



FRYSC Impact Report Spotlight

2019

Family Resource and Youth Services Centers
CABINET FOR HEALTH AND FAMILY SERVICES | COMMONWEALTH OF KENTUCKY

The following is a selection of reports submitted by FRYSC coordinators highlighting the impact of their efforts to remove barriers to learning. FRYSCs are making strides at the local level in many areas including

- Kindergarten readiness
- Behavior
- Reading
- Math
- Attendance
- Parent involvement
- ACT Scores
- And more

FRYSC does not claim full credit for the gains reported in this document. As with any effective, forward-thinking, and resourceful program, we believe that success comes when we work together for a common goal. Collaboration is the key, and FRYSC is thankful to play a valuable part in the success of Kentucky's students.

PURPOSE OF THIS DOCUMENT

This impact report spotlight has a two-fold purpose:

- 1.) *A resource for FRYSC coordinators*
It is our hope that the reports shared in this spotlight will serve as good examples to improve data-gathering throughout the state.
- 2.) *Documentation of FRYSC outcomes at the local level*, which may be shared with stakeholders and other interested parties.

<https://chfs.ky.gov/agencies/dfrcv/dfrpsc/> and <https://fryscopy.org>

FRYSCs Statewide 2019

FRYSC Services are Year-round

During the 2019 school year, FRYSCs made nearly **4 million** contacts *during* school. But FRYSC services do not stop at the end of the school day:

- # of services **BEFORE** school: 170,906
- # of services **AFTER** school: 955,089
- # of services on **WEEKENDS**: 336,827
- # of services during **SUMMER**: 475,232



350,632
 Weekend food bags sent home through the Backpack Program



373,479
 Volunteer Hours - FRYSC is thankful for so many who are willing to help



\$10.4 MILLION
 Cash and in-kind donations from the community



112,019
 Students who received dental services coordinated by FRYSC

BY THE NUMBERS

There are **856** FRYSCs, and **283** of them serve 2 or more schools

FRYSCs employ **1,017** full-time and **143** part-time staff

FRYSCs conducted over **22,000** home visits in 2019

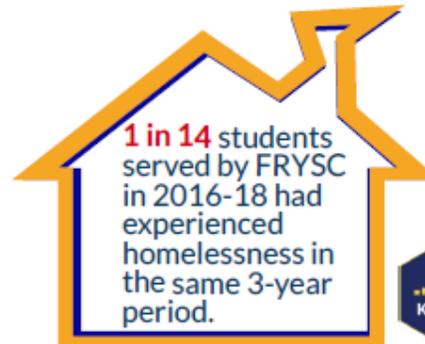


The average FRYSC Coordinator serves on **3 or more** community boards or councils



52,679 Grandparent/Relative Support Group Participants (unduplicated)

107,496 College and Career Preparation Participants



Students identified as homeless consisted of 7.4% of all students who received FRYSC services yet utilized 12.2% of total visits during this period. This disproportionality suggests that homeless students were using FRYSC services to a greater degree than the broader student population.

Figures from: M. Walton, PhD, MSSW et al. (2020) Kentucky Students Experiencing Homelessness: How Are They Served by School Family Resource and Youth Services Centers?

Intervention/Service/Activity	AmeriCorps Member Support																			
How was the impact/outcome measured?	Academic comparison																			
FRYSC Component or category	Educational Support																			
BEFORE/Demonstrated need, including data	The FRC grant funded two AmeriCorps members who helped in three Kindergarten classrooms and in the after-school program. After the fall MAP test, the members were matched with at-risk students in the three classrooms. They worked with the students each day for 45 minutes to 2 hours. Some of the students also struggled with attendance.																			
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Even though attendance for some of the students remained a problem, the Spring MAP test showed increases for all students.</p> <table border="1"> <thead> <tr> <th>Classroom</th> <th># of targeted students</th> <th>Increase in Reading</th> <th>Increase in Math</th> </tr> </thead> <tbody> <tr> <td>#1</td> <td>10</td> <td>+12.6</td> <td>+10.2</td> </tr> <tr> <td>#2</td> <td>15</td> <td>+25.2</td> <td>+32.7</td> </tr> <tr> <td>#3</td> <td>8</td> <td>+15.75</td> <td>+24.5</td> </tr> </tbody> </table>				Classroom	# of targeted students	Increase in Reading	Increase in Math	#1	10	+12.6	+10.2	#2	15	+25.2	+32.7	#3	8	+15.75	+24.5
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Submitted by:	Highland Elementary FRC, Glasgow Ind. Schools																			

Reading/Math

Intervention/Service/Activity	Girl's Group - self-esteem and peer relations program
How was the impact/outcome measured?	Academic comparison Non-academic comparison
FRYSC Component or category	Family Crisis and Mental Health Counseling
BEFORE/Demonstrated need, including data	Five of the 8 girls chosen to participate had been involved in drama resulting in dealings with principals or school counselors. The other 3 girls appeared unhappy and unable to interact positively with other students. According to Infinite Campus, grades were dropping for all 8 students.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>All 8 girls met with a teacher and the YSC coordinator once a week for 6 weeks. The coordinator arranged for special speakers on self-esteem, skin care, nutrition, healthy relationships, and self-worth. Each session included time for discussion with the girls. For the final meeting, the girls, teacher, and coordinator were transported to a sit down restaurant where they ordered their own lunch. Only one of the girls had been in this type of restaurant prior to that day more than once. Most had never been. The YSC paid for the meal.</p> <p>At the beginning of the meetings, the girls hardly spoke to each other. By the time of the luncheon, all were talking openly and sharing. From the beginning of the program to the end of school, NONE of the 8 girls were involved in drama that was reported to principals or school counselors.</p> <p>Five of the 8 girls improved their grades. Of the other 3, either discipline reports or unexcused absences decreased. While not quantifiable, observation showed a marked improvement with all of the girls and their interactions with other students both inside and outside the group.</p>
Submitted by:	<i>Ashland MS YSC, Ashland Independent Schools</i>

Grades/Social-Emotional

Intervention/Service/Activity	Camp Kindergarten										
How was the impact/outcome measured?	Academic comparison (Brigance scores)										
FRYSC Component or category	Preschool Child Care										
BEFORE/Demonstrated need, including data	<p>Before Camp Kindergarten was developed, there were not any programs designed to promote Kindergarten readiness. Edmonson County is a rural area with limited resources. Camp Kindergarten provides a program that is able to offer our children and parents a much-needed advantage to which they have not had access previously. We feel that what sets us apart is, despite having limited resources, funding, and local industry, our community can band together and develop an amazing program. Camp Kindergarten is a program built and designed by educators. The planning committee’s ultimate goal will always be Kindergarten readiness. Before Kindergarten Camp was designed, below 50% of our students test “ready” for kindergarten.</p>										
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Camp Kindergarten is a 3-day program that focuses on Kindergarten readiness. Tours of the school, lunch procedures, bus tours and classroom work are all examples of how the program promotes Kindergarten readiness. Our measurable outcomes for Camp Kindergarten are determined through Brigance scores and attendance increases. The scores were compared to students who did not attend Camp Kindergarten.</p> <table border="1" data-bbox="597 1140 1446 1455"> <thead> <tr> <th>School</th> <th>Kindergarten Non-Participants (% Kindergarten Ready)</th> <th>Camp Kindergarten (% Kindergarten Ready)</th> </tr> </thead> <tbody> <tr> <td>Kyrock Elementary</td> <td>50 (29% ready)</td> <td>29 (52% ready)</td> </tr> <tr> <td>South Edmonson Elementary</td> <td>85 (35% ready)</td> <td>51 (69% ready)</td> </tr> </tbody> </table> <p>For 2019-20, due to a United Way grant, we will be extending the program from 3 to 7 days. We are also having programs throughout the year to help parents with Kindergarten readiness education.</p>		School	Kindergarten Non-Participants (% Kindergarten Ready)	Camp Kindergarten (% Kindergarten Ready)	Kyrock Elementary	50 (29% ready)	29 (52% ready)	South Edmonson Elementary	85 (35% ready)	51 (69% ready)
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Kyrock Elementary	50 (29% ready)	29 (52% ready)									
South Edmonson Elementary	85 (35% ready)	51 (69% ready)									
Submitted by:	Edmonson County FRC, Edmonson Co. Schools										

Kindergarten Readiness

Intervention/Service/Activity	Mentoring																			
How was the impact/outcome measured?	Non-academic comparison																			
FRYSC Component or category	Health Services or Referrals to Health Services																			
BEFORE/Demonstrated need, including data	Of 10 elementary schools in our district, we had the second highest number of discipline referrals. We implemented PBIS four years ago, and because of information discussed during PBIS committee meetings, a list of students who may benefit from one-on-one mentoring was created. All adults in the building were matched with a student on the list and committed to mentoring the student weekly.																			
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Discipline referrals continue to decrease each year since we have implemented our mentoring program. The number of students on the mentoring list has also decreased. Our school has also been awarded Gold Status for PBIS.</p> <p>Discipline referrals by year:</p> <table border="1"> <thead> <tr> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td></td> <td>*Started Mentoring Program</td> <td></td> <td></td> <td></td> </tr> <tr> <td>798</td> <td>632</td> <td>501</td> <td>467</td> <td>425 (goal)</td> </tr> </tbody> </table> <p>For 2019-20, we have implemented a “Girls League and a Boys League”. This mixture of behaviorally at-risk students and “model” students will meet each Monday morning to work on social skills, soft skills, etc. We hope to continue to improve behavior and school culture.</p>					2015-16	2016-17	2017-18	2018-19	2019-20		*Started Mentoring Program				798	632	501	467	425 (goal)
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Submitted by:	Indian Hills FRC, Christian Co. Schools																			

Intervention/Service/Activity	Hard Work Cafe
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Educational Support
BEFORE/Demonstrated need, including data	There was a need for more incentives, opportunities, and recognition for positive school behavior, good grades, and attendance. The goal of the Hard Work Cafe is to recognize as many students as possible, especially students struggling in the areas of behavior and attendance. We target and recognize those students at the beginning of the year to motivate and build rapport for desired outcomes and growth throughout the school year. There were 27 referrals in September.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>According to Louisa Middle School PBIS school summary reports from 2018-19, the average behavior referrals went from 27 referrals in September to 2 referrals in May.</p> <p>There was a steady decline in referrals between those months. By March of 2019, our principal reported that over 90% of our student body had participated in the Hard Work Cafe.</p>
Submitted by:	<i>Lawrence Co. YSC, Lawrence County Schools</i>

Behavior

Intervention/Service/Activity	SummerWorks - summer employment program
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Summer and Part-Time Job Development (High School Only)
BEFORE/Demonstrated need, including data	Students wanted summer employment that could lead to continued employment. They wanted the opportunity to work in a variety of environments that piqued their career interests.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Any student meeting the age criteria was invited to sign up to attend the registration workshop. Eighty-five (85) students registered for the SummerWorks Program. All 85 completed a resume.</p> <p>Of the 85, sixty-nine (69) attended a soft skills training. The YSC was responsible for all activities leading up to the actual interviews and hiring.</p> <p>This program requires students to follow up and be responsible for answering emails and setting up interviews. The SummerWorks Program is still reporting data, but as of now, it is reported that thirty-six (36) Butler students were employed through the program. Students received jobs at several area businesses including General Electric, Metro Parks, Humana, YMCA, KentuckianaWorks and UPS.</p>
Submitted by:	<i>Butler YSC, Jefferson County Public Schools</i>

Intervention/Service/Activity	Happily Ever After Character Education
How was the impact/outcome measured?	Surveys, Non-academic comparison, pre- and post-
FRYSC Component or category	After School Child Care
BEFORE/Demonstrated need, including data	<p>The 2019 Faculty survey showed that 93% felt that students would benefit from help with social skills, character education, and leadership opportunities. Anger and aggressive behaviors were the most frequent social/emotional issues observed with students.</p> <p>Additionally 29% of parents reported that stress/anxiety was a concern that interferes with their students' learning.</p> <p>A student pretest for the Second Step Curriculum showed the following:</p> <ul style="list-style-type: none"> - 83.57% accuracy on pre-test overall - 50% accuracy – stealing or taking something that isn't yours - 71% accuracy – knowing how to be fair - 79% accuracy – anger management - 25% accuracy – being responsible
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Happily Ever After Character Education classes were taught after school during the Fall of 2018 and Spring of 2019.</p> <p>The Second Step Curriculum covered the following topics: Empathy, Impulse Control, Anger Management, Respect, Responsibility, Friendship and Fairness, Self-Esteem, Good Judgement, Courage, Cooperation, Perseverance, Manners, Self-Discipline, Self-Control, Compassion, Caring, and Generosity.</p> <p>Incorporated in the Spring was the Byron V. Garrett Social-Emotional Learning Collection.</p> <p>A selection of the post-test results shows:</p> <ul style="list-style-type: none"> - 94.28% accuracy on post-test overall - Stealing or taking something that isn't yours (46% increase) - Knowing how to be fair (28% increase) - Anger management (21% increase) - Being responsible (37% increase)
Submitted by:	<i>The Family Place FRC, Adair County Schools</i>

Intervention/Service/Activity	Boys to Gentlemen
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Educational Support
BEFORE/Demonstrated need, including data	Boys identified were having conflicts with others and with classroom behavior. Being disrespectful was one of the main problems within the classroom. Most of the students were from homes with no father involvement. Several of the boys went to SOS for discipline.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The FRC began the Boys to Gentlemen Club with twenty (20) boys referred by their teachers or parents. We were able to have two different groups, so the program involved forty (40) boys total. Men from the community came every Wednesday morning to meet with the boys from 7 a.m. to 8 a.m. The boys had breakfast with the men each week. There were discussions of various topics and issues to teach the boys. Topics included respect, manners, responsibility, etiquette, and how to dress for success.</p> <p>The men from our community helped to plan field trips and also gave money to help with the program when they realized how successful it was for the boys. At the end of the program, the FRC had a sit down dinner and a dance with mothers, aunts, grandmothers, etc. to practice their etiquette skills. The parents all commented on how they could see changes in the boys' behavior at home as well.</p> <p>During the program and after, 100% of the teachers reported a positive change in classroom conduct. None of the boys went to SOS for discipline for the remainder of the year.</p>
Submitted by:	<i>The Charles Gant FRC, Hopkins County Schools</i>

Intervention/Service/Activity	Parent Support Group
How was the impact/outcome measured?	Survey, pre- and post-
FRYSC Component or category	Family Literacy
BEFORE/Demonstrated need, including data	<p>Newport Independent Schools identified parent engagement as a high area of need. Furthermore, the assessment revealed that families often felt disconnected from the school and its staff, which created a barrier for parents to become active participants in their children’s education. The assessment also revealed that parents felt a generalized lack of connection to other parents, which meant they had limited support from those experiencing similar struggles.</p> <p>Based on this information, the Family Resource Center worked with the Advisory Council to establish a Parent Support Group. This group meets once a month for parents/caregivers of any student in Newport Schools and is facilitated by a parent and staff member. Baseline data was taken from parents at the beginning of the first session in the form of a pre-survey.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Monthly sessions began with a dinner provided by a local church for the entire family with 10 parents and 13 children participating. After dinner, children were taken to appropriate childcare for the remainder of the evening. A parent and staff member facilitated the Parent Support Group, and the topic of discussion was based upon the group’s needs. Parents were free to discuss concerns or questions they have and learn how their peers are handling similar issues.</p> <p>Based on pre- and post-surveys, there was an 11% increase in parents’ belief that they had a positive connection to other parents, an 11% increase in the belief that they had concrete support in times of need.</p> <p>Furthermore, when self-rating their connectedness to others, originally only 80% of parents in attendance felt connected, and some of this connection was listed as negative. However, after the completion of the Parent Support Group, 100% reported feeling connected, and 0% reported negative connections. During the pre-survey 90% of parents reported feeling connected to the school at the baseline assessment, with some listing this connection as negative. After the Parent Support group, 100% reported feeling connected and none listed the connection as negative.</p>
Submitted by:	<i>Newport Intermediate FRC, Newport Independent Schools</i>

Parent Support

Intervention/Service/Activity	Elgin Dental
How was the impact/outcome measured?	Dental needs
FRYSC Component or category	Health Services or Referrals to Health Services
BEFORE/Demonstrated need, including data	<p>According to the Kentucky Dental Association, 70% of elementary school students in Eastern Kentucky have untreated dental decay, and 20% have urgent dental needs. According to FRYSC data, several parents indicate that they need help with accessing needed dental treatment. (Barriers included transportation, availability of dentists in the area, and affordability based on insurance plan or no health plan).</p> <p>16% of students scored a 1 -- Urgent, severe dental issues</p> <p>56% of students scored a 2 - slight abscess and/or cavities</p> <p>28% of students scored a 3 - needed cleanings and/or sealants</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The Elgin Dental Program is a partnership between the Leslie County Board of Education, the Elgin Foundation, Dr. Andrea Little Family Dentistry, and the W.B. Muncy/Stinnett Family Resource and Youth Services Center. The goal of the partnership is to provide dental care to all students with untreated tooth decay and other oral health needs.</p> <p>Dental screenings took place at both schools. Each child scored 1, 2, or 3, depending on severity of need. Afterward, the local dentist and staff established an individualized treatment plan for each student. Students were then transported by bus to the local dentist at regular intervals throughout the school year.</p> <p>A total of 132 screenings took place. All students scoring a 1 completed their plan (80% - 4 students) by the program and (20% - 1 student) by the parent; students scoring 2 (24% - 18 students) by the program, (76% - 56 students) by the parent; students scoring 3 (29% - 15 students) by the program and (71% - 36 students) by the parent.</p> <p>The role of the center includes coordination of applications, scheduling, permission forms, space, transportation, and follow-up with parents, etc.</p>
Submitted by:	<i>Stinnett-W.B. Muncy FRYSC, Leslie County Schools</i>

Dental

Intervention/Service/Activity	Take Home Reading Program
How was the impact/outcome measured?	Survey, pre- and post-
FRYSC Component or category	Family Literacy
BEFORE/Demonstrated need, including data	Parents were surveyed at the beginning of the school year to determine the average number of minutes per day spent reading to children. 15% of parents reported reading to their child fewer than 10 minutes per day. (Most preschoolers can pay attention for approximately 10 minutes.)
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Students whose parents were reading 10 or fewer minutes per day received additional interventions concerning reading at home, which included research findings (accessible), tips and techniques, reminders prior to breaks, etc.</p> <p>While all children in class took home books weekly, this targeted group was also offered books to keep during school and home visits. The FRC coordinator conducted the surveys and provided replacement (and additional) books to classrooms, accompanied teachers on home visits, and made home visits independently.</p> <p>At the end of the year, parents were re-surveyed to determine the average number of minutes read per day. 75% of identified parents increased reading to at least 10 minutes per day.</p>
Submitted by:	<i>Scott County Preschool FRC, Scott County Schools</i>

Intervention/Service/Activity	Truancy Mediation
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Educational Support
BEFORE/Demonstrated need, including data	<p>Student attendance is very important to student achievement. In most cases, there is a non-cognitive barrier keeping a student from getting to school on time or attending each day. Students in grades K-5 are impacted greatly when they arrive late to school. They are generally missing key instruction time and putting themselves behind academically.</p> <p>The FRC Coordinator works collaboratively with the DPP to address attendance concerns with families through a truancy diversion program. When a student receives a third unexcused absence, they are flagged as truant. A letter is sent from the DPP notifying the parent of the 3 absences and invites them to a meeting. These meetings are held the first Wednesday of each month at the school. The DPP presents state attendance laws and district attendance policies to parents, and then parents are met with one on one to discuss what barriers the family may be facing that is keeping their students from school. A personalized action plan is created for each family.</p> <p>The FRC Coordinator monitors student attendance closely and helps with any barriers. The hope is that this program will serve as a deterrent from the DPP needing to take legal action against parents. Over 100 students were invited to truancy mediation during the 2018-19 school year.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Of the 100 students invited to truancy diversion, 68 attended. Of the 68 students who attended the meetings, 57 improved attendance and were no longer considered habitually truant. Eleven students and their families faced further intervention through the DPP and not the FRC.
Submitted by:	<i>Glenn O. Swing Elementary FRC, Covington Ind. Schools</i>

Attendance

Intervention/Service/Activity	Time to Shine Camp - self-esteem/coping skills
How was the impact/outcome measured?	Survey, pre- and post-
FRYSC Component or category	Family Crisis and Mental Health Counseling
BEFORE/Demonstrated need, including data	<p>The targeted population included students who had requested to see the guidance counselor two or more times due to stress, anxiety, or self-esteem issues as well as those recommended by teachers for stress and anxiety in peer to peer interactions but who did not demonstrate disruptive behavior in the school setting.</p> <p>Twenty (20) students were given a stress survey at the beginning of the camp. 80% of the students had a self-reported stress level of 3 or 4 out of 4.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The camp had several activities that assisted in developing coping skills. Examples include making stress balls, calm down bottles, and other stress/anxiety reducing activities. We also took the students to the Humane Society where they were taught a lesson on how animals deal with stress and students were able to pet and hold the animals.</p> <p>At the end of the camp, a post-test was completed and there was a 20% reduction in the number of students reporting stress of 3 or 4 out of 4.</p>
Submitted by:	<i>McNeill/Potter Gray FRC, Bowling Green Independent Schools</i>

Social-Emotional

Intervention/Service/Activity	Summer RISE
How was the impact/outcome measured?	Academic comparison, Non-academic comparison
FRYSC Component or category	Family Literacy
BEFORE/Demonstrated need, including data	<p>Data showed that students who scored “Not Ready for Kindergarten” on the Brigance assessment coming into Kindergarten were still below grade level in subsequent years. We also noticed a summer regression of academic achievement and skill level. Our academic interventionists were implementing a new method, called RISE, with 2nd grade students in Reading and Math intervention during the school day and were seeing significant success.</p> <p>Given the success of RISE, the FRC collaborated with the lead academic interventionist, certified teachers, and administration to create Summer RISE. It is a two-week summer camp for targeted students going into grade levels 1st through 4th who scored “Not Ready for Kindergarten” on the Brigance assessment prior to entering Kindergarten AND were below grade level (below 40th percentile on MAP) in Reading or Math.</p>
<p>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</p> <p><i>*3 students moved: 1 prior to the camp beginning and 2 after participating but before the 2019-20 school year began. Their data was not used.</i></p>	<p>Summer RISE met Monday - Thursday from 8:30 to 11:30. Each day, the students were split into 3 groups according to academic needs (each led by a certified teacher) and participated in a one-hour rotation of Reading intervention skills, a one hour rotation of Math intervention skills, two 20 minute movement breaks, and two 10 minute snack breaks at arrival and prior to pick-up. The goal for Summer RISE was two-fold: (1) increase MAP scores in either or both academic areas to gain movement towards being on grade level and (2) minimize summer regression in either or both academic areas.</p> <p>Thirteen (13*) students enrolled in the Summer RISE camp, with 12 participating both weeks. Prior to Summer RISE, based on Spring 2019 MAP scores, 60% of students were below grade level in Math and 90% below grade level in Reading. After Summer RISE, Fall MAP scores indicated 60% of students achieved the same score or grew in Reading and 50% of students did so in Math, showing achievement in protecting against summer regression for those students.</p> <p>Additionally, Fall MAP scores showed 50% of participating students were at or above grade level in Reading and 40% were at or above grade level in Math, showing success in growing towards grade level in Reading (students at or above grade level in Math stayed the same).</p>
Submitted by:	Wellington FRC, Fayette Co. Public Schools

Reading/Math

Intervention/Service/Activity	ABCs of Parenting
How was the impact/outcome measured?	Survey, pre and post
FRYSC Component or category	Optional
BEFORE/Demonstrated need, including data	Our 2017-18 Needs Assessment showed that although only 4% of parents indicated an interest in any parenting program, 58% of staff at Cline and 41% of staff at Crossroads said parenting programs were a need.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>A total of 15 families registered for ABCs of Parenting, but just 9 of those attended (district wide) with SIX (6) families who completed the 5 sessions (2 hours each).</p> <ul style="list-style-type: none"> ● 93% of parents who reported using corporal punishment prior to attending this program reported practicing alternatives to corporal punishment after completing the program. ● 87% of parents demonstrated effective parenting skills appropriate to a child’s level of development and gained knowledge of developmental milestones. ● 97% of parents reported increasing their involvement in their child’s school after completing this family-based parenting education program in conjunction with their child’s school. ● 90% of parents self-reported increased protective factors to support their children’s resiliency after completing the program.
Submitted by:	<i>Campbell County FRC, Campbell County Schools</i>

Parenting

Intervention/Service/Activity	PBIS Generals Bash March Madness - attendance, behavior and grade improvement program
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Optional- attendance and behavior referrals
BEFORE/Demonstrated need, including data	Our previous program rewarded students who had C's and higher on mid-term reports. PBIS found that in the year and a half of promoting this program, the number of students meeting requirements decreased and the number of behavior referrals had increased by 35%. Approximately 1/3 of students had not participated in the past 2 opportunities of the school year.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The goal of the program was to promote an increased number of students having all C's or higher and reduce the number of referrals for behavior. We clearly identified the following goals students needed to meet in order to participate: no unexcused absences, no referrals to ISAP and all C's in Infinite Campus.</p> <p>To encourage students to participate, we made improvements to the reward program. We launched a campaign for community support to fund door prize items, designed team games for students to play as a grade level with their teachers and convinced administrators to take a pie in the face.</p> <p>At the beginning of March, students were given a goal sheet mimicking the NCAA brackets that they completed with a teacher throughout the month. Students who met goals were randomly drawn to compete in a trivia, basketball, volleyball, jump rope or hula-hoop contest against their teachers.</p> <p>Only 6% of the total student body did not meet their goals. In the past, about 6 teachers had to miss the program to assist students with missing assignments or low grades; this year we only needed 1 teacher to cover those participating in March Madness. The Principal paid to have a sub so everyone could participate, turning the event into an opportunity for improved school culture in addition to the approved academics and attendance.</p>
Submitted by:	<i>Mount Washington/Eastside Middle School, Bullitt Co. Public Schools</i>

Behavior/Grades

Intervention/Service/Activity	After School Tutoring
How was the impact/outcome measured?	Academic comparison
FRYSC Component or category	After School Child Care
BEFORE/Demonstrated need, including data	The need was to increase the percentage of proficient or distinguished reading scores on the FY 18 3rd grade KPREP Assessment from the baseline of 67% proficient or distinguished.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The Family Resource Center provided after-school tutoring services. The coordinator recorded student attendance. The tutoring program ran from February - April for one hour each session.</p> <p>The students participating were recommended by an MVES Teacher. They were provided a snack before tutoring. In tutoring, they were provided additional assistance in reading and math skills and homework help when needed. They were tutored in a small group setting with a certified teacher.</p> <p>As 4th graders, 73% of the same group of students scored proficient or distinguished in reading, a 6% increase.</p>
Submitted by:	<i>Mt. Vernon FRC, Rockcastle County Schools</i>

Intervention/Service/Activity	Foster Grandparent Program - academic mentoring																																				
How was the impact/outcome measured?	Academic comparison																																				
FRYSC Component or category	Family Literacy																																				
BEFORE/Demonstrated need, including data	Teachers and Family Resource Center staff identified eleven (11) children for the Foster Grandparent Program. All students scored below average in literacy levels as measured by STAR scores. Students identified had social/emotional needs, language barriers, incarcerated parents, or had been involved with social services. All eleven students were below grade level when initial assessment forms were completed.																																				
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The FRC worked closely to coordinate with teachers and foster grandparents. Daily interventions were provided, which included reading, assisting with assignments, positive reinforcement, and assisting with evaluations for student achievement, including fluency and math checks.</p> <p>Planned one-on-one and group time were completed at least two times a week per student. The end of year assessment in partnership with Audubon Area Community Services revealed that the Foster Grandparent Program makes a great impact at Jefferson and Cairo Elementary Schools. All students' behavior was reported as improved at the end of the year. According to STAR reading scores, all students improved academic performance.</p> <table border="1"> <thead> <tr> <th>Student</th> <th>Beginning STAR score</th> <th>End of year STAR score</th> </tr> </thead> <tbody> <tr><td>1</td><td>Below 3 Words Correct Per Minute</td><td>0.9</td></tr> <tr><td>2</td><td>Below 4 Words Correct Per Minute</td><td>1.0 on grade level</td></tr> <tr><td>3</td><td>Below 5 Words Correct Per Minute</td><td>0.9</td></tr> <tr><td>4</td><td>0</td><td>MOVED</td></tr> <tr><td>5</td><td>0</td><td>1.0 on grade level</td></tr> <tr><td>6</td><td>0.8</td><td>2.1 on grade level</td></tr> <tr><td>7</td><td>0</td><td>1.8</td></tr> <tr><td>8</td><td>0.8</td><td>0.9</td></tr> <tr><td>9</td><td>1.2</td><td>MOVED</td></tr> <tr><td>10</td><td>1.1</td><td>1.4</td></tr> <tr><td>11</td><td>0.8</td><td>0.9</td></tr> </tbody> </table> <p>End of year reporting shows each child achieved one or more identified goals and all progressed to the next grade level.</p>	Student	Beginning STAR score	End of year STAR score	1	Below 3 Words Correct Per Minute	0.9	2	Below 4 Words Correct Per Minute	1.0 on grade level	3	Below 5 Words Correct Per Minute	0.9	4	0	MOVED	5	0	1.0 on grade level	6	0.8	2.1 on grade level	7	0	1.8	8	0.8	0.9	9	1.2	MOVED	10	1.1	1.4	11	0.8	0.9
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Submitted by:	<i>Jefferson & Cairo FRC, Henderson County Schools</i>																																				

Reading

Intervention/Service/Activity	Homework Hangout - after-school tutoring program
How was the impact/outcome measured?	Academic comparison
FRYSC Component or category	Educational Support
BEFORE/Demonstrated need, including data	The targeted populations were students who had 10 or more missing assignments in core content classes and who had Ds or Fs. We had thirteen (13) 8th grade students, eight (8) 7th grade students, and three (3) 6th grade students.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The Youth Services Center Coordinator collaborated with the Curriculum Resource Teacher, who collected data to determine which students needed assistance with missing assignments, homework help, and organizational skills, etc. Invitation letters were sent to each student for parent permission to stay. The group met on Wednesdays for one hour after school. The YSC provided snacks, school supplies and one-on-one assistance in completing the missing assignments. We collected all the missing assignments for the students to work on. We assisted in organization as well. Some students had the work completed or partially completed, but due to poor organization could not find the missing assignments.</p> <p>Of students who regularly participated in the program, 65% went up one letter grade in core classes, 25% went up 2 letter grades and 10% went up 3 or more letter grades. Students regularly participating in the program demonstrated 80% of expected growth in math and 140% of expected growth in reading on K-PREP 2019.</p>
Submitted by:	<i>Anderson Co. Middle School YSC, Anderson County Schools</i>

Intervention/Service/Activity	On the Move - substance abuse education
How was the impact/outcome measured?	Survey, pre- and post-
FRYSC Component or category	Substance Abuse Education and Counseling
BEFORE/Demonstrated need, including data	This program targets 7th and 10th grade students. Pre-tests showed that only 53% of our 7th grade students could identify the majority of risk factors in a picture of teenagers interacting.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>On the Move is a substance abuse education program supported by United Way that uses various techniques to gauge students' knowledge level and to educate them. The Ashland MS YSC recruited volunteers both for set-up on the evening before the program and tear down after the program. The YSC provided lunch to the On The Move staff and assisted with supervising students throughout the day. The Youth Services Center provided teachers with the pre and post-tests for students to take, and made sure On The Move staff had those in order to tally the results of both. The students rotated between stations in small groups. They watched an interactive video where each student buzzes in their answers to questions. They listened to a college age young person who is a former addict who had been a college athlete, became an addict, and lost everything. Finally, students participated in hands-on activities by putting on glasses that simulate different degrees of intoxication before trying to write, work puzzles, ride tricycles through cones, and drive go-carts through "streets" populated with cardboard "people".</p> <p>Results of the pre and post-tests showed that students' knowledge around synthetic drug use safety increased by 14%. Students' knowledge that using someone else's medication is not okay increased by 17%. Most significantly, our students' ability to recognize risk factors in a picture of teenagers increased by 30%, so that 83% of our students were able to successfully identify risky behaviors.</p> <p>Also significant was that our students went home talking about the program. One grandfather called me to say that this program was so eye opening for his student. The student's father was just going into rehab. The student was shocked at how much the goggles affected how he could not steer through things on the tricycle and go-cart. He went on to tell his grandparents about meth users picking scabs and continued to talk all evening about things he learned.</p>
Submitted by:	<i>Ashland Middle School YSC, Ashland Independent Schools</i>

Substance Abuse

Intervention/Service/Activity	After School Reading Club																						
How was the impact/outcome measured?	Academic comparison, pre- and post-																						
FRYSC Component or category	Educational Support																						
BEFORE/Demonstrated need, including data	Students were referred by teachers and met with FRC after school one day a week from Dec 2018-May 2019. All four third-grade students (¾ single parent homes, ½ minority) were reading below grade level as identified by Standardized Test for Assessment of Reading (STAR) testing scores and struggled with self-confidence in their ability to read.																						
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>As a group, students practiced vocabulary, comprehension, AR tests, main ideas and individually reading aloud. FRC also met with students periodically throughout the testing week to encourage, motivate and increase student confidence. Three (3) of 4 students raised their STAR test score more than ONE grade level.</p> <table border="1" data-bbox="597 989 1446 1297"> <thead> <tr> <th></th> <th>8/18</th> <th>12/18</th> <th>5/19</th> </tr> </thead> <tbody> <tr> <td>Student 1</td> <td>2.2</td> <td>2.4</td> <td>3.3</td> </tr> <tr> <td>Student 2</td> <td>2.2</td> <td>2.5</td> <td>3.3</td> </tr> <tr> <td>Student 3</td> <td>1.9</td> <td>2.1</td> <td>2.2</td> </tr> <tr> <td>Student 4</td> <td>1.9</td> <td>2.1</td> <td>3.9</td> </tr> </tbody> </table>				8/18	12/18	5/19	Student 1	2.2	2.4	3.3	Student 2	2.2	2.5	3.3	Student 3	1.9	2.1	2.2	Student 4	1.9	2.1	3.9
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Submitted by:	<i>East Heights FRC, Henderson County Schools</i>																						

Reading

Intervention/Service/Activity	Leadership Lab - After school tutoring/mentoring program																																			
How was the impact/outcome measured?	Academic comparison																																			
FRYSC Component or category	After School Child Care																																			
BEFORE/Demonstrated need, including data	The FRC coordinator identified that there were limited opportunities for after school academic support for students. Their teachers, using MAP score data, identified twenty-nine (29) first through third grade students as being at-risk academically. These students were scoring below grade level and had shown limited growth in the previous MAP test.																																			
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The 29 students stayed after school on Tuesdays for 2 hours. In those two hours, each student worked on academic areas to target their specific needs and worked with a mentor. Teachers, high school volunteers, and other volunteers helped with tutoring and mentoring students. The students participated in two 6-week sessions of after school tutoring (winter and spring).</p> <p>The FRC provided funding for supplies/snacks, paid for classified/certified staff to tutor, and recruited volunteers. The FRC coordinator also tutored and mentored students.</p> <table border="1"> <thead> <tr> <th></th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>% increase</th> </tr> </thead> <tbody> <tr> <td>1st grade Math</td> <td>151</td> <td>163.11</td> <td>172.8</td> <td>13.9%</td> </tr> <tr> <td>1st grade Reading</td> <td>151</td> <td>157.1</td> <td>164</td> <td>8.6%</td> </tr> <tr> <td>2nd grade Math</td> <td>162.4</td> <td>170.6</td> <td>178.7</td> <td>10%</td> </tr> <tr> <td>2nd grade Reading</td> <td>156.3</td> <td>164</td> <td>171.2</td> <td>9.5%</td> </tr> <tr> <td>3rd grade Math</td> <td>173.44</td> <td>176.9</td> <td>178</td> <td>2.6%</td> </tr> <tr> <td>3rd grade Reading</td> <td>169</td> <td>171</td> <td>178</td> <td>5.3%</td> </tr> </tbody> </table>		Fall	Winter	Spring	% increase	1st grade Math	151	163.11	172.8	13.9%	1st grade Reading	151	157.1	164	8.6%	2nd grade Math	162.4	170.6	178.7	10%	2nd grade Reading	156.3	164	171.2	9.5%	3rd grade Math	173.44	176.9	178	2.6%	3rd grade Reading	169	171	178	5.3%
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Submitted by:	Woodland FRC, Hardin County Schools																																			

Reading/Math

Intervention/Service/Activity	Kindergarten Transition Camp
How was the impact/outcome measured?	Brigance, pre- and post-
FRYSC Component or category	Educational Support
BEFORE/Demonstrated need, including data	<p>Students need support to help them develop kindergarten readiness skills as evidenced in district and state data regarding Brigance scores. Incoming kindergarten students were signed up for the program by their parents who identified them as needing support to successfully transition into school.</p> <p>Pretest of the student attendees showing an average score of 29.6.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Students who participated in the 10-day program (3.5 hours/day) showed an average score of 33.16, an average gain of 3.8 on the inventory.</p> <p>Students who were noted as reluctant to separate from parents showed marked improvement with less visible signs of distress such as holding on to parents, crying, and hanging back at door entrance. One ELL student gained confidence in expressing his knowledge and improved his score by 15 points in communicating verbally his answers. The largest growth was seen in a student who gained 17 points. It is worth noting that 2 students scored perfectly on the pre- and post-tests. Another student was identified as needing additional support for kindergarten and staff were able to request an emergency ARC be called as soon as school convened.</p>
Submitted by:	<i>Tates Creek FRC, Fayette County Schools</i>

Intervention/Service/Activity	The Breakfast Club - Family Crisis and Mental Health training
How was the impact/outcome measured?	Non-academic comparison, pre- and post-
FRYSC Component or category	Family Crisis and MH Counseling
BEFORE/Demonstrated need, including data	<p>The Clinton County High School created the Breakfast Club to encourage students to interact with each other through a positive experience. Approximately 40 students meet every Friday morning in the YSC.</p> <p>We had 51 tobacco counts against students, 28 counts of disruptive behavior, and 36 counts of fighting. There were 95 tardies and hundreds of absences.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>CCHS designed the Breakfast Club for students to have some positive changes in behavior. Every Friday morning, we meet in the YSC with great peer interaction between all grades. They lead the group with activities and homework help. The staff in the YSC cooks a pancake breakfast as a reward to the students. At the end of the year, there is a big field trip to Dale Hollow State Park to have a breakfast buffet. This gives the students an incentive to participate in all the activities and become a peer mentor.</p> <p>After a year, behavior incident numbers have dropped dramatically. We have 11 tobacco counts, 4 disruptive behaviors, 1 fighting behavior, and 52 tardies. CCHS had the most improved attendance in the district.</p>
Submitted by:	<i>Clinton County High School YSC, Clinton County Schools</i>

Behavior/Social-Emotional

Intervention/Service/Activity	Liberty Scholars Program
How was the impact/outcome measured?	Academic comparison
FRYSC Component or category	After School Child Care
BEFORE/Demonstrated need, including data	<p>Several male students in 3rd - 5th grade lived in a single parent household without a male role model, had a history of behavior reports, received free/reduced lunch, and/or were below the 70th percentile on MAP reading scores. Hoping to promote academic success, positive peer interaction and build resiliency among targeted students, the Liberty Scholars program was developed. Teachers and student support staff referred 18 male students to the program based upon two or more of the above criteria.</p> <p>Baseline: GPA below 3.0 - 6 students. Behavior Reports - Five (5) had behavior incidents in the past 2 years. Reading MAP Fall 2018 - 15 students below the 70th percentile Free/Reduced Lunch Assistance - 15 students received free or reduced lunch Household - 11 students -single parent household without a male role model.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The Liberty Child Guidance Specialist and the FRC collaborated to offer this program. Liberty Scholars was an after school activity and was held once every other week. During the program, students learned about resilience and being able to bounce back from situations that they may encounter. Male speakers/mentors from the University of Kentucky presented to the students about their own life experiences and how they were able to persist through difficult times. Students also had a lesson about vision boards. This activity had the students focus on their future achievements. During this group, students focused on goal setting and what steps they need to take to accomplish their goals. During weekly meetings, many students expressed that they hoped to play sports in middle school and wanted to play sports as their future career. Our group began to emphasize GPAs. Some students would not have been able to participate in sports due to their GPA. Grades and students' GPAs became a weekly group discussion. Also, focusing their attention on what goals they can set to achieve the GPA they desire. The group also promoted positive peer interactions among the students. After Program data collection: GPA 78% of the students raised their GPAs from the 1st trimester to the 3rd trimester. Behavior - 89% of the students decreased or did not have behavior incident reports. MAP Reading - 67% of students increased or remained the same on MAP Reading scores from Fall to Spring.</p>
Submitted by:	<i>Liberty Elementary FRC, Fayette County Schools</i>

Behavior/Grades

Intervention/Service/Activity	ACT Boot Camp
How was the impact/outcome measured?	ACT scores, pre- and post-
FRYSC Component or category	Career Exploration and Development
BEFORE/Demonstrated need, including data	In an effort to increase college readiness for students, the YSC implemented ACT Boot Camps for students. These boot camps are offered to all students the week leading up to a National ACT test date. The purpose of implementing these boot camps is to help students gain additional knowledge and skills to help improve their overall composite score on the assessment. The ACT boot camps are fully funded by the YSC.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The YSC initially promoted this program to our school staff and had three staff agree to implement a specific session during the boot camps. These staff had different specialties in math, science and reading. The YSC then promoted this event to students by placing flyers in the school, announcing the event on the morning announcements and pushing out information through e-communication. During each of the sessions, students learned new test strategies, completed practice ACT tests specific to the subject, reviewed commonly missed questions and learned best practices in achieving the maximum score.</p> <p>In order to determine the effectiveness of the program we compared student's previous ACT scores with the score they achieved following the ACT Boot Camp. Upon compiling data for the year on the ACT Boot Camps, several things were noticed: 1.) 117 students participated with the four different boot camps offered. 2.) Of the 117 students, 57 had never taken the ACT test before. 3.) Of the 117 students, 60 had taken the ACT prior to the ACT test date.</p> <p>Using this baseline data, we found that 68% of the students had previously taken the ACT, and participated with the ACT Boot Camp, increased their previous score.</p>
Submitted by:	<i>Birds Nest YSC, Scott County Schools</i>

Intervention/Service/Activity	Girl Talk - after school girls group
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Educational Support
BEFORE/Demonstrated need, including data	<p>This activity addresses the lack of a parent being at home and mental health/substance abuse. 209 students indicated that they would like to talk to someone about personal problems they are facing (including but not limited to: divorce, abuse and bullying). Six (6) students would like to receive grief counseling. 187 would like assistance in dealing with anger/conflict management. 422 students would like to improve their self-esteem. 401 students would like assistance dealing with stress. The baseline data included attendance, grades, the number of times the student requested to see a counselor and discipline referrals.</p> <p>Baseline (22 students):</p> <ul style="list-style-type: none"> -average of 5 absences before the program -average of 7 counseling referrals per week -average of 3 discipline referrals per month -average of D+ in core subjects.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Girls met after school one time a week (24 lessons along with field trips).</p> <p>The following topics were covered: beautiful body image, being a friend, being tech savvy, being true to you, boys and dating, downplay the drama, personal creativity, personal health, girlfriends, girls growing up, girl talk green, life lessons, life skills, getting to know “you” and personality traits.</p> <p>There were two groups with a total of 22 participants.</p> <p>After the program (22 students):</p> <ul style="list-style-type: none"> -average of 4 absences (every month thereafter) -average of 3 counseling referrals per week -average of 1 discipline referral a month -average of C- in core subjects.
Submitted by:	<i>Elkhorn Middle School YSC, Franklin County Schools</i>

Intervention/Service/Activity	GED Program, Skills University here to help parents with obtaining their GED
How was the impact/outcome measured?	Educational status
FRYSC Component or category	Family Literacy
BEFORE/Demonstrated need, including data	Almost 15% of Hardin County High School students do not get their High School Diploma. We have approximately 34 parents here at North Park Elementary School who do not have their High School Diploma and/or GED. Our targeted population for this Impact Event are those 34 parents. We will be hosting a GED night to help them enroll into the program. Our goal is to bring the tools and resources to them instead of sending them out into the community scared and self-conscious as to whether or not they are competent enough to reach the goal of getting a GED.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Skills University came to North Park Elementary School on Feb. 7, 2019. Diane Kelley is the representative with Skills U. She hosted a presentation about how Skills U will collaborate with our parents to ensure their success and completion of obtaining their GED. Four families attended the event. A low outcome; however, of those four individuals ALL FOUR signed up and in two months received their GEDs. The FRYSC coordinator set up and ran the program.
Submitted by:	<i>North Park FRC, Hardin County Schools</i>

Parent GED

Intervention/Service/Activity	Sources of Strength Suicide Prevention Program
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Family Crisis and Mental Health Counseling
BEFORE/Demonstrated need, including data	<p>In the fall of the 2017-18 school year, our school community experienced the loss of a student by suicide. Within weeks, another student challenged our community once again with an unsuccessful, yet life-altering, attempt. Our proximity to Marshall County and the events that had recently occurred brought even more urgency to seeking possible responses that could address the variety of issues that our schools and teens are facing. We began the process of evaluating how we might address these issues and others, in a manner that would best meet the needs of our students, parents, and staff.</p> <p>Working collaboratively with district personnel, GRREC, and others we implemented the Sources of Strength Program at TCHS. Sources of Strength is a suicide prevention program designed to help students identify and strengthen protective factors in their lives and leverage their voice to help create positive change in their school.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The YSC took a lead role in getting this program implemented. We conducted student and staff surveys, coordinated student and staff trainings for Sources of Strength, and helped to develop activities that would work upon the strengths of our students and their existing relationships with one another to increase channels of communication and provide Hope, Help, and Strength. With the Sources of Strength Program and renewed efforts in PBIS and a restructured “mentoring” process between advisors and students, Trigg County High School saw growth in the following ways during the 2018-19 school year:</p> <p>Reports of harm to self or others down 83%. Mental health counseling referrals down 78%. Days of ALC down 42%. Days of suspension down 43%. Suspension events down 66%. Results of our Annual Hope Survey from Gallup also demonstrated continued growth in our ability to relate and connect with students. In the area of Engagement and Hope, students who feel the adults at our school care about them increased from 3.81 in 2017 to 3.89 in 2018 (U.S. average is 3.83), and the number of students who say they have an adult mentor who encourages their development increased from 3.86 in 2017 to 3.95 in 2018 (U.S. average is 3.47). This data supports the positive changes students and staff feel have taken place in our culture and climate at Trigg County High School.</p>
Submitted by:	<i>Horizon YSC, Trigg County Public Schools</i>

Suicide Prevention

Intervention/Service/Activity	Great Beginnings Book Club
How was the impact/outcome measured?	Academic comparison (Brigance)
FRYSC Component or category	Families in Training
BEFORE/Demonstrated need, including data	<p>This program was created based on the Brigance Screening tool, which determines student readiness for Kindergarten. In 2017-18, 67% of incoming Kindergarten students were not ready for Kindergarten. The program was designed after the Second Step Program and many of the resources used were from the program. The Book Club was created to 1.) <i>Impact social/emotional skills of children aged 2-5 to better prepare them for Kindergarten, 2.) Increase parent involvement in their child's education and model techniques for healthy social/emotional development, 3.) Better prepare children aged 2-5 in the 5 week program.</i></p> <p>A retired certified teacher planned and taught the entire program with facilitation and assistance from the FRC and assistant. After each lesson, the family was sent home with a book to read together to increase parent/child reading time and "home links" from the Second Step Program that the parents could refer back to when needing to apply the skills that were taught.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The program was broken down into 5 different sessions, with a review of the previous session, a book reading, and an activity using fine or gross motor skills each week: 1.) Attention (31 attendees) 2. Self-talk/following directions (36 attendees) 3.) Feelings- Happy and Sad: (33 attendees) 4. Feelings-Mad/Calm down methods (27 attendees) 5.) Feelings: Frustrated/Fair ways to play (32 attendees).</p> <p>The FRC contributed to this program by advertising and recruiting participants from the Meade County preschool program and from information on families with children in our target age group, hiring and paying the teaching staff, coordinating and providing a teaching space, providing materials for activities, providing 6 age appropriate books for each family to take home, providing a meal at each session, acting as a facilitator, and providing information on Head Start programs and pre-school programs.</p> <p>According to the 2018-2019 Brigance data, incoming student scores showed improvement in school readiness 34% ready and 61% ready with interventions. The pre- and post- surveys show growth in the areas of: parents spending time working on creative activities with their child(ren) 4+ times per week and parents spending 15 minutes or more reading with their child(ren) 4+ times per week.</p>
Submitted by:	Keralot III FRC, Meade County Schools

Kindergarten Readiness

Intervention/Service/Activity	Barker's Bus Bucks- Bus Behavior Program
How was the impact/outcome measured?	Non-academic comparison, pre and post
FRYSC Component or category	Optional #1
BEFORE/Demonstrated need, including data	Due to a high incidence of behavior referrals on the bus several years ago, school administration requested that a positive reinforcement program be developed to teach proper bus behavior. Through this discussion, Straub FRC proceeded to gain buy-in from the transportation department to ensure the success of this program. In speaking with the Straub PE and Health Instructor, who is also a bus driver, we developed the program now known as Barker's Bus Bucks.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Barker's Bus Bucks is an incentive program designed to teach and reward positive behavior on the school bus. Students learn to sit in their seats, listen to the driver/aide, keep their hands to themselves, and keep their eyes forward. This behavior not only lowers incidents of behavior reports, but also helps with student safety.</p> <p>Bus drivers are provided with "bus bucks" which are given out to students in preschool through 2nd grade who are exhibiting positive bus behavior. The bucks can be redeemed for incentive items during the weekly Barker's Bus Bucks meeting. Incentive items include: gum, candy, baseball cards, yo-yo's, etc.</p> <p>During the 2017-2018 school year, there were 22 discipline reports submitted to the office on 16 unduplicated students. Data indicates that in the 2018-2019 school year, this number dropped to 18 incidents and 13 unduplicated students. This is a reduction of 4 incidents and 3 fewer students disciplined.</p>
Submitted by:	<i>Straub Elementary FRC, Mason County Schools</i>

Intervention/Service/Activity	Attendance Buddies												
How was the impact/outcome measured?	Non-academic comparison, pre and post												
FRYSC Component or category	Health Services or Referrals to Health Services												
BEFORE/Demonstrated need, including data	<table border="1"> <thead> <tr> <th>Student</th> <th>Days Absent</th> <th>Tardies</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>10.5 out of 71- 14% absentee rate</td> <td></td> </tr> <tr> <td>2</td> <td>13 out of 125- absentee rate of 10%</td> <td></td> </tr> <tr> <td>3</td> <td></td> <td>8 out of 33 days- tardy rate of 24%</td> </tr> </tbody> </table>	Student	Days Absent	Tardies	1	10.5 out of 71- 14% absentee rate		2	13 out of 125- absentee rate of 10%		3		8 out of 33 days- tardy rate of 24%
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3		8 out of 33 days- tardy rate of 24%											
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>As part of the Reducing Barriers to Learning Team, the FRC coordinator instituted an Attendance Buddies Program to target 3 students identified as chronically absent or tardy. The coordinator met with each of the 3 students individually to discuss why attendance is important and how she could help. A chart was created for each student and each day he/she was on time, they got a star. After 5 stars, the student earned individual reward time with the coordinator to play a game and have one-on-one time to talk about their progress. The coordinator also communicated the importance of attendance to the parents/grandparents and encouraged them to “remember their star chart” during difficult mornings at home. After the intervention:</p> <ul style="list-style-type: none"> - Student 1 did not miss another day of school - Student 2 missed 1 day of school/ absentee rate of 2% vs. 10% - Student 3 Tardy rate dropped to 6% <p>The individual positive attention had a profound effect on each of these three students. Their attitudes about school changed, becoming more positive, and they have learned to take pride in their attendance at school.</p>												
Submitted by:	River Ridge FRC, Kenton County Schools												

Attendance

Intervention/Service/Activity	Math Hoops
How was the impact/outcome measured?	Academic comparison, pre and post
FRYSC Component or category	After School Child Care
BEFORE/Demonstrated need, including data	Fourth grade students who were below grade level in math after completing the first I Ready Diagnostic test were chosen to participate in the Math Hoops program. Fifth grade students who participated in the program last year were also allowed to participate to mentor new students. 50% of participants were eligible for Free/Reduced lunch. 31% of students were also in the ESL program. Math Hoops took place once a week after school for an hour and a half. A snack and all materials were provided by the FRC.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	The FRC provided dice, dry erase boards, markers and erasers for each student to use at home for continual practice. The Math Hoops program ended with a tournament among participants; the Superintendent was a guest player. The growth that comes from this program both academically and socially makes it one that we will continue as long as we can. After taking the Spring I Ready Diagnostic, all sixteen students improved their math scores. Yearly growth ranged from 4-58 points.
Submitted by:	<i>Kirksville FRC, Madison County Schools</i>

Intervention/Service/Activity	After School Clubs
How was the impact/outcome measured?	Survey, Academic comparison, pre and post
FRYSC Component or category	After School Child Care
BEFORE/Demonstrated need, including data	Parents in our county have expressed that because we are in a small, rural area that they would like to see more enrichment activities offered after school to our students. Our school strives to offer as many opportunities for our students as possible. By offering enrichment/remedial activities, dinner and transportation, all students have the opportunity to participate.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The FRC was able to increase the scope of our afterschool program and its effectiveness through the combined effort of the school district, Educational Excellence Foundation of Gallatin County, teachers and community leaders last year. 268 unduplicated students participated in either after school clubs or tutoring. The school district financed transportation and the food service department provided dinner to participants. The FRC kept track of all participants, attendance, pickups, permission slips, transportation requests and facilitated the programs. After school activities offered at the elementary school were: tutoring, art, computer clubs for grades 1-2, Clover Buds, Bible, Board games and Recreation is Fun! . After school activities offered at the Upper Elementary were tutoring, drawing, Active Club, baton twirling, Lego, Community Cats, 4-H Is Fun, Bible, drama, Computers, Macramé' and 5th Grade Girls Running Club.</p> <ul style="list-style-type: none"> - 95% of parents said it was a positive experience for their child - 98% of parents said the programs improved their child's attitude - Math- 28% of participants either scored distinguished or improved their math levels during the year - 66% of participants increased their RIT scores - Reading- 21% of participants either scored distinguished or increased their reading levels during the year
Submitted by:	<i>Gallatin Co FRC, Gallatin County Schools</i>

Enrichment/Tutoring

Intervention/Service/Activity	Green Dot- Upstander program for High School
How was the impact/outcome measured?	Non-academic comparison, pre and post
FRYSC Component or category	Family Crisis and MH counseling
BEFORE/Demonstrated need, including data	2017-2018 1st semester: 686 behavioral referrals/issues Students requested a decrease in the instances of bullying and harassment issues in our high school.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	2018-2019 1st semester: 336 behavioral referrals/issues The middle school and high school PBIS team brought in principals and counselors to discuss the deeper implementation of the Green Dot program and its alignment with the PBIS mission. We discussed using the same language and talking about each program as a cohesive unit with the other program. We also became more visible with our recruiting methods and offered a weekly group meeting reinforcing Green Dot activities for continued training on how to handle situations students ran into. The assistant principal and YSC Coordinator worked together with students when harassment and bullying was reported. The program became more effective and decreased behavioral referrals and issues over 50%.
Submitted by:	<i>Berea FRYSC, Berea Independent Schools</i>

Behavior/Bullying

Intervention/Service/Activity	ELL Homework Club
How was the impact/outcome measured?	Pre and post ACCESS test scores
FRYSC Component or category	Family Literacy
BEFORE/Demonstrated need, including data	Dixie Elementary offers an ELL (English Language Learners) Homework Club to students in kindergarten through 5th grade whose first language is not English. The club meets after school for one hour, two days a week for five months during the school year. Classroom teachers, ELL teachers and the FRC work with small groups of students to assist with homework and schoolwork. The goal of the ELL Homework Club is not only to ensure children are completing their homework but also to assist children in improving test scores and exit out of the ELL program.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Twenty-four students attended Homework Club in the 2018-2019 school year. Each of the students were tested at the beginning and end of the school year through ACCESS Test, testing their listening, reading, speaking, writing and literacy skills. 92% of those students made overall growth on the ACCESS Test and 9 students tested out of the ELL program.
Submitted by:	<i>Dixie Elementary FRC, Fayette County Schools</i>

Intervention/Service/Activity	Summer College Tour
How was the impact/outcome measured?	Survey, pre and post
FRYSC Component or category	Career Exploration and Development
BEFORE/Demonstrated need, including data	<p>36 students who attended the Summer College Tour answered “Agree or Strongly Agree” to the following questions:</p> <ul style="list-style-type: none"> - I know about KEES and how to set up an account (17%) - I know how to apply to college (28%) - I know what the FAFSA is (28%) - I know how often the FAFSA needs to be completed (25%) - I know what ACT score is needed to get into college (56%) - 53% of students answered that their parent/guardian expects them to attend college
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Forty-three (43) students from 7 different Fayette Co Public Schools attended at least 1 day of the Summer College Tour, which was offered June 17-21, 2019. Attendees visited 6 colleges, the Muhammed Ali Center and the Freedom Center during the 5-day tour via a motor coach. Each participant received breakfast, lunch and snacks each day. Participants also received a t-shirt, a binder full of college information and a backpack to contain their paperwork from each visit. The College and Career Coaches at Lafayette High School and Bryan Station High School facilitated the individual visits and daily schedule. The YSC Coordinators at each school provided funding, coordinated paperwork and oversaw day-to-day operations. 34 students who attended the Summer College Tour answered “Agree or Strongly Agree” on the post-survey:</p> <ul style="list-style-type: none"> - I know about KEES and how to set up an account (59%-increase of 42%) - I know how to apply to college (56%-increase of 28%) - I know what the FAFSA is (68%-increase of 40%) - I know how often the FAFSA needs to be completed (59%- increase of 34%) - I know what ACT score is needed to get into college (68%-increase of 12%)
Submitted by:	<i>Lafayette YSC, Fayette County Schools</i>

College/Career

Intervention/Service/Activity	Pastries with Parents
How was the impact/outcome measured?	Pre and post-test for Accelerated Reader scores
FRYSC Component or category	Family Literacy
BEFORE/Demonstrated need, including data	<p>Student Accelerated Reader (AR) quarterly goals were not being met. In the past, we have done Donuts with Dad and Muffins with Mom; it was a great turnout, but Accelerated Reader goals were not being affected in the way we were hoping. Students and parents did not have a quiet space or enough time to read a book and take AR tests.</p> <p>Primary Average Goal: 10.0 Average Goal Earned: 9.7</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The Librarian and FRC coordinator now do a grade level Pastries with Parents event. The FRC ensures the classrooms get flyers and provide supplies. Parents and students attend from 7:00 a.m. to 7:45 a.m. on the day of their grade level Pastries with Parents. Families are offered donuts, milk or juice and a chance to read a book together. Parents are encouraged to read with their child and then let the child take an AR test. This gives the child an opportunity to show their parent(s)/guardian(s) where they stand with their AR goal. Parents began asking how to help their child achieve more AR points or how to check if books at home are AR eligible. The Librarian noticed an increase in AR points after the events.</p> <p>2nd grade Pastries with Parents data: Pre: 9.7 point average Post: 15.7 point average</p>
Submitted by:	<i>Chandler/Spottsville FRC, Henderson County Schools</i>

Intervention/Service/Activity	Elgin Dental Program
How was the impact/outcome measured?	Non-academic comparison, pre and post
FRYSC Component or category	Health Services or Referrals to Health Services
BEFORE/Demonstrated need, including data	<p>The UK Dental Lab saw 952 Perry County students in the 2018-2019 school year, a 44% participation rate</p> <ul style="list-style-type: none"> - 172 were seen in the UK Clinic through the Elgin program - 87 students had all of their dental work completed
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>With collaboration of the FRYSC at West Perry and the Elgin Dental:</p> <ul style="list-style-type: none"> - 349 West Perry students out of 815 were screened and got the dental services they needed - In 2019: 22 students (6%) were identified as urgent - 124 (36%) were identified as early - 203 (58%) as No Visible issues - Untreated decay rates have decreased 23% since implementation
Submitted by:	<i>West Perry FRYSC, Perry County Schools</i>

Dental

Intervention/Service/Activity	Camp SAFARI
How was the impact/outcome measured?	Academic comparison, pre and post
FRYSC Component or category	After School Child Care
BEFORE/Demonstrated need, including data	Before Camp SAFARI, there was no on-site, after-school and summer child care/enrichment programming for 3rd-5th grade students. Adair Elementary received a 21st Century Community Learning Center grant for five years but was not funded for the new cycle of grants for the 2018-2019 year. This left students with no options for on-site afterschool and summer programming and no access to academic tutoring.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The FRC coordinated efforts to provide and fund an after-school program that ran two afternoons a week for six months of the school year. The FRC coordinator volunteered as the program director. Certified teachers provided instruction in the areas of math and reading while community volunteers (4-H, college students) offered enrichment classes.</p> <p>109 students attended the after-school program with an average daily attendance of 39. Participating students experienced academic growth in Reading and Math MAP scores. 100% showed an increase in their Reading MAP score and 87% increased their Math MAP scores from Fall 2018 to Spring 2019.</p> <p>The FRC also coordinated and directed a two-week summer program in June with 53 students attending. The FRC coordinator, along with district staff, developed a new proposal, re-applied for the 21st Century Community Learning Center grant, and was awarded funding that began July 2019 and will continue to June 2024. This will ensure full-time after-school programming daily from 3:30-5 p.m. during the school year as well as a four-week summer program.</p>
Submitted by:	<i>Community Connection FRC, Adair County Schools</i>

Reading/Math

Intervention/Service/Activity	Esperanza- After school tutoring for English Language Learners
How was the impact/outcome measured?	Academic comparison, pre and post
FRYSC Component or category	After School Child Care
BEFORE/Demonstrated need, including data	Simmons Elementary currently has 50 students who are English Language Learners (ELL) and are a part of the Esperanza after-school mentoring program. These students often present gaps in their achievements in and out of the classroom. Due to the language barrier, only 20% of the ELL students were reading at grade level.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The FRC at Simmons Elementary collaborates with Versailles Presbyterian Church to offer weekly tutoring sessions for ELL students to focus on increasing their test scores. Tutors mentor these students on their academics and build relationships with them. The FRC coordinator is responsible for helping organize this program as well as mentoring a student each week.</p> <p>Currently 46 of the 50 ELL students attend Esperanza each week. At the end of the last school year, 6 students tested out of the mentoring program and 55% of the students were reading at their grade level or above.</p>
Submitted by:	<i>Woodford FRC, Woodford County Schools</i>

Intervention/Service/Activity	Avanza Tutoring Program
How was the impact/outcome measured?	Academic comparison; reading scores
FRYSC Component or category	After School Child Care
BEFORE/Demonstrated need, including data	Huntertown Elementary currently has 50 students who are English Language Learners (ELL). These students often demonstrate achievement gaps when compared to their peers. Because of their limited English language exposure, they often struggle with assessments. Furthermore, their families often express feelings of isolation because they cannot communicate with school personnel. At baseline, only 20% of ELL students were reading at grade level.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The FRC collaborates with St. Andrew’s Church to offer weekly tutoring after school. Tutors build relationships with students and offer assistance with homework and reading. The FRC coordinator attends each tutoring session and is responsible for organizing the program as well as providing school insight to tutors.</p> <p>Thirty-five (35) of the 50 students attended the program. At the end of the school year, 8 students in the tutoring program tested out of the ELL program and 50% of students were reading at or above grade level.</p>
Submitted by:	<i>Huntertown-Southside FRC, Woodford County Schools</i>

Intervention/Service/Activity	Job Hub
How was the impact/outcome measured?	Survey, pre and post
FRYSC Component or category	Summer Part-Time Job Development
BEFORE/Demonstrated need, including data	<p>According to current Rural Low Income Schools data, 38.2% of families in Trimble County live below the poverty line and approximately 55.6% of our high school students qualify for free/reduced lunch status. Due to this high poverty rate, students often seek out jobs during high school to help meet family needs; however, according to our 2018 student needs assessment, 78% of students in grades 9-12 did not know how to obtain employment.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Trimble County YSC created Job Hub to help guide students in grades 9-12 through the employment process. Job Hub is open every Monday after school to give students the opportunity to fill out job applications, practice interview skills, learn best practices for obtaining employment and learn about local employment opportunities. Students also have access to a career closet that allows students to pick out an interview outfit.</p> <p>Since the launch of Job Hub in October 2018, 69 students have used the services with 60 students finding employment. 100% of students that used Job Hub report that they felt more confident in obtaining employment.</p>
Submitted by:	<i>Trimble County YSC, Trimble County Schools</i>

Intervention/Service/Activity	Attendance
How was the impact/outcome measured?	Attendance rates
FRYSC Component or category	Optional; attendance
BEFORE/Demonstrated need, including data	In 2016, truancy was at an all-time high at Yates Elementary. The FRC coordinator and social worker started doing weekly home visits. The school population had changed and staff had to build relationships with the new families. In 2017-18, the FRC coordinator and social worker conducted 80 home visits for attendance.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	During the 2016 home visits, students were encouraged to do morning check-ins with the school social worker. School incentives were implemented, such as high attendance recognition during school assemblies, attendance dance parties, attendance ice-cream parties, etc. Attendance began to improve and Yates started being recognized by the district and received the Highest Growth Attendance Award banner. In 2018-19, home visits for attendance were cut drastically from 80 to 30 due to the improvement in attendance rates.
Submitted by:	<i>Yates FRC, Fayette County Schools</i>

Intervention/Service/Activity	Truancy Tuesday
How was the impact/outcome measured?	Non-academic comparison, pre and post
FRYSC Component or category	Optional
BEFORE/Demonstrated need, including data	<p>The Youth Services Center coordinator and Attendance Clerk targeted students who were chronically absent. A student is considered chronically absent when they have missed 10% of the school year due to both unexcused and excused absences. Students who are chronically absent are missing instructional time and getting behind in school work which generally leads to other problems such as feeling anxious, overwhelmed, stressed, etc.</p> <p>At Scott County Middle, we have a truancy team, which consists of the YSC coordinator, Attendance Clerk and Assistant Principal. “Truancy Tuesday” is a day where we look over reports from Infinite Campus to pull students who are in most need of intervention. This intervention includes one-on-one time with the student, outreach to parents, and home visits if needed. We look at the attendance, grades, behavior and talk with the student. We see if there is a need and what we can do to help them succeed. Parent/teacher involvement is very important and really is what makes the interventions successful.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>In the 2017-18 school year, our cumulative attendance percentage was 95.03%. The habitual truant percentage was 9.28% and the chronically absent percentage was 12.71%.</p> <p>In the 2018-19 school year, our cumulative attendance percentage increased to 95.61%. The habitual truant percentage dropped to 6.84% and the chronically absent percentage dropped to 10.13%.</p> <p>“Truancy Tuesday” will continue at SCMS. We will continue to pull students weekly with consistent follow-ups, parent outreach, home visits and provide necessary services.</p>
Submitted by:	<i>Scott County Middle School YSC, Scott County Schools</i>

Intervention/Service/Activity	College Application Week
How was the impact/outcome measured?	Survey, pre and post
FRYSC Component or category	Career Exploration and Development
BEFORE/Demonstrated need, including data	<p>Before participating in Harrison Co High School College Application Week, seniors reported the following:</p> <ul style="list-style-type: none"> • 31% had applied to a college/tech school/other post High School educational program • Confidence in the application process: 30% very, 60% somewhat, 6% not very, 4% not at all. • 41% had activated and accessed their Parchment account (high school transcript program) • 38% had accessed their KEES Account • Were familiar with FAFSA: 3% very, 36% somewhat, 43% not very, 17% not at all
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>After participating in Harrison Co High School College Application Week, seniors reported the following:</p> <ul style="list-style-type: none"> • 65% had applied to a college/tech school/other post High School educational program • Confidence in the application process: 42% very, 52% somewhat, 5% not very, 0% not at all. • 91% had activated and accessed their Parchment account (high school transcript program) • 89% had accessed their KEES Account • Were familiar with FAFSA: 27% very, 61% somewhat, 9% not very, 2% not at all • 94% of seniors reported that College Application Week was of benefit to them and their knowledge had increased.
Submitted by:	<i>Harrison County YSC, Harrison Co Schools</i>

College/Career

Intervention/Service/Activity	Check-in/Check-out- Student Mentoring Program
How was the impact/outcome measured?	Survey, pre and post
FRYSC Component or category	Optional
BEFORE/Demonstrated need, including data	<p>Three students were demonstrating behaviors that were adversely affecting their grades and school success.</p> <ul style="list-style-type: none"> • Student number one chronically failed to complete and turn in homework assignments and complete in-class assignments prior to beginning check-in/check-out, resulting in 2 C's and 2 D's on his report card. • Student number two displayed daily behavior disruptions in the classroom setting and received 2 office referrals prior to beginning check-in/check-out. • Student number three displayed multiple daily behavior disruptions in the classroom setting and received 11 office referrals prior to the beginning of check-in/check-out.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The FRC coordinator began the check-in/check-out mentoring program with each of the three students in March 2019. The coordinator met with each student, checking in with them individually at the beginning, middle, and end of each of the students daily. The coordinator briefly reviewed the students' behavior and goals with them during check-ins and encouraged students in their successes.</p> <ul style="list-style-type: none"> • Student number one began completing and turning in homework on a more consistent basis and completing assignments in class, resulting in the student receiving 1 A, 1 B and 2 C's on his final report card as documented in Infinite Campus. • Student number two had a decrease in classroom disruptions from daily to one disruption or less per week, with no office referrals as documented in Infinite Campus. • Student number three had a decrease in classroom disruptions from multiple times daily to two or three disruptions per week, with no office referrals as documented in Infinite Campus.
Submitted by:	<i>Northern Elementary FRC, Pulaski County Schools</i>

Behavior

Intervention/Service/Activity	GAP: Grandparents as Parents Conference for Bluegrass Region															
How was the impact/outcome measured?	Pre and post test															
FRYSC Component or category	Optional-Family/Community Involvement															
BEFORE/Demonstrated need, including data	Approximately 96,000 Kentucky children live in kinship care, which is 9% of our child population and the highest rate in the country. There is a need to address the growing issue of increased responsibility for raising children that has fallen solely on grandparents and relatives (kinship caregivers) in recent years due to addiction, incarceration, death and abandonment. Few supports are in place for kinship families that provide information, education, and access to resources and services.															
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The annual Bluegrass Regional GAP Grandparents as Parents Conference provides training, education, resources and services for kinship caregivers and professionals who serve this population. This year’s event held on March 21, 2019 in Lexington served 160 kinship caregivers and 98 professionals. The keynote speaker presented workshops on fostering resilience and on cultivating healthy relationships with trauma-exposed youth. Additional workshops included how to navigate the legal system and the adoption process, child discipline, kids’ addiction to electronics, on-line sexual exploitation, resources to pay for college and a panel of kinship caregivers and various advocacy efforts for kinship families.</p> <p>Forty-two (42) kinship caregivers received free private legal consultations with an attorney. The FRC coordinator for Sandersville/Meadowthorpe served as the co-chair for this event. She works in partnership with a planning committee composed of attorneys, grandparents, city government, Extension Services, KET and the local Area Agency on Aging. The FRC coordinator was involved with all aspects of the planning including determining the keynote and workshop topics and speakers, obtaining funding, publicity, the program and logistics of the conference. Surveys completed by participants demonstrate an increase in knowledge in all topics presented:</p> <table border="1"> <thead> <tr> <th>Topic</th> <th>Pre Survey</th> <th>Post Survey</th> </tr> </thead> <tbody> <tr> <td>Trauma in children</td> <td>7%</td> <td>86%</td> </tr> <tr> <td>Navigating the legal process</td> <td>14%</td> <td>60%</td> </tr> <tr> <td>Helping the electronically addicted brain</td> <td>9%</td> <td>63%</td> </tr> <tr> <td>Understanding child discipline</td> <td>11%</td> <td>77%</td> </tr> </tbody> </table>	Topic	Pre Survey	Post Survey	Trauma in children	7%	86%	Navigating the legal process	14%	60%	Helping the electronically addicted brain	9%	63%	Understanding child discipline	11%	77%
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Submitted by:	<i>Sandersville/Meadowthorpe FRC, Fayette County Schools</i>															

Kinship Care

Intervention/Service/Activity	Kindergarten Readiness: K-Camp & Other Activities
How was the impact/outcome measured?	Academic comparison, Brigance
FRYSC Component or category	Families in Training
BEFORE/Demonstrated need, including data	The 2016-2017 school year data showed that only 43.9% of incoming Bourbon County Kindergartners were considered school ready on the Brigance test. Only 39.3% of Cane Ridge Elementary School (CRES) and 36.8% of North Middletown Elementary (NMES) were considered kindergarten ready.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Thoroughbred Family Resource Center (TFRC) made increasing Kindergarten readiness a priority by hosting several Kindergarten readiness programs.</p> <ul style="list-style-type: none"> • TFRC co-sponsored a Kindergarten Camp open to all incoming Kindergartners in the district in July of 2018 and 2019. K-camp worked with students on transition and skills to prepare them for the start of the school year. The FRC also provided tools and books that students could take home to work on. • TFRC presented at the preschool Kindergarten Transition Night for parents, offered summer tours, hosted preschool tours at the elementary school and worked kindergarten registration nights. At each of these events, families received kindergarten readiness bags that included information/literature, games, activities, and books that families could work on together. • FRC staff helped write a grant for the Community Early Childhood Council (CECC) to place kindergarten readiness stations at 12 locations in the community. These stations were placed in areas where children were likely to have to wait. They included learning games, activities and books. • Brigance data for 2017-2018 showed a Kindergarten readiness increase of 15.8% in Bourbon County • Brigance data for 2018-2019 showed a Kindergarten readiness increase of 7.6% overall in Bourbon County.
Submitted by:	<i>Thoroughbred FRC, Bourbon County Schools</i>

Kindergarten Readiness

Intervention/Service/Activity	Elgin Dental
How was the impact/outcome measured?	Dental scores
FRYSC Component or category	Health Services of Referrals to Health Services
BEFORE/Demonstrated need, including data	<p>Dental screenings were available to Pre-K to 6th grade students. A scoring system is used to rank the need for dental treatment.</p> <p>Scoring system is as follows:</p> <ul style="list-style-type: none"> ● 1 = abscess, infection and/or pain (6 students) ● 2 = obvious decay or other dental concerns (31 students) ● 3 = no obvious dental issues (64 students)
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>101 students who had permission to have a dental screening. FRYSC collaborated with the Cloverfork Clinic Dentist and the Elgin Children’s Foundation. Elgin paid for any treatment that students without dental insurance needed and for the transportation to the Cloverfork Clinic Dentist.</p> <p>The FRYSC’s role was to assist the Cloverfork Clinic dentist with distributing and collecting the permission forms to be screened, sending the screening results home to parents/guardians and getting permission for the students to be treated. FRYSC organized the bus transportation and was the chaperone on the trip to the clinic.</p> <p>At the end of the school year, there were 12 students who scored #3, 13 students who scored #2 and 2 students who scored #1; all students had their dental work completed. There were 3 trips made to the Cloverfork Clinic Dentist.</p>
Submitted by:	<i>Brookside Family Circle FRC, Jessamine County Schools</i>

Dental

Intervention/Service/Activity	Why Try Program- Resilience Education Program
How was the impact/outcome measured?	Academic and non-academic comparisons, pre and post
FRYSC Component or category	Optional
BEFORE/Demonstrated need, including data	<p>The YSC adopted a targeted intervention for 15 high-risk 7th grade students and 15 high-risk 8th grade students. The majority of students were chosen because of their placement on the Persistence to Graduation list, an early warning tool to measure a student’s dropout risk. A few students were recommended by their teachers or by administration. Not only was the group ethnically and culturally diverse, but there were a few students chosen to be in the group so they could serve as positive role models (good grades, attendance or behavior).</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The majority of students who participated in Why Try did not identify themselves as leaders. By the end of the year, we had close to 100% participation in a voluntary, all-day service project that emphasized leadership and teamwork.</p> <ul style="list-style-type: none"> - 26% of 7th grade students involved in the Why Try program displayed an improvement in their GPA. - 60% of the 7th grade students involved maintained a C average or above for the entire school year - 33% of the 7th grade students involved in the program maintained a B average or above for the school year; - 46% of the 7th grade students involved in the program had an improvement in attendance from the first 9 weeks of the school year to the last 9 weeks of the school year - 20% of 8th grade students maintained a C average or above for the school year - 20% of 8th grade students maintained a B average or above for the school year - 26% of 8th grade students displayed an improvement in attendance from the first 9 weeks to the last 9 weeks of the school year. <p>Why Try at Royal Springs Middle School clearly demonstrated increased relationships and a willingness to set goals, as well as increased knowledge in conflict resolution and coping strategies in areas such as peer pressure and using a support system.</p>
Submitted by:	<i>Royal Springs Middle School YSC, Scott County Schools</i>

Persistence to Graduation

Intervention/Service/Activity	Combination Attendance Program
How was the impact/outcome measured?	Non-academic comparison, pre and post
FRYSC Component or category	Family Crisis and Mental Health Counseling
BEFORE/Demonstrated need, including data	<p>For the 2017-18 school year, attendance groups were held bi-monthly throughout the school year. This program had positive results with the students in the groups, greatly improving their attendance rates. However, during the winter months, students accrued absences at a very rapid rate, and often there were significant amounts of missed time between attendance becoming an issue and getting students placed into groups. Because of this issue, we evolved our attendance program to add a two-pronged approach: Preventative Absence Groups and Check In Absence Groups.</p> <p>The Preventative Absence Groups were held between September-October to identify students who had current attendance issues or had persistent/ongoing attendance issues from the previous school year. The Check-In Absence Groups began in late October and lasted throughout the rest of the school year. These groups met 2 times per month at points where the need was greatest.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>For the Preventative Absence Groups:</p> <ul style="list-style-type: none"> - 22 of the 35 participants (63%) showed improvement in attendance for the 2018-19 school year - 2 students (.6% showed an increase in absences) - the 6th grade group had the highest success rate with 8 out of the 10 participants (80%) showing improvements in attendance - Only 7 of the 32 participants were considered “chronically absent” <p>Absence Check-In Groups:</p> <ul style="list-style-type: none"> - a total of 106 students were met with on 12 occasions from late October 2018-early April of 2019 - Of those 106 students, only 19 had to be met with on more than one occasion. - That means that 82% of students who participated only needed to be met with once in order to improve their attendance
Submitted by:	<i>Twenhofel Middle School YSC, Kenton County Schools</i>

Attendance

Intervention/Service/Activity	Teens as Parents (TAP)
How was the impact/outcome measured?	Survey, pre and post
FRYSC Component or category	Family Crisis and Mental Health Counseling
BEFORE/Demonstrated need, including data	<p>The KY teen birth rate has decreased 58% from 1991 to 2017 (US Department of Health & Social Services). However, teen pregnancy significantly contributes to high school dropout rates among girls across the country, with approximately 50% of teen mothers receiving a high school diploma by age 22 (Centers for Disease Control & Prevention). The TAP support group was formed to educate teen mothers on various topics surrounding motherhood and parenting, as well as strengthen their protective factors to ensure their success in high school and subsequent transition to adult life.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>TAP groups were free for the teen mothers and were held monthly during the 2018-2019 school year. Topics included child development milestones, parent strategies, early literacy education, available community resources, budgeting, routines, healthy relationships, college/career exploration and self-care. Due to the small number of teen mothers at Simon Kenton, the YSC collaborated with the Dixie Heights YSC on this program, sharing costs, planning responsibilities and hosting the group. Group size ranged from 4-8 depending on where the teen mothers were in their pregnancy.</p> <p>Of the 4 Simon Kenton teen mothers, 2 graduated on time. Of the 4 Dixie teen moms, 2 graduated on time and 2 were promoted to the 12th grade. From the whole group, 67% of the seniors graduated. Participants answered the following in a 5 question post survey:</p> <ul style="list-style-type: none"> -I made a friend in this program and plan to continue this friendship (<i>Social Connections</i>): 50% strongly agree, 25% agreed, 25% neutral -I know more about how children develop after participating in this program (<i>Knowledge of Child Development</i>): 100% strongly agreed - I know more about how to respond to my child’s emotions after participating in this program (<i>Social & Emotional Competence of Children</i>): 75% strongly agreed, 25% agreed -I know some things I can do to help my child be ready for Kindergarten (<i>Knowledge of Child Development</i>): 75% strongly agreed, 25% agreed -I learned more about resources in the community that are useful to my children and me (<i>Concrete Support in Times of Need</i>): 100% strongly agreed
Submitted by:	Simon Kenton YSC, Kenton County Schools

Teen Parent Support/Graduation

Intervention/Service/Activity	Me and My School - Kindergarten readiness program
How was the impact/outcome measured?	Pre and post tests
FRYSC Component or category	Families in Training
BEFORE/Demonstrated need, including data	<p>Piner Elementary held an event in May for incoming Kindergarteners and their families called “Kindergarten Round Up”. Families received a Kindergarten readiness kit, received training on how to use the kit with their child and had an opportunity to talk to teachers and administrative staff. During the parent activity, the incoming Kindergarteners completed a pretest, which covered 7 areas. Parents were encouraged to enroll their child in the Me and My School summer program. Fifteen of the students enrolled in Me and My School and completed the post-test.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Students enrolled in Me and My School attended the program for 4 weeks, Monday through Thursday from 9am to 12:30pm. Parents were encouraged to attend on Thursdays. Students participated in gross motor and fine motor activities. They also participated in reading, writing and math centers. Post test results showed the following increase in skills:</p> <ul style="list-style-type: none"> ● Color Identification - 27% increase ● Shape Identification - 73% increase ● Uppercase Letter Identification - 60% increase ● Lowercase Letter Identification - 67% increase ● Letter Sounds - 47% increase ● Number Identification - 33% increase ● Counting to the highest number - 53% increase
Submitted by:	<i>Piner FRC, Kenton County</i>

Intervention/Service/Activity	Shoo-Flu (health & attendance intervention)
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Health Services or Referrals to Health Services
BEFORE/Demonstrated need, including data	For the past few years, whenever the current flu bug starts affecting our attendance, the Shoo-Flu program is initiated. Last academic year, we decided to take action when our attendance dropped to slightly over 91% during the week of February 25th, 2019.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Each teacher was provided a large bottle of hand sanitizer and a container of disinfecting wipes. Student nurses from the University of Kentucky showed a short video called “The Sneeze” on how germs reproduce and discussed the importance of hand washing in each classroom. They distributed the hand sanitizer and the wipes and suggested that elementary line leaders and line “lasters” each take a wipe and on their way to and from lunch, recess, gym etc. The first and last child in the line used the wipes on doorknobs and stair railings. This was done with every elementary classroom from Kindergarten to 5th grade. The next week, the attendance climbed to nearly 95%, a level that was maintained the following week as well.
Submitted by:	<i>Burgin Independent FRYSC, Burgin Independent Schools</i>

Intervention/Service/Activity	Go H2O - nutrition/obesity
How was the impact/outcome measured?	Survey, pre and post
FRYSC Component or category	Health Services or Referrals to Health Services
BEFORE/Demonstrated need, including data	Students were drinking soft drinks, sports drinks and energy drinks instead of water. Surveys indicated that students, when given a choice, were choosing unhealthy drinks on a daily basis. In addition, students not able to purchase drinks were unable to drink as much as necessary to be hydrated and healthy.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The YSC collaborated with the University of Kentucky and Community Farm Alliance to motivate students to choose water first. UK/CFA installed water bottle filling stations above each water fountain (2) and provided reusable bottles. In exchange, students take a survey twice a year about their drink choices.</p> <p>The YSC followed up with additional bottles and sugar-free flavor packets to motivate students to continue using the filling stations. To date, the counters on the stations are showing each one has filled more than 17,000 bottles.</p> <p>Surveys are showing an increase in water usage and a decrease in soft drinks, sports drinks and energy drinks as a first choice. In addition, students who do not have money to purchase drinks at school have the same opportunity to get something healthy to drink and stay hydrated throughout the day.</p>
Submitted by:	<i>Fleming/Neon YSC, Letcher County Schools</i>

Intervention/Service/Activity	Young Women of the Wall - mentoring group
How was the impact/outcome measured?	Survey, academic comparison, non-academic comparison
FRYSC Component or category	Family Crisis and Mental Health Counseling
BEFORE/Demonstrated need, including data	Teachers and parents, based on behavior and social skills, referred students to the mentoring group. 7th and 8th grade girls classified as Tier 1 and Tier 2 through PBIS were also targeted to help with academics, attendance, behavior and emotional issues.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Students met weekly with YSC Coordinator, Program Facilitator and guest speakers (women leaders from the community) for Young Women on the Wall group. Each week was a different lesson on leadership, social skills, behavior, teenage pregnancy, positive relationships, life skills and career readiness. The last session was a field trip to the Warren County Regional Jail and Justice Center to talk with a District Judge and Prosecutor.</p> <p>100% of the girls stated they learned a lot about themselves and would highly recommend to other students. 80% of the girls decreased their discipline referrals and 60% of the girls increased their overall GPA. 2 of the girls joined a peer-tutoring group as a result.</p>
Submitted by:	<i>Henry F Moss Middle School YSC, Warren County</i>

Intervention/Service/Activity	Book Buddy Program - reading intervention program
How was the impact/outcome measured?	Reading scores
FRYSC Component or category	Optional #1
BEFORE/Demonstrated need, including data	Students who were not on target to meet the end of the year reading goal needed additional support to make reading progress. The students needed additional reading time outside of school hours to practice their reading fluency.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The book buddy program was created as a result of data gathered by the school intervention team. The school was looking for ways to encourage and influence these students in regards to reading progress.</p> <p>Sixty-four (64) students, who were below reading level at the Winter benchmark assessment, participated in the weekly program from February to May. Each child received 4 level appropriate books per week with a family signature sheet to confirm they read the book with an adult. The student returned the book buddy each Friday and had a check in time with FRC. The FRC changed out the books and returned the book buddies on Monday.</p> <p>Sixty (60) of the 64 students made progress from their Winter benchmark to their Spring benchmark. The students who did make progress ranged from improving 1 reading level to improving 7 reading levels. The average improvement for the group was 3.44 reading levels. Twenty (20) of the students were reading on grade level at the end of the program.</p>
Submitted by:	<i>Estill Springs/South Irvine FRC, Estill County</i>

Intervention/Service/Activity	Drama Queens and Tough Guys: Helping Teens Handle Strong Emotions
How was the impact/outcome measured?	Survey, pre and post, Non-academic comparison
FRYSC Component or category	Family Crisis and Mental Health Counseling
BEFORE/Demonstrated need, including data	During the 17/18 school year, the top 3 behavior/discipline violations at Dorton Elementary School were annoying behavior/disrespect of another student (9 counts), inappropriate & disruptive behavior (7 counts) and fighting/instigating a fight (5 counts). The top 3 student social/emotional issues that need to be addressed according to a Staff & Student survey are bullying/anger management, peer relations and family problems.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>As part of “Character Counts” a comprehensive character education curriculum <u>Drama Queens and Tough Guys: Helping Teens Handle Strong Emotions</u> was conducted in February 2019 with 7th grade students (approximately 31). <u>Drama Queens & Tough Guys</u> curriculum helps students to understand why drama often overwhelms an already emotionally charged situation and teaches strategies for coping with strong emotions, and drama avoidance skills.</p> <p>According to Infinite Campus, after the program was conducted there was an approximate decrease of 12% in the number of students involved in incidents of inappropriate, disruptive behavior and fighting in the 18/19 school year as compared to the 17/18 school year. According to the pre & post-test/surveys given during the program, there was an increase in overall student knowledge of the subject matter of almost 98%. In the ever-stressful world of teen peer relations, it is more important than ever that we continue to reinforce coping skills for teens and preteens.</p>
Submitted by:	<i>Dorton FRYSC, Pike County</i>

Behavior/Social-Emotional

Intervention/Service/Activity	Little Bobcat Learners Program (Parents as Teachers)
How was the impact/outcome measured?	Academic comparison, Brigance
FRYSC Component or category	Families in Training
BEFORE/Demonstrated need, including data	<p>Kindergarten Readiness Brigance Data:</p> <ul style="list-style-type: none"> • 2016-2017 - 39% tested ready for Kindergarten • 2017-2018 - 42% tested ready for Kindergarten • 2018-2019 - 50% tested ready for Kindergarten
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The Parents as Educators teacher enrolled an average of 25 families annually reaching approximately 30-35 children through the Little Bobcat Learner (LBL) program. The LBL provided periodic Brigance screening for comparisons, helping the FRC connect families to resources and provide information and support on child development to parents. LBL also engages families together in group meetings.</p> <p>Kindergarten Readiness Brigance Data:</p> <ul style="list-style-type: none"> • 2019-2020 - 52% tested ready for Kindergarten
Submitted by:	<i>Richardsville FRC, Warren County</i>

Intervention/Service/Activity	T-N-T Trojans in Training Kindergarten Readiness
How was the impact/outcome measured?	Pre and post tests
FRYSC Component or category	Families in Training
BEFORE/Demonstrated need, including data	<p>There was a need to increase school readiness for our Fall 2019 incoming kindergarteners. We had 34 students who were pre-registered in March 2019. Of those, 28 of them scored Not Ready for Kindergarten on the Brigance. In response, the FRC hosted parent/child workshops for 5 weeks. The once a week workshops covered the alphabet, numbers, shapes, and colors. Every workshop offered activities that focused on all 4-subject areas that parents did with their child. In addition, parents were given other ideas of activities and worksheets they could do at home with their child throughout the summer break. At the first T-N-T workshop, students were given a pre-test. The results showed the following:</p> <ul style="list-style-type: none"> • 5 of 10 students were able to identify more than half of the uppercase letters • 5 of the 10 students were able to identify more than half of the lowercase letters • 4 of 10 students were able to identify more than half of the numbers from 1-20 • 4 of 10 students were able to identify all 7 shapes • 7 of 10 students were able to identify all 11 colors
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>At the last T-N-T workshop, 8 of the 10 participating students were given a post-test to see if there was an increase in knowledge in the 4 subject areas. The results are as follows:</p> <ul style="list-style-type: none"> • 2 of the 8 students improved the number of uppercase letters they could identify • 3 of the 8 students improved identified more lowercase letters • 5 of 8 students were able to identify more numbers • 2 of the 8 students identified more shapes • 1 of the 8 students were able to identify more colors <p>In the first two weeks of September 2019, all kindergarten students were re-screened using the Brigance. All 10 students that attended the T-N-T had an increase in scores from Not Ready for Kindergarten to the following:</p> <ul style="list-style-type: none"> • 4 scored Ready With Enrichments • 5 scored Ready • 1 scored Ready with Interventions
Submitted by:	<i>Fordsville FRC, Ohio County Schools</i>

Kindergarten Readiness

Intervention/Service/Activity	Every 1 Reads
How was the impact/outcome measured?	Academic comparison
FRYSC Component or category	Educational Support
BEFORE/Demonstrated need, including data	The Wellington FRC seeks to offer educational enhancement programming to students and families. This is a priority need as our school has failed to meet improvement goals reflected in the KPREP test results. Our school is located in an area of Louisville where little is offered to parents in terms of tutoring assistance. The available assistance is either not convenient or affordable.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>To help address this need, the FRC established a partnership with a group of Humana employees to provide reading and mentoring to a few of our struggling students. This program occurred at school during the regular school day and was free. This eliminated the transportation, access, and affordability barriers. Six volunteers from Humana AANG (African American Networking Group) served as reading mentors and implemented the Every1Reads program during the 18-19 school year. This group of volunteers served weekly with 4th grade students on reading and built a mentor relationship. Their teachers selected the 8 students because they were below grade level in reading as determined by the Diagnostic Reading Assessment (DRA) and MAP tools, which is the standard measure of progress used by the school district. When the program began, none of the students were on grade level in reading. By the conclusion of the project, our school's Goal Clarity Coach reported the following results:</p> <ul style="list-style-type: none"> • 100% of all participants gained 10 RIT score points or more in Reading since the beginning of the year • 83% of all participants made their Projected Growth Goal in Reading from Winter to Spring • 66% of all participants scored above the Novice range in reading <p>This has been a highly effective and successful collaboration between Humana and Wellington Elementary Family Resource Center. The data shows outstanding student gains, but more than data can reflect is the value of the mentor/student relationship. The motivation and self confidence that students gain by knowing that there is another adult who takes an interest in them and their success has an enduring effect on the academic and social growth of the child.</p>
Submitted by:	<i>Wellington FRC, Jefferson County Public Schools</i>

Reading

Intervention/Service/Activity	ACT Workshop
How was the impact/outcome measured?	Pre and post ACT Scores
FRYSC Component or category	Career Exploration and Development
BEFORE/Demonstrated need, including data	<p>The 2017-2018 school report card reflects that only 35% of SCHS 10th graders are proficient/distinguished in Reading and only 27% are proficient/distinguished in Math. In 2017-18, 34% of seniors (95 students) were not transition ready, having not met ACT benchmarks by the end of their senior year.</p> <p>The 2016-2017 school report card reflects that 52% of juniors did not meet state ACT benchmarks in English, 36% did not meet Math benchmarks and 50% did not meet Reading benchmarks. The YSC ACT Workshop program is open to all students in 9-12th grade, with targeted efforts to enroll students who are below state benchmarks. Failure to meet benchmarks affects student graduation rates. Failure to perform well on the ACT can affect students' college admission rates. 124 students participated in at least one workshop. 80 of those had pre and post ACT scores and were included in the results data.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The majority of students who participate in the ACT workshops saw an increase in their Reading, Math, and English ACT scores. 55% increased ACT Reading scores by an average of 2 points. 58% increased their ACT Math score by an average of 3 points. 77% increased their ACT English score by an average of 2 points. 73% of participants met English benchmarks post workshop. 58% of participants met Math benchmarks post workshop and 41% of participants met Reading benchmarks post workshop.</p>
Submitted by:	<i>Shelby Co HS YSC, Shelby County Schools</i>

Intervention/Service/Activity	Juuling and Vaping Education Night
How was the impact/outcome measured?	Pre and post test
FRYSC Component or category	Health Services or Referrals to Health Services
BEFORE/Demonstrated need, including data	<p>Increased use of vaping was seen at Conner High School. Vaping was included with tobacco use for data purposes, but the preponderance of increased usage was found to be in vaping over traditional tobacco use.</p> <p>Data reported:</p> <ul style="list-style-type: none"> ● 46 students - Tobacco Use Event ● 44 students - Tobacco Possession Event <p>With the increase in vaping and the media portraying it as a “safe” alternative to traditional tobacco, it was determined that parents would benefit from increased knowledge of the real cost to the health of those who vape.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The CHS YSC offered a parent/guardian information night regarding vaping and Juuling. Pre and post-tests were given to assess information delivery and comprehension. Twenty-three (23) students were represented by parents/guardians and two (2) students attended. The following data was obtained from the assessment:</p> <ul style="list-style-type: none"> ● All areas assessed showed an increase in knowledge of participants as a result of the program ● 28% increase in overall knowledge by all participants of vaping and impact ● 74% increase in knowledge of the amount of materials sold monthly ● 47% increase in knowledge of what is contained in e-cigarettes ● 43% increase in knowledge as to the financial cost of vaping
Submitted by:	<i>Conner High School, Boone County Schools</i>

Intervention/Service/Activity	Little Academy
How was the impact/outcome measured?	Academic comparison, Brigance
FRYSC Component or category	Families in Training
BEFORE/Demonstrated need, including data	The Shepherdsville area schools have very low school readiness scores as measured by the Brigance Screener. Only 48% of incoming kindergarten students in BCPS were ready for school. Scores are even lower for children who have not been in a childcare setting. Only 25% were ready at Cedar Grove. At Lebanon Junction, only 15% were ready and only 23% were ready at Roby. Our goal was to develop a program that engages both the student and the primary caregiver and gives them the tools to prepare their child for school. The Little Academy Program meets on Fridays for 12-14 weeks from 9:00am to 12:00pm. Our goal is to enroll 20 children and their caregivers. The children meet in a Head Start classroom at Cedar Grove and work with a retired Kindergarten teacher and two assistants. The parents also attend class every Friday. The retired teacher leads a discussion about Conscious Discipline, and we have community speakers and school personnel speak with parents each week. Speakers included a pediatrician, a speech therapist, the Assistant Superintendent for BCPS, a school nurse, BCPS Transportation, etc. At the beginning and end of the program, the parents meet in the home to discuss the child's progress and individual goals.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The School Readiness Screener (Brigance) is given during the first week and again at the end of the program. Parents also take a survey at the end of every session. Teachers evaluate student progress in the classroom by a work sampling. Data Revealed:</p> <ul style="list-style-type: none"> ● 2017 Results - 6 of the 7 were classified as Kindergarten ready ● All were on grade level in both reading and math ● 2018 Little Academy Results - the 7 students were all on grade level for their first MAP test ● Brigance scores showed an average increase of 11.5 points with several over 20 points. ● On average, students had two or fewer absences and they all submitted notes ● Teachers reported improvement in social/emotional development <p>Work Sampling Results:</p> <ul style="list-style-type: none"> ● 17% of students improved in self-concept ● 10% improved their self-control ● 16% improved their gross motor skills ● 25% improved their fine motor skills
Submitted by:	<i>Cedar Grove/Lebanon Junction FRC, Bullitt County</i>

Kindergarten Readiness

Intervention/Service/Activity	FAFSA Day for Seniors and Parents
How was the impact/outcome measured?	Percentage of completed FAFSA forms
FRYSC Component or category	Career Exploration and Development
BEFORE/Demonstrated need, including data	Senior students and parent/guardians struggle with completing the FAFSA form. By providing help with FAFSA through the school and KHEAA Outreach Counselor, students and parents/guardians will understand the FAFSA, complete the FAFSA, and be able to continue completing the FAFSA Form for the remainder of the student's college career.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Eighty-eight (88) seniors out of 112 started filling out the FAFSA. Students and parents/guardians received information and hands-on help on FAFSA Day from the Youth Services Center Coordinator and KHEAA Counselor walking them through the process of completion. Of the 88 seniors, 84 completed the FAFSA per FAFSA Report. An 86% completion rate of the FAFSA per enrollment of seniors for the 2018/2019 school year.</p> <p>This is a 24% increase in completion of the FAFSA, compared to the 2017/2018 school year. Seniors who have all paperwork completed have less hindrance of going to college the following school year.</p>
Submitted by:	<i>Jackson County HS YSC, Jackson County Schools</i>

Intervention/Service/Activity	Hygiene Talk																																				
How was the impact/outcome measured?	Pre and post test																																				
FRYSC Component or category	Health Services or Referrals to Health Services																																				
BEFORE/Demonstrated need, including data	<p>The FRC at Collins Elementary noticed an increase in 4th and 5th grade students who were regularly being sent to the office for hygiene issues. Upon talking to these students, it was found that some of them did not realize the importance of good hygiene and health care. Some students did not have products at their home and were too embarrassed to ask or did not know where to ask for help.</p> <p>Every year students attend a hygiene talk, but this year a hygiene video was utilized along with discussion and pre and post tests to gauge comprehension. Hygiene bags that included toothpaste, toothbrush, soap and deodorant were also handed out.</p>																																				
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>This program affected around 300 students. Students took a pre-test, watched the video, discussed, and then took a post test. The video “The Basic Hygiene Video” uses creative animation, teenage hosts, a medical expert, and provides a plethora of facts, information to help the students understand what good hygiene is, and why it matters. It includes topics such as healthy skin, healthy hair, and body basics. Below is the data listed from each class. The average shows that 11 classes improved their knowledge from the pretest to the post-test.</p> <table border="1"> <thead> <tr> <th>Class</th> <th>4th Grade Pretest</th> <th>4th Grade Post Test</th> </tr> </thead> <tbody> <tr> <td>Mr. C</td> <td>65%</td> <td>75%</td> </tr> <tr> <td>Mrs. S</td> <td>60%</td> <td>81%</td> </tr> <tr> <td>Ms. R</td> <td>68%</td> <td>79%</td> </tr> <tr> <td>Mrs. O</td> <td>62%</td> <td>74%</td> </tr> <tr> <td>Mrs. M</td> <td>67%</td> <td>80%</td> </tr> <tr> <th>Class</th> <th>5th Grade Pretest</th> <th>5th Grade Post Test</th> </tr> <tr> <td>Mrs. H</td> <td>75%</td> <td>82%</td> </tr> <tr> <td>Mrs. T</td> <td>82%</td> <td>86%</td> </tr> <tr> <td>Mrs. B</td> <td>69%</td> <td>73%</td> </tr> <tr> <td>Mrs. S</td> <td>56%</td> <td>84%</td> </tr> <tr> <td>Mrs F</td> <td>50%</td> <td>90%</td> </tr> </tbody> </table> <p>The average overall showed a 16% increase from pre to post test.</p>	Class	4th Grade Pretest	4th Grade Post Test	Mr. C	65%	75%	Mrs. S	60%	81%	Ms. R	68%	79%	Mrs. O	62%	74%	Mrs. M	67%	80%	Class	5th Grade Pretest	5th Grade Post Test	Mrs. H	75%	82%	Mrs. T	82%	86%	Mrs. B	69%	73%	Mrs. S	56%	84%	Mrs F	50%	90%
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Submitted by:	<i>Collins Elementary FRC, Boone County</i>																																				

Hygiene

Intervention/Service/Activity	Family Dental of KY: A Part of Cumberland Family Medical Center, Inc. Screenings and Cleanings
How was the impact/outcome measured?	Total number of students needing dental care
FRYSC Component or category	Health Services or Referrals to Health Services
BEFORE/Demonstrated need, including data	During the 2018-2019 school year, 95% of the students seen were considered at “High Risk for Cavities” according to the standards of American Association of Pediatric Dentistry. According to kentuckyhealthfacts.org , 37% of people in Adair County from 2012-2014 had 6 or more missing teeth or teeth were removed because of tooth decay or gum disease. Kentucky ranks #48 on adolescents with the most dental cavities according to toothbrush.org .
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Cumberland Family Medical Center in conjunction with FRC offered dental exams at school. Prevention included an exam, cleaning, fluoride treatment, x-rays, and sealants, if needed. If any dental issues were found, the child was referred to his/her personal dentist and a follow-up report was provided to the parent/guardian. A gift packet that included a new toothbrush and toothpaste was given to the students receiving prevention services.</p> <p>The total number of students diagnosed with a need for “Follow-Up Care” has decreased from 43% in FY 18 to 40% in FY 19. Of the 269 students seen, 100% were given the basic oral hygiene necessities, and 100% were given interactive oral hygiene instruction.</p> <p>Fifty-two (52) students who had “no obvious problems” after the first visit during the Fall of ‘18 had maintained that level of health after the second visit during the Spring of ‘19. This is due to extensive Oral Hygiene instruction with each child seen and necessary items that were given for oral health.</p> <p>Twenty-nine (29) students who needed follow up care in the Fall of ‘18 received all of their needed treatment before they were seen for their follow up visit in the Spring of ‘19. Several of these students had extensive dental needs that were met. Twenty-three (23) students had some of the treatment completed after the first visit and before the second visit. This is due to preventative visit and follow up phone calls with the parents that prompted at least one visit to their local dentist.</p> <p>Eighty-seven (87) Kindergarten or Preschool students received the state mandated Kindergarten dental screening.</p>
Submitted by:	<i>The Family Place FRC, Adair County Schools</i>

Dental

Intervention/Service/Activity	2nd Grade Math Club																																													
How was the impact/outcome measured?	Academic comparison																																													
FRYSC Component or category	Family Literacy																																													
BEFORE/Demonstrated need, including data	The FRC coordinator created the 2nd Grade Math Club as an after school program to enhance educational achievement for 2nd grade students who were not on grade level. The curriculum was based on Crazy 8's Math Club as well as recommendations from the student's teacher. The Crazy 8's math activities align with the Common Core State Standards and provide a different/fun way of viewing math. Winter Math MAP scores were documented as a baseline for the 7 2nd grade students participating at Bend Gate and 7 2nd grade students at Niagara.																																													
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Spring 2019 Math MAP scores show an increase for all seven Bend Gate students and 6 out of 7 Niagara students.</p> <p>Data for Bend Gate Students:</p> <table border="1"> <thead> <tr> <th>Student</th> <th>Winter Math MAP</th> <th>Spring Math MAP</th> </tr> </thead> <tbody> <tr><td>1</td><td>189</td><td>203</td></tr> <tr><td>2</td><td>189</td><td>197</td></tr> <tr><td>3</td><td>180</td><td>199</td></tr> <tr><td>4</td><td>184</td><td>192</td></tr> <tr><td>5</td><td>187</td><td>188</td></tr> <tr><td>6</td><td>205</td><td>206</td></tr> <tr><td>7</td><td>180</td><td>184</td></tr> </tbody> </table> <p>Data for Niagara Students:</p> <table border="1"> <tbody> <tr><td>1</td><td>181</td><td>188</td></tr> <tr><td>2</td><td>178</td><td>188</td></tr> <tr><td>3</td><td>166</td><td>181</td></tr> <tr><td>4</td><td>188</td><td>192</td></tr> <tr><td>5</td><td>178</td><td>191</td></tr> <tr><td>6</td><td>184</td><td>187</td></tr> <tr><td>7</td><td>189</td><td>187</td></tr> </tbody> </table>	Student	Winter Math MAP	Spring Math MAP	1	189	203	2	189	197	3	180	199	4	184	192	5	187	188	6	205	206	7	180	184	1	181	188	2	178	188	3	166	181	4	188	192	5	178	191	6	184	187	7	189	187
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Submitted by:	<i>Bend Gate/Niagara FRC, Henderson County Schools</i>																																													

Intervention/Service/Activity	Kindergarten Readiness on the Go
How was the impact/outcome measured?	Academic comparison, Brigance
FRYSC Component or category	Preschool Child Care
BEFORE/Demonstrated need, including data	<p>According to the 2017/2018 Kindergarten Screening, 34% of the Jessamine County Head Start students scored “Kindergarten Ready”. The goal is to increase teacher’s knowledge at the Jessamine Co. Head Start of the skills needed by their students to be ready to learn when starting kindergarten and what activities they can use in the classroom to develop these skills.</p> <p>The Jessamine County Community Early Childhood Council program, Kindergarten Readiness on the Go, provided training on Kindergarten Readiness skills and provided each teacher with a Kindergarten Readiness Kit along with training on how to use them effectively in the classroom.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>On the 2018/2019 Kindergarten Readiness Screening, 46.3% of Head Start students scored “Kindergarten Ready”, an increase of 11.8% from the previous year. Twenty-nine (29) students were impacted by this intervention.</p> <p>The JELV FRC Coordinator served as the Chairperson of the CECC and wrote the grant that awarded the CECC \$22,000, which was used, in part, to purchase Kindergarten Readiness Kits for Head Start teachers and families. The FRC Assistant Coordinator served as the Chairperson of the Subcommittee, Kindergarten Readiness on the Go, which provided the training to the Head Start teachers along with the kits.</p>
Submitted by:	<i>Jessamine Early Learning Village FRC, Jessamine County Schools</i>

Kindergarten Readiness

Intervention/Service/Activity	Project Read - one-on-one mentorship reading program
How was the impact/outcome measured?	Academic comparison
FRYSC Component or category	Educational Support
BEFORE/Demonstrated need, including data	While data was only collected to present academic improvement, the need demonstrated was children who lacked individual attention with studies at home. This could be due to a one-parent household, language barrier, working parents who work long hours, grandparents raising grandchildren, etc. We served children in grades K-4. We paired a mentor with every class, and the teacher selected the students based on their academic and social/emotional needs. Thirty-one (31) students were served in this annual program. All 31 were below grade level on their MAP score at the beginning of the school year.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Mentors read individually with each student every Friday morning all school year. This was approximately 560 minutes (9.5 hours) of one-on-one reading with these students this school year. Many did more.</p> <p>All students had an increase on their end-of-year MAP scores. The average increase was 15 points per student. 29% of students in the program started below grade level and ended the year testing either on grade level or above grade level.</p> <p>The Family Resource Center recruits solid and reliable volunteers, trains the volunteers on how to utilize their time with students effectively and works with teachers to pair students and mentors. The FRC coordinator is available at every meeting time to assist if needed. The FRC provides space, books and games for the program and plans the end of year party for everyone.</p>
Submitted by:	<i>Simpsonville FRC, Shelby County Schools</i>

Reading

Intervention/Service/Activity	Elgin Dental						
How was the impact/outcome measured?	Dental Scoring Method						
FRYSC Component or category	Health Services or Referrals to Health Services						
BEFORE/Demonstrated need, including data	<p>The Elgin Dental Foundation provides dental health services for children who may not be given an opportunity to see a dentist for various reasons. The Foundation connects students with local dentists.</p> <p>During the 2018-2019 school year, WPG had 485 students. Of those 485 students, 164 students turned in a permission form saying dental staff could screen them. The following scoring method was used:</p> <ul style="list-style-type: none"> 1 - The child has an abscess, infection, pain or other problems and needs to see a dentist immediately (8 students) 2 - The child has obvious decay or other dental problem(s) and needs to see a dentist very soon for a complete examination and treatment to prevent pain, loss of teeth, etc. (47 students) 3 - The child has no obvious dental issues. However, the child needs to have a complete examination and x-ray twice a year with cleaning and fluoride treatment. (94 students) 						
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>WPG Family Resource Center staff accompanied students to dental visits throughout the 2018-2019 school year. Trips were taken once a month to a local dental office. The following data represents the number of kids being treated based on their scores:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>1's</td> <td>Out of the 8 students scoring a 1, all 8 completed treatment</td> </tr> <tr> <td>2's</td> <td>Out of the 47 students scoring a 2, 45 completed treatment</td> </tr> <tr> <td>3's</td> <td>Out of the 94 students scoring a 3, 6 completed treatment</td> </tr> </table>	1's	Out of the 8 students scoring a 1, all 8 completed treatment	2's	Out of the 47 students scoring a 2, 45 completed treatment	3's	Out of the 94 students scoring a 3, 6 completed treatment
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Submitted by:	Wyan-Pine Elementary FRC, Laurel County Schools						

Dental

Intervention/Service/Activity	CLC Afterschool Program Scholarships
How was the impact/outcome measured?	Non-academic comparison, Coordinator and Teacher observation
FRYSC Component or category	After School Child Care
BEFORE/Demonstrated need, including data	<p>The Family Resource Center staff, along with classroom teachers, saw the need for several students to attend the CLC Afterschool Program due to poor attendance and, therefore, poor academic achievement at school. We felt that getting these students involved in after school activities could lead to a better attitude about school, which would lead to better attendance and increased academic achievement. The additional activities would also relieve some stress for parents because students could receive homework help assistance during the CLC Afterschool Program and become involved in activities they enjoy. The parents of these targeted students, however, could not afford to pay the fees for the CLC Afterschool program.</p> <p>The Family Resource Center provided scholarships to 4 students to attend the CLC Afterschool Program for free and measured the change in attendance for all of the targeted students. These students had an average of 4.75 absences during the first semester of school.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The Family Resource Center paid for the targeted 4 students to attend the CLC Afterschool Program as many days as the family could accommodate per week. The students were able to receive a healthy snack, homework help, and participate in clubs and activities such as recreation and games, technology programs, art classes and more each day they attended the program.</p> <p>The targeted four students went from an average of 4.75 absences the first semester to an average of 1.5 absences the second semester of school. We felt that getting these students some help with homework and getting them involved in afterschool activities led to a better attitude about school and better attendance.</p>
Submitted by:	<i>Owen County FRC, Owen County Schools</i>

Intervention/Service/Activity	Next Step 6th Grade Transition Camp																																																																
How was the impact/outcome measured?	Student Pre and Post Survey																																																																
FRYSC Component or category	Educational Support																																																																
BEFORE/Demonstrated need, including data	Before the 6th Grade transition camp, 77 students were asked to take a pre-test relating to their knowledge of various aspects of middle school.																																																																
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Incoming 6th grade students attended a 3-day transition camp into middle school. The camp is hosted in July and runs from 9am to 12pm. The camp is hosted and run by the Youth Services Center. Teachers collaborated with the center to lead breakout groups. Various topics were covered to jump-start the students for middle school. Post Results for the 6th Grade transitions camp show positive gains.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Pre-test N=77</th> <th colspan="2">Post-test N=66</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Do you know what to expect of middle school?</td> <td>46</td> <td>31</td> <td>60</td> <td>6</td> </tr> <tr> <td>Do you know how to open a combination lock, which will be used to for securing your locker?</td> <td>18</td> <td>60</td> <td>60</td> <td>6</td> </tr> <tr> <td>Do you know what it takes to be an organized student?</td> <td>40</td> <td>37</td> <td>64</td> <td>2</td> </tr> <tr> <td>Do you know what kind of school activities that you can get involved in?</td> <td>37</td> <td>40</td> <td>55</td> <td>11</td> </tr> <tr> <td>Do you know which staff members can provide help?</td> <td>36</td> <td>41</td> <td>56</td> <td>10</td> </tr> <tr> <td>Do you know where your classes are?</td> <td>2</td> <td>75</td> <td>60</td> <td>6</td> </tr> <tr> <td>Do you know how to deal with stress, anger, bullies?</td> <td>69</td> <td>8</td> <td>66</td> <td>0</td> </tr> <tr> <td>Are you familiar with the middle school scene?</td> <td>42</td> <td>35</td> <td>65</td> <td>1</td> </tr> <tr> <td>Do you know what it takes to get good grades in middle school?</td> <td>65</td> <td>12</td> <td>65</td> <td>1</td> </tr> <tr> <td>Do you feel better prepared to start middle school?</td> <td>30</td> <td>47</td> <td>64</td> <td>2</td> </tr> <tr> <td>Would you recommend rising 5th graders attend Next Step Camp next summer?</td> <td colspan="2"></td> <td>64</td> <td>2</td> </tr> </tbody> </table>		Pre-test N=77		Post-test N=66		Yes	No	Yes	No	Do you know what to expect of middle school?	46	31	60	6	Do you know how to open a combination lock, which will be used to for securing your locker?	18	60	60	6	Do you know what it takes to be an organized student?	40	37	64	2	Do you know what kind of school activities that you can get involved in?	37	40	55	11	Do you know which staff members can provide help?	36	41	56	10	Do you know where your classes are?	2	75	60	6	Do you know how to deal with stress, anger, bullies?	69	8	66	0	Are you familiar with the middle school scene?	42	35	65	1	Do you know what it takes to get good grades in middle school?	65	12	65	1	Do you feel better prepared to start middle school?	30	47	64	2	Would you recommend rising 5th graders attend Next Step Camp next summer?			64	2
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Submitted by:	<i>Bardstown Youth Services Center, Bardstown Independent Schools</i>																																																																

Transitioning

Intervention/Service/Activity	Breakfast Club
How was the impact/outcome measured?	Grades and attendance
FRYSC Component or category	Educational Support
BEFORE/Demonstrated need, including data	Transitioning into middle school is difficult for many of our students. The YSC Office, along with MS guidance counselor, meet and seek referrals from our elementary school guidance counselors for those students who may need additional assistance/guidance. Referrals are made for various reasons such as attendance, behavioral issues, grades, low self-esteem, social skills, or just the need for a positive role model.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The Breakfast Club mentoring program consisted of 6th-8th grade students. Our eighth grade participants were those students who signed up for a second or possibly a third year. The program has proven to be a great way to get our community volunteers into our school while serving as positive role models for their Breakfast Club buddies. The program primarily focused on grades, attendance, and behavioral issues. Self-esteem, social skills, and peer interactions were watched very closely.</p> <p>Of all the participants, 70% showed an improvement in grades during the second semester of the school year. In addition, 40% had better attendance during the second semester while having a 60% decrease in reported behavioral infractions.</p>
Submitted by:	<i>Lewis County Youth Services Center, Lewis County Schools</i>

Grades/Behavior/Attendance

Intervention/Service/Activity	Kids Yoga
How was the impact/outcome measured?	Needs assessment data
FRYSC Component or category	Health Services or Referrals to Health Services
BEFORE/Demonstrated need, including data	Based on 2018-2019 FRC Needs Assessment data, 41% of responding parents/guardians reported that stress management was an issue for their child. With this in mind, the MRC FRC collaborated with Juniper Health to provide a Kids Yoga class. Prior to beginning Kids Yoga, students reported that they had never engaged in yoga activities.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	All students in grades K-6th participated in multiple Kids Yoga classes. Students learned stress reduction, anxiety management, and deep breathing techniques. As a result, students reported feeling more confident and having a better self-image as the year progressed. Students also reported enjoying the non-competitive and all-inclusive nature of yoga. Additionally, over half the students reported practicing yoga poses at home. There was a 29% decrease in the number of parents reporting that stress management was an issue for their child.
Submitted by:	<i>Marie Roberts-Caney FRC, Breathitt County Schools</i>

Intervention/Service/Activity	Focus on Attendance
How was the impact/outcome measured?	Attendance Rates
FRYSC Component or category	Educational Support
BEFORE/Demonstrated need, including data	Attendance rate for 2016-2017 school year was 90.4.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The Principal, DPP and YSC Coordinator meet at least weekly to look at individual student attendance. Individual conferences were held with students who are missing too much school. The DPP and YSC Coordinator conducted home visits. The YSC continues to check in with the students each week to see if she can help with problems or barriers. School policy was updated so that a student who has lost privileges due to poor attendance can earn those privileges back with improved attendance. Principal and YSC coordinator meet with students to make a plan to earn back privileges. Students with good attendance earn special incentives at the Cougar Store.</p> <ul style="list-style-type: none"> • Attendance for the 2017-18 school year improved to 91.2 • Attendance for the 2018-19 school year improved to 91.9.
Submitted by:	<i>Morgan County High School YSC, Morgan County Schools</i>

Intervention/Service/Activity	Mentoring, academic motivation, attendance intervention INDIVIDUAL INTERVENTION
How was the impact/outcome measured?	Academic comparison Non-academic comparison
FRYSC Component or category	Educational Support
BEFORE/Demonstrated need, including data	A high school student was noted with 28 unexcused events (27 full days) in her freshman year by December 2018 and having a rolling cumulative GPA of 1.533 and a term GPA of 2.50. She had 5 behavioral reports within this semester as well. The student had to move to another school for a couple of weeks and had an unstable home life within this semester.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	The YSC, DPP, and school guidance staff worked together to provide as many services and mentoring sessions with this student. She began meeting with the YSC coordinator on a weekly basis and our counseling staff as needed. During the 2nd semester of her 2018-19 school year, her absences decreased by 14 full days, and her cumulative GPA increased to 2.167. Her term GPA increased to 3.20. Her behavior write ups decreased by 2. She is active in the school's JROTC program and works at the local nursing home. Note: 2019-20 school year, this student has started the year off extremely well. She has no behavioral write ups and has not missed any full days.
Submitted by:	<i>Mason Co. YSC, Mason County Schools</i>

INDIVIDUAL INTERVENTION

Intervention/Service/Activity	Helped a homeless mother of 6 get a house and a job INDIVIDUAL INTERVENTION
How was the impact/outcome measured?	Family situation
FRYSC Component or category	Family Crisis and Mental Health Counseling
BEFORE/Demonstrated need, including data	A single mother of six children lost her job of four years as a substitute mail deliverer for the US postal service. Because of the loss of her babysitter and then job, she was unable to pay for her rental house. The mother and children then moved to the shed on property she owned with no house.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The YSC raised money and purchased a mobile home for the family of seven. With the help of wonderful businesses, the septic tank was inspected, water lines were dug, the electric lines hooked up, plumbing lines replaced, repairs were made and furniture and appliances were donated.</p> <p>As all of this was being accomplished, the mother was volunteering 20 hours per week in the YSC office and being paid by the Kentucky Works program. While volunteering, she was applying and interviewing for many jobs in the school system so that she could be on the same schedule as her children and would not have to rely on a babysitter.</p> <p>The mother now has a job as a bus monitor and has a house with no payment. All seven of the family members impacted are much happier and the stress level of the mother has been greatly reduced.</p>
Submitted by:	<i>Eagles Nest YSC, Ohio County Schools</i>

INDIVIDUAL INTERVENTION

Intervention/Service/Activity	INDIVIDUAL INTERVENTION
How was the impact/outcome measured?	Family situation improvement
FRYSC Component or category	Optional
BEFORE/Demonstrated need, including data	A family of seven moved here from a homeless situation in JCPS. They had jobs, but not much else including transportation, furniture, and proper identification. Four (4) elementary students were well behaved but behind academically and were lacking school medical requirements. I was introduced to them by the KVC agency and was given a long list of needs.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>After many phone calls, meetings and home visits, the FRC was able to secure furniture, beds, bedding, etc. Mom was able to get insurance for kids, her identification, food stamps, school medical records, community support, etc. They were evicted once, and the FRC was able to help find affordable housing, again connecting with community supports for furniture and clothes for kids.</p> <p>Students were enrolled in 21CCLC after school and were able to get a transfer and walk to school. This was the first time they had ever been to one school a whole year! Students were receiving academic supports and making gains. The youngest child was placed in daycare and enrolled in preschool for 19-20. Seven people were positively impacted.</p>
Submitted by:	<i>Old Mill/Crossroads FRC, Bullitt County Schools</i>

INDIVIDUAL INTERVENTION

Intervention/Service/Activity	Wrap-around Meetings (Tier III Behavior Support as part of Student Support Team) INDIVIDUAL INTERVENTION
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Health Services or Referrals to Health Services
BEFORE/Demonstrated need, including data	A Kindergarten student was having significant behavior outbursts (screaming, physical aggression, defiance). From August 2019 to December 2019, he had 7 office referrals and 14 corrective coaching calls. His behavior struggles were preventing him from being successful in the classroom.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>John G. Carlisle has a Student Support Team comprised of the Principal, Assistant Principal, Instructional Coach, School Psych, Counselor and FRC Coordinator. The team meets weekly to facilitate the Behavior RTI (Response to Intervention) system for referred students.</p> <p>Behavior RTI is a 3 Tiered System. Due to increasing behaviors despite Tier I and II interventions, this student qualified for a Tier III Intervention, a wraparound meeting, coordinated by the FRC Coordinator. The coordinator contacted the parent to discuss the wraparound process and brainstorm a list of individuals to invite to the meeting.</p> <p>The initial meeting occurred on 12/14/18 and was attended by the mother, father, mother’s boyfriend, school psychologist, assistant principal, classroom teacher, special education teacher, school-based therapist and Lincoln Grant Scholar House Family Advocate. The coordinator facilitated the wraparound process and development of the service plan, which included identifying student and family strengths and natural supports and developing goals and action steps. The student’s initial goal was to decrease the number of emotional outbursts from 3 per day to 1 per day. Action steps included referral to Children’s Hospital for Autism Spectrum Disorder Evaluation, ARC meeting to obtain consent for FBA and Language Evaluation, use of physical movement through music/dance to help student de-escalate in the classroom and medication coordination through a med manager with NorthKey Community Care. Follow up meetings were held on 2/15/19 and 4/26/19. From January 2019 to February 2019, the student had 3 Office Referrals and 8 Corrective Coach calls, a 57% decrease. From February 2019 to April 2019, the student had 1 Office Referral and 6 Corrective Coach Calls- a 67% decrease. Overall, there was an 86% decrease in Office Referrals for this student due to wraparound services.</p>
Submitted by:	<i>John G. Carlisle FRC, Covington Independent Schools</i>

INDIVIDUAL INTERVENTION

For more information, please contact

Division of Family Resource and Youth Services Centers (FRYSC)

275 East Main Street, 3C-G

Frankfort, KY 40601

Phone: (502) 564-4986

<https://chfs.ky.gov/agencies/dfrcvs/dfrysc/>



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