

Family Resource and Youth Services Centers

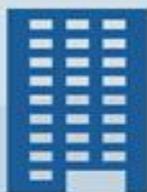
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The Role of the FRYSC (KRS 156.496)

- 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.
- Family resource and 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.



655,642 students are enrolled in Kentucky schools



KDE allocates approximately \$50 million annually to CHFS for FRYSCs



Funds are distributed to school districts based on their Free & Reduced Lunch (FRL) counts



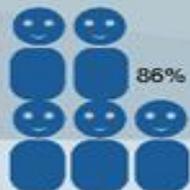
620,029 students (92% of total) attend schools with Family Resource and/or Youth Services Center



Over 800 school-based centers receive between \$28,243 and \$77,026 to operate



Students can access a center for assistance navigating non-academic barriers to learning



FRYSCs made contact with 562,165 unduplicated students

86%



These contacts help students back on track to being ready to learn

FRYSC Mission

To enhance students' ability to succeed in school by developing and sustaining partnerships that promote:

- Early learning and successful transition to school;*
- Academic achievement and well-being; and*
- Graduation and transition into adult life.*

FRYSC Components

FRC Components

- Pre-school child care
- After-school child care
- Families in Training for new and expecting parents
- Family Literacy
- Health services, referrals to health services, or both

YSC Components

- Referrals to health and social services
- Career exploration and development
- Summer and part-time job development
- Substance abuse education and counseling
- Family Crisis and mental health counseling

ACEs and our
students

<https://vimeo.com/139998006>

STATE	% of Adults with at least 1 ACE	% of adults with 4 or more ACEs
California	61%	16.7%
Iowa	55%	14%
Kentucky	59%	17.5%
Minnesota	55%	13%
Montana	61%	17%
Vermont	57%	13%
Washington	62%	17%
Wisconsin	56%	14%

Washington School Classroom (30 Students)

Adverse Childhood Experiences (ACEs)

6 students with no ACE

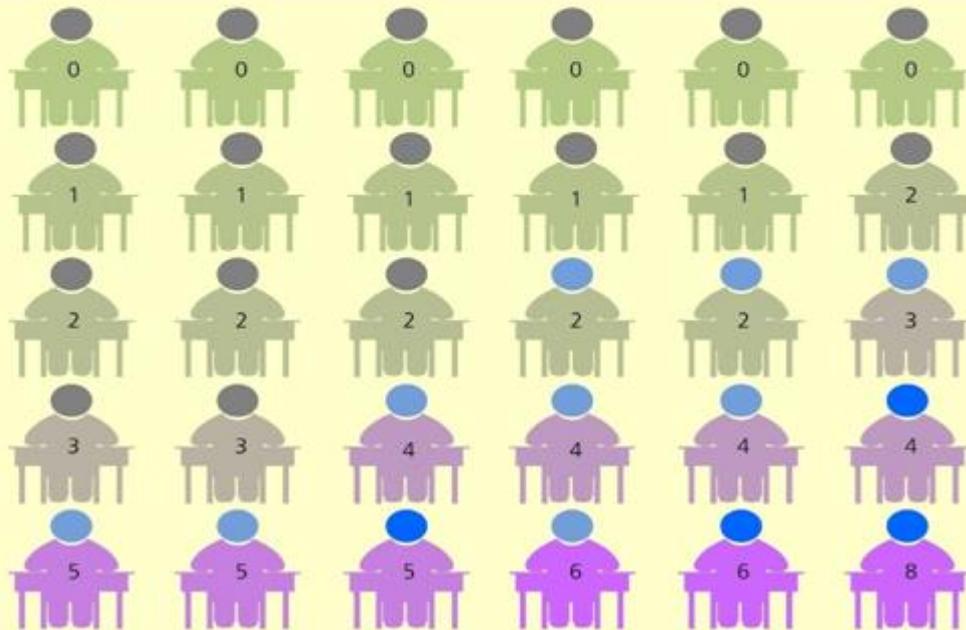
5 students with 1 ACE

6 students with 2 ACEs

3 students with 3 ACEs

7 students with 4 or 5 ACEs

3 students with 6 or more ACEs



Trauma-informed
lens and Kentucky
Strengthening
Families

Six Protective Factors

Knowledge of Child Development

"Families learn how their children grow and develop"

Social Connections

"Families have friends they can count on"

Parental Resilience

"Families bounce back"

Concrete Support in Times of Need

"Families get assistance to meet basic needs"

Social & Emotional Competence of Children

"Families teach children how to have healthy relationships"

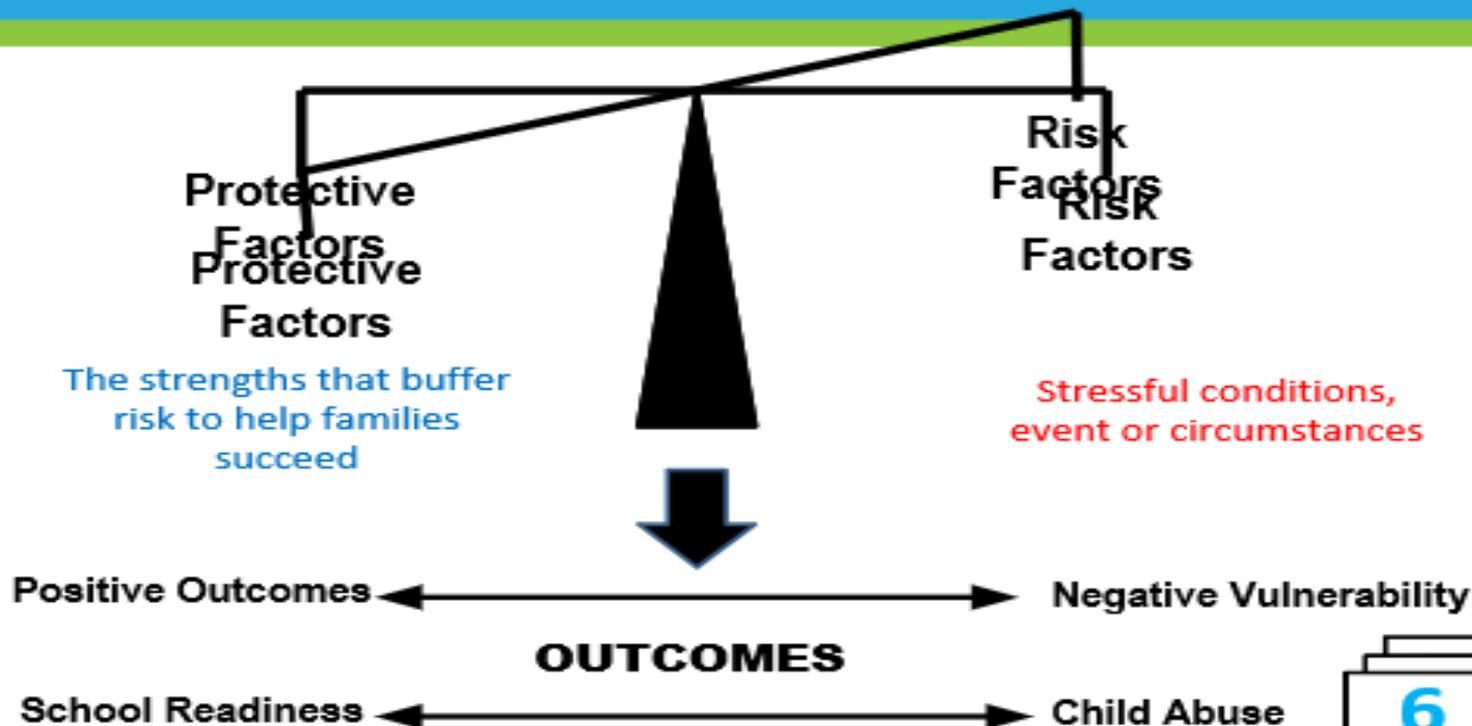
Nurturing & Attachment

"Families ensure children feel loved and safe"





A Balance of Risk and Protective Factors



Revised Nov. 2017



A TALE OF TWO SCHOOLS

Carlos has a heated argument with his parents before leaving for school, so he's running late. Let's see the difference that restorative policies and practices can make.

RESTORATIVE PRACTICES-BASED EDUCATION SYSTEM

Carlos arrives at school.



Teachers and administrators welcome him and his fellow students as they enter.

Carlos is late to first period class.



His Teacher waits until after class to speak with Carlos to learn more, and sets up a meeting with his school counselor.

Student peer mediators and support staff intervene, have the students sit down together, and de-escalate the situation.



Carlos and the other student agree to help clean the cafeteria during a free period. Carlos meets with his counselor and parents after school to help resolve the conflict at home.



ZERO-TOLERANCE EDUCATION SYSTEM

Carlos arrives at school.

He is greeted by metal detectors and a police search.



Carlos is late to first period class.

His teacher scolds him in front of the class. Carlos talks back, and is given a detention.



A school police officer detains and arrests both students.



Later that afternoon...

Carlos is held in a juvenile detention facility all afternoon, missing school. He now has an arrest record and is facing suspension.



FRYSC and Families First

- Prevention
- Increased family stability and well-being.
- Applying a trauma responsive lens.
- Partnering to align prevention efforts.

Questions or Comments?

