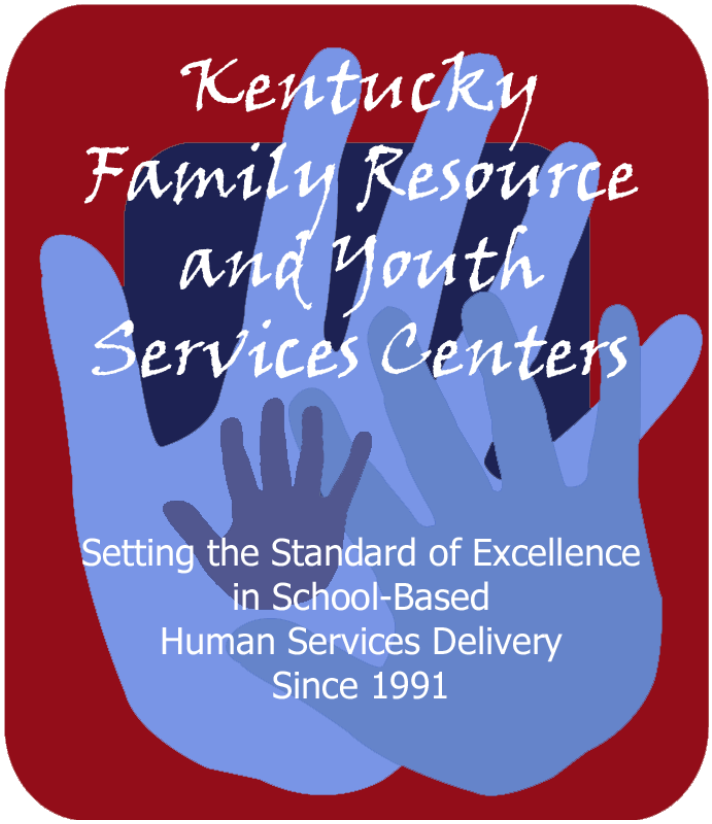
FRYSC
Administrators' Guidebook



Family Resource and Youth Services Centers

School • Community • Home

Creating Partnerships for Student Success

FY 17

TABLE OF CONTENTS

I. INTRODUCTION

- Background **p. 4**
- Mission **p. 5**
- Vision **p. 5**
- Funding **p. 6**
- Guiding Principles **p. 6**
- Goals **p. 7-8**
- Core Components (List) **p. 9**
  - Family Resource Centers
  - Youth Services Centers
  - Family Resource/Youth Services Centers
- Common Optional Components **p. 11**
- Forms and Reports Timeline/Due Dates **p. 12**

II. PROGRAM OPERATIONS

- Strengthening Families Overview **p. 15**
- Needs Assessment **p. 15**
- Methods of Service Delivery **p. 16**
- FRYSC Core Components (detailed descriptions)
  - Family Resource Centers **p. 17**
  - Youth Services Centers **p. 30**
- Program Accountability **p. 42**
  - FRYSC Advisory Council/SBDM/Board of Education **p. 42**
  - Center Space **p. 42**
  - Comprehensive School Improvement Plan (CSIP) **p. 42**
  - Program Monitoring **p. 43**
  - Center Assessment for Growth Evaluation tool **p. 43**
  - School Administration **p. 43**
  - The FRYSC District Contact **p. 43-44**

III. FRYSC ADVISORY COUNCIL

- Advisory Council Guidelines **p. 45**
- Bylaws **p. 47**

IV. PERSONNEL GUIDELINES

- Coordinator role **p. 48-49**
- Pupil transportation **p. 50**

V. COLLABORATION

- Community Collaboration **p. 51**

- Collaboration with School-Based Resources and Programs **p. 51**
- Collaborative Partnerships with Parents **p. 52**

VI. FUNDING ALLOCATION AND MANAGEMENT

- Eligibility and Funding **p. 54**
- Expenditures requiring special consideration by the Advisory Council **p. 56**
- Fiscal Reports, Amendments, Unencumbered Funds, Over Expenditures **p. 56-57**
- Fiscal Responsibilities of Coordinator and Advisory Council **p. 57**
- External Funding: Non-FRYSC Funds **p. 58**

VII. PROFESSIONAL DEVELOPMENT

- Training for FRYSC Coordinators **p. 60-65**

VIII. ACCOUNTABILITY, PROGRAM REPORTS AND RECORDKEEPING

- CSIP **p. 66**
- Infinite Campus
- Infinite Campus Year-End Report
- Implementation and Results (I and R)
- Minimum coordinator access to fields in Infinite Campus **p. 67-69**
- FRYSC Recordkeeping **p. 70-71**
- Access to FRYSC Records **p. 71**
- FRYSC Green System **p. 72**

IX. DFRYSC STAFF **p. 73**

X. APPENDICES

- A – Legislation Relating to FRYSC **p. 75-78**
- B – Action Component Elements **p. 79-80**
- C – KDE Statement and Documents pertaining to student transportation **p. 81**
- D – Local District Classification Plans **p. 82-94**
- E – Facility Programming and Construction Criteria Planning Guide **p. 95**
- F – Records Retention Schedule **p. 96**
- G – KDE Chart of Accounts (March, 2014) **p. 98-103**
- H – The District Contact **p. 104-110**
- I – FRYSC Strategic Targeted Assistance Team Protocol **p. 111-112**
- J – Family Literacy Description **p. 113**
- K – Components of Coordinated School Health **p. 114-115**
- L – Safe Home Visit Considerations **p. 116**
- M – Service Appeal Request **p. 117**

I. INTRODUCTION

Background

In the latter part of the 20th century, the need for education and human service systems to engage in the joint provision of services and support to children, youth and their families has rapidly increased. The growing number and complexity of problems faced by our society (e.g. poverty, family restructuring, teenage pregnancy, substance abuse and domestic and youth violence) have caused increasing levels of stress on families and children – stress that children bring into the classroom, which creates barriers to learning. These problems have also placed a greater demand on public service agencies and demonstrate a need for community and schools to work together to restore family and child well-being. In response to these growing concerns and a desire to remove barriers to educational success, the Kentucky General Assembly created the Family Resource and Youth Services Centers (FRYSCs) as an integral part of the Kentucky Education Reform Act (KERA) of 1990, KRS 156.496 and KRS 156.4977 as amended. See Appendix A for copies of the statutes.

This legislation provided for an unprecedented state-level partnership between the Kentucky Department of Education and the Cabinet for Health and Family Services. These partners share the responsibility of implementing and sustaining the centers across the state. The legislation created the Interagency Task Force on Family Resource and Youth Services Centers comprised of a vast array of stakeholders. This Task Force developed a five-year plan to establish a statewide network of Family Resource and Youth Services Centers. Since the sunset of the Task Force at the end of 1997, the Cabinet for Health and Family Services, Division of FRYSC has the responsibility for the administration of this program. The Kentucky Department of Education continues to provide technical assistance and support of the public education mandate.

Now, more than 2 decades since inception, the Kentucky Family Resource and Youth Services Centers are recognized as the nation's largest school-based family support initiative. These centers are designed to address the needs of children by developing partnerships with school, family, and community in order to help all public school students reach proficiency. Recent surveys report that educators, parents, and community partners feel that the Family Resource and Youth Services Centers are a "necessary component of Kentucky educational programming" and a program "vital to students, empowering families, and helping to improve schools".

MISSION

The Family Resource and Youth Services Centers' program mission is to enhance students' abilities to succeed in school by developing and sustaining partnerships that promote

- Early learning and successful transition into school
- Academic achievement and well-being
- Graduation and transition into adult life

VISION

The Kentucky Division of Family Resource and Youth Services Centers in the Cabinet for Health and Family Services shall establish the **national standard of excellence in the provision of school-based family support.**

FUNDING

The funding for the Family Resource and Youth Services Centers, administered through the Cabinet for Health and Family Services, Division of FRYSC, is provided by state education funds through the Kentucky Department of Education as specified in the Kentucky Education Reform Act legislation of 1990. Funds are utilized to coordinate a network of services through community collaboration.

Funding for every eligible school will require additional legislative appropriations. **At least 20% of students in each school applying for a center must qualify for free and reduced-priced school meals.** As of July 1, 2015, 816 centers have been implemented, serving more than 1,100 schools, which encompasses approximately 99% of Kentucky's eligible schools. The total student population in school served is 622,535 with 56.02% eligible for free school meals.

GUIDING PRINCIPLES

Although every Family Resource and/or Youth Services Center (FRYSC) must address the core components, and often have other issues in common, they will vary programmatically in many ways. For example, the range of activities provided will differ, the degree of parent involvement may vary and the array of community resource agencies available or willing to develop primary linkages will also influence the development and structure of the program. Despite this diversity, each center shares philosophical principles that provide the foundation for the program. These principles were adopted by the FRYSC Interagency Task Force on August 14, 1990.

- **All children can learn and most at high levels** – For all children to learn, barriers to learning must be removed. School based services must be created to address the academic, physical, social, emotional and vocational needs of students. Parents must be part of the development of these services;
- **Creation of an atmosphere that empowers the child, youth and/or family to acquire competency is necessary to meet the needs and achieve the goals of attaining an education** – The role of the center is to support and strengthen the families' nurturing and problem-solving ability by working as equal partners to resolve identified problems or barriers.
- **An interagency focus shall be developed** – Education and Human Services must join forces and collaborate with other community agencies in order to be able to respond to the complex and ever-changing needs of children, youth and families; and,
- **Assuring community ownership is important** – The centers should reflect the unique needs and character of their communities.

GOALS

The goal of the Family Resource and Youth Services Centers is to meet the needs of *all* children and their families who reside in the community or neighborhood served by the school in which the center is located.* To achieve this goal, local flexibility and community ownership are crucial. Within the required initiative framework outlined in the KERA legislation, local schools and the communities in which they are located have been granted the flexibility to create programming that meets the unique needs of their families.

The manner in which individual centers address the core components and develop optional components is determined by an on-going assessment and evaluation of the school/community needs and available resources in partnership with the school's Comprehensive School Improvement Plan. While every center is unique, many have commonalties. The manner in which these issues are addressed may vary greatly depending on the resources available in the local community and the education needs of the population to be served. By removing barriers, FRYSCs help support the achievement of the goal that all students become academically proficient.

*KRS 156.496 (1) states "If resources are limited, students and families who are most economically disadvantaged shall receive priority status for receiving services".

GOALS
Recommended for Family Resource Centers

- To assist families including new and expectant parents in enhancing the parenting skills that can promote the full educational development of children;
- To promote the healthy growth and development of children by assisting families to identify and address any home or community barriers to a child's success in school;
- To ensure that families have access to and are connected with appropriate community resources;
- To encourage social support linkages and networks among families, thereby reducing isolation and promoting family involvement in school activities; and,
- To generate optimal parental and family involvement by offering learning and service opportunities that will enable parents and other family members to participate in center and community activities as providers, participants and volunteers.

GOALS
Recommended for Youth Services Centers

- To promote young people's progress toward capable and productive adulthood by assisting them to recognize their individual and family strengths and to address problems that block their success in school;
- To promote supportive peer group relationships among young people, and supportive relationships among young people, their families, and persons in the school and community, in order to develop positive self-esteem and competence;
- To generate optimal parental and family involvement by offering learning and service opportunities that will enable parents and other family members to participate in center, school and community activities as providers, participants and volunteers; and,
- To assist young people to make effective use of community resources, including employment and training resources, and health, mental health and social services resources as necessary.

CORE COMPONENTS
Family Resource Centers

Core components are mandated in legislation (KRS 156.496). Senate Bill 192 was passed unanimously by both chambers of the Kentucky General Assembly and was signed into law by Governor Steve Beshear on April 15, 2008. *The passage of this bill provided for the removal of the "Support and Training for Child Day Care Providers" component for all Family Resource Centers.*

Family Resource Center core components include

- Full-time preschool child care for children two (2) and three (3) years of age;
- After school child care for children ages four (4) through twelve (12), with the child care being full-time during the summer and on other days when school is not in session;
- Families in Training, which shall consist of an integrated approach to home visits, group meetings and monitoring child development for new and expectant parents;
- Family literacy services as described in KRS 158.360** or a similar program designed to provide opportunities for parents and children to learn together and promote lifelong learning.
- Health services or referrals to health services, or both.

**PACE (KRS 158.360) was removed by Senate Bill 1 (KRS 151B) in the 2000 session of the Kentucky General Assembly. FRYSCs will continue to address Family Literacy services.

CORE COMPONENTS
Youth Services Centers

Core components are mandated in legislation (KRS 156.496). Family Resource Center core components include

- Referrals to health and social services;
- Career exploration and development;
- Summer and part-time job development for high school students;
- Substance abuse education and counseling; and,
- Family crisis and mental health counseling.

Changes to the YSC core components resulting from the passage of Senate Bill 192 include

- "Employment Counseling, Training, and Placement" component is now "Career exploration and development".
- "Summer and part-time job development" is a component specifically for high school students.
- "Drug and Alcohol Abuse Counseling" is now known as "Substance abuse education and counseling".

The bill was signed into law on April 15, 2008. See Appendix B for Action Component Elements.

CORE COMPONENTS
Family Resource and Youth Services Centers

A combined Family Resource and Youth Services Center (FRYSC) must address all core components for both center types. A combination center is one that serves elementary and middle and/or high school students.

COMMON OPTIONAL COMPONENTS

Optional components are developed based on the needs of the local school community. These components will vary across the state, but generally fall into such categories as

- **Educational support/enrichment**
  Educational support activities may include character education, peer mediation, conflict resolution, mentoring, and may address core content and other educational needs identified through the Comprehensive School Improvement Plan.

- **Student and family support/referrals**
  An optional component designed for student and family support may include services such as basic needs, emergency assistance, holiday assistance, etc.

- **After school programs (YSC)**

- **Student and family strategic planning**
  Activities may include budgeting assistance/referrals, transportation, parenting, etc.

Please refer to Appendix B for Action Component Elements.

FRYSC Forms and Reports (Rev. 6/23/16)

REQUIRED Form or Report	Due Date	District Contact Responsibilities	Coordinator Responsibilities	Other Personnel Responsibilities	How to Submit: *Notify RPM when upload is made!
Funding Request /Invoice Letter (submitted to request funding/initiate payment for the upcoming fiscal year)	July 15	1)District Contact Prepares Invoice for superintendent signature		**Superintendent**: Signs	District Contact: Email douglas.holt @ky.gov
End of Year MUNIS reports (for previous fiscal year)	No later than August 15	Ensure completion		**Finance Officer**: Prepares and submits electronically	Finance Officer: Follow submission instructions from Division office
End of Year Infinite Campus Report	August 15	1)Run FRYSC State Report and Group Report for district	Input all Infinite Campus data by district close date		District Contact: Follow submission instructions from Division office
Infinite Campus Supplement	August 15		Complete supplement online		Coordinator: Link to survey will be distributed via email
Coordinator PD Tracking Form	August 15	Collect from coordinators. Sign.	Send completed form to District Contact Retain copies of training certificates at center		District Contact: Scan and upload to District page
End of Year Program Reports 1. Implementation Report 2. Impact Report (via Survey)	September 30	1) Review and sign certification page	Prepares report and presents to advisory council; submits to District Contact.	**Advisory Council Chair**: Signs certification page	Coordinator: Scan signature page and upload to Green System with report
Free Lunch, Enrollment and Center Information (Dec. 1 count)	December 21	1)Provide official documentation of Dec. 1 count to coordinator	1)Make changes on Green System by due date 2)Keep Dec. 1 count documentation on site		Coordinator: Enter free and reduced lunch, and enrollment #s on Center Information page

REQUIRED Form or Report	Due Date	District Contact Responsibilities	Coordinator Responsibilities	Other Personnel Responsibilities	How to Submit: *Notify RPM when upload is made!
Mid-Year MUNIS Report	Only upon request of the RPM	Ensure completion		**Finance Officer**: Prepares and submits electronically	Finance Officer: Follow submission instructions from RPM
Continuation Program Plan (even numbered years only)	March 1	1) Review and maintain copy for files	Prepares new budget and program plan; presents to advisory council and SBDM	**Advisory Council:** Reviews and approves next year's budget and program plan	Coordinator uploads items required
Budget and Narrative	Yearly, following announcement of allocation amounts				
Evaluation of Coordinator	Per district policy, but every 2 years at minimum	1) Complete with principal 2) Ensure completion	1) Keep evaluation on file 2) Evaluate support staff, if applicable	**Principal**: Complete with District Contact	n/a
District/Center Changes *Required when: -New coordinator is hired -New Supt. is hired -Change in District Contact or Finance Officer -Center has new name, phone, or address -Coordinator has new name -Coordinator has new email address -New AC Chair	Per change	District Contact maintains "District Information page" on Green System -Superintendent info -District Contact info -Finance Officer info	Coordinator maintains "Center Information" on Green System -Center info -Coordinator info -Staff info -AC Chair info -School info *School names *Principal info *Enrollment # Free/Reduced # (Dec. 1)		*Must be kept up to date in order to receive timely communication from the Division
Request form *Required to accompany: -Revisions: Budget, center operations, action components -Purchases: Single item ≥ $500; Goods ≥$1,000; Subcontracts ≥ $1,000.	As needed	Signs after AC approval (if is Designee)	Prepares; signs, presents to advisory council for approval	**Advisory Council Chair**: Signs Superintendent: Signs (unless has Designee)	Coordinator: Scan signature page and upload to Green System with any accompanying document
Advisory Council Listing Revision *Note: Request form **not** needed*	As needed		Prepares upon change in membership		Coordinator uploads within 2 weeks of change
Advisory Council New Coordinator Hiring Confirmation	As needed	Signs after hiring new coordinator		**Hiring committee Chair:** Signs **Superintendent:** Signs	District Contact: Scan with signatures and upload to

REQUIRED Form or Report	Due Date	District Contact Responsibilities	Coordinator Responsibilities	Other Personnel Responsibilities	How to Submit: *Notify RPM when upload is made!
					Center page within 1 week of hiring
Reconfiguration Request Letter	Dec. 21	1) Consult with RPM first 2) Write letter of request		**Advisory Council**: Recommends **Superintendent:** Signs	District Contact: Scan original and upload to District page
Waiver Request form *of full-time coordinator	Contact RPM	1) Consult with RPM 2) Prepare 3) Request for renewal required		**Superintendent**: Signs	District Contact: Scan original and upload to District page
Alternative Distribution Funding Request with spreadsheet (new or continuation)	Contact RPM	1)Consult with RPM first 2) Prepare 3) Request for renewal required		**Superintendent:** Signs	District Contact: Scan original and upload with spreadsheet to District page

II. PROGRAM OPERATIONS

STRENGTHENING FAMILIES

Kentucky Strengthening Families is using a nationally recognized strategy—Strengthening Families: A Protective Factors Framework – which is coordinated nationally by the Center for the Study of Social Policy. As part of the Kentucky Strengthening Families Leadership Team, Family Resource and Youth Services Centers embed the protective factors into daily practice.

The Protective Factors lay the foundation for the Strengthening Families Framework. Protective factors are conditions in families and communities, which when present, help increase the health and well-being of families and children and reduce the risk of child abuse and neglect. All Kentucky families can benefit from comprehensive efforts to build protective factors. The protective factors identified for Kentucky are:

1. **Parental Resilience** *Families bounce back*
2. **Social Connections** *Families have friends they can count on*
3. **Knowledge of Child Development** *Families learn how their children grow and develop*
4. **Concrete Support in Times of Need** *Families get assistance to meet basic needs*
5. **Social and Emotional Competence of Children** *Families teach children how to have healthy relationships*
6. **Nurturing and Attachment** *Families ensure children feel loved and safe*

In Kentucky Strengthening Families, we have a shared commitment to:

- Promoting strong families and healthy development for families prenatally through age five
- Partnering with all families and celebrating differences
- Using protective factors as a strengths-based philosophy to buffer for toxic stress
- Building knowledge and skills for individual and system change
- Creating safe, stable and nurturing environments for people to have responsive and caring relationships.

For more information online, visit http://chfs.ky.gov/dph/mch/ecd/.

NEEDS ASSESSMENT

Needs Assessment Linkages to Comprehensive School Improvement Planning (CSIP)
The Kentucky Department of Education requires that each school conduct a needs assessment as a part of the CSIP process. Comprehensive planning is a process by which each school assesses the school's priority needs. The information gathered from this assessment aids with program development for the center. The data collected identifies needs (gaps in services) and shows how existing resources will be utilized. All school programs should collaborate to determine the approaches to meet those needs.

The center must be represented and an active part in the collaboration and writing of the CSIP. If the center serves more than one school, the coordinator serves on one team, and representatives from the Advisory Council or other center staff may serve on the remaining team(s). As part of the needs assessment administered by the school, center specific questions can be added to a school survey, or the center may conduct its own survey in addition to that of the school. Additional information can be gleaned from focus groups or from other local agency surveys.

In addition to the school and district comprehensive plans, each FRYSC maintains action plans specific to the core and optional components of that center. The priority needs identified by the school's comprehensive plan should be reflected in the FRYSC action plans for core and optional components, as appropriate, within the realm of the FRYSC guidelines. Likewise, FRYSC programs and activities should be reflected in the CSIP plan, as appropriate.

Assessing Needs: An Ongoing Process
All programming offered by or through Family Resource and Youth Services Centers is guided by the specifications outlined in KRS 156.496 and KRS 156.4977 and the unique needs of the children and families served by the center. The method by which the core components are addressed, and optional components developed, is determined by an on-going process of assessing needs, identifying strengths and resources, and designing action components that address any gaps in service delivery.

Why Assess Strengths and Needs?
Through this process of comprehensive needs assessment and evaluation, local flexibility is provided, allowing each center to design and develop programs that build on the strengths and meet the needs of the children and families served by that center. A successful FRYSC is not static. It is a dynamic and fluid network of programs and resources designed to mirror the ever-changing needs of its target population.

A successful and efficient center utilizes all available information to assess and address the strengths and needs of the children, parents, school and community that it serves. Conducting an assessment of strengths and needs should not be thought of as a one-time activity but as a continual process that is an integral part of program development and operation.

How Should an Assessment be Conducted?
Assessing the strengths and needs of students, parents, school and the community should not be difficult and time consuming. There are many sources of data readily available. Most of the data needed can be located at the local board of education or within your school's databases. Coordinators should attend School Based Decision-Making Council and/or PTO/PTA meetings to assist in the determination of the priority strengths and needs.

There is no standardized FRYSC needs survey tool. Sample tools and forms are available on the FRYSC website. Incorporated into the FRYSC Continuation Program Plan is a needs assessment data sheet that specifies required data elements and other relevant, local data to be used for the writing of center action components. In FRCs, school staff and parents should be surveyed. In YSCs the students should be surveyed along with school staff and parents. At a minimum, a FRYSC assessment should contain questions that address each core component. All centers should consider surveys for community partners as well. When using individual surveys, centers must respect the confidentiality of students and families to ensure that sensitive data is protected.

How Are Needs Addressed within the Framework of Core and Optional Components?
When a need or service gap is identified, the coordinator will work toward reduced service duplication in order to increase program efficiency. This will ensure that the center serves as a bridge between those who are in need of services and the agencies that will meet their needs.

Refer to Action Component section for data sources.

METHODS OF SERVICE DELIVERY

The preferred methods of service delivery are:

1. referral
2. contracts*

In the event that services are unavailable for referral or contracting, it is permissible for center staff to provide direct services. *The contractee must provide appropriate credentials such as: licensure, education, liability insurance, etc. Local Board of Education district policies must be followed regarding contracts and memoranda of agreement.

FRYSC CORE COMPONENTS

Family Resource Centers

(FRC) Full time preschool child care for children two (2) and three (3) years of age

Rationale
Children who participate in structured, early learning programs enter school better prepared to learn. Parents need access to safe, affordable age appropriate child care in order to continue employment, education or training.

Research in the field of infant brain development indicates that the most significant gains in brain development occur during the first three years of a child's life. During these critical years, the infant's brain is virtually exploding with new connections and pathways as they record and process stimuli from the environment. It is during this time that the foundation for later cognitive, social, emotional, language, reading, and motor skills is formed. Very young children must be provided with a high quality, nurturing, and stimulating environment in which to learn and develop in order to reach their optimum potential.

Target population
Families with children preschool age or younger who need quality, age appropriate child care.

Goal of Component

To provide access to full-time quality child care, centers will identify, coordinate and/or develop resources for child care. Early learning experiences promote growth, education and successful transition into school for children. Access to quality care may help families continue employment and/or education.

Objectives
Access to quality age appropriate child care programs that:

- Provide access to developmental, vision & hearing screenings
- Promote socialization & peer interaction
- Increase understanding of rules and routines
- Provide learning opportunities during critical early years of development
- Encourage good nutrition & nap-time
- Provide a foundation for successful transition to school
- Encourage bonding with caregivers
- Provide opportunities for parents to further their education, training, and/or seek and maintain employment

Methods of Service Delivery – Key Elements

- Inform families of available certified/licensed child care facilities.
- Refer to the Child Care Resource & Referral Agency in your area
- Organize and facilitate supervised play groups
- Refer to local programs such as Head Start, Early Head Start, Preschools, etc.
- Provide on-site care ****Note: You must consult with your Regional Program Manager *before* you prepare to open a full-time, on-site child care facility.**

Collaborative Partners

- Area licensed and/or certified child care homes & centers
- Child Care Resource and Referral Agency
- Community Early Childhood Councils
- Community Education
- Early Head Start
- Head Start
- Teen parent programs
- Parents and caregivers
- Preschools
- State-level licensing and regulations office (Cabinet for Health and Family Services)
- Health Department

Expected Outcomes

- Successful transition to preschool, Head Start or kindergarten
- Adapt to routines and social rules
- Learn to develop positive peer relationships
- Gain confidence and self-esteem
- Parents are able to maintain employment and/or access education and training programs

Needs Assessment Sources

- FRYSC survey of school, parents, teacher, and community
- Area Development District demographic data
- Business directory
- Child Care Resource & Referral data (i.e. list of existing centers, resources)
- Faith Community
- KIDS COUNT Data Book
- Local Health Department
- Local Judge Executive or Mayor's Office
- Census data

(FRC) After school child care for children ages four (4) through twelve(12), with the child care being full-time during the summer and on other days when school is not in session

Rationale

Children are at higher risk to become involved in negative behaviors during unsupervised non-school hours. Before and after school child care and enrichment activities provide an alternative for these children. These programs provide educational opportunities, homework/academic assistance, social interaction, exploration and enrichment activities, clubs, sports and physical education. In addition, families who need before and after school care are assured that their children are supervised during these critical hours or on days when school is not in session.

Target population

Families with children ages four through twelve who require supervised child care/enrichment services for their school aged children.

Goal of Component

To identify, coordinate and/or develop resources to ensure children have access to quality out-of-school time child care and enrichment activities. This will reduce unsupervised time, increase interpersonal skills, and promote continuation of learning during out-of-school time (i.e. before/after school hours, seasonal breaks, etc.)

Objectives

Access to quality age appropriate child care and enrichment during out-of-school time provides:

- Reduction of number of unsupervised hours for school aged children
- Fewer incidences of youth and juvenile delinquency
- Supplemental educational opportunities (tutoring/mentoring)
- Clubs and enrichment activities
- Collaboration with programs (i.e. Extended School Services, Scouts, etc.)
- Summer programs

Methods of Service Delivery

- Inform families of available certified/licensed school-age child care facilities
- Refer to Child Care Resource and Referral Agency
- Refer to existing school clubs and extracurricular activities
- Refer to existing child care programs
- Collaborate with community organizations and school partners to provide a variety of periodic and on-going educational opportunities (mentoring, scouts, clubs, camps, sports, etc.)
- Offer summer enrichment activities
- Offer on-site child care services

Collaborative Partners

- 4-H / UK Cooperative Extension
- Boy Scouts/Girl Scouts
- Child Care Resource and Referral Agency
- Title I
- Extended School Services
- School staff
- 21st Century Learning programs

- High School Club Officers (to provide Jr. Clubs)
- Local Art or Music Professionals
- Local Clubs/Organizations (Homemakers, Church groups, etc.)
- Local Sports Programs
- Parents and caregivers
- Parks & Recreation
- YMCA/YWCA and Boys & Girls Clubs
- Summer Camp providers i.e. Sheriff's Camp, Trooper Island, Conservation Camp, 4-H Camp, etc.

Expected Outcomes

- Families will have an alternative to "latchkey" arrangements.
- Children who participate in supervised enrichment activities will have more opportunities to interact in positive ways with caring adults and peers through a variety of academic and social support.
- Children who participate in after school programs are more involved in school, come to school more prepared and have a higher level of confidence and self-esteem. Children who participate in summer enrichment activities show less regression over the summer months and return to school more ready to engage in learning.
- "Idle time" contributing to risk behaviors will be reduced.

Needs Assessment Sources

- Area Development District demographic data
- Business Directory
- Census data
- Child Care Resource & Referral data (i.e. list of existing centers, resources)
- Faith Community
- FRYSC survey of school, parents, teachers, and community
- KIDS COUNT Data Book
- Local Health Department
- Local Judge Executive or Mayor's Office
- Law enforcement (e.g. for data on delinquent activity during after-school or summer)
- Regional Prevention Center, KIP survey; YRBS survey (e.g. for data on substance use and other at-risk behavior during out-of-school time)

(FRC) Families in Training, which shall consist of an integrated approach to home visits, group meetings and the monitoring of child development for new and expectant parents

Rationale

Insights into early brain development affirm what many parents and caregivers have known for years – that good prenatal care, warm and loving attachments between young children and adults and positive stimulation from the time of birth really do make a difference in children's development and capacity to learn for a lifetime.

The human brain has a remarkable capacity to change, but timing is crucial. The brain itself can be altered or helped to compensate for problems-with appropriately timed intensive intervention. **In the first three years of life**, the brain's ability to change and compensate is especially remarkable. There are optimal windows of opportunity during which the brain is particularly efficient at specific types of learning.

The brain's plasticity also means that there are times when negative experiences or the absence of appropriate stimulation are more likely to have serious and sustained effects. These risk factors are frequently associated with or exacerbated by poverty. For children growing up in poverty, economic deprivation affects their nutrition, access to medical care, the safety and predictability of their physical environment, the level of family stress and the quality and continuity of their day to day care.

If opportunities are missed to promote healthy development and learning, later remediation may be more difficult and expensive and may be less effective. Preventive health screenings, well-baby care, timely immunizations and attention to children's emotional and intellectual development are cost-effective and provide a solid foundation for good health and development.

Target Population

New and expectant parents will receive training to enhance parenting skills and information in the areas of child development, nurturing and health for their infants, toddlers and preschool children ages 0 – 5. **There is special emphasis on infants and toddlers ages 0 – 3.**

Goal of Component

To ensure a productive start in life for every child ages prenatal – 5 (with emphasis on prenatal – age 3), and promote a strong foundation for future school success.
Centers will:
1. Recruit, engage and educate parents on early child development and parenting skills through consistent and ongoing contact*;
2. Assist families in identifying developmental concerns;
3. Collaborate with community partners and link families to appropriate prevention and intervention services.

** Consistent and ongoing contact includes interactive home visits and group meetings with parents and parents and children together, with an emphasis on expectant parents, infants and toddlers and children not yet in school. Topics should include: Early brain development, child abuse prevention, appropriate developmental experiences and the importance of education.*

Objective

- Increase school readiness
- Ensure a productive start in life for every child
- Increase parents' knowledge of early childhood development
- Enhance parenting skills
- Promote early identification of developmental concerns

- Provide resources and support to parents
  .

Methods of Service Delivery
A process must be in place to monitor child development for participants in this core component.
There must be ***consistent*** and ***ongoing*** contact with families through:

- Home visits - to provide parent education and monitor child development******
- Group meetings – to provide parent support and education (i.e. parent/child activities, parent classes, networking opportunities, etc.)

**** See Appendix L for a guide to safe, home visit practices**

Collaborative Partners

- Early Head Start
- Early development programs, e.g., HANDS, Healthy Families, First Steps, Parents as Teachers, etc.
- Early Childhood Regional Training Centers
- Hospitals
- Licensed day care providers
- Local Health Departments - (Offer prenatal care, family planning, well child exams and screenings to determine appropriate physical development, immunizations, WIC Nutrition Program for infants and pregnant women, HANDS home visitation program)
- Local ob-gyn, pediatricians and other physicians and practitioners.
- Parents
- Preschools
- United Way (Success by Six; bornlearning® program);
- Youth Services Centers - Coordinate services with Youth Services Centers at middle and high schools for referrals of adolescent parents to Family Resource Center Families in Training Programs

Expected Outcomes

- Parents' knowledge of early childhood development will be increased;
- Parenting skills will be enhanced;
- Child abuse and neglect rates will be reduced;
- Children will increase school readiness skills;
- Parent involvement in their children's education will increase;
- Children will experience greater academic success; and
- Early detection and appropriate referrals of possible developmental delays

Needs Assessment Sources

- Early Head Start
- First Steps
- IDEA-B (Individuals with Disabilities Education Act)
- Local childcare providers
- Local prenatal programs through hospitals, health departments, ob-gyn offices, and other health providers

- Preschools
- Women, Infants and Children ("WIC") Nutrition Program offered through local health departments
- KIDS Count data
- FRYSC data

(FRC) Family Literacy Services

Rationale

A **family literacy program** is designed to break the intergenerational cycle of "under-education" in Kentucky by providing opportunities for families and children (ages 0-18) to learn together thereby creating a desire for life-long learning.

Children's success in school is tied to literacy levels at home. Researchers found "that a mother's reading skill is the greatest determinant of her children's future academic success, outweighing other factors such as neighborhood and family income".[1]

Family literacy activities build relationships between parent and child and between parent and school. They help parents gain confidence in being their child's learning partner. Parents who are comfortable reading, writing and communicating are more likely to provide a literacy-rich environment and encourage those activities at home. Parents who have an understanding of what their children are learning at school are more apt to help them practice those skills. When parents are not engaged in learning, children often receive the message that learning is not important or necessary.

[1](https://www.nih.gov/news-events/news-releases/improving-mothers-literacy-skills-may-be-best-way-boost-childrens-achievement, Oct. 2010)

Target Population

▶ Undereducated or underemployed adults and their children (ages 0-18)

Goal of Component

To move families toward self-sufficiency and work to break the cycle of poverty by providing a comprehensive family literacy program through on-going center, school and community activities that must include:
1. Child time: Developmentally-appropriate educational activities for children;
2. Parent time: Instruction in parenting; strategies for families to support their child's education and enhance the home-school relationship;
3. Parent and child together time: Quality educational interaction between parents and their children that promotes lifelong learning and supports parents in their role as their child's first teacher;
4. Adult education: Parent instruction in academic and employability skills; assisting parents to obtain their GED or post-secondary education goals.

Objectives

- To enhance life skills, including parenting skills
- To raise the educational level of parents
- To demonstrate to parents their power to affect their child's ability to learn
- To enhance the relationship between the parent and child through planned structured interaction
- To increase developmental skills of children to prepare them for personal success
- To provide a role model to the child of parental respect in education
- To enable parents to become actively involved in the school and community

Methods of Service Delivery

Family literacy programs shall address four (4) components*:

1. Child time:
   - Recruit and refer eligible children for preschool or Head Start

- Provide activities that support learning
- Transition support to preschool, kindergarten, middle school, high school and college or adult life

2. Parent time:
   - Parenting and life skills development
   - Exploration of employment opportunities
   - Parent support and networking
   - Education and opportunities for family involvement at school
3. Parent and child time:
   - Provide opportunities for family interaction and for practicing new literacy skills
4. Adult education:
   - Refer and facilitate participation to GED, Basic skills and post-secondary education
   - Job skill development

***See Appendix J** – KRS 158.360 (Family Literacy)

Collaborative Partners

- Adult Basic Education programs
- Business partners (willing to offer work experience placements)
- Community Education
- Department of Community Based Services (DCBS)
- Early Head Start
- Early Childhood Regional Training Centers
- Head Start
- Kentucky Community & Technical College System
- Kentucky Educational Television early literacy programs
- Kentucky Temporary Assistance Program (K-TAP)
- Local literacy programs
- National Center for Family Literacy
- Parents
- Preschools
- Public libraries
- Workforce Development

Expected Outcomes

- Adults will obtain basic literacy skills, a GED and/or enter appropriate training: the military, a post-secondary education or vocational program
- Adults will transition from public assistance and obtain employment
- Children will experience success through continuous progress in primary school
- Families will value education and school attendance
- Adult and child self-esteem will increase
- Adults will increase life skills through community participation such as registering to vote, obtaining a library card and/or obtaining a driver's license;
- Family involvement in school related activities will increase, such as volunteering at school, attending parent/teacher conferences, and in PTA/PTO;
- Families will gain an understanding of child development and expectations;
- Families will learn alternative approaches to child discipline and behavior management.

Needs Assessment Sources

- Adult basic education and literacy
- Community education
- K-PREP test data
- Head Start
- Local Employment Services
- Parent surveys
- Preschools
- School attendance data
- Teacher surveys
- KIDS Count data
- FRYSC data
- Local Area Development District data
- Workforce development

(FRC) Health Services or Referrals to Health Services

Rationale

Unresolved health issues impact a child's ability to succeed in school. More importantly, untreated health needs have a long lasting impact on a child's physical and mental health and well-being. It is not surprising that FRYSC referrals for quality affordable, accessible health care and comprehensive health education are the services most often requested by parents, school staff and community representatives.

The intent of this core component is to facilitate access to a comprehensive array of health services and information for students and families. **Lack of affordable health services and preventive care and education impacts not only children's health and well-being but their academic achievement as well.**

Adults and children who cannot access traditional health insurance may qualify for help to pay for insurance based on income, through ***kynect***, Kentucky's version of the Affordable Care Act. Through ***kynect***, families can also apply for other health assistance programs such as Medicaid and KCHIP.

The FRC health component incorporates the national Coordinated School Health model. Coordinated School Health (CSH) is recommended by the CDC as a strategy for improving students' health and learning in our nation's schools. The healthy development of children and adolescents is influenced by many societal institutions. After the family, the school is the primary institution responsible for the development of young people in the United States.

Coordinating the many parts of school health into a systematic approach can enable schools to

- Eliminate gaps and reduce duplication across the many initiatives and sources of funding
- Build partnerships and teamwork among school health and education professionals in the school
- Build collaboration and enhance communication among public health, school health, and other education and health professionals in the community
- Focus efforts on helping students engage in protective, health-enhancing behaviors and avoid risk behaviors

The CSH model involves the following components: Health Education, Physical Education, Nutrition Services, Health Services, Counseling & Social Psychological Services; Healthy & Safe School Environment, Family & Community Involvement and Health Promotion for Staff. **For a complete description of each CSH component, see Appendix K.**

Target Population

All children and their families living in the community served by the Family Resource Center

Goal of Component

To improve the overall health and well-being of students and increase their ability to succeed in school by addressing the coordinated school health components*, safety and oral health, thereby promoting a lifetime of personal wellness.

**Coordinated school health components include:*

- *Physical education,*
- *Health services,*
- *Nutrition,*
- *Counseling/Psychological services,*
- *Social services,*
- *Health promotion for staff,*
- *Family/Community involvement*

Objectives

- To improve the physical and mental health and well-being of Kentucky children and families
- To increase school readiness
- To increase school attendance
- To enhance academic achievement

Methods of Service Delivery – Key Elements

Facilitate or make referrals to health services and preventive education to students and families, including but not limited to:

- Early and periodic screening, diagnosis and treatment/well child exams
- Immunizations
- Oral health
- Safety education (electrical, water, gun, fire, etc.)
- Preventive health education
- Screenings for hearing, vision, and scoliosis
- Exercise/fitness activities
- Nutrition awareness
- Health fairs
- Prenatal care
- HIV and AIDS education
- Mental health services
- Child abuse prevention
- Explore options for transportation

Coordinated school health activities should be tailored to meet the health needs of students and families as identified through needs assessments results. FRYSCS have been an instrumental part of the school team providing assistance to secure treatment and working with families to provide preventive health education. **FRYSC funds may not be utilized to supplant existing health services.** For instance, pediculosis (head lice) has become a major concern in terms of school attendance and the dispensing of medication to a student is also a concern. FRYSC staff should not be held responsible for duties such as pediculosis screenings, medication distribution or immunization or health record-keeping.

Collaborative Partners

- Area Health Councils
- Cabinet for Health and Family Services
- Clinics
- Colleges of Dentistry
- Colleges of Medicine
- Colleges of Nursing
- Community Education
- Cooperative Extension
- Dentists
- Easter Seals
- Fire Departments

- Health Departments
- Hospitals
- Lions Club
- March of Dimes
- Mental Health Agencies
- Nurses
- Nutritionists
- Optometrists
- Parents
- Pharmacies
- Physicians
- Police Departments

Expected Outcomes

- Decreased number of days missed due to illness
- Increased immunization rates
- Decreased visits to emergency rooms for acute care
- Increased knowledge of preventive health education
- Improved academic success
- Increased physical and mental health, and well-being
- Decreased obesity rates

Needs Assessment

- Area mental health agencies
- Cabinet for Health and Family Services
- Health Departments
- Kentucky Department of Education
- School and district data
- FRYSC data
- KIDS Count
- Kentuckyhealthfacts.org

FRYSC CORE COMPONENTS

Youth Services Centers

(YSC) Referrals to Health and Social Services

Rationale
Students and their families face many health and social issues that negatively impact their physical and mental health, well-being and safety.

As children enter into adolescence, many youth have not received appropriate developmental screenings and health services to identify and treat potential problems. In addition, adolescence necessitates the need to address developmental issues with a different array of resources and intervention. For example, resources that address puberty issues such as self-esteem, body image and hygiene become more prevalent.

Social issues facing adolescents may include, but not limited to: neglect, physical and sexual abuse, juvenile justice issues including truancy, dating and domestic violence issues and basic human needs. Unresolved health and social issues may seriously impede a child's ability to succeed in school which may result in dropping out of school.

The FRC health component incorporates the national Coordinated School Health model. Coordinated School Health (CSH) is recommended by the CDC as a strategy for improving students' health and learning in our nation's schools. The healthy development of children and adolescents is influenced by many societal institutions. After the family, the school is the primary institution responsible for the development of young people in the United States.
Coordinating the many parts of school health into a systematic approach can enable schools to

- Eliminate gaps and reduce duplication across the many initiatives and funding sources
- Build partnerships and teamwork among school health and education professionals in the school
- Build collaboration and enhance communication among public health, school health, and other education and health professionals in the community
- Focus efforts on helping students engage in protective, health-enhancing behaviors and avoid risk behaviors.

The CSH model involves the following components: Health Education, Physical Education, Nutrition Services, Health Services, Counseling & Social Psychological Services; Healthy & Safe School Environment, Family & Community Involvement and Health Promotion for Staff. **For a complete description of each CSH component, see Appendix K.**

Target Population
Youth in middle and high schools

Goal of Component
To improve the overall health and well-being of students and increase their ability to succeed in school by addressing the coordinated school health components*, safety and oral health, thereby promoting a lifetime of personal wellness.

**Coordinated school health components include:*
- *Physical education,*
- *Health services,*
- *Nutrition,*
- *Counseling/Psychological services,*
- *Social services,*
- *Health promotion for staff,*
- *Family/Community involvement*

Objectives

- To improve the health and well-being of Kentucky youth and families
- To decrease instances of child neglect and abuse
- To increase school attendance
- To increase academic achievement
- To improve graduation rate
- To provide successful transition into adult life

Methods of Service Delivery

To facilitate or make referrals to quality preventive health and/or social services for students such as:

Health Services:

- Preventive health education (nutrition, hygiene, etc.)
- Immunizations
- 6th grade entry required physicals
- Sports physicals
- Oral health
- Injury prevention
- Behavioral health
- Vision screening and services
- Exercise/fitness classes
- Health fairs
- HIV and AIDS education
- Teen pregnancy prevention and services (Postponing Sexual Involvement, Reducing the Risk and Baby Think it Over)
- Kynect – (KCHIP, Medicaid, other health insurance)
- Safety education (distracted driving, electrical safety, water, gun, fire, etc.)

Social Services:

- Child abuse and neglect prevention
- Juvenile justice and legal services
- Dating violence/Domestic violence prevention
- Teen pregnancy prevention and services (Postponing Sexual Involvement, Reducing the Risk and Baby Think it Over)
- Referrals for housing
- Explore options for transportation services
- Child abuse prevention

Collaborative Partners

- American Cancer Society
- Area health councils

- Big Brothers/Big Sisters
- Colleges of Dentistry
- Colleges of Medicine
- Colleges of Nursing
- Dentists
- Department for Juvenile Justice
- Easter Seals
- Faith Communities
- Fire Departments
- Health Clinics
- Hospitals
- Kentucky Department of Education
- Lions Clubs
- Local Health Departments
- Local Advocacy and Support agency
- Local and State Police
- March of Dimes
- Nurses
- Nutritionists
- Optometrists
- Parents
- Pharmacies
- Physicians
- Regional Prevention Centers
- YMCA

Expected Outcomes

- Increased school attendance
- Increased immunization rate
- Decrease student dropout and increase graduation rate
- Increased number of student physicals
- Increased preventive health knowledge
- Improved academic success
- Decrease obesity rate

Needs Assessment Resources

- Cabinet for Health and Family Services
- Developmental Assets Survey
- FRYSC survey data
- Health Departments
- Kentucky Department of Education

- Kentuckyhealthfacts.org
- KIDS Count data
- Local Advocacy and Support
- Local juvenile crime statistics
- School and district data
- Youth Risk Behavior Survey

(YSC) Career Exploration and Development

Rationale

Dropout Prevention and successful transition to adult life are two of the non-cognitive indicators that KDE has identified as precursors to student success. For many middle and high school students, aspiring for a career after high school, finding a job to provide some additional support for themselves and/or their family and learning how to find and hold a job can be rewarding experiences. A critical aspect of this core component is college and career readiness - preparing youth for future education and the world of work.

Target Population

Youth, over 12 years of age

Goal of Component

To promote college and/or career readiness for all students by preparing them for future employment and successful transition into adult life through collaboration with school and community resources.

Objectives

- To prepare students for future employment
- To provide a successful transition to adult life
- To improve the graduation rate
- To increase the number of students obtaining post-secondary education, whether it is a university, vocational/technical college or skill training.

Methods of Service Delivery

Types of activities, programs and services that would fall under this core component are:

- Career exploration and awareness activities
- Job shadowing activities
- Career fairs
- Tours of colleges and universities
- Tours of companies, factories and other employers
- Learning how to prepare a resume
- Interviewing skills
- How to dress for success
- Job finding and job holding skills
- Training in a number of areas such as babysitting, lawn care, life guarding, caddying, and so forth
- Service learning projects
- Conservation/agricultural projects
- Reality Stores

Collaborative Partners

- Colleges/Universities
- Cooperative Extension
- Job Corp Programs
- FFA
- In-school partners

- Junior Achievement Programs
- Kentucky Department of Education
- Local business and industry
- Local Chamber of Commerce
- Reality Stores Program
- School to Work Programs
- Service learning programs
- Vocational/technical schools
- Work Investment Act

Expected Outcomes

The major outcomes associated with this core component are:

- Better awareness of the world of work
- Better understanding of one's own skills and aptitudes for certain types of work
- Understanding the correlation between staying in school and higher paying jobs
- Learning about employer expectations and the work ethic
- Learning how to respect others and to work together as a team
- Increased motivation to stay in school and to achieve
- Increased ability for independent living and self-sufficiency

The major non-cognitive areas of impact that are addressed:

- Reduced rate of dropout
- Successful transition into adult life

Needs Assessment Resources

- Area Development Districts (ADD office)
- Area Workforce Development
- Chamber of Commerce
- Cooperative Extension
- Department for Employment Services
- Developmental Assets Survey
- FRYSC data
- Kentucky Department of Education (School to Work Programs, Service Learning)
- KIDS Count data

(YSC) Summer and part-time job development for high school students

Rationale
The primary purpose of this core component is to introduce young people to the labor market and the world of work through a meaningful employment experience.

As young people approach adulthood, the need to become financially secure and self-sufficient becomes stronger. A positive work experience can provide young people with a sense of pride and self-respect. It eliminates idle time and prevents them from engaging in negative activities.

Target Population
Youth of high school age *(Because of federal Child Labor Law restrictions, opportunities for youth under the age of 16 are limited; therefore, it is essential to be familiar with the Child Labor Laws and their restrictions.)*

Goal of Component

To introduce students to the world of work through education, job-related skills, and work experience by collaborating with community resources. Twenty-first century skills such as critical-thinking, problem-solving, goal-setting, leadership and decision-making will be emphasized.

Objectives

- Provide employment opportunities for students
- Introduce youth to real work environments
- Encourage students to stay in school
- Increase employment opportunities in the future
- Increase higher earning potential in the future
- Improve the graduation rate
- Provide successful transition into adult life

Methods of Service Delivery
Centers may address this core component in a variety of ways. Activities may include:

- Development of a center-operated job bank
- Apprenticeships in the community, school or FRYSC
- Entrepreneurial programming
- Job Fairs
- Provide local resource guide to employers of youth
- Development of service-oriented job clinics such as: baby-sitting, lawn services, grocery delivery for the elderly, refereeing ball games, caddying, junior life guarding, pet care and house-sitting for families, etc.
- Volunteer opportunities

Collaborative Partners

- Area Development Districts
- Big Brothers/Big Sisters
- Chamber of Commerce
- Cooperative Extension
- Employment Services
- Kentucky Department of Education

- Local business and industry
- Local business associations
- Local hospital
- Parents
- Private Citizens
- Red Cross
- Senior Citizens Center
- Temporary employment agencies
- WIA
- YMCA
- Youth serving organizations

Expected Outcomes

The major outcomes associated with this core component are:

- Increased motivation to stay in school and achieve success
- Better understanding of the labor market
- Ability to perform certain types of work
- Ability to work closely with a team or independently
- Ability to accept authority and follow directions
- Greater sense of self-worth

The major non-cognitive areas of impact that are addressed:

- Dropout prevention
- Increased graduation rate
- Successful transition into adult life

Needs Assessment Sources

- Employment Services
- FRYSC data
- Kentucky Department of Education
- Local youth employment statistics

(YSC) Substance Abuse Education and Counseling

Rationale
Youth surveys and state data show an alarming number of youth abuse alcohol, tobacco, marijuana and other drugs. Prescription drug and heroin abuse is on the rise, as well. Alcohol use is a major contributing factor in suicides and motor vehicle crashes, which are the leading causes of death and disability among young people in the United States. Cigarette and smokeless tobacco use is prevalent among youth in Kentucky and is a major cause of cancers, heart disease and lung disease.

Through a collaborative effort between the Youth Services Centers and other school and community resources, activities are suggested to respond to this growing problem.

Target population
Youth in middle and high schools

Goal of Component

To assist in the *prevention of* the use of alcohol, tobacco and other drugs (ATOD) and improve decision-making skills by educating students and families; and the *reduction of* ATOD use through coordination of counseling services and education.

Objectives

- To improve the health and well-being of our students
- To increase the graduation rate and decrease the dropout rate
- To provide successful transition into adult life
- To increase student awareness of the effects of substance abuse and decrease episodes of substance abuse through education and treatment
- To empower youth to make healthy choices and decisions

Methods of Service Delivery
Types of activities, programs, and services that would be highlighted under this core component are:

- Individual and group drug and alcohol counseling
- DARE
- Red Ribbon Week
- Drug and alcohol education programs for students and parents
- Smoking cessation programs
- Support a SADD (Students Against Destructive Decisions) club
- Peer mentoring

Collaborative Partners

- Al-Anon and Alateen
- American Cancer Society
- Area Health Councils
- Cabinet for Health and Family Services
- Champions Against Drugs
- Hospitals

- Kentucky-ASAP
- Kentucky Department of Education
- Local Drug Coalitions
- Mental Health Agencies
- Police Department
- Regional Prevention Centers
- Students Against Destructive Decisions (SADD) Chapters
- Title IV Coordinators
- UNITE

Expected Outcomes

- Decrease the use of alcohol, tobacco and other drugs (ATOD) in middle and high school students.
- Increase the awareness of the effects ATOD use by middle, junior and high school students.
- Increase the collaborative efforts with existing school and community resources to address the identified needs related to substance abuse of students and their families.
- Decrease ATOD-related illnesses, injuries and fatalities

Needs Assessment Sources

- American Cancer Society
- Cabinet for Health and Family Services
- Developmental Assets Survey
- Kentucky Department of Education
- KIP Survey data
- Local Health Department
- Local Regional Prevention Centers
- Youth Risk Behavior Survey

(YSC) Family Crisis and Mental Health Counseling

Rationale

Families face many challenges that have a direct bearing upon the academic success of students at the middle, junior and high school levels. Students in jeopardy of failing during their middle school experience may see "dropping out" of high school as their only alternative. The ability to succeed may be affected by any number of personal issues such as: divorce, death, anger control, violence, lack of self-esteem, teen pregnancy, bullying, depression or family crisis.

The availability of individual or group mental health counseling may allow the student the outlet needed to work through personal and family issues. While working through these problems with professional guidance, the student can often return to a higher level of academic accomplishment. The provision of peer support groups may foster a climate of strength for many students whose personal issues may seem insurmountable.

Target population

Youth in middle and high schools and their families

Goal of Component

To increase self-management and coping strategies by assisting students and families with mental health needs and/or other crises through the identification and coordination of services (i.e. for grief, illness, bullying, incarceration, dating/domestic violence, loss of income, child abuse, etc.)

Objectives

- To reduce the number of students dropping out of high school
- To reduce the number of discipline referrals
- To reduce absences due to unresolved personal issues
- To increase self-esteem and individual coping skills
- To improve academic standing for students
- To improve the graduation rate
- To provide a successful transition into adult life

Methods of Service Delivery

- Engagement of parents
- Referral to local mental health counseling provider
- Referral to school guidance counselor/school psychologist
- Contract with local mental health agencies for services
- Educate faculty and staff on confidential referral system
- Ensure that all providers have appropriate credentials and training
- Provision of services at a time and place convenient for students
- Collaboration with or development of a crisis response plan
- Bullying education
- Education on appropriate use of social media

Collaborative Partners

- Colleges and Universities

- Community Action
- Department for Community Based Services
- Court designated worker
- Department for Juvenile Justice
- Family support agencies (i.e. Food bank, Salvation Army, Goodwill, etc.)
- Hospice
- Hospitals
- Mental health agencies
- Ministerial associations
- Parents
- Private practitioners
- School counselor
- School psychologist
- Seminaries

Expected Outcomes

- Students, families and staff will have increased awareness of mental health issues.
- Improved coping skills
- Parents will have access to services for their children who are coping with personal issues that require professional support.
- Students who need mental health services and/or support groups will have access to them in a non-threatening environment.
- Students who receive mental health counseling and other necessary support functions will learn healthy coping skills, have fewer absences, fewer at-risk behaviors and will be less likely to demonstrate violent or aggressive behaviors.
- The community should notice less violence and gang related activity when student issues are dealt with in a preventive manner.

Needs Assessment Sources

- CHFS/Dept. for Behavioral Health, Developmental and Intellectual Disabilities
- Developmental Assets Survey
- DCBS
- FRYSC data
- Hospitals
- In-school partners
- Kentucky Department of Education
- Mental Health Agencies
- Students and parents
- Youth Risk Behavior Survey

PROGRAM OVERVIEW
Program Accountability

FRYSC Advisory Council, School Based Decision Making Council,
Local Board of Education, Center Space, CSIP, Monitoring, Principal, District Contact and Superintendent

FRYSC Advisory Council - The Family Resource/Youth Services Center (FRYSC) coordinator will solicit the input and recommendations from the FRYSC Advisory Council regarding the planning, development, oversight and coordination of services, activities and programs for the center. Advisory Councils are required to meet at least every other month. The coordinator should provide a report regarding the status of action plan implementation and the financial status including budget expenditures and balance to members at least every other month. Frequent communication between the Advisory Council and School Based Decision Making Councils should be promoted to ensure a good understanding of the overall operation of the center. For more detail, please see the Advisory Council Section.

SBDM - If the FRYSC is assigned to serve one School Based Decision Making (SBDM) school, the authority of the SBDM Council, as defined in KRS 160.345, applies to the FRYSC. The SBDM Council has the authority to determine which "school-based student support services" shall be available at the school. A school, which makes application for center funding, must receive a review and approval by the SBDM Council as to the proposal for services, which the school has submitted. The proposal is to include, pursuant to KRS 156.4977 (4) (f) "[a] description of the development, composition, and role of the local advisory council." The SBDM/Principal Agreement that is part of the FRYSC New or Continuation Program Plan verifies the review.

When a center serves more than one school, the center is considered a district-wide program and the center's Advisory Council reports to the Superintendent. SBDM Councils are urged to include the FRYSC Advisory Council as a standing committee of the SBDM Council. Communication between these groups will facilitate a good working relationship. In addition, the FRYSC coordinator is encouraged to serve on the various SBDM Committees and to report to the SBDM Council at least annually regarding FRYSC program activities and outcomes.

Local Board of Education - At a minimum, a report should be given annually to the local Board of Education regarding activities, progress and successful outcomes of center initiatives. The coordinator is encouraged to invite Board members to the center to visit and attend special events. To promote ownership and accountability of the FRYSC Program, a Board member may be invited to serve on the FRYSC Advisory Council. As local district school employees, FRYSC Coordinators are to adhere to the Board policies as adopted and within the confines of the Cabinet for Health and Family Services Contract.

Center Space – KRS 156.496 (3) states "The centers shall be located in or near each school in the Commonwealth in which twenty percent (20%) or more of the student body are eligible for free school meals." The expectation is that schools will provide space for a funded center. In the Facility Programming and Construction Criteria Planning Guide (702 KAR 4:170) developed by the Kentucky Department of Education, there are specific minimum standards established for each individual instructional space for new school construction and school renovations. The minimum FRYSC area standards are linked in this guide in **Appendix E.**

The site must have adequate space to maintain an office, files and hold confidential meetings with a family or a student. Shared space with other school staff not directly assigned to the center is not allowed for these reasons. Any change to center space must have prior approval from the FRYSC Regional Program Manager.

Comprehensive School Improvement Plan (CSIP) - The Comprehensive School/District Improvement Plan provides guidance and support to schools and districts in the process of meeting the required state goals and any individual goals that the school or district may set for themselves.

The center must be represented and an active part in the collaboration and writing of the plan. Representation of the "center" must come from stakeholder involvement. Coordinators of single school centers should serve as the

CSIP planning representative. Centers serving two or more schools may be represented in the CSIP planning process by other center staff, and/or advisory council members. FRYSC needs assessment data should be utilized to assist in identifying the barriers to student academic success. Based on the identified needs of the school, the FRYSC core and optional components will be integrated into the CSIP Plan where appropriate. The coordinator will ensure that all FRYSC strategies and programs that are included in the CSIP are implemented as reflected in the plan.

Program Monitoring: Program Monitoring reviews all aspects of center operations and programming. A monitoring team may consist of Central and Regional Division of FRYSC Staff and Kentucky Department of Education staff. The program monitoring tool is the guide for the monitoring process which includes entrance and exit interviews, as well as interviews with principals, parents, school staff and Advisory Council members. At the exit interview, the monitoring team discusses their findings with the FRYSC Coordinator, FRYSC District Contact, Principal(s), and Advisory Council Chair/Members. If non-compliance issues are found, the district has 30 days to respond in writing with a corrective action plan. Please see FRYSC Web site under Forms and Downloads.

Center Assessment for Growth Evaluation (C.A.G.E.): The C.A.G.E. is a self-assessment tool used by center coordinators to determine center strengths as well as areas that need improvement. The C.A.G.E. is completed by the center coordinator, and results are reviewed together with the regional program manager. This process enables the coordinator to get constructive feedback – affirmations and suggestions - regarding center programs and activities.

The C.A.G.E. may be initiated by either center coordinator or regional program manager. The RPM may initiate the C.A.G.E. for various reasons:

- To help a "new" Coordinator of 1 – 2 years set goals
- To help a Coordinator prepare for future monitoring
- To help a veteran Coordinator fine tune center operations

The results of the C.A.G.E. are used by the coordinator for program enhancement. The awareness and feedback gained are valuable, and most coordinators find the C.A.G.E. process to be well-worth the effort.

School Administration - One of the keys to a successful FRYSC program is to establish a supportive and positive relationship between the FRYSC staff and the administration both at the school level and the district level. The FRYSC coordinator will work closely with the administrative staff to identify how the FRYSC program can assist in addressing the strengths and needs of the students and their families. Open and frequent communication between the coordinator, principal(s) and other administrators is a vital part of integrating the FRYSC program as an effective partner in the education process. FRYSC Coordinators are school district employees and should be included in all faculty meetings and other appropriate school committees. This promotes a better understanding of the role of FRYSC in the schools among teachers, counselors and other school staff.

The FRYSC District Contact

The full document concerning the role of the District Contact including the concept, role and best practices can be found in Appendix H. Below is the summary.

The FRYSC district contact is a pivotal role in the successful functioning of the centers within a school district. The district contact must be fully aware of and committed to the following concepts and duties;

- **Concept**
  - The FRYSC initiative has as its mission and purpose—removing nonacademic barriers to learning.
  - It is an "educational" program but it is not an "instructional" program in that its role is to work with students and their families to ensure that students are better prepared to learn when they enter the classroom. This is done through:
    - Family engagement in student achievement;
    - Service brokerage and/or service provision to meet individual needs;
    - Participate in community development efforts to address gaps and barriers to services.

- **Context**
  - The activities of each FRYSC program will reflect the needs of the local community.
  - This is done in concert with center staff and the center advisory council. It is essential that each center define the needs of its local school community and plan accordingly.

- **Advocacy**
  - This involves advocacy for:
    - Unique programs customized for schools served and dispelling the notion that all centers must implement the same programs and activities;
    - The "whatever it takes" approach to working with students and families.

- **Administrative**
  - The following are the minimum standards for the administrative functions of the district contact:
    - Attendance at trainings specifically developed for district contacts;
    - Attendance at regional district contact meetings;
    - Review of continuation program plan, budget amendment request, and request to purchase prior to submission to FRYSC Regional Program Manager;
    - Ensure that all center coordinators within the district receive copies of the Contract and detailed monthly MUNIS reports (unless available on desktop).

- **Best Practices**
  - The following are best practices of the district contact position:
    - Attendance at regional information meetings provided for center staff by their Regional Program Managers;
    - Regular meetings with center staff within the district to share information and discuss issues affecting the program;
    - Regular visits to each program site to visit with staff individually and learning more about each center;
    - Periodic attendance at each center's advisory council meetings to visit with the council membership and observe meetings;
    - Request and review advisory council meeting minutes from each center;
    - Gather all year-end MUNIS reports and annual continuation program plans and submit one district package;
    - Ensure relevant and appropriate professional development activities by all center staff annually;
    - Collaborate with Regional Program Manager to provide in-district professional development such as district administrative staff meetings, principals' meetings, and district wide advisory council trainings;
    - Ensure that the district utilizes an evaluation form for center staff that adequately reflects their unique roles;
    - Coordinate annual presentations to the board of education relating to FRYSC services and activities;
    - Assist in the development of a district salary schedule for FRYSC staff, if one does not exist.

See Appendix H for the full document entitled "The FRYSC District Contact".

III. FRYSC ADVISORY COUNCIL

The foundation to a successful Family Resource and/or Youth Services Center is the FRYSC advisory council. Initially an appointed advisory council is involved in the planning stage of the new funding allocation application process. Once established, the advisory council is involved in the center; i.e., the needs assessment process, the funding allocation request preparation, staffing recommendations for the center, oversight of program implementation and operations and a review of budget expenditures at each meeting.

The original funding allocation plan contains organizational bylaws for the advisory council. The bylaws will include such items as: the mission and purpose of the advisory council, the composition of the advisory council membership, meeting schedule, voting procedures, advisory council officers and committees, limits for certain expenditures and policy for advisory council operation.

Advisory Council Role and Level of Authority
The major purpose of the advisory council is to provide the center coordinator with input, guidance and recommendations with regard to the planning, development, implementation and coordination of center services, programs and activities. An effective advisory council is one that is proactive rather than reactive in the discussion of matters pertinent to the center.

The Cabinet for Health and Family Services' contract with local school districts states the advisory councils shall maintain oversight of the center operations through an ongoing review of:

- Budget Amendments
- Needs assessments;
- Budget review at least every other month
- Action Plan updates and amendments;
- Evaluation of activities for achievement of outcomes and program effectiveness;
- Review of Implementation report

The FRYSC advisory council plays a role in the selection of a Family Resource and Youth Services Center Coordinator. FRYSC advisory council bylaws state policies relating to the FRYSC advisory council's involvement in the screening and recommendation for the position of Coordinator. In a single school assignment, the FRYSC advisory council recommends the applicant to the Principal via the approved SBDM policy. In a multiple school assignment, the FRYSC advisory council recommends the applicant to the district designee/superintendent.

It is anticipated that recommendations by the council will be received in an open manner and acted upon by school district administrative and supervisory staff.

Advisory Council Membership
Advisory council membership is comprised of parents, school and community representatives. Youth Services Centers or combination centers must have at least two student representatives. The representation on the advisory council signifies the collaboration and linkage between school, home and community that is at the core of a successful FRYSC.

The Contract between the Cabinet for Health and Family Services and each local school district that has a center clearly requires that each center have in place an advisory council whose **voting membership** is comprised of:

- **Parents:** At least 1/3 of the membership shall be parents who are not employees of the school district in any capacity.

  Parent representatives may include individuals such as grandparents and others who have custody of a child in the school.

- **School Staff:** No more than 1/3 of the membership shall be school staff.

School Staff Representatives may include individuals such as: counselors, teachers, custodians, bus drivers, school librarians, nurses and in-school collaborative partners such as representatives of Title I, Title IV, Migrant, Extended School Services (ESS) and other programs. Such individuals must be employees of the local school district and in some way have a connection with the school(s) served by the center.

Principals often serve on the advisory council in an ad-hoc or ex-officio capacity. However, it is permissible for a school principal, asst. principal, or other school administrator to be a voting member as long as the school membership is less than 1/3 of the total membership and they adhere to the terms of the membership in the bylaws.

- **Community:** The remainder of the advisory council shall include appropriate community representation.

  Community representatives may include individuals such as those from the business community, health and human services agencies, private child care providers, the ecumenical community, police officers, civic organizations, etc. There may also be community at large members.

  Those serving on the council as community members may not be employed by the school district in any capacity.

- **Students:** Youth Services Centers or combination centers shall have a minimum of two (2) students as voting members of the advisory council.

  Students are strongly encouraged to become actively involved in the advisory council process. A number of centers have formed junior advisory councils whose membership is comprised of a larger body of students. Their meetings are facilitated by the center coordinator. The purpose of this group is for the student population to make recommendations to their student representatives on the FRYSC advisory council. The students who serve on the FRYSC advisory council report on recommendations as part of the agenda of the FRYSC advisory council meeting.

  Immediate family members of center staff may NOT be advisory council members, as this is a conflict of interest.

Membership Diversity
Consideration should be given in selecting membership that reflects the diversity of the school(s) being served by the center.

Non-Voting Members
The center coordinator and other center staff should report at advisory council meetings, but they are not voting members and should not be listed in advisory council membership. Any individual receiving a salary or paid through FRYSC funds should not be considered or recruited for advisory council membership. Principals and district-level staff who serve on the advisory council in an ad-hoc or ex-officio capacity should also be non-voting members.

Multiple Schools Served by a Center
If the center serves more than one school, it is strongly recommended that there be an equal number of members from each school. There is no prescribed total number of members required for an advisory council. Generally, the number of voting advisory council members ranges from 9 to 15.

Advisory Council and School Based Decision Making (SBDM) Relationship
The Advisory Council should maintain a close relationship and communicate regularly with the School Based Decision Making Council of each school. If the FRYSC serves a single school with a SBDM Council, the authority as defined in KRS 160.345 applies to the center. However, if a center serves multiple schools and therefore is not subject to one SBDM Council, the Superintendent or designee would have final authority, working in conjunction with the Advisory Council.

Advisory Council Chairperson
The Advisory Council chairperson is critical to the success of an effective Advisory Council. *To promote parent empowerment it is recommended that a parent serve as the Advisory Council Chairperson.*

The center coordinator shall confer with the Advisory Council Chairperson to prepare the meeting agenda. The Advisory Council Chairperson should facilitate all council meetings using the bylaws as a guide. The Advisory Council Chairperson is responsible for signatures indicating Advisory Council approval on the following documents:

- Advisory Council Assurances
- Advisory Council Continuation Program Plan Application Checklist
- Implementation and Results Report
- FRYSC Request Form -- This form is used to request approval for budget amendments, action plan changes and purchases over $500.

Frequency of Meetings
The contract between the Cabinet for Health and Family Services and the local school district stipulates that Advisory Councils shall meet at least every other month including summer months. The meetings shall be open to the public, and public notice of all meetings must be published as required by the Open Meetings Law KRS 61:800. It is the expectation of the Division of FRYSC that meetings will continue as required even in the absence of a coordinator.

Advisory Council Bylaws
Each center advisory council shall adopt bylaws by which the council will be governed. These bylaws provide a framework for the ongoing success and continuity of the council. Well worded bylaws allow all members of the council to understand the mission of the center, the role of the advisory council, and the expectations of individual members. They also give structure to the council and enable the officers of the council to provide productive and consistent leadership. Center bylaws shall, at a minimum, include the following:

- the name of the council;
- the purpose of the council;
- membership and decision-making strategy;
- meetings
- officers
- process to amend
- process for removing inactive members
- narratives detailing criteria and limits for expenditures for
  - individual awards, recognition, incentives
  - food for center programs and activities
  - trips and travel for individuals other than center staff
  - basic needs or emergency assistance
- a policy relating to the FRYSC Advisory Council's involvement in the screening and recommendation for the position of Coordinator
- selection process for new members

Councils should be wary of making their bylaws too restrictive and therefore limiting their ability to function. The Division encourages councils to consider their decision-making strategies such as formal voting or consensus. This allows the council the latitude to operate in a flexible manner. Further, it is advisable for bylaws to include the manner in which new members are selected. This ensures that the process can be monitored efficiently by the council. Other suggested ideas include term limits for members/officers, committee usage and meeting format. These guidelines ensure that all council members are aware of what is expected of them as members. It is also suggested that the bylaws be revisited at least bi-annually to ensure that new members are fully aware of their contents and that any required changes can be addressed.

IV. PERSONNEL GUIDELINES

Personnel guidelines are defined through local school board policy and procedures. Position classification is defined by the local school board. The Kentucky Department of Education Local District Classification Plan provides sample Family Resource and Youth Services Center Coordinator job descriptions. See Appendix D for copies of the Local District Classification Plans.

All coordinators are employees of the district. Other center staff positions are district employees unless those positions are subcontracted. Local district policies and procedures in conjunction with the Cabinet for Health and Family Services contract determine practices in:

- Hiring
- Termination
- Salary (Refer to KRS 161.011 as amended in 2000 for salary adjustment requirements for classified employees.)
- Grievance Procedures
- Employee Job Performance Evaluation
- Job Descriptions (must include supervisory protocol)

Each center must have a full-time center coordinator and the staff necessary to implement the program design. (For purposes of this program plan, full-time is defined by the local school district, but may not be less than 30 hours per week and 240 days per year.) A waiver can be requested and considered for approval by the Director of the Division of FRYSC if the amount of the funding allocation award will not support a full-time coordinator. Districts should discuss the need for a waiver with their Regional Program Manager prior to submitting the request to the Director of the Division of FRYSC for approval.

The FRYSC advisory council must have a shared role in the hiring of a Family Resource and Youth Services Center Coordinator. FRYSC advisory council assurances page and bylaws state policies relating to the FRYSC advisory council's involvement in the screening and interviewing process for the position of coordinator. In a single school assignment, the council recommends an applicant to the SBDM if one is in place and the Superintendent. When a center serves more than one school, the center is considered a district-wide program and the FRYSC advisory council recommends the applicant to the Superintendent.

Center coordinators of newly funded FRYSC allocations must be employed no later than Aug. 1 of that year. Districts with a coordinator vacancy in an existing center must fill the position in a timely manner. A new budget must be submitted to the regional program manager if the coordinator is not hired in accordance with the above.

All other center staff whose salaries are partially or fully paid for out of the center funding allocation are to report directly to the center coordinator for those job responsibilities that pertain to center programs, services or activities. Evaluations of center staff should be performed by the center coordinator in accordance with district policy.

Co-coordinators are not allowed. Additional staff may include but are not limited to: parent educators, assistant coordinators, community liaisons, home-school coordinators, office assistants, child care coordinators, and so forth. The coordinator must maintain a regular physical presence in each school served by the center, as documented on the Center Operations page and approved by the regional program manager.

Center staff shall not be assigned duties unrelated to the implementation and/or operation of the center. Funds used to pay FRYSC staff cannot be used to supplant existing services. Any service that the school is legally required to provide should not be the responsibility of a center coordinator.

FRYSC staff need the flexibility in schedule and responsibility to communicate in a variety of ways with families and collaborative partners. This may include the need to coordinate urgent services for students or families, attend

meetings outside of school, or other tasks that require the coordinator to be away from school during regular school hours.

For these reasons, coordinators shall not be assigned regular, inflexible duties that may limit their ability to respond to unscheduled needs. Such duties may include, but are not limited to:

- Monitoring lunchroom, bathrooms or school buses,
- Serving as attendance clerks, substitute teachers or truancy officers,
- Being responsible for checking students for head lice,
- Being responsible for distributing medication,
- School data entry or record checks

Center coordinators are eligible to apply for extra service duties. They may not spend any of their FRYSC required time, based on their FRYSC employment contract with the district, performing these duties.

It is necessary for coordinators to regularly plan programs and home visits outside of traditional work day hours in order to reach families not available during the school day. Reaching out to parents and families by involving them in school, center and community activities is a goal central to the FRYSC mission, and is embedded throughout required program plans. School districts need to ensure flexibility in work schedules so that the center can "... generate optimal parental and family involvement" (see FRYSC Goals, pages 9-11) and be responsive to student and family needs.

For information regarding tenure for FRYSC classified employees, refer to KRS 161.011. Please see Appendix A for a copy.

The coordinator's role in budget and fiscal management is addressed in the section on "Funding Allocation and Management". FRYSC funds may not be used to pay for local school district level coordination and/or supervision of the centers. District level coordination and/or supervision are considered as an in-kind school district contribution. If a coordinator is on extended leave without pay, FRYSC funds may be utilized to hire a substitute. However, when a coordinator is on extended leave with pay, if a substitute is hired, the district may not utilize FRYSC funds.

TRANSPORTATION OF STUDENTS IN PERSONAL VEHICLES

FRYSC coordinators and center staff shall not transport or be required to transport students in personal, privately insured vehicles. Such a practice subjects the district employee to a great risk of personal liability in the event of an accident. The district may choose to contract and insure a private vehicle, subject to Kentucky Department of Education guidelines, use district-owned vehicles, or contract with a public transportation service.

Please see Appendix C for a position statement from the Kentucky Department of Education, Pupil Transportation Branch, a link to the KDE Pupil Management Manual and related KRS and KAR language.

V. COLLABORATION

Community Collaboration

Family Resource and Youth Services Centers should promote identification and coordination of existing resources in order to remove barriers to educational success for children, students and families. Every center is responsible to address each core component and to develop optional components within the context of the school(s) served and according to the needs assessment. The centers are not to duplicate existing services but should provide referrals through close collaboration with all community resources. If services are not available or not adequate, the center is responsible for determining an appropriate way to provide the service. Formal agreements or contracts between the Board of Education on behalf of a FRYSC and community service agencies can be beneficial in ensuring the delivery of on-site services to students and families. When there is a contract with an external service provider, that provider must show proof of liability coverage and appropriate professional credentials.

The FRYSC should be the school's link to all community service providers including government agencies, private organizations, civic clubs, charitable organizations and individuals. Establishing and maintaining close collaboration with these entities requires time and effort on the part of the FRYSC staff. Staff should be allowed the flexibility in schedule and responsibility to communicate in a variety of ways with all collaborative partners. This may include the need to attend meetings outside of the regular school day that occur after regular working hours or that require the coordinator to be away from school during regular school hours.

Community collaboration is a vital ingredient in making available services readily accessible to students and families. Centers should maintain a resource listing and have good communication with all community partners in order to make appropriate and timely referrals.

For specific information concerning collaboration with community partners, please refer to the section on FRYSC Core Components.

Collaboration with School-Based Resources and Programs

FRYSC programs assist in the removal of barriers to learning by coordinating services through existing programs and providing additional services as necessary. FRYSC must have a close partnership with the school(s) and the various programs that operate within the school/district to fulfill the goal of enhancing the students' abilities to succeed in school. FRYSC programs, activities and services that contribute to the proficiency and college/career readiness goals of the school shall be included in the Comprehensive School Improvement Plan.

Blended funding for programs/services is an excellent way for FRYSCs to collaborate with various other school-based programs such as: preschool, Title I, Migrant, Title IV, ESS, technology, health services, adult and community education, dropout prevention, etc. While the centers are not to duplicate existing services, they should provide referrals and expand services to meet the needs identified in the center needs assessment and funding application. Referral to school-based services, assistance in grant writing and other linkages with school programs is an expected responsibility of the FRYSC Coordinator. As such, the coordinator must become familiar with the programs/personnel that operate within the school(s)/district.

A few examples of FRYSC collaboration with other school based programs are:

- FRYSC and ESS – Funds, staff, and other resources from FRYSC and ESS are blended together to operate a summer academic and enrichment program.

- FRYSC and Title I – Funds, staff, and other resources from FRYSC and Title I are blended together to provide parent involvement programs and programs that enhance reading skills.

- FRYSC and Title IV – Funds, staff, and other resources from FRYSC and Title IV are blended together to provide programs in violence and substance abuse prevention such as Second Steps.

- Community Education – Funds, staff, and other resources from FRYSC and Community Education are blended together to provide joint projects such as service learning and continuing education programs.

Collaborative Partnerships with Parents

With the passage of the Kentucky Education Reform Act in 1990, a new era of parent involvement was ushered into schools across the Commonwealth. Schools began promoting stronger partnerships with parents to increase the academic goals of children and youth. The goal of local control includes parent representatives on Site-based Decision Making Councils to participate in the selection of principals, curricula decisions and the distribution of funds within a school. Often, a key first step in this process is the selection of parents to FRYSC advisory councils, which require that a full one-third of the representatives are parents of students in the school or schools the advisory council represents.

This advisory council experience is often a training ground for expanded participation in decision-making bodies at the school or district level. Many parents move from FRYSC advisory council service to positions on the SBDM councils or other parent involvement groups within the school community. FRYSCs partner with the Commonwealth Leadership Institute of the Prichard Committee to identify and recruit parents who seek additional skills in group leadership and advocacy.

Research documents that as parent involvement in schools increase, student achievement also moves to higher levels. There are, however, different levels of parent involvement, and for many parents of school-age children, involvement is not in the school building but in the home. Parents who had an unsuccessful academic experience are often uncomfortable in the school setting and feel threatened by typical school expectations of parents. Therefore, FRYSCs can bridge the barrier for these parents through home visits, small group meetings in local neighborhoods and "re-entry" into the school setting in the welcoming atmosphere of a FRYSC to assure the parent that his/her participation on any or all levels is key to the student's success.

The FRYSC coordinator can also serve as a liaison between the school and the home by conveying information from the student's teacher/s or school administrators until the parent is comfortable in attending parent meetings, teacher conferences or other school activities. In the meantime, the parent can be encouraged to get the student to school on time; set a goal for perfect attendance; seek medical attention quickly when the student is ill; and provide a time and setting in the home to focus on homework and other academic interests. Some parents need guidance in establishing these kinds of routines, and the FRYSC coordinator can provide information and assistance to the parent in achieving these goals. This initial level of parent involvement is most crucial to the student's academic success and can work toward preventing student dropout by creating a home focus on strong educational values. FRYSC coordinators can also work with faculty and staff to clarify that all parent involvement does not occur in the school setting.

Research on Parent Involvement in a two-year project from the Parent Leadership Training Institute in Hartford, Connecticut has discovered the following:

What factors motivate parents to participate on behalf of their child?

- Knowing that their participation is part of something successful
- Believing they can make a difference
- Feeling supported, respected and acknowledged
- Receiving hands-on training and guidance
- Being supported with child care, food, and transportation so that meetings are manageable

What keeps parents coming back and staying involved?

- Inspiring next steps

- Developing realistic goals
- Having a space where they feel safe, comfortable and valued
- Seeing progress
- Feeling a sense of ownership in the change process

Parents respond to increasing their skills, becoming more proficient in the role of parenting and relating to a peer network where personal sharing and listening can occur. The other single most significant factor is providing a network of mentors. FRYSC regional program managers are an excellent resource for additional parent involvement ideas.

VI. FUNDING ALLOCATION AND MANAGEMENT

Eligibility to Apply for a Family Resource/Youth Services Center

For a school to be eligible to apply for a FRYSC, at least 20% or more of the enrolled students in a school(s) must be **eligible** to receive free and reduced school meals. The 2000 Kentucky General Assembly passed HB 640 which allowed inclusion of reduced lunch students in the December 1 eligibility count. This provision was enacted to ensure that an existing center would not lose funding as a result of dropping below the required 20% threshold of eligibility. The students eligible for reduced lunch are **not** calculated in the formula to determine a center's funding. Senate Bill 192 passed in 2008 allowing schools served by a center that drop below the 20% free and reduced lunch threshold to continue to be eligible for funding up to five additional years.

Funding Formula

Funding levels are contingent upon appropriations from the General Assembly. For both new and continuation applications, free school meals data is gathered on students enrolled as of December 1st of each year to determine the allocation for the following school year. Students who leave before December 1 or enroll after December 1 are not included in the count. The minimum allocation funding is calculated on an assumed minimum of 165 free school meals eligible students to a maximum number of 450 students.

To be considered in the funding formula, students must be enrolled in preschool through twelfth grade. Due to limited funding, preschool students must be enrolled in a Head Start or Preschool Program operated by the school district.

Combined Centers

If a consortium of two or more schools applies, *each school within* the consortium must have at least 20% of students eligible for free and reduced school meals.

Combined centers with more than two schools are not encouraged. If a local school district wishes to apply for a new center that will serve more than two schools, a waiver request including justification for the consortium must be included in the application and approved by the Director of the Division of FRYSC.

Grant Writers

FRYSC funds cannot be used to reimburse a consultant for purposes of writing the program plan. The FRYSC program plan application process is meant to be a collaborative endeavor. The Advisory Council shall be appointed and involved in the writing of a new program plan. In addition, the role for current center coordinators is to serve as advisors to new program plan applicants, not as the primary writer.

Management of Funds

Successful program plan applicants will be awarded funds through a contract between the Cabinet for Health and Family Services and the local Board of Education. The funds will be maintained under the MUNIS Financial Accountability system and the guidelines of the Uniform Code of Student Accounting (Red Book). As long as the district remains in compliance with the Contract, funding will be distributed quarterly to the district. First quarter payment is sent upon receipt of the Funding Request Form/Invoice, see FRYSC Web site and the MUNIS report. Funding allocation monies must be spent in accordance with the terms of the approved FRYSC budget, the district Contract with the Cabinet for Health and Family Services, KRS 156.496, KRS 156.4977 and KRS 161.011 and local school board fiscal policy and guidelines.

The local center coordinator, in concert with the center advisory council, is responsible for budgetary planning of center expenditures. Fixed costs, such as personnel, are determined by the salary schedule of the local board of education. All discretionary spending must be determined in light of the center's needs assessment process. The local center coordinator is responsible for initiating and approving all center expenditures. Other signatures, according to district policy, may be required.

MUNIS Budget Codes
Each center is required to submit a continuation program plan application, which will include a MUNIS budget plan for expenditure of requested funds. Typical budgets include, but are not limited to, the following Object Segment Elements:

Recommended Codes

Salaries	(01XX)
Fringe	(02XX)
Purchased Professional & Technical Services	(03XX)
Other Purchased Services	(05XX)
Supplies & Materials	(06XX)
Property	(07XX)
Debt Service and Miscellaneous	(08XX)

As of August, 2010 KTRS (0231) is an allowable code for FRYSC. Auditing Services (0342) and Drug Testing (0341) are invalid codes for FRYSC.

Appendix G – Chart of Accounts contains the new MUNIS codes provided by the Kentucky Department of Education.

Student Wages
Specific allocations for code 0896 (student wages) are acceptable. The recommended best practice is to pay students via a stipend rather than wages.

Welfare Spending
It is strongly recommended by the Division of FRYSC that Welfare Spending (Code 680 for Food, Utilities, Clothing, etc.) be kept to a minimum.

Excluded Expenditures
Specific expenditures that are excluded from coverage by FRYSC (state received) funds include:

- Capital construction or acquisition or projects
- Reimbursement of a consultant for grant writing services
- Employment of school level administrative coordination and/or supervision
- Incentives for compulsory school-day attendance
- Drug Testing
- Auditing Services
- Lease/purchase of vehicles
- "Rent to Own" acquisition
- Supplanting of programs/activities funded by other school district, state, or federal funds
- Staff salaries unrelated to job responsibilities pertaining to the operation of the center

Expenditures requiring special consideration by the Advisory Council

If a center includes a core or optional component that uses program funds for any of the categories below, a narrative which details spending guidelines for each must be adopted by the advisory council and become part of council by-laws. The initial adoption and any changes must be included in advisory council meeting minutes.

- **Basic Needs or Emergency Assistance:**
  - Under what circumstances will program funds be used to provide direct assistance to a family or student? What type of student or family needs would precipitate the use of center funds for assistance?
  - What is the annual limit on center funds assistance that can be used per family or per student?
  - Note: Any funds used for financial assistance can only be made on *behalf* of the individual student or family, and ***cannot*** be given directly to a student or family.

- **Individual awards, Recognition or Incentives:**
  - Under what circumstances, center programs or activities will program funds be used to purchase awards, recognitions or incentives?
  - What is the annual limit?
  - Note: Center funds cannot be used to provide incentives for regular school day attendance.

- **Food:**
  - Under what circumstances, center programs or activities will program funds be used to purchase food items?
  - What is the annual limit?
  - Note: This category refers to food purchased as part of program activities, *not* family assistance. Food purchased for family assistance should be included in the narrative for Basic Needs and Emergency Assistance.

- **Trips or travel for individuals other than center staff:**
  - Under what circumstances, center programs or activities will program funds be used to pay for travel costs for people other than center staff?
  - What is the annual limit?
  - This provision does not apply to travel for specific DFRYSC training for school staff or Advisory Council members.

Fiscal Reports

The district is responsible for assuring that timely year-end financial reports are submitted to the Cabinet for Health and Family Services, Division of FRYSC, for each center. Mid-year reports may be requested by the FRYSC Regional Program Manager. The DFRYSC will disseminate guidelines each year as to when these reports are due.

Budget Amendment

A budget amendment is required when any MUNIS code in the most recently approved budget changes by 10% or $100, whichever is greater, cumulative within the fiscal year, and/or when opening a new object code. Changes must be discussed and approved by the Coordinator, Advisory Council, Superintendent or District Designee, then submitted to the Regional Program Manager for final approval prior to the submission of the year-end budget report. Final budget revisions must be submitted to the Regional Program Manager no later than 60 calendar days prior to the end of the state fiscal year. All budget expenditures and amendments are initiated by the Coordinator.

Unencumbered Funds
Any funds not encumbered by June 30 of each year will be deducted from the next year's allocation.

Encumbered Funds
Encumbrances should be paid by July 25 following the end of the fiscal year. According to the Kentucky Department of Education financial management calendar, districts have until July 25 to close the year and submit the Annual Financial Report to KDE. After that time encumbrance amounts cannot be entered or modified in the old year.

Over Expenditures
Any expenditure that exceeds the funding allocation amount must be paid by the local school district in accordance with existing policies.

Fiscal Responsibilities of Coordinator and FRYSC Advisory Council
Each district is responsible for the training of center coordinators on appropriate district policy and procedures for the expenditures for center funds. The center coordinator has significant responsibility for the proper expenditure and maintenance of state allocated funds in accordance with local and state guidelines. The Advisory Council does not need to be involved in the day to day spending process of the center but should oversee budget planning and spending. The Advisory Council should receive and review a financial report at each meeting.

In order to effectively manage center expenditures, the coordinator must receive monthly detailed MUNIS reports. These may be provided to the center either by printout or by direct desktop access at the center site. *If the center has desktop access to MUNIS, the district must provide training.* The coordinator is required to keep a running balance of allocation expenditures for each MUNIS code at the center site. A sample budget balance spreadsheet is available for download on the FRYSC Web site (http://chfs.ky.gov/dfrcvs/frysc/samples.htm).

Any single item purchase of $500 or more and goods or subcontracts of $1,000 or more must be approved by the Advisory Council and District Designee then submitted to the Regional Program Manager for final approval. A request form must also be submitted when a new code is opened, no matter the amount. See FRYSC Web site at http://chfs.ky.gov/dfrcvs/frysc/ for the FRYSC Request Form.

FUNDING ALLOCATION AND MANAGEMENT
External Funding: Non-FRYSC Funds

Funds available to a center over and above the FRYSC funding allocation may be obtained in a number of ways. Receipt, management and disbursement of such funds must be within the procedure required by the Advisory Council and local district guidelines and policies.

A district or SBDM Council may choose to supplement state allocated funds to provide staff or programming in a center. These funds should be accounted for in the appropriate fund of the district MUNIS system separate from the FRYSC funding allocation. A center may also seek other funding sources as described below:

There are five major types of generated funds:

- Solicitation of in-kind services or materials
- Monetary donations,
- Fund raising activities,
- Program income based on fees charged for services and/or activities, and;
- Supplemental grants.

Solicitation of In-Kind Services/Materials

Centers may benefit from in-kind contributions from the school district and the community. The coordinator should maintain accounting of in-kind contributions separate from the MUNIS accounting system and in accordance with district policies.

In FRYSC application preparation, centers will project such anticipated in-kind contributions from the school district and community resources. Generally, districts provide space for a center, utilities, equipment, maintenance, custodial care, district level supervision and other such items/services at no cost to the center. Communities may provide significant collaboration and program support in the form of in-kind services, volunteer mentors or tutors, clothing or food banks, etc.

Monetary Donations

Donated funds are by their very nature *restricted funds*. Individuals and/or entities have chosen to provide funding to centers in an effort to advance the work of the center in general or in particular. Consequently, all funding donated to a center must be considered as restricted in that it was given to a particular center or centers for their work. Given this restriction, it is not allowable for donated funds to be arbitrarily accessed by the district to address other shortfalls in funding unrelated to the center.

The funding donated for a center's usage may take the form of gifts that are general or project related. Examples of general funding may include

- A cash donation to "help the center".
- A cash donation to "help out where you need it".
- Etc.

Donations that are project related are such that they must be used expressly for the purpose that they were given. Examples of project related may include

- A civic club provides funding for camp scholarships for a designated number of students.
- A religious organization provides funds to purchase school supplies for a designated class or grade.
- A nonprofit organization provides funding to cover travel expenses for a student or a staff person to a particular event.

In the case of donated funding that is project related, the donor makes the decision as to the extent and purpose of the gift, and center staff are obligated to utilize the funding for the designated purpose. In the event that the funding cannot be used as intended, it is the responsibility of the center to contact the donor to discuss other options or to return the funds to the donor.

Whether the funding is general or project oriented, it is the responsibility of the center to ensure that the funding is handled with discretion and in accordance with district/school policy. This ensures that all donated funding is able to be audited to ensure that no financial impropriety occurs.

Fundraising Activities

Any fundraising activity must adhere to KDE and individual district policies and should be cleared through the district finance office prior to the activity. Money obtained through non-student fundraising should be maintained in a district account designated specifically for center non-state funds and be subject to a district-wide audit. *Any money generated by students must be maintained in a school activity fund and be spent for the benefit of those students.*

Expenditure of non-student generated monies is completely at the discretion of center, Advisory Council and district policy. Any generated money may be carried over from one budget year to the next.

FRYSC Program Income Based on Fees

Fees charged for program participation may result in center income that is also subject to district-wide audit and KDE MUNIS requirements**.** Program income based on fees should follow standard bookkeeping practices with the district. *This should be identified as FRYSC generated income and can only be used to expand and enhance the center's program.*

Day Care Fees

If a center provides day care, these funds are also subject to district-wide audit and KDE MUNIS requirements. *Since day care funds would be generated by the FRYSC, any proceeds from day care operations can only be used to support the program of the FRYSC responsible for the day care operation.* Day care should be self-supporting or increasingly moving in that direction.

Accountability for day care funds should not be through a school activity fund. The activity funds were not designed for the complexity of a day care operation. It is permissible for a separate district account to be created for the day care operation at the center level. Districts should set up a separate fund to account for these day care funds. The account should be as small as possible for the effective operation of the day care center. The account must be reconciled on a regular basis.

Supplemental Grants

The Division of FRYSC encourages coordinators to seek appropriate supplemental grants that would enhance or expand programming to address core and optional components. In an effort to help centers obtain supplemental grants, the FRYSC Training Project supports various regional training that focus on skill development for better grant writing. These grant funds are also subject to district-wide audit and KDE MUNIS requirements**.** Any grants obtained should be accounted for under separate MUNIS Fund Two Project Codes and should be duly reported as part of the DFRYSC year-end program report.

VII. PROFESSIONAL DEVELOPMENT

The Division of FRYSC offers a wide range of professional development opportunities for Center Coordinators through the FRYSC Training Project. Coordinators are offered training on programs that specifically meet the core and optional components. Opportunities to network and share ideas from ongoing FRYSC programs are available. All of these opportunities enhance the quality of service the centers are able to provide to students and families.

Training Opportunities

- All new Coordinators are required to attend New Coordinator Orientation as stated in the Contract. This training is offered semi-annually at various locations across the state. Coordinators are given the opportunity to learn about the history and evolution of the FRYSC program, the collaboration between the Cabinet for Health and Family Services and the Kentucky Department of Education and programmatic and fiscal operations.

- All Coordinators are required to attend scheduled regional FRYSC coordinators' meetings as stated in the Contract. These meetings are conducted by the Regional Program Manager and offer FRYSC information, training and networking for the coordinators.

- All Coordinators are required to attend an annual statewide training conference (sponsored or approved by the DFRYSC)

- A file of certificates awarding continuing education units and other affirmations of professional development obtained by the center coordinator and other FRYSC staff shall be maintained at the center site unless otherwise specified by the district. This file shall be reviewed during any monitoring visit scheduled by the Division and may be reviewed by the Regional Program Manager at any visit to the district to ensure that it reflects an up to date status of professional development.

- Region specific trainings, seminars and workshops are scheduled throughout the year by Regional Program Managers with support of the DFRYSC Staff. These trainings focus on topics that address identified needs of center staff. For example, skill development in: grant writing, student and family record keeping, fiscal issues and administration as related to center operations.

- Additional statewide training opportunities are offered to address Core and Optional Components as needs are identified.

- The Division of FRYSC encourages attendance at other state and national professional conferences that complement the FRYSC initiative.

- The Regional Program Managers coordinate mentoring opportunities for new coordinators. This allows the new coordinator to shadow a veteran coordinator to experience first-hand an established, successful and integrated center.

- The Regional Program Managers offer meetings for FRYSC District Contacts at least once a year. All District Contacts (or a district designee) are required to attend to receive information, discuss issues, network with other District Contacts and have the opportunity for input into the administration of FRYSC.

- Other staff employed by the center shall attend training events specifically designed for their positions, when required.

Training Requirements for FRYSC Coordinators

FRYSC Coordinators are required to receive training that is approved by the FRYSC Training Council. The required number of hours is detailed below:

Year 1 **24 hours total**	**Years 2 and beyond** **24 hours total**
• New Coordinator Orientation (12) • Victory Over Violence (6 - 12) • Fall Institute (6 - 12) **And** • Regional FRYSC Trainings* • Completion of the FRYSC Mentoring Checklist **Coordinators may also attend:** • Other approved statewide trainings/conferences (6) **No more than six (6) FRYSC training hours per event will automatically be approved for:** • **District-sponsored PD**** • **Trainings approved for social work hours** • **Trainings approved for child care hours** ***A certificate of completion must be received to track the hours on the Training Tracking Form.*** All hours must fall within the FRYSC Training Domain topics and address the components of the approved FRYSC plan and/or the school or district goals. It is recommended that a variety of domain topics be covered.	• Victory Over Violence (6 - 12) • Fall Institute (6 - 12) **And** • Regional FRYSC Trainings* **Coordinators may also attend:** • Other approved statewide conference/trainings (6) **No more than six (6) FRYSC training hours per event will automatically be approved for:** • **District-sponsored PD**** • **Trainings approved for social work hours** • **Trainings approved for child care hours** ***A certificate of completion must be received to track the hours on the Training Tracking Form.*** All hours must fall within the FRYSC Training Domain topics and address the components of the approved FRYSC plan, and/or the school or district goals. It is recommended that a variety of domain topics be covered.

***Please note that training hour requirements are separate from Regional Meetings. Regional Meetings are mandated, no matter the number of hours a Coordinator has received. Coordinators are NOT excused from mandated Regional events once their required number of hours is met.**

******Center Coordinators must also complete **all staff trainings required by the school district** such as Confidentiality, Blood Borne Pathogens, etc. This does **NOT** count towards the FRYSC training hours.

Non- FRYSC sponsored training:

If training is not sponsored by the Division of Family Resource & Youth Services Centers, Coordinators may obtain credit for the training by completing the Training Registration Form found on the FRYSC training page. The form must be submitted to the Training Specialist **at least 15 days prior to the training.**

In order to receive training hours for a non-FRYSC sponsored training, it must be related to FRYSC components in their approved program plan. The training should provide strategies for addressing the components or is designed to improve the FRYSC coordinator's or staff's individual professional growth and/or address school and district goals.

In some instances, approval may be obtained, **but is not guaranteed**, after the training has occurred. Coordinators must submit the Training Registration Form to the Training Specialist for consideration.

Only one Training Registration form needs to be submitted per training event. If a group of Coordinators attend, they can submit the form together.

If professional development is offered by a Coordinator's school or school district, including training for EILA credit, it is automatically approved to count toward the required number of FRYSC hours—up to 6 hours. A certificate of attendance must be obtained from the training. Training that is required each year by all school district staff that includes, but is not limited to, Confidentiality, Blood Borne Pathogens, Harassment, Bullying, etc. **will not be counted for FRYSC PD hours even if district provides PD credit to staff.** This is considered annual staff training.

Any non-FRYSC sponsored single training event can only be counted for 6 hours of credit, no matter the length of time spent at the training.

Online Training Modules:

Online training modules can be used for up to 2 hours of training credit. However, if a certificate of completion is not provided at the end of the module, no more than 1 credit hour can be issued, no matter the length of the module.

Kentucky Board of Social Work or Kentucky Division of Child Care:

Trainings that have been approved by the Kentucky Board of Social Work or the Kentucky Division of Child Care are automatically approved for FRYSC Training Hours.

Tracking Procedures for Training Hours:

All Coordinators are required to complete the FRYSC Coordinator Professional Development Tracking Form, which can be found on the training page of the DFRYSC website. The forms are due in August each year. The District Contact signs off on the forms and uploads the approved form to their District Green Page. The Districts are responsible for the tracking of all required training hours.

Training Certificates:

Certificates for trainings are provided by the DRYSC for all Division-sponsored trainings. Certificates should be kept on file in the Center and in the District office. RPMs must request certificates from the DFRYSC at least 15 business days prior to training event.

Failure to meet Training Hours:

If a Coordinator does not meet their required number of hours, the Center will be placed on probation and must complete the following:

Coordinator- Years 1-3	Coordinator - Years 4 and beyond
Coordinator will have 1 year to repeat the required amount of training hours	The Center will be on probation until one full year of training is complete

If Coordinators fail to make up the previous year's hours, the Center will go to the Strategic Targeted Assistance Team (STAT) procedure.

Training Costs:

If a Center's operating budget does not provide ample funds for all cost associated with a Coordinator's training, the District, SBDM or other available funds must absorb these costs (see 202.2 of FRYSC and District Contract).

Revised 4/11/16

Training Council Make-Up

The council shall consist of:

1. FRYSC Training Director
2. 2 FRYSC RPMs, to be appointed by the FRYSC Director.
3. 1 District Contact
4. 2 Veteran Coordinators (served 5 years or more as a coordinator)
5. 2 New Coordinators (Served fewer than 5 years as a coordinator)
6. FRYSCKy Coalition President or designee
7. KDE Representative

- The council members will serve staggered terms to ensure the entire board does not leave in one year.
- The FRYSC Training Director is the only member that will remain on the board at all times and will not rotate off.
- Coordinator Representatives will be chosen from different regions.
- The Council will meet 4 times per calendar year in 2012 and on an as-needed basis afterwards.

Role of the Council

A. Approve all trainers for FRYSC sponsored events. Criteria will include:

1. Completed Trainer Credential Application
2. Resume
3. Years of Experience

B. Once a trainer is approved, they will be approved for 3 years, after which they will need to submit updated paperwork.

*The Training Director can approve trainers if a Training Council meeting is not scheduled prior to the training event. This approval is good for one time only, and the Council will need to approve the trainer at the next meeting.

C. Approve all non-FRYSC Sponsored Trainings.

1. A list of pre-approved trainings will be created and listed on the DFRYSC website.

The Professional Development Tracking form should be maintained by each coordinator and will be uploaded to the District Information page on the FRYSC Green System. The tracking form and additional training information may be downloaded from the DFRYSC web page at http://chfs.ky.gov/dfrcvs/frysc/training.htm.

FRYSC Coordinator Professional Development Tracking Form

Region: _____ District: _____ School year: _____

Center: _____ Coordinator: _____ Hire date: _____

Years as FRYSC Coordinator: _____ Attended NCO*: _____ *Required for new coordinators

Type of training	Date	Name of training	Domain(s) addressed	Credit Hours	Training Approval Code
Required by contract:			Click here to view FRYSC Training Domains		
1. Region meeting**			Select domain		
2. Region meeting**			Select domain		
3. Region meeting**			Select domain		
Statewide conference (1 per year)			Select domain		
Other mandatory training			Select domain		
Other trainings:					
PD 1			Select domain		
PD 2			Select domain		
PD 3			Select domain		
PD 4			Select domain		
PD 5			Select domain		
Total credit hours				0	

***Only include region meeting hours if an approved training occurred.*

District Contact Signature: _____ Date: _____

VIII. ACCOUNTABILITY, PROGRAM REPORTS AND RECORDKEEPING

Comprehensive School Improvement Plan (CSIP)
The heart of the CSIP is the goals and plans. These components address clearly defined needs, the long term goal to meet the needs, and short term measurable objectives to reach the goal. CSIP plans are created and updated annually by A1 school districts. This document allows the school/district to review the progress made toward implementing the strategies and activities and whether or not progress has been made toward attaining the long term goals. Ongoing evaluation is a critical piece of the plan in that it allows the school/district to adjust its plan to better achieve the needed outcomes.

Many activities sponsored by the FRYSC are appropriate for inclusion in the strategies and activities. The review of the plan should provide an excellent resource for local center coordinators to access the overall effectiveness of the strategies and activities for which they are responsible.

Infinite Campus
Effective July 1, 2010, all centers began collecting data in the Infinite Campus (IC) system. The center staff must, as custodian of the FRYSC records, have sufficient access to areas of IC necessary for both effective record keeping and successful interventions with students and their families. Local school district staff shall ensure that center staff members receive training in IC so as to enhance their proficiency in the maintenance of required records. District technology staff shall ensure the confidentiality of FRYSC-specific screens by limiting access protocols within IC to those staff with an educational right to know the contents of the records. The Division of FRYSC has adopted permissions on the following pages as the minimum level access for FRYSC coordinators.

Infinite Campus Year-End Report
At the end of each school year, the Division of FRYSC collects center data entered into Infinite Campus. It provides information concerning the most common ways centers address their core and optional components. The report yields quantitative feedback regarding individual interventions and group programs that are provided to students through direct center services or through collaboration with other school or community resources. These reports are generated by district staff and are to be submitted according to the instructions given by the Division of FRYSC.

Implementation and Impact Reports
Centers will submit an *Implementation Report* contained within the FRYSC action components annually. This is an abbreviated version of the former Implementation and Results Report (I and R). The implementation report is designed to document whether or not programs and activities were implemented and if they had the intended impact. This report will help the coordinator and advisory council to determine if center activities should be continued or if changes need to be made.

The *Impact Report* is a survey designed to capture center-level evaluation data in a format that is easily compiled and easily reported. A trial-run of the survey will be conducted in 2016 and continued annually thereafter. Center coordinators are expected to evaluate significant activities that have the potential to show demonstrable positive impact. The Impact Report will capture those results. Coordinators may submit multiple reports, but each center must submit at least one.

At a minimum, coordinators must have access to the following fields/sections in Infinite Campus:

READ	WRITE	ADD	DELETE	Accounts
x				**Student Information**
x				**Allow unfiltered search**
x	x	x	x	**General**
x				**State Reporting**
x				**Homeless**
x				**Living**
x				**Status**
x				**Meal**
x				**Status**
x				**Migrant**
x				**Ward of**
x				**State**
x				**Gradebook**
x				**Programs**
x				**Contact Flags**
x				**Curriculum Programs**
x				**Medical Flags**
x				**State Reporting**
x				**Grades**
x				**Gradebook**
x				**Transcript**
x				**Behavior**
x				**Records Transfer**
x				**Gifted & Talented**
x	x	x	x	**FRYSC**
x	x	x	x	**School Info**
x				**Attendance**
				Group
x	x	x	x	**Student Contacts**
x				**Advance Program**
x				**Health**

READ	WRITE	ADD	DELETE	
x				Summary
x				Conditions
x				Immunizations
x				Screenings
x				Medications
x				Health Office Visits
x				Documents
x				Form
x				Reports
x				JCPS Curr/Prior Attendance
x				Enrollment Status
x				Census
x				People
x				Demographics
x				GUID
x				State ID
x				Identities
x				Households
x				Relationships
x				Enrollments
x				General Enrollment Information
x				State Reporting
x				Homeless Living Status
x				Meal Status
x				Migrant
x				Ward of State
x				Enrollment History
X				FutureEnrollment

READ	WRITE	ADD	DELETE	
x				Overrides
x				Households
x				Household Info
x				Addresses
x				Members
x				Reports
x				Census Verification
x				JCPS Immunization Survey
x				Immunization Batch
x				Immunization Certificate
x				Immunization Summary
x				Immunizations
x				Screening Compliance
x				Classroom Monitor
x				Reports
x				Day Count KY
x				JCPS Full Day PNE Absences
x				Attendance Reason
x				Consecutive Absence
x				Period Count
x				Register
x	x	x	x	Student
x	x	x	x	FRYSC Group Programs
x	x	x	x	FRYSC Group Program Participation Wizard
x				KY State Reporting
x				Edit Reports
x				Student Summary Report
x				FRYSC Group Program Report

FRYSC Recordkeeping

For accountability, program management, and reporting purposes, documentation should be maintained on students and families served by the center. Documentation must also be maintained on all programs, services, and activities addressed within each Core and Optional Component. Records may be kept in different ways, depending on the frequency and intensity of the service/referral, as outlined below.

At a minimum, the following must be kept:

- Daily contact log (for those items that cannot be entered into Infinite Campus)
- FRYSC-specific Infinite Campus records
- Procedures pertaining to parental/guardian consent and confidentiality
- An updated balance of allocation expenditures
- Approved program plans, amendments, requests and approvals
- Advisory Council meeting agendas, minutes, bylaws and sign-in sheets
- Needs Assessment tools and results
- An inventory of non-expendable goods purchased with allocation funds (i.e., equipment, furniture, videos, curricula, etc.)
- Documentation of money, goods, donations or program income.
- Original FRYSC grant application
- Previous monitoring reports
- Monthly MUNIS reports (or desktop access)
- A copy of the FRYSC contract
- Required training documentation
- Service Appeal information to be prominently posted in the center
- Documented, continued representation on the Comprehensive School Improvement Planning team(s) for each school served by the center. Plans are required by KDE to be posted on each school's website.

Participant and family records should be kept for students and families requiring a service that is not incidental or temporary in nature and that the family, school or other agency is not currently providing. When determining whether to open a file, consider the following:

- **Is the service temporary or incidental in nature?**
  If so, more than likely, a file will not need to be opened; the activity can be noted on a Daily Contact Log. If it requires follow-up of some kind, a participant file may need to be opened, depending on the level of intensity.

- **What is the level of intensity of the initial visit?**
  If the initial visit is for something intensive such as a referral from a teacher about severe behavior problems, suspected drug abuse, excessive absenteeism, etc., then the coordinator will more than likely need to make referrals and provide follow-up, which would require a file to be opened.

- **Will FRYSC funds be expended?**
  Documentation must be maintained on all FRYSC funds expended if the funds are spent on basic needs. An optional component should be included in the action plan. The Advisory Council must have written criteria to reflect the circumstances in which FRYSC funds may be utilized for basic needs. The Coordinator should

exhaust all resources prior to using FRYSC funds for basic needs. Expending FRYSC funds will not automatically indicate that a participant file needs to be opened, but it is an indicator to consider.

- **How frequently has the student/family member been assisted by the Center?**

The level of frequency may "raise a red flag" that indicates the need for further services and a participant file should be opened.

Other questions to consider:

- Is the referral for prevention or crisis intervention?
- Does the referral/activity require parental permission/consent for student participation?
- Does it require parental release for sharing of information among collaborative agencies?
- What is the expected outcome of the referral made or the assistance provided?

There is no clear-cut formula for determining if a file should be opened; however, most coordinators are able to draw a conclusion after considering the questions above. If, however, you are still unsure, remember this: **If in doubt, create a file.** It doesn't take much time and it certainly can't hurt.

Elements to Include in a Participant File

- Referral forms (recommended). Whether or not a form is used, document the source of the referral (self, teacher, parent, etc).
- Communication with referring source and dates
- Parental Permission for student participation if appropriate (such as, after school activities, transportation of a student, support groups, etc.). Parental permission should be obtained for participation in FRYSC-related programs. An exception would be if the child is in danger from the parent or guardian.
- Release of Information (if sharing confidential information with other agencies)

In an effort to create awareness about Center activities, to blend services among other providers with similar goals, and to prevent duplication of services, non-confidential information gathered by the FRYSC should be shared throughout the school year with the FRYSC Advisory Council, Principal, Board of Education, teachers, other in-school program staff, community agencies, parents, legislators, and other stakeholders (i.e. "Did you Know" reports, compilations of activities or services provided for newsletters, SBDM reports using aggregate/non-identifying data, Advisory Council reports using aggregate/non-identifying data, data compilation for stakeholders, legislators or school boards).

ACCESS TO FRYSC RECORDS

FRYSC records are educational records. As such, records may be shared with school officials with a "legitimate educational interest." FRYSC coordinators are to be made aware of individuals given permission to view the records on the FRYSC tab in Infinite Campus.

The Family Educational Rights and Privacy Act (FERPA) codified as 20 U.S.C. § 1232g, the KyFERPA codified as KRS 160.700 – 730 and the promulgated Federal Regulations. Specifically, 20 U.S.C. § 1232g(a)(4)(A) defines Education Records:

> *…those records, files, documents and other materials, which (i) contain information directly related to a student, and (ii) are maintained by an educational agency or institution or by a person acting for such agency or institution.*

As for the dissemination of the Education Records, it is covered in 34 CFR § 99.31 (a)(1)(i):

> *An educational agency or institution may disclose personally identifiable information from an education record of a student without the consent required by § 99.30 if the disclosure meets one or more of the following conditions: The disclosure is to*

> *other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests.*

KRS 160.720 has nearly identical wording, but the Kentucky Law goes a step further by defining "School Officials" in KRS 160.700: *personnel employed in instructive and administrative positions with a school board or educational institution*.

FRYSC Green System

The Cabinet for Health and Family Services uses a generic tracking software (GenTrack), which is accessible through the Kentucky Online Gateway (KOG) to house our electronically-submitted forms and center data. All data in the system is backed up regularly on the Cabinet servers.

Because this is a Cabinet system, each person who is not a Cabinet employee (all center coordinators and district staff with a need to access the system) must register for a KOG account (https://kog.chfs.ky.gov/home/), then request access to GenTrack. After the account is approved at the Cabinet level, permissions must be set by the Division of FRYSC before you will be able to use the system.

What paperwork is submitted through the Green System?
All center documents that are submitted for approval are to be uploaded to the appropriate Center Information page in the green system. This includes all continuation program plan documents, budgets, budget amendments, request forms, and other form updates.

All waiver requests, professional development tracking forms, and other district documents are uploaded by the district contact to the appropriate district information page.

Each center will need access to a scanner. The FRYSC Request Form (or any other documents *requiring signatures*) will STILL need signatures and will have to be scanned after signatures are acquired to be uploaded to the system. Documents that do not require signatures (continuation program plan forms, action component amendments, budget amendments, advisory council listings, center operations amendments, etc.) will NOT need to be scanned. Those documents can be uploaded directly to the system.

The updated users guide can be found on the DFRYSC web page under Forms and Downloads.

IX. DIVISION OF FRYSC

The Division of FRYSC is located in Frankfort, Kentucky in the Cabinet for Health and Family Services, Human Resources Building. The mailing address is

Division of FRYSC
Cabinet for Health and Family Services
275 East Main Street, 3-C-G
Frankfort, KY 40621

Phone: (502) 564-4986
http://chfs.ky.gov/dfrcvs/frysc/

The FRYSC Staff is composed of central office and eleven regional program managers.

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X. APPENDICES

- A – Legislation Relating to FRYSC **p. 75-78**
- B – Action Component Elements **p. 79-80**
- C – KDE Statement and Documents pertaining to student transportation **p. 81**
- D – Local District Classification Plans **p. 82-94**
- E – Facility Programming and Construction Criteria Planning Guide **p. 95**
- F – Records Retention Schedule **p. 96**
- G – KDE Chart of Accounts **p. 98-103**
- H – The District Contact **p. 104-110**
- I – FRYSC Strategic Targeted Assistance Team Protocol **p. 111-112**
- J – Family Literacy Description **p. 113**
- K – Components of Coordinated School Health **p. 114-115**
- L – Safe Home Visit Considerations **p. 116**
- M – Service Appeal Request **p. 117**

Appendix A

156.496 Family resource and youth services centers -- Design -- Core components -- Location -- Grant program -- Prohibition on abortion counseling and referrals.

(1) Family resource and youth services centers shall be designed to meet the needs of children and their families by providing services to enhance a student's ability to succeed in school. If resources are limited, students and families who are the most economically disadvantaged shall receive priority status for receiving services.

(2) Family resource centers shall be located in or near each elementary school in the Commonwealth in which twenty percent (20%) or more of the student body are eligible for free or reduced-price school meals. Family resource centers shall promote identification and coordination of existing resources and shall include but not be limited to the following core components for each site:

(a) Full-time preschool child care for children two (2) and three (3) years of age;

(b) After-school child care for children ages four (4) through twelve (12), with the child care being full-time during the summer and on other days when school is not in session;

(c) Families in training, which shall consist of an integrated approach to home visits, group meetings, and monitoring child development for new and expectant parents;

(d) Family literacy services as described in KRS 158.360 or a similar program designed to provide opportunities for parents and children to learn together and promote lifelong learning; and

(e) Health services or referrals to health services, or both.

(3) Youth services centers shall be located in or near each school in the Commonwealth, except elementary schools, in which twenty percent (20%) or more of the student body are eligible for free or reduced-price school meals. Youth services centers shall promote identification and coordination of existing resources and shall include but not be limited to the following core components for each site:

(a) Referrals to health and social services;

(b) Career exploration and development;

(c) Summer and part-time job development for high school students;

(d) Substance abuse education and counseling; and

(e) Family crisis and mental health counseling.

(4) A grant program is hereby established to provide financial assistance to eligible school districts to establish or maintain family resource or youth services centers. The Cabinet for Health and Family Services shall award grants pursuant to KRS 156.4977. Funding provided to the Cabinet for Health and Family Services for the grant program and agency administrative costs shall include an increase that is equal to or greater than the general fund growth factor provided in agency budget instructions.

(5) A family resource or youth services center that receives funding for one (1) year or more shall not be considered ineligible for funding based solely on the percent of the student body eligible for free or reduced-price school meals unless the percent of the student body eligible for free or reduced-price school meals is below twenty percent (20%) for five (5) consecutive years.

(6) A school district shall not operate a family resource center or a youth services center that provides abortion counseling or makes referrals to a health care facility for the purpose of seeking an abortion.

Effective: July 15, 2008

History: Created 2008 Ky. Acts ch. 120, sec. 2, effective July 15, 2008.

156.4977 Grants to local school districts for family resource and youth services centers.
(1) Beginning with fiscal year 1992, grants shall be awarded to eligible local school districts to implement or continue family resource and youth services centers as defined in KRS 156.496.
(2) Grant proposal instructions shall be developed by the Cabinet for Health and Family Services. The instructions shall be contained in a grant application package and distributed to each local public school district in which there are qualifying schools.
(3) A proposal review team comprised of at least three (3) members shall review proposals and score each application in accordance with training provided and scoring procedures established by the Cabinet for Health and Family Services. Proposal reviewers shall be selected by the secretary of the Cabinet for Health and Family Services. The reviewers shall submit the scored proposals to the secretary of the Cabinet for Health and Family Services. Written notification of the secretary's final decision on proposals shall be provided by the secretary to each applicant school district.
(4) The application from each qualifying school or school consortium shall contain the following:

(a) A statement of need;
(b) Proposed goals and outcomes;
(c) A description of the actual services and activities to be provided at the center and how they shall be provided;
(d) A description of how the children and families with the most urgent needs will be served first;
(e) Written agreements with other service providers;
(f) A description of the development, composition, and role of the local advisory council;
(g) The strategies to disseminate information;
(h) A training plan;
(i) A description of procedures to be followed to obtain parental permission for services and for sharing confidential information with other service providers. Procedures shall be developed pursuant to federal law and the Kentucky Revised Statutes including, but not limited to, KRS 210.410, 214.185, 222.441, 645.030, and Chapters 620 and 635 and shall require that no family resource center or youth services center offer contraceptives to minor students prior to receiving the express consent of the student's parent or legal guardian;
(j) A plan to minimize stigma;
(k) A work plan for each of the core components and optional components;
(l) Job descriptions for staff;
(m) A description of the center location and school accessibility;
(n) A description of the hours of operation of the center;
(o) A financial strategy and budget;
(p) A program evaluation plan; and
(q) Letters of endorsement and commitment to the center from community agencies and organizations.

(5) Grant proposal instruction and scoring procedures shall be made available to all qualifying schools.
Effective: June 20, 2005
History: Amended 2005 Ky. Acts ch. 99, sec. 128, effective June 20, 2005. -- Amended 1998 Ky. Acts ch. 174, sec. 1, effective March 27, 1998. -- Amended 1994 Ky. Acts ch. 194, sec. 2, effective July 15, 1994; and ch. 334, sec. 18, effective July 15, 1994.– Created 1992 Ky. Acts ch. 291, sec. 2, effective April 15, 1992.

KRS 161.011

161.011 Definitions of "classified employee" and "seniority" -- Job classifications and minimum qualifications -- Requirement of written contracts and written personnel policies -- Reduction in force -- Registry of vacant classified employee positions -- Review of local board policies by Department of Education.

(1) (a) "Classified employee" means an employee of a local district who is not required to have certification for his position as provided in KRS 161.020; and
(b) "Seniority" means total continuous months of service in the local school district, including all approved paid and unpaid leave.
(2) The commissioner of education shall establish by January, 1992, job classifications and minimum qualifications for local district classified employment positions which shall be effective July 1, 1992. After June 30, 1992, no person shall be eligible to be a classified employee or receive salary for services rendered in that position unless he holds the qualifications for the position as established by the commissioner of education.
(3) No person who is initially hired after July 13, 1990, shall be eligible to hold the position of a classified employee or receive salary for services rendered in such position, unless he holds at least a high school diploma or high school certificate of completion or GED certificate, or he shows progress toward obtaining a GED. To show progress toward obtaining a GED, a person shall be enrolled in a GED program and be progressing satisfactorily through the program, as defined by administrative regulations promulgated by the Council on Postsecondary Education.
(4) Local school districts shall encourage classified employees who were initially hired before July 13, 1990, and who do not have a high school diploma or a GED certificate to enroll in a program to obtain a GED.
(5) Local districts shall enter into written contracts with classified employees. Contracts with classified employees shall be renewed annually except contracts with the following employees:
(a) An employee who has not completed four (4) years of continuous active service, upon written notice which is provided or mailed to the employee by the superintendent, no later than April 30, that the contract will not be renewed for the subsequent school year. Upon written request by the employee, within ten (10) days of the receipt of the notice of nonrenewal, the superintendent shall provide, in a timely manner, written reasons for the nonrenewal.
(b) An employee who has completed four (4) years of continuous active service, upon written notice which is provided or mailed to the employee by the superintendent, no later than April 30, that the contract is not being renewed due to one (1) or more of the reasons described in subsection (7) of this section. Upon written request within ten (10) days of the receipt of the notice of nonrenewal, the employee shall be provided with a specific and complete written statement of the grounds upon which the nonrenewal is based. The employee shall have ten (10) days to respond in writing to the grounds for nonrenewal.
(6) Local districts shall provide in contracts with classified employees of family resource and youth services centers the same rate of salary adjustment as provided for other local board of education employees in the same classification.
(7) Nothing in this section shall prevent a superintendent from terminating a classified employee for incompetency, neglect of duty, insubordination, inefficiency, misconduct, immorality, or other reasonable grounds which are specifically contained in board policy.

(8) The superintendent shall have full authority to make a reduction in force due to reductions in funding, enrollment, or changes in the district or school boundaries, or other compelling reasons as determined by the superintendent.
(a) When a reduction of force is necessary, the superintendent shall, within each job classification affected, reduce classified employees on the basis of seniority and qualifications with those employees who have less than four (4) years of continuous active service being reduced first.
(b) If it becomes necessary to reduce employees who have more than four (4) years of continuous active service, the superintendent shall make reductions based upon seniority and qualifications within each job classification affected.
(c) Employees with more than four (4) years of continuous active service shall have the right of recall positions if positions become available for which they are qualified. Recall shall be done according to seniority with restoration of primary benefits, including all accumulated sick leave and appropriate rank and step on the current salary schedule based on the total number of years of service in the district.
(9) Local school boards shall develop and provide to all classified employees written policies which shall include but not be limited to:
(a) Terms and conditions of employment;
(b) Identification and documentation of fringe benefits, employee rights, and procedures for the reduction or laying off of employees; and
(c) Discipline guidelines and procedures that satisfy due process requirements.
(10) Local school boards shall maintain a registry of all vacant classified employee positions that is available for public inspection in a location determined by the superintendent and make copies available at cost to interested parties. If financially feasible, local school boards may provide training opportunities for classified employees focusing on topics to include but not be limited to suicide prevention, abuse recognition, and cardiopulmonary resuscitation (CPR).
(11) The evaluation of the local board policies required for classified personnel as set out in this section shall be subject to review by the Department of Education while it is conducting district management audits pursuant to KRS 158.785.
Effective: July 12, 2006
History: Amended 2006 Ky. Acts ch. 211, sec. 90, effective July 12, 2006. -- Amended 2003 Ky. Acts ch. 29, sec. 21, effective June 24, 2003. -- Amended 2002 Ky. Acts
Page 2 of 3
ch. 5, sec. 1, effective July 15, 2002. -- Amended 2000 Ky. Acts ch. 271, sec. 2, effective March 31, 2000. -- Amended 1998 Ky. Acts ch. 590, sec. 1, effective April 14, 1998. -- Amended 1994 Ky. Acts ch. 25, sec. 1, effective July 15, 1994. -- Amended 1990 Ky. Acts ch. 476, Pt. II, sec. 54, effective July 13, 1990. -- Created 1988 Ky. Acts ch. 388, sec. 1, effective July 15, 1988.
Legislative Research Commission Note. (7/5/2001) Previous references to "subsection (6) of this section" in subsection (5)(b) of this statute were not changed to "subsection (7)" when the subsections were renumbered in 2000 Ky. Acts ch. 271, sec. 2. It is clear from the context that this should have been done but was inadvertently overlooked. This omission has been corrected by the reviser of statutes under KRS 7.136(1)(e) and (h).

Appendix B

FRYSC Action Component Elements

Goal Statement:

- Goal Statements are provided for each of the FRYSC mandated components.
- Goal Statements will have to be created for all optional components.
- A Goal Statement is a broad-based statement of the ultimate result of the change being undertaken.
- A Goal Statement will include an action that indicates expected change when all objectives are met.

Strengthening Families Protective Factors:

- Strengthening Families Protective Factors are provided for each component, core and optional.
- Protective Factors include parental resilience, social connections, knowledge of child development, concrete support in times of need, social and emotional competence, and nurturing and attachment.

Needs Assessment Data Summary:

- Needs Assessment Data Summary for each component should include a narrative summarizing the data on the needs assessment data sheet that is pertinent to the component.
- Needs Assessment Data Summary highlights the top needs relating to the component goal to be addressed by programs, services, and activities.
- Needs Assessment Data Summary is not a restatement of the data on the needs assessment data sheet, rather a brief statement of the identified needs to be addressed through the component.

Desired Outcomes with Measures:

- The desired outcome describes the expected changes (in knowledge, skill, behavior or attitude) that will occur as a result of center interventions (Activities). They should be specific, measurable, achievable, and realistic.
- Outcomes should include the following elements: Who (the targeted population), What will they do (the expected change), and Method of Measurement (how the change will be measured).
- Outcomes should be written for the two year grant cycle.
- The outcome needs to show a clear connection to the local supporting data, meaning it and the related activities are addressing the need shown in local supporting data.

Activities with Timelines:

- Activities must address the desired outcome. They will be the tools used to reach the expected outcome set in the component.
- Activities must include a timeline to be used as a planning tool over the two year application period. The timeframe needs to include the month and year of the activity. If the activity occurs in both school years of the application there must be two dates with the activity.
- The words on-going or continuous may not be used for the activity timeline.

Collaborative Partners (with Fund Source & Cost):

- Collaborative partners include the funding source any other agency or school partner that will be involved in the activity.
- If the activity is the sole responsibility of the FRC please put N/A in the column.
- The funding source can be partner FRYSCs or the many community and school partners working with the center.
- There can be more than one funding source for an activity, but each source should include an estimated amount of contributions.
- In estimating the cost of the activity, exclude FRYSC staff time.

Elements of Action Components for the Implementation Report:

I, NI, PI and Comments:

- I – Implemented/Use if the activity has been implemented
- PI – Partially Implemented /Use if the activity is in process or you were not able to complete
- NI – Not Implemented/Use if the activity was not implemented at all
- Evaluated? – Yes/No – Please indicate if the activity was evaluated.
- If an activity was not implemented, please provide a brief explanation.
- Please indicate if the activity had the intended impact.

APPENDIX C

KENTUCKY DEPARTMENT OF EDUCATION
PUPIL TRANSPORTATION BRANCH
POSITION STATEMENT
TRANSPORTING STUDENTS IN PRIVATE VEHICLES

It has been brought to the attention of the Pupil Transportation Branch that some districts are allowing students to be transported in privately owned vehicles by school district employees.

Pupil Transportation must take the stand that this is an unsafe practice and for the protection of the physical welfare and safety of public school children, public school children must be transported in a school bus as defined in **KRS 156.153 - School bus standards -- "School bus" defined -- Use of clean transportation fuels or a "vehicle" as defined in 702 KAR 5:130 Vehicles designed to carry nine (9) passengers or less, standards for.**

All applicable regulations pertaining to the vehicle must be followed, including liability or indemnity insurance. A safety inspection shall be made on the vehicle by an approved school bus inspector to certify the vehicle is in safe operating condition, a vehicle shall be inspected at least once each month that the vehicle is used to transport pupils, utilizing the same criteria for inspection as for school buses and a vehicle shall display a sign in clear view in the rear of the vehicle stating: "This vehicle is being used to transport school children."

Related Kentucky Revised Statutes and Administrative Regulations, as well as the Pupil Transportation Management Manual can be found on the Kentucky Department of Education website at this link: http://education.ky.gov/districts/trans/Pages/Laws-and-Regulations.aspx.

APPENDIX D

For more information, the employee classification codes can be found on the KDE website.

Code KDE	**Title**	**Education** "Any combination equivalent to…
7493	Coordinator I	HS and/or Associates
7492	Coordinator II	BA + 4 yrs experience
7491	Coordinator III	BA + some graduate hours
7490	Coordinator IV	MA + 3 yrs
7489	Coordinator V	MA + 4 yrs
7488	Coordinator VI	MA + 5 yrs

Local District Classification Plans
Coordinator I

Class Code: 7493
LOCAL DISTRICT CLASSIFICATION PLAN
CLASS TITLE: FAMILY RESOURCE/YOUTH SERVICES CENTER COORDINATOR I
BASIC FUNCTION:
Plan, organize, implement and coordinate a Family Resource/Youth Services Center as outlined in KRS Chapter 156.496. Family Resource Centers shall include programming to meet the following mandated core components:
 Full-time child care for children two and three years of age;
 After school child care for children ages four through twelve, with care being full-time during the summer and on other days when school is not in session;
 Families in training, which shall consist of an integrated approach to home visits, group meetings and monitoring child development for new and expectant parents;
 Family Literacy
 Health services, or referral to health services, or both.
Youth Services Center shall include programming to meet the following mandated core components:
 Referrals to health and social services;
 Employment counseling, training, and placement;
 Summer and part-time job development;
 Drug and alcohol abuse counseling, and
 Family crisis and mental health counseling.
DISTINGUISHING CHARACTERISTICS:
The coordinator series applies to professional-level supervisory positions which have responsibility for an on-going activity or function in any area of specialty (instruction and/or administrative). The levels of coordinator are distinguished by their education level and work experience. There are five levels of the series according to this criteria.
REPRESENTATIVE DUTIES:
 Plan, organize, implement and coordinate a project, program or activity and evaluate staff as assigned involved in activities having overall impact on school/district.
 Develop, establish or administer project, program or activity.
 Serve as liaison with other units, departments or outside agencies as required.
 Make recommendations regarding implementation of project, program or activity and evaluate effectiveness as assigned.
 Maintain communication and work closely with district staff, local school staff and the community regarding information, developments and implementation of project, program or activity.
 Prepare and assist in preparation of reports, records and other documentation as required.
 Accumulate and research data, documents and other pertinent information as required.
 Assure compliance with federal, state and district policy, administrative procedures and negotiated agreements as applicable to assignment.
 Prepare, deliver or assist with training opportunities as appropriate.
 Perform related duties as assigned.
KNOWLEDGE AND ABILITIES:
Knowledge of:
 Subject matter in area of assignment;
 Short and long-range planning techniques applicable to area of specialty.
 In-service materials, subject matter and methods in area of specialty.
 Record-keeping techniques.
 Communication skills.
 Research methods and report writing techniques.
 Laws, rules and regulations related to assigned activities.
 Policies and objectives of assigned program and activities.
 Principles of training and providing work direction.

 Technical aspects of field of specialty.

Ability to:

 Provide leadership to an activity having overall impact on the school/district requiring a variety of standard practices and procedures, and including outside contacts which require routine supervision.

 Provide technical assistance to school and district personnel in area of proper specialty.

 Oversee the work of advisory council committees.

 Communicate effectively.

 Prepare and deliver presentations.

 Maintain records and prepare reports.

 Compile and verify data and prepare reports.

 Prioritize and schedule work.

 Maintain current knowledge of program rules, regulations, requirements and restrictions.

 Maintain current knowledge of technological advances in the field.

 Meet schedules and time lines.

 Plan and organize work.

EDUCATION AND EXPERIENCE:

High school and/or associates supplemented by three years of related work experience. Additional education will substitute for the required experience on a year-for-year basis.

Coordinator II

Class Code: 7492
LOCAL DISTRICT CLASSIFICATION PLAN
CLASS TITLE: FAMILY RESOURCE/YOUTH SERVICES CENTER COORDINATOR II
BASIC FUNCTION:
Plan, organize, implement and coordinate a Family Resource/Youth Services Center as outlined in KRS Chapter 156.496. Family Resource Centers shall include programming to meet the following mandated core components:
 Full-time child care for children two and three years of age;
 After school child care for children ages four through twelve, with care being full-time during the summer and on other days when school is not in session;
 Families in training, which shall consist of an integrated approach to home visits, group meetings and monitoring child development for new and expectant parents;
 Family Literacy;
 Health services, or referral to health services, or both.
Youth Services Center shall include programming to meet the following mandated core components:
 Referrals to health and social services;
 Employment counseling, training, and placement;
 Summer and part-time job development;
 Drug and alcohol abuse counseling, and
 Family crisis and mental health counseling.
DISTINGUISHING CHARACTERISTICS:
The coordinator series applies to professional-level supervisory positions which have responsibility for an on-going activity or function in any area of specialty (instruction and/or administrative). The levels of coordinator are distinguished by their education level and work experience. There are five levels of the series according to this criteria.
REPRESENTATIVE DUTIES:
 Plan, organize, implement and coordinate a project, program or activity and evaluate staff as assigned involved in activities having overall impact on school/district.
 Develop, establish or administer project, program or activity.
 Serve as liaison with other units, departments or outside agencies as required.
 Make recommendations regarding implementation of project, program or activity and evaluate effectiveness as assigned.
 Maintain communication and work closely with district staff, local school staff and the community regarding information, developments and implementation of project, program or activity.
 Prepare and assist in preparation of reports, records and other documentation as required.
 Accumulate and research data, documents and other pertinent information as required.
 Assure compliance with federal, state and district policy, administrative procedures and negotiated agreements as applicable to assignment.
 Prepare, deliver or assist with training opportunities as appropriate.
 Perform related duties as assigned.
Family Resource/Youth Services Center Coordinator II – continued Page 2
KNOWLEDGE AND ABILITIES:
Knowledge of:
 Subject matter in area of assignment;
 Short and long-range planning techniques applicable to area of specialty.
 In-service materials, subject matter and methods in area of specialty.
 Record-keeping techniques.
 Oral and written communication skills
 Public speaking techniques.
 Research methods and report writing techniques.
 Laws, rules and regulations related to assigned activities.
 Policies and objectives of assigned program and activities.

- Interpersonal skills using tact, patience and courtesy.
- Principles of training and providing work direction.
- Technical aspects of field of specialty.

Ability to:

- Provide leadership to an activity having overall impact on the school/district requiring a variety of standard practices and procedures, and including outside contacts which require routine supervision.
- Provide technical assistance to school and district personnel in area of proper specialty.
- Oversee the work of advisory council committees.
- Communicate effectively both orally and in writing.
- Prepare and deliver oral presentations.
- Establish and maintain cooperative and effective working relationships with others.
- Maintain records and prepare reports.
- Compile and verify data and prepare reports.
- Prioritize and schedule work.
- Maintain current knowledge of program rules, regulations, requirements and restrictions.
- Maintain current knowledge of technological advances in the field.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and time lines.
- Plan and organize work.

EDUCATION AND EXPERIENCE:

B.A. in related field supplemented by four years of related work experience.
Additional education will substitute for the required experience on a year-for-year basis. Work experience will substitute for the required education on a year-for-year basis

Coordinator III

Class Code: 7491
LOCAL DISTRICT CLASSIFICATION PLAN
CLASS TITLE: FAMILY RESOURCE/YOUTH SERVICES CENTER COORDINATOR III
BASIC FUNCTION:
Plan, organize, implement and coordinate a Family Resource/Youth Services Center as outlined in KRS Chapter 156.496. Family Resource Centers shall include programming to meet the following mandated core components:
 Full-time child care for children two and three years of age;
 After school child care for children ages four through twelve, with care being full-time during the summer and on other days when school is not in session;
 Families in training, which shall consist of an integrated approach to home visits, group meetings and monitoring child development for new and expectant parents;
 Family Literacy
 Health services, or referral to health services, or both.
Youth Services Center shall include programming to meet the following mandated core components:
 Referrals to health and social services;
 Employment counseling, training, and placement;
 Summer and part-time job development;
 Drug and alcohol abuse counseling, and
 Family crisis and mental health counseling.
DISTINGUISHING CHARACTERISTICS:
The coordinator series applies to professional-level supervisory positions which have responsibility for an on-going activity or function in any area of specialty (instruction and/or administrative). The levels of coordinator are distinguished by their education level and work experience. There are five levels of the series according to this criteria.
REPRESENTATIVE DUTIES:
 Plan, organize, implement and coordinate a project, program or activity and evaluate staff as assigned involved in activities having overall impact on school/district.
 Develop, establish or administer project, program or activity.
 Serve as liaison with other units, departments or outside agencies as required.
 Make recommendations regarding implementation of project, program or activity and evaluate effectiveness as assigned.
 Maintain communication and work closely with district staff, local school staff and the community regarding information, developments and implementation of project, program or activity.
 Prepare and assist in preparation of reports, records and other documentation as required.
 Accumulate and research data, documents and other pertinent information as required.
 Assure compliance with federal, state and district policy, administrative procedures and negotiated agreements as applicable to assignment.
 Prepare, deliver or assist with training opportunities as appropriate.
 Perform related duties as assigned.
Family Resource/Youth Services Center Coordinator III- continued Page 2
KNOWLEDGE AND ABILITIES:
Knowledge of:
 Subject matter in area of assignment;
 Short and long-range planning techniques applicable to area of specialty.
 In-service materials, subject matter and methods in area of specialty.
 Record-keeping techniques.
 Oral and written communication skills
 Public speaking techniques.
 Research methods and report writing techniques.
 Laws, rules and regulations related to assigned activities.

- Policies and objectives of assigned program and activities.
- Interpersonal skills using tact, patience and courtesy.
- Principles of training and providing work direction.
- Technical aspects of field of specialty.

Ability to:

- Provide leadership to an activity having overall impact on the school/district requiring a variety of standard practices and procedures, and including outside contacts which require routine supervision.
- Provide technical assistance to school and district personnel in area of proper specialty.
- Oversee the work of advisory council committees.
- Communicate effectively both orally and in writing.
- Prepare and deliver oral presentations.
- Establish and maintain cooperative and effective working relationships with others.
- Maintain records and prepare reports.
- Compile and verify data and prepare reports.
- Prioritize and schedule work.
- Maintain current knowledge of program rules, regulations, requirements and restrictions.
- Maintain current knowledge of technological advances in the field.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and time lines.
- Plan and organize work.

EDUCATION AND EXPERIENCE:

Bachelor's Degree plus some graduate hours in related field supplemented by three years of related work experience. Additional education will substitute for the required experience on a year-for-year basis. Work experience will substitute for the required education on a year-for-year basis.

Coordinator IV

Class Code: 7490
LOCAL DISTRICT CLASSIFICATION PLAN
CLASS TITLE: FAMILY RESOURCE/YOUTH SERVICES CENTER COORDINATOR IV
BASIC FUNCTION:
Plan, organize, implement and coordinate a Family Resource/Youth Services Center as outlined in KRS Chapter 156.496. Family Resource Centers shall include programming to meet the following mandated core components:
 Full-time child care for children two and three years of age;
 After school child care for children ages four through twelve, with care being full-time during the summer and on other days when school is not in session;
 Families in training, which shall consist of an integrated approach to home visits, group meetings and monitoring child development for new and expectant parents;
 Family Literacy;
 Health services, or referral to health services, or both.
Youth Services Center shall include programming to meet the following mandated core components:
 Referrals to health and social services;
 Employment counseling, training, and placement;
 Summer and part-time job development;
 Drug and alcohol abuse counseling, and
 Family crisis and mental health counseling.
DISTINGUISHING CHARACTERISTICS:
The coordinator series applies to professional-level supervisory positions which have responsibility for an on-going activity or function in any area of specialty (instruction and/or administrative). The levels of coordinator are distinguished by their education level and work experience. There are five levels of the series according to this criteria.
REPRESENTATIVE DUTIES:
 Plan, organize, implement and coordinate a project, program or activity and evaluate staff as assigned involved in activities having overall impact on school/district.
 Develop, establish or administer project, program or activity.
 Serve as liaison with other units, departments or outside agencies as required.
 Make recommendations regarding implementation of project, program or activity and evaluate effectiveness as assigned.
 Maintain communication and work closely with district staff, local school staff and the community regarding information, developments and implementation of project, program or activity.
 Prepare and assist in preparation of reports, records and other documentation as required.
 Accumulate and research data, documents and other pertinent information as required.
 Assure compliance with federal, state and district policy, administrative procedures and negotiated agreements as applicable to assignment.
 Prepare, deliver or assist with training opportunities as appropriate.
 Perform related duties as assigned.
Family Resource/Youth Services Center Coordinator IV – continued Page 2
KNOWLEDGE AND ABILITIES:
Knowledge of:
 Subject matter in area of assignment;
 Short and long-range planning techniques applicable to area of specialty.
 In-service materials, subject matter and methods in area of specialty.
 Record-keeping techniques.
 Oral and written communication skills
 Public speaking techniques.
 Research methods and report writing techniques.
 Laws, rules and regulations related to assigned activities.

- Policies and objectives of assigned program and activities.
- Interpersonal skills using tact, patience and courtesy.
- Principles of training and providing work direction.
- Technical aspects of field of specialty.

Ability to:

- Provide leadership to an activity having overall impact on the school/district requiring a variety of standard practices and procedures, and including outside contacts which require routine supervision.
- Provide technical assistance to school and district personnel in area of proper specialty.
- Oversee the work of advisory council committees.
- Communicate effectively both orally and in writing.
- Prepare and deliver oral presentations.
- Establish and maintain cooperative and effective working relationships with others.
- Maintain records and prepare reports.
- Compile and verify data and prepare reports.
- Prioritize and schedule work.
- Maintain current knowledge of program rules, regulations, requirements and restrictions.
- Maintain current knowledge of technological advances in the field.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and time lines.
- Plan and organize work.

EDUCATION AND EXPERIENCE:

Masters Degree in related field supplemented by three years of related work experience. Additional education will substitute for the required experience on a year-for-year basis. Work experience will substitute for the required education on a year-for-year basis.

Coordinator V

Class Code: 7489
LOCAL DISTRICT CLASSIFICATION PLAN
CLASS TITLE: FAMILY RESOURCE/YOUTH SERVICES CENTER COORDINATOR V
BASIC FUNCTION:
Plan, organize, implement and coordinate a Family Resource/Youth Services Center as outlined in KRS Chapter 156.496. Family Resource Centers shall include programming to meet the following mandated core components:
• Full-time child care for children two and three years of age;
• After school child care for children ages four through twelve, with care being full-time during the summer and on other days when school is not in session;
• Families in training, which shall consist of an integrated approach to home visits, group meetings and monitoring child development for new and expectant parents;
• Family Literacy;
• Health services, or referral to health services, or both.
Youth Services Center shall include programming to meet the following mandated core components:
• Referrals to health and social services;
• Employment counseling, training, and placement;
• Summer and part-time job development;
• Drug and alcohol abuse counseling, and
• Family crisis and mental health counseling.
DISTINGUISHING CHARACTERISTICS:
The coordinator series applies to professional-level supervisory positions which have responsibility for an on-going activity or function in any area of specialty (instruction and/or administrative). The levels of coordinator are distinguished by their education level and work experience. There are five levels of the series according to this criteria.
REPRESENTATIVE DUTIES:
• Plan, organize, implement and coordinate a project, program or activity and evaluate staff as assigned involved in activities having overall impact on school/district.
• Develop, establish or administer project, program or activity.
• Serve as liaison with other units, departments or outside agencies as required.
• Make recommendations regarding implementation of project, program or activity and evaluate effectiveness as assigned.
• Maintain communication and work closely with district staff, local school staff and the community regarding information, developments and implementation of project, program or activity.
• Prepare and assist in preparation of reports, records and other documentation as required.
• Accumulate and research data, documents and other pertinent information as required.
• Assure compliance with federal, state and district policy, administrative procedures and negotiated agreements as applicable to assignment.
• Prepare, deliver or assist with training opportunities as appropriate.
• Perform related duties as assigned.

Knowledge of:

• Subject matter in area of assignment;
• Short and long-range planning techniques applicable to area of specialty.
• In-service materials, subject matter and methods in area of specialty.
• Record-keeping techniques.
• Communication skills.
• Research methods and report writing techniques.
• Laws, rules and regulations related to assigned activities.
• Policies and objectives of assigned program and activities.
• Principles of training and providing work direction.
• Technical aspects of field of specialty.

Ability to:
• Provide leadership to an activity having overall impact on the school/district requiring a variety of standard practices and procedures, and including outside contacts which require routine supervision.
• Provide technical assistance to school and district personnel in area of proper specialty.
• Oversee the work of advisory council committees.
• Communicate effectively.
• Prepare and deliver presentations.
• Maintain records and prepare reports.
• Compile and verify data and prepare reports.
• Prioritize and schedule work.
• Maintain current knowledge of program rules, regulations, requirements and restrictions.
• Maintain current knowledge of technological advances in the field.
• Meet schedules and time lines.
• Plan and organize work.

EDUCATION AND EXPERIENCE:
Masters Degree supplemented by four years of related work experience. Additional education will substitute for the required experience on a year-for-year basis. Work experience will substitute for the required education on a year-for-year basis.

Coordinator VI

Class Code: 7488
LOCAL DISTRICT CLASSIFICATION PLAN
CLASS TITLE: FAMILY RESOURCE/YOUTH SERVICES CENTER COORDINATOR V
BASIC FUNCTION:
Plan, organize, implement and coordinate a Family Resource/Youth Services Center as outlined in KRS Chapter 156.496. Family Resource Centers shall include programming to meet the following mandated core components:
• Full-time child care for children two and three years of age;
• After school child care for children ages four through twelve, with care being full-time during the summer and on other days when school is not in session;
• Families in training, which shall consist of an integrated approach to home visits, group meetings and monitoring child development for new and expectant parents;
• Family Literacy;
• Health services, or referral to health services, or both.
Youth Services Center shall include programming to meet the following mandated core components:
• Referrals to health and social services;
• Employment counseling, training, and placement;
• Summer and part-time job development;
• Drug and alcohol abuse counseling, and
• Family crisis and mental health counseling.
DISTINGUISHING CHARACTERISTICS:
The coordinator series applies to professional-level supervisory positions which have responsibility for an on-going activity or function in any area of specialty (instruction and/or administrative). The levels of coordinator are distinguished by their education level and work experience. There are five levels of the series according to this criteria.
REPRESENTATIVE DUTIES:
• Plan, organize, implement and coordinate a project, program or activity and evaluate staff as assigned involved in activities having overall impact on school/district.
• Develop, establish or administer project, program or activity.
• Serve as liaison with other units, departments or outside agencies as required.
• Make recommendations regarding implementation of project, program or activity and evaluate effectiveness as assigned.
• Maintain communication and work closely with district staff, local school staff and the community regarding information, developments and implementation of project, program or activity.
• Prepare and assist in preparation of reports, records and other documentation as required.
• Accumulate and research data, documents and other pertinent information as required.
• Assure compliance with federal, state and district policy, administrative procedures and negotiated agreements as applicable to assignment.
• Prepare, deliver or assist with training opportunities as appropriate.
• Perform related duties as assigned.

Knowledge of:

• Subject matter in area of assignment;
• Short and long-range planning techniques applicable to area of specialty.
• In-service materials, subject matter and methods in area of specialty.
• Record-keeping techniques.
• Communication skills.
• Research methods and report writing techniques.
• Laws, rules and regulations related to assigned activities.
• Policies and objectives of assigned program and activities.
• Principles of training and providing work direction.
• Technical aspects of field of specialty.

Ability to:

• Provide leadership to an activity having overall impact on the school/district requiring a variety of standard practices and procedures, and including outside contacts which require routine supervision.
• Provide technical assistance to school and district personnel in area of proper specialty.
• Oversee the work of advisory council committees.
• Communicate effectively.
• Prepare and deliver presentations.
• Maintain records and prepare reports.
• Compile and verify data and prepare reports.
• Prioritize and schedule work.
• Maintain current knowledge of program rules, regulations, requirements and restrictions.
• Maintain current knowledge of technological advances in the field.
• Meet schedules and time lines.
• Plan and organize work.

EDUCATION AND EXPERIENCE:

Masters Degree supplemented by five years of related work experience. Additional education will substitute for the required experience on a year-for-year basis. Work experience will substitute for the required education on a year-for-year basis.

Appendix E

The Facility Programming and Construction Criteria Planning Guide can be found on the Kentucky Department of Education Web site at the following link:

http://education.ky.gov/districts/fac/Documents/702_KAR_4-170.pdf

Information specific to Family Resource/Youth Services Center space guidelines is located on pages 50-51 of the above-linked document.

Appendix F

RECORDS RETENTION SCHEDULE
Family Resource and Youth Services Centers
(FRYSC)
June 2012 update

Series No.	Record Title and Description	Retain at Agency (Years)	Disposition Instructions
L4444	FRYSC Funding Request/Notification of Change Form (used to document center/district information to make sure that it is up to date.)	2 years	Destroy
L4445	FRYSC MUNIS Reports (This series documents expenditures of funds and tracks expenses of FRYSCs within the school district.)	3 years	Destroy after audit
L4446	FRYSC Request Form for purchases and amendments, and accompanying documentation (This document is the coversheet for all amendments to the approved continuation program plan- excluding Advisory Council amendments- and purchase requests for single items more than $500, subcontracts or goods over $1000. Such requests must be approved and signed by the FRYSC Regional Program Manager.)	3 years	Destroy after audit
L4447	FRYSC Confidentiality Statement (This series is used to obtain authorization from the parent/guardian for the evaluation and treatment of minors/dependents and to delineate the limits of confidentiality for a client. It is used to show district compliance with state and federal requirements and protect them from legal action.)	I	Retain until minor reaches age of majority
L4448	FRYSC Parental Consent Forms (This series documents parent/guardian consent for students to participate in a FRYSC activity. It is used to facilitate services to students in the school district and protect the district from potential legal actions undertaken by a parent or guardian plus informing parent/guardian of FRYSC activity).	2	Destroy
L4449	FRYSC Needs Surveys and Results (This is used to determine the needs of the school, parents, students, and/or community in order for the center to design services to meet those needs. The series can provide statistical as well as narrative information about health, education, and social service needs.)	5	Destroy
L4451	FRYSC Program Monitoring Report (This series is used to document contractual compliance and provide technical assistance to the local FRYSCs. The report captures at a glance the strengths, concerns, and corrective action needed.)	P	Retain
L4452	FRYSC Interagency Agreements (This series permits the local FRYSC to enter into an agreement with other localities and agencies on a basis of mutual advantage to provide services and facilities that accord best with geographic, economic, population and other factors influencing the needs and development of local communities. It is used as a legally enforceable document to indicate what participating parties will be doing under the agreement.)	P	Retain
L4453	FRYSC Community Resource Directory (This series is used to provide information on resources in the community that may be used to help students and families served by a FRYSC. It provides a convenient and ready reference to services and reduces confusion as to services provided and the person to contact.)	I	Destroy when superseded, obsolete or outdated
L4457	FRYSC Individual Student Case File (This series consolidates and documents in one file information relating to the services provided by the FRYSC. They form one of two categories of non-	I	Destroy one year after graduation or after student

	education records maintained at a FRYSC operated by a school district. These records are considered school records and are used to plan services for the individual student). (C) KRS 61.878		reaches age 22
L4458	FRYSC Family Case File (This series is used to coordinate the resources of communities to address the individualized needs of families eligible for services provided by a school FRYSC. KERA established the FRYSC program in an effort to promote the flow of resources and support to families in ways that strengthen the functioning and enhance the growth and development of the individual members and the family unit. It is used to indicate what services have been provided to a family under the program.) (C) KRS 61.878	I	Destroy one year after family member graduation or student reaches age 22
	New FRYSC Program Plan (This document contains all information required by the legislation establishing the funding opportunity for FRYSCs. If the program plan is approved and funded, this becomes the foundational document for the Family Resource/Youth Services Center.)	P	Retain
	Continuation Program Plan (The continuation program plan is submitted annually by each FRYSC. Information included in the full document includes the continuation coversheet/eligibility for free and reduced school meals, budget/narrative information, core and optional action components, center information, Advisory Council Assurances, SBDM Assurances, and School District Assurances. This document, once approved, is incorporated into the contract with the school district as if attached.)	5 years	Destroy
	FRYSC Advisory Council Amendments and Minutes (This documents a change to the approved FRYSC Advisory Council. As members rotate off the council, an updated advisory council listing must be submitted to the FRYSC Regional Program Manager. Minutes document advisory council approval for all center operations documentation, budget approvals and purchase requests.)	3 years	Destroy

Appendix G – KDE Chart of Accounts (March, 2014 update)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	New Descriptions
	01XX			**Salaries/Personnel Services**
		0110		Certified Services - (Contract)
			0111	Extended Days - (Contract)
			0112	Extra Duty - (Contract)
			0113	Other Certified - (Not part of contract)
			0114	National Teacher Certification
		0120		Certified Substitute
		0130		Classified Salaries
			0131	Other Classified Pay
		0140		Overtime
		0150		Classified Substitute
		0160		Licensed
		0170		Para-Professional
		0190		Board Per Diem
	02XX			**Employee Benefits**
		0210		Group Insurance
			0211	Life Insurance
			0212	Health Insurance
			0213	Liability Insurance
			0214	Dental Insurance
			0215	Disability Insurance
			0216	KY Ret Sys (KRS) Health Insurance
			0219	Other Group Insurance
		0220		Employer Social Security
			0221	Employer FICA Contribution
			0222	Employer Medicare Contribution
		0230		Employer Retirement Contributions
			0231	Ky. Teachers Retirement System (KTRS)
			0232	County Employees Retirement System (CERS)
			0233	Other Employee Retirement
		0240		Tuition Reimbursement
		0250		Unemployment Insurance
			0251	State Unemployment Insurance
			0253	KSBA Unemployment Insurance
		0260		Workers' Compensation Insurance
		0270		Other Health Care Benefits/COBRA
		0280		On-Behalf Payments
		0290		Other Employee Benefits
			0291	Sick Leave Payments (INVALID CODE)
			0292	Retirement Plan Incentive Payments
			0293	Meal Reimbursements Taxable Portion
			0294	Federally Funded Health Care Benefits
			0295	Federally Funded Life Insurance Benefits
			0296	Federally Funded State Administration Fee
			0297	Federally Funded Flexible Spending Benefits
			0298	Other Employer Paid Benefits
			0299	Other Employee Benefits
	03XX			**Purchased Professional and Technical Services**

	031X		Official/Administrative Services
		0311	Tax Collection Services
		0312	KSBA Policy Services
		0319	Other Administrative Services
	032X		Professional Educational Services
		0321	Workshop Consultant
		0322	Education Consultant
	033X		Professional Training & Development Services
		0335	Professional Consultant
		0338	Registration Fees
		0339	Other Professional Training & Development Services
	034X		Other Professional Services
		0341	Drug Testing
		0342	Auditing Services
		0343	Legal Services
		0344	Financial Services
		0345	Medical Services
		0346	Architectural and Engineering Services
		0347	Security Services
		0349	Other Professional Services
	035X		Technical Services
		0351	Data Processing and Coding Services
		0352	Other Technical Services
04XX			**Purchased Property Services**
	041X		Utility Services
		0411	Water/Sewage
		0413	Sewage
		0419	Other Utilities
	042X		Cleaning Services
		0421	Sanitation Services
		0422	Snow Removal
		0423	Contracted Custodial Services
		0424	Contracted Grounds Services
		0425	Pest Control Services
		0426	Laundry/Dry Cleaning Services
		0429	Other Cleaning Services
	043X		Repairs and Maintenance Services
		0431	Non-Technology-Related Repairs & Maintenance
		0432	Technology-Related Repairs & Maintenance
		0433	Equipment/Machinery/Furniture Repairs & Main.
		0434	Building Repairs & Maintenance
		0435	Vehicle Repairs & Maintenance
		0436	Electronics Repairs & Maintenance
		0437	Plumbing Repairs & Maintenance
		0438	Roof Repairs and Maintenance
		0439	Other Repairs and Maintenance
	044X		Rentals
		0441	Land or Building Rental
		0442	Equipment or Vehicle Rental
		0443	Rentals of Computers & Related Equipment

		0444	Copier Rental
		0445	Portable Classroom Rental
		0446	Storage Container Rental
		0447	Machinery Rental
		0449	Other Rental
	0450		Construction Services
		0452	Construction - Masonry
		0453	Construction - Carpentry
		0455	Construction - Mechanical
		0456	Construction - Electrical
		0457	Construction - Plumbing
		0459	Construction - Other
	0490		Other Purchased Property Services
		0491	Asphalt Resurfacing/Stripping
		0492	Asbestos Removal
		0498	Fencing Repair/Maintenance Services
05XX			**Other Purchased Services**
	051X		Student Transportation
		0511	Transportation - Purchased from another Ky. School District
		0512	Transportation - Purchased from Out-of-State School District
		0513	Bus Tokens - Public Conveyance
		0514	Contracted Bus Services
		0515	Contracted Bus Maintenance Services
		0519	Stud Transp Purch Oth Srcs
	052X		Insurance Services
		0521	Pupil Transportation Insurance
		0522	Property Insurance
		0523	Fidelity Insurance
		0524	Fleet Insurance
		0525	General Liability Insurance
		0526	Legal Liability Insurance
		0527	Student Liability Insurance
		0529	Other Insurance
	053X		Communication Services
		0531	Postage
		0532	Telephone
		0533	On-Line Network
		0534	Cell Phone Services
		0535	Pagers
		0536	Radio Services
		0537	Cable TV
		0538	Shipping/Delivery/Freight Services
		0539	Other Communications
	054X		Advertising Services
		0541	Radio and Television Advertising
		0542	Newspaper Advertising
		0549	Other Advertising
	055X		Printing and Binding Services
		0552	Posters
		0553	Publications
		0555	Project Specification Printing

		0559	Other Printing
	056X		Tuition
		0561	Tuition - Kentucky LEA
		0562	Tuition - Out-of-State LEA
		0563	Tuition - Private School
		0564	Tuition - Kentucky Intermediate Agency
		0565	Tuition - Other Intermediate Agency
		0569	Tuition - Other
	0570		Food Service Management
	0580		Travel
		0581	Travel - In District
		0582	INVALID CODE
		0583	Travel - Hauling of Commodities
		0584	INVALID CODE
		0585	Travel --Meals
		0586	Travel --Hotels
		0589	Travel - Other
	059X		**Intereduc, Intragy Purch Svcs**
		0591	Svc Prch Ant Dst/Ed Ay W/IN St
		0592	Svc Prch Ath Dst Ed Agy Out ST
06XX			**Supplies**
	0610		General Supplies
		0616	Food Non Instructional Non Food Service
		0617	Food Instructional Non Food Service
	062X		Energy
		0621	Natural Gas
		0622	Electricity
		0623	Bottled Gas
		0624	Fuel Oil
		0625	Coal
		0626	Gasoline - Data required for Federal Reporting
		0627	Diesel Fuel - Data Required for Federal Reporting
		0629	Alternative Fuels
	0630		Food (Food Service Fund Only)
		0631	Catering
		0635	Milk
		0636	In-Service
		0637	Vending (Food Service)
	064X		Books and Periodicals
		0641	Library Books
		0642	Periodicals and Newspapers
		0643	Supplemental Books, Study Guides and Curriculum
		0644	Textbook& Other Instructional Materials Data Required for State Reporting
		0645	Audio Visual Materials
		0646	Tests - Data Required for State Reporting
		0647	Reference Materials
		0649	Binding and Repairs
	0650		Supplies-Technology Related
	066X		Transportation Maintenance & Repair
		0661	Lubricants

		0662	Tires and Tubes
		0663	Repair Parts
		0669	Other Transportation Maintenance & Repairs
	067X		Student Activities
		0671	Merchandise for Re-Sale
		0672	Personal Services
		0673	Student Registrations
		0674	Awards
		0675	Organization Supplies
		0676	Scholarships
		0679	Other Student Activities
	0680		Welfare/Personal Services
	069X		Other Supplies and Materials
		0692	Health Supplies
		0693	Flooring Supplies
		0694	Equipment Supplies
		0695	Furniture & Fixtures Supplies
		0697	Other Supplies and Materials
		0698	Lawn & Landscaping Supplies
		0699	Reimbursements
07XX			**Property**
	0710		Land and Land Improvements
	0720		Buildings
	073X		Equipment
		0731	Machinery
		0732	Vehicles
		0733	Furniture and Fixtures
		0734	Technology-Related Hardware
		0735	Technology Software
		0739	Other Equipment
	0740		Depreciation
08XX			**Debt Service and Miscellaneous**
	0810		Dues & Fees
		0811	Permits
	0820		Judgments Against the School District
	083X		Debt-related Expenditures/Expense
		0831	Redemption of Principal
		0832	Interest
		0833	Amoritization of Bond Issuance & other Debt-Related Costs
		0834	Amoritization of Premium & Discount On Issuance of Bonds
		0838	KISTA Principal
		0839	KISTA Interest
	0840		Contingency (Budget Account Only) not to be used in the Final AFR submission
	089X		Miscellaneous Expenditures
		0891	Diplomas and Graduation Expenditures
		0893	Uniforms
		0894	Field Trips - Instructional
		0895	Other Student Travel
		0896	Student Wages

		0898	Field Trips - Non-Instructional
		0899	Other Miscellaneous Expenditures
09XX			**Other Items**
	0910		Fund Transfers Out
		0913	Indirect Cost
		0914	Fund Transfer For Debt Service
		0915	Reimbursable Fund Transfers
	0920		Payments to Escrow Agents for Defeasance of Debt
		0925	Bond Discounts
	0930		Net Decreases in the Fair Value of Investments
		0931	Realized Losses on Investments
		0932	Unrealized Losses on Investments
	0940		Loss on the Sale of Capital Assets
	0950		Special items
	0960		Extraordinary Items
	0990		Other Uses of Funds

Appendix H

The FRYSC District Contact

"Everything rises and falls on leadership" according to Dr. John C. Maxwell, author of *The 21 Irrefutable Laws of Leadership*. This statement is true regardless of the organization or its structure. In every program there must be someone who champions the cause and provides cohesive and consistent leadership. If this does not occur, the program runs the risk of being not only less than effective but also outmoded in its thinking and creativity. Someone must cast the vision and inspire.

Within the context of the FRYSC program, one may assume these attributes are descriptive of each center coordinator. To a large degree, this is true. However, it cannot end there. There must be others who provide leadership to enhance the work of the centers. One of these is the FRYSC District Contact.

Most of the FRYSC District Contacts have other duties—which are their primary duties. The FRYSC responsibility is one that was added to an already lengthy list of job duties—duties that require much work and attention to detail. As a result it may seem that this is another administrative duty that requires nothing more than an occasional meeting or signature. But "everything rises and falls on leadership".

The responsibilities of an FRYSC District Contact are beyond meetings and signatures. They reach to the very core of providing a free and appropriate public education for all children and youth. They go to the heart of the concept that "all children can learn, most at high levels". They bespeak a passion for a holistic education of every child. As such, the responsibilities may be viewed in four overlapping areas: conceptual, contextual, advocacy and managerial.

Conceptual Framework

The FRYSC District Contact must grasp the conceptual framework upon which the FRYSC program is predicated. An understanding of the mission, vision, purpose and role of the FRYSC program within the local school community is critical for the district contact to effectively interact with both local centers and the state office. This mission, vision, purpose and role are clearly seen in an examination of its conceptual framework.

The FRYSC initiative is an educational program but it is not an instructional program. The difference is quite evident when contrasting such programs as Title 1 and Food Service. But it may become blurred when examining the FRYSC model. In essence, the FRYSC program was based on experimental models that were available for review in 1989 as KERA was being developed. These models provided a framework for programs that would address one fundamental issue that was largely ignored in traditional educational circles—nonacademic barriers to learning. These barriers come in all shapes and sizes, so to speak, but hinge on one thing—impeding a student's ability to

learn. The three concepts upon which the FRYSC program was based intended to mediate these issues so that students would be more ready and able to learn when they entered the classroom. These concepts—parental engagement in their children's education, service brokerage, and community development—form the basis of the work of the FRYSC. All else is superfluous to the work of centers. A review of each of these elements follows.

Parental engagement in a child's education is hard to define and harder to measure. Most available literature indicates that students achieve greater levels of academic achievement when their parents are "involved" in their education. However before parent can become "involved", they must become "engaged" in the process. FRYSCs work to build positive affirming relationships with parents and caregivers. They make home visits and provide programs that advance not only the value and benefit of education, but also those factors that provide an atmosphere that values learning and achievement.

FRYSCs also collaborate with local, regional and statewide service providers in an effort to serve as a resource to parents and students who are in need. Many factors outside the classroom may impede a student's ability to succeed academically. The role of the FRYSC is to collaborate with existing resources in an effort to "wrap" services around both the student and their family so that there may be some resolution to these nonacademic issues. These may include the provision of basic needs, addressing substance abuse issues, dealing with mental health needs, physical and dental health concerns, and a wide array of other concerns.

Further the FRYSCs are to focus on community development issues. As local needs assessments are done, the FRYSC is to examine gaps and barriers to services. An understanding of gaps and barriers to services allows the FRYSC to become a catalyst in the local community for positive change. Many FRYSCs have collaborated with other entities to create health clinics, food pantries, after school programs, child care centers, and a host of others. These programs are not necessarily operated by the FRYSC but owe their existence to the FRYSC and its work in gaining interested partners together to discuss and pursue a course of action.

These three elements—parental engagement, service brokerage, and community development—provide the basic concept for the FRYSC initiative. An understanding of, and commitment to, this basic conceptual framework prevents FRYSCs from suffering from mission drift and becoming a program that no longer effectively interacts with students and their families.

The effective district contact grasps the mission and vision of FRYSCs as an initiative and will appreciate their work in its broadest prospective. Yet understanding the conceptual framework of the FRYSC initiative is not enough. The centers must be viewed in how this concept is "fleshed out" in its local environment.

Contextual Framework

The effective district contact must further understand and appreciate the contextual framework of local FRYSCs. It is not nearly enough to grasp the mission and role—one must see how they are personalized in the local school community. The district contact must understand that each center has its own unique personality because of the needs of the local community. One size does not fit all.

Clearly, the FRYSC does not exist in a vacuum—it lives in a very dynamic, ever changing school community. The needs confronting students and families in large urban areas and sparsely populated rural areas may be radically different. As a result, building on the same conceptual framework, each center must be viewed in its own unique context. Each center within a district will be different because it is, again, in a very dynamic, ever changing school community.

As such, programs must be offered on the basis of need. Not all programs need to be offered by every center. The uniqueness of the school community should drive the program selection by virtue of a comprehensive needs assessment by the center. This is in addition to the Comprehensive School Improvement Plan activities because the CSIP is largely instructional in nature and may not adequately review the nonacademic factors that can negatively impact students both at and away from school.

Admittedly, the FRYSC is an extremely valuable partner to each school in the development of their CSIP. So much so that the Division of FRYSC mandates that center staff serve on each school's CSIP in some aspect. This involvement will enhance both the center's assessment of what is occurring with students as well as the school's awareness of the networks that FRYSCs can bring to bear to enhance and supplement academic achievement.

The district contact should recognize the relationship between the center staff and the center advisory council in the assessment of need. The advisory council should be an integral part of the assessment process and the district contact must encourage this role. It is critical that all stakeholders review the needs assessment data and offer thoughts, opinions and insights into what it means for program development. Center staff and advisory council members will benefit much from the encouragement of the district contact to dig deeper into the data to address causal factors for issues identified in the process. By so doing the district contact is focusing the center on its contextual framework—what gives this school community its unique identity. This leadership inspires a deeper sense of advocacy.

Advocacy Issues

Understanding the mission of the initiative and how that mission is played out locally places the effective district contact in the position of advocating for centers to maintain their unique identities. It is a necessity for the

district contact to intervene on behalf of centers when various administrators might seek to add to or detract from the mission and purpose.

It is also vital that the district contact understand that their advocacy may sometimes occur on behalf of new and untried programs. The FRYSC initiative has long been known for its ingenuity and creativity in programming. Back to school events, parenting programs, early childhood activities—in all of these and many more centers have found new and different ways of addressing problems and building sustainable relationships with community partners to mediate issues for families. This compels FRYSCs to be advocates for some with little or no voices of their own.

Centers must utilize "whatever it takes" to build bridges connecting families, school and community. This level of advocacy enables the center to speak for every family and every student. However, this commitment to family and student may not always be shared. Hence there is a profound need for the role of the district contact to include advocacy for the center and its programs.

It becomes clear that FRYSCs may sometimes need an advocate at the district office that understands the basic premise of the FRYSC initiative and that this will "flesh out" differently in each school. Further this advocate must, at times, see their role in supporting the centers in new and innovative programming when others may not see the efficacy of programs borne out of strategies based on a full assessment of need. It is sometimes easier to be critical of different approaches than to risk the potential embarrassment of one that was tried, yet did not work.

The district contact must, of necessity, be an advocate for centers and, in so doing, is willing to go against the conventional in search of new solutions. The willingness to give the centers the benefit of the doubt as well as support their program decisions is affirming advocacy. But affirming advocacy does not mean carte blanche approval of all activities and programs but rather an approach to approval of wisdom guided by experience. Yet even the creativity of advocacy gives way to the mundane of the managerial.

Administrative Issues

Thus far the three areas of support that the district contact focuses on the theory and implementation of the FRYSC initiative. It is both a mindset and an approach to the mission and vision of the center. The administrative aspects are not nearly as intensive but rather serve to compliment the other parts of the role. The following provides a substantive listing of administrative duties that are incumbent upon this position:

- Attendance at trainings specifically developed for district contacts;
- Attendance at regional district contact meetings;

- Review of continuation program plan, budget amendment request, and request to purchase prior to submission to FRYSC Regional Program Manager;
- Ensure that all center coordinators within the district receive copies of the Contract, detailed MUNIS reports (unless available on desktop).

This listing provides the minimum level of administrative duties incumbent the FRYSC District Contact. These duties will ensure reasonably successful programs within the district. However, after many years of practical experience, the Division of FRYSC has developed an additional listing of duties that demonstrate of greater degree of involvement which results in more cohesive and effective programming.

Standards of Best Practice

The following best practice information is the result of interaction and observation within local districts by a number of DFRYSC staff. These standards serve to raise the level of expectation within the district and communicate a climate of excellence in collaboration and coordination.

The standards of best practice include:

- Attendance at regional information meetings provided for center staff by their Regional Program Managers;
- Regular meetings with center staff within the district to share information and discuss issues affecting the program;
- Regular visits to each program site to visit with staff individually and learning more about each center;
- Periodic attendance at each center's advisory council meetings to visit with the council membership and observe meetings;
- Request and review advisory council meeting minutes from each center;
- Gather all semi-annual MUNIS reports and annual continuation program plans and submit one district package;
- Ensure relevant and appropriate professional development activities by all center staff annually;
- Collaborate with Regional Program Manager to provide in-district professional development such as district administrative staff, principals' meetings, and district wide advisory council trainings;
- Ensure that the district utilizes an evaluation form for center staff that adequately reflects their unique roles;
- Coordinate annual presentations to the board of education relating to FRYSC services and activities;
- Assist in the development of a district salary schedule for FRYSC staff, if one does not exist.

These activities raise the level of excellence within the work of the centers in each local district. This level of involvement does not require an inordinate amount of time but does demand a high threshold of commitment to the program and its staff. As a result of mastering the conceptual, contextual, advocacy and administrative duties and striving to implement the standards of practice, the district contact role will establish a benchmark of excellence in the district's FRYSC program. "Everything rises or falls on leadership."

The FRYSC District Contact
A Summary of the Role

The FRYSC district contact is a pivotal role in the successful functioning of the centers within a school district. The district contact must be fully aware of and committed to the following concepts and duties;

- ***Concept***
  - The FRYSC initiative has as its mission and purpose—removing nonacademic barriers to learning.
  - It is an "educational" program but it is not an "instructional" program in that its role is to work with students and their families to ensure that students are more ready to learn when they enter the classroom. This is done through:
    - Parental engagement in student achievement;
    - Service brokerage to meet individual needs;
    - Community development to address gaps and barriers to services.
- ***Context***
  - The mission of the FRYSC initiative must "flesh out" locally according to a needs assessment process.
  - This is done in concert with center staff and the center advisory council.
    - It is essential that each center define the needs of its local school community and plan accordingly.
    - Programs are developed in response to these identified needs.
- ***Advocacy***
  - This involves advocacy for:
    - Unique programs customized for schools served and repelling the notion that all centers must implement the same programs;
    - The "whatever it takes" approach to working with students and families.
- ***Administrative***
  - The following are the minimum standards for the administrative functions of the district contact:
    - Attendance at trainings specifically developed for district contacts;
    - Attendance at regional district contact meetings;
    - Review of continuation program plan, budget amendment request, and request to purchase prior to submission to FRYSC Regional Program Manager;

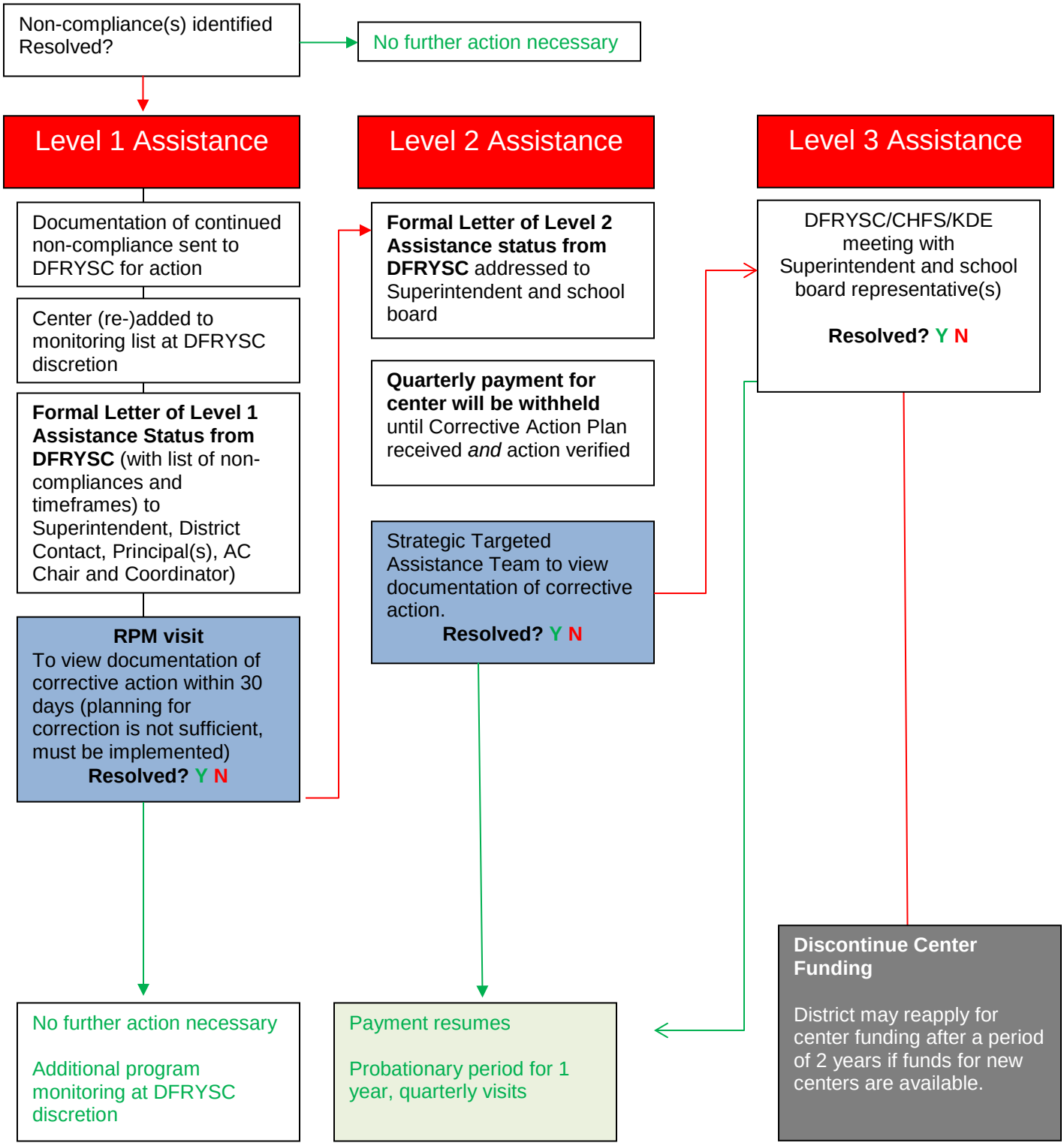
        - Ensure that all center coordinators within the district receive copies of the Master Agreement, detailed MUNIS reports (unless available on desktop).

- ***Best Practices***
    - The following are best practices of the district contact position:
        - Attendance at regional information meetings provided for center staff by their Regional Program Managers;
        - Regular meetings with center staff within the district to share information and discuss issues affecting the program;
        - Regular visits to each program site to visit with staff individually and learning more about each center;
        - Periodic attendance at each center's advisory council meetings to visit with the council membership and observe meetings;
        - Request and review advisory council meeting minutes from each center;
        - Gather all semi-annual MUNIS reports and annual continuation program plans and submit one district package;
        - Ensure relevant and appropriate professional development activities by all center staff annually;
        - Collaborate with Regional Program Manager to provide in-district professional development such as district administrative staff meetings, principals' meetings, and district wide advisory council trainings;
        - Ensure that the district utilizes an evaluation form for center staff that adequately reflects their unique roles;
        - Coordinate annual presentations to the board of education relating to FRYSC services and activities;
        - Assist in the development of a district salary schedule for FRYSC staff, if one does not exist.

Appendix I

FRYSC Strategic Targeted Assistance Team (STAT) Protocol

Strategic Targeted Assistance Team Protocol is only applied in areas of severe, unresolved contractual non-compliance. It does not apply to non-compliance issues experienced during monitoring visits or other site visits, so long as they are corrected within the required time period. The issue pertains to a continuous non-compliance and blatant disregard for the Contract with the Cabinet.



Strategic Targeted Assistance Team (STAT) Protocol, Page 2

STAT Protocol is only applied in areas of severe, unresolved contractual non-compliance. It does not apply to non-compliance issues experienced during monitoring visits or other site visits, so long as they are corrected within the required time period. The issue pertains to a continuous non-compliance and blatant disregard for the Contract with the Cabinet.

STAT PROCESS

Problems can be discovered by site visits, monitoring visits, CAGE visits, and/or reported by District or Coordinator(s). The Regional Program Manager initiates the process by providing a request and documentation justifying intervention.

DOCUMENTATION MUST INCLUDE:
☐(1) the center has been notified of the area(s) of non-compliance AND
☐(2) has been given an appropriate amount of time to correct the non-compliance(s) AND
☐(3) the necessary corrective action has not taken place.

Based on the documentation provided, the Division Director makes the decision whether or not to proceed.

The STAT team may be comprised of DFRYSC staff, RPM (outside the targeted region), KDE representative, representatives from the Office of the Inspector General, and/or Cabinet for Health and Family Services representatives.

Appendix J – Family Literacy Description

158.360 Family literacy services.

(1) The Kentucky Adult Education Program shall provide technical assistance to providers to develop family literacy services. The technical assistance shall be evaluated on a regular basis by contracted evaluators outside the program.

(2) The services shall:

(a) Provide parents with instruction in basic academic skills, life skills which include parenting skills, and employability skills;

(b) Provide the children with developmentally appropriate educational activities;

(c) Provide planned high-quality educational experiences requiring interaction between parents and their children;

(d) Be of sufficient intensity and duration to help move families to self-sufficiency and break the cycle of under education and poverty; and

(e) Be designed to reduce duplication with other educational providers to ensure high quality and efficient services.

Effective: July 12, 2006

History: Amended 2006 Ky. Acts ch. 211, sec. 87, effective July 12, 2006. -- Amended 2000 Ky. Acts ch. 526, secs. 11 and 26, effective July 14, 2000. -- Amended 1998 Ky. Acts ch. 127, sec. 1, effective July 15, 1998. -- Amended 1996 Ky. Acts ch. 145, sec. 4, effective July 15, 1996. -- Amended 1994 Ky. Acts ch. 405, sec. 27, effective July 15, 1994. – Amended 1992 Ky. Acts ch. 456, sec. 1, effective July 14, 1992. -- Amended 1990 Ky. Acts ch. 470, sec. 25, effective July 1, 1990; and ch. 476, Pt. V, sec. 406, effective July 13, 1990. -- Amended 1988 Ky. Acts ch. 158, sec. 1, effective July 15, 1988. -- Created 1986 Ky. Acts ch. 378, sec. 1, effective July 15, 1986.

Legislative Research Commission Note (7/13/90). The Act amending this section prevails over the repeal and reenactment in House Bill 940, Acts ch. 476, pursuant to Section 653(1) of Acts ch. 476.

Appendix K

Components of Coordinated School Health

The following are working descriptions of the eight components of coordinated school health.*

Health Education: Health education provides students with opportunities to acquire the knowledge, attitudes, and skills necessary for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others. Comprehensive school health education includes courses of study (curricula) for students in pre-K through grade 12 that address a variety of topics such as alcohol and other drug use and abuse, healthy eating/nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, sexual health, tobacco use, and violence prevention. Health education curricula should address the National Health Education Standards (NHES) and incorporate the characteristics of an effective health education curriculum. Health education assists students in living healthier lives. Qualified, trained teachers teach health education.

Physical Education: Physical education is a school-based instructional opportunity for students to gain the necessary skills and knowledge for lifelong participation in physical activity. Physical education is characterized by a planned, sequential K-12 curriculum (course of study) that provides cognitive content and learning experiences in a variety of activity areas. Quality physical education programs assist students in achieving the national standards for K-12 physical education. The outcome of a quality physical education program is a physically educated person who has the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Qualified, trained teachers teach physical education.

Health Services: These services are designed to ensure access or referral to primary health care services or both, foster appropriate use of primary health care services, prevent and control communicable disease and other health problems, provide emergency care for illness or injury, promote and provide optimum sanitary conditions for a safe school facility and school environment, and provide educational and counseling opportunities for promoting and maintaining individual, family, and community health. Qualified professionals such as physicians, nurses, dentists, health educators, and other allied health personnel provide these services.

Nutrition Services: Schools should provide access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students. School nutrition programs reflect the U.S. Dietary Guidelines for Americans and other criteria to achieve nutrition integrity. The school nutrition services offer students a learning laboratory for classroom nutrition and health education, and serve as a resource for linkages with nutrition-related community services. Qualified child nutrition professionals provide these services.

Counseling, Psychological, and Social Services: These services are provided to improve students' mental, emotional, and social health and include individual and group assessments, interventions, and referrals. Organizational assessment and consultation skills of counselors and psychologists contribute not only to the health of students but also to the health of the school environment. Professionals such as certified school counselors, psychologists, and social workers provide these services.

Healthy and Safe School Environment: A healthy and safe school environment includes the physical and aesthetic surroundings and the psychosocial climate and culture of the school. Factors that influence the physical environment include the school building and the area surrounding it, any biological or chemical agents that are detrimental to health, and physical conditions such as temperature, noise, and lighting. The psychosocial environment includes the physical, emotional, and social conditions that affect the well-being of students and staff.

Health Promotion for Staff: Schools can provide opportunities for school staff members to improve their health status through activities such as health assessments, health education, and health-related fitness activities. These opportunities encourage staff members to pursue a healthy lifestyle that contributes to their improved health status, improved morale, and a greater personal commitment to the school's overall

coordinated health program. This personal commitment often transfers into greater commitment to the health of students and creates positive role modeling. Health promotion activities have improved productivity, decreased absenteeism, and reduced health insurance costs.
School Wellness Guide: A Guide for Protecting the Assets of Our Nation's Schools is a comprehensive guide that provides information, practical tools and resources for school employee wellness programs.

Family/Community Involvement: An integrated school, parent, and community approach can enhance the health and well-being of students. School health advisory councils, coalitions, and broadly based constituencies for school health can build support for school health program efforts. Schools actively solicit parent involvement and engage community resources and services to respond more effectively to the health-related needs of students.
Parent Engagement: Strategies for Involving Parents in School Health [pdf 1.1M]
Describes strategies and actions schools can take to increase parent engagement in promoting positive health behaviors among students.

*Reference: www.cdc.gov/healthyyouth/cshp/components

Appendix L

Safe Home Visit Considerations

Information provided by James Stephens, Kentucky State Police, for FRYSC New Coordinator Orientation

Pre-visit:

- Minimum of two people per visit (safety in numbers)
- Complete a pre-visit operations plan
- Ensure school staff is aware of home location (documentation) and time of expected return
- Map (Google Earth, etc.) is available with exact address and known names of persons in residence (documentation)
- Have ID with photo for presentation
- Professional dress attire (not provocative)
- Proper footwear
- No excessive jewelry
- Ensure vehicle has sufficient supply of gas
- If necessary, contact local law enforcement to assist

Arrival:

- Drive by the area
    - Pay attention to environment
        - Dead end road?
        - Cars
        - Dogs
        - Type of structure and perimeter structures
        - Visible exits on residence
        - People/neighbors visible
        - Trash
- If something doesn't look right, move on.
- Notify office of arrival
- Try to park on side of street and avoid pulling in driveway if possible. Backing into parking area provides quick exit.
- Begin developing an escape route/plan.
- Do not get distracted by gathering items (have minimum ready for quick retrieval prior to parking.

Arrival continued

- Remember your cell phone (if service is available)
- Do not exit immediate (check your surroundings again)
- Continue scanning area as you approach the residence
- Continue your mental escape plan

First contact:

- Clearly identify yourself and state your reason for visit
- Leave yourself an out
- Position yourself between client and the door
- Sit near exit toward hallway
- Be a gatherer of intelligence, not a provider
- Visible weapons, drugs, alcohol?

Post-contact:

- Do not let your guard down (continue assessing/developing escape plan)
- Once visit is complete, leave. Do not engage in continued chatter.
- Be vigilant on return to vehicle, keys ready and aware of surroundings (behind you)
- Walk to vehicle and observe perimeter
- Leave residence
- Notify office
- Watch for vehicles following from residence
- If going to your home following the visit, stop before doing so and observe for anyone following
- Complete debriefing report

Appendix M

SERVICE APPEAL CONTACT

Name of Local FRYSC

Customer Service Complaints

For resolution of a matter not subject to review through the local Board of Education policies, please contact the Cabinet for Health and Family Services, Division of Family Resource/Youth Services Centers Regional Program Manager:

Name of FRYSC RPM

at

Office number

no later than 30 days from the date of the action to which you object.

Cabinet for Health and Family Services
Division of Family Resource and Youth Services Centers (FRYSC)
275 East Main Street, 3 C-G
Frankfort, KY 40621
(502) 564-4986
Fax (502) 564-6108
http://chfs.ky.gov/dfrcvs/frysc/