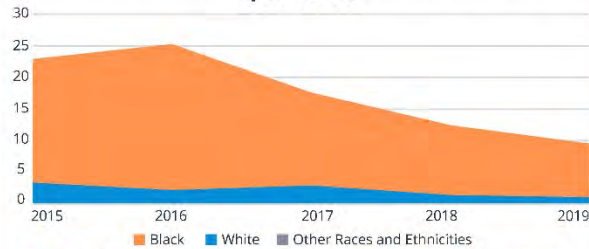
Where does this disproportionality come from?

Entities who refer youth to the Juvenile Office include juvenile court personnel, school resource officers, law enforcement agencies, and others. Most referrals come from Municipal Police in Boone County. This includes local law enforcement agencies from communities including Ashland, Centralia, Columbia, Hallsville, and Sturgeon.

Referral Sources to Juvenile Office (2015-2019)

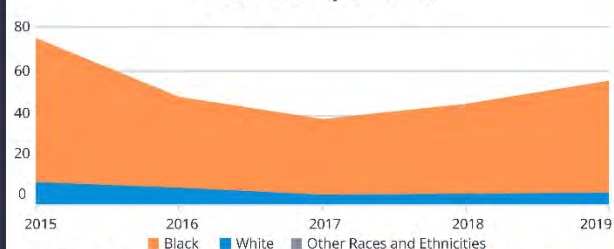


Juvenile Court Personnel Referral Rates, 2015-2019 (per 1,000)



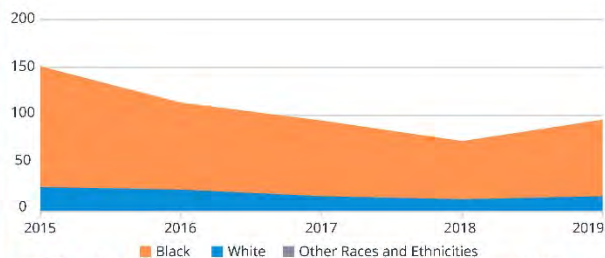
On average, Black youth are 8.3 times more likely to be referred to the Juvenile Office by Juvenile Justice Personnel than White youth.

School Resource Officer Referral Rates, 2015-2019 (per 1,000)



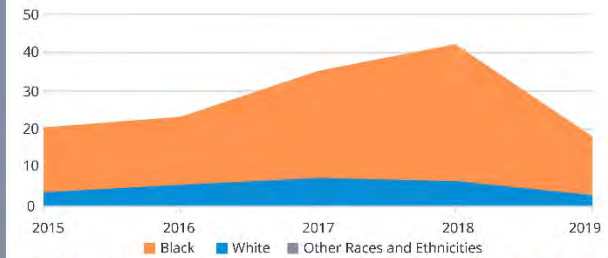
On average, Black youth are 7.8 times more likely to be referred to the Juvenile Office by School Resource Officers than White youth.

Municipal Police Referral Rates, 2015-2019 (per 1,000)



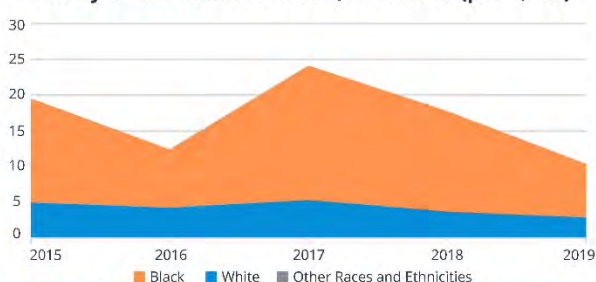
On average, Black youth are 5.7 times more likely to be referred to the Juvenile Office by Municipal Police than White youth.

School Personnel Referral Rates, 2015-2019 (per 1,000)



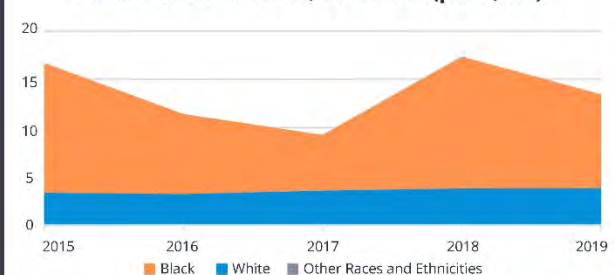
On average, Black youth are 5.4 times more likely to be referred to the Juvenile Office by School Personnel than White youth.

County Sheriff Referral Rates, 2015-2019 (per 1,000)



On average, Black youth are 4 times more likely to be referred to the Juvenile Office by the Boone County Sheriff's Office than White youth.

Parent Referral Rates, 2015-2019 (per 1,000)



On average, Black youth are 3.9 times more likely to be referred to the Juvenile Office by their parents than White youth.

Supportive Communities

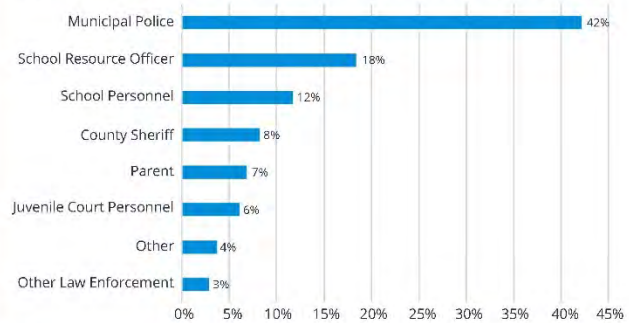


Safety

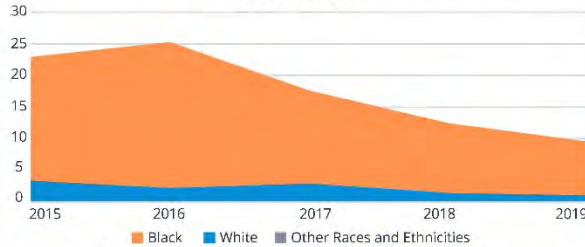
Where does this disproportionality come from?

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Referral Sources to Juvenile Office (2015-2019)

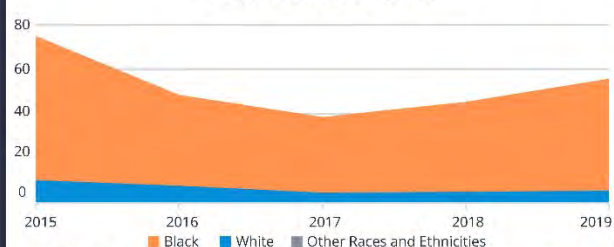


Juvenile Court Personnel Referral Rates, 2015-2019 (per 1,000)



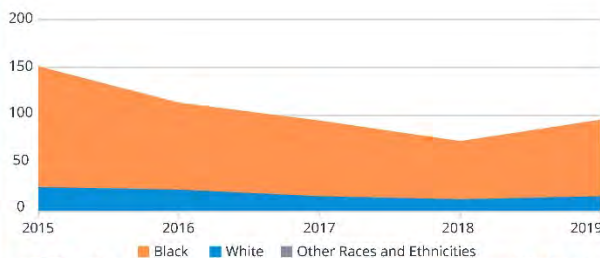
On average, Black youth are 8.3 times more likely to be referred to the Juvenile Office by Juvenile Justice Personnel than White youth.

School Resource Officer Referral Rates, 2015-2019 (per 1,000)



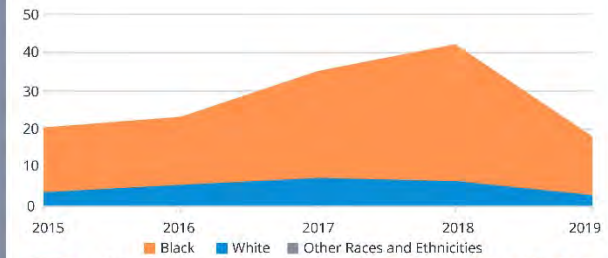
On average, Black youth are 7.8 times more likely to be referred to the Juvenile Office by School Resource Officers than White youth.

Municipal Police Referral Rates, 2015-2019 (per 1,000)



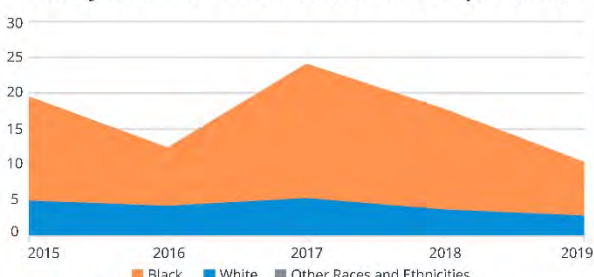
On average, Black youth are 5.7 times more likely to be referred to the Juvenile Office by Municipal Police than White youth.

School Personnel Referral Rates, 2015-2019 (per 1,000)



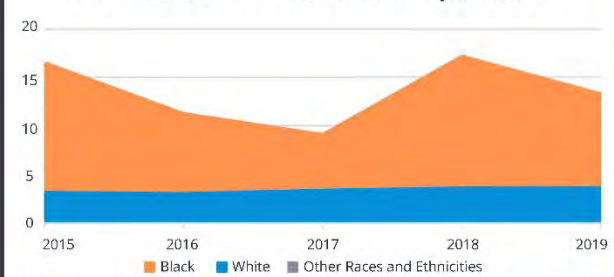
On average, Black youth are 5.4 times more likely to be referred to the Juvenile Office by School Personnel than White youth.

County Sheriff Referral Rates, 2015-2019 (per 1,000)



On average, Black youth are 4 times more likely to be referred to the Juvenile Office by the Boone County Sheriff's Office than White youth.

Parent Referral Rates, 2015-2019 (per 1,000)



On average, Black youth are 3.9 times more likely to be referred to the Juvenile Office by their parents than White youth.

Supportive Communities



Exposure to Trauma

Exposure to Trauma

Early exposure to trauma undermines brain development, socioemotional development, ability to develop secure attachments, emotion regulation, sense of agency, and self-efficacy. Exposure in childhood and adolescence can result in impaired cognitive development, language development, and overall academic achievement.

Within the Mobility Metrics, the Adverse Childhood Experiences (ACES) Scale is used to understand a community's exposure to trauma. This scale measures childhood exposure to different types of trauma such as psychological, physical, or sexual abuse.



Data is not available for Boone County

Adverse Childhood Experiences

In recent decades, we are becoming more aware of the powerful connection between childhood experiences, and mental and physical health. Between 1995-97, the CDC-Kaiser Permanente conducted one of the largest studies on the role of adverse childhood experiences (ACEs) on adult health and behaviors toward wellbeing. Over 17,000 Southern California medical providers included a survey with health exams, mostly to White, middle class patients participating in Kaiser employee health maintenance plan. The survey collected data related to childhood experiences falling under three main headings. **ACE scores are calculated by adding the number of adverse childhood experiences.**

Sources of ACEs

Household Dysfunction

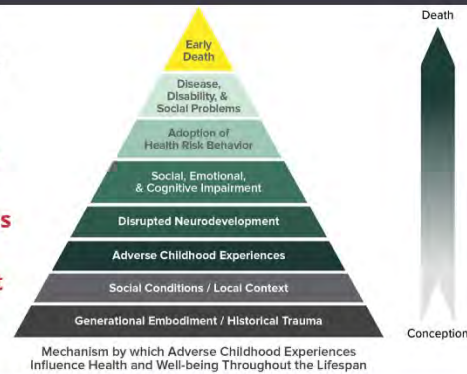
Abuse

Neglect

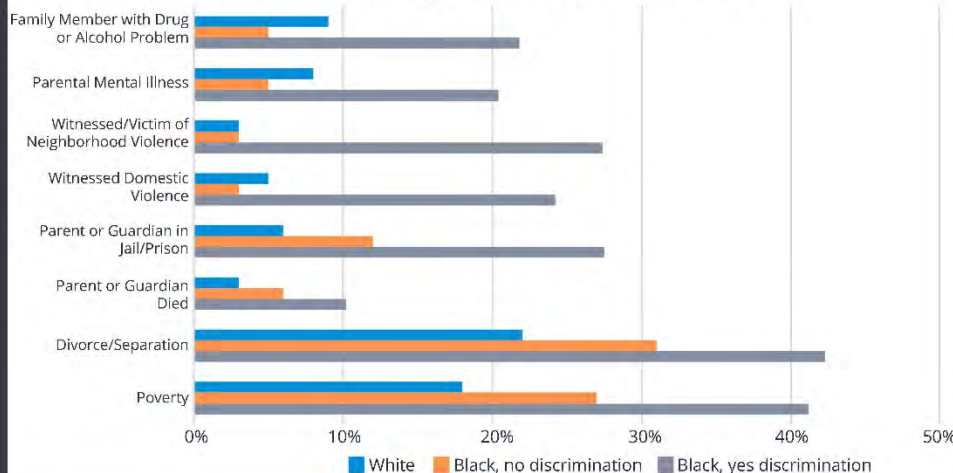
Findings showed that 2/3 of individuals in the study had an ACE score of one and 87% of people scoring one had more meaning ACEs are common, and are less likely to appear through just one trauma. As ACE scores get higher, so do the risks of health and social problems. Once individuals hit an ACE score of four or higher, the outcomes become more serious.



Over the lifespan, ACEs can influence health behaviors leading to early death. **People with six or more ACEs died nearly 20 years earlier on average than those without ACEs.**



Differences Among Children Experiencing ACEs



Studies are increasingly including systemic racism as an ACE category due to disparities coming from the data. Research shows score differences among children with ACEs who were White, Black (not reporting experiences in individual racism) and Black (reporting experiences in individual racism).

Supportive Communities



Housing Segregation

Racial Diversity

Neighborhoods that are segregated by race and ethnicity perpetuate exclusion and prevent people of different races and ethnicities from building the social ties that foster mutual respect, dignity, and belonging.

Timeline

City segregation codes becomes illegal as a result of the Buchanan v. Warley Supreme Court case. Legal residential segregation moves into deeds and contracts.

The Federal Housing Administration begins red lining program, which refused to back loans to Black people or other people who lived near Black people.

Neighborhood Segregation Becomes Entrenched

The City of Columbia utilized racially restrictive language to ensure the heterogenous separation of races as expected during this era of white supremacy. White neighborhoods and subdivisions were erected during the late 1920's in parts of the city where plots of land were most valuable and affordable. Black residents were forced to take up residence in designated areas like Flat Branch and Douglass where white flight or migration to newly developed subdivisions initiated neighborhood segregation.

The Sharp End District

Blacks were not allowed to patronize white business establishments this resulted in the growth of the historic Sharp End Business District, which ran along Walnut St. between 4th and 6th streets (Thomas, 2015). The success of the Sharp End District allowed for Black residents to maintain a vibrant community in the midst of exclusion and a lack of investment by city officials.

Columbia voters approve the formation of the Land Clearance Redevelopment Authority.

Urban Renewal Begins

However by 1956, "Urban Renewal" was underway due to government funding received through a land clearance redevelopment authority, and many of the Black residents of both Douglass and Flat Branch areas were advised that their property was condemned and would be torn down to make way for public housing among other public projects (Thomas, 2015). Due to eminent domain laws forcibly removing those who refused to sell and leave, many of the Black residents were displaced without fair compensation for their homes or resource to rebuild their businesses.

Fair Housing Act renders racially restrictive covenants illegal.

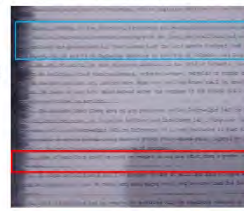
George Nickolaus' term as mayor ends. On June 25, 1969, Mrs. Carol Simpson appeared before the City of Columbia's HRC to make a complaint of discrimination in housing based on race. The City Council passed a motion to have the HRC investigate this matter and work out a reconciliation.

1917

Corrigan v. Buckley explicitly allows racially restrictive covenants to be set up among parties entering into property agreements of their own volition.

1926

1934



From the archives of the University of Missouri Library, there is record of specific language known as racial restrictive covenants that was written into deeds of trust during the transaction of ownership of homes sold during

the turn of the 20th century. This language made it so that members of the white race would be the only occupiers of land sold and financed by banks or even government agencies in certain instances. Any member of a minority race or religious sect that was not accepted was excluded from participation in the transference of property due to the racially restrictive language used in deeds.

1948

Shelley v. Kraemer - Racially restrictive covenants are rendered unenforceable. (May 3, 1948)

1956



You can read the full article discussing Sharp End by using this QR code. **Sharp End: The Sorrid History of Race, Space, and Inequality in Columbia, Missouri** by James Thomas, PhD.

1961

A letter is drafted from Columbia Ministerial Alliance requesting the establishment of a Commission on Human Rights and Community Relations (HRC). On October 16, 1961, Columbia's City Council establishes the Commission on Human Rights and Community Relations.

1968

On January 15, 1968, Mayor George Nickolaus proposed ordinance #3453 to prohibit discriminatory practices in the rental, leasing, sale, financing, or showing and advertising of dwelling units, commercial units or real property. On March 19, 1968, Columbia voters defeated the open housing ordinance.

1968

1969

1970

City of Columbia City Council approved a fair housing ordinance.

Supportive Communities

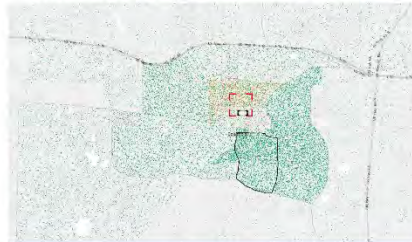


Housing Segregation

1970 - Present Day

According to data from the U.S. Census, there were a total of 3,863 Blacks living in Columbia in 1970. More than half (~56%) were concentrated in Tract 8, which encompassed the former Douglass neighborhood. This can be seen by noting the orange dots within the map. Each dot represents two people. Orange dots represent Black Columbians and green dots represent White Columbians.

Racial Dot Map, Columbia, MO 1970



This map shows how Black Columbians were concentrated north of the Douglass Neighborhood which was razed during the Urban Renewal projects.

Average Gross Monthly Rent, Black-Occupied Units, Columbia, MO 1970



By the 1970's, Black Columbia residents in the Central City/downtown saw a gross monthly rent composite that was higher than other renters in the same area.

Gross Monthly Rent for Blacks vs Composite Gross Monthly Rent, Columbia, MO 1970



Black residents paid between 1.3 - 1.4 times the rate for rent than other residents in the same areas.

Median Home Value, Columbia, MO 1970 vs 2013



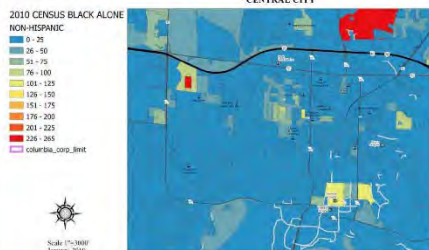
The neighborhood value remained relatively low in these areas, disadvantaging Black residents potential for economic growth. Black residents were not able to build wealth over time as a result of contributing factors like realtor malfeasance and other covert tactics.

Present Day

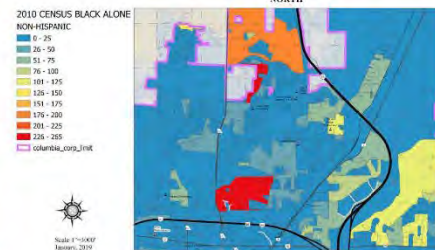
The effects of racially restrictive language in deeds along with the sanctioned urban renewal initiatives devastated many of the Black residents in the City of Columbia over time. **Today, it is clear that the aftermath of policy decisions has resulted in Columbia being segregated along socio-economic and racial lines.**

Patterns are revealing that Black residents seem to be moving to the North and East.

African Americans by Census Block
CITY OF COLUMBIA, MISSOURI

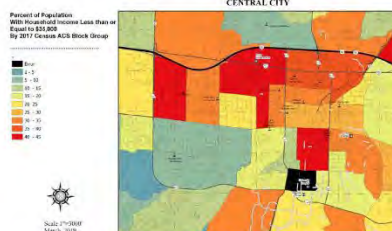


African Americans by Census Block
CITY OF COLUMBIA, MISSOURI



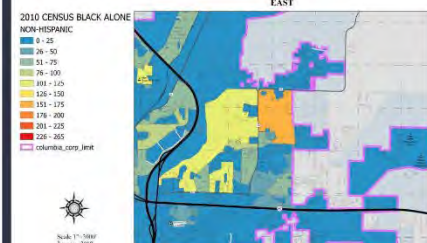
Within Columbia, the Central City has a high percentage of individuals with low incomes. In the areas directly impacted by Urban Renewal and the subsequent displacement of Black residents, there are still ongoing high rates of low incomes. The history behind housing or neighborhood segregation in Boone County has spanned many decades, and for residents of color it is common to see the detrimental consequences of this phenomenon.

Income Less Than or Equal to \$35,000
CITY OF COLUMBIA, MISSOURI



Many Black residents are moving away from the Central City/downtown area in Columbia.

African Americans by Census Block
CITY OF COLUMBIA, MISSOURI



Supportive Communities



Local Governance & Neighborhoods

Local Governance

A key source of power at both individual and community levels stems from exercising political influence over decisions affecting the community. Some research suggests that people who participate in politics feel more empowered and have higher life satisfaction and that children whose parents are politically engaged are more likely to become politically active themselves as they grow up.



64%

of voting-eligible Boone County residents voted in the 2016 General Election



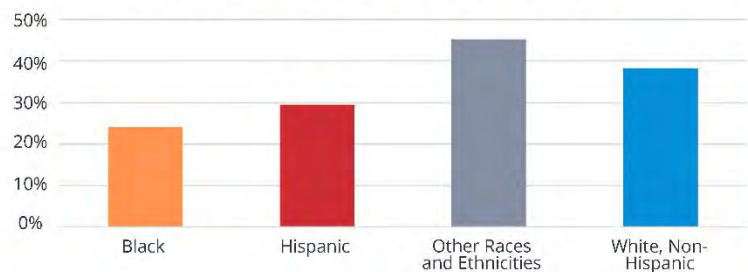
Adequate data does not exist nor is readily available to assess the extent to which groups are represented by leaders who match their race/ethnicity.

People may feel more able to exercise power when the demographic characteristics of elected officials matches their constituents. Research has found that Black individuals who are represented by Black elected officials are more likely to be interested in and to vote in an election and to feel they have a say in what government does.

Neighborhoods

Economic segregation limits families' choices about where to live; blocks access to opportunities; and creates neighborhoods of concentrated poverty and distress, which undermine long-term educational, employment, and earnings outcomes for children.

Percentage of Individuals Experiencing Poverty Living in High Poverty Neighborhoods



Belongingness

A person's sense of belonging is associated with better health outcomes and negatively associated with emotional distress, suicide, mental illness, and depression. A sense of belonging in school contributes to positive academic outcomes, low absenteeism, higher completion rates, positive attitudes toward learning, and higher academic self-efficacy, and less disruptive behavior, emotional distress, and risky behavior.



There is no available data systematically collected on these areas in Boone County.

Social Capital

The resources provided by one's social network include social supports from close relations and access to information and other resources from extended relationships. Research finds positive relationships between social capital and education, child well-being, lower crime, health, tolerance, happiness, and economic and civic equality. Social capital is also connected with the networks required to access employment. Individuals who are well-networked are more likely to have information about existing resources and opportunities.



There is no available data systematically collected on these areas in Boone County.

Supportive Communities



Strong & Healthy Families

Point in Time Count

Annually, each community completes a point in time count to assess the number of individuals experiencing homelessness in that area.



Sheltered Homelessness:

An individual or family in emergency shelters and transitional housing projects must be counted as sheltered homeless persons.



Unsheltered Homelessness:

An individual or family who lacks a fixed, regular, and adequate nighttime residence, meaning: sleeping in a place not designed for or ordinarily used as a regular sleeping accommodation, including a car, park, abandoned building, bus or train station, airport, camping ground, or other place not meant for human habitation.

Housing Stability

Housing instability and homelessness contribute to unemployment and financial insecurity and undermine both physical and emotional health. They also represent extreme manifestations of powerlessness and loss of belonging.



Individuals experiencing sheltered and unsheltered homeless has remained relatively stable throughout 2015 - 2020.

In 2020,

281

individuals received homelessness prevention services

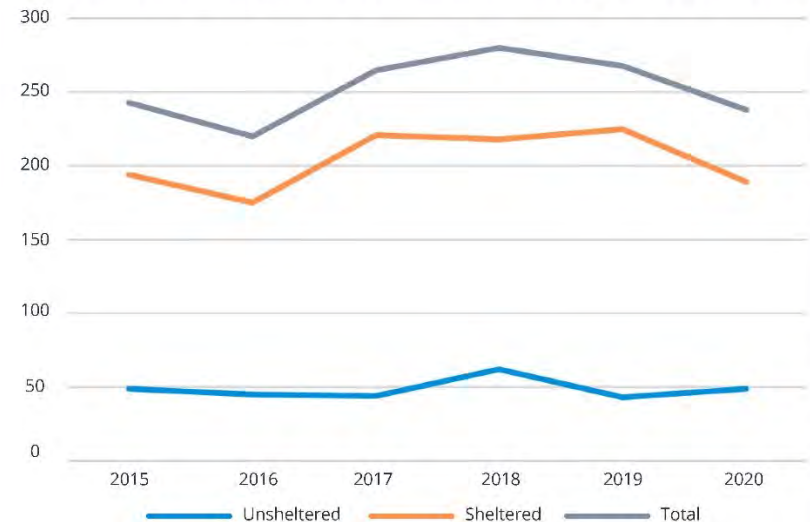
\$193,756

spent on families to receive homelessness prevention services

\$150,271

was spent on rental payment assistance

Homelessness in Boone County (2015-2020)

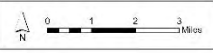
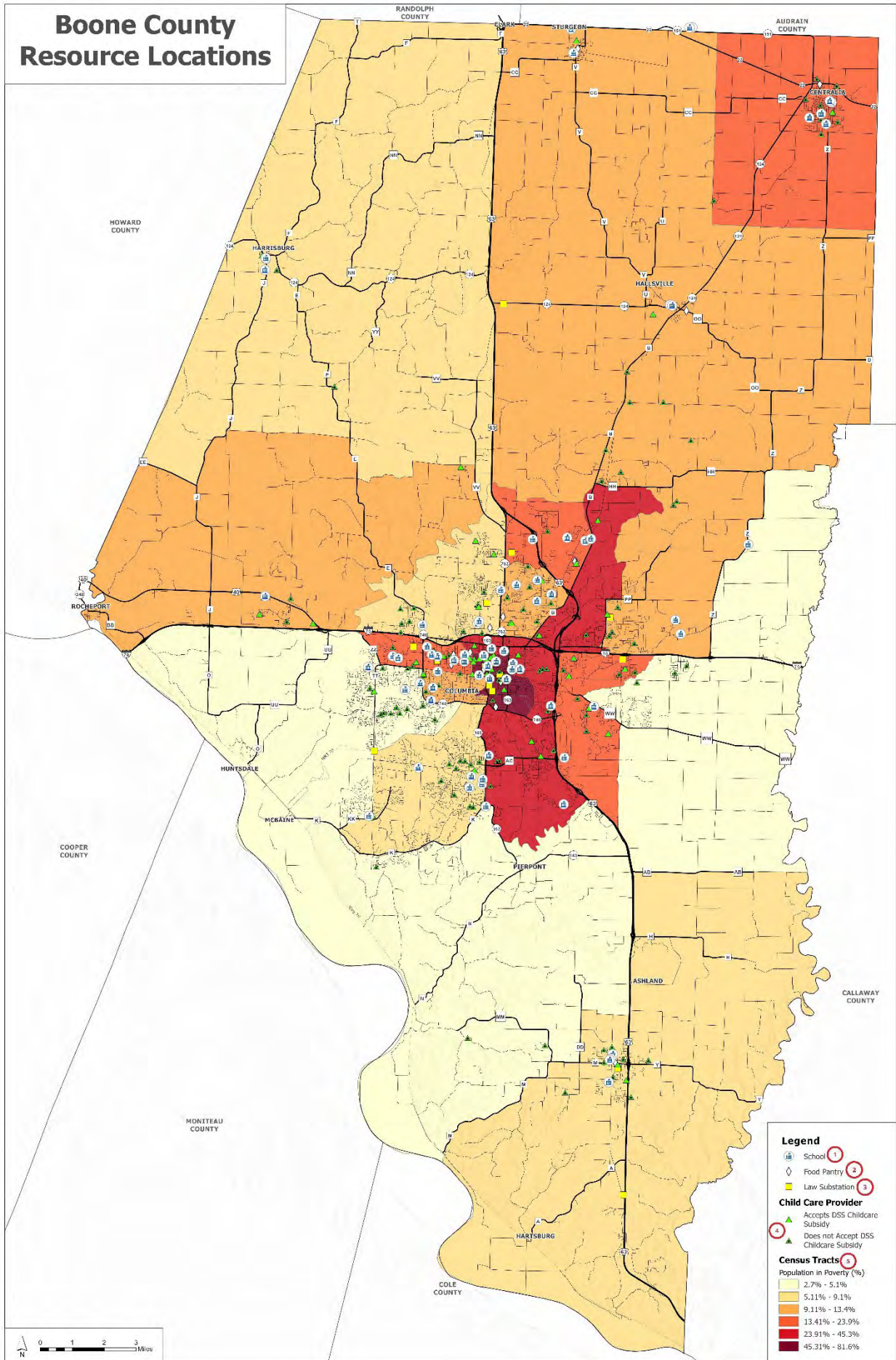


Boone County has worked on functionally ending homelessness in Boone County since 2015 through the Functional Zero Task Force (FZTF). In 2018, FZTF became Boone County's standalone homelessness coalition and ran the community's efforts of Coordinated Entry into housing services.

Appendix:

Data Posters with Citations

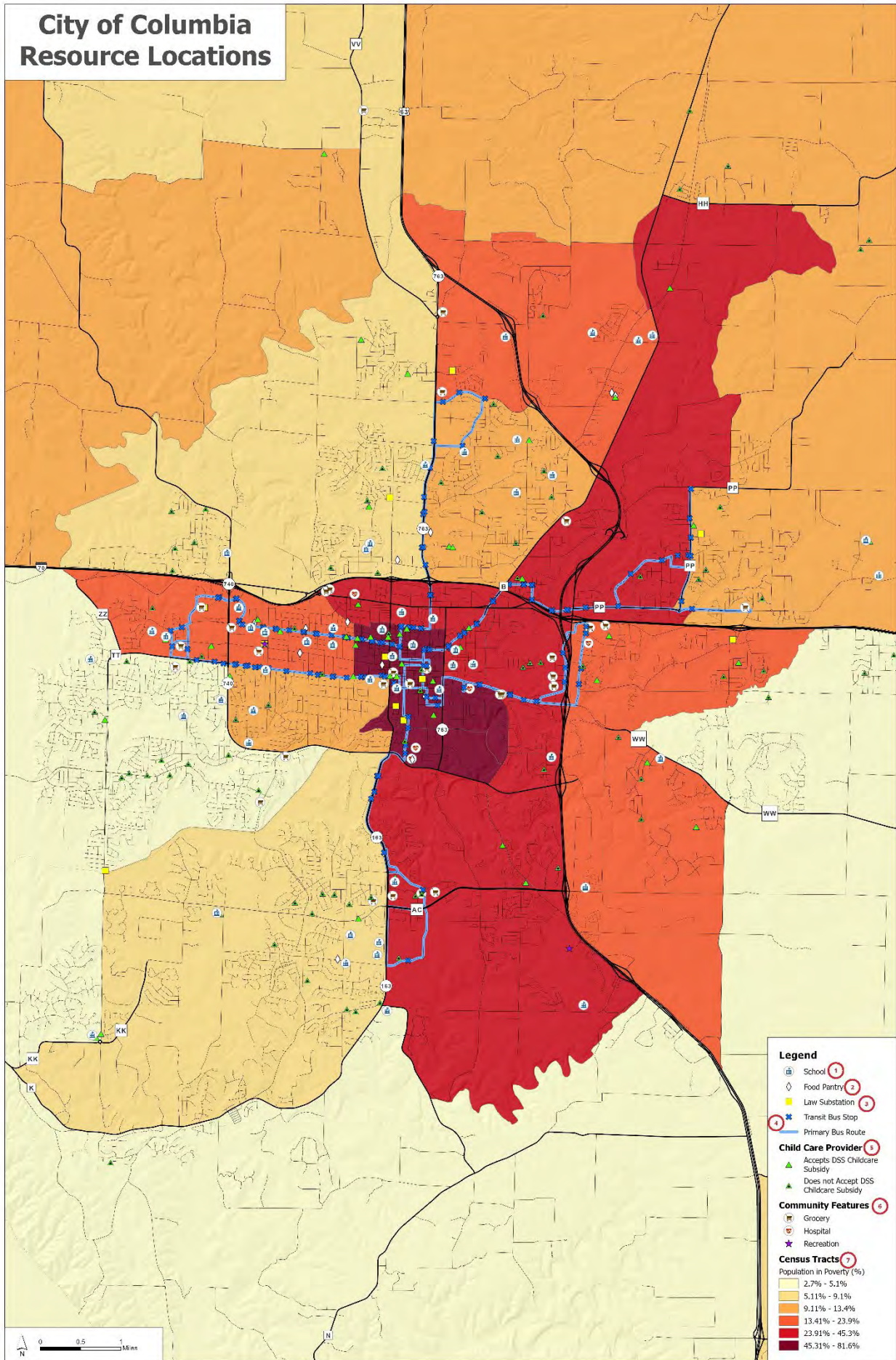
Boone County Resource Locations



Citations

| | |
|---|--|
| 1 | Boone County Joint Communications. (2021). <i>School locations</i> . [Unpublished raw data]. Retrieved June 29, 2021 from Boone County Joint Communications. |
| 2 | The Food Bank for Central & Northeast Missouri. (2021). <i>Food resources</i> . [Unpublished raw data]. Retrieved July 1, 2021 from MU Health Care. |
| 3 | Boone County Joint Communications. (2021). <i>Law substations</i> . [Unpublished raw data]. Retrieved June 29, 2021 from Boone County Joint Communications. |
| 4 | Child Care Aware of Missouri. (2020). <i>Child care locations</i> . [Unpublished raw data]. Retrieved September 8, 2020 from Child Care Aware of Missouri. |
| 5 | U.S. Census Bureau, 2019 American Community Survey 1-Year Estimates. |

City of Columbia Resource Locations



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| 1 | Boone County Joint Communications. (2021). <i>School locations</i> . [Unpublished raw data]. Retrieved June 29, 2021 from Boone County Joint Communications. |
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| 3 | Boone County Joint Communications. (2021). <i>Law substations</i> [Unpublished raw data]. Retrieved June 29, 2021 from Boone County Joint Communications. |
| 4 | City of Columbia GIS Department. (2021). <i>Transit bus stops, primary bus routes</i> . [Unpublished raw data]. Retrieved August 3, 2021 from City of Columbia. |
| 5 | Child Care Aware of Missouri. (2020). <i>Child care locations</i> [Unpublished raw data]. Retrieved September 8, 2020 from Child Care Aware of Missouri. |
| 6 | City of Columbia GIS Department. (2021). <i>Community features</i> . [Unpublished raw data]. Retrieved August 3, 2021 from City of Columbia. |
| 7 | U.S. Census Bureau, 2019 American Community Survey 1-Year Estimates. |

Strong and Healthy Families



Housing

Owner and Renter Occupancy



1

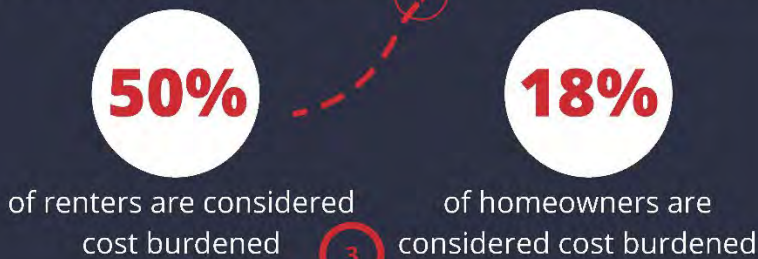
2

Housing is a critical need for families. Children, adolescents, and adults all need the security of a decent house or apartment that they (or their parents) can afford, where family budgets are not stretched too thin to pay for other basic needs like nutritious food, health care, and educational opportunities.



There is an overrepresentation of Black renters in Boone County.

Percentage of Households Cost Burdened



3

HUD Definition 4

“Cost-Burdened - those who pay more than 30% of their income for housing”

There is an overrepresentation of Black Boone County residents receiving HUD subsidized housing compared to White Boone County residents.



HUD Subsidized Housing by Race



5



Citations

| | |
|---|--|
| 1 | U.S. Census Bureau. (2021). 2019: ACS 5-Year Estimates Subject Tables, Table S2502. |
| 2 | Turner, M. A., Acs, G., Brown, S., Solari, C. D., Fudge, K. (2020). <i>Boosting upward mobility: Metrics to inform local action</i> . https://www.urban.org/sites/default/files/publication/102342/boosting-upward-mobility-metrics-to-inform-local-action_1.pdf |
| 3 | U.S. Census Bureau. (2021). 2019: ACS 5-Year Estimates Data Profiles, Table DP04. |
| 4 | Department of Housing and Urban Development, Office of Policy Development and Research. (n.d.) <i>CHAS: Background</i> . https://www.huduser.gov/portal/datasets/cp/CHAS/bg_chas.html |
| 5 | Housing & Urban Development, Office of Policy Development & Research. (2021). Assisted Housing: National & Local, 2020 estimates from 2010 Census. |

Strong and Healthy Families



Financial Well-being

Financial Security

Savings can help families weather destabilizing events like a period of unemployment or unexpected expenses. Children from wealthier families tend to have better academic, health, and behavioral outcomes than children from low- or no-wealth families.

1

2 **25.9%**
of individuals have debt in Collections in Boone County.

Income

Families need a base level of income to meet basic needs and costs related to working. Higher incomes are associated with higher academic achievement and educational attainment, better physical and mental health, and fewer behavioral problems in children.

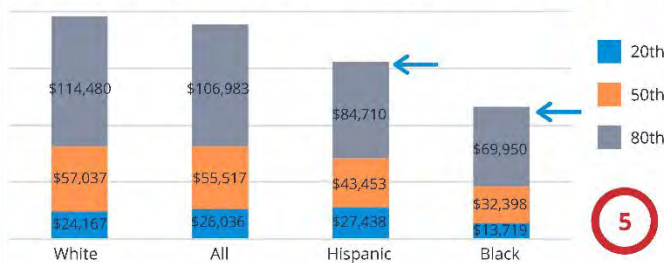
3

4 **Median Household Income**

| | Missouri | Boone County |
|------------------|----------|--------------|
| White Households | \$58,921 | \$59,680 |
| Average | \$55,461 | \$55,328 |
| Black Households | \$37,179 | \$32,173 |

↓

Boone County Income Quintiles by Race/Ethnicity



? Comparing income through quintiles allows us to see income inequality and the financial resources available to low- (20th), middle- (50th), and high-income (80th) households.

← The highest earning households of **Black individuals and Hispanic individuals** are much lower than White individuals within the community.

Boone County Child Poverty Rate

6 **14.5%**

children under 18

14.3%

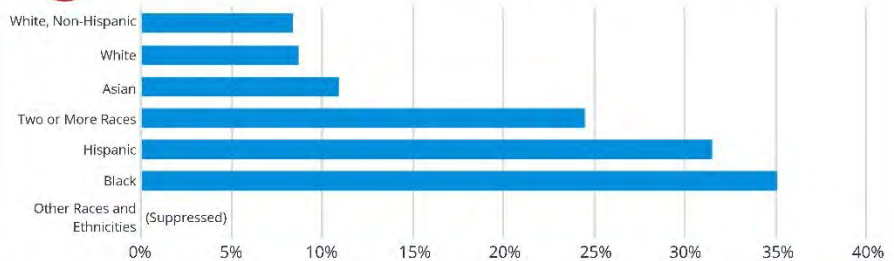
children ages 0-5

Family Structure and Stability

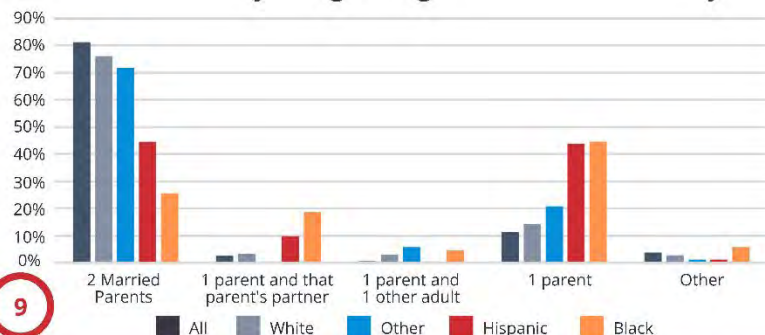
Family structure and stability shape the environment where children spend their formative years. Family instability is associated with poorer outcomes among young children, including lower cognitive test scores and more behavioral problems.

8

7 **Boone County Child Poverty by Race (2015-2019)**



9 **Share of Children by Living Arrangements in Boone County (2018)**





Citations

| | |
|----------|---|
| <p>1</p> | <p>Turner, M. A., Acs, G., Brown, S., Solari, C. D., Fudge, K. (2020). <i>Boosting upward mobility: Metrics to inform local action</i>. https://www.urban.org/sites/default/files/publication/102342/boosting-upward-mobility-metrics-to-inform-local-action_1.pdf</p> |
| <p>2</p> | <p>Credit Bureau data, 2018.</p> |
| <p>3</p> | <p>Turner, M. A., Acs, G., Brown, S., Solari, C. D., Fudge, K. (2020). <i>Boosting upward mobility: Metrics to inform local action</i>. https://www.urban.org/sites/default/files/publication/102342/boosting-upward-mobility-metrics-to-inform-local-action_1.pdf</p> |
| <p>4</p> | <p>U.S. Census Bureau. (2021). 2019: ACS 5-Year Estimates Subject Tables S1903</p> |
| <p>5</p> | <p>American Community Survey (ACS) Public Use Microdata Sample (PUMS), 2018 (5-yr)</p> |
| <p>6</p> | <p>Boone Indicators Dashboard. <i>Child Poverty Rate</i> [Data set]. American Community Survey (ACS). http://booneindicators.org/IndicatorView.aspx?id=4811</p> |
| <p>7</p> | <p>Boone Indicators Dashboard. <i>Child Poverty Rate</i> [Data set]. American Community Survey (ACS). http://booneindicators.org/IndicatorView.aspx?id=4811</p> |
| <p>8</p> | <p>Turner, M. A., Acs, G., Brown, S., Solari, C. D., Fudge, K. (2020). <i>Boosting upward mobility: Metrics to inform local action</i>. https://www.urban.org/sites/default/files/publication/102342/boosting-upward-mobility-metrics-to-inform-local-action_1.pdf</p> |
| <p>9</p> | <p>American Community Survey (ACS) Public Use Microdata Sample (PUMS), 2018</p> |

Strong and Healthy Families



Health

Overall Health

Good health helps people surmount life's challenges and excel in school and on the job. When people's health is compromised, their overall well-being and their personal autonomy are compromised.

Chronic health conditions can be impacted by individual choices, the treatment received from medical personnel, and access to quality, affordable healthcare. Some chronic diseases are preventable, but often show disparities across race/ethnic groups. 1



In Boone County, Black individuals are one and a half times more likely to die from heart disease compared to White individuals.

2 Heart Disease Rate (per 100,000 people)

138.63 **214.49**

of White individuals

of Black individuals

Diabetes Hospitalizations (per 10,000 people)

14.5

patients hospitalized were White individuals

57.8

patients hospitalized were Black individuals 3

According to the Missouri Department of Health and Senior Services, diabetes is a chronic disease that can lead to serious health complications and premature mortality.



In Boone County, the rate of diabetes hospitalization for Black individuals is almost four times higher than for White individuals.

Neonatal Health

Research shows educational outcomes can be impacted by your health when born. There are large disparities in birth outcomes for different race/ethnic groups within the community. 4

Poor childhood health has both short-term and long-term effects on educational attainment and can negatively affect adult health, which can in turn influence employment opportunities and wages. Caring for a child with chronic health or developmental conditions can also limit parents' work and earnings.



In Boone County, Black babies are two and a half times more likely to die by the age of one than White babies.

Infant Mortality (per 1,000 people)

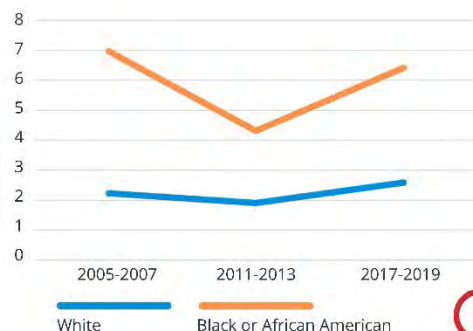
4.7

of White babies 5

12

of Black babies

Rate of Low Birth Weight at Full Term, by Race



Black mothers are almost 2.5 times more likely to give birth to a baby with low birth weight than White mothers.

Children who are small for their gestational age may have ongoing health problems after birth. 7



Citations

| | |
|---|--|
| 1 | Turner, M. A., Acs, G., Brown, S., Solari, C. D., Fudge, K. (2020). <i>Boosting upward mobility: Metrics to inform local action</i> . https://www.urban.org/sites/default/files/publication/102342/boosting-upward-mobility-metrics-to-inform-local-action_1.pdf |
| 2 | Boone Indicators Dashboard. <i>Chronic disease - hospitalizations</i> [Data set]. Missouri Department of Health and Human Services. http://booneindicators.org/IndicatorView.aspx?id=4852 |
| 3 | Boone Indicators Dashboard. <i>Chronic disease - hospitalizations</i> [Data set]. Missouri Department of Health and Human Services. http://booneindicators.org/IndicatorView.aspx?id=4852 |
| 4 | Turner, M. A., Acs, G., Brown, S., Solari, C. D., Fudge, K. (2020). <i>Boosting upward mobility: Metrics to inform local action</i> . https://www.urban.org/sites/default/files/publication/102342/boosting-upward-mobility-metrics-to-inform-local-action_1.pdf |
| 5 | Boone Indicators Dashboard. <i>Infant mortality (Birth to age 1)</i> [Data set]. Missouri Department of Health and Human Services. http://booneindicators.org/IndicatorView.aspx?id=4862 |
| 6 | Missouri Department of Health and Senior Services (DHSS), Missouri Public Health Information Management System (MOPHIMS). (2021). Missouri Resident Birth MICA |
| 7 | Turner, M. A., Acs, G., Brown, S., Solari, C. D., Fudge, K. (2020). <i>Boosting upward mobility: Metrics to inform local action</i> . https://www.urban.org/sites/default/files/publication/102342/boosting-upward-mobility-metrics-to-inform-local-action_1.pdf |

Strong and Healthy Families



Health

Emergency Rooms

1

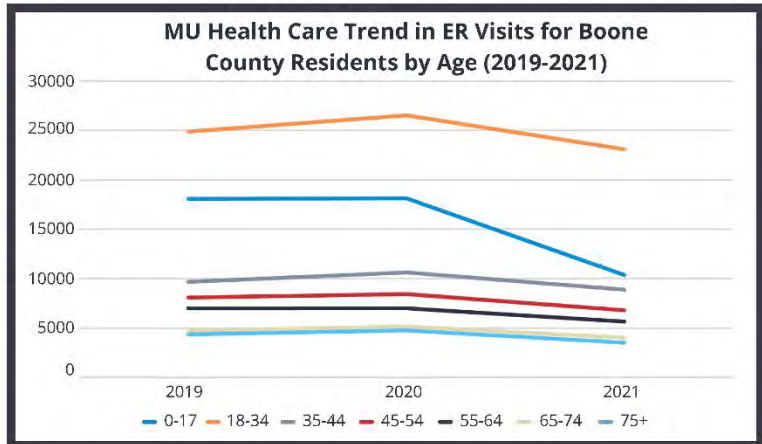
There are patients in almost every hospital emergency room who seek urgent care when not needed. They are there because they don't have health insurance or a regular physician, or they didn't know what else to do. Often, they are repeat visitors. It's a problem that leads to emergency department overuse and contributes to spiraling health care costs. MU Health Care has shared some emergency room data to show local trends on high utilizers of emergency services.

Between 2019-2021, by far residents between the ages of 18 to 34 were the highest for all years as utilizers of ER visits. For some years, nearly double compared other groups.

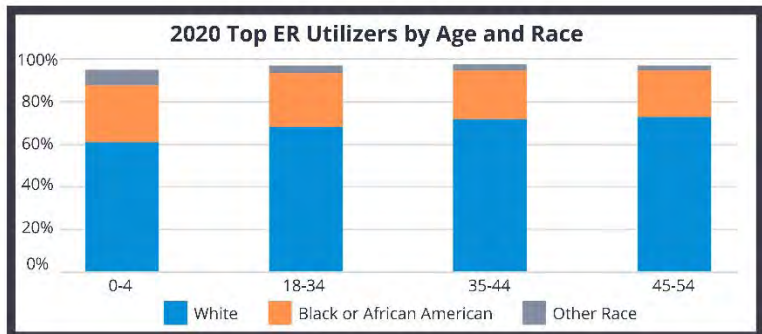


2

2020 data shows individuals between the age of 0-4, 18-34, 35-44 and 45-54 were the most frequent utilizers of emergency services. In general, 2020 shows a balance between pre- and post- COVID utilization.



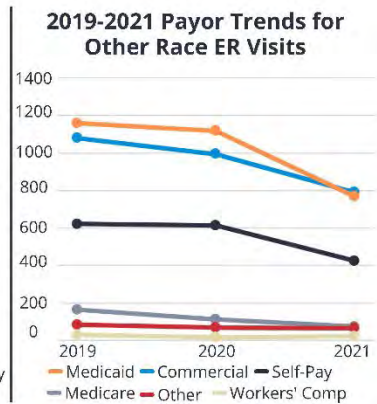
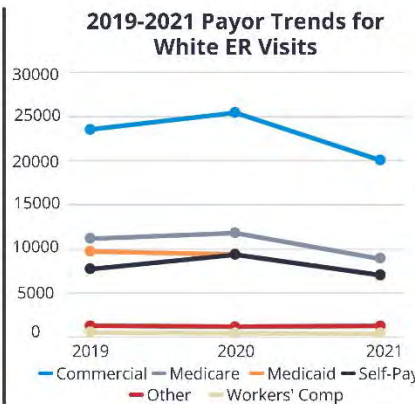
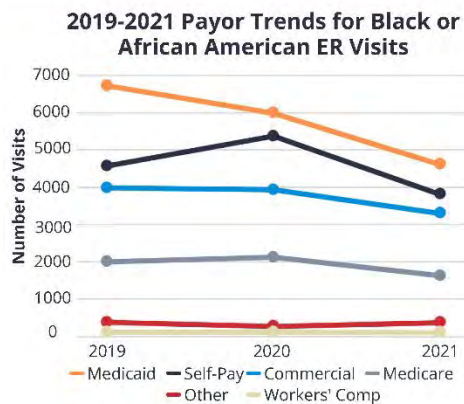
While each age group has different percentages for race/ethnicity, we see overrepresentation of Black individuals utilizing emergency services.



Payor Trends

Finally, we show payor trends over time (between 2019-2021) by race/ethnicity. You will notice differences between types of resources used by payors related to race/ethnicity, along with slightly different trends in use each year.

White individuals utilized commercial insurances more often and Black or African Americans and those within the Other Race category most commonly used Medicaid.



Strong and Healthy Families



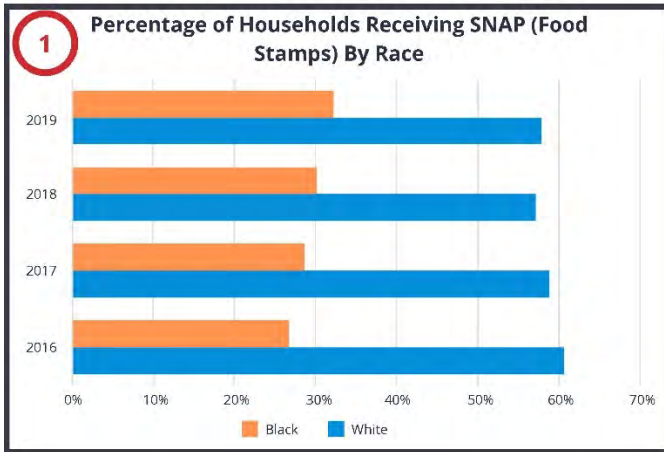
Health

Citations

| | |
|---|---|
| 1 | Wang, N. (2013, March 27). <i>A Bridge to health — and away from er overuse</i> . Kaiser Health News. https://khn.org/news/a-bridge-to-health-and-away-from-er-overuse/ |
| 2 | All utilization data: MU Health Care. (2019-2021). <i>University of Missouri Emergency Room</i> [Unpublished raw data]. MU Health Care, University of Missouri. |

Strong & Healthy Families

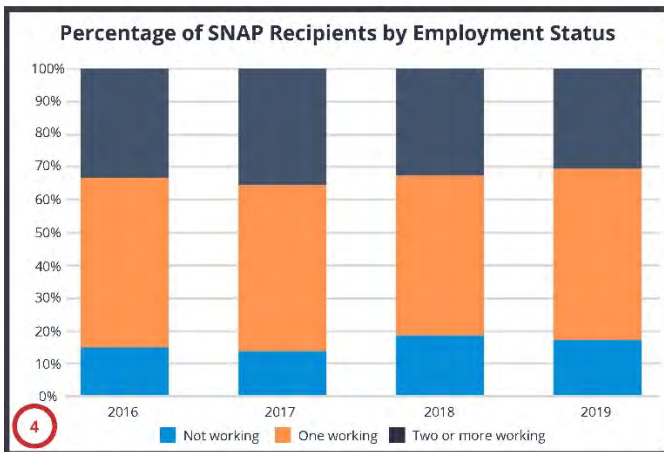
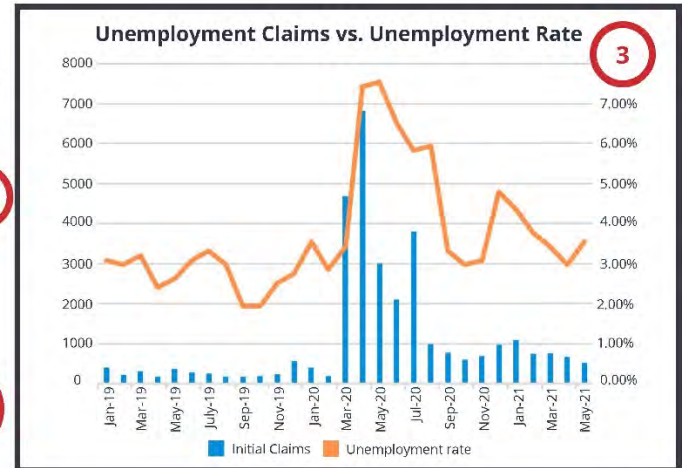
Learn & Earn



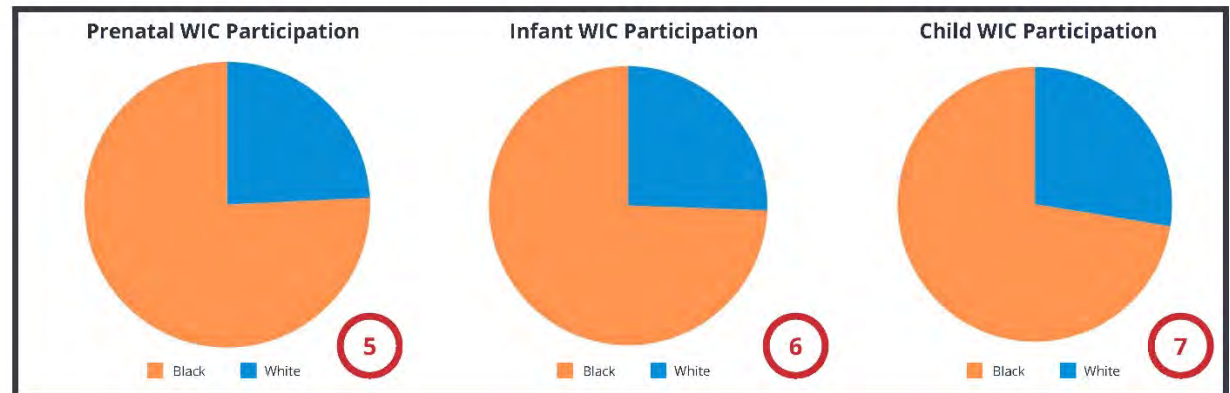
Many households qualify for income-based public benefits such as SNAP (food stamps) and WIC (nutrition assistance for pregnant women and children under age 5). Those who have lost employment under certain circumstances qualify for unemployment benefits. The data depicted here represents the percentages of households in Boone County who are actively receiving these public benefits. These numbers highlight both the need for such supports and the racial disparities seen within participant groups.

2 There is a **disproportionate number of Black households** receive SNAP benefits.

Spikes in unemployment claims correspond to the peak of the COVID-19 impact.



The majority of households receiving SNAP (food stamps) are working.



Black pregnant mothers are **over 3 times more likely** to participate in WIC than White pregnant mothers.

Black infants are **nearly 3 times more likely** to participate in WIC than White infants.

Black children are **over 2.5 times more likely** to participate in WIC than White children.



Citations

| | |
|---|---|
| 1 | U.S. Census Bureau (2021). 2019: ACS 5-Year Estimates Subject Tables, Table S2201. |
| 2 | Turner, M. A., Acs, G., Brown, S., Solari, C. D., Fudge, K. (2020). <i>Boosting upward mobility: Metrics to inform local action</i> . https://www.urban.org/sites/default/files/publication/102342/boosting-upward-mobility-metrics-to-inform-local-action_1.pdf |
| 3 | Missouri Department of Labor and Industrial Relations (2021). Unemployment Benefits by County - Boone |
| 4 | U.S. Census Bureau (2021). 2019: ACS 5-Year Estimates Tables, Table S2201. |
| 5 | Missouri Department of Health and Senior Services, Missouri Public Health Information Management System (MOPHIMS). (2021). Missouri Resident Prenatal Health Profile, 2019. |
| 6 | Missouri Department of Health and Senior Services, Missouri Public Health Information Management System (MOPHIMS). (2021). Missouri Resident Infant Health Profile, 2019. |
| 7 | Missouri Department of Health and Senior Services, Missouri Public Health Information Management System (MOPHIMS). (2021). Missouri Resident Child Health Profile, 2019. |

Learn and Earn



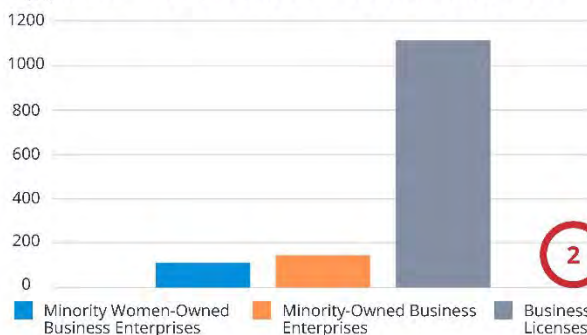
Work

Business Ownership

1

One way to increase economic mobility is through business ownership. Within the City of Columbia, Regional Economic Development, Inc. (REDI) operates the City of Columbia Supplier Diversity Program which works with local Disadvantaged Business Enterprises (DBEs) including minority and women-owned businesses in Boone County, MO. Resources and support help businesses compete in government and private sector economic development and business entrepreneurship opportunities. The Supplier Diversity Program also manages the City of Columbia's Minority and Women-Owned Business Directory.

Types of Businesses in Columbia, MO



2



Looking through business licenses within the City of Columbia, there are 1,115 general business licenses which have been issued to local businesses. Of those, only 257 are listed as a **Minority and/or Women-owned Business** within the Minority and Women-Owned Business Directory operated by REDI.

3

Revenue was impacted during the COVID-19 pandemic. Most MBE/WBEs saw decreases in their revenue.

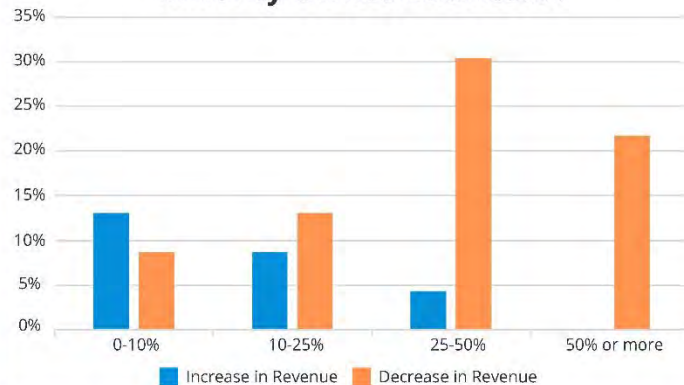


Women and Minority-Owned Businesses (WBE/MBE)

Resource partners such as the Missouri Women's Business Center and Small Business Development Centers saw an increase of counseling requests of over 140% as compared to the same time period in 2019. A major concern unique to women-owned businesses was managing childcare and homeschool needs during stay-home orders while also trying to ensure their business survives.

4

COVID-19 Pandemic Impact on Women and Minority-Owned Businesses



Financial Relief

The Missouri Women's Business Center surveyed 80 women-owned businesses in Boone County. Of those 50 applied for relief through the Paycheck Protection Program (PPP), 45 businesses received relief and 38 businesses still needed assistance.

5

The Columbia Supplier Diversity Program surveyed minority-owned businesses to see how they were accessing economic relief available during the pandemic. MBE Business owners did not apply for relief due to:

56%

of MBE did not apply for relief

46%

of MBE applied but did not receive relief

- belief that most of the funding is going to large companies
- lack of help completing paperwork
- lack of good contacts with banks

Local funders shared that many minority- and women-owned businesses had never applied for financial support and had difficulty completing applications.

6

Learn and Earn



Work

Citations

| | |
|---|---|
| 1 | Regional Economic Development, Inc (REDI). (n.d.). <i>Supplier diversity program</i> . https://www.columbiaredi.com/supplier-diversity-program/ . |
| 2 | City of Columbia. (2018). Citizen Self Service. https://energov.como.gov/energov_prod/selfservice#/home |
| 3 | Regional Economic Development, Inc (REDI). (n.d.). <i>Supplier diversity program</i> . https://www.columbiaredi.com/supplier-diversity-program/ . |
| 4 | City of Columbia Community Development Department. 2020. Boone County COVID-19 Long-Term Recovery Plan. https://gocolumbiamo.legistar1.com/gocolumbiamo/meetings/2020/7/3986_A_City_Council_20-07-20_Meeting_Agenda.pdf |
| 5 | City of Columbia Community Development Department. 2020. Boone County COVID-19 Long-Term Recovery Plan. https://gocolumbiamo.legistar1.com/gocolumbiamo/meetings/2020/7/3986_A_City_Council_20-07-20_Meeting_Agenda.pdf |
| 6 | R. Cole, personal communication, July 2021. |

Learn and Earn



Work

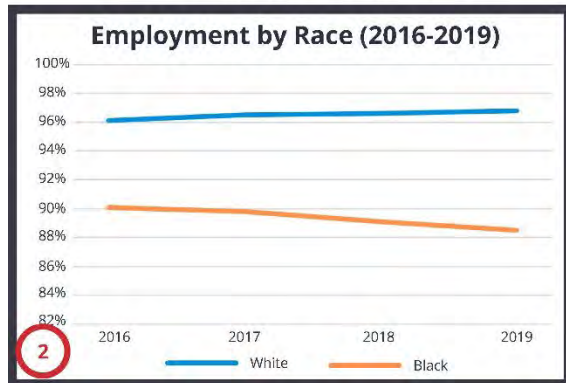
Income

There are many connections between educational attainment and income. Having employment is important. People experiencing periods of unemployment suffer a loss of income in the short term and potentially lower earnings once they find a new job. A job loss and the struggle to find work contributes to a rise in depressive symptoms and anxiety as well as losses in self-esteem, life satisfaction, and sense of control. A parent's job loss can also affect their children, whose academic performance and behaviors suffer. Accessing living wage jobs provides opportunities for work that enable people to meet their families' financial needs, supporting both economic success and feelings of dignity and autonomy.

1

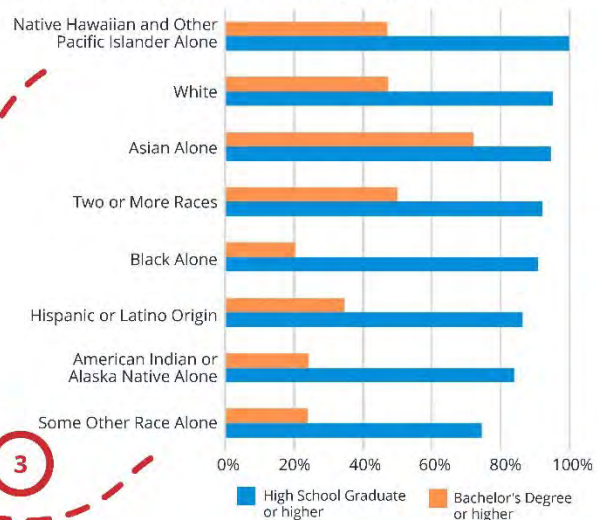


A slowly **widening disparity** exists in employment for **Black and White** members of the labor force.



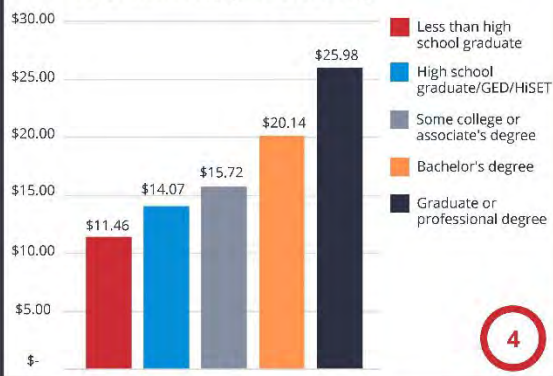
2

Educational Attainment by Race (2015-2019)



3

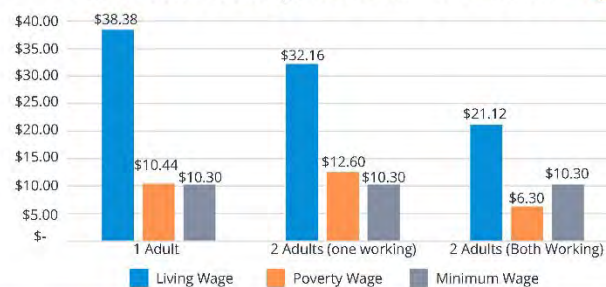
Hourly Earnings by Educational Attainment (2015-2019)



4

The Massachusetts Institute of Technology (MIT) publishes a living wage calculator for each county in the United States. This tool estimates the cost of living in each county typical expenses to meet basic needs. The calculator determine a local wage rate that allows residents to meet minimum standards of living. Typical basic needs expenses included are housing, childcare, medical expenses, taxes, and food.

2021 Living, Poverty, and Minimum Wages for Boone County, MO with 2 Children



5

Many families in Boone County do not earn **living wages**.

Hourly rates of employment often do not provide enough income to provide a living wage within the county. For one adult with two children, the average earnings if those with professional or graduate degrees will not earn enough income to cover typical living expenses. Families with two working adults and two children do not earn a living wage with bachelor's degrees in Boone County.

6



Citations

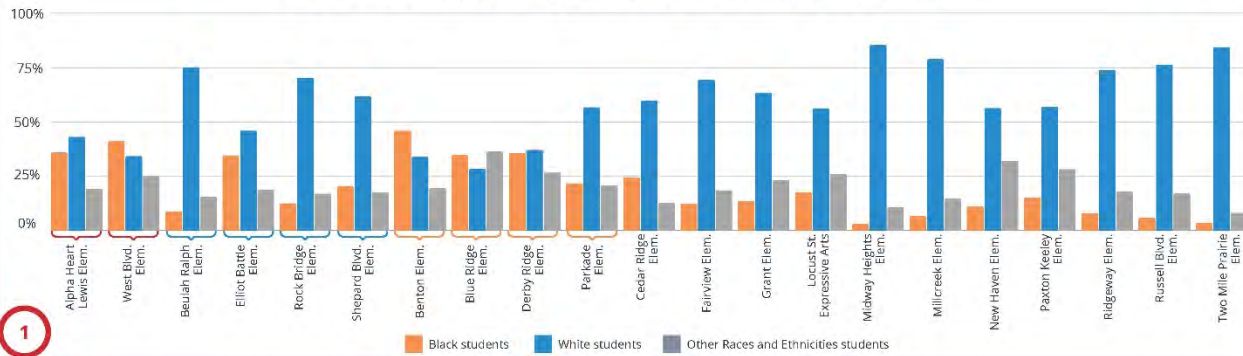
| | |
|----------|---|
| <p>1</p> | <p>Turner, M. A., Acs, G., Brown, S., Solari, C. D., Fudge, K. (2020). <i>Boosting upward mobility: Metrics to inform local action</i>. https://www.urban.org/sites/default/files/publication/102342/boosting-upward-mobility-metrics-to-inform-local-action_1.pdf</p> |
| <p>2</p> | <p>U.S. Census Bureau. (2021). 2019: ACS 5-Year Estimates Data Profiles, Table S2301.</p> |
| <p>3</p> | <p>U.S. Census Bureau. (2021). 2019: ACS 5-Year Estimates Subject Tables, Table S1501.</p> |
| <p>4</p> | <p>U.S. Census Bureau. (2021). 2019: ACS 5-Year Estimates Subject Tables, Table S1501.</p> |
| <p>5</p> | <p>Glasmeier, Amy K. Living Wage Calculator. 2020. Massachusetts Institute of Technology. www.Livingwage.mit.edu</p> |

Learn and Earn



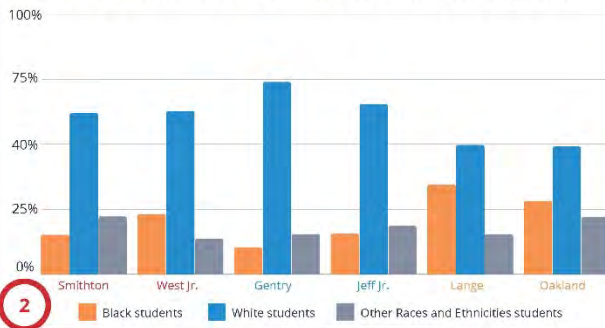
Education

2018 CPS Elementary School Enrollment by Race



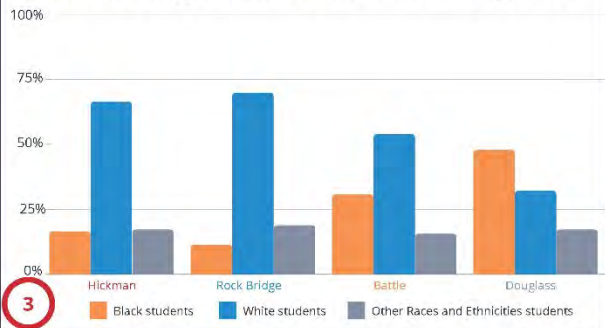
1

2018 CPS Middle School Enrollment by Race



2

2018 CPS High School Enrollment by Race



3

Student Poverty Concentration

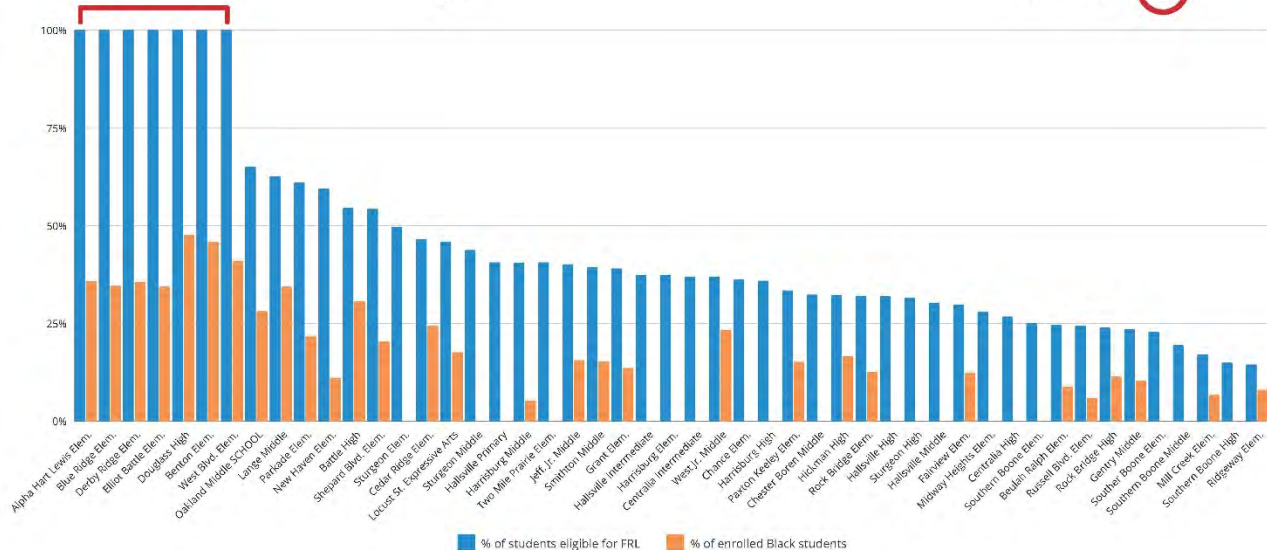
Attending schools that serve high concentrations of students experiencing poverty affect children's long-term mobility prospects. Low-income children and children of color achieve better academic outcomes when they attend more economically and racially diverse schools.

4



A higher proportion of Black students attend schools with the highest Free and Reduced Lunch (FRL) rates.

Percent of Students Eligible for FRL and Black Student Enrollment (2018)



5



Citations

| | |
|---|---|
| 1 | Missouri Department of Elementary and Secondary Education. (2018). <i>Building demographic data 2006-20</i> [Data set]. Missouri Department of Elementary and Secondary Education. https://apps.dese.mo.gov/MCDS/home.aspx |
| 2 | Missouri Department of Elementary and Secondary Education. (2018). <i>Building demographic data 2006-20</i> [Data set]. Missouri Department of Elementary and Secondary Education. https://apps.dese.mo.gov/MCDS/home.aspx |
| 3 | Missouri Department of Elementary and Secondary Education. (2018). <i>Building demographic data 2006-20</i> [Data set]. Missouri Department of Elementary and Secondary Education. https://apps.dese.mo.gov/MCDS/home.aspx |
| 4 | Turner, M. A., Acs, G., Brown, S., Solari, C. D., Fudge, K. (2020). <i>Boosting upward mobility: Metrics to inform local action</i> . https://www.urban.org/sites/default/files/publication/102342/boosting-upward-mobility-metrics-to-inform-local-action_1.pdf |
| 5 | Missouri Department of Elementary and Secondary Education. (2018). <i>Building demographic data 2006-20</i> [Data set]. Missouri Department of Elementary and Secondary Education. https://apps.dese.mo.gov/MCDS/home.aspx |

Learn and Earn



Education

Literacy Rates

1

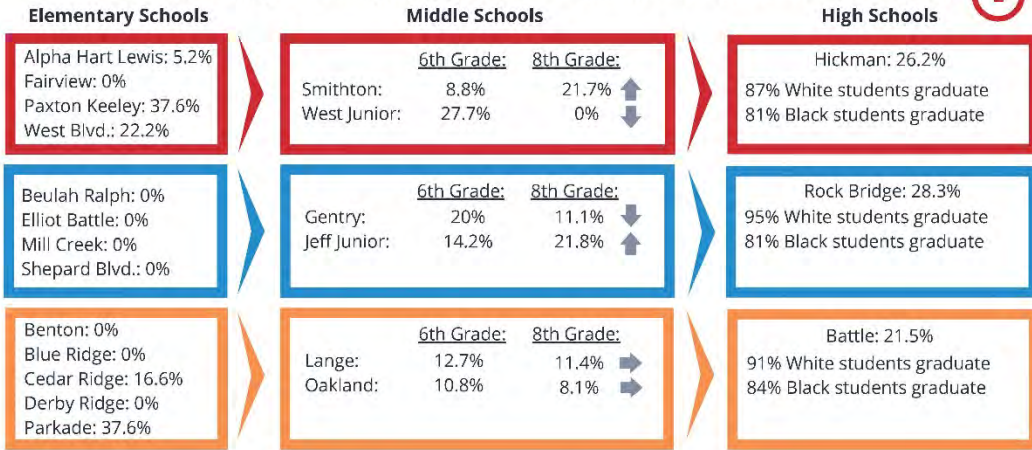
“Feeder patterns” are based on Columbia Public Schools (CPS) district policies on schools students attend from elementary to high school. The buildings below are those reporting any reading outcomes for Black students in 3rd, 6th, 8th, and 11th grade and graduation. Around half of the CPS elementary schools report Black student outcomes.

2018 Proficiency in Reading/Literacy for Black Students Based on CPS Feeder Patterns

2

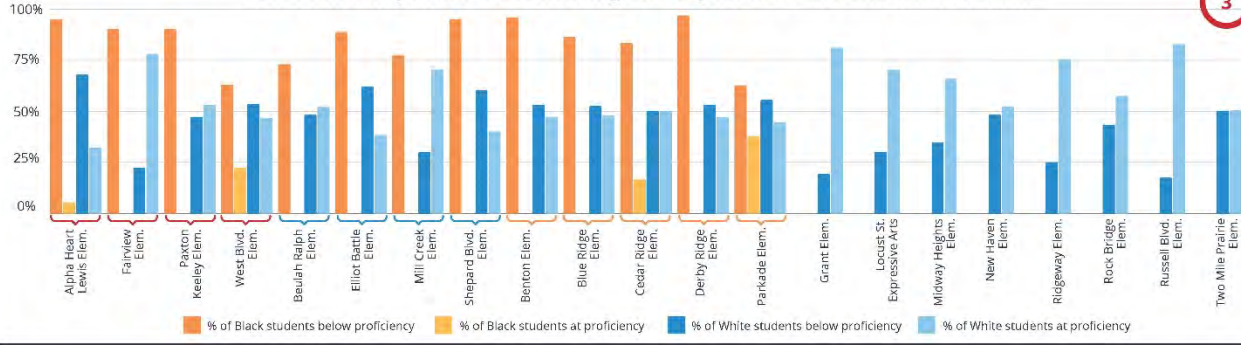
All 21 schools reported proficiency scores for White students. Twelve buildings showed at least half of White students enrolled scoring at least 50% proficient or above.

Of the elementary schools that report Black student outcomes, only four schools report a percentage of Black students reading at proficiency. None of the buildings reported Black students scoring at least 50% or above.

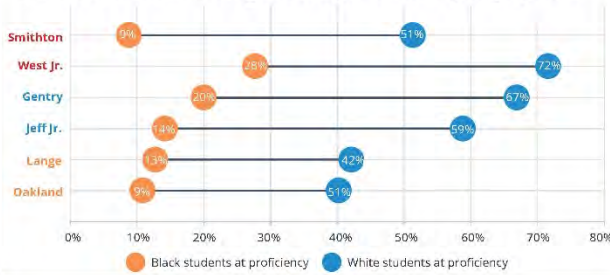


2018 Proficiency in 3rd Grade Reading/Literacy for CPS Black and White Students

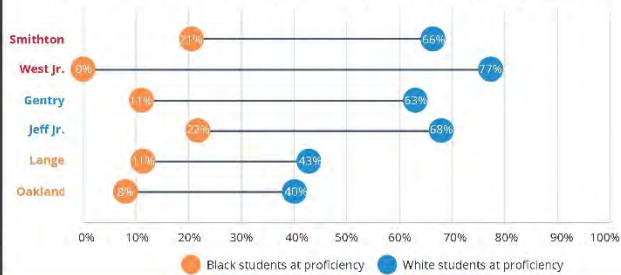
3



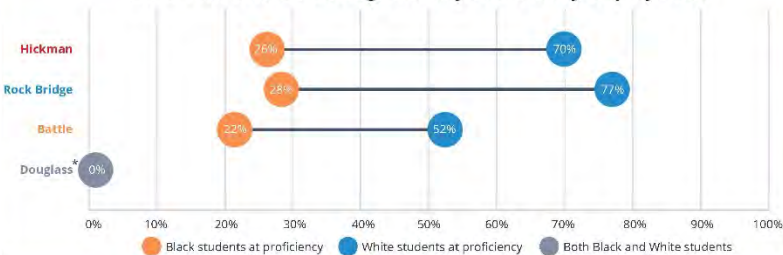
2018 6th Grade Reading/Literacy Proficiency Gap by Race



2018 8th Grade Reading/Literacy Proficiency Gap by Race



2018 11th Grade Reading/Literacy Proficiency Gap by Race



Upon entering 6th grade, some of the gaps between Black and White students continue to grow. However, in some middle schools the gaps do decrease between 6th and 8th grades.



Throughout high school, literacy rates seem to improve. However, gaps still remain between Black and White students. One high school did not report literacy outcomes for any students.

*No 2018 data was reported for Douglass High School



Citations

| | |
|---|---|
| 1 | Columbia Public Schools. (2021). <i>Columbia Public Schools 2021-2022 feeder school pattern</i> . https://www.cpsk12.org/Page/12876 . |
| 2 | Analysis includes data from: Missouri Department of Elementary and Secondary Education. (2018). <i>School -- content area all and disag 2019</i> [Data set]. Missouri Department of Elementary and Secondary Education. https://apps.dese.mo.gov/MCDS/home.aspx ; Missouri Department of Elementary and Secondary Education. (2018). <i>Building adjusted cohort graduation rate</i> [Data set]. Missouri Department of Elementary and Secondary Education. https://apps.dese.mo.gov/MCDS/home.aspx |
| 3 | Missouri Department of Elementary and Secondary Education. (2018). <i>School -- content area all and disag 2019</i> [Data set]. Missouri Department of Elementary and Secondary Education. https://apps.dese.mo.gov/MCDS/home.aspx |

Learn and Earn

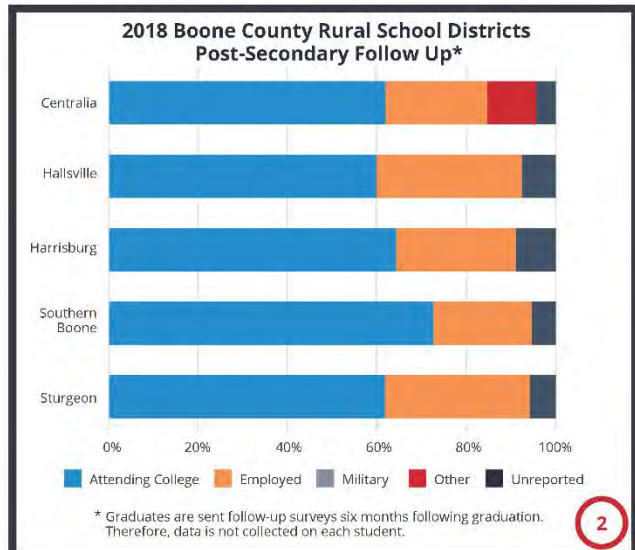
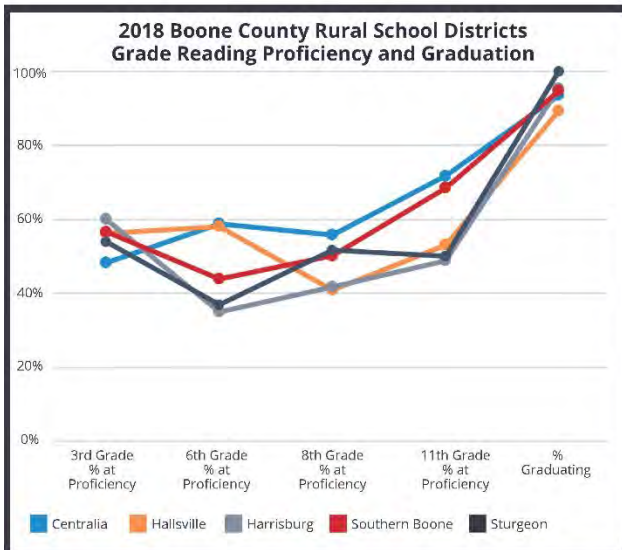
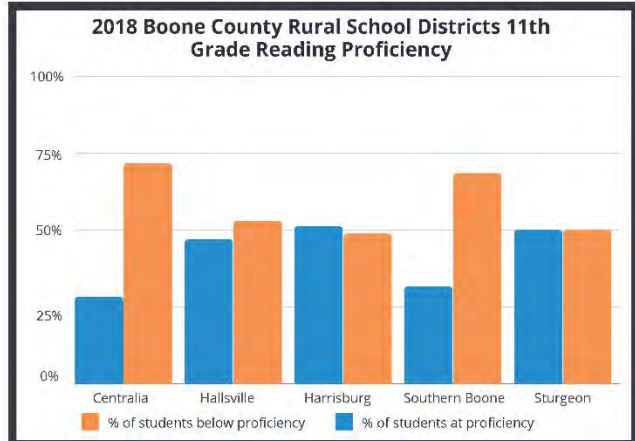
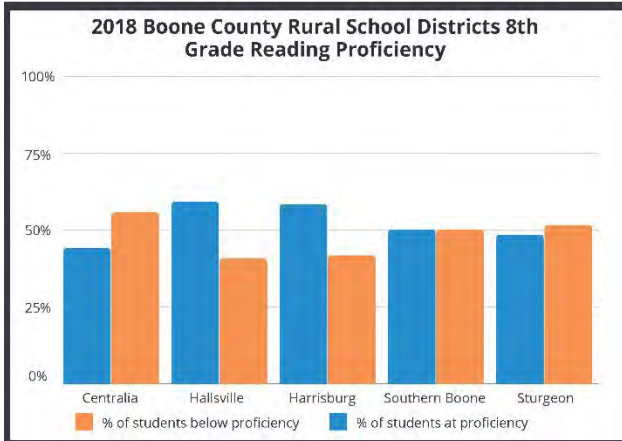
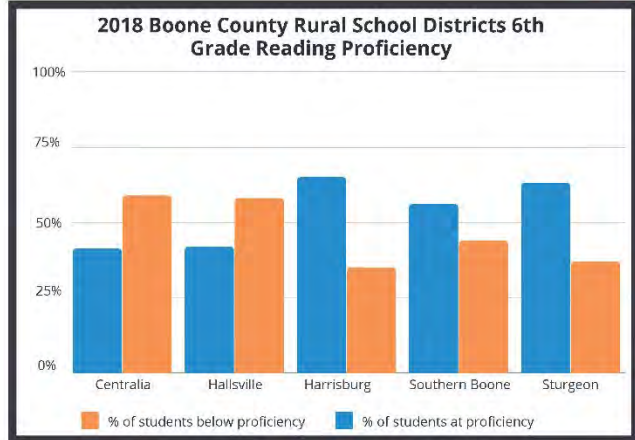
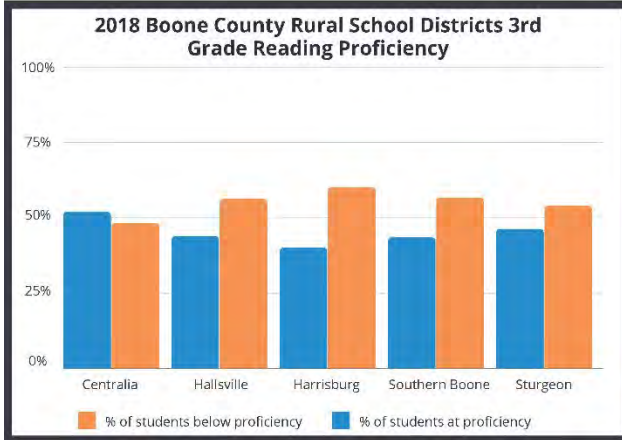


Education

Rural Boone County School Districts

Data is displayed separately from Columbia Public School data for two reasons. First, rural schools play a critical role in improving upward mobility for Boone County. Second, when looking at gaps by race, all rural schools had to have demographic data suppressed to protect confidentiality of students from marginalized populations. Displaying the gap analysis is not possible with the necessary data suppression.

1



2

Learn and Earn



Education

Citations

| | |
|---|---|
| 1 | All Literacy data: Missouri Department of Elementary and Secondary Education. (2018). <i>School -- content area all and disag 2019</i> [Data set]. Missouri Department of Elementary and Secondary Education. https://apps.dese.mo.gov/MCDS/home.aspx |
| 2 | Missouri Department of Elementary and Secondary Education. (2018). <i>District graduate follow-up</i> [Data set]. Missouri Department of Elementary and Secondary Education. https://apps.dese.mo.gov/MCDS/home.aspx |

Learn and Earn

Supportive Communities

Juvenile Office Referrals by Schools

National trends show some students are placed on a path toward future legal issues or incarceration when they are “funneled out of public schools and into the juvenile justice system.” Connecting juvenile referrals by buildings within Columbia Public Schools can show the interconnections between the juvenile office and schools. 1

This chart mirrors the structure of the Feeder Chart displayed when looking at literacy gaps within Columbia Public Schools. Additional buildings were added if they had referred students to the juvenile office. Some schools were removed that did not make any referrals in 2018. The + symbol indicates overrepresentation of Black youth in referrals from each building. 2

Elementary School

- Alpha Hart Lewis: +
- Fairview: +
- Grant: +
- Paxton Keeley:
- Russell: +
- West Blvd.: +

- Shepard Blvd.: +
- Locust Street
- Expressive Arts: +

- Benton: +
- Blue Ridge:
- Cedar Ridge: +
- Derby Ridge: +
- Parkade: +

Middle School

- Smithton: +
- West Jr.: +

- Gentry: +
- Jeff Jr.: +

- Lange: +
- Oakland: +

High School

- Hickman: +

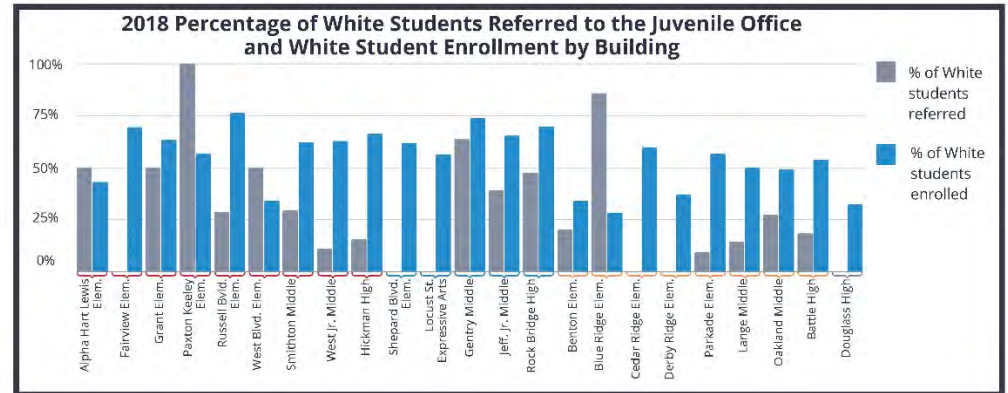
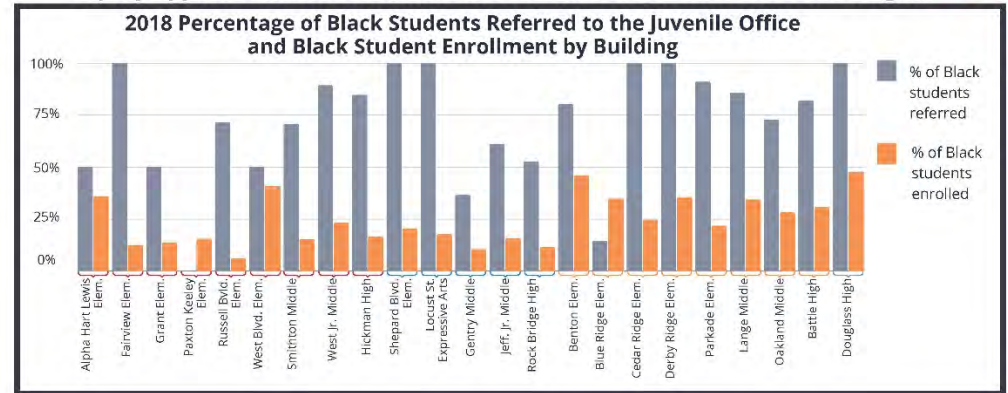
- Rock Bridge: +

- Battle: +

- Dougllass: +

In the graphs below, the data in gray is the percentage of students reflected in referrals to the juvenile office from that specific building. The data in orange or blue represents the percentage of children of different race/ethnicity enrolled in each building. 3

Equity appears in instances where the columns are close to the same height.



Learn and
Earn



Supportive
Communities

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| | |
|---|---|
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| 3 | Analysis includes data from: Missouri Department of Elementary and Secondary Education. (2018). Building demographic data [Data set]. Missouri Department of Elementary and Secondary Education. https://apps.dese.mo.gov/MCDS/home.aspx ; Office of State Court Administrator, Court Business Services Division. (2015-2020). Boone referrals [Unpublished data set]. Office of State Court Administrator. |

Supportive Communities



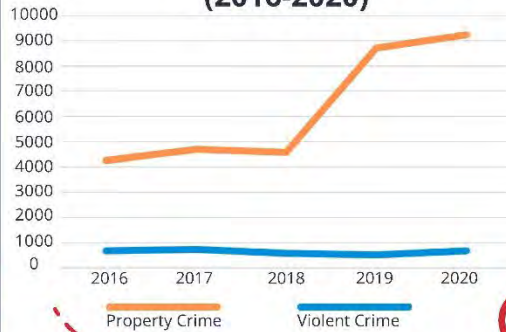
Safety

Exposure to Crime

Exposure to crime as a victim or within a community is associated with elevated levels of stress, depression, and anxiety in both youth and adults. Teens who are exposed to higher levels of violent crime are more likely to engage in criminal activity themselves.

1

Counts of Crimes in Boone County (2016-2020)



In Boone County, the count of **violent crimes** has remained stable since 2016. During the same period, the count of **property crime** has increased 117%.

2

Overly Punitive Policing

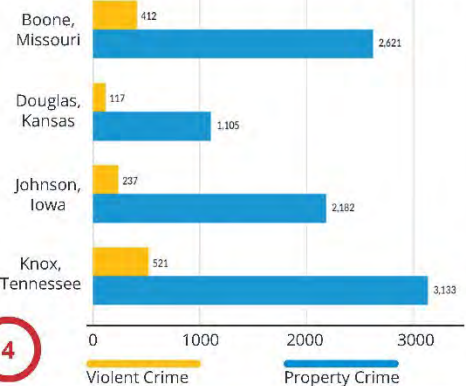
In Boone County, the 13th Circuit receives referrals to the juvenile office through law enforcement, school personnel, and parents for juvenile delinquency and status offenses. Delinquency referrals are made when youth violate the Missouri Criminal Code and municipal ordinances. Status offenses are acts that are only illegal for children and youth under 18. Referrals received often show an overrepresentation of youth of color.

3



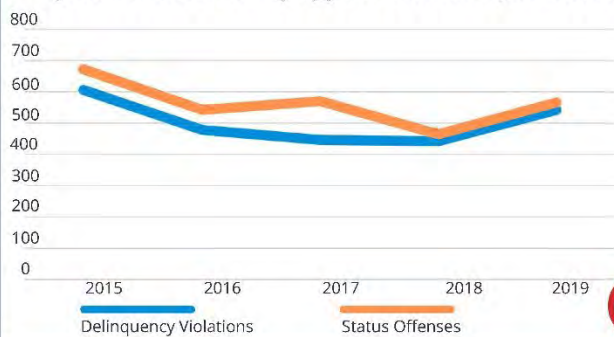
How does Boone County compare to other communities?

Rates of Reported Crime (per 100,000 people)



4

Juvenile Referrals by Type of Violation (2015-2019)

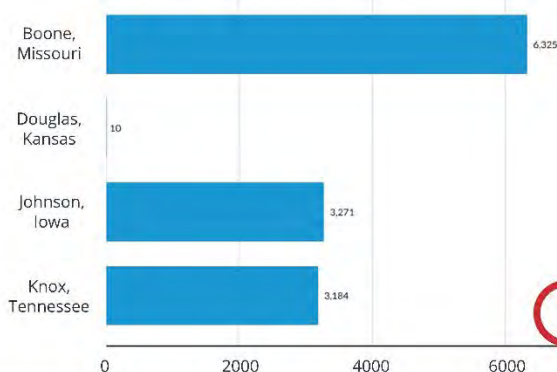


5



Over the past 5 years, referrals of youth to the Juvenile Office had been decreasing until 2019. Both **delinquency violations** and **status offenses** increased throughout 2019. 2020 data is being omitted to due the impact of the COVID-19 pandemic.

Rate of Juvenile Justice Arrests (per 100,000 juveniles)



7

6

5.532

Average unofficial Relative Rate Index for Black youth in Boone County from 2015-2019

The Relative Rate Index (RRI) shows representation at various contact points in the juvenile justice system. This is the rate of activity involving minority youth divided by the rate of activity involving majority youth.

8

Supportive Communities



Safety

Citations

| | |
|---|--|
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| 2 | Missouri State Highway Patrol. (2021). <i>Crime in Missouri</i> [Data set]. Missouri State Highway Patrol https://showmecrime.mo.gov/CrimeReporting/CrimeReportingTOPS.html |
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| 4 | Federal Bureau of Investigations (FBI) Uniform Crime Statistic (UCR) Crime in the United States data series (via ICPSR), 2017; American Community Survey, 2017 (1-yr); New York State Division of Criminal Justice Services County Index Crime Rates, 2017 |
| 5 | Thirteenth Judicial Circuit, Family Court Services – Juvenile Division. (2019). <i>2019 annual report</i> . https://www.courts.mo.gov/hosted/circuit13/documents/JuvDiv2019AnnualReport.pdf |
| 6 | Office of State Court Administrator, Court Business Services Division. (2015-2020). <i>Boone referrals</i> [Unpublished data set]. Office of State Court Administrator. |
| 7 | Federal Bureau of Investigations (FBI) Uniform Crime Statistic (UCR) Crime in the United States data series (via ICPSR), 2016; American Community Survey, 2016 (1-yr) |
| 8 | Missouri Juvenile Justice Association. (2021). <i>How DMC is measured</i> . https://mjja.org/resources/disproportionate-minority-contact/how-dmc-is-measured/ |

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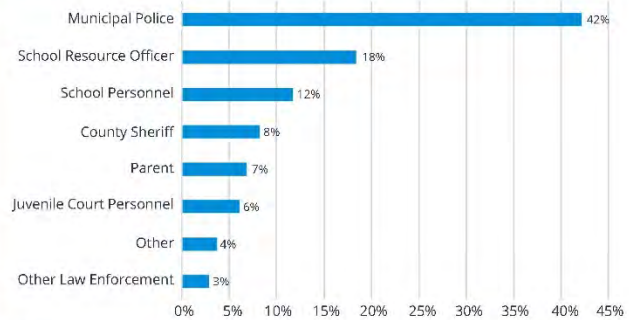
Safety

Where does this disproportionality come from?

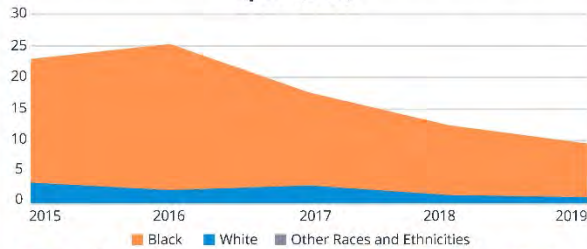
1

Entities who refer youth to the Juvenile Office include juvenile court personnel, school resource officers, law enforcement agencies, and others. Most referrals come from Municipal Police in Boone County. This includes local law enforcement agencies from communities including Ashland, Centralia, Columbia, Hallsville, and Sturgeon.

Referral Sources to Juvenile Office (2015-2019)

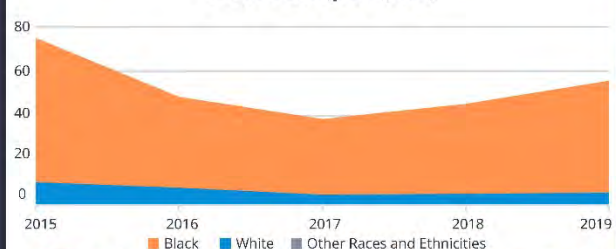


Juvenile Court Personnel Referral Rates, 2015-2019 (per 1,000)



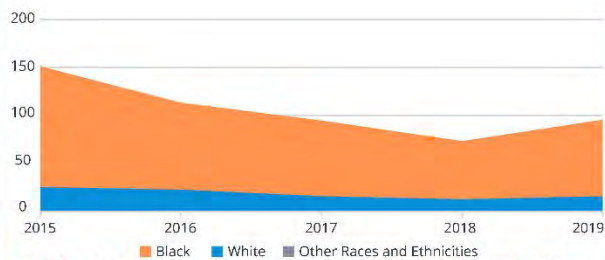
On average, Black youth are **8.3 times more likely** to be referred to the Juvenile Office by Juvenile Justice Personnel than White youth.

School Resource Officer Referral Rates, 2015-2019 (per 1,000)



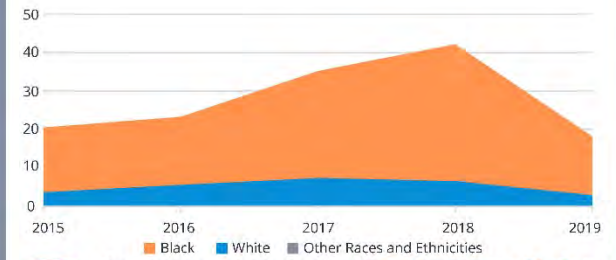
On average, Black youth are **7.8 times more likely** to be referred to the Juvenile Office by School Resource Officers than White youth.

Municipal Police Referral Rates, 2015-2019 (per 1,000)



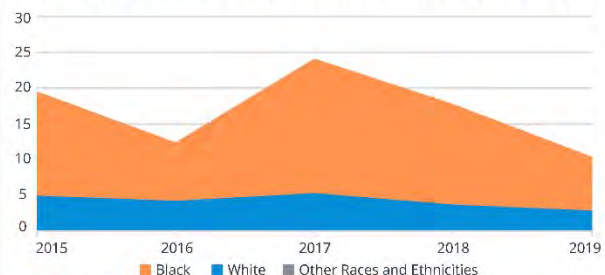
On average, Black youth are **5.7 times more likely** to be referred to the Juvenile Office by Municipal Police than White youth.

School Personnel Referral Rates, 2015-2019 (per 1,000)



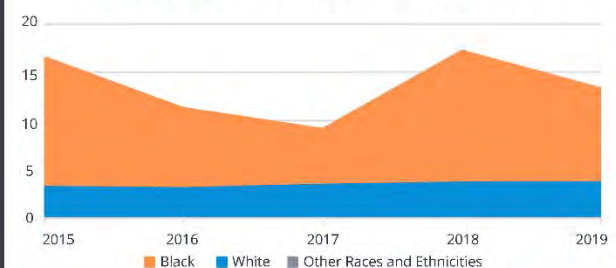
On average, Black youth are **5.4 times more likely** to be referred to the Juvenile Office by School Personnel than White youth.

County Sheriff Referral Rates, 2015-2019 (per 1,000)



On average, Black youth are **4 times more likely** to be referred to the Juvenile Office by the Boone County Sheriff's Office than White youth.

Parent Referral Rates, 2015-2019 (per 1,000)



On average, Black youth are **3.9 times more likely** to be referred to the Juvenile Office by their parents than White youth.

Supportive Communities



Safety

Citations

1

Office of State Court Administrator, Court Business Services Division. (2015-2020). *Boone referrals* [Unpublished data set]. Office of State Court Administrator.

Supportive Communities



Exposure to Trauma

Exposure to Trauma

Early exposure to trauma undermines brain development, socioemotional development, ability to develop secure attachments, emotion regulation, sense of agency, and self-efficacy. Exposure in childhood and adolescence can result in impaired cognitive development, language development, and overall academic achievement.

1

Within the Mobility Metrics, the Adverse Childhood Experiences (ACES) Scale is used to understand a community's exposure to trauma. This scale measures childhood exposure to different types of trauma such as psychological, physical, or sexual abuse.



Data is not available for Boone County

Adverse Childhood Experiences

In recent decades, we are becoming more aware of the powerful connection between childhood experiences, and mental and physical health. Between 1995-97, the CDC-Kaiser Permanente conducted one of the largest studies on the role of adverse childhood experiences (ACEs) on adult health and behaviors toward wellbeing. Over 17,000 Southern California medical providers included a survey with health exams, mostly to White, middle class patients participating in Kaiser employee health maintenance plan. The survey collected data related to childhood experiences falling under three main headings. **ACE scores are calculated by adding the number of adverse childhood experiences.**

Sources of ACEs

Household Dysfunction

Abuse

Neglect

2

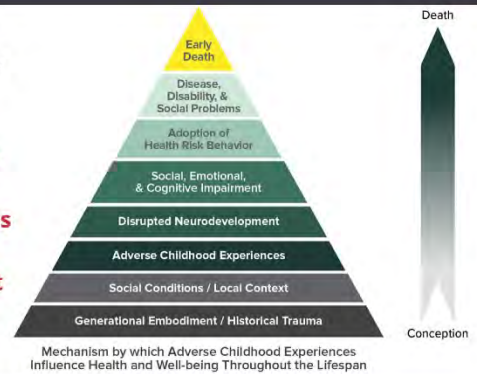
Findings showed that 2/3 of individuals in the study had an ACE score of one and 87% of people scoring one had more meaning ACEs are common, and are less likely to appear through just one trauma. As ACE scores get higher, so do the risks of health and social problems. Once individuals hit an ACE score of four or higher, the outcomes become more serious.



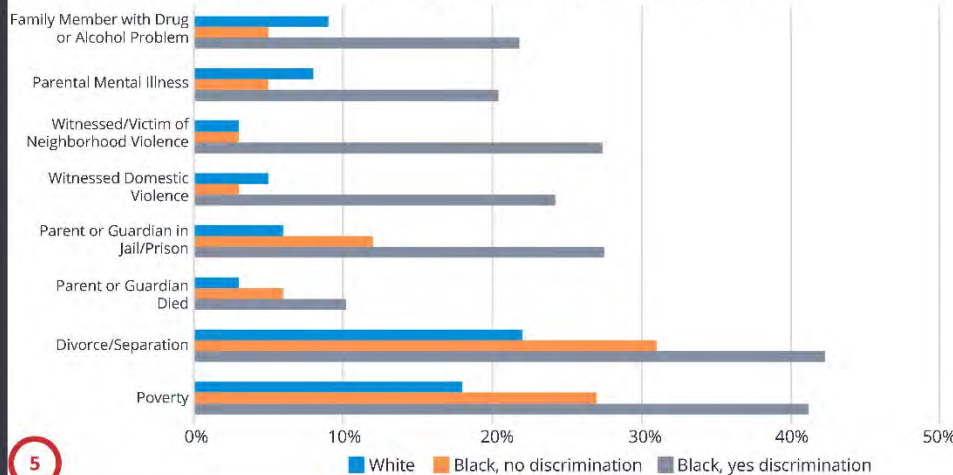
3

Over the lifespan, ACEs can influence health behaviors leading to early death. People with six or more ACEs died nearly 20 years earlier on average than those without ACEs.

4



Differences Among Children Experiencing ACEs



5



Studies are increasingly including systemic racism as an ACE category due to disparities coming from the data. Research shows score differences among children with ACEs who were White, Black (not reporting experiences in individual racism) and Black (reporting experiences in individual racism).

Supportive Communities



Exposure to Trauma

Citations

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|---|--|
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Supportive Communities



Housing Segregation

Racial Diversity

1

Neighborhoods that are segregated by race and ethnicity perpetuate exclusion and prevent people of different races and ethnicities from building the social ties that foster mutual respect, dignity, and belonging.

Timeline

2 City segregation codes becomes illegal as a result of the Buchanan v. Warley Supreme Court case. Legal residential segregation moves into deeds and contracts.

1917

3 Corrigan v. Buckley explicitly allows racially restrictive covenants to be set up among parties entering into property agreements of their own volition.

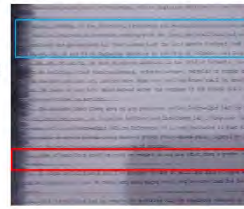
4 The Federal Housing Administration begins red lining program, which refused to back loans to Black people or other people who lived near Black people.

1926

1934

Neighborhood Segregation Becomes Entrenched

The City of Columbia utilized racially restrictive language to ensure the heterogenous separation of races as expected during this era of white supremacy. White neighborhoods and subdivisions were erected during the late 1920's in parts of the city where plots of land were most valuable and affordable. Black residents were forced to take up residence in designated areas like Flat Branch and Douglass where white flight or migration to newly developed subdivisions initiated neighborhood segregation.



From the archives of the University of Missouri Library, there is record of specific language known as racial restrictive covenants that was written into deeds of trust during the transaction of ownership of homes sold during

the turn of the 20th century. This language made it so that members of the white race would be the only occupiers of land sold and financed by banks or even government agencies in certain instances. Any member of a minority race or religious sect that was not accepted was excluded from participation in the transference of property due to the racially restrictive language used in deeds.

The Sharp End District

Blacks were not allowed to patronize white business establishments this resulted in the growth of the historic Sharp End Business District, which ran along Walnut St. between 4th and 6th streets (Thomas, 2015). The success of the Sharp End District allowed for Black residents to maintain a vibrant community in the midst of exclusion and a lack of investment by city officials.

1948

5 Shelley v. Kraemer - Racially restrictive covenants are rendered unenforceable. (May 3, 1948)

6 Columbia voters approve the formation of the Land Clearance Redevelopment Authority.

1956

Urban Renewal Begins

However by 1956, "Urban Renewal" was underway due to government funding received through a land clearance redevelopment authority, and many of the Black residents of both Douglass and Flat Branch areas were advised that their property was condemned and would be torn down to make way for public housing among other public projects (Thomas, 2015). Due to eminent domain laws forcibly removing those who refused to sell and leave, many of the Black residents were displaced without fair compensation for their homes or resource to rebuild their businesses.



7 You can read the full article discussing Sharp End by using this QR code. **Sharp End: The Sorrid History of Race, Space, and Inequality in Columbia, Missouri** by James Thomas, PhD.

8 Fair Housing Act renders racially restrictive covenants illegal.

1968

9 A letter is drafted from Columbia Ministerial Alliance requesting the establishment of a Commission on Human Rights and Community Relations (HRC). On October 16, 1961, Columbia's City Council establishes the Commission on Human Rights and Community Relations.

1968

10 On January 15, 1968, Mayor George Nickolaus proposed ordinance #3453 to prohibit discriminatory practices in the rental, leasing, sale, financing, or showing and advertising of dwelling units, commercial units or real property. On March 19, 1968, Columbia voters defeated the open housing ordinance.

11 George Nickolaus' term as mayor ends. On June 25, 1969, Mrs. Carol Simpson appeared before the City of Columbia's HRC to make a complaint of discrimination in housing based on race. The City Council passed a motion to have the HRC investigate this matter and work out a reconciliation.

1969

1970

12 City of Columbia City Council approved a fair housing ordinance.

14

Supportive Communities



Housing Segregation

Citations

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|----|--|
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| 8 | City of Columbia Housing Programs Division. (2019). <i>Analysis of impediments to fair housing choice: Affirmatively furthering fair housing</i> . https://www.como.gov/community-development/housing-programs-division/ |
| 9 | Thomas, J. M. (2015). <i>Sharp end: the sordid history of race, space, and inequality in Columbia, Missouri</i> . Politics and Pedagogy. https://jamesmichaelthomas.wordpress.com/2015/11/13/sharp-end-the-sordid-history-of-race-space-and-inequality-in-columbia-missouri/ . |
| 10 | City of Columbia Housing Programs Division. (2019). <i>Analysis of impediments to fair housing choice: Affirmatively furthering fair housing</i> . https://www.como.gov/community-development/housing-programs-division/ |
| 11 | Brekhus, R. (n.d.). <i>Primary sources in African-American history: Racial restrictions in Columbia, MO</i> . https://libraryguides.missouri.edu/af-am-history/columbia-racial-restrictions . |
| 12 | City of Columbia Housing Programs Division. (2019). <i>Analysis of impediments to fair housing choice: Affirmatively furthering fair housing</i> . https://www.como.gov/community-development/housing-programs-division/ |
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Supportive Communities

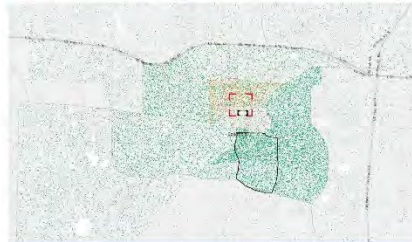


Housing Segregation

1970 - Present Day

According to data from the U.S. Census, there were a total of 3,863 Blacks living in Columbia in 1970. More than half (~56%) were concentrated in Tract 8, which encompassed the former Douglass neighborhood. This can be seen by noting the orange dots within the map. Each dot represents two people. Orange dots represent Black Columbians and green dots represent White Columbians.

Racial Dot Map, Columbia, MO 1970



This map shows how Black Columbians were concentrated north of the Douglass Neighborhood which was razed during the Urban Renewal projects.

Average Gross Monthly Rent, Black-Occupied Units, Columbia, MO 1970



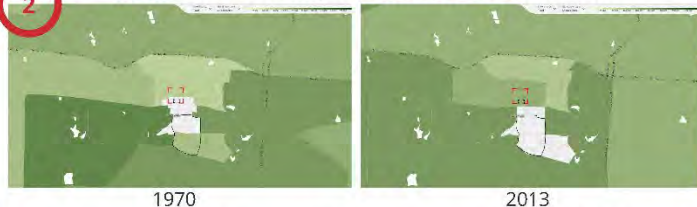
By the 1970's, Black Columbia residents in the Central City/downtown saw a gross monthly rent composite that was higher than other renters in the same area.

Gross Monthly Rent for Blacks vs Composite Gross Monthly Rent, Columbia, MO 1970



Black residents paid between 1.3 - 1.4 times the rate for rent than other residents in the same areas.

2 Median Home Value, Columbia, MO 1970 vs 2013



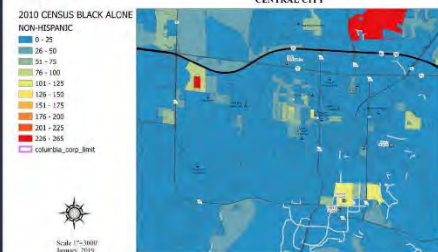
The neighborhood value remained relatively low in these areas, disadvantaging Black residents potential for economic growth. Black residents were not able to build wealth over time as a result of contributing factors like realtor malfeasance and other covert tactics.

Present Day

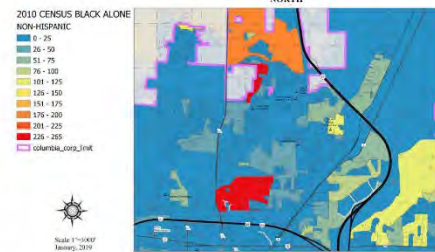
The effects of racially restrictive language in deeds along with the sanctioned urban renewal initiatives devastated many of the Black residents in the City of Columbia over time. **Today, it is clear that the aftermath of policy decisions has resulted in Columbia being segregated along socio-economic and racial lines.**

Patterns are revealing that Black residents seem to be moving to the North and East.

3 African Americans by Census Block
CITY OF COLUMBIA, MISSOURI

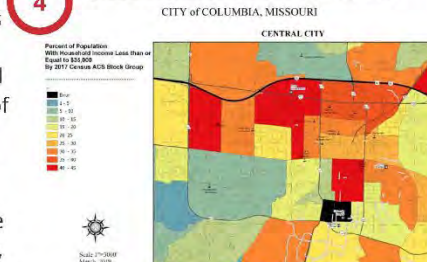


African Americans by Census Block
CITY OF COLUMBIA, MISSOURI



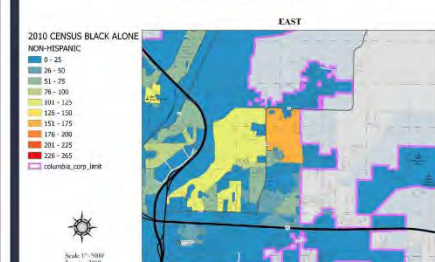
Within Columbia, the Central City has a high percentage of individuals with low incomes. In the areas directly impacted by Urban Renewal and the subsequent displacement of Black residents, there are still ongoing high rates of low incomes. The history behind housing or neighborhood segregation in Boone County has spanned many decades, and for residents of color it is common to see the detrimental consequences of this phenomenon.

4 Income Less Than or Equal to \$35,000
CITY OF COLUMBIA, MISSOURI



Many Black residents are moving away from the Central City/downtown area in Columbia.

African Americans by Census Block
CITY OF COLUMBIA, MISSOURI





Citations

| | |
|---|---|
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Supportive Communities



Local Governance & Neighborhoods

Local Governance

A key source of power at both individual and community levels stems from exercising political influence over decisions affecting the community. Some research suggests that people who participate in politics feel more empowered and have higher life satisfaction and that children whose parents are politically engaged are more likely to become politically active themselves as they grow up.

1



64%

of voting-eligible Boone County residents voted in the 2016 General Election

2



Adequate data does not exist nor is readily available to assess the extent to which groups are represented by leaders who match their race/ethnicity.

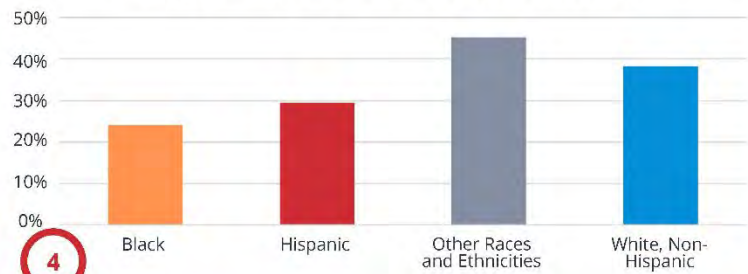
People may feel more able to exercise power when the demographic characteristics of elected officials matches their constituents. Research has found that Black individuals who are represented by Black elected officials are more likely to be interested in and to vote in an election and to feel they have a say in what government does.

Neighborhoods

Economic segregation limits families' choices about where to live; blocks access to opportunities; and creates neighborhoods of concentrated poverty and distress, which undermine long-term educational, employment, and earnings outcomes for children.

3

Percentage of Individuals Experiencing Poverty Living in High Poverty Neighborhoods



4

Belongingness

A person's sense of belonging is associated with better health outcomes and negatively associated with emotional distress, suicide, mental illness, and depression. A sense of belonging in school contributes to positive academic outcomes, low absenteeism, higher completion rates, positive attitudes toward learning, and higher academic self-efficacy, and less disruptive behavior, emotional distress, and risky behavior.

5



There is no available data systematically collected on these areas in Boone County.

Social Capital

The resources provided by one's social network include social supports from close relations and access to information and other resources from extended relationships. Research finds positive relationships between social capital and education, child well-being, lower crime, health, tolerance, happiness, and economic and civic equality. Social capital is also connected with the networks required to access employment. Individuals who are well-networked are more likely to have information about existing resources and opportunities.

6



There is no available data systematically collected on these areas in Boone County.



Citations

| | |
|---|--|
| 1 | Turner, M. A., Acs, G., Brown, S., Solari, C. D., Fudge, K. (2020). <i>Boosting upward mobility: Metrics to inform local action</i> . https://www.urban.org/sites/default/files/publication/102342/boosting-upward-mobility-metrics-to-inform-local-action_1.pdf |
| 2 | Massachusetts Institute of Technology (MIT) Election Data and Science Lab, 2016; American Community Survey (Citizen Voting Age Population (CVAP) Special Tabulation), 2016 (5-yr) |
| 3 | Turner, M. A., Acs, G., Brown, S., Solari, C. D., Fudge, K. (2020). <i>Boosting upward mobility: Metrics to inform local action</i> . https://www.urban.org/sites/default/files/publication/102342/boosting-upward-mobility-metrics-to-inform-local-action_1.pdf |
| 4 | American Community Survey, 2018 (5-yr) |
| 5 | Turner, M. A., Acs, G., Brown, S., Solari, C. D., Fudge, K. (2020). <i>Boosting upward mobility: Metrics to inform local action</i> . https://www.urban.org/sites/default/files/publication/102342/boosting-upward-mobility-metrics-to-inform-local-action_1.pdf |
| 6 | Turner, M. A., Acs, G., Brown, S., Solari, C. D., Fudge, K. (2020). <i>Boosting upward mobility: Metrics to inform local action</i> . https://www.urban.org/sites/default/files/publication/102342/boosting-upward-mobility-metrics-to-inform-local-action_1.pdf |

Supportive Communities



Strong & Healthy Families

Point in Time Count

Annually, each community completes a point in time count to assess the number of individuals experiencing homelessness in that area.



Sheltered Homelessness:

An individual or family in emergency shelters and transitional housing projects must be counted as sheltered homeless persons.



Unsheltered Homelessness:

An individual or family who lacks a fixed, regular, and adequate nighttime residence, meaning: sleeping in a place not designed for or ordinarily used as a regular sleeping accommodation, including a car, park, abandoned building, bus or train station, airport, camping ground, or other place not meant for human habitation.

5

Housing Stability

Housing instability and homelessness contribute to unemployment and financial insecurity and undermine both physical and emotional health. They also represent extreme manifestations of powerlessness and loss of belonging.



Individuals experiencing sheltered and unsheltered homelessness has remained relatively stable throughout 2015 - 2020.

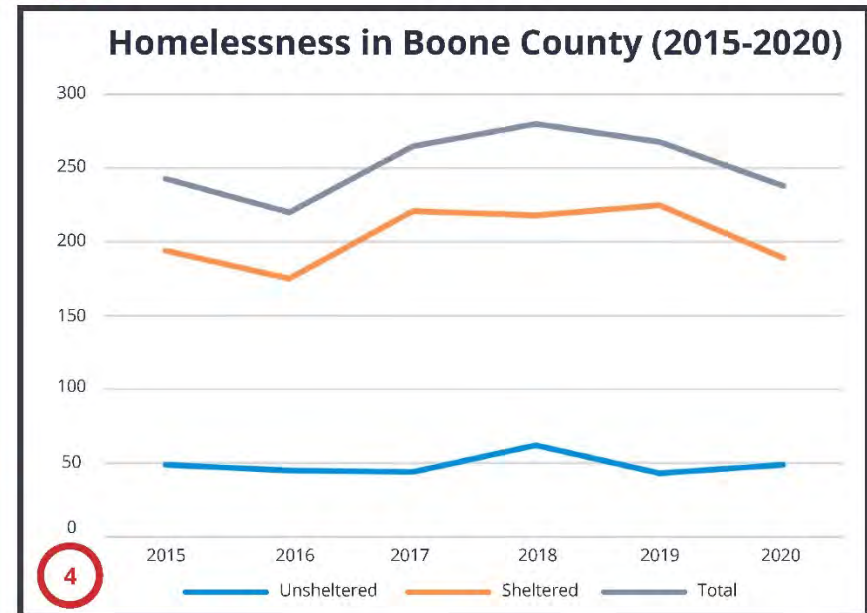
1

2 In 2020,
281
individuals received homelessness prevention services

\$193,756
spent on families to receive homelessness prevention services

\$150,271
was spent on rental payment assistance

3



Boone County has worked on functionally ending homelessness in Boone County since 2015 through the Functional Zero Task Force (FZTF). In 2018, FZTF became Boone County's standalone homelessness coalition and ran the community's efforts of Coordinated Entry into housing services.

6

Supportive Communities



Strong & Healthy Families

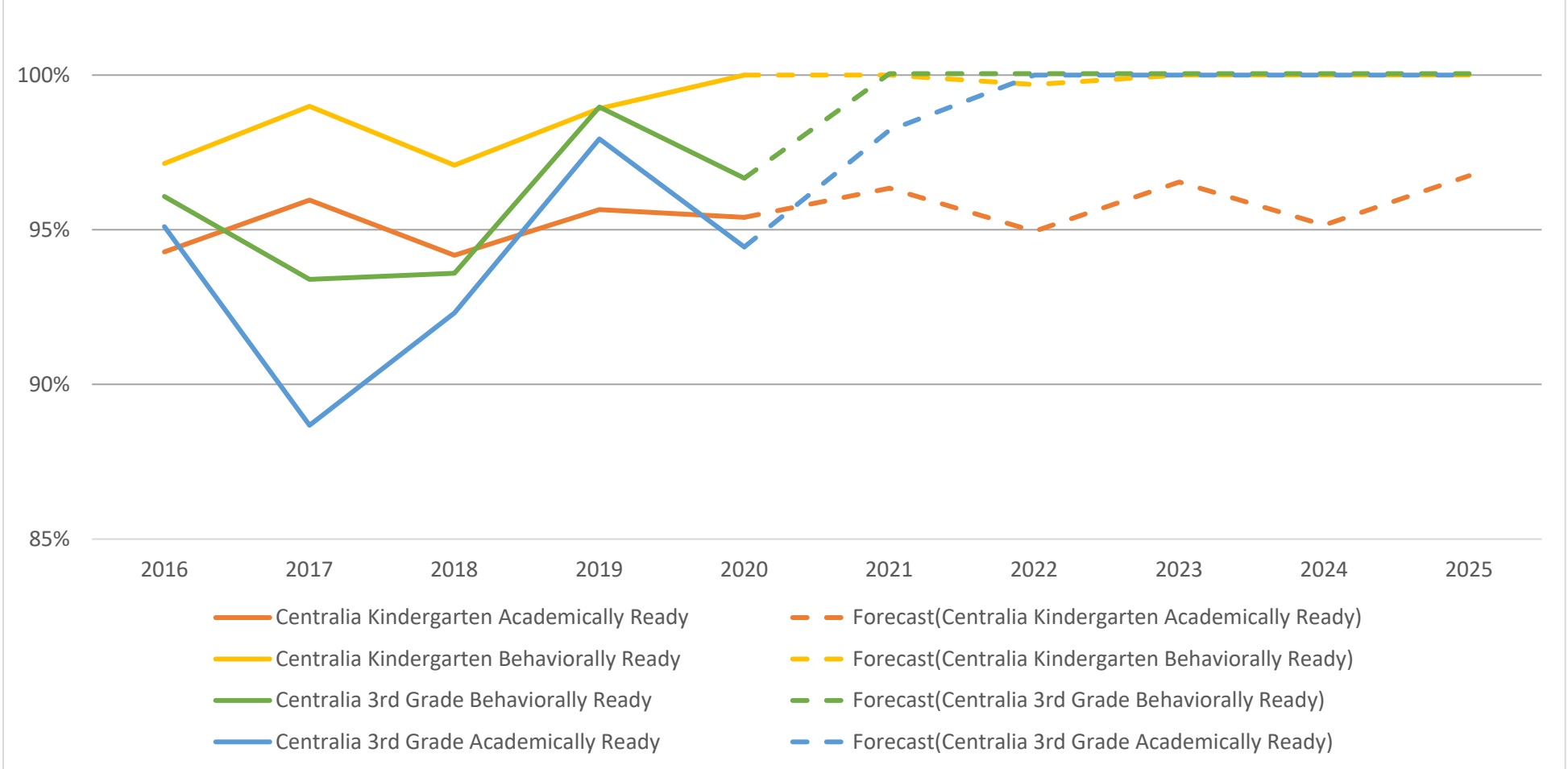
Citations

| | |
|---|---|
| 1 | Turner, M. A., Acs, G., Brown, S., Solari, C. D., Fudge, K. (2020). <i>Boosting upward mobility: Metrics to inform local action</i> . https://www.urban.org/sites/default/files/publication/102342/boosting-upward-mobility-metrics-to-inform-local-action_1.pdf |
| 2 | Institute for Community Alliances (2020). <i>Services provided</i> [Unpublished raw data]. Institute for Community Alliances. |
| 3 | Institute for Community Alliances (2020). <i>Boone County data</i> [Unpublished raw data]. Institute for Community Alliances. |
| 4 | Boone Indicators Dashboard. <i>Homelessness</i> [Data set]. Missouri Balance of State Continuum of Care. http://booneindicators.org/IndicatorView.aspx?id=4897 |
| 5 | Missouri Balance of State Continuum of Care. (2020). <i>Missouri Balance of State Point-in-Time Count</i> . https://www.moboscoc.org/copy-of-pit-count-reports |
| 6 | S. Hollis, Personal Communication, July 27, 2021 |

Appendix D – Early Grade Literacy Indicators Data

The following contains all selected indicators data provided to the Early Grade Literacy workgroup.

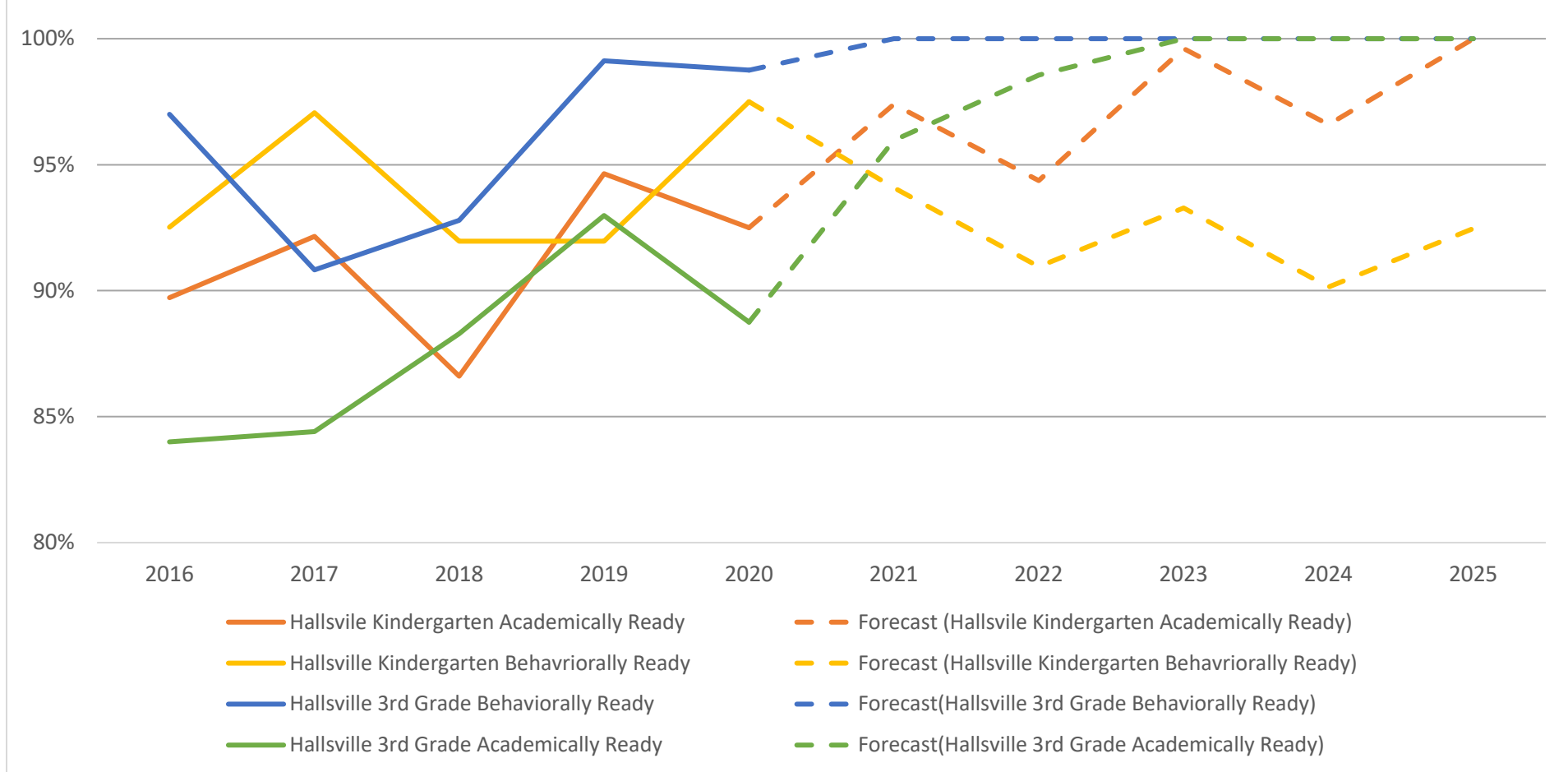
Percent of Centralia Kindergarten & 3rd Grade Students Rated as 'Ready for Their Grade' by Teachers, 2016-2025



Note: This data is provided by the Family Access Center of Excellence (FACE) School Based Services through the Boone County Student Checklists. Since 2016, this organization has administered social emotional, behavioral, and academic assessment surveys to all students within Boone County Schools. Additionally, teachers complete a survey on each student within their class. The data presented here include the teacher report for kindergarten and third grade students assessing if the students in their classes are academically or behaviorally ready for their grade. These data are displayed by year and a forecasted trend begins in 2020. Data collected in 2020 do not have race/ethnicity data available and 2021 data will be available in summer 2022. Please note the axis labels begin at 85% and not 0% to better display data.

Source: Boone County Schools Mental Health Coalition 2016-2020 Teacher Report readiness items [Data set].

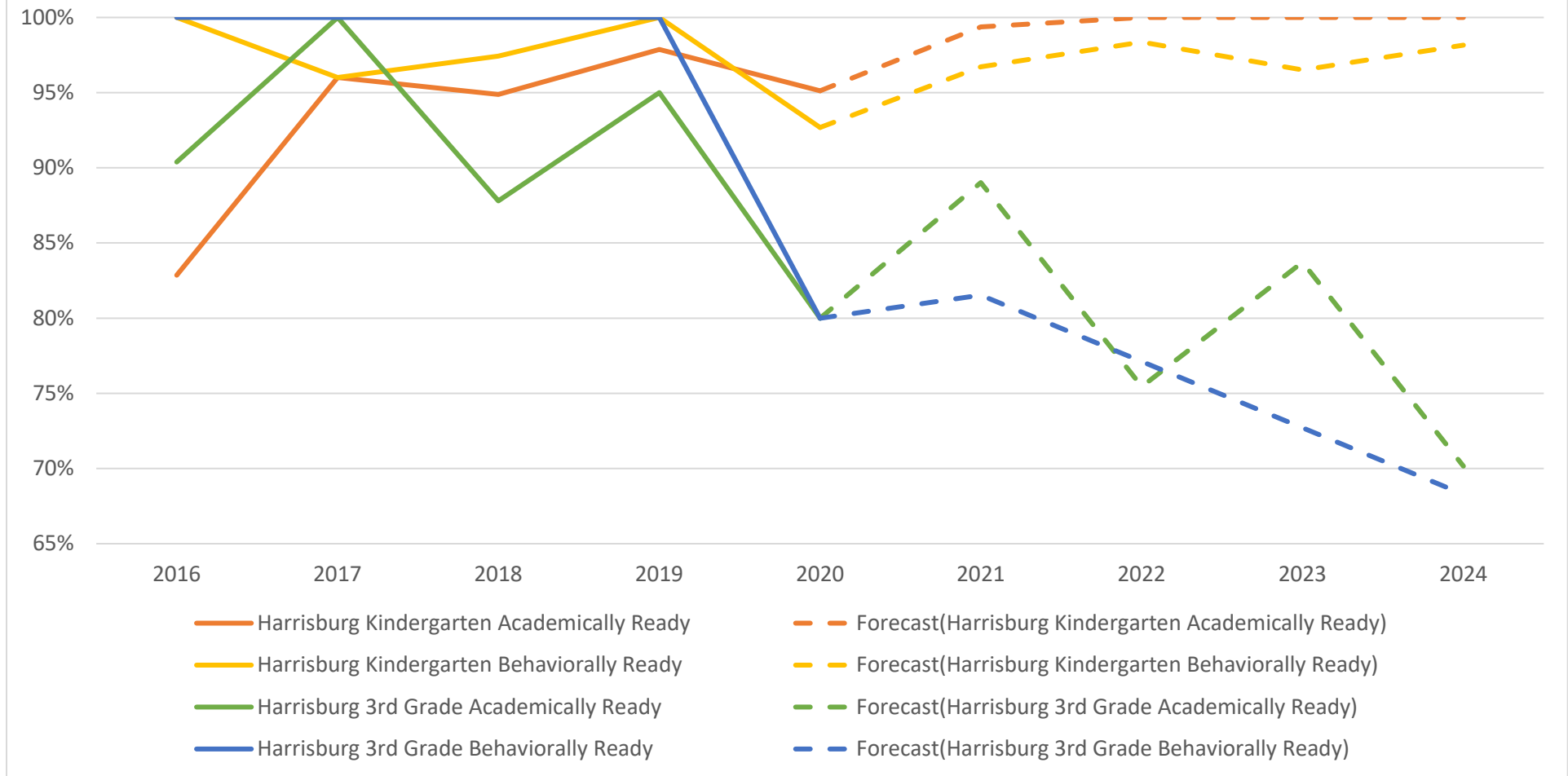
Percent of Hallsville Kindergarten & 3rd Grade Students Rated as 'Ready for Their Grade' by Teachers, 2016-2025



Note: This data is provided by the Family Access Center of Excellence (FACE) School Based Services through the Boone County Student Checklists. Since 2016, this organization has administered social emotional, behavioral, and academic assessment surveys to all students within Boone County Schools. Additionally, teachers complete a survey on each student within their class. The data presented here include the teacher report for kindergarten and third grade students assessing if the students in their classes are academically or behaviorally ready for their grade. These data are displayed by year and a forecasted trend begins in 2020. Data collected in 2020 do not have race/ethnicity data available and 2021 data will be available in summer 2022. Please note the axis labels begin at 80% and not 0% to better display data.

Source: Boone County Schools Mental Health Coalition 2016-2020 Teacher Report readiness items [Data set].

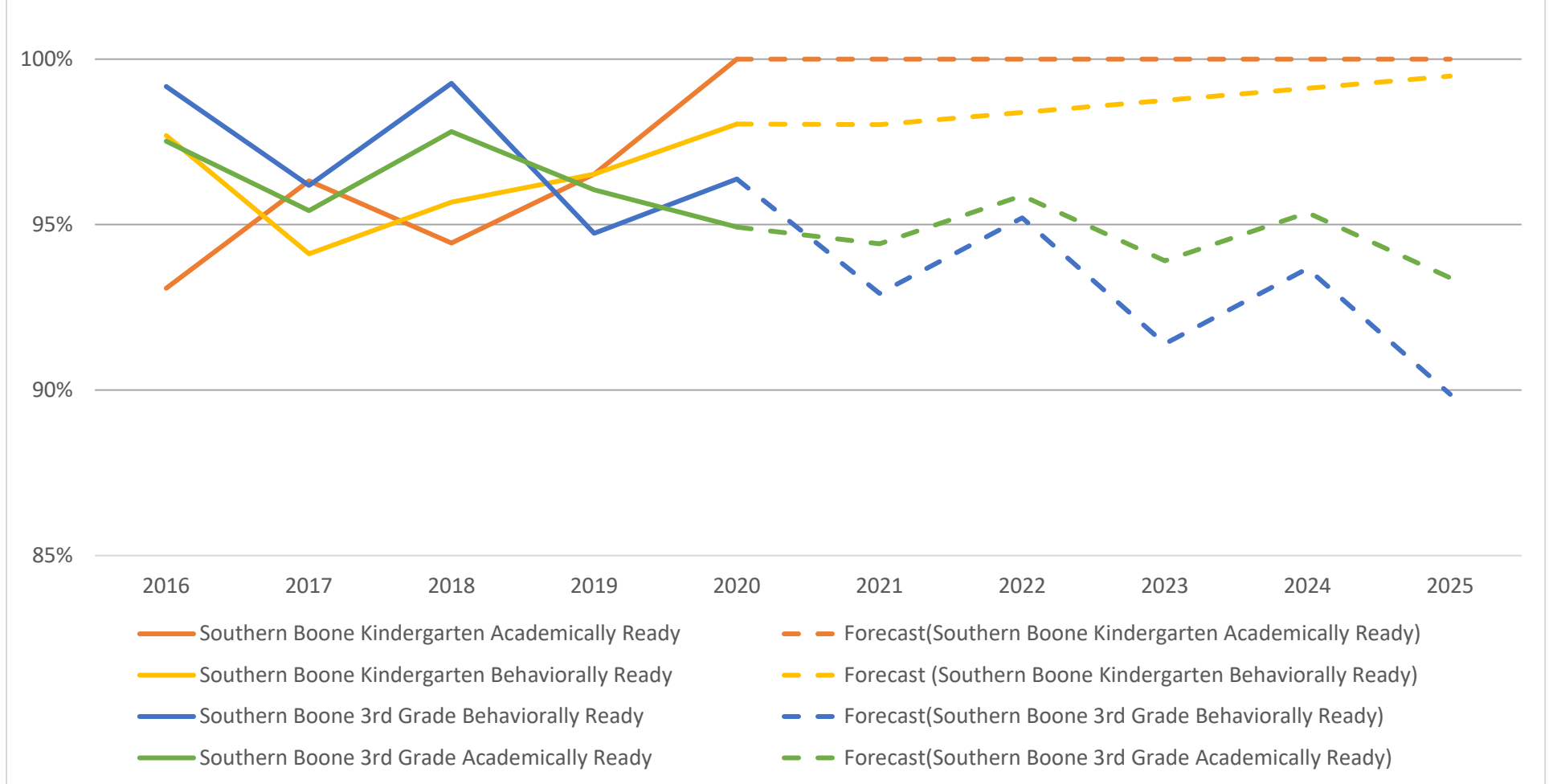
Percent of Harrisburg Kindergarten & 3rd Grade Students Rated as 'Ready for Their Grade' by Teachers, 2016-2025



Note: This data is provided by the Family Access Center of Excellence (FACE) School Based Services through the Boone County Student Checklists. Since 2016, this organization has administered social emotional, behavioral, and academic assessment surveys to all students within Boone County Schools. Additionally, teachers complete a survey on each student within their class. The data presented here include the teacher report for kindergarten and third grade students assessing if the students in their classes are academically or behaviorally ready for their grade. These data are displayed by year and a forecasted trend begins in 2020. Data collected in 2020 do not have race/ethnicity data available and 2021 data will be available in summer 2022. Please note the axis labels begin at 65% and not 0% to better display data.

Source: Boone County Schools Mental Health Coalition 2016-2020 Teacher Report readiness items [Data set].

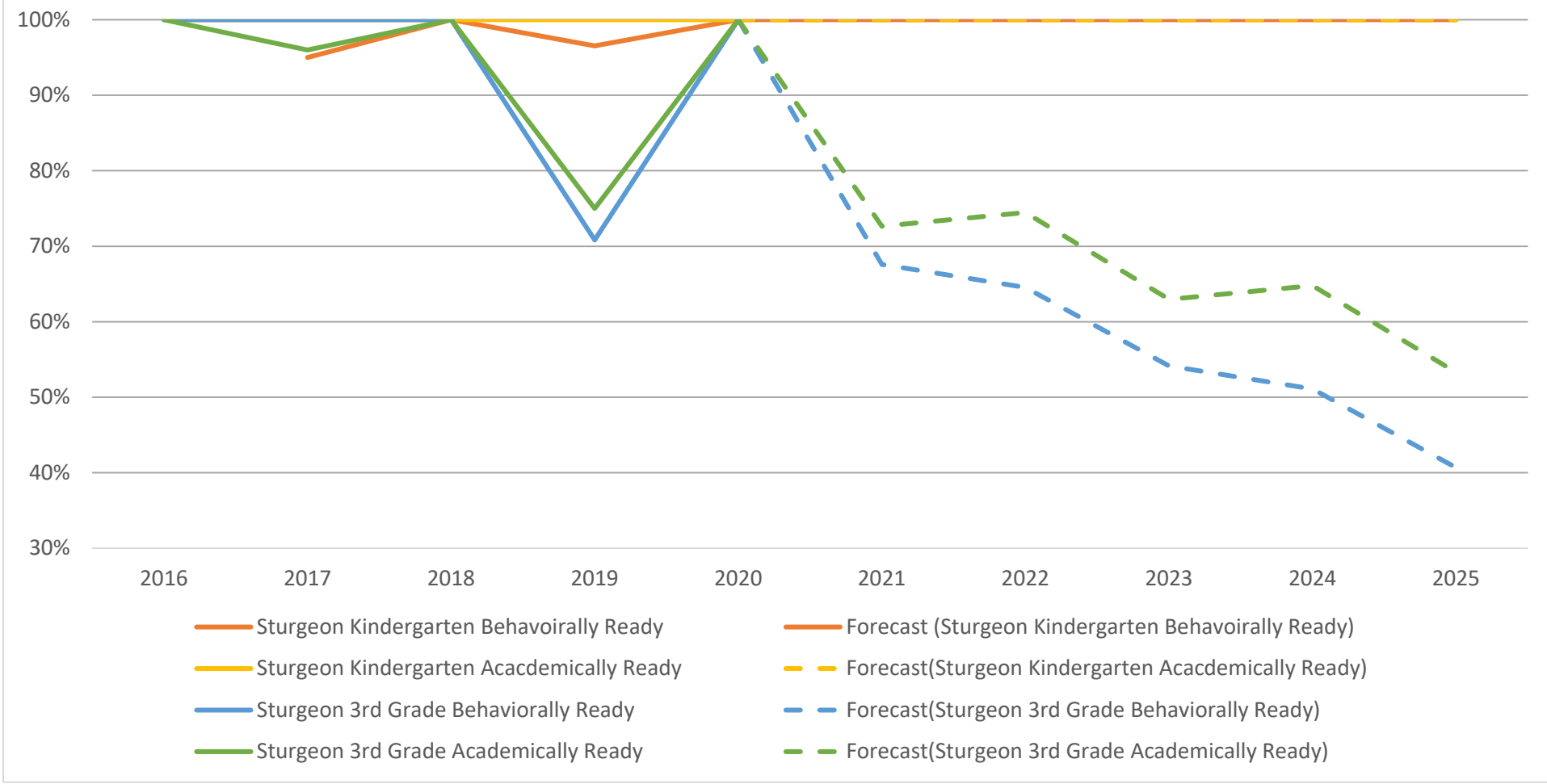
Percent of Southern Boone Kindergarten & 3rd Grade Students Rated as 'Ready for Their Grade' by Teachers, 2016-2025



Note: This data is provided by the Family Access Center of Excellence (FACE) School Based Services through the Boone County Student Checklists. Since 2016, this organization has administered social emotional, behavioral, and academic assessment surveys to all students within Boone County Schools. Additionally, teachers complete a survey on each student within their class. The data presented here include the teacher report for kindergarten and third grade students assessing if the students in their classes are academically or behaviorally ready for their grade. These data are displayed by year and a forecasted trend begins in 2020. Data collected in 2020 do not have race/ethnicity data available and 2021 data will be available in summer 2022. Please note the axis labels begin at 85% and not 0% to better display data.

Source: Boone County Schools Mental Health Coalition 2016-2020 Teacher Report readiness items [Data set].

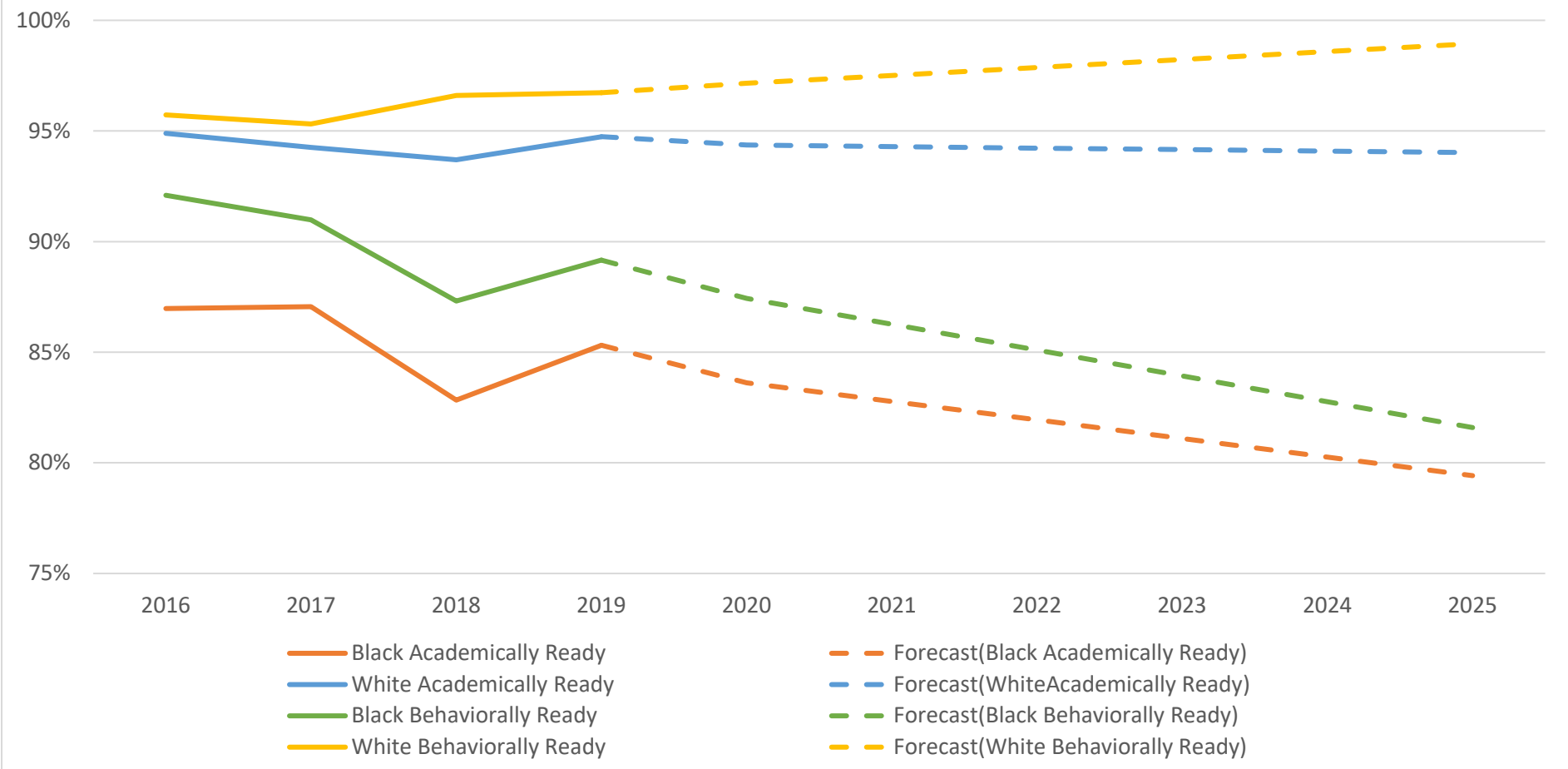
Percent of Sturgeon Kindergarten & 3rd Grade Students Rated as 'Ready for Their Grade' by Teachers, 2016-2025



Note: This data is provided by the Family Access Center of Excellence (FACE) School Based Services through the Boone County Student Checklists. Since 2016, this organization has administered social emotional, behavioral, and academic assessment surveys to all students within Boone County Schools. Additionally, teachers complete a survey on each student within their class. The data presented here include the teacher report for kindergarten and third grade students assessing if the students in their classes are academically or behaviorally ready for their grade. These data are displayed by year and a forecasted trend begins in 2020. Sturgeon did not complete checklists for kindergartners in 2016. Data collected in 2020 do not have race/ethnicity data available and 2021 data will be available in summer 2022. Please note the axis labels begin at 30% and not 0% to better display data.

Source: Boone County Schools Mental Health Coalition 2016-2020 Teacher Report readiness items [Data set].

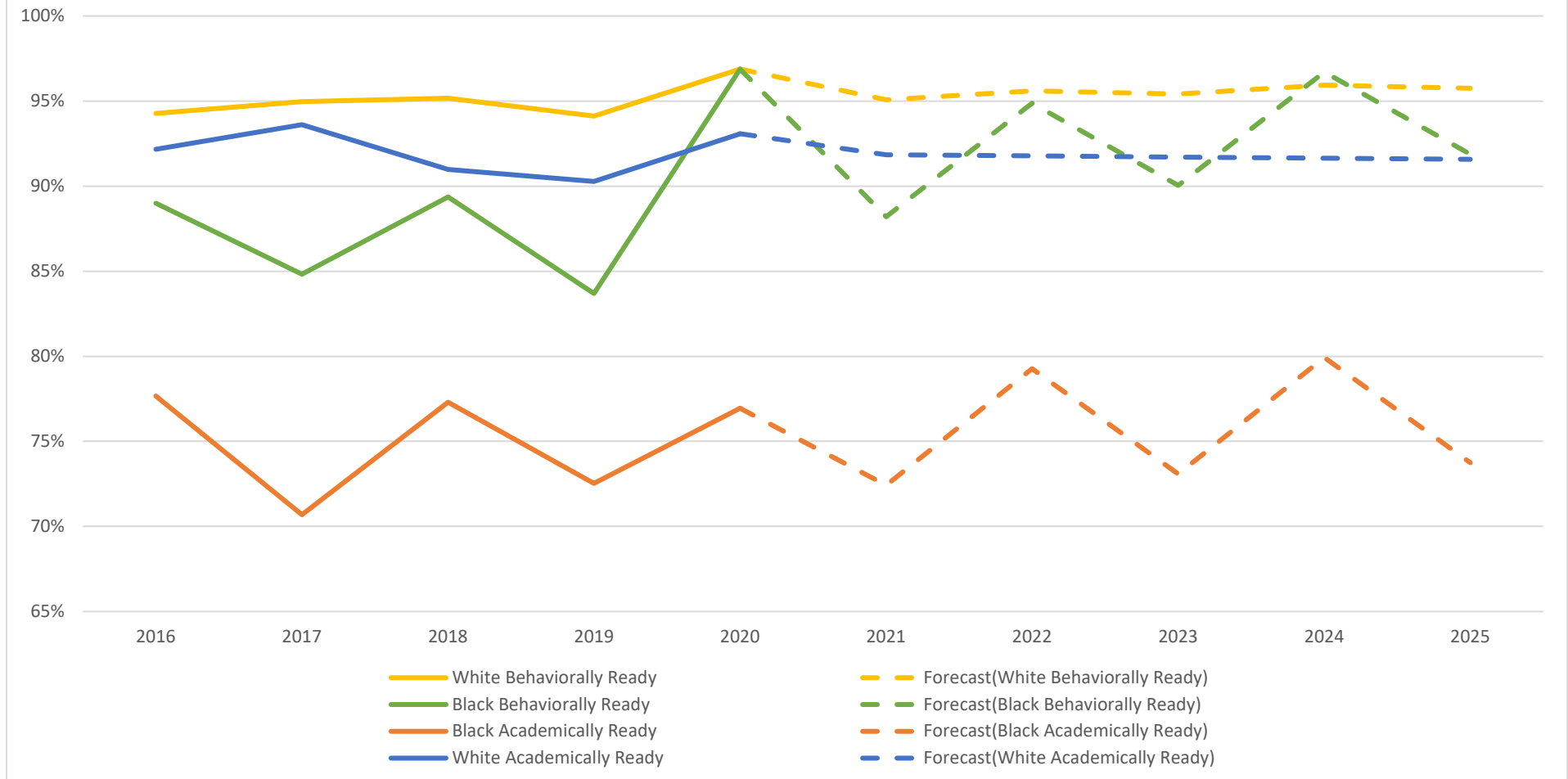
Percent of Columbia Public School Kindergarten Students by Race Rated as 'Ready for Their Grade' by Teachers, 2016-2025



Note: Teachers across Boone County complete Checklists for each student which are administered by the Family Access Center of Excellence (FACE) School-Based Services. Each teacher reports on if students are behaviorally and academically ready for their grade. Data shows the percentage of students who were rated as 'ready' for their grade. Most recent data was captured in 2021. However, data from 2020 is not tied to race/ethnicity; instead, race/ethnicity data is linked to previous reporting for the 2020 cohort of students. Data from 2021 will not be available until summer 2022. Note the graph begins at 70% on the vertical axis.

SOURCE: Boone County Schools Mental Health Coalition 2016-2020 Teacher Report readiness items [Data set].

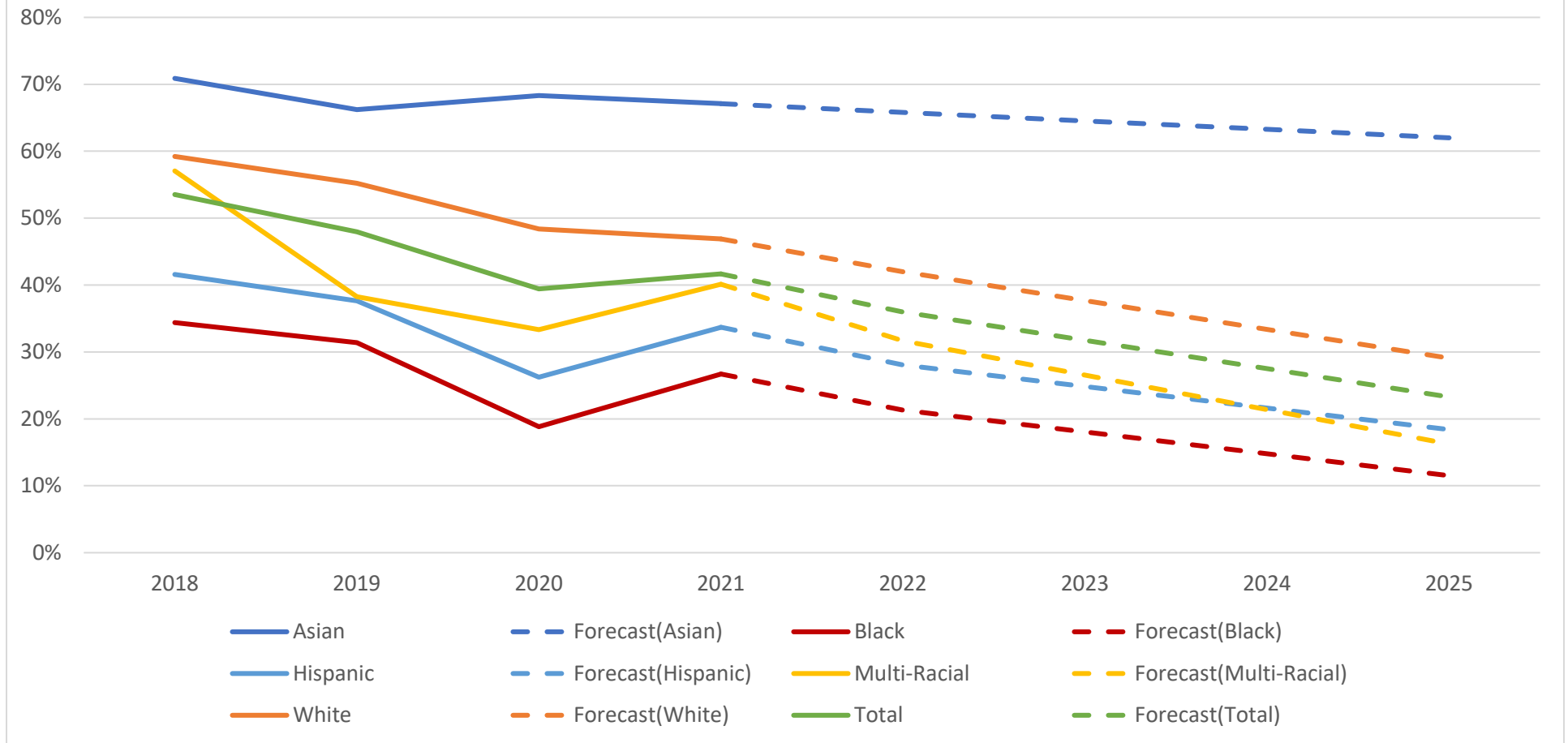
Percent of Columbia Public School Third Grade Students by Race Rated as 'Ready for Their Grade' by Teachers, 2016-2025



Note: Teachers across Boone County complete checklists for each student which are administered by the Family Access Center of Excellence (FACE) School-Based Services. Each teacher reports on if students are behaviorally or academically ready for their grade. Data shows the percentage of students who were rated as 'ready' for their grade. Most recent data was captured in 2021. However, data from 2020 is not tied to race/ethnicity; instead, race/ethnicity data is linked to previous reporting for the 2020 cohort of students. Data from 2021 will not be available until summer 2022. Note the graph begins at 65% on the vertical axis.

SOURCE: Boone County Schools Mental Health Coalition 2016-2020 Teacher Report readiness items [Data set].

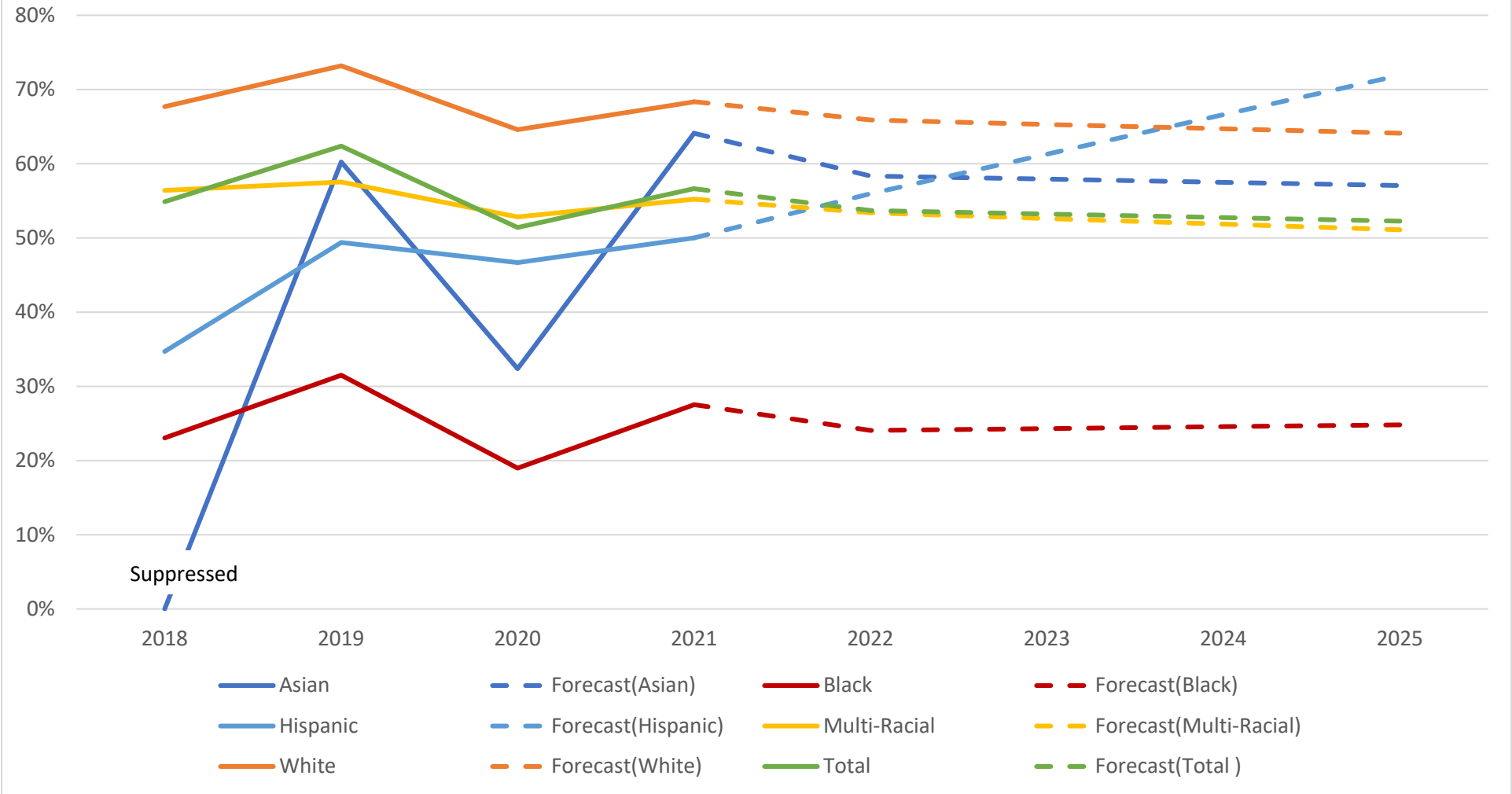
Percentage of Columbia Public Schools Kindergarten Students Proficient in Literacy, 2018-2025



Note: Columbia Public Schools provided the number of students scoring ‘proficient’ or ‘not proficient’ on the AIMSWeb literacy assessment. These data are from the last test during the school year and have been converted to display the percentage of students who are proficient. Some data had to be suppressed to protect privacy of students and are not displayed. However, ‘total’ scores do include all suppressed data in analyses.

Source: Columbia Public Schools AIMSWeb Literacy Assessment, 2018-2022 [Data set]

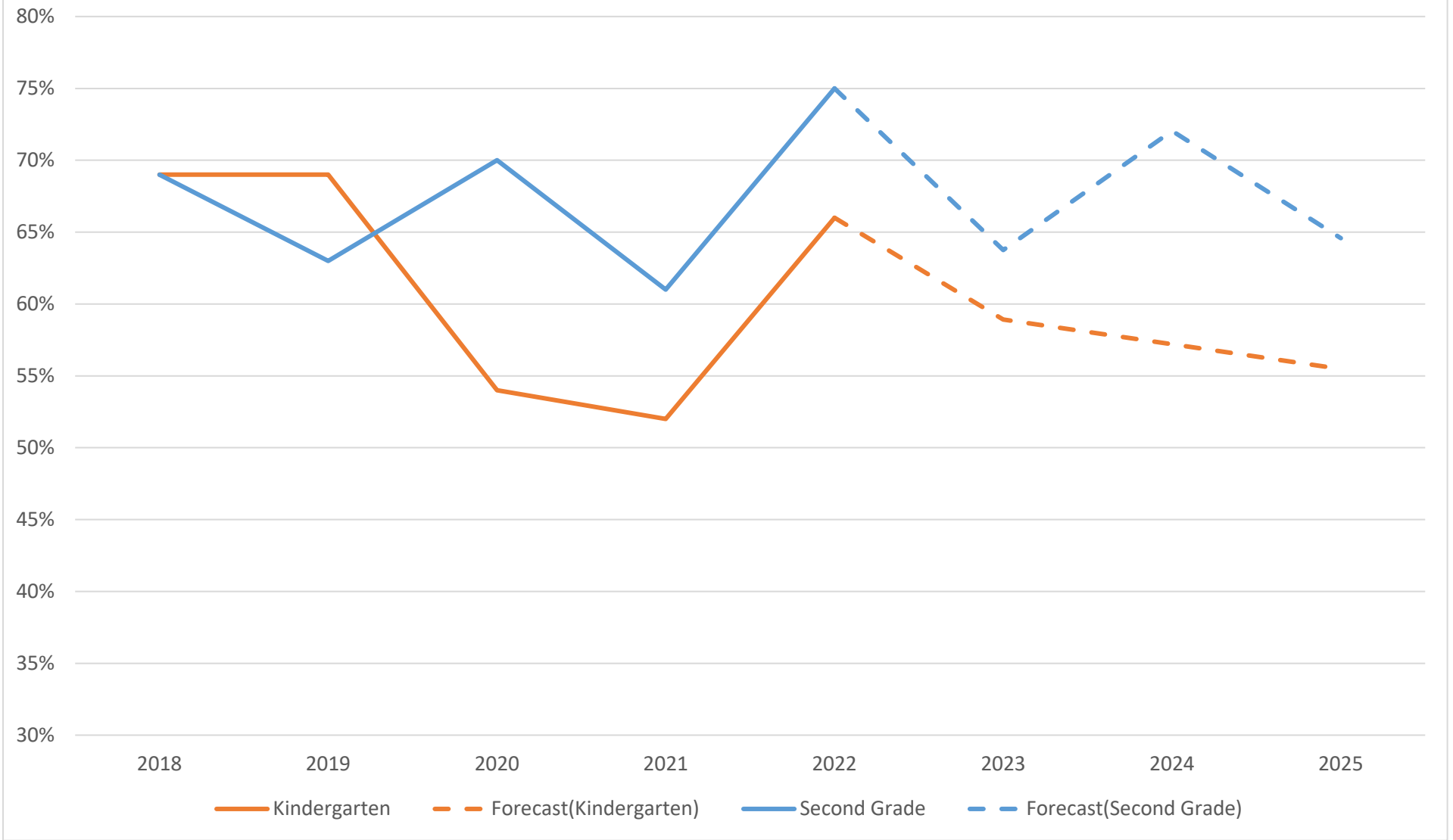
Percentage of Columbia Public Schools Third Grade Students Proficient in Literacy, 2018-2025



Notes: Columbia Public Schools provided the number of students scoring 'proficient' or 'not proficient' on the AIMSWeb literacy assessment. These data are from the last test during the school year and have been converted to display the percentage of students who are proficient. Some data had to be suppressed to protect privacy of students and are not displayed. However, 'total' scores do include all suppressed data in analyses.

Source: Columbia Public Schools AIMSWeb Literacy Assessment, 2018-2022 [Data set]

Percentage of Harrisburg Schools Students Proficient in Literacy, 2018 - 2025



Notes: Columbia Public Schools provided the percentage of students ‘not proficient’ on the AIMSWeb literacy assessment. These data are from the last test during the school year and have been converted to display the percentage of students who are proficient. Please note the vertical axis begins at 30% rather than 0%.

Source: Harrisburg R-VIII Schools AIMSWeb Literacy Assessment, 2018-2022 [Data set].

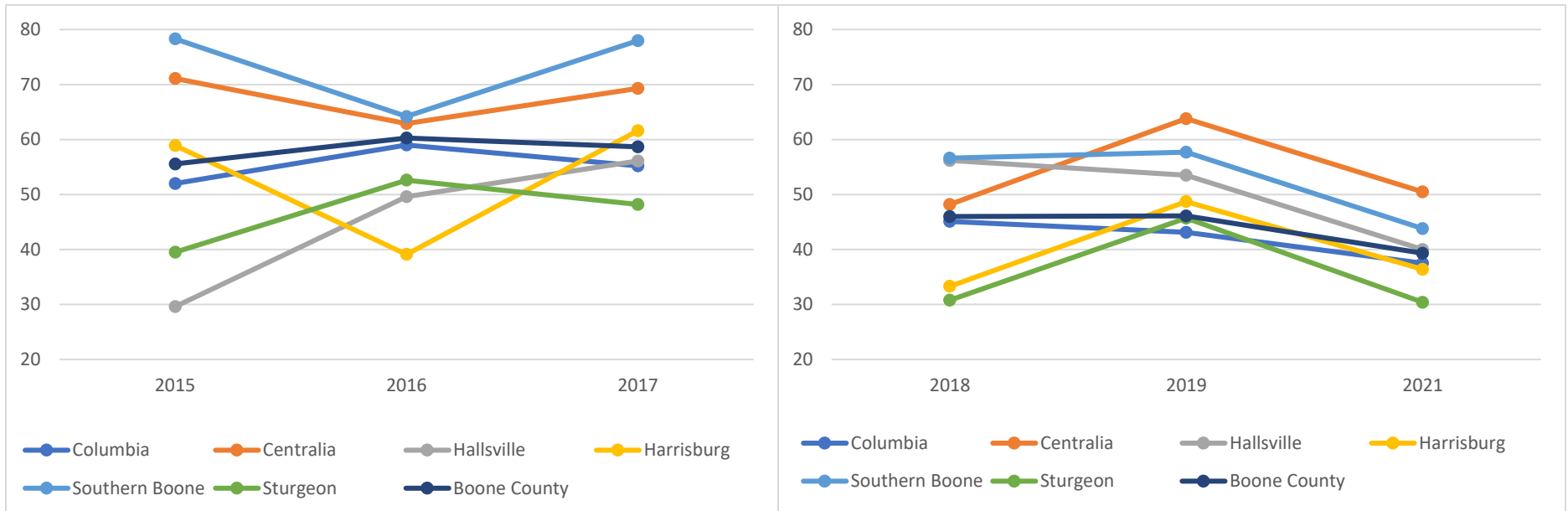
Third Grade MAP – English Language Arts

Percent of Students Proficient or Advanced

Trend data is divided into two graphs, as the format of the English Language Arts MAP test changed in 2018. It is not possible to accurately forecast future MAP results with the number of existing data points from 2018 forward. Results from the two versions of the MAP test should not be compared, but are shared here to highlight the county and district level trends for students of all races.

Previous Version of English Language Arts MAP¹

Current Version of English Language Arts MAP¹



¹ Missouri Department of Elementary & Secondary Education: <https://apps.dese.mo.gov/MCDS/home.aspx>

On March 19, 2020, in response to the COVID-19 pandemic, the Department of Elementary and Secondary Education (DESE) announced the spring 2020 Missouri Assessment Program (MAP) assessments would not be administered. Assessment data is not available for the 2020 school year.

² Data for Columbia-93 Black students was suppressed for 2021 due to low *n*, or numbers of students reported.

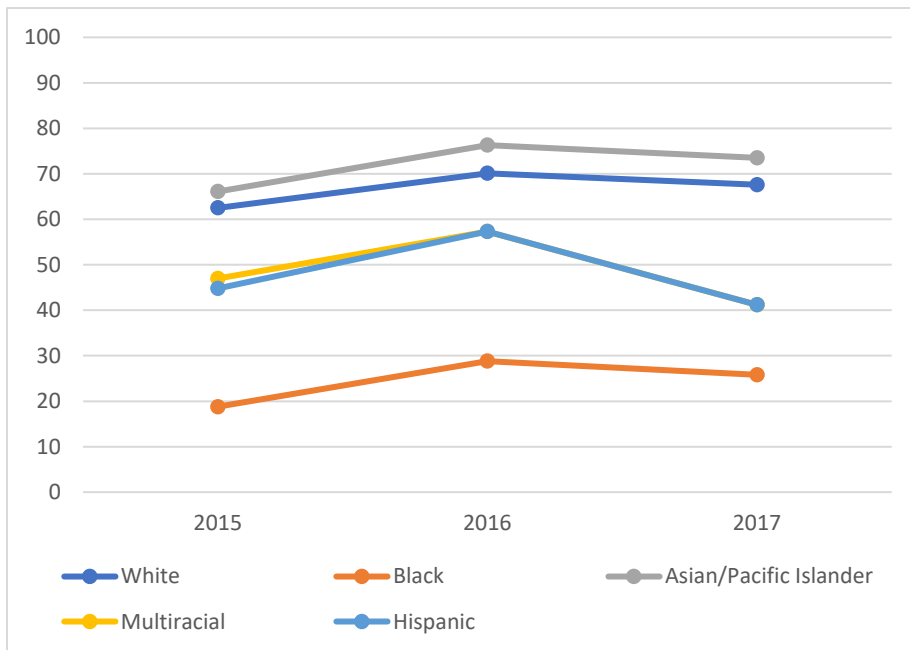
Third Grade MAP – English Language Arts

Percent of Students Proficient or Advanced, by Race

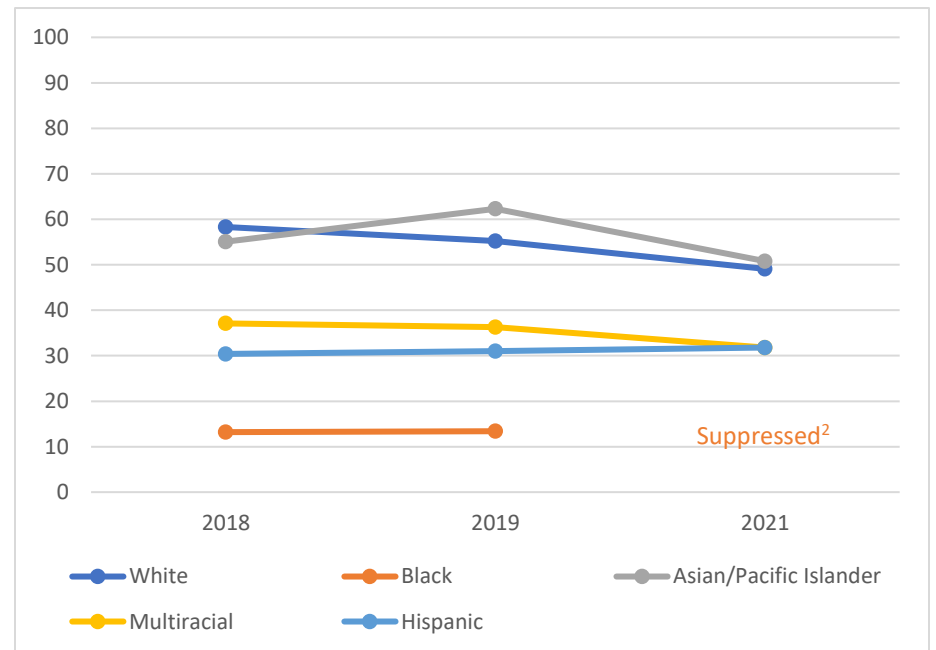
Columbia-93 School District

Trend data is divided into two graphs, as the format of the English Language Arts MAP test changed in 2018. It is not possible to accurately forecast future MAP results with the number of existing data points from 2018 forward. Results from the two versions of the MAP test should not be compared, but are shared here to highlight the racial disparities that exist in both versions of the MAP.

Previous Version of English Language Arts MAP¹



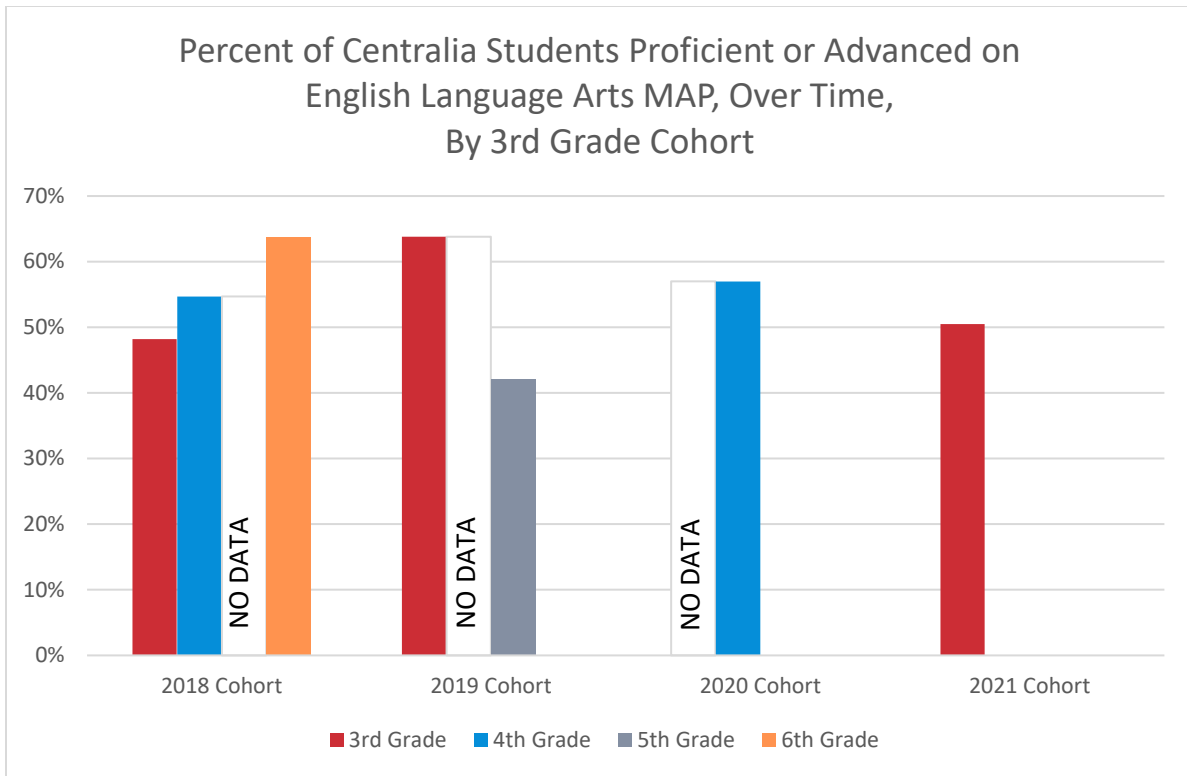
Current Version of English Language Arts MAP¹



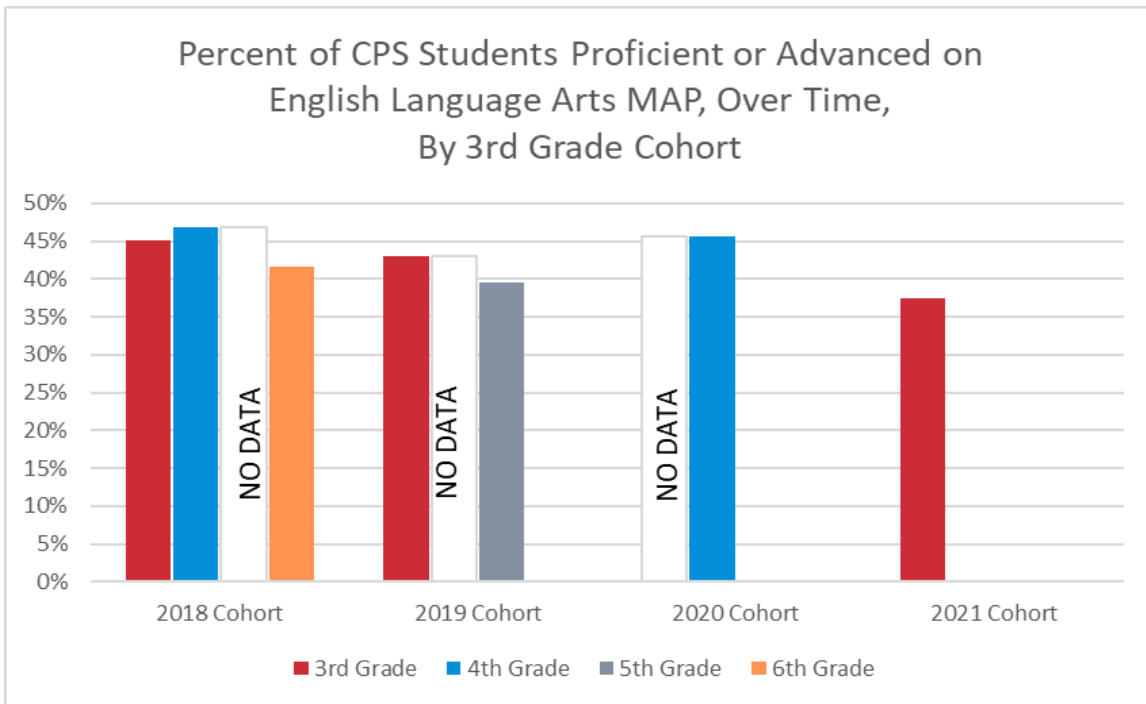
¹ Missouri Department of Elementary & Secondary Education: <https://apps.dese.mo.gov/MCDS/home.aspx>

On March 19, 2020, in response to the COVID-19 pandemic, the Department of Elementary and Secondary Education (DESE) announced the spring 2020 Missouri Assessment Program (MAP) assessments would not be administered. Assessment data is not available for the 2020 school year.

² Data for Columbia-93 Black students was suppressed for 2021 due to low *n*, or numbers of students reported.

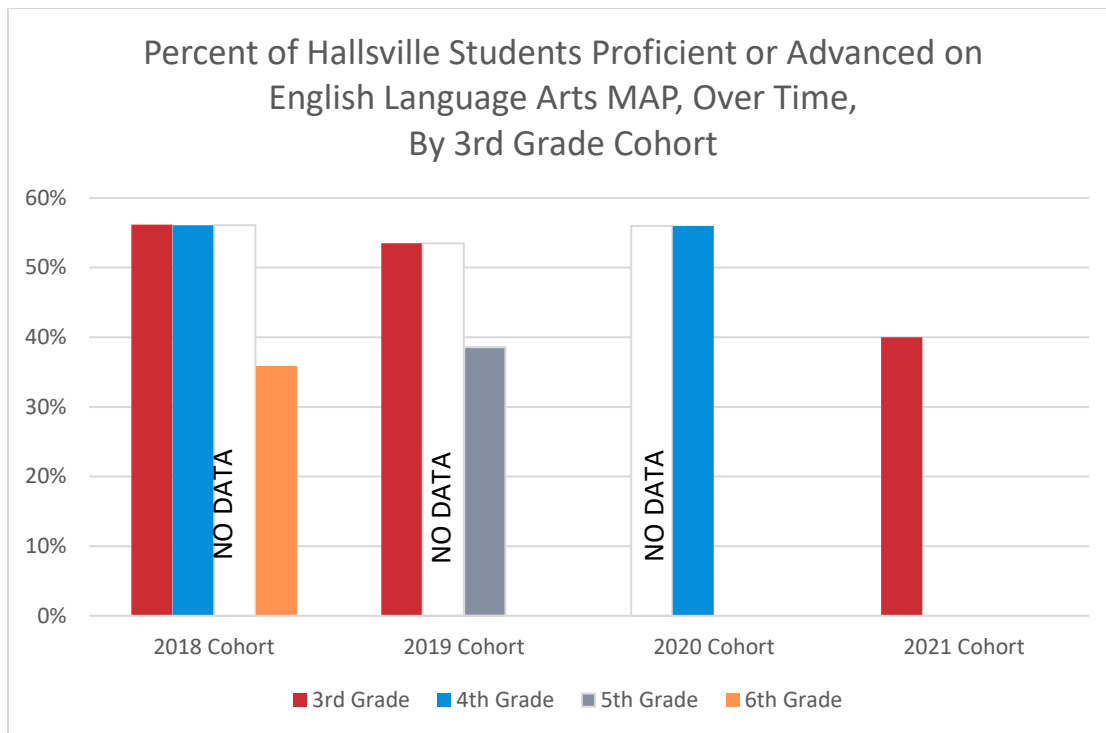


Note: This chart shows MAP scores over time for each cohort of students beginning in 2018. On March 19, 2020, in response to the COVID-19 pandemic, the Department of Elementary and Secondary Education (DESE) announced the spring 2020 Missouri Assessment Program (MAP) assessments would not be administered. Assessment data is not available for the 2020 school year.

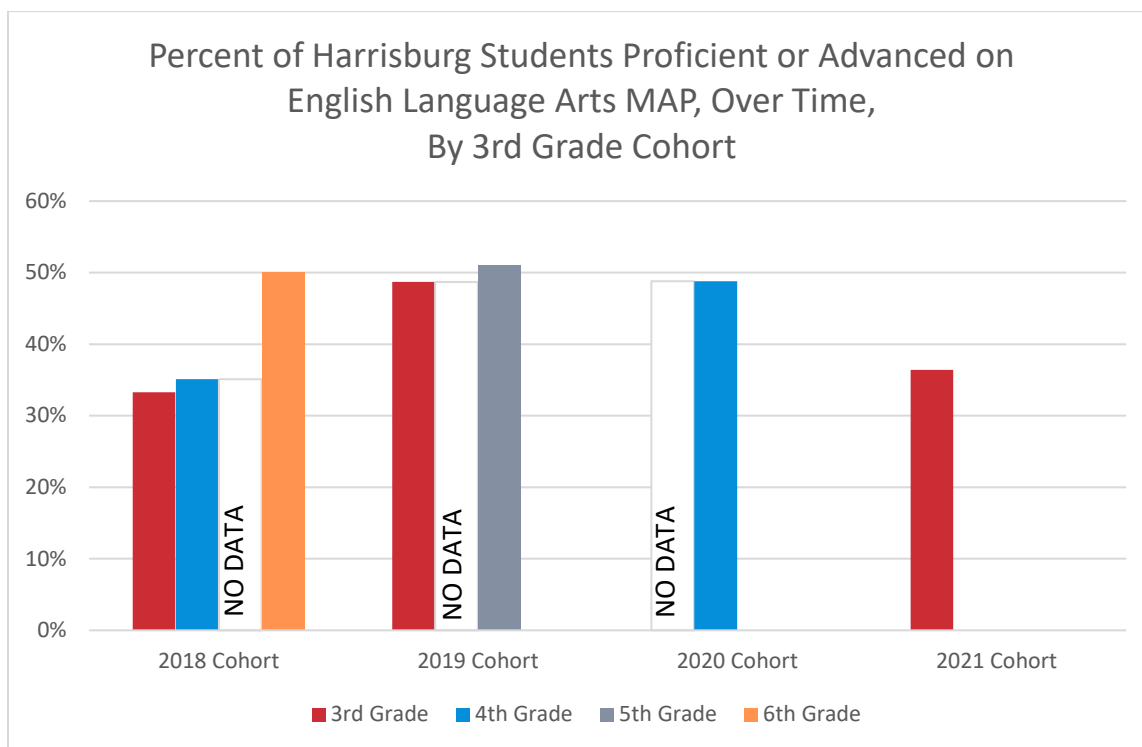


Note: This chart shows MAP scores over time for each cohort of students beginning in 2018. On March 19, 2020, in response to the COVID-19 pandemic, the Department of Elementary and Secondary Education (DESE) announced the spring 2020 Missouri Assessment Program (MAP) assessments would not be administered. Assessment data is not available for the 2020 school year.

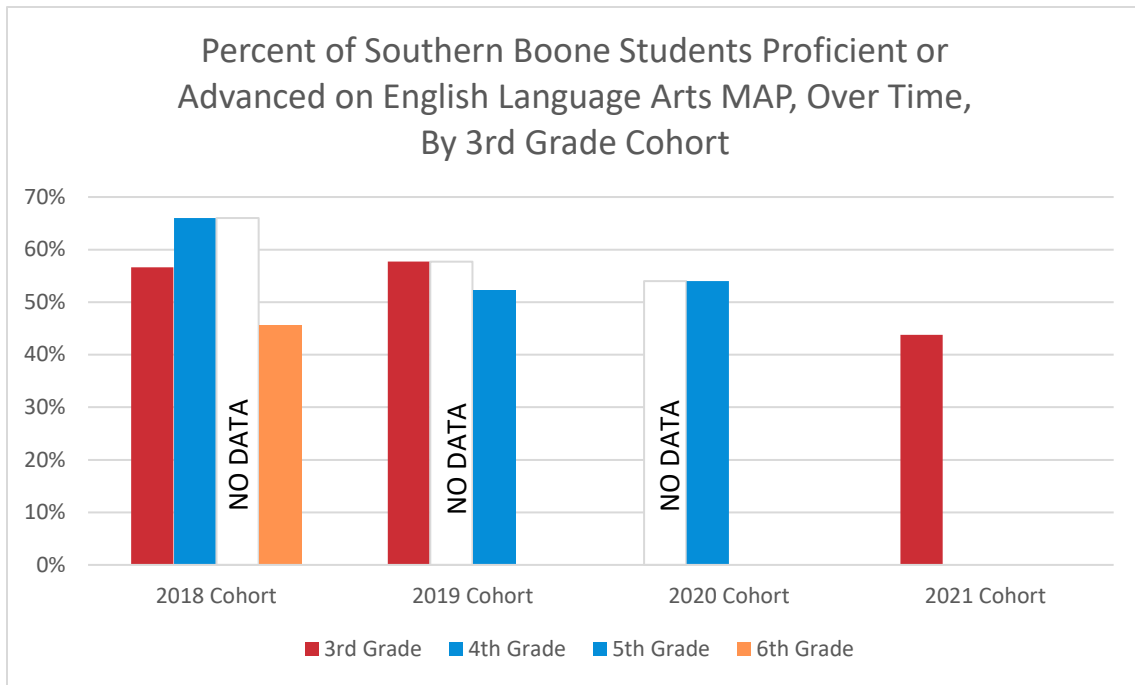
Source: Missouri Department of Elementary & Secondary Education: <https://apps.dese.mo.gov/MCDS/home.aspx>



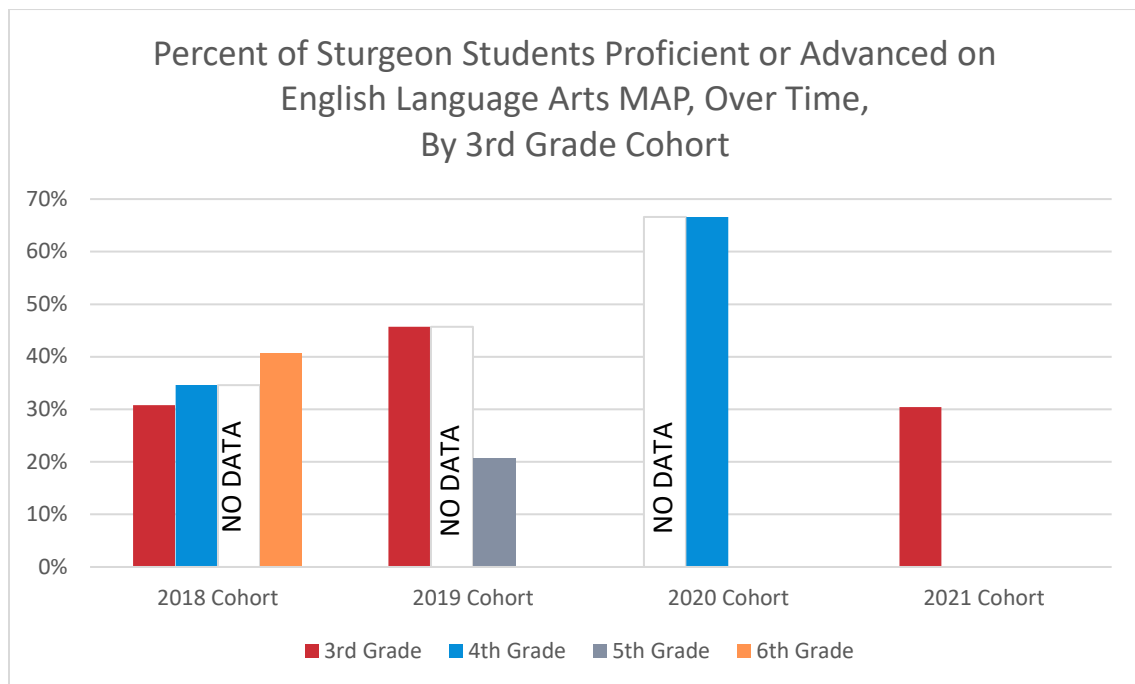
Note: This chart shows MAP scores over time for each cohort of students beginning in 2018. On March 19, 2020, in response to the COVID-19 pandemic, the Department of Elementary and Secondary Education (DESE) announced the spring 2020 Missouri Assessment Program (MAP) assessments would not be administered. Assessment data is not available for the 2020 school year.



Note: This chart shows MAP scores over time for each cohort of students beginning in 2018. On March 19, 2020, in response to the COVID-19 pandemic, the Department of Elementary and Secondary Education (DESE) announced the spring 2020 Missouri Assessment Program (MAP) assessments would not be administered. Assessment data is not available for the 2020 school year.



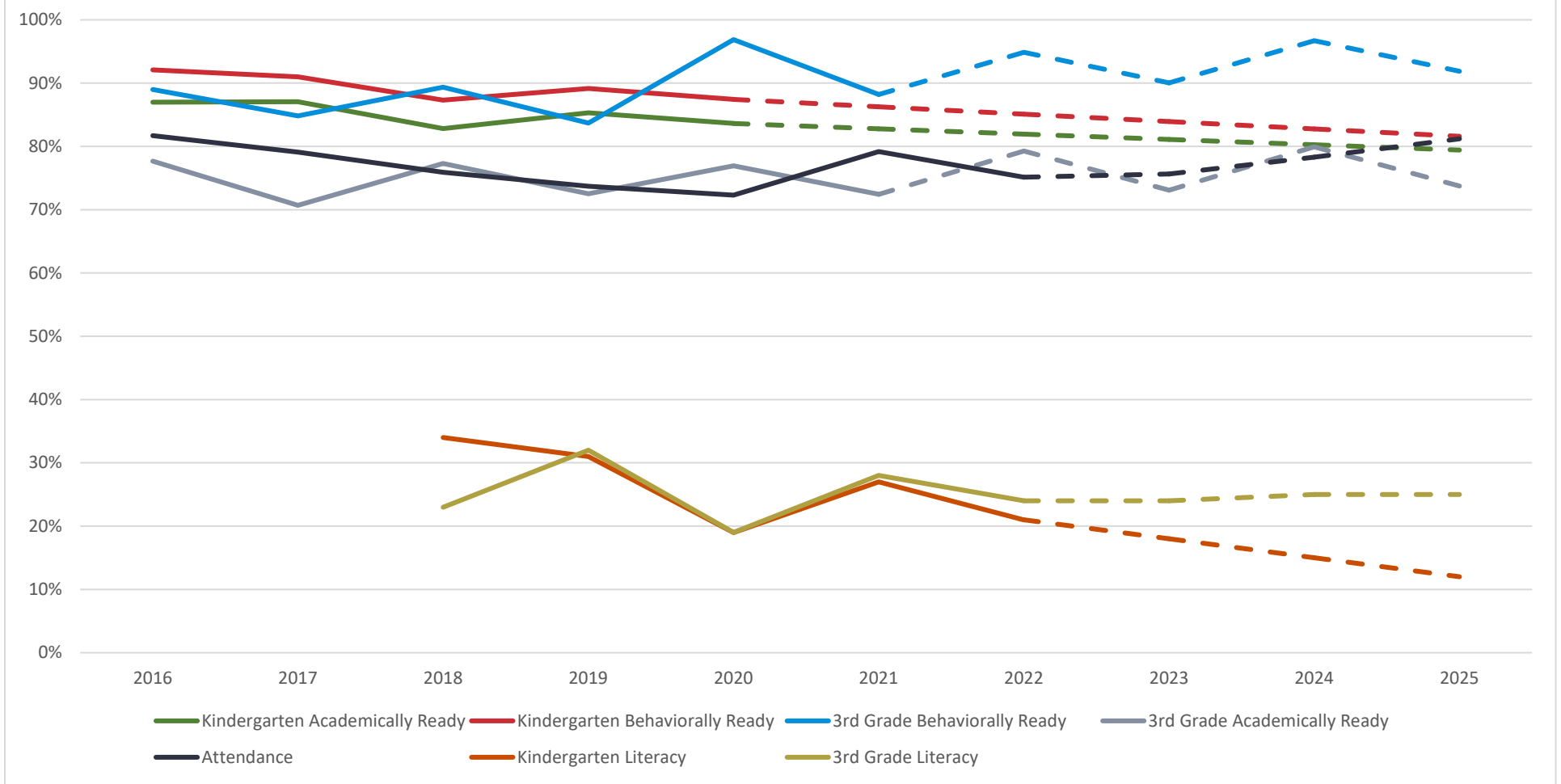
Note: This chart shows MAP scores over time for each cohort of students beginning in 2018. On March 19, 2020, in response to the COVID-19 pandemic, the Department of Elementary and Secondary Education (DESE) announced the spring 2020 Missouri Assessment Program (MAP) assessments would not be administered. Assessment data is not available for the 2020 school year.



Note: This chart shows MAP scores over time for each cohort of students beginning in 2018. On March 19, 2020, in response to the COVID-19 pandemic, the Department of Elementary and Secondary Education (DESE) announced the spring 2020 Missouri Assessment Program (MAP) assessments would not be administered. Assessment data is not available for the 2020 school year.

Source: Missouri Department of Elementary & Secondary Education: <https://apps.dese.mo.gov/MCDS/home.aspx>

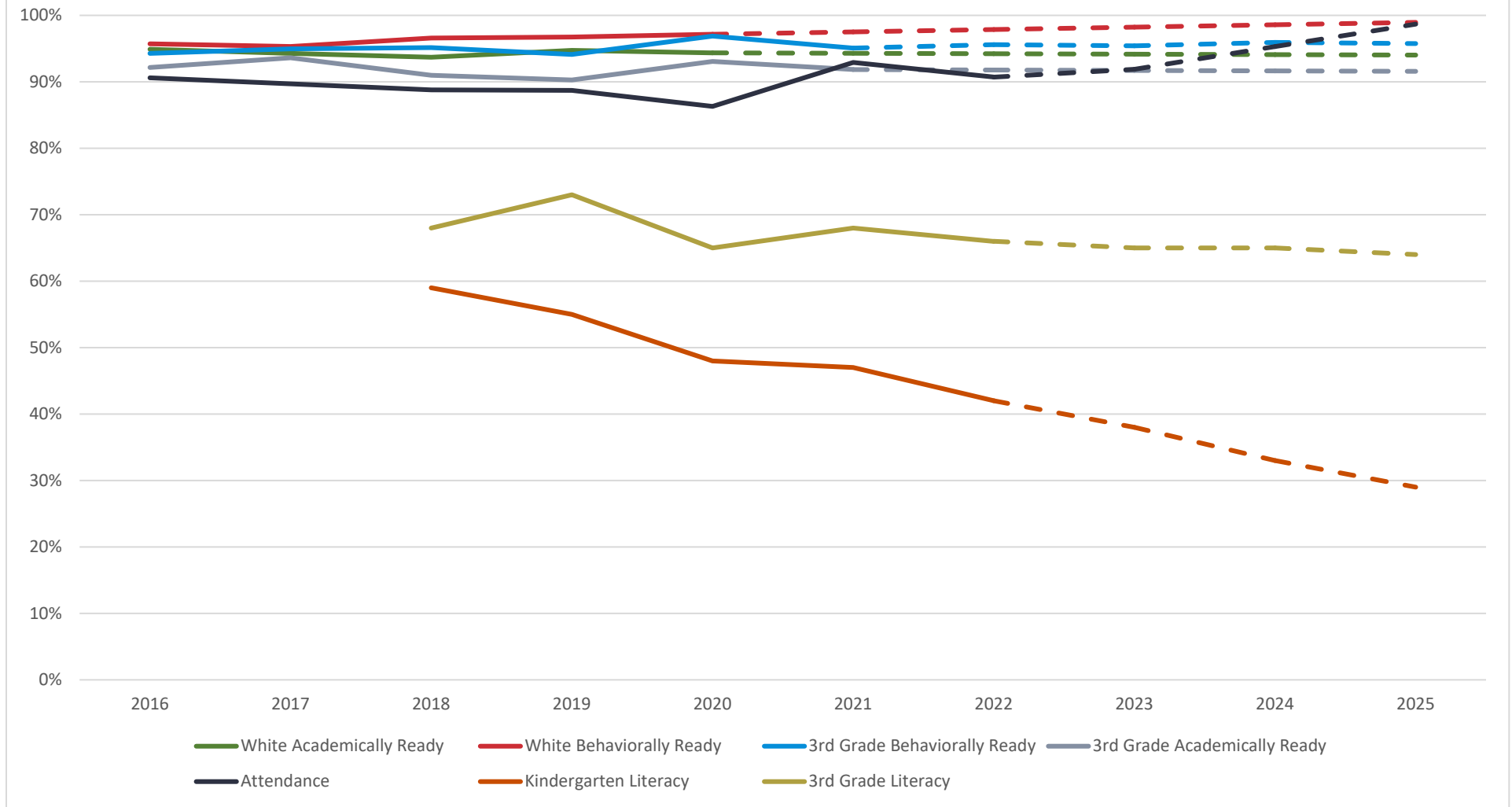
Trends for Black Students within Columbia Public Schools, 2016 - 2025



Note: This chart overlays all available data for Black students in Columbia Public Schools. The forecasts of trends begin with the dotted lines. Literacy data is only available from 2018 forward.

Data Sources: Boone County Schools Mental Health Coalition 2016-2020 Teacher Report readiness items [Data set]; Columbia Public Schools AIMSWeb Literacy Assessment, 2018-2022 [Data set]; Missouri Department of Elementary and Secondary Education. (2022). *Proportional attendance*. [Data set]. Missouri Department of Elementary and Secondary Education. <https://apps.dese.mo.gov/MCDS/home.aspx>

Trends for White Students within Columbia Public Schools, 2016 - 2025



Note: This chart overlays all available data for Black students in Columbia Public Schools. The forecasts of trends begin with the dotted lines. Literacy data is only available from 2018 forward.

Data Sources: Boone County Schools Mental Health Coalition 2016-2020 Teacher Report readiness items [Data set]; Columbia Public Schools AIMSWeb Literacy Assessment, 2018-2022 [Data set]; Missouri Department of Elementary and Secondary Education. (2022). *Proportional attendance*. [Data set]. Missouri Department of Elementary and Secondary Education. <https://apps.dese.mo.gov/MCDS/home.aspx>

Appendix E - Early Grade Literacy Positive and Negative Factors

This document was used to theme contributing factors identified by the workgroup members. This helped inform the root causes for the disparities in early grade literacy.

Initial Themes from Contributing Factors for Early Grade Literacy Workgroup

| Home Environment | | Early Childhood Experiences Before School | |
|---|---|--|--|
| Positive Factors | Negative Factors | Positive Factors | Negative Factors |
| <ul style="list-style-type: none">• More aware of child's mental state | <ul style="list-style-type: none">• Homelessness• Mobility• Food insecurity• Transportation access• Attendance issues affect learning opportunities• Family stress during pandemic & the impacts on children's brain development | <ul style="list-style-type: none">• Home visiting programs (Brighter Beginnings, PAT)• Nonprofits (First Chance, CMCA)• Library (1000 books before 5)• Preschool experience | <ul style="list-style-type: none">• Not having a preschool experience• COVID effects – children may not enter K as developmentally ready as in years past• Family stress during pandemic – impacts on children's brain development |
| Student Mobility | | Reading for Pleasure | |
| Positive Factors | Negative Factors | Positive Factors | Negative Factors |
| <ul style="list-style-type: none">• Helping mobile students through changes in policies• Consistent interventions at all CPS buildings• Student data accessible by staff regardless of building | <ul style="list-style-type: none">• Mobility• Attendance issues affect learning opportunities | <ul style="list-style-type: none">• University resources within community | <ul style="list-style-type: none">• Lack of positive role models who read/write for pleasure• Low access to literature for pleasure• Seen as a chore• Lack of parental literacy |

School Supports

Positive Factors

- New literacy program in CPS to provide consistency across all classrooms for that grade level
- CPS implementing standard reference grading
- Additional CPS Title I teachers in areas with lower socio-economic demographics
- All students get FRL
- Additional programming in schools
- Small student/teacher ratio in some schools, particularly rural
- Supports for teachers
- Additional social/emotional supports in schools for students

Negative Factors

- Attendance issues affect learning opportunities
- Not all CPS buildings have Title I teachers due to funds
- No subs – teachers have to juggle coving rooms
- Language barriers for diverse communities
- Large class size in some schools/Class size varies
- High demand/interest for teacher mental health/self-care resources
- May not have much time to get to know students before assessments are due

COVID

Positive Factors

- More aware of child's mental state

Negative Factors

- Early childhood COVID effects – children not entering K as developmentally ready as in years past
- Virtual school
- Access to technology devices for virtual school
- Home environments varied during virtual instruction
- Parents not able to make sure students are on virtual education
- Student stamina in classrooms

Appendix F- Action Implementation and Measurement Plan for Early Grade Literacy

Strategic Action: Improve Wraparound Services for Young Children

| Key Actions | Timeline | Outputs | Outcomes |
|---|---------------------------|---|--|
| Increase targeted tutoring | Summer – Fall 2022 | Comprehensive list of all providers in the space; coordination and/or expansion of services within the community; secure additional funding. | Increased literacy for all children in Boone County |
| Coordinate services for young children including transportation | Summer 2022 – Summer 2023 | Comprehensive list of all providers in the space; plan for coordination and/or expansion of services including transportation; meeting agendas. | Increased student attendance for all children in Boone County Improve rate of children behaviorally ready for kindergarten |
| Increase corporate investments in wraparound services | Winter 2022 – Fall 2023 | Creation of community story on the connections among family supports, success in school, and the future workforce; marketing plan for community story; plan for securing financial investments in early grade education from the corporate business community; secured funding. | <i>Measures:</i> <ul style="list-style-type: none"> • <i>Percentage of students meeting district literacy benchmarks (per district assessments) by race (and income?)</i> • <i>Percentage of students “Proficient” or “Advanced” on 3rd grade Language Arts MAP Test</i> |
| Increase social/emotional/behavioral supports for children | Fall 2022 – Fall 2023 | Comprehensive list of all providers in the space; plan for coordination and/or expansion of services within the community; meeting agendas. | <ul style="list-style-type: none"> • <i>Percentage of students showing improvement on MAP scores (year over year cohorts)</i> |
| Improve access to after school programs | Summer – Winter 2022 | Comprehensive list of all providers in the space; plan for coordination and/or expansion of after school programs; secured funding for scholarships; secured funding to support transportation needs. | <ul style="list-style-type: none"> • <i>Percentage of students whose teachers think they are ready for their grade level on Boone County Checklist</i> |
| Increase enrichment activities for parents and children | Summer 2022 – Summer 2023 | Comprehensive list of all providers in the space; create messaging around importance of literacy; marketing plan for community messaging; coordination and/or expansion of services for youth and families. | <ul style="list-style-type: none"> • <i>Student attendance rates</i> <p>Measures collected annually.</p> |

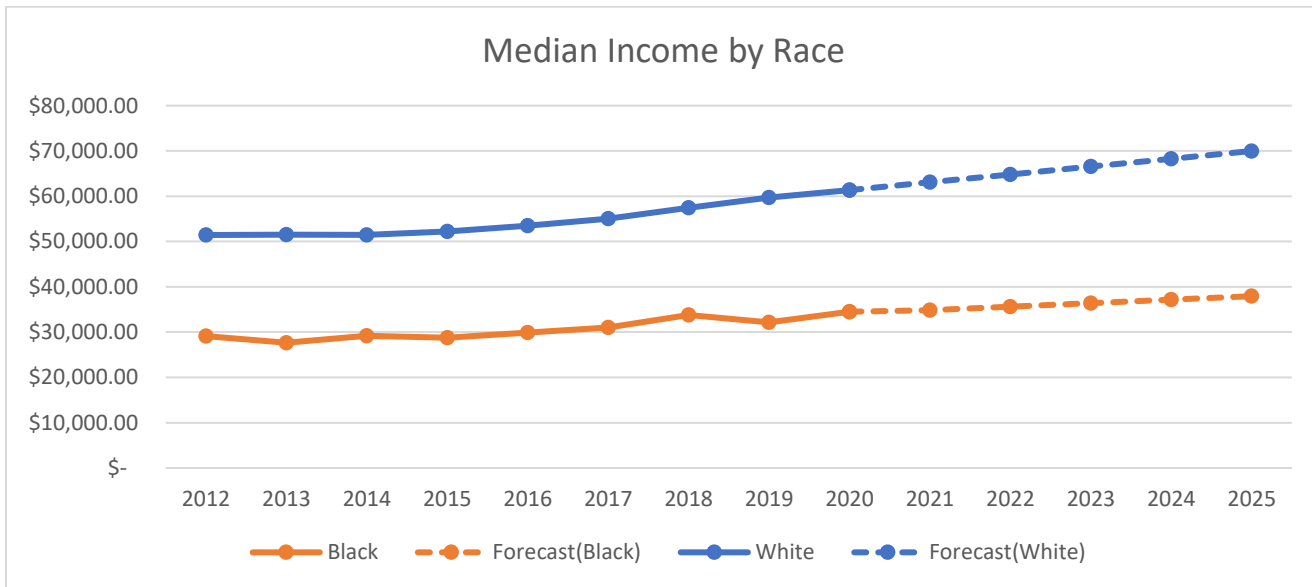
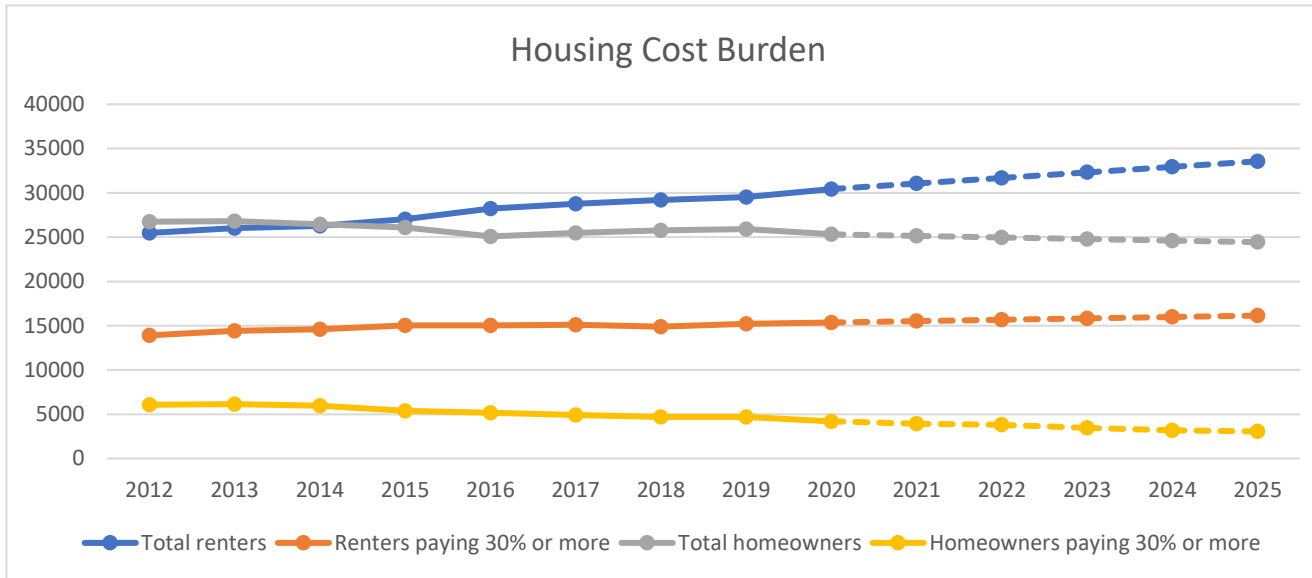
Strategic Action: Improve Early Childhood Experiences

| Key Actions | Timeline | Outputs | Outcomes |
|--|---------------------------|---|---|
| Increase access to quality childcare | Summer – Winter 2023 | Plan for funding to increase slots; Business plans to increase efficiency of childcare providers; outreach plan for childcare providers to increase access to state subsidy; training plans for childcare providers. | Increased literacy for all children in Boone County. Increased student attendance for all children in Boone County. |
| Increase access to targeted home visiting services | Summer – Winter 2022 | Program evaluation of Brighter Beginnings; data report regarding changes in level of access/need of clients in home visiting; utilization of Maternal, Infant, and Early Childhood Home Visiting metrics with all home visitors; funding secured. | <i>Measures:</i> <ul style="list-style-type: none"> Percentage of students meeting district literacy benchmarks (per district assessments) |
| Improve community messaging including parent education on importance of literacy | Winter 2022 – Winter 2023 | Create messaging around importance of literacy while honoring differing value structures and cultures; marketing plan for community messaging; media articles. | <ul style="list-style-type: none"> Percentage of students “Proficient” or “Advanced” on 3rd grade Language Arts MAP Test |
| Coordinate targeted literacy exposure to young children and their families | Winter 2022 - Winter 2023 | Comprehensive list of all providers in the space; research report for best practices of literacy initiatives; plan for coordination of services within the community. | <ul style="list-style-type: none"> Percentage of students showing improvement on MAP scores (year over year cohorts) Percentage of students whose teachers think they are ready for their grade level on Boone County Checklist Student attendance rates Measures collected annually. |

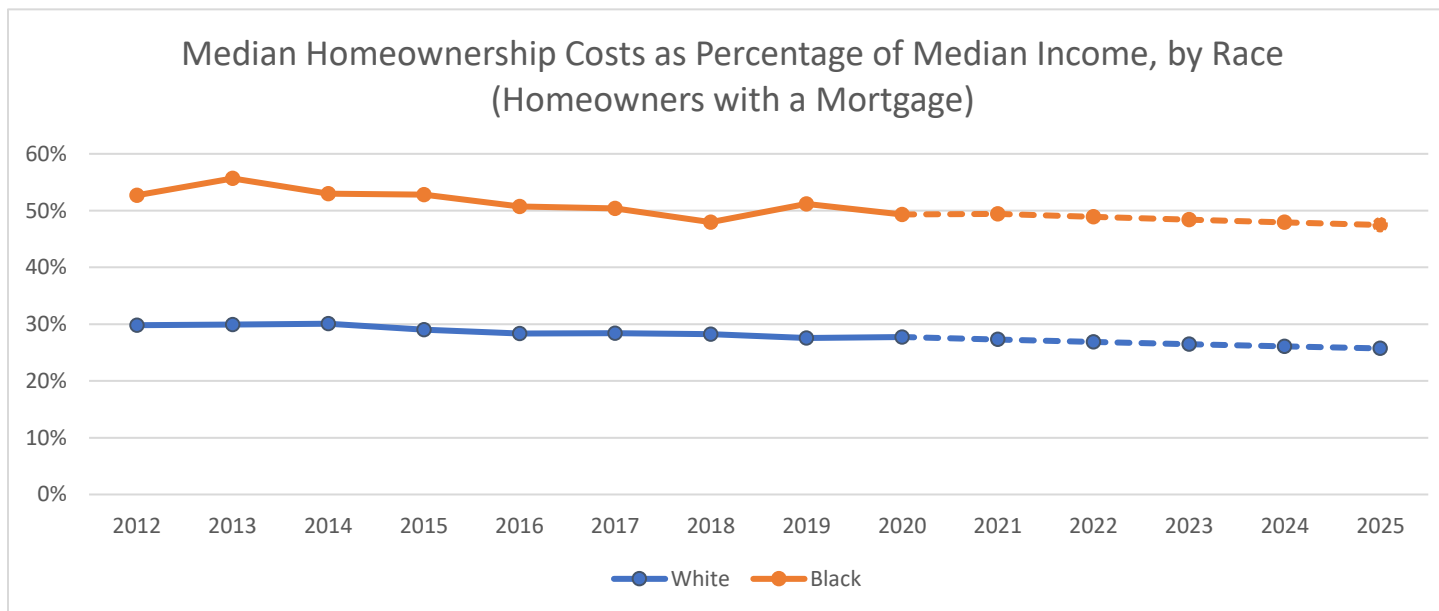
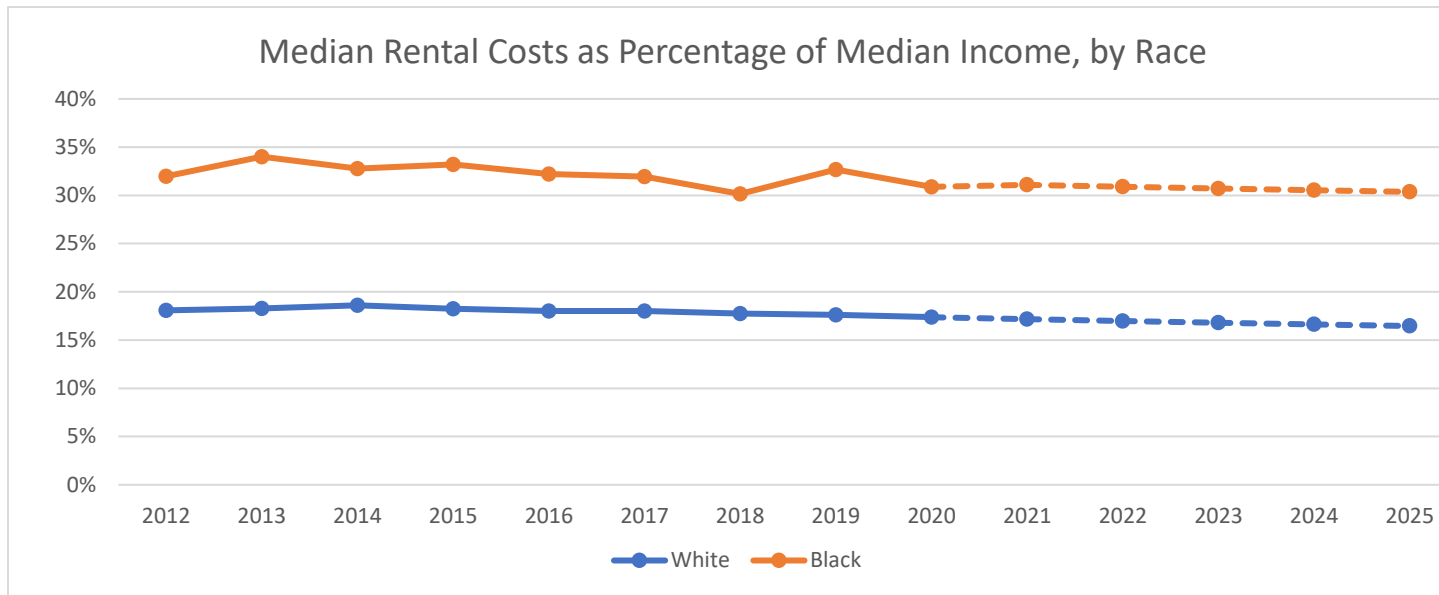
Appendix G – Fair & Inclusive Housing Indicators Data

The following contains all selected indicators data provided to the Fair & Inclusive Housing workgroup.

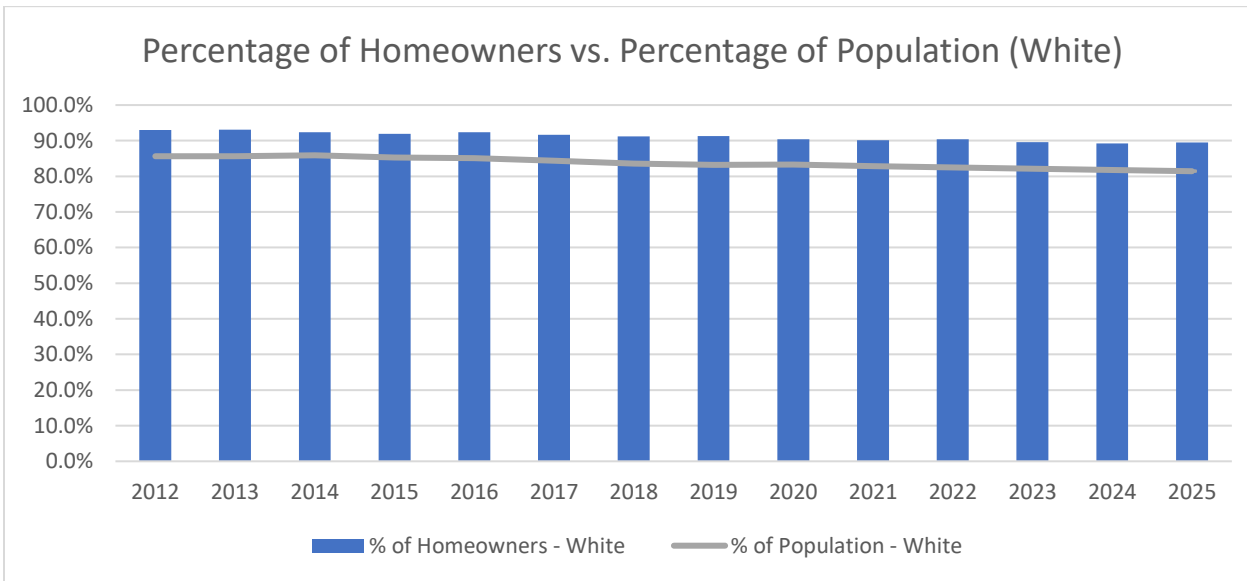
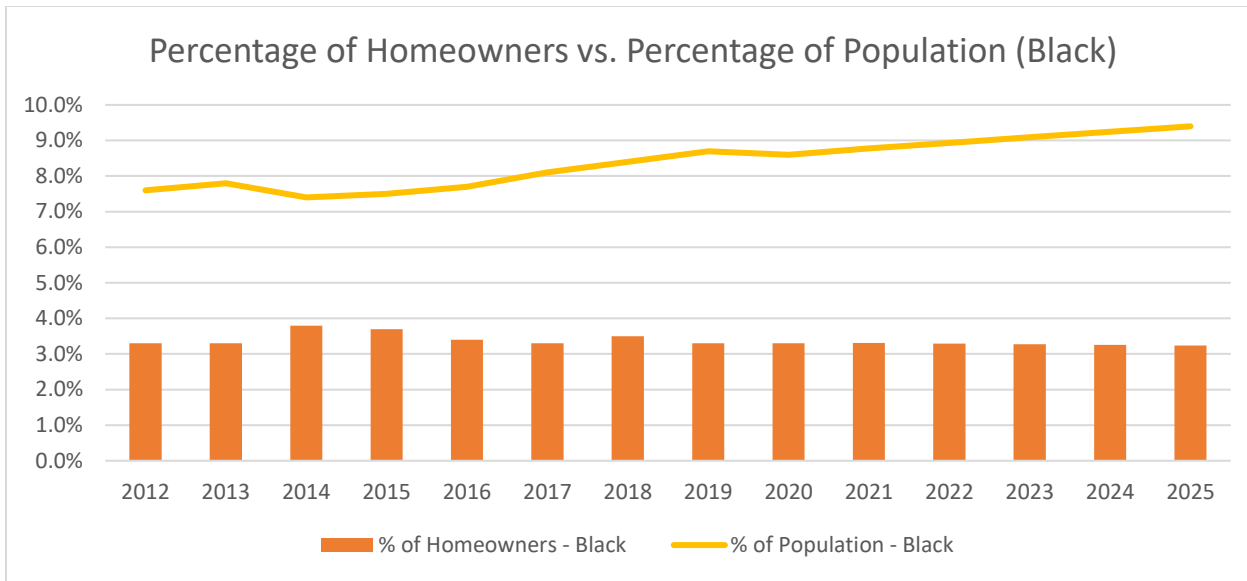
Upward Mobility Housing Indicators



Upward Mobility Housing Indicators



Upward Mobility Housing Indicators



Appendix H - Action Implementation and Measurement Plan for Fair & Inclusive Housing

Strategic Action: Increase affordable housing stock in Boone County

| Key Actions | Timeline | Outputs | Outcomes |
|---|---------------------------|---|---|
| Improve community messaging around affordable housing | Summer – Fall 2022 | Creation of a community story around housing needs; compilation of available resources for low-income tax credits; marketing plan for community story | Increased affordable housing stock in Boone County Missouri. |
| Coordinate information for community members who don't qualify for traditional home financing | Summer 2022 | A comprehensive list of all providers in the space; Procedure to share information about available resources with providers, community stakeholders, and decision makers. | Decreased cost burdened. Increased home ownership for black/African Americans. <i>Measures:</i> |
| Policy analysis of housing policies negatively impacting housing development | Fall 2022 – Summer 2023 | Report of housing policies completed by local experts; report of best practices for what has worked in other communities which have success in affordable housing space. | <ul style="list-style-type: none"> • <i>Average cost of home compared to Area Median Income</i> • <i>Percentage of people paying more than 30% of income on housing</i> |
| Create housing trust fund for Boone County | Winter 2022 – Fall 2023 | Initial research about what is needed to establish a housing trust fund, agendas from meetings with workgroup members and leaders in community, legal documents around creation of housing trust fund, financial reports of established fund. | <ul style="list-style-type: none"> • <i>Average cost of rent & homes</i> |
| Complete Housing Market Study | Summer 2024 | Report released to community; listing of recommendations for policy changes, funding mechanisms, and plan for development of housing. | <ul style="list-style-type: none"> • <i>Percentage of homeowners who are Black/African American</i> |
| Improve housing policies to support development of affordable housing | Summer 2024 – Winter 2026 | Records of ordinance changes; agendas of meetings with workgroup members and community business leaders. | Measures collected annually through 2026 |

Strategic Action: Adopt a Block Home Maintenance Program

| Key Actions | Timeline | Outputs | Outcomes |
|--|-------------------------|--|---|
| Improve strategic outreach to Black/African American Boone County residents eligible for home maintenance programs | Summer – Fall 2022 | Research report on existing program marketing materials; updated marketing materials and plan | Increased home ownership for Black/African American Boone County residents |
| Improve community messaging around systemic racism and its impact on generational wealth | Fall 2022 – Winter 2022 | Creation of a community story around impact of historic housing policies; training materials and agendas; agenda and materials for deep listening campaign; marketing plan | <i>Measures:</i> <ul style="list-style-type: none"> • <i>Percentage of homeowners who are Black/African American</i> |
| Develop and fund a position to coordinate home maintenance programs and expand capacity | Fall 2023 | Funding secured, position created, staff hired. | Measures collected annually through 2026 |

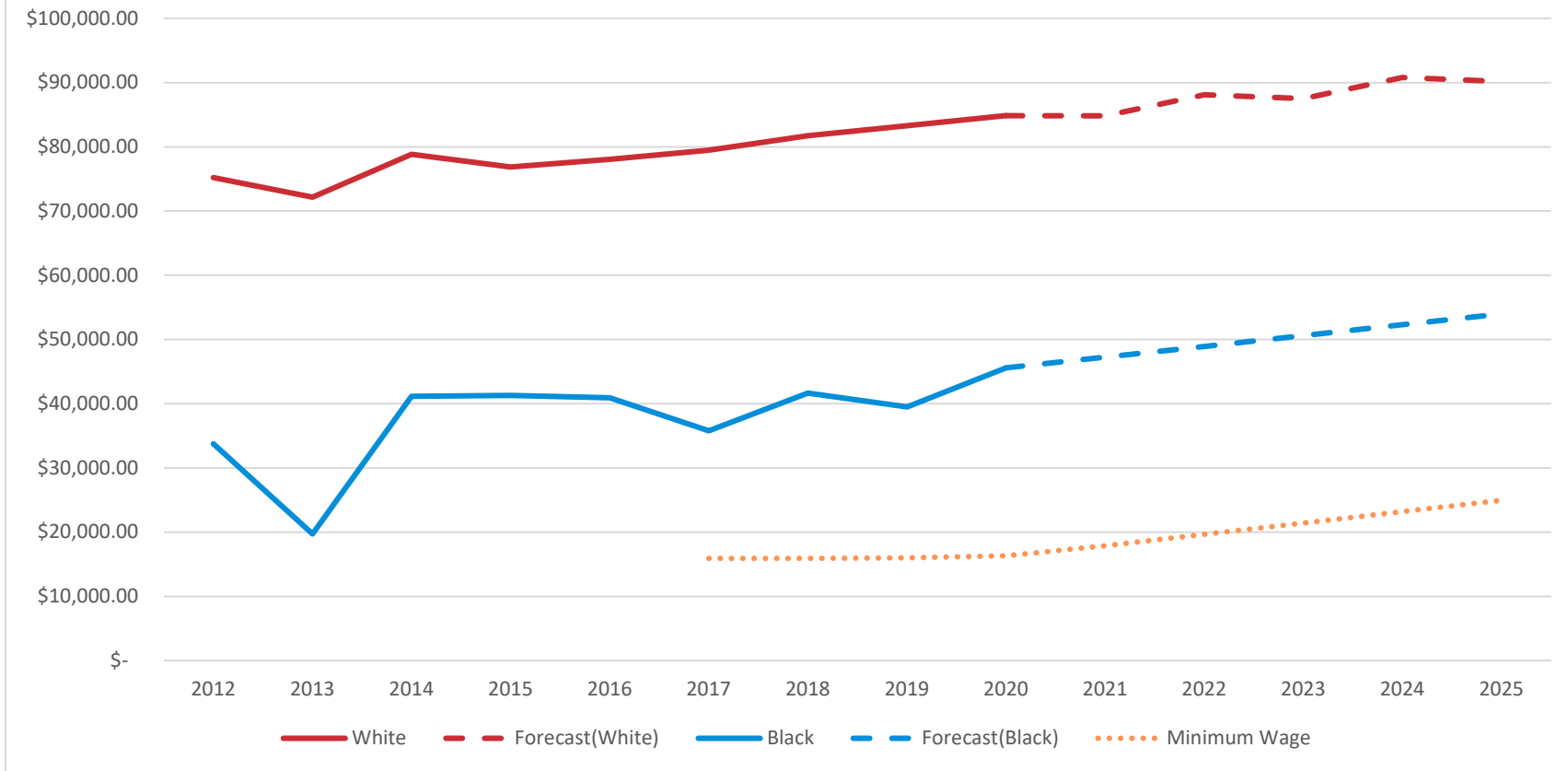
Strategic Action: Increase Second Chance Leasing Opportunities

| Key Actions | Timeline | Outputs | Outcomes |
|---|---------------------------|---|---|
| Improve community messaging around housing choice vouchers program | Summer – Fall 2022 | Creation of a community story around housing needs; compilation of available resources for landlords/property owners available; marketing plan for community story; listing of individuals in a speaker's bureau for successful tenant/landlord relationships | Increased affordable housing units in Boone County Missouri. Decreased cost burdened. Decreased number of individuals on By Name List through the Boone County Coalition to End Homelessness. |
| Develop and implement a landlord training program | Winter 2022 | Research report on best practices related to property management for individuals with hard backgrounds; Training materials and training agendas; marketing plan; comprehensive list of all providers in the space. | Increased home ownership for black/African Americans. |
| Develop and implement a tenant training program | Winter 2022 | Research report on best practices for successful tenancy; training materials and training agendas; marketing plan; decision to continue, scale up or discontinue the program. | <i>Measures:</i> <ul style="list-style-type: none"> • Average cost of home compared to Area Median Income • Percentage of people paying more than 30% of income on housing |
| Expand capacity to provide wraparound supportive services for renter participants | Winter 2022 – Fall 2023 | Procedure to share information about available resources with providers, community stakeholders, and decision makers; decision to continue, scale up or discontinue the program. | <ul style="list-style-type: none"> • Average cost of rent & homes • Percentage of Black/African American homeowners |
| Develop and implement 'Second Chance' Lease agreements | Winter 2022 | Policy analysis of legality of 'second chance' lease with provisions; education/marketing materials; outreach agendas to landlords/property managers; decision to continue, scale up or discontinue the program. | <ul style="list-style-type: none"> • Number of individuals on waitlist for housing through Boone County Coalition to End Homelessness |
| Develop coordinator position to connect renters and supportive services | Summer 2023 – Winter 2024 | Funding secured, position created, staff hired. | Measures collected annually. |

Appendix I – Jobs & Workforce Development Indicators Data

The following contains all selected indicators data provided to the Jobs & Workforce Development workgroup.

Family Household Income by Race, 2012 - 2025



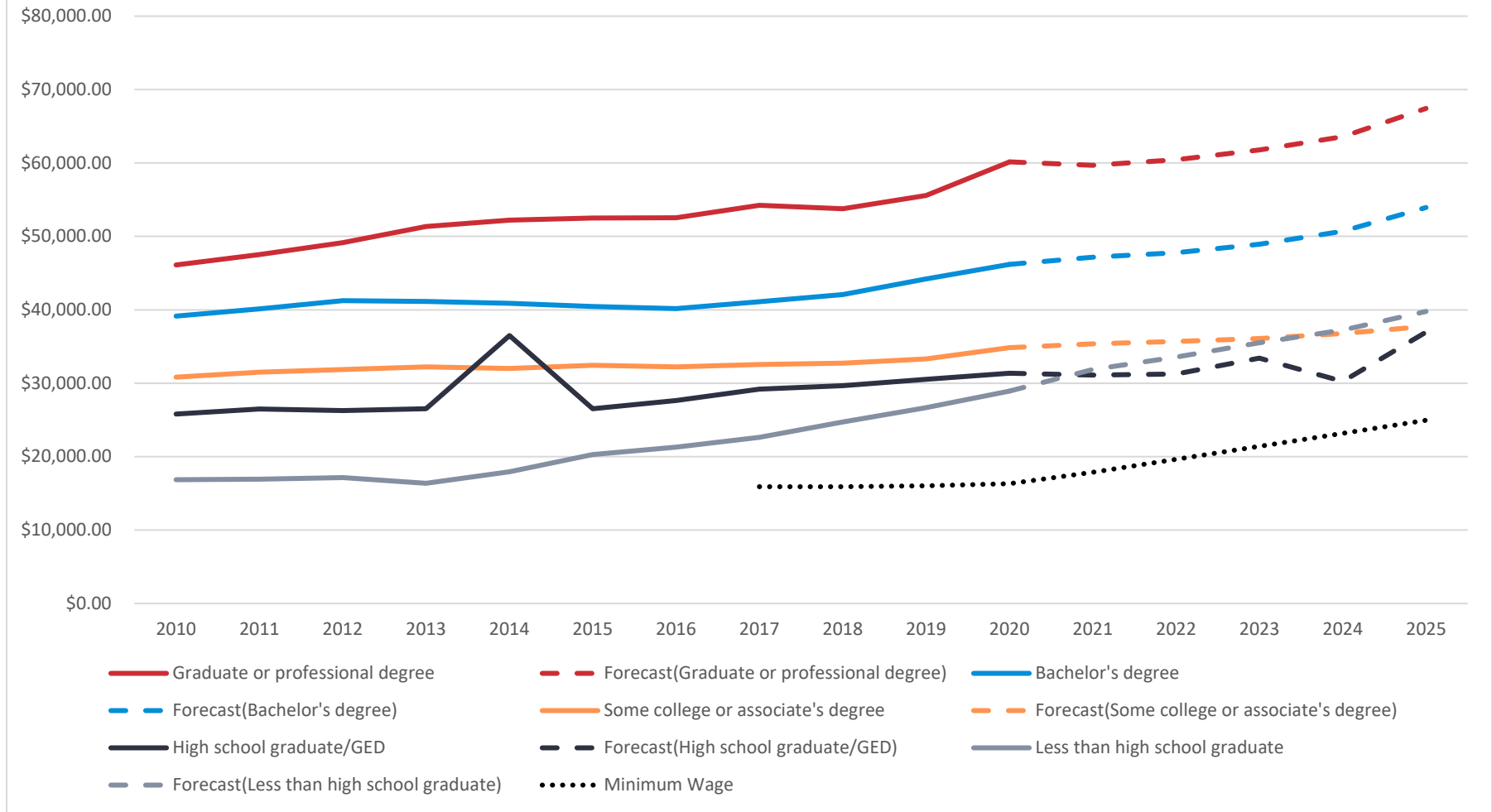
Notes: 2020 is the most recent data available, but our timeline and trend begins then, referenced by the vertical line in the chart.

The dotted line references minimum wage in Missouri from 2015 – 2023 when the legislation was passed to increase the minimum wage in Missouri. This chart accounts for full time employment (2,080 hours annually) at the minimum wage. Boone County has many diverse race/ethnicity groups who are not represented in this data due to data suppression. Their lived experiences are valuable.

Median (midpoint) income for family households, including those with and without children. Family households include two or more individuals related by birth, marriage or adoption. Family income is the preferred measure of economic wellbeing in university communities like Columbia and Boone County, since the majority of the student population resides in non-family households. Household income (i.e. including both family and non-family households) is artificially low due to the student population.

Source: Boone Indicators Dashboard (2022). *Median Income – Family Household*. Retrieved from: <http://booneindicators.org/IndicatorView.aspx?id=4828>. Minimum Wage Info: Missouri Department of Labor (2022). *Minimum Wage*. Retrieved from: <https://labor.mo.gov/DLS/MinimumWage>.

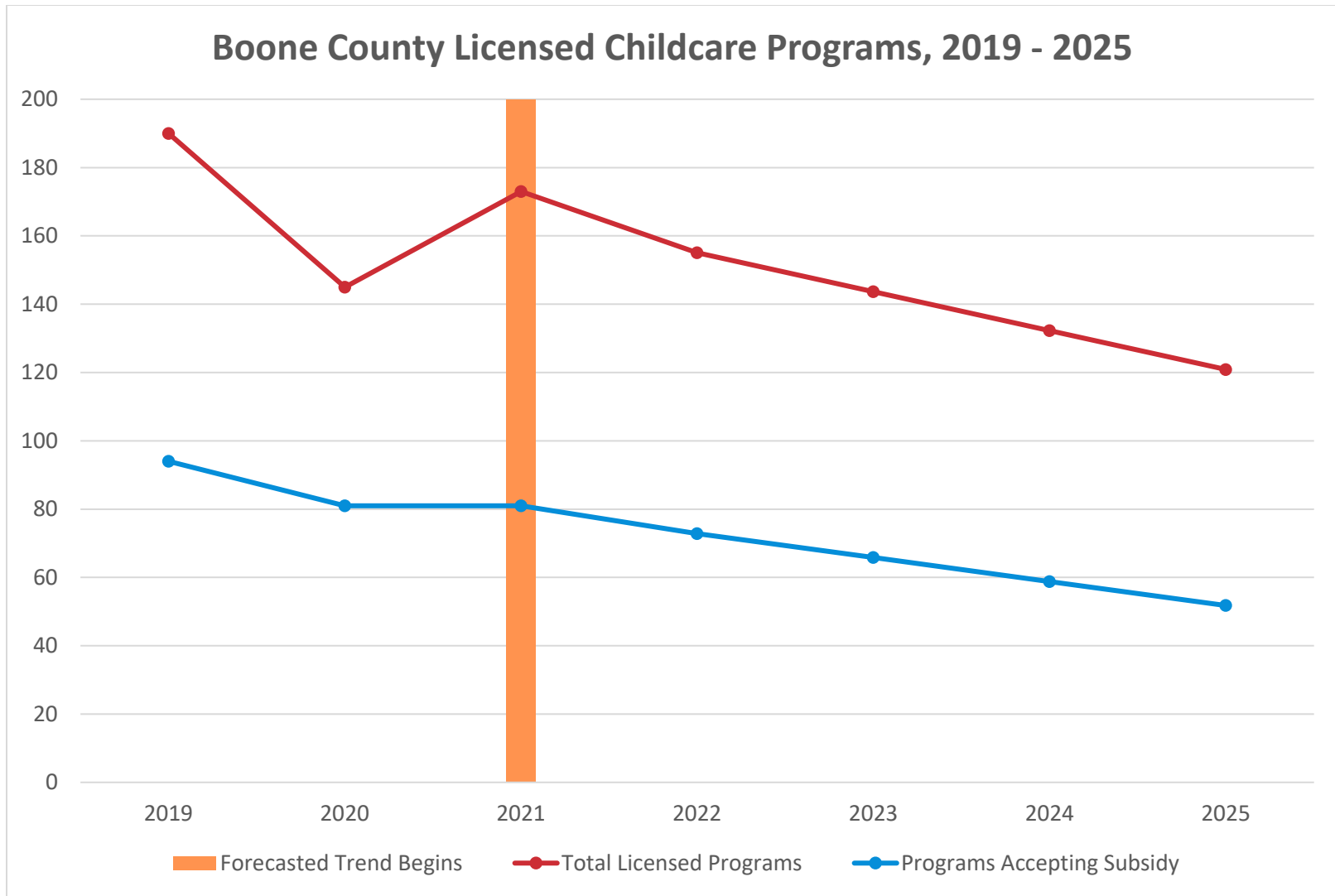
Median Earnings by Educational Attainment in Boone County 2010 - 2025



Notes: 2020 is the most recent data available. All forecasted trends are dotted.

The dotted line references minimum wage in Missouri from 2015 – 2023 when the legislation was passed to increase the minimum wage in Missouri. This chart accounts for full time employment (2,080 hours annually) at the minimum wage.

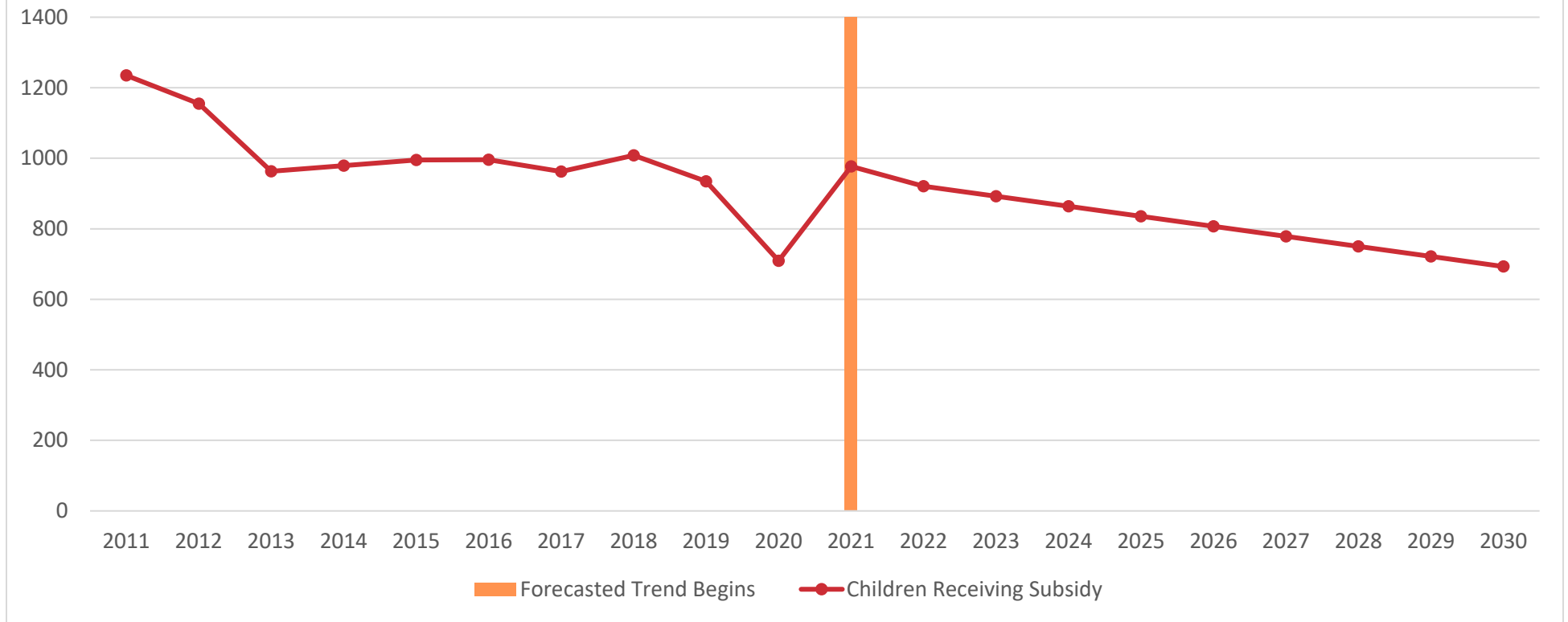
Source: U.S. Census Bureau, 2010-2019 American Community Survey 5-Year Estimates; Minimum Wage Info: Missouri Department of Labor (2022). *Minimum Wage*. Retrieved from: <https://labor.mo.gov/DLS/MinimumWage>.



Notes: This data shows the total licensed childcare programs in Boone County. Of these licensed programs, some program are enrolled to accept childcare subsidy through the State of Missouri. Childcare programs which enroll to accept subsidy do not have to reserve a certain number of slots for families who have subsidy. However, programs who are not enrolled in the program cannot accept subsidy.

Source: ChildCareAware of Missouri. (2022). *Boone County childcare data* [dataset].

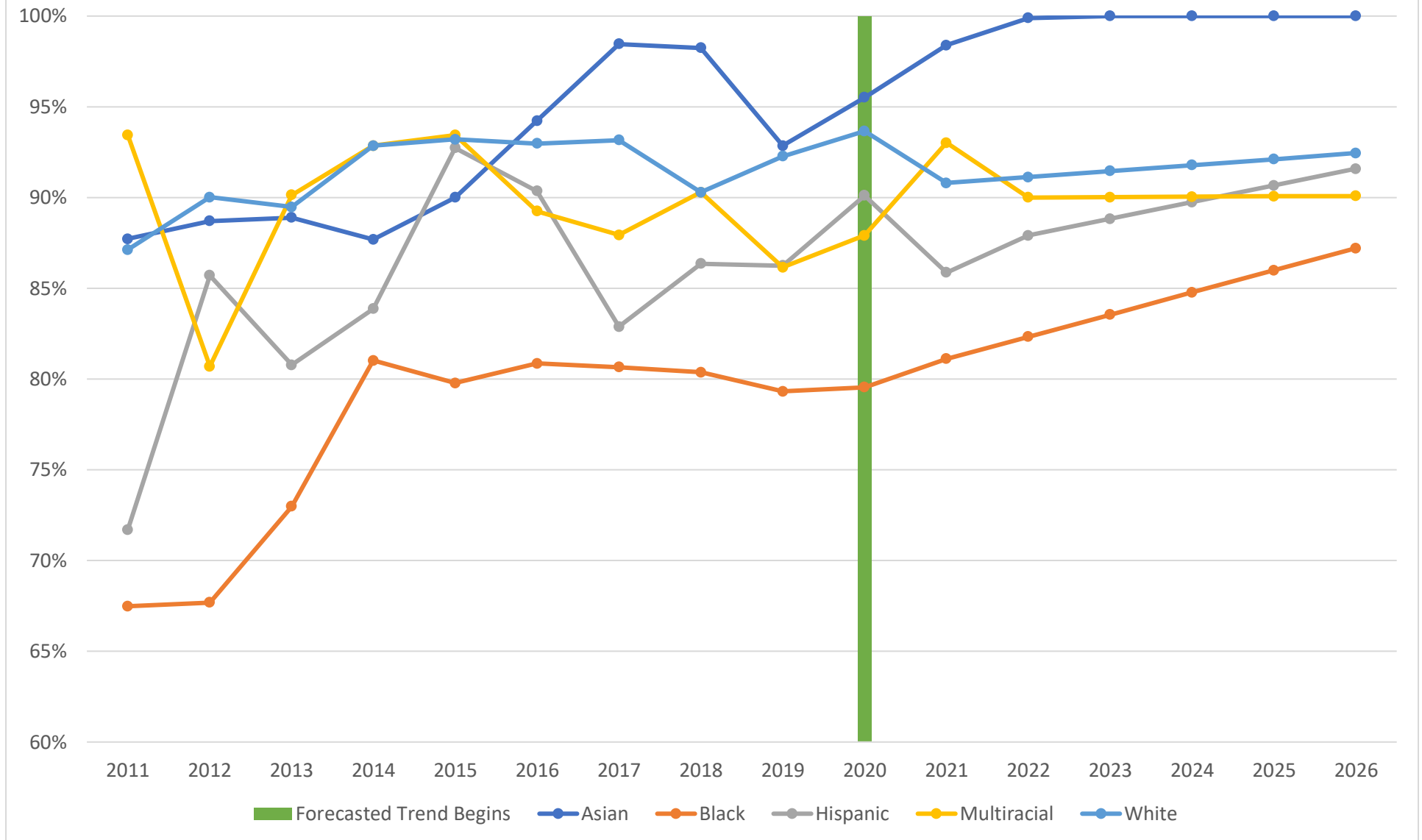
Total Unduplicated Children Authorized for Subsidy in Boone County (2011-2030)



Notes: Information included in this report is maintained by Child Care Aware® of Missouri and funded by the Department of Elementary and Secondary Education - Office of Childhood. Since childcare programs change frequently, the Office of Childhood should always be contacted for the exact number of licensed programs and licensed capacity data. Child Care Aware® of Missouri tracks data on licensed childcare, early learning and after-school programs across the state, as well as early learning and after-school programs that opt-in to regulations or listing for referrals to families. Therefore, Child Care Aware® of Missouri recognizes that there is a group of childcare, early learning and after-school programs that are not captured in these totals because they are not required to provide information about themselves to any authority. Childcare facilities operated by religious organizations and nursery schools (facilities that serve each child for no more than four hours a day) are required by statute to be inspected but are exempt from licensure. Family childcare homes that serve six or fewer children and childcare provided by public or private K-12 education are some examples that are not subject to regulation.

Source: ChildCareAware of Missouri. (2022). *Boone County childcare data* [dataset].

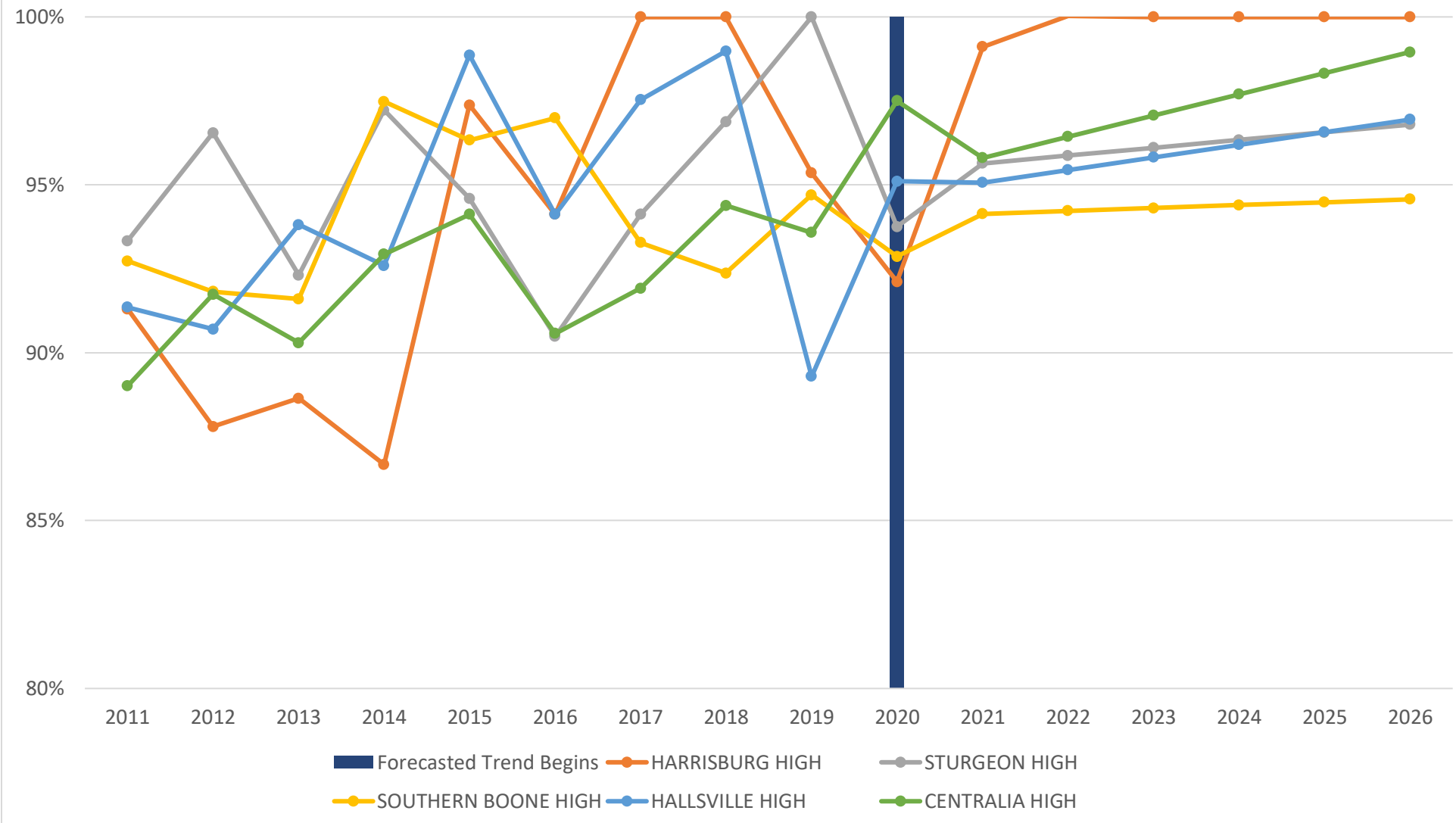
Graduation Rates by Race/Ethnicity for Columbia Public Schools 2011 - 2026



Note: Data includes all 4 year graduates of Columbia Public Schools high schools displayed by race/ethnicity. Please note additional race/ethnic groups are not displayed due to data suppression. Forecasted trends begin after 2020. Note the left axis begins at 60% to more clearly show data.

Source: Missouri Department of Elementary and Secondary Education. (2022). District adjusted cohort graduation rate [Data set]. Missouri Department of Elementary and Secondary Education. <https://apps.dese.mo.gov/MCDS/home.aspx>

Graduation Rates for Rural Boone County School Districts 2011-2026



Note: Data includes all 4-year graduates of Rural Boone County School Districts including: Centralia, Hallsville, Harrisburg, Southern Boone, and Sturgeon. This data only shows the total graduation rate and race/ethnic groups are not displayed due to data suppression. Forecasted trends begin after 2020. Note the left axis begins at 80% to more clearly show data.

Source: Missouri Department of Elementary and Secondary Education. (2022). District adjusted cohort graduation rate [Data set]. Missouri Department of Elementary and Secondary Education. <https://apps.dese.mo.gov/MCDS/home.aspx>

Appendix J – Jobs & Workforce Development Root Causes

This is the chart generated by contributions from the Jobs & Workforce Development workgroup to describe the root causes impacting disparities across race/ethnicity related to the priority area.

| Deep Root | Initial Symptoms | Areas of Focus | Specific Factors Contributing to Area of Focus |
|-----------|------------------|-------------------------------------|---|
| Racism | Bias Poverty | Lack of social Capital | <ul style="list-style-type: none"> • Access to see possibilities; access to education/career opportunities (getting out of survival mode into thriving mode) • Educational capital relating to school quality • Lack of mentor/ advisor/ sponsor • Change in mindset from employers once diverse talent is hired - go beyond 'getting the job' • Need relationships over rugged individualism • Politics of organizations - navigating systems (not enough mentorship) - lack of accountability in representation within organizations • Changing economy • lack representation of leadership bodies (matching what our community looks like). • Racial segregation • Disproportionality in justice systems by race - not able to access employment |
| | | Need for Employer Responsibility | <ul style="list-style-type: none"> • Need a path to high income jobs/business ownership • Need support in businesses to advance racial equity • Bias from employers • Need accountability for employers • Change in mindset from employers once diverse talent is hired - go beyond 'getting the job' • Local graduates leave Boone County - not the pool for leadership • Lack representation of leadership bodies (matching what our community looks like). • Lack of coordination around employers and employment opportunities • Opportunity ladders/ access to high paying professions locally |
| | Sexism | Needs for Entrepreneurship Supports | <ul style="list-style-type: none"> • Lack of nontraditional capital for businesses • Access to capital (invest in businesses) for communities of color regardless of income • Need support in businesses to advance racial equity |
| Sexism | | | |

Appendix K - Action Implementation and Measurement Plan for Jobs & Workforce Development

Strategic Action: Implement Upwardly Mobile Business Practices

| Key Actions | Timeline | Outputs | Outcomes |
|---|---------------------------|---|--|
| Improve community messaging on importance of business community to support upward mobility practices | Summer – Fall 2022 | Creation of a community story telling the importance of having businesses that reflect the community; create messaging around on hiring individuals connected to supportive services; marketing plan for community story. | Increased average & median income by race. Increased social capital for communities of color. |
| Train and support businesses in creating Upwardly Mobile business practices | Fall 2022 – Summer 2024 | Training materials and training agendas; marketing plan; business certification documentation and certificates; report on best practices to improve equity in businesses. | <i>Measures:</i> |
| Create opportunities to acknowledge & incentivize businesses which support employees' upward mobility | Winter 2022 – Fall 2023 | Sponsors secured for incentives; procedure for highlighting businesses; media slots of businesses. | <ul style="list-style-type: none"> ● <i>Average & median income by education</i> |
| Develop career pipelines across industries | Summer 2023 – Summer 2026 | Comprehensive list of industries within Boone County and contacts/representatives; report of best practices to develop pipelines; marketing and outreach plan; evaluation report; listing of recommendations for policy changes, funding mechanisms, and plan for development career pipelines. | <ul style="list-style-type: none"> ● <i>Average & median income by race/ethnicity</i> ● <i>Percentage of students who graduate high school by race/ethnicity</i> |
| Support policy changes to expand access to workforce training programs | Summer 2024 | Comprehensive list of all providers in the space; policy and funding analysis of existing workforce training; elevator pitch for legislation changes needed. | <ul style="list-style-type: none"> ● <i>Number of childcare slots accepting state subsidy in Boone County</i> <p>Measures collected annually through 2026.</p> |

Strategic Action: Enhance Support for Justice-Involved Individuals

| Key Actions | Timeline | Outputs | Outcomes |
|--|-------------------------|--|---|
| Expand Ban the Box within Boone County and ensure eligible Columbia businesses are compliant | Summer – Fall 2022 | Research report of impact of Ban the Box in Columbia; list of recommendations to county commission; legal review with Boone County lawyer | Increased average & median income by race. |
| Increase capacity to coordinate individuals who are justice-involved/post release and employers who will hire justice-involved individuals | Spring 2023 | Funding secured; position created; staff hired; communication plan. | Increased social capital for communities of color. <i>Measures:</i> |
| Create and coordinate internships, apprenticeships for justice-involved individuals | Fall 2023 – Winter 2023 | Comprehensive list of all business with internships, apprenticeships; career ladder developed for internships, apprenticeships; acquire funding. | <ul style="list-style-type: none"> • <i>Average & median income by education</i> • <i>Average & median income by race/ethnicity</i> Measures collected annually through 2026. |

Strategic Action: Increasing Youth Leadership Opportunities

| Key Actions | Timeline | Outputs | Outcomes |
|---|-------------|--|--|
| Increase opportunities to expose youth to careers in middle and high school | Winter 2022 | Outreach and marketing plan for existing opportunities; outreach plan for students of color; creation of a community story around benefits of trade education; compilation of available leadership training/opportunities available. | Increased graduation rates by race/ethnicity Increased average median income by race. |
| Expand opportunities for high school students to earn associate degrees (Middle College Program) for all Boone County schools | Summer 2023 | Secure funding; memorandum of understanding with local community college and school districts; enrollment procedures; marketing and outreach plan. | Increased social capital for communities of color. <i>Measures:</i> <ul style="list-style-type: none"> • <i>Average median income by education</i> • <i>Average median income by race/ethnicity</i> • <i>Percentage of student who graduate high school by race/ethnicity</i> Measures collected annually. |

Appendix L – Stakeholder Listing

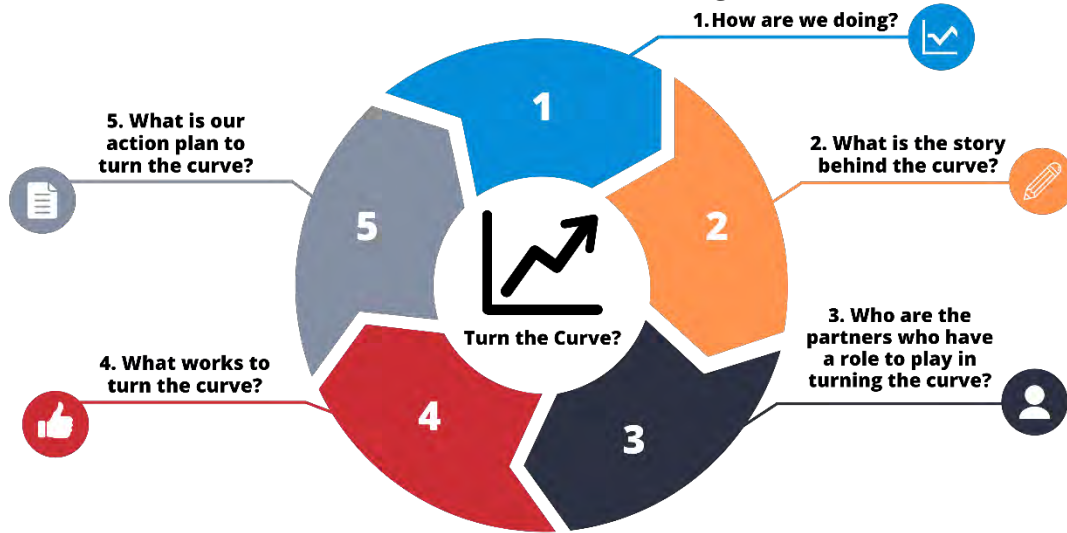
The following contains all organizations and sectors represented throughout the Upward Mobility project.

13th Circuit Court
13th Circuit Juvenile Office
Beacon of Hope Foundation
Boone County Clerk's Office
Boone County Coalition to End Homelessness/Functional Zero Taskforce
Boone County Commission
Brighter Beginnings
Central Missouri Community Action
City of Columbia Office of Neighborhood Services
City of Columbia Housing Authority
City of Columbia Supplier Diversity Program
Columbia Board of REALTORS
Columbia Chamber of Commerce
Columbia Chamber of Commerce
Columbia College
Columbia Police Department
Columbia Public Schools
Columbia/Boone County Department of Public Health and Human Services
Cradle to Career Alliance
Daniel Boone Regional Library
Flourish
Grade A Plus
Heart of Missouri United Way
Iron Gate Realty
Job Point
Loaves & Fishes
Love Columbia
Minority Men's Network
Missouri University Office of Engagement
MO Faith Voices
Moberly Area Community College
MU HealthCare and School of Medicine
Quality Drywall Construction
Regional Economic Development Inc.
Urban Empowerment Development Corporation
Veterans United Foundation / Veterans United Home Loans
Voluntary Action Center
Woodhaven/Encircle
Worley Street Roundtable

Appendix M – Boone County Engagement Timeline

The following image depicts the timeline for engagement using the Results Based Accountability framework during the Upward Mobility project. With each section of engagement work, there is a corresponding portion of 'Turn the Curve' thinking which shows which questions were answered in the specific process.

Boone County Upward Mobility Timeline Turn the Curve Thinking



May 21, 2021 - Announced Award

November 2021 - June 2022 - Initial Workgroups Convened



August 11, 2021 - Data Walk



June 14, 2022 - MAP Launch

Future - Continued Iterations



Adopted from the seven Population and Performance Accountability questions found in *Trying Hard Is Not Good Enough*.
Source: Clear Impact

Appendix N – Reference Listing

References

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BOONE COUNTY

UPWARD MOBILITY ACTION PLAN

Columbia, MO

www.showmeboone.com

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