



FRYSC Impact Report Spotlight

2024

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



AmeriCorps
Kentucky

FRYSC
CORPS

2023-2024 Impact Report



For twenty years the FRYSC partnership with AmeriCorps has been making a tangible difference in the lives of K-12 students across the state. By placing AmeriCorps members in FRYSC centers, we can address the barriers to learning that so many students face. These dedicated Kentuckians commit to serving a FRYSC AmeriCorps service year to support our youth and help them overcome obstacles to success.

We've seen firsthand the impact this partnership can have, from in-school literacy tutoring to sustaining food support programs. FRYSC AmeriCorps members are making a real difference in the lives of students and families while getting hands-on human services career experience.



110K

Meals were given to 3,715 children with FRYSC AmeriCorps Support

71%

K-12 students reached their individual growth goal with the help of a FRYSC AmeriCorps tutor.



- ✓ FRYSC AmeriCorps Youth program allows high school students to practice career skills and earn money for their education.
- ✓ FRYSC AmeriCorps Literacy tutors work with K-12 students to help them become proficient readers.
- ✓ Since 2004, 1,000 Kentuckians served with FRYSC AmeriCorps.
- ✓ FRYSC AmeriCorps members have earned \$2.4 million in education awards.

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
- Mental Health
- Substance Abuse Prevention
- Reading/Math
- Dental Health
- Health
- College/Career Readiness
- Summer/Part-time Job Development
- Transitioning (Elementary to Middle, Middle to High, Adulthood)
- Character Education and Leadership
- English Language Learning
- Family Crisis
- Individual Interventions

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.

This impact report spotlight has a two-fold purpose:

- 1.) *To serve as 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.) *To document FRYSC outcomes at the local level*, which may be shared with stakeholders and other interested parties.

Previous Impact Report Spotlights are available on the DFRYSC home page:
(<https://chfs.ky.gov/agencies/dfrcvs/dfrysc>)

Table of Contents

Page	School District	Center Name	Category
4	Estill County	Estill Springs FRC	Academic
5	Jefferson County	Hite/Middletown FRC	Academic
6	Bowling Green Ind.	Bowling Green JR High YSC	Academic
7	Kenton County	Beechgrove FRC	Academic
8	Shelby County	Shelby Co HS YSC	Academic
9	Christian County	South Christian-Olivet FRC	Academic
10	Oldham County	Family Connection Resource Center	Academic
11	Scott County	Great Crossing HS YSC	Academic
12	Paducah Ind.	KIDS CO TOO FRC	Academic
13	Boone County	Kelly Elem. FRC	Academic
14	Clark County	Justice FRC	Academic
15	Hancock County	South Hancock FRC	Academic
16	Hardin County	G.C. Burkhead FRC	Academic
17	Fayette County	Crawford MS YSC	Academic
18	Franklin County	Westridge FRC	Academic
19	Barren County	Barren County High School YSC	Academic/Attendance
20	Jessamine County	East Jessamine Middle School YSC	Academic/English Language
21	Letcher County	Martha Jane Potter FRC	Academic/Kindergarten Readiness
22	Madison County	Waco FRC	Academic/Kindergarten Readiness
23	Hardin County	North Middle YSC	Attendance
24	Franklin County	Bridges Family Resource Center	Attendance
25	Jessamine County	Wescare FRC	Attendance
26	Bellevue Ind.	Family Connections Resource Center	Attendance
27	Madison County	Madison Central HS YSC	Attendance
28	Hardin County	Creekside FRC	Attendance
29	Hardin County	Meadow View Family Place FRC	Attendance
30	Russell Ind.	Russell Independent FRYSC	Attendance/Academic
31	Jenkins Ind.	Jenkins FRYSC	Attendance/Academic
32	Warren County	Lost River FRC	Attendance/Academic/Behavior
33	Estill County	West Irvine Elementary FRC	Behavior
34	Graves County	Central FRC	Behavior
35	Jefferson County	St. Matthews FRC	Behavior
36	Russell County	Russell Springs Elementary FRC	Behavior
37	Fayette County	Frederick Douglass High School YSC	Behavior
38	Jefferson County	M.L. King, Jr. FRC	Behavior/Academic/Attendance
39	Boone County	Steeplechase FRC	Behavior/Attendance
40	Allen County	Allen County Primary FRC	Behavior/Attendance/Social Skills
41	Daviess County	Daviess County MS YSC	Behavior/Health
42	Pendleton County	South FRYSC	Behavior/Health
43	Somerset Ind.	Somerset High School YSC	Behavior/Health

Page	School District	Center Name	Category
44	Meade County	Keralot III FRC	Behavior/Self-esteem
45	Corbin Ind.	Corbin Middle School YSC	Best Practice
46	Henderson County	North Middle School YSC	Career Readiness
47	Jefferson County	Rutherford FRC	Family Engagement
48	Shelby County	Northside Family Resource Center	Family Engagement/Academic/EL
49	Warren County	Warren EL FRC	Family Engagement/Attendance
50	Johnson County	Central Elementary FRC	Family Engagement/Male Involvement
51	Fayette County	James Lane Allen FRC	Health/Dental
52	Hardin County	G.C. Burkhead FRC	Health/Dental
53	Jefferson County	Fern Creek FRC	Health/Dental
54	Casey County	West Casey FRC	Health/Dental
55	Clark County	Shearer FRC	Health/Dental
56	Laurel County	London FRC	Health/Dental
57	Clark County	Robert D. Campbell JH YSC	Health/Dental
58	Harlan County	Jaces FRC	Health/Safety
59	Mercer County	Mercer Co. Elementary School FRC	Health/Nutrition
60	Pike County	Mullins FRYSC	Health/Substance Abuse Education
61	Floyd County	New Horizons YSC	Health/Substance Abuse Education
62	Bullitt County	Shepherdsville Elementary FRC	Health/Vision
63	Martin County	Eden FRC	Individual Intervention
64	Grant County	Dry Ridge FRC	Individual Intervention
65	Marshall County	Benton/Central FRC	Individual Intervention
66	Henderson County	Future Stars FRC	Individual Intervention
67	Christian County	Connections FRC	Individual Intervention
68	Kenton County	River Ridge FRC	Individual Intervention
69	Madison County	Kingston FRC	Individual Intervention
70	Estill County	Estill County MS YSC	Individual Intervention
71	Trimble County	Trimble County YSC	Life Skills
72	Wayne County	Wayne County HS YSC	Life Skills
73	Hardin County	North Hardin YSC	Mental Health
74	Mercer County	Mercer County Senior HS YSC	Mental Health
75	Powell County	Powell County MS YSC	Mental Health/Grief
76	Daviess County	East Daviess County FRC	Mental Health/Grief
77	Daviess County	Tamarack Elementary FRC	Social Skills
78	Jefferson County	Goldsmith FRC	Social Skills
79	Knox County	Lynn Camp YSC	Social Skills/Leadership

Intervention: Estill Springs Elementary Reading Intervention Program

Category: Academic

Submitted by: Estill County, Estill Springs FRC

83% of Estill Springs Elementary (ESE) students in grades K-5th scored Novice or Apprentice in Reading on our Fall i-Ready test.

The FRC partnered with our school's reading interventionist to implement a digital literacy program for students. Our school purchased the Pioneer Valley program, giving selected students access to thousands of books on levels they can read. The program is accessed through student chrome books, and students are encouraged to do readings at home and turn in a book log each Thursday. After students complete half a log, they receive a small prize. Upon the completion of a full log, they get a token to get a new book out of our book vending machine. The FRC supplied the prizes and books for the program and recognized student successes via pictures on social media. Students targeted first were special education and students receiving reading intervention. Next, we opened it up to other students, based on teacher recommendations and/or parent requests. While more were enrolled at first, we had 59 students follow through with using the program.

Post-test school-wide data revealed that only 41% of Estill Springs Elementary students scored Novice or Apprentice on our Spring i-Ready test, meaning 42% went from Novice/Apprentice to Proficient/Distinguished.

ESE Reading Intervention Program Data:

- Total Reading letter level increase among participating students was 200 levels.
- Average letter level increase was 3.39.
- Zero students decreased in level.
- 4 students stayed at the same letter level.
- 93% of students went up at least 1 letter level.
- 69% of students went up at least 2 letter levels.
- 51% of students went up at least 3 letter levels.
- 37% of students went up 4 or more letter levels.
- 19 students went up 5 or more levels.
- 16 students went up 6 or more levels.
- 10 students went up 7 or more levels.
- 4 students went up 8 or more levels.
- 1 student went up 10 levels.

Participating students read 2,254 books in total and averaged 19 books per student. Reading duration among these students was 256 hours and 36 minutes. These are all books/hours that would not have been completed without this program.

Intervention: Peer Tutor Program

Category: Academic

Submitted by: Jefferson County, Hite/Middletown Family Resource Center (HMFRC)

According to the 2023-2024 MAP reading assessment scores, only 45% of students at Middletown Elementary were reading on grade level. The FRC collaborated with the 1st grade teachers and the school's academic coach to identify the lowest students in each 1st grade classroom to participate in this before-school tutoring program.

Fifteen (15) students were invited to participate, and twelve (12) first grade students participated. The FRC coordinator collaborated with classroom teachers to select 5th grade student tutors/mentors. Students filled out an application stating why they wanted to be a peer tutor, and the teachers completed a recommendation.

Twelve 5th grade leaders were selected and paired with a 1st grade student. We also recruited Spanish speaking tutors and partnered them with the Spanish speaking 1st grade students to help remove the language barrier.

Students met before school 8:15 -9:00 a.m. every Monday, October through April. Each week, the students worked to increase basic reading skills with letter recognition and sounds, site words, verbs and nouns, etc. Each session included reading for 15 minutes with the same book on their individual levels until they could read the entire book. This helped students build confidence and develop a sense of accomplishment. Peer tutors also built positive peer relationships with the younger students, increasing their sense of school community.

The 1st grade students' fall MAP reading scores were compared to their spring MAP reading scores to measure the growth.

- As a group, their MAP scores increased by 102 points total.
- All students met growth, except one student who remained the same.
- The highest individual student growth was an increased reading score of 39 points.

At the end of the program, students and their buddies were taken on an educational field trip to the Louisville Zoo. Students were also given a gift bag with goodies, a photo of them with their buddy, and additional learning tools to continue reading at home and during the summer.

Intervention: My Sister is Succeeding - after school literacy club

Category: Academic

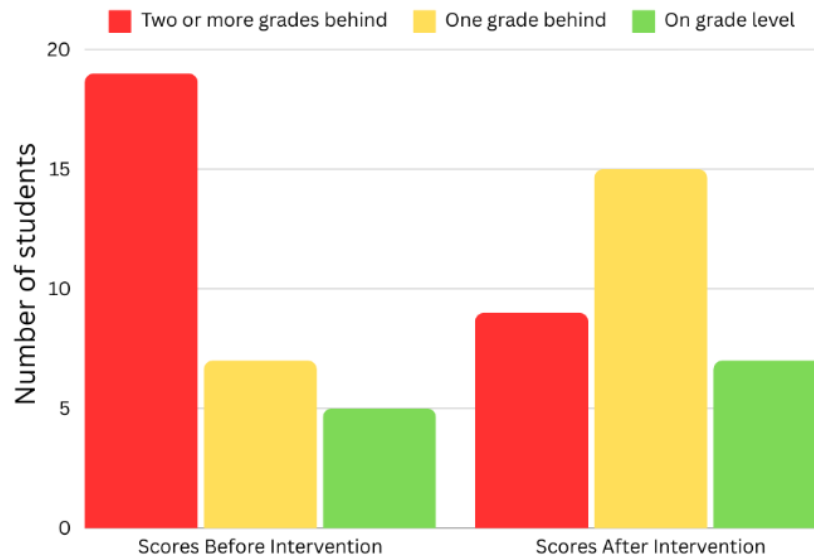
Submitted by: Bowling Green Independent, Bowling Green JR High YSC

According to 22-23 i-Ready data, 81.6% of African American female students at Bowling Green Junior High are at least one grade level behind in reading, and 63.6% are at least two grade levels behind. To address this achievement gap, the YSC partnered with local nonprofit For a Real Change, Inc. to provide an after-school literacy program, “My Sister is Succeeding” for African American females.

The students met once a week at WKU for 6 weeks each semester for a total of 12 meetings. A local historical black church provided bus transportation to WKU from BGJHS. Each week, African American Professional Women gave inspirational talks. They also met with African American female college students in mentoring small groups and received a journal and a new writing prompt each week, which they discussed in their small groups. They took a field trip to Nashville to meet an African American female author. The YSC recruited the students, paid their program fees, took roll before they left the school, made sure the students got on the church bus, and paid for the school bus to take girls who did not have a ride home from the program. Outcome data is as follows:

iready overall literacy scores

MY SIS PARTICIPANTS FALL 2023 - SPRING 2024



Intervention: Whiz Kids - After School Literacy/Mentoring Program

Category: Academic

Submitted by: Kenton County, Beechgrove FRC

According to our CSIP needs assessment, our data trends from the past two academic years indicate a need and continued effort in reading. In 2021, our overall reading proficiency was 41.2%, which is a decrease from 2018 when reading proficiency was at 61.9%.

The FRC Advisory Council met in August 2023, and it was unanimously decided that our team wanted to continue growing the Whiz Kids Mentoring program through Generations Church, a faith-based after-school literacy program in partnership with City Gospel Mission, to provide 1:1 tutoring to financially under-resourced elementary school youth in 2nd through 5th grades, who are currently reading below grade level. Whiz Kids is focused on helping children grow academically, as well as in all areas of life. The program consists of structured, one-to-one reading-focused tutoring through committed, stable and encouraging relationships with supportive adults.

The G.R.O.W. Network Whiz Kids program was formed in October 2022 with eleven mentors. The participating students struggled academically, mentally, emotionally, and with poor attendance. Several students were identified as McKinney Vento, single parent homes, or kids in distress. We received referrals from teachers, parents, and our Reducing Barriers to Learning (RBTL) team. The difference this year is that students were recruiting their friends to attend.

The average Fall MAP score for twelve students participating in the program was 174. All students were pre-tested using the Reading A-Z curriculum since the Whiz Kids program.

The data at the end of the year found the following:

- 5 of the 12 students who participated reduced the number of overall absences compared to the previous year.
- The students' average Spring MAP scores improved from 174 to 188.
 - 9 students increased their Spring MAP scores by 5+ points,
 - 2 students increased by 2+ points,
 - 2 students increased by 30+ points.
 - 4 students are above the 50th percentile, according to the 2024 Spring MAP scores.
- According to the Whiz Kids post-test survey, all nine students improved by at least 4 reading levels.
- 11 of the 12 students did not have any behavior events during the 2023-24 school year.

Intervention: ACT Prep Workshops - after school education support

Category: Academic

Submitted by: Shelby County, Shelby Co HS YSC

Assessed Need: The average ACT score at SCHS declined from 2017 through 2022 and increased .9 points in 2023. But the scores are still not at the 2018 level for SCHS. The state of KY average ACT score in 2023 was 18.7, SCHS scores were 2.2 points below that average.

Below is a history of the average ACT scores for SCHS:

2017-18	2018-19	2020-21	2021-22	2022-23
18.1	17.5	17	15.6	16.5

The YSC partnered with teachers at SCHS to offer ACT preparation workshops to students. The center offered a series of 3 workshops, one in English, one in Reading, and one in Math. The workshop series were free to students and were offered in the fall and the spring. The goal was to help participating students increase their subject knowledge and learn new test taking strategies in order to increase their ACT subject scores in English, Reading, and Math.

Results data was pulled from the participants’ spring 2024 ACT scores and compared with their previous ACT scores or practice ACT scores.

Subject	# of participants	% with increased scores	Average Increase	% with a significant increase (3+ points)	# with decreased score	# with no change
Reading	13	76%	2.2 points	36%	1	1
Math	16	93%	2.6 points	53%	0	1
English	17	76%	2 points	47%	3	1
Composite	The average ACT Composite score increased from 16.5 in 2022-23 to 17.4 in 2023-24.					

Intervention: Third Grade Distinguished to Achieve on Purpose (DAP) Students

Category: Academic

Submitted by: Christian County, South Christian - Olivet FRC

Third Grade Distinguished to Achieve on Purpose (DAP) Students was created to motivate and encourage 3rd grade students to study and prepare for state mandated testing. DAP was also created to encourage parents to study math and reading with their child daily for 15 minutes.

Based on MAP Scores from the seven students chosen, none of the students were distinguished or proficient in math or reading. 80% of the students were performing at the apprentice level. The Family Resource Coordinator contacted each parent to make them aware of their child's testing scores and to ask parents to commit to read and work math problems with their child at least 15 minutes per day, excluding the weekend. 100% of the parents agreed.

Third Grade Distinguished to Achieve on Purpose (DAP) Students, met twice a week at school to work on math and reading material from September 2023 until April 2024. We also discussed test taking strategies and test anxiety. From these meetings, I learned that all of the students rush and guess at 30 percent of the test. The reasons given were, "I don't want to be the last one taking the test." The reasoning was, "The other students would think they were dumb". We discussed that using all of the time for the test would increase their scores, if they read each question and go back through the passage to find the answer. I asked if they would rather be proficient and be last or be an apprentice and finish first. 100% of the students stated that they would rather be proficient and finish last.

The students made a pact that they would use all of the time to complete their test. Two students reported that their classroom gets noisy towards the end of the test. This information was shared with the teachers. Teachers agreed to place those students in a quiet zone during testing.

During the Spring MAP testing

- 5 of the 7 students scored proficient in math and reading.
- 1 student scored distinguished in math and reading.
- 1 student grew in scores by 3 points.

After MAP testing scores were revealed, the FRC sponsored a snack day with the students. The FRC called each parent and thanked them for their dedication to their child's education and congratulated the parents on their student's success and growth. The improved scores built the students' confidence and helped make our school a Green school in our district.

Intervention: Camp Literacy Live!

Category: Academic

Submitted by: Oldham County, Family Connection Resource Center

Camp Literacy Live! continues to be an intensive summer program targeting incoming first grade students in need of strategic literacy development. CLL is a 3-week program. The services were located at La Grange Elementary School and made available to eligible students across the district. The program ran for four days per week from 8:00 a.m. to 12:00 p.m. for 12 sessions from July 8, 2024 through July 25, 2024.

School level administration, kindergarten teachers, district interventionists and Intervention Coordinators reviewed Developmental Reading Assessment (DRA) data, MAP results, and additional relevant data to determine students in most need of summer literacy support and further literacy skill development.

The Family Resource Center coordinated transportation, made phone calls, home visits (if needed) and emailed parents of the students to get them enrolled. The FRC continued to reach out during the camp to the families who were not attending. This year, the schools invited 52 students, and 48 were enrolled. The attendance rate this year was 81%, which was an increase of 8% over last year. Thirteen students achieved perfect attendance, which also was a slight increase. Students were evaluated with Pre and Post tests in multiple areas of literacy. Below are the scores from some of the tests that were administered to the students:

Rhyme Recognition: Twenty-four (24) students saw an increase from 50% to 82%.

Blended Word Category: 100% of all students either maintained or increased their proficiency in this category. Fourteen (14) students experienced an increase from 51% to 85% in this category.

Onset fluency: 100% students either maintained or increased their proficiency in this category. Eleven (11) students experienced an increase from 50% to 96% in this category.

Math fluency: 85% students either maintained or increased their skills in this category. Twenty-one (21) students experienced an increase from 76% to 87% in this category. This year, the camp also included math skills, which had not been taught and measured over the past years.

Overall, there was a 94% success rate in all categories. This success rate was down 3% from last year. This year every student grew in at least four areas, and students who mastered a skill maintained that skill.

Intervention: ACT Bootcamp

Category: Academic

Submitted by: Scott County, Great Crossing HS YSC

Great Crossing High School YSC, in an effort to address a comprehensive school improvement goal of improving student achievement on the ACT and to support more students in accomplishing their post-secondary readiness by meeting benchmarks, embarked on an ACT Bootcamp. Experienced faculty were employed as coaches to support students in targeted improvement on areas identified as challenges for individual students. Recruitment efforts included social media posts, SIS messages to families, school announcements, guidance, and FRYSC communications with students.

Average score pre bootcamp: 20

The Bootcamp program supported 28 students in targeted practice activities aimed at improving their composite ACT scores. This year, we hope to expand the program and support additional students. This will involve increased recruitment efforts, enlistment of additional staff in coaching activities, and additional support sessions.

Total Students: 28

Decline in score: 3

Same score: 4

Improved score: 21

Mean Improvement: 3 points

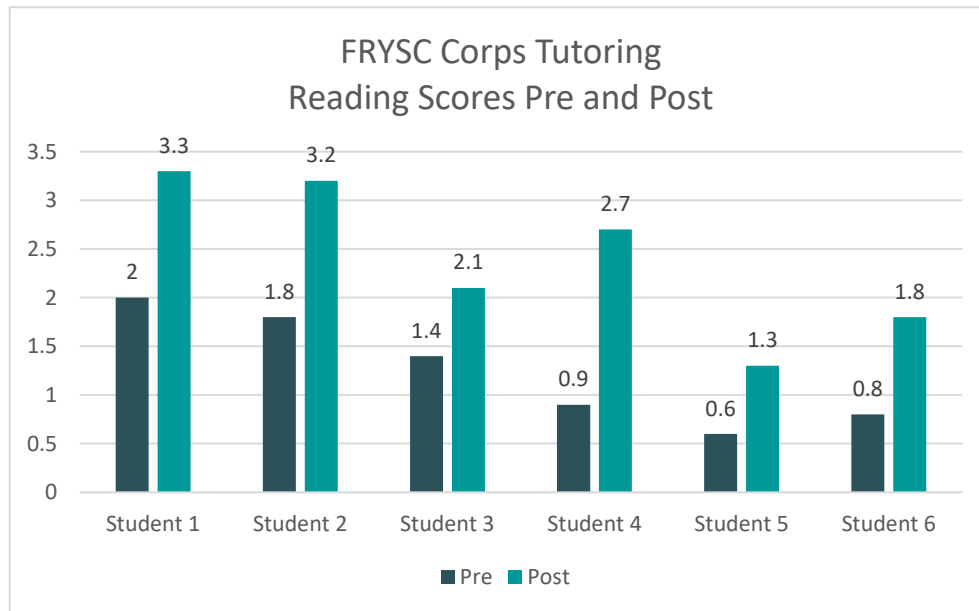
Average score post bootcamp: 22

Intervention: FRYSC Corps Tutoring Program

Category: Academic

Submitted by: Paducah Independent, KIDS CO TOO FRC

Identified students were reading well below grade level before being assigned to our FRYSC Corps volunteer for one-to-one tutoring in reading. Of the 24 students assigned to our volunteer, the most drastic changes in STAR Reading Scores occurred as follows:



Intervention: ESS - the Learning Club after school tutoring club

Category: Academic

Submitted by: Boone County, Kelly Elem FRC

In the spring, eleven (11) at-risk students in grades 3rd through 5th took the computer-based Renaissance Star Reading and Star Math tests, which showed that the students were not reaching benchmark. Those 11 students were re-tested after summer break and showed that all but two students decreased their knowledge in reading and math due to the “summer slide”.

Those 11 students were enrolled in the 23/24 Learning Club (ESS), which met two times per week after school beginning in November 2023 and ending in May 2024. The Renaissance Star Reading and Star Math computer programs were once again utilized.

The FRC assisted the teachers as needed by gathering the students after school, worked with the cafeteria manager to arrange healthy snacks, and supervised students, while continuing to build relationships with each of the students during snack time before walking to the classroom to begin their computer-based tutoring.

At the end of April 2024, the same 11 students once again took the Renaissance Star Reading and Star Math tests. Except for one student in reading, all students' test scores in both subjects increased. The median student growth percentile rate was 85% in reading, and 76% in math.

Intervention: Read to Succeed - Weekly individual reading assistance for elementary age students

Category: Academic

Submitted by: Clark County, Justice FRC

Justice Elementary School in Clark County uses the i-Ready assessment to identify reading needs and progress of students. The assessment determines a baseline scale of grade reading levels for students. Beginning in the Fall of 2023, our Reading Interventionist Teacher provided ongoing individual intervention for students not reading at grade level. Students receiving this intervention were given an opportunity to participate in the Read to Succeed program. Five (5) Justice Elementary students were enrolled for Read to Succeed, and their reading levels ranged from one to three grade levels below their current grades.

First Baptist Church (FBC) is a community staple for Clark County. FBC provides many resources to families like a food pantry, weekend food bags, haircuts for back-to-school, and holiday assistance, to name a few. FBC has opened their doors for several years to provide Read to Succeed (R2S) to many students, including five (5) from Justice Elementary School during the 2023-2024 school year. R2S is a free reading assistance program for students in 1st - 6th grades that provides two hours of extra support in reading with the help of volunteers from their congregation, teachers, Public Library, and GRC high school students. R2S took place one time a week for six weeks in both the Fall of 2023 and Winter of 2024. Dinner, one-on-one, and group reading activities, strategic reading games, and transportation (if needed), were provided at each session.

The FRC obtained names of students who would benefit by attending R2S and provided parents information to enroll students. Five (5) Justice students, who were each below their grade reading level in the Fall of 2023, participated. With dedication of many involved throughout the school year, these five (5) students made improvements.

	Fall Score	Spring Score	Gain
1st Grader	385 Level (K)	416	31
2nd Grader	402 Level (K)	439	37
4th Grader	437 Level (1st)	481	44
4th Grader	453 Level (1st)	525	72
4th Grader	467 Level (1st)	512	45

Justice will continue to provide great work for our students with the help of passionate teachers and the FRC connecting families to vital resources in the Clark County community like Read to Succeed.

Intervention: Adopt a Reading Buddy

Category: Academic

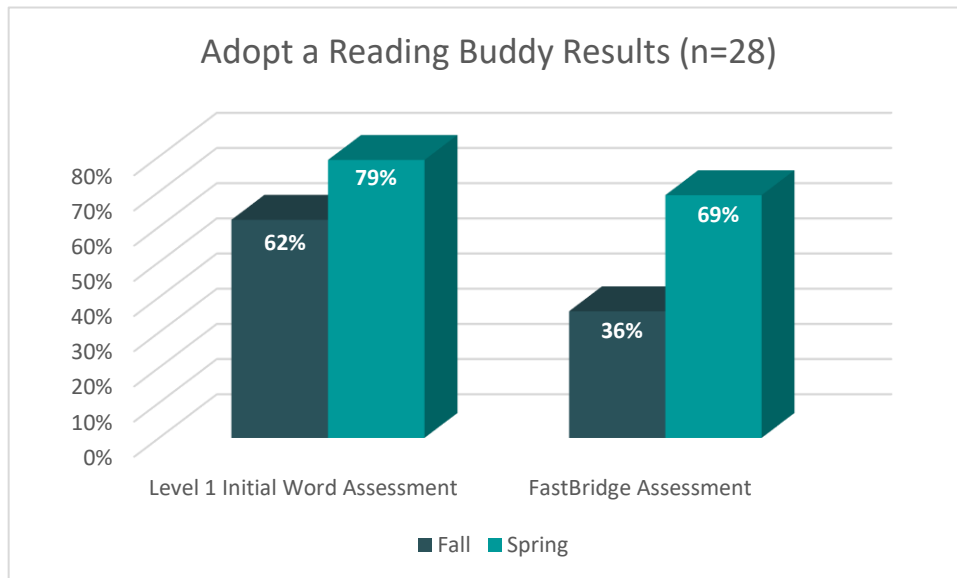
Submitted by: Hancock County, South Hancock FRC

The Fall FastBridge scores and the Level 1 Initial Assessment in the Kindergarten and K/1 classrooms were concerning. The teachers and I were concerned about the students' reading fluency. Of the 28 students I reviewed, the average score for the FastBridge assessment was 36%, and the Level 1 Word Assessment was 62%. So, the FRC started the Adopt a Reading Buddy Program.

The FRC purchased the program and the reading buddies (stuffed animals) for each student. Each student adopted a Reading Buddy by filling out adoption papers and presenting information about their reading buddy to their peers. They also received an adoption certificate. Each student was given a reading log sheet to complete. Each time the student read with their reading buddy and their parent/guardian or another adult, they filled out the reading log detailing what book they read and for how many minutes. Once the log was filled up, they returned it to the FRC for a small prize. Then, they received another reading log to take home. The student who turned in the most reading logs at the end of the year received a larger prize.

Of the 43 students, 28 turned in at least one reading log. A total of 89 reading logs were submitted.

Of the 28 students who turned in a reading log:



Intervention: Hope Collaborative Mentoring

Category: Academic

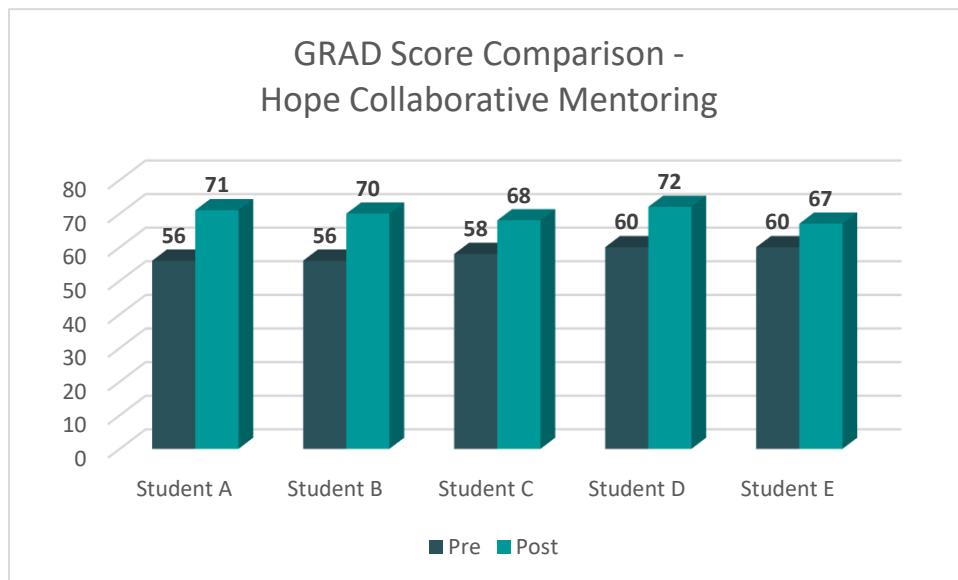
Submitted by: Hardin County, G.C. Burkhead FRC

The FRC utilized the Early Warning Tool to identify the top 5 female students at risk of dropping out of school. All 5 girls had high risk markers for poor attendance and academics. All 5 girls were also receiving KSI interventions in the area of reading. GRAD scores* were compared pre- and post-intervention.

According to I-Ready scores, all 5 students were reading one grade level below their own grade.

A Hope Collaborative mentor was assigned to the school and began weekly meetings, which were one hour in length, in September 2023. The mentoring meetings included support in the areas of self-esteem, emotional health, physical and sleep health, self-motivation and responsibility, problem solving and citizenship.

At each meeting, the mentor also read a book, and the students completed a book test together. The FRC coordinator collaborated with the teachers to select the books to be read each week. The coordinator also provided end of the month updates to the mentor regarding each student's attendance and academic performance. The chart below compares GRAD scores before and after the intervention.



The April 2024 I-Ready scores show 4 of the 5 students increased their reading score to "reading at grade level".

*A GRAD score, or Graduation-Related Analytic Data score, is a number that summarizes a student's educational record and indicates their likelihood of graduating or moving on to the next grade level.

Intervention: AP project

Category: Academic

Submitted by: Fayette County, Crawford MS YSC

The MTSS (Multi-Tiered System of Supports) team targeted students who were in range to move their 2023 KSA test scores from novice. The YSC provided weekly workshops for six students for 12 weeks starting in January to assist them with academic and social-emotional support. The YSC coordinator empowered students with the tools and opportunities to develop social-emotional skills, develop a sense of purpose, and avoid risky behaviors.

Students attended weekly workshops for 12 weeks to help motivate them for the 2024 KSA exam. Students' self-esteem increased, and they became more academically motivated. All six students increased their MAP math scores, and four out of six increased their MAP reading scores.

MAP Data - Fall to Spring Comparison

	Math		Reading	
	Fall	Spring	Fall	Spring
Student 1	186	202	209	202
Student 2	192	194	190	206
Student 3	199	204	185	210
Student 4	193	205	188	N/A
Student 5	194	197	203	204
Student 6	203	208	207	209

Intervention: International Book Project

Category: Academic

Submitted by: Franklin County, Westridge FRC

The COVID years, with NTI being the main source of education, created large gaps in learning as well as creating behavior issues that impact the quality and quantity of learning that takes place. In an effort to improve reading scores, Westridge has engaged community partners like the Thorn Hill Education Center, the Salvation Army, Paul Sawyer Public Library and other FRYSC centers to help us get books into the hands of more students. We have added bookshelves in our primary and intermediate hallways so that students can get books at any time of the day during the school year. We have also added an outdoor library outside of the front office.

By developing and enhancing existing partnerships, we have been able to provide more books and home libraries for students across our district. The majority of the books were distributed at the Westridge Back to School Bash and our Title 1 Reading Night.

The Family Resource Center continued to distribute home libraries throughout the year and partnered with our library and our reading interventionist to host book fairs and reading nights. All of these things have increased our reading scores. We were able to partner with a local drive-in movie theater to offer incentives for students to read at least 10 books on their grade level, with the teachers signing off on their completion. We are seeing large improvements in our K-3rd graders, and I believe that is attributed to our reading programs and schools returning to in person education. 4th and 5th graders will never get the time out of the classroom back. These home libraries and community partners continue to help us address the gaps.

The data below is a comparison from Winter to Spring in the 23-24 school year.

	Winter 2023 % at or above grade level	% in tiers or SPED to address gaps in learning	Spring 2024 % at or above grade level	% increase
Kindergarten	70%	1%	98%	28%
1st Grade	48%	25%	72%	24%
2nd Grade	55%	26%	75%	20%
3rd Grade	70%	30%	72%	2%
4th Grade	25%	39%	44%	19%
5th Grade	37%	32%	49%	12%

Intervention: EMO (Early Morning Opportunity) Tutoring/Persistence to Graduation Program

Category: Academic/Attendance

Submitted by: Barren County, Barren County High School YSC

There were several freshmen (approximately 45%) who were continually late in turning in assignments or who were failing to turn in assignments at all, resulting in failing grades/retention. Truancy (for 111 students out of 121 or 92%) was a common contributing factor to low GPAs.

Former principal, Daryl Murphy, approached the YSC about providing a tutoring opportunity for students. As this was a tremendous need, EMO was birthed. The YSC coordinator identified students based on three categories: attendance, academics, and behavior, and soon discovered that these categories walked hand in hand.

The intervention began by simply asking teachers to send names of students who had any missing assignments in class, along with a brief summary of the assignment. The students reported to the YSC. The program begins at 7:00 a.m. and ends at 7:55 a.m. Monday-Friday. Teachers check the list each morning and send students, and the YSC coordinator greets them as they get off buses to bring them in for a tutoring session. Tutoring is held in the media lab, and Chromebooks are provided, so there is no lapse in time for students in beginning their day. Many students show up on their own, as word travels quickly that there are incentives for completing assignments-candy! This program is always a positive way to start the day.

- From the beginning of the 22-23 FY to the end of the 23-24 FY, over 34% of students who participated in the EMO Tutoring Program had an increase in their overall GPA.
- From the beginning of the 22-23 FY to the end of the 23-24 FY 38% of students participating in the EMO Program reduced the number of days absent.
- These two contributing factors indicate that roughly one-fourth of EMO participants reduced their risk in Persistence to Graduation.

Intervention: Ukrainian Refugee Student Lunch Bunch

Category: Academic/English Language

Submitted by: Jessamine County, East Jessamine Middle School YSC

The East Jessamine Middle School YSC targeted 5 Ukrainian refugee students who had arrived in the United States. They all were experiencing varying forms of trauma and culture shock from having to flee their war-ravaged home country, not to mention the challenges of coming to Central Kentucky and learning to speak, read and learn in English.

The YSC and the ELL teacher worked collaboratively providing school supplies, basic needs and connecting with the parents. The YSC also began a weekly lunch group where students were welcomed with specialty Ukrainian candy and a map of their country for them to physically mark where they were from. The YSC coordinator also attended different events such as Ukrainian Independence Day and church when the students were singing in the choir. This allowed for strong relationships to be developed with the parents of students. Students now feel comfortable talking to the YSC coordinator about issues at the school.

- Of the 5 students, scores in the areas of listening, speaking, reading and writing improved significantly based on data from the Pupil Service Plan Assessment that is given at the first of each school year.
- A composite score of 4.4 is required to graduate from the EL (English Learner) program.
- The student average in 2022 when beginning the interventions was 1.6 and in 2024 the student average of this group has doubled to 2.84.

	Composite 2022	Composite 2023	Composite 2024
Student 1	1.5	3	4.3
Student 2	n/a	1.5	3
Student 3	n/a	1.5	1.8
Student 4	1.5	2.5	3.1
Student 5	2	2.3	2

The composite scores are a compilation of scores relating to Listening, Speaking, Reading, and Writing.

Intervention: The Effectiveness of Kindergarten Camp at Improving Kindergarten Readiness

Category: Academic/Kindergarten Readiness

Submitted by: Letcher County, Martha Jane Potter FRC

The Letcher County Superintendent reported that for the 2023-24 school year 90% of Letcher County students enrolling in kindergarten were not "kindergarten ready", based on educational and socialization data collected. According to the Kentucky Youth Advocates, the state average for those kindergarten ready in 2023-24 was 47%, which was 51.7% in 2017-18. Based on these findings, a need for kindergarten readiness programs was determined.

Martha Jane Potter Elementary partnered with Save the Children to run a two-week Kindergarten Camp for 6 hours per day. Twenty-four (24) students enrolled in the 2024-25 school year attended the camp. Parents were provided with an orientation and pretest, followed by a student graduation and posttest. Teachers provided interview information and reading and math scores after the 2024-25 school year was underway.

	Pre	Post
% of parents who reported that their student was unable to accomplish 1 or more tasks necessary to complete a full day of kindergarten	79%	4%
% of parents who reported that their child was going to have a difficult time emotionally on the first day of school	67%	0%

100% of parents reported they thought kindergarten camp was beneficial for their students.

According to teacher interviews

- There were no "runners" or "criers" the first day of school.
- All 24 students who attended the kindergarten camp were present and prepared for the first day of school.
- Total enrollment for kindergarten was 43. However, according to one kindergarten teacher who was interviewed, "even those who didn't attend the camp were impacted by those who did."

Early screenings for math and reading showed a mean (average) of 22 points higher than those not attending the camp.

Intervention: Kinder Camp -- Kindergarten Readiness Opportunity

Category: Academic/Kindergarten Readiness

Submitted by: Madison County, Waco FRC

Waco Elementary Kinder camp was created to share kindergarten expectations and expose incoming kindergarteners and their parents to school routines. The Waco FRC held a parent orientation to discuss the daily schedule and activities to be covered. Parents participated in a tour of the school. Students had a daily schedule of activities such as learning the layout of the school, breakfast and lunch procedures in the cafeteria, and participation during classroom activities.

The 5 session half-day camp was developed when Waco Elementary staff expressed a need for an earlier introduction to the school routines and kindergarten guidelines. Also, according to the Brigance screening tool, 51% of the 2023-2024 incoming students were not prepared for kindergarten.

The FRC Director, principal, teachers, para educators, cooks, and parents worked together to ensure students were acclimated to the Waco climate and the cafe, classroom, media center, art room, gym, as well as the procedures used in the lunchroom and car rider unloading and dismissal.

The activities and parent involvement helped to improve their child's readiness for school routines. Parents were on time or early to drop off and pick up the campers. Involved school age siblings to help introduce campers to school routines. Parents were attentive to comments or suggestions for enrichment activities made by kinder staff.

Pre and Post Kinder Camp data is as follows:

	Pre	Post
Wrote their name correctly	40%	70%
Could write their name using a model		30%
Had ridden the school bus and listened to bus safety requirements	20%	100%
Knew all the 4 basic shapes	20%	70%
Knew 2 or 3 basic shapes	40%	30%
Knew 0 to 1 basic shapes	40%	0%

Based on the data, incoming kindergarten students will be more prepared for their first day of school in 2024-2025.

Intervention: Truancy Diversion Program (TDP)

Category: Attendance

Submitted by: Hardin County, North Middle YSC

All students (and their guardians) who had 10 unexcused absences were invited to an attendance information meeting with the Court Designated Worker, a Family Court Judge, the HCS DPP, school administration, the YSC and attendance clerk. The importance of good school attendance was explained as well as the detrimental effects of poor attendance. Attendance, behavior and grade reports were considered during the second trimester of school. Students who had a minimum of 10 unexcused absences and continued with this pattern even after the informational meetings were referred to the YSC for the Truancy Diversion Program. This program was to intervene when students were frequently absent from school without an excuse, considered at-risk, and fear of failing.

The students with the most significant need were invited and encouraged to enroll in the program. Ten (10) were referred and seven (7) enrolled in the program. TDP is not mandatory; however, if a student/guardian chose to not enroll and continued the pattern of unexcused absences, further consequences in the court system would be sought. **The average number of unexcused absences by the second trimester (December 2023) of the 7 students was 27.** In addition, all students had at least 2 Fs in core subjects with an average of 11 missing assignments.

The primary goal of TDP is to improve attendance. By providing personalized support and interventions, such as mentoring, tutoring, or family counseling, these programs can motivate students to attend school regularly. For 10 weeks each student enrolled in the TDP met with the intervention team. The YSC facilitated the program at school and met with each student weekly, in addition to the team meetings held every Friday. The team consisted of the HCS DPP, the YSC, school administrator, a Court Designated Worker and the Family Court Judge attended once a month. During these meetings, attendance was checked, along with grades, missing assignments, and behavior reports. The team meetings were an accountability tool for students, but also a deep dive to determine the reason(s) for truant behavior. The following were the 4 main factors affecting student attendance: academic challenges, peer relations/bullying, mental health issues, family issues.

TDP was an intensive program that delved into the root cause of the truancy, not just a punitive approach. Services for at-risk students were tailored to meet the individual needs (referral for mental health services, tutoring, family support services, mentoring, etc.).

By the end of the 10-week program, 6 of the 7 students completed the program. One student chose to withdraw. All 6 students passed with no failing grades, no missing assignments. **The average number of unexcused absences of TDP students from 2/2024 until May 2024 was reduced to 2.**

Positive outcomes of the TDP: improved attendance, academic improvement, enhanced social skills, improved mental health, increased self-esteem, positive behavior changes. The TDP created a supportive environment where at-risk students felt valued and encouraged to succeed academically. By addressing both the academic and personal challenges that contribute to truancy, the TDP significantly improved students' educational outcomes and overall well-being.

Intervention: Truancy Intervention

Category: Attendance

Submitted by: Franklin County, Bridges Family Resource Center

At the end of the 22-23 school year, 19% of our students were labeled as chronically absent on the Infinite Campus Chronic Absenteeism Report. Among these, our top three chronically absent students had a combined total of 168 unexcused absence events for the year. With this information, the Early Warning System was used in Infinite Campus to find our targeted population of students that were labeled in the red for attendance.

This population consisted of 39 students. These students were placed in a spreadsheet that was sorted by tiered attendance intervention needed.

- Tier 1 consisted of students who were in attendance 91%-100% of the time,
- Tier 2 consisted of students who were in attendance 79%-90% of the time, and
- Tier 3 consisted of students who were in attendance 0%-80% of the time.

At the end of the 22-23 school year, there were 12 (31%) students in Tier 3, 21 (54%) students in Tier 2, and 6 (15%) students in Tier 1 that were new to our school.

An attendance binder was created to track daily attendance for all 39 students. This binder was used during monthly attendance support meetings to identify any patterns or concerns. The FRC Coordinator greeted students every morning as they went to their classrooms, and students that were part of the Truancy Intervention were greeted by name and given high fives/fist bumps and reinforcing words of "I'm so glad you're here today!" Along with these routines, postcards were sent out monthly to students for encouragement to come to school on time and be there all day.

After winter break, the Early Warning System was used again to see what Tiers the students were in and if there was any change. This was also used in April and again at the end of the school year for comparison/data collection.

By the end of the 23-24 school year there were 9 (24%) students in Tier 3, 25 (68%) students in Tier 2, and 3 (8%) students in Tier 1. Two of the original targeted population moved and were not included in this final count of 37 students.

Intervention: Attendance Club

Category: Attendance

Submitted by: Jessamine County, Wescare FRC

The FRC hosted 5 different students in an attendance club last spring. These were the 5 students (without medical needs) with the most days absent. **In the fall semester, they had a total combined days absent of 75** (19, 13, 11, 13, 19). Their academics were suffering, and the more days they missed, the harder it was for them to catch up and be comfortable in the classroom.

I created an attendance club that offered incentives (sponsored by our PTO) for students to come to school. This started the day we returned for Spring semester. Each day at arrival the students checked in with me to get a few Skittles to start their day. After being at school for 10 days in a row, they would get to have lunch in the FRC office with a friend. These small incentives seemed to work magically.

In the spring semester, the total days absent for the five students was 41. One student, in particular, went from 13 days absent in the fall to only missing 1 day in the spring.

The impact and outcome were measured by the number of days absent in fall vs spring and also i-Ready score growth. **All students grew in both Math and Reading scores. On average, they grew 45 points in Reading and 23 points in Math.**

Intervention: Student Care Team

Category: Attendance

Submitted by: Bellevue Independent, Family Connections Resource Center

School leadership noticed a clear lack of information sharing among various departments within the school and district. There was duplication of services and conflicting service plans due to inconsistent policies and educational plans among the various service providers. At the initiation of the Student Care Team, 11 students were identified that had conflicting IEP, SEL and classroom plans.

Six members of the Student Care Team met regularly to share student plans and information in order to streamline and coordinate services designed to address students' attendance needs. Led by the FRYSC coordinator, the team grew to include as many as 12 team members including: counseling, administrative, therapy, special ed., and homeless specialist. The team collaborated on all aspects of the student plans.

At the conclusion of this school year the Student Care Team was following and addressing 47 total students. Attendance issues with students decreased by 47% and therapy referrals increased by more than 60%.

Intervention: Truancy Prevention Program

Category: Attendance

Submitted by: Madison County, Madison Central HS YSC

Research findings are crucial in understanding the magnitude of school attendance issues. They reveal that during 2022-2023, 34% of all Kentucky students were identified as having chronic absenteeism, highlighting the need for intervention. Madison Central High School teachers and staff reported increased concern about attendance issues.

Madison Central High School established a comprehensive attendance team comprising the Youth Services Center, Assistant Principal, Dean of Students, Court-Designated Worker, attendance clerk, and social worker. This team began seeing students and families in September 2023. The team took proactive measures to combat chronic absenteeism, including meetings with parents and students who had accumulated six or more unexcused days. The Youth Services Center was pivotal, providing a resource packet containing the school's attendance policy, the no-pass/no-drive law, and community resources. These resources were designed to eliminate barriers hindering students from attending school. Additionally, the Youth Services Center offered follow-up services for students involved with the attendance team and mailed positive postcards to students and their families, providing them with much-needed encouragement and support.

At the end of the 2023-2024 school year, the attendance team served 54 students.

- The overall attendance, which was at its lowest in August at 85.16 %, showed a remarkable improvement by May, reaching 96.05%.
- Of the 54 students involved with our attendance team, 16 were referred to the Court Designated Workers office for additional support.
- Skipping was the most common behavior in this group, with more frequent occurrences in September. The number of skipping reports decreased by half by May.

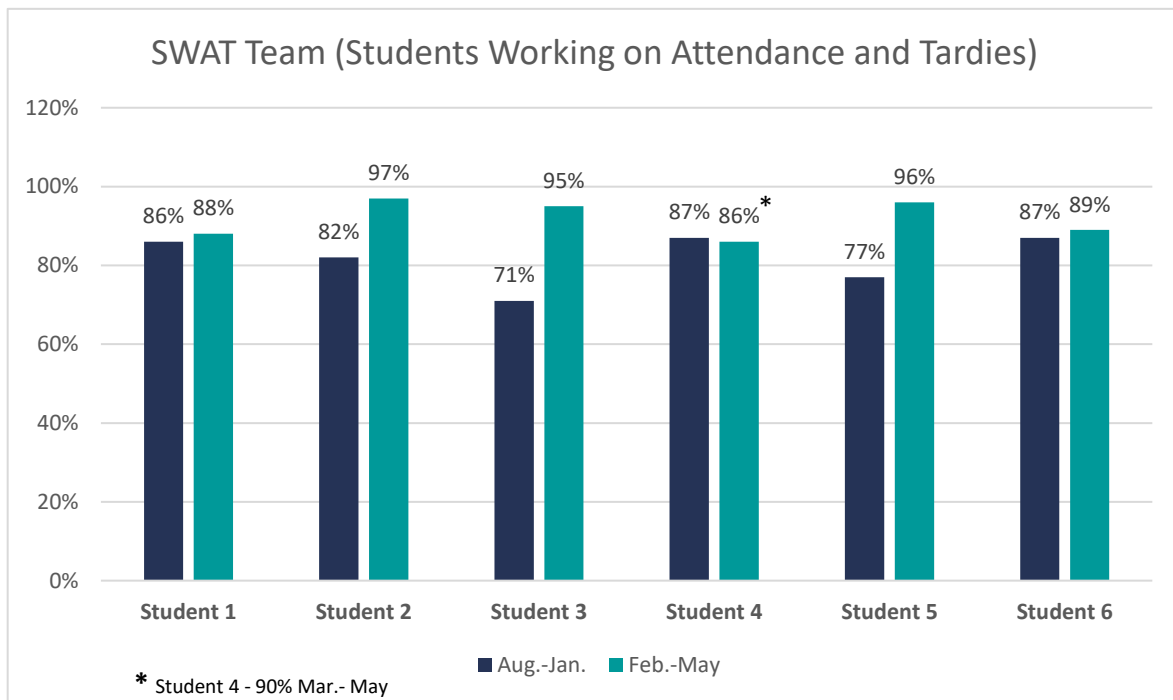
Intervention: SWAT Team (Students working on attendance and tardies)

Category: Attendance

Submitted by: Hardin County, Creekside FRC

Several 4th grade students were considered at-risk students due to poor attendance. These students fell into the chronically absent category. The FRC began interventions with each student beginning in February.

The FRC targeted six 4th grade students. Interventions included daily check-ins, weekly lunch bunch meetings and prizes for achievement. In addition to this, students were awarded a monthly incentive such as a pizza party and McDonald's for lunch if they met their monthly attendance goal. FRC was responsible for all duties/interventions listed above.



Intervention: 20 Day Attendance Challenge

Category: Attendance

Submitted by: Hardin County, Meadow View Family Place FRC

The effects of chronic absenteeism are well documented. According to AttendanceWorks.org: Poor attendance can significantly impact whether children achieve reading proficiency by the end of third grade, potentially leading to being held back. Improved attendance rates correlate with better academic outcomes and increased chances of graduation. Research indicates that missing 10% of school—approximately 18 days in most districts—negatively affects a student's academic performance. This equates to just two days a month, which is classified as chronic absence. Recognizing the detrimental impact of chronic absenteeism on our students, I focused my efforts on six of our most chronically absent students. I excluded any medically fragile students or those with severe behavioral challenges. The six students I selected had attendance rates ranging from 65% to 77%.

Over the course of 20 days, I worked individually with each student, implementing a personalized attendance initiative.

Personalized attendance initiatives

Personal Treasure Maps: I created a unique treasure map for each student, featuring a clear starting point and endpoint. Students who attended school for 20 consecutive days received a small gift of their choice, such as baby doll clothes, guitar strings, or a stuffed puppy.

Daily Celebrations: Each day, I presented the treasure map to celebrate the student's attendance, allowing them to mark off another day on their map.

Parent/Guardian Communication: I called each student's parent or guardian to introduce myself, explain our goals, and share what we were working on together.

Positive Reinforcement: I made positive phone calls and texts to celebrate students who attended school for several consecutive days.

Emotional Support: I emphasized the importance of each student's presence by saying things like, "It's so nice to see you," and "I'm glad you're here today." If a student missed a day, I would express that I missed them and inquire about how they were feeling. For those who arrived late, I praised their effort to come to school.

Lunch Meetings: I had lunch with each student to foster a deeper connection and get to know them better. Celebrating Achievements: Upon reaching their 20th day of attendance, I sent pictures of the students with their chosen reward to their parents, thanking them for their support.

Public Recognition: We made an announcement over the intercom to celebrate each student's achievement, saying, "Congratulations to _____ for making their attendance goal! Meadow View is so proud of you!"

Results

This initiative was successful for all six students. Their attendance improved significantly, rising from 65-77% to an impressive 89-100% during the 20-day challenge. Currently, their attendance ranges from 89% to 100%.

Intervention: Student Mentoring Program

Category: Attendance/Academic

Submitted by: Russell Independent, Russell Independent FRYSC

According to student attendance records, there were a number of students whose chronic absenteeism was negatively affecting academic performance. The FRYSC director compiled data on 50 students who missed the most school in the previous year. Grades in core content areas were averaged and compared. The data showed that 43 of the 50 students had a lower average grade in the grading periods during which they missed the most school.

The Student Mentoring Team met to discuss how best to assist these children and their parents. There were 35 students selected to receive targeted intervention. Intervention included phone calls, letters, home-visits and in-person meetings to share the data and discuss the importance of regular attendance.

At the end of the second grading period, 22 of the 35 students missed less school and increased their grades in core content areas by 10%.

Improvement was seen in the 3rd and 4th grading periods as well. The final data shows that over 70% of the target group had improved attendance. The grade average increased from 72% to 85% for the group.

Intervention: Attendance & After School

Category: Attendance/Academic

Submitted by: Jenkins Independent, Jenkins FRYSC

Jenkins FRYSC and Jenkins Elementary School collaborated during the school year to target students Kindergarten through 5th grade who were falling behind due to absenteeism. Through attendance records, parent surveys and teacher referrals the attendance/academic intervention for 15 students. A total of 9 students in grades 3rd - 5th grade and 6 students in grades Kindergarten through 2nd grade participated. These students were targeted because they were failing at least 1 subject such as reading or math and were absent more than 20 days.

Students were required to attend after school programs 2 days a week for 25 weeks to increase academic performance. Their parents were also enrolled into parenting classes to increase parental involvement and increase attendance as a truancy diversion program.

These same students were referred to a 20-day summer program to also assist in academic performance. The 20-day camp also assisted with the summer learning slide.

During the FRYSC after school program, students worked on missing assignments they had during the school day, homework, or another missing assignment due to absences. They also used this time to work on math concepts and reading levels.

- A total of **9** of the **15** students increased their MAP scores in math or reading. A total of **3** students increased their MAP scores in both reading and math.
- All students increased their grades in all subject areas.
- All students decreased their tardies.

A survey was given to the teachers, students and their parents to indicate any change in students' attitude, behavior and overall satisfaction of the after-school program and the summer camp. All students and parents were very satisfied with both Jenkins FRYSC After School Program and Summer Camp.

90% of parents indicated an improvement in students' attitude toward school and an **80% improvement in students' behavior** in the classroom.

95% of teachers indicated an improvement in students' attitude toward school and **90% improvement in students' behavior** in the classroom.

Intervention: Check In - Check Out Program

Category: Attendance/Academic/Behavior

Submitted by: Warren County, Lost River FRC

76.6% of the student population attending Lost River Elementary School come from economically disadvantaged homes (kyschoolreportcard.com, 2022). Many times, children from these homes experience significant levels of stress which lead to attendance issues and negative attention seeking behaviors within the school setting. A significant number of our students were exhibiting Tier 2 behaviors and were struggling with attendance.

The Lost River Family Resource Center and school guidance counselors collaborated to provide the Check-In/Check-Out program to approximately **30 students** from Kindergarten-6th grade who were categorized as having Tier 2 behaviors. The goal was to provide children who were struggling with positive attention and meaningful goals to improve their behavior, attendance, and overall, GRAD scores.

The FRC and school guidance counselors collaborated to provide the "Check-In/Check-Out" program to approximately 30 students in kindergarten-6th grade who were categorized as having Tier 2 behaviors. The school counselors provided the children with individual "point sheets" which they were to present to their teachers to fill out after each subject (either granting or denying them points based on their behaviors).

At the end of each day the children were to report to the Family Resource Center to "check-out". Each child was greeted with warmth and provided with positive attention and a small snack regardless of whether or not they met their point goal for the day. If children met their point goal, they were allowed to pick out a small prize. If a child did not meet their point goal the FRC and FRC assistant would check in with them and talk about what they could improve upon in order to get their points the following day.

To measure our success, the FRC utilized the Infinite Campus, "Early Warning Tool, GRAD Score". The GRAD Score is based on a multitude of changing data points such as attendance, behavior, grades, enrollment history, demographics, test scores, grades, guardian involvement, household demographics, school type, and more.

Upon comparing GRAD scores from participants' previous year of school with their current GRAD score, it was noted that **62%** of students participating in the Check-in/Check-out program showed an increase in their score overall, indicating a higher likelihood of success and a decrease in risks such as behavioral issues and low attendance.

Within the measurement of the GRAD score, we were able to see that **60.8%** of participating students showed an improvement in the area of behavior, and **60.8%** showed improvement in the area of attendance.

Intervention: PBIS (Positive Behavioral Interventions and Supports)

Category: Behavior

Submitted by: Estill County, West Irvine Elementary Family Resource Center

Although West Irvine Elementary has followed PBIS for many years, the system within our building needed updating. Not everyone used PBIS to fidelity or understood the parameters of the system. During the 2021-22 school year, 27 referrals per 100 students were major referrals (handled by administration). During the 2022-23 school year, this grew to **36 referrals per 100 students**.

During the past two years our Administrative Team (Principal, Assistant Principal, Counselor and FRC) have worked with our PBIS team to update our system. We spent time during opening year training to educate staff about PBIS. We worked hard to educate our students on expectations, and gave reminders to staff often, to reteach students and offer reminders to them on expectations in all areas of our building.

We also worked with students to identify rewards for which they had interest. Our administrative team provides the monthly grade level rewards for students and work to match those rewards with student wishes, and also to make sure the rewards happen each month. We added a mid-month, check-in reward, so students could earn a reward bi-monthly.

In addition to our work with students and staff on PBIS, we entered into a grant opportunity with BOUNCE. As part of the grant program, professionals associated with the BOUNCE coalition provided monthly technical assistance to our administrative team and training to our entire staff around trauma informed care. During our first year of involvement with BOUNCE, staff received two training sessions about trauma. Our parents were offered training about working with their child's strengths, and data was collected about school climate.

Our major office referrals during the 2023-24 school year decreased significantly to only **5 per 100 students**. While our PBIS system still needs work, we feel we are on the right track to improving student behavior. We will also continue with our second year of involvement with the BOUNCE coalition this year, including additional training for staff on trauma and conflict resolution.

Intervention: Knight and Squire Mentor Program

Category: Behavior

Submitted by: Graves County, Central FRC

During the first semester of our school year, we had a demonstrated need that reflected a group of students with recurring behavior occurrences needing tier 2 behavior support. To create an intervention for this need, I created our Knight and Squire Mentor Program at Central. The program started in January and continued to the end of the year. We had 21 students that displayed the behavior that needed the tier 2 behavior support, because of the number of behavior incidents and being repeat offenders. Looking at the data, a lot of these children's behaviors were tied into not knowing how to express feelings, having anger/ anxiety issues, struggling with self-image/ self-esteem, and not knowing how to calm down and deal with upsetting situations in a good manner.

I contacted community members to join the program. Each community member had to pass a background check. Once passed, I partnered them with a student. The program had a group meeting every month, but the adults were encouraged to meet with the students individually as well. This program is data based. We reviewed documented frequent flyers and the situations that were causing the behavior and noticed a trend in a few social emotional behaviors that could be targeted in our formal agendas for each group meeting. Our agendas each had a focus, a focus activity, snack and a building emotional connections activity with their mentor.

Each session focused on calming techniques, expressing feelings, self-image and recognizing strengths and dealing with anger, and anxiety and how to let it go. These were taught by our Mountain Comprehensive Care counselor each month and, due to her qualifications, the delivery of the topics was very informative and precise.

Our data at the end of the first semester showed that out of our 21 tier 2 students in the program they had 106 behavior incidents. At the end of the second semester, which is when the program was active, our 21 students' behavior incidents decreased substantially, especially for taking into account it was the end of the year, to only 76 behavior incidents. That dropped 30 incidents with a new program for only half a year. I really look forward to the future of this program and seeing the results after a year of implementing it.

Intervention: Future Leaders Boys Mentoring Group

Category: Behavior

Submitted by: Jefferson County, St. Matthews FRC

In October 2023, the FRC Coordinator at St. Matthews Elementary created Future Leaders, a mentoring group for boys. Fifth grade boys were targeted with a goal of improving behaviors and preparation for transitioning to middle school. A variety of topics were covered such as goal setting, personal responsibility, positive behavior, respect, self-discipline, leadership skills, confidence and emotional intelligence. Participants included male students who had made poor choices regarding behavior and peer relationships, needed extra guidance or did not have positive male role models at home. In addition, boys who were considered role models by their peers were invited to participate to enhance their leadership qualities. Referrals were taken from teachers, other staff members and parents.

The group consisted of 10 boys who met bi-weekly for 50 minutes with a male mentor and the FRC Coordinator from October 2023- May 2024. The boys were always excited to come to the group and exhibited a sense of pride for being chosen to be part of the group.

The pre-survey taken by the boys prior to the mentoring group starting showed 20% felt that they were mentally prepared to transition into middle school. The post survey showed that 100% of the boys felt they were mentally prepared to transition into middle school.

In the first two months of the school year August – October 2023 before the mentoring group started, there were 2.5% disciplinary referrals among the boys. Once the mentoring group started the disciplinary referrals significantly decreased to 0.42%.

Intervention: RSES Anchor KINDness Club

Category: Behavior

Submitted by: Russell County, Russell Springs Elementary FRC

RSES had an identified issue early in the 23-24 school year. Six (6) students ranging from 3rd - 5th grade had office referrals from bullying one or more students. Noting the issues with these students, the RSES FRC developed a new program to address the concerns. The RSES FRC KINDness Club was formed. Parent meetings were held with the six students involved. All parents were notified of the efforts from the FRC to change these students' behaviors. All parents or guardians were agreeable to allow their student to participate.

The RSES FRC KINDness Club began in October of the 23-24 school year as a result of a need of six of the 3rd, 4th and 5th grade students. The program was formed to hold students accountable with school staff and their guardians at home on how they treated others in the school setting. The FRC staff met with the parents of the six identified students in person via a parent meeting in the school or a home visit.

The program's intention was to focus on how these students treated others and the burden the ones being bullied carried. We followed the acronym KIND (Kids in New Directions). The goal was to spread kindness throughout the school weekly with easy and fast assignments directed by the FRC staff. Students were scored weekly on a KIND report by school staff. Students took their KIND report home weekly for the parents to sign. Three times throughout the rest of the school year the FRC coordinated speakers to come into the school and work directly with these six students on bullying topics.

Each identified student was reevaluated in January of 2024 to gauge the impact of the RSES KINDness Club.

- Behavior referrals to the office went from 9 from August 2023 to October 1, 2023 to 2 office referrals from October 2, 2023 to January 15, 2024. This was a 78.1% improvement in office overall behavior referrals for these six students.
- There had been eight parent contacts made via phone or home visits from August 20, 2023 to October 1, 2023. Upon reevaluation from October 2, 2023 to January 15, 2024, the number had decreased to 3. This was a 63.4% improvement in parent contacts.
- Upon evaluation of the students' grades from August 20, 2023 to October 1, 2023, four of the six of these identified students were failing at least one subject in their classes. Upon reevaluation on January 15, 2024, it was found that 2 out of 6 of these identified students were failing at least one subject in their classes. This was a 34.3% improvement.

Intervention: MADE - Anti Violence and gang group

Category: Behavior

Submitted by: Fayette County, Frederick Douglass High School YSC

The demonstrated need before the intervention was significant, as evidenced by the baseline data. The targeted population consisted of students identified by the MTSS (Multi-Tiered System of Supports) team in Tier 1 intervention. Here is the baseline data for 10 students that were identified:

Absences	Tardies	In- School Safe Detentions	Suspensions	Reported Behaviors
122	39	29	35	54

This data highlights the challenges faced by the students, including high rates of absences, tardiness, detentions, and suspensions, indicating a clear need for targeted intervention to improve their academic and behavioral outcomes.

Motivated All Day Everyday (M.A.D.E.) is an anti-violence/gang group, focused on mentoring, violence prevention, and social-emotional learning. The Frederick Douglass YSC played a crucial role in this initiative by helping to identify 10 students for the program, facilitating discussions during meetings, conducting weekly check-ins, and providing a safe space for students. The outcomes for these students are as follows:

Absences	Tardies	In- School Safe Detentions	Suspensions	Reported Behaviors
3% decrease	41% decrease	38% decrease	63% decrease	56% decrease **

Of the reported behaviors, fights and disruptive behaviors decreased by **100%, skipping class by **13%**, and failure to follow directions by **63%**.

These outcomes demonstrate a significant positive impact on the students' attendance, behavior, and overall school engagement, highlighting the effectiveness of the intervention.

Intervention: Boys to Men- small group for boys

Category: Behavior/Academic/Attendance

Submitted by: Jefferson County, M.L. King, Jr. FRC

After reviewing mental health screeners, behavior data, attendance records, MAP scores, and other academic information provided by parents, teachers, the principal, and the counselor, the FRC coordinator compiled a list of students identified as needing intervention due to behavior, academic performance, attendance, and other concerns. With parent permission we chose a small group of 20 boys that met weekly and some after school. The goal of this group was to provide support, increase coping skills, and build self-confidence.

The boys to men group met once a week during school for 1 hour and once a month after school for 2 hours. The group focused on improving students' attitude, behavior, grades, interaction with parents/other adults, students, and their social/emotional well-being. The group ran from October 2023- May 2024. At the end of all the sessions, data indicated that 17 of the 20 boys had increased attendance, 14 of the 20 boys had an increase in grades, 19 of the 20 boys had a decrease in behavioral incidents or referrals, and 20 of the 20 boys' teachers reported their attitudes improved.

Intervention: Men of Steeplechase - Mentoring Program

Category: Behavior/Attendance

Submitted by: Boone County, Steeplechase FRC

The Men of Steeplechase program is an expansion of the Men of Boone/Yealey program that was created by Boone County High School and Yealey Elementary. After seeing the success the program had in their school, Steeplechase and Ryle High School made the decision to partner to bring the program to our respective schools. This decision was made for Steeplechase due to a huge spike in both behavior referrals and attendance events, and an overall poor culture within the 5th grade class. In the three months before the beginning of the program (November to February), the 21 students involved in the program had a combined total of 12 behavior events and 82.5 missed days.

Men of Steeplechase began in February as a once-a-week 6-week mentoring program where Ryle High School seniors came to meet with our 5th grade boys during lunch. All 5th grade boys were invited to attend the program, and 21 parents signed their students up. During the lunch program, Ryle seniors followed a curriculum which included topics such as peer pressure, stress and coping skills, respect, and sportsmanship. Students also received a treat on each session day, a T-Shirt to commemorate their inclusion into the program, and a framed photo of the whole group to take home with them. Students made real connections with the seniors who came to mentor them and were excited each week for them to come and spend lunch (and sometimes even recess) with them.

Once the program and school year concluded, IC data show that the 21 boys combined had a total of only 6 behavior events and 43 missed days in the 3 months during and after the program. This cut our behavior events and missed days in a 3-month period nearly in half for this group. Individually, one student went from missing a total of 15 days in the three months before the program, to only missing 4.5 days after. One student also went from 3 behavior events in a 3-month period to 0.

*n = 21	Combined Behavior Incidents (3-month period)	Combined Absences (3-month period)
Before the Program	12	82.5
After the Program	6	43

Intervention: Golden Girls - Girls Small Group

Category: Behavior/Attendance/Social Skills

Submitted by: Allen County, Allen County Primary FRC

The need for a girls' social skills group was identified based on several indicators that 3rd grade girls at Allen County Primary Center needed additional social-emotional support. This was evidenced through: behavioral outbursts and office referrals, lack of social skills, internalizing behaviors, and pre-test data.

In the 22-23 school year, there were 53 office referrals for behavioral issues among the 10 targeted students, indicating frequent challenges with emotional regulation and peer interactions. School counselors reported that all targeted students demonstrated difficulties in self-help skills and social interactions, such as initiating conversations, managing conflicts, and participating in group activities. Counselor and teacher observations highlighted that each of the girls exhibited signs of internalizing behaviors, such as anxiety, withdrawal, and low self-esteem. Before starting the intervention, a pre-test was administered to assess areas such as sense of belonging, social awareness, and self-esteem. An average pretest score: 5/10, indicated a need for improvement in social-emotional skills. The targeted group of girls had an average of 17.3 absences in the previous school year. The FRC partnered with school guidance counselors, school psychologists, and mental health professionals to initiate a social-emotional learning (SEL) small group for these students.

The Golden Girls small group aimed to improve social-emotional competencies among the targeted population of ten (10) 3rd grade girls at Allen County Primary Center who were recommended by school counselors based on criteria such as attendance, attitude/behavior, and family/home life. Intervention included weekly group sessions facilitated by the school counselors, mental health professional, and FRC staff. Sessions focused on building self-esteem, enhancing social skills, conflict resolution, and emotional regulation through interactive activities, discussions, and role-playing scenarios.

The FRC collaborated with the school guidance counselor and mental health professional to design the curriculum for the social skills group. The center provided resources and materials for the sessions and facilitated a field trip to put skills into practice. FRC staff assisted in coordinating the sessions and ensuring consistent attendance and monitored progress and collected data for evaluation purposes.

During the 2022-2023 school year this group of students had a total of 53 behavior referrals. In the 2023-2024 school year, the number of behavior referrals for this group decreased to 29, indicating a significant improvement in behavior and emotional regulation. In 2022-2023, the targeted group had an average of 17.3 absences. In 2023-2024, the average absences reduced to 14.4, showing an improvement in school attendance and engagement. A post-test survey was administered to measure changes in self-esteem, social skills, and other social-emotional competencies. The average post-test score was 8/10. These results indicated improved self-esteem, with students reporting increased confidence in social interactions and a greater sense of belonging. Social skills showed improvement, with students demonstrating better conflict resolution, increased participation, and more positive peer interactions.

	Behavioral Referrals	Absences	Pre/Post Test
Before Group 2022-2023	53	17.3	5/10
After Group 2023-2024	29	14.4	8/10

Intervention: Vaping: Small Devices, Big Impacts (4-H Extension Substance Abuse Education)

Category: Behavior/Health

Submitted by: Daviess County, Daviess County MS YSC

In the 2023–2024 school year, there was a high percentage of students vaping or in possession of vaping devices at Daviess County Middle School. Even students not vaping have been exposed to vaping or other substance abuse products at school, home, or somewhere in the community. A survey was conducted with seventh grade science classes. The results showed that 84.3% of students identified some type of exposure to a variety of substances, 81.5% of 7th graders reported that vaping is an issue for people their age, 5.6% said that vaping was not an issue for middle school students, and the other 12.9% of students said that they were unsure if vaping was a current issue.

Due to the high percentage of students acknowledging that vaping is a concern for middle school students, the University of Kentucky’s 4-H Extension office sponsored vaping education for 7th grade students through science classes. Participants were asked how often they think that individuals their age vape. According to the pre-survey, 45.2% of students stated that people their age vaped often. 5.6% responded as never. The other 49.2% said that sometimes middle school-aged students vape. Prior to this specific substance abuse education course, 90.3% of students stated that they had previously received information about the dangers of vaping. 9.7% of students were identified as never receiving any information about the dangers of vaping. The 4-H Extension Office provided knowledgeable information regarding vaping and the dangers that come along with it in order to provide students with the knowledge they need to make informed and safe decisions regarding their health.

The 4-H Extension Office provided substance abuse education, specifically focusing on the dangers of vaping. 301–7th graders participated in the Vaping: Small Devices, Big Impacts lesson by the Extension Office. The YSC contacted the 4-H Extension Office and placed the Extension Educators in science classes. Students filled out a sticky note before and after the vaping lesson to identify the cons of vaping. They also rated on a scale of 1–10 how dangerous they thought vaping was prior to the activity vs. after the activity. Another activity led by the Youth Service Coordinator was an agree/disagree activity. A statement related to vaping was read and students were asked to identify if they agreed or disagreed and move to that correlating side. Seventh grade students identified how to be healthy socially, mentally, physically, and emotionally, which allowed them to reflect on and practice safe, healthy choices in each of these areas. Not only did students learn about the dangers of vaping, how to make healthy choices, identifying myths vs. facts, but they also had the opportunity to practice saying “NO” to vaping in small groups. Each group was given a scenario related to vaping, and they had to write down ways that they would say “no” if they were ever in a difficult situation where they were pressured into vaping.

At the end of the presentation, students were asked if the vaping lesson from the Extension Office reduced their chances of vaping now/in the future. The responses were the following: 83.8% - yes, 9% -no, and 7.2% - not sure. Overall, the vaping education course was very successful and allowed students to educate themselves on the dangers of vaping.

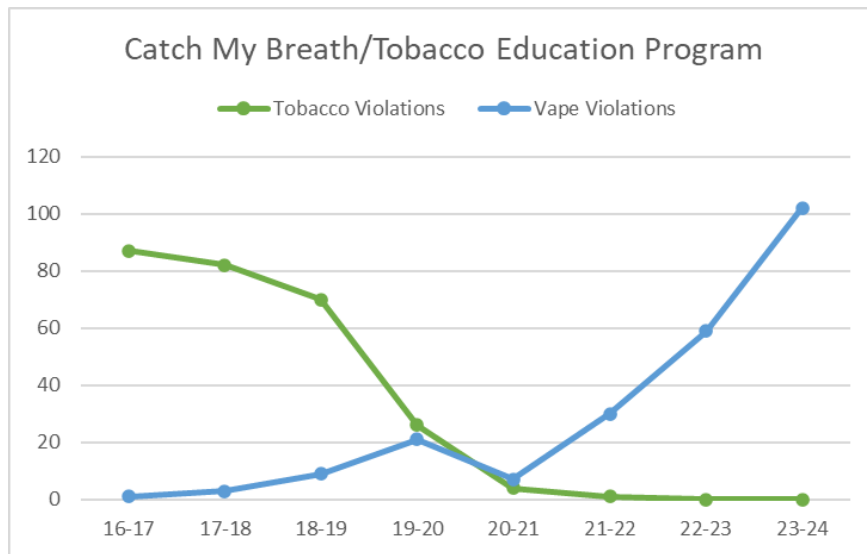
Agreement with the following statements	Pre-test	Post-test
Vaping is better than smoking cigarettes.	63.8%	23.5%
I won’t become addicted to vaping.	43.5%	12%
It’s just water vapor.	35.6%	5.6%

Intervention: Catch My Breath/Tobacco Education Program

Category: Behavior/Health

Submitted by: Pendleton County, South FRYSC

Infinite Campus data consistently ranks tobacco/vape violations in the top 5 behavior infractions. I am going to use data from the 3 years prior to Covid, the 2 years of Covid, and the 3 years since Covid, as it is important to understand the sway of data through the 2 partial years of instruction. In these 8 years we have seen the switch from traditional tobacco use to vape use as evidenced from the following data:



Because of this change, we have also had to switch programming from the traditional Tobacco Education Program (TEG) to the Catch My Breath program as traditional tobacco education programs were no longer useful. For this intervention, our targeted audience is students who are caught possessing and/or using vape/tobacco products on school grounds as an alternative to suspension.

The Catch My Breath program was offered 3 times during the 2023-2024 school year to students who were caught possessing/using vape/tobacco products. This program teaches students the dangers of vaping and what they can do to stop. This program is a collaboration between the resource center and our Drug Free Communities grant. The Drug Free Communities liaison teaches the class, and the resource center coordinator is responsible for scheduling classes, handling all paperwork related to the program, and teaching class if the liaison is not available. The coordinator is also responsible for collecting and analyzing all data generated from these sessions.

Of the 61 students referred to the program, a total of 33 attended. As this is an alternative to suspension, participation is not mandated but highly recommended. Of the 33 total students who attended, 23 (70%) had no further vape/tobacco violations for the 2023-2024 school year. Post survey results indicated that of the 33 students who attended, 58% (19 students) gained knowledge as a result of this class; 79% (26 students) would like to quit vaping; and 55% (18 students) are going to attempt to quit right away as a result of what they learned in this class. For the upcoming school year, the resource center coordinator, Drug Free Communities liaison, and school administration will be meeting to discuss programming and how to expand it and make it more impactful for more students.

Intervention: First Time Offenders Program - disciplinary program for students caught with illegal substances

Category: Behavior/Health

Submitted by: Somerset Independent, Somerset High School YSC

The rise in accessibility to non-nicotine vaping devices has led to an increase in students testing positive for marijuana use during school hours/on school property. Because of this, the school has implemented the First Time Offenders Program (FTOP) so that students do not have to enter the court system upon their first offense.

Through this program, the student and their parent/guardian must sign a contract that states that the student will: exhibit exemplary behavior; submit to regular urinalysis, as per the scope of circumstances presented; will submit to an evaluation process to ascertain the extent of the problem/need; must perform academically commensurate with ability; and resubmit to drug testing prior to readmittance to any team or organization, as well as to other privileges such as a parking permit. The contract then outlines that students must complete a cessation essay, 20 hours of community service, and six sessions with a drug counselor. This part is what the Youth Service Center is responsible for handling, as per the grant component. The contract also outlines consequences for up to two subsequent violations. The drug counseling sessions take place over the course of six, one-hour sessions, with the exception of the first appointment, which is a two-hour evaluation.

After the initial evaluation with the drug counselor, students will see the counselor for the next five weeks where they can discuss any and all issues (or not), whether they are related to substance use or not. All of these sessions take place within the YSC and are paid for out of YSC funds through the Student Activities code.

- Of the 17 students who were caught with a non-nicotine vaping device and/or did not pass a drug test, 10 completed all parts of the FTOP contract.
- Of the 10 that completed the contract, 4 sought to keep services with the counselor who did the evaluation and 5 subsequent sessions.
- All 4 that sought to continue services after their mandatory sessions also saw fewer instances of behaviors, as well as improvements in attendance and grades.

Intervention: Inside Out, male self-esteem group

Category: Behavior/Self-esteem

Submitted by: Meade County, Keralot III FRC

Our PBIS (Positive Behavioral Interventions and Supports) team had noted that there was an increase in student behavior referrals in the 22-23 school year. Teachers referred 5th and 6th grade males who had multiple behavior referrals in the previous school year and who also struggled with expressing their emotions, had low self-esteem, and needed a positive relationship with an adult. Nine (9) 5th and 6th grade males participated in the group.

During the 22-23 school year and the 23-24 school year (prior to participating in the group) there were a total of 87 strikes between the 9 students. This program was expanded from our girl empowerment and self-esteem group to be more inclusive with our male student population.

The Inside Out group met weekly for 6 weeks in a small group setting facilitated by the school counselor, FRC, and FRC assistant. There were 8 lessons, which included: feelings, self-esteem, growth mindset, and inner coach.

Data from teacher pre- and post-assessments concerning the 9 boys:

n=9	Pre-assessment	Post-assessment
Unable to express emotions	4	1
Not confident to express feelings	7	1
Did not have high self-esteem	5	1
Did not believe in themselves	5	0
Unable to talk to an adult when they had strong emotions	6	3

The behavior referrals after the group dropped to 3 among all 9 students. The teachers commented that the students were more confident and able to ask for help when needed; they were able to overcome situations that had previously derailed them; and they were more present in class and raising their hands to answer questions more frequently.

Intervention: Who is your person at CMS survey

Category: Best Practice

Submitted by: Corbin Independent, Corbin Middle School YSC

According to a student survey, 31% of students reported that they did not know of a trusted adult at school. Students will increase their awareness of available trusted adults within their building as evidenced by student survey, informal mentoring and teacher/student assignment, and IC data.

Students completed a survey/google form created by CMS YSC that asked them to choose up to 3 names of staff at CMS that they considered "their person" that they feel they could go to in times of need. The survey/google form included their core teachers and all exploratory teachers, as well as office staff, administration and support staff. There was space for them to write the name of someone else in the building that was not included on the list. Students were then asked if that person/people knew that they were considered "their person". After all students completed the list, YSC Coordinator looked to see if anyone indicated that they did not have a person. YSC Coordinator made contact with those students to either help them think of someone or connect them with a staff member. All students enrolled provided at least one person. CMS YSC Coordinator shared the google sheet with all staff at CMS. Staff could use the keyboard feature CTRL F on the google spreadsheet to locate their name to see which students put them down as their person.

During a post survey with CMS staff, over 58% of staff was surprised by the students that put them down as "their person". During conversations during PLC and student support meetings, staff used the data in various ways. I had several teachers report that they used the data to help find support for troubled students in their classrooms. They searched the student's name and found out who "their person" was. Those teachers approached the selected teacher and discussed their concerns and the teachers then worked collaboratively to find interventions or assistance for the student. One of the guidance counselors used the list as a way to let "their person" know something was going on with students (following confidentiality guidelines).

During a post survey with students, 78% of students reported that their person had reached out to them, through their email address, to see how their year was going and if they needed anything, and reminded them that if something came up, they were available.

Intervention: NMS Student Interview- Career Readiness, Career Exploration, and Interview Skills

Category: Career Readiness

Submitted by: Henderson County, North Middle School YSC

The targeted student population at North Middle School demonstrated a clear need, marked by low confidence in interview readiness and limited previous exposure to job readiness and interview skills training.

Specific baseline data:

Level of Confidence - Average to Very Confident	61.3%
Have never participated in any job readiness or interview skills training	80%

Expectations: Prior to the career readiness program, students expressed various expectations, including gaining confidence, learning interviewing skills, understanding professional behavior, and improving communication with new people. Their responses indicated a desire for practical skills and knowledge that would enhance their readiness for interviews and professional interactions. These data points highlight a clear need for structured intervention to build confidence and competence among students in job interview settings, addressing their specific expectations and gaps in prior training.

The NMS Interview Program at our middle school aimed to prepare 100 students for future career paths by focusing on job readiness, career exploration, and interview skills over a week-long initiative. The program integrated theoretical learning with hands-on practice, equipping students with vital skills and knowledge for future interviews and career choices. It promoted critical thinking, entrepreneurship, and community engagement, reflecting our dedication to preparing students for success in today's competitive job market. Community involvement was pivotal.

- Students engaged in immersive classroom sessions where they developed essential interview skills.
- Students learned about professional interactions.
- Students created mock businesses, where they selected job roles and formed interview panels of 3-4 peers.
- Students crafted tailored interview questions to simulate real-world scenarios, enhancing their ability to evaluate candidates critically.
- Local professionals volunteered to be interviewed by student panels, representing diverse career fields. They presented mock resumes and occasionally included common interview mistakes, challenging students to respond effectively and preparing them for real-world uncertainties.

Post-program evaluations highlighted significant improvements:

Level of Confidence - Average to Very Confident	66%
Noticed enhanced job readiness and interview skills	90%

Students' reflections revealed valuable insights. They appreciated learning effective communication from professionals, understanding the importance of providing specific examples in interviews, and grasping the significance of professionalism and first impressions. Many expressed newfound confidence and eagerness for future interview opportunities, reflecting the program's positive impact on their personal and professional development.

Intervention: Moving the Needle in Family Engagement

Category: Family Engagement

Submitted by: Jefferson County, Rutherford FRC

The Parent Café program was introduced at Rutherford Elementary School, and the Kid's Expo was created by the school's FRC during the 2022-2023 school year. Its goal was to enhance families' access to resources and foster positive parent-child interactions, aiming to prevent childhood abuse and promote early childhood education and interventions. Since then, the initiative has evolved from focusing solely on resource access and parent-child engagement to also building parent leadership within schools and increasing overall parent involvement.

During the 22-23 school year, the FRC purchased a translation device to help increase families' communication between home and school as an attempt to increase parent-led groups/events at Rutherford Elementary. The FRC's goal was to increase participation in Parent Café by 10% or more.

The FRC Coordinator's role was sharing the program with community members to increase awareness and solicit volunteers and sponsors. This included sharing the results of FRC's Needs Assessment and other community surveys that helped identify needs and available resources. The FRC hosted weekly Parent Cafes to promote parent leadership and provide resources to increase learning at home. The FRC maintained relationships with current parent leaders by attending Parent Teacher Association or RAMPTA Board meetings. The FRC attended community meetings in collaboration with service providers and parent leaders. Such meetings discussed families' talents that they would like to share or learn at the Kid's Expo, hosted in April 2024.

By the end of the 23-24 school year, our parent engagement, as measured by the Parent Café attendance, nearly quadrupled. We went from 9 parents or families participating to 35 total parents/families.

Intervention: EL - SUPPORT FOR PARENTS - Academies for Parents of English Learners

Category: Family Engagement/Academic/English Proficiency

Submitted by: Shelby County, Northside Family Resource Center

At the beginning of the school year, 50 English Learner (EL) students were tested at school with the W-APT. The W-APT (WIDA-ACCESS Placement Test) is an English language proficiency assessment used to determine the level of English proficiency of students who are learning English as a second language. The FRC organized a series of workshops that were held on one Thursday of each month. During the workshops, parents participated in activities; received strategies and supplies for the development of their children's Language and Communication skills. The invitation was extended to all EL families. The parents of the students did not speak English.

At the end of the school year, English Learners were screened again with W-APT. The data shows that the students belonging to the families that participated in the program EL - SUPPORT FOR PARENTS increased their English proficiency due to the support of their parents.

W-APT Results (1-30)		
Student	1st Screening	3rd Screening
1	1	15
2	0	17
3	2	15
4	2	24
5	9	16
6	8	22
7	0	9
8	0	23
9	1	23
10	0	14
11	2	23

Intervention: Family Engagement Program- Truancy/Attendance Program

Category: Family Engagement/Attendance

Submitted by: Warren County, Warren EL FRC

Warren Elementary School has always struggled with attendance. Over the past 3 years, the school has had over 40 students each year who are truant with the attendance rate being below 95% overall. With the number of students missing so many days, it was difficult to keep up with all of the cases. Many times, the case would go to court and then would be dismissed because the court felt like the school was not doing enough to prevent truancy and did not have a strategic plan.

We partnered with the Family Enrichment Center to do Parent Engagement meetings. After a child missed 6 unexcused days of school, a letter was sent home along with a phone call. After a child missed 10 days, they would be contacted by the school and the Family Enrichment Center to set up a Family Engagement Meeting. The parent would have to come to school to meet with a team to create a 2-year plan focused on preventing absenteeism. If the parent did not follow through, their name was sent to the court system.

Through this program, we are down to only 12 students being truant and our attendance is now at 97%. This program has not only engaged parents but has also held them accountable. This program also gives the parent resources needed to be successful and ensure their child is at school and learning. These student's teachers saw grades improve by 10% after the students were at school more often. The Warren County Elementary Family Resource Center was responsible for hosting the parent engagement meetings.

Intervention: "A Knight for a Princess" Father Figure-Daughter Dance

Category: Family Engagement/Male Involvement

Submitted by: Johnson County, Central Elementary FRC

Baseline data showed that male involvement in our programs was pretty concerning, with only about 4% participation in FRC activities. This left a big gap in male engagement, especially for young girls who really benefit from having positive male role models in their lives. On average there is only 8% of males in attendance during Parent-Teacher Conferences. There were no father/male focused programs at school and no known male engagement programs in the county. However, it has been noted that one of the greatest attended FRYSC programs in previous years has been a father engagement program. Average attendance across school-based activities is predominantly female demographic. Acknowledging this issue, the event was designed to create a friendly space for dads and father-type figures to connect meaningfully with their daughter(s) and to bridge the gap between fathers and school community.

On February 9, we hosted "A Knight for a Princess," a father-daughter dance designed to foster positive relationships between daughters and male role models. The event drew a total of 102 attendees, which included 47 father-type figures. There were 10 male volunteers that served as father figures for any child coming to the event alone. The FRC provided free refreshments, music, and games to those in attendance. A photo area was also provided to capture memories of the night. This initiative represents a big change in how men are getting involved in our programming, as previous assessments showed there was a lack of male participation. The change can be seen through various measurements reflecting an increase in male involvement in both the event itself and subsequent programming.

The event made the following impacts:

- 19% increase in male program volunteers leading to more male role models for all students
- 36% growth overall in male participation during Parent-Teacher Conferences
- 39% more males attended FRC programs that followed.

The connections made have significantly impacted male participation and their involvement in their child's education. They are taking an active role in their child's learning experiences and school-related activities further motivating their involvement in future activities. Additionally, male participants cultivated connections with one another through open dialogue.

Intervention: 2021-2024, Health First Dental Van, Dental Exams and Treatment

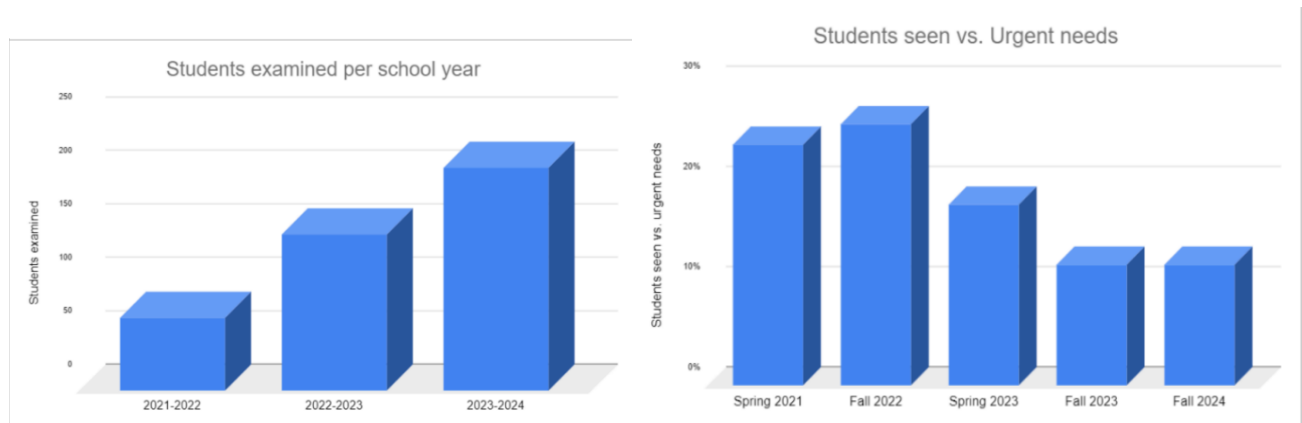
Category: Health/Dental

Submitted by: Fayette County, James Lane Allen FRC

A high number of students at James Lane Allen FRC are not insured for dental care. There are many factors that account for why our students are uninsured and/or underserved. A common reason is that many of our students were not born in the United States and will not qualify for Medicaid. We also have many parents that do not have flexible schedules that allow them to take their child to a dental office and/or are not knowledgeable on the best dental practices. Many of our students have not been taught to brush their teeth twice a day and other healthy dental practices.

The James Lane Allen FRC sends Health First Bluegrass Dental Van information with applications to the entire school in August. This ensures that every student in need will be reached. Health First is very open to serving a high number of students; therefore, all students, even brand new, are allowed to sign up. The dental van visits all the Title One Elementary schools each year. The Health First Dental staff teaches the students how to properly brush and floss their teeth. They examine them to assess their needs and apply a dental varnish. They refer all urgent need students to their clinic or other relevant and local dental offices. It is common to see up to 7 cavities identified.

If needs are not urgent but do require treatment, Health First Bluegrass will visit again at a later date to provide treatment. **Health First data indicates that while the overall number of students seeking support has increased in recent years, the number of students with urgent needs has decreased.** In 2021, 24% of the students had urgent needs compared to only 12% this year. This is believed to be directly related to getting them set up with Health First Bluegrass for dental services. In addition, we have increased the number of times per year that the Dental Van visits our school. In previous years, the Dental Van visited 1-2 times per year. This school year, they visited 3 times. This resulted in 208 appointments being conducted compared to the 68 appointments in 2021.



Intervention: Dental Clinic

Category: Health/Dental

Submitted by: Hardin County, G.C. Burkhead FRC

A school-based dental clinic was made available to students in September 2022. Of the 142 permission forms received, granting parental consent for dental services, 28 indicated that their child had never visited a dentist and did not have a regular dental provider. While 8 families reported lacking dental insurance, the remaining 20 did not specify a reason for not seeking dental care.

The 28 students received a dental check-up, including x-rays, cleaning, and sealants. These students, aged 5 to 10, were assessed, and 9 were identified as having "urgent" dental care needs. The dental team provided a detailed report of their findings to each student. Following the check-ups, the FRC communicated with the guardians of all 28 students, helping them schedule follow-up appointments with a local dentist and assisting with referrals to establish a dental home. Additionally, resources were provided to help address any financial barriers to care. Six months later, both the dental team and the FRC conducted a follow-up with the same 28 students and found the following:

- 7 of the 9 students (2 students moved) identified with "urgent" dental needs had received follow up treatment through a local dentist.
- 21 of the 28 students established a dental home.
- 2 students accessed dental care through a school of dentistry resource provided by the FRC to eliminate financial barriers.

Intervention: In-School Dental Program

Category: Health/Dental

Submitted by: Jefferson County, Fern Creek FRC (2024)

During the 2022-2023 school year, the Family Resource Coordinator partnered with Big Smiles Dental Clinic (an in-school dental program) to come into the school on two occasions, serving 70 students. Through this, 147 days were saved from students being absent.

During 2023-2024, the world experienced the aftermath of the COVID-19 pandemic, and it had a serious effect on students' oral health. Instead of bringing the dental clinic into the school twice, the dental clinic had five visits, serving 90 students. This allowed for 193 days to be saved from students being absent.

One student had 13 cavities, 3 abscessed teeth, and 3 tooth extractions. These in-school clinics are imperative for parents who may have a challenge of getting off from work or transportation. Parents are appreciative that the school provides the in-school dental clinic, knowing that their children's teeth are being kept healthy, which aids in preventing chronic absenteeism. The Family Resource Center has already scheduled Big Smiles Dental Clinic to come into the school for the 2024-2025 school year for another 5 visits, if needed.

Intervention: Mobile Dental Preventive & Restorative Program

Category: Health/Dental

Submitted by: Casey County, West Casey FRC

In the beginning of the 2023-2024 school year, the Casey County FRYSC met with the Director of Dental Services at Cumberland Family Medical Center and Family Dental of Kentucky. We discussed the needs found during preventative screenings last year with students from preschool through 12th grade in our county. She talked about Casey County being chosen to not only take part in the preventative program but also asked if we would be interested in a new pilot program. The program would be for restorative dental work for families without a home dentist. Casey County has one dentist office that opened two years ago. That office does not take any type of dental insurance or Medicaid, which puts a hardship on our children and families in Casey County with a great need for dental treatment. Most do not have dental insurance or cannot afford dental treatment.

With the help from the FRC, the Family Dental of Kentucky team sent home preventative dental forms with all Walnut Hill Elementary students. The team visited the school five consecutive days to do screenings. The screenings consisted of x-rays, cleanings, fluoride treatments and sealants. If the student has insurance, they will bill them; however, if the insurance refuses to pay, there is never any cost to the family of the student.

n=101	Percentage of Students
Students with no “obvious” dental issues	28%
Students in need of follow-up care	60%*
Students in need of urgent care	10%*

*The 70% of students needing follow-up and urgent care receive a permission form to get a parent's permission to be seen by the Restorative team.

With help from the FRC and the Family Dental of Kentucky team, dates were set to come to Walnut Hill Elementary to see the students in preschool through 5th grades for restorative dental services. There were 19 students that received the restorative dental treatment. It took 12 days with 66 dental visits. That is 66 times a student did not have to miss school for an appointment at a dentist office. **The team completed 71 composite fillings, 9 extractions, 20 sealants and 2 cleanings during the time the restorative team was at the school.** A sealant on a non-decayed tooth gives an 80%-85% better chance of that tooth not developing decay on the chewing surface.

This is the first step toward achieving oral health for the students at Walnut Hill Elementary School who are the most vulnerable due to the various barriers to care that they face. Total number of days that Walnut Hill Elementary School students would have missed all or a portion of the school day for dental visits if these services were not offered at the school is 167 days. **Total cost of all dental services rendered by Cumberland Family Medical Center, Family Dental of Kentucky at Walnut Hill Elementary School is \$36,024.94**

Intervention: Big Smiles Dental Program

Category: Health/Dental

Submitted by: Clark County, Shearer FRC

Studies have shown that low-income children have five times more untreated cavities than children from higher-income families. Based on a survey conducted at our open house, out of 257 students in attendance, approximately 67.8% reported not visiting a dentist regularly or have never been to the dentist. Many of our students lacked proper dental care and hygiene at home. To address the needs of our students, we brought the dental clinic to them. The Family Resource Center partnered with Big Smiles Dental Program to provide onsite dental care for our students in grades K-4. The program was implemented in the school due to the diverse population of students/families being served. A representative with Big Smiles is invited each year to attend Open House and set up a table with information and applications for families to register for the program. We targeted those students that have not seen a dentist regularly or at all. Staff members worked with the families of these students to get the appropriate documentation on file to allow their child to receive preventative education, fluoride varnish treatments, sealants, and restorative care, if needed, onsite at school.

The Big Smiles Dental Program is onsite two weeks per year (every 6 months) and more if determined there is a need. The coordinator works with staff members, food service, and custodial to identify families that would benefit from the program. **Big Smiles Dental was onsite for their first visit of the year in September with their last visit in May for a year-end total of 14 days.** This is an increase of 8 days from their first visit in 2020.

Service Provided/Level of Care	Number of Students
Received preventative education	240
Received fluoride varnish	203
Received sealants	102
Received restorative care	110
Received urgent care	18
Referred to outside provider, due to severity of case	54
Had 2 or more cavities	65

A total of 442.5 days of school were saved by having the dental clinic onsite rather than students having to leave school for appointments. Of the 240 students seen by dental staff, 98.7% reported feeling more confident about their smile and appearance and were excited to start implementing better dental hygiene at home. The center worked with the local health department and Medicaid providers to give each student a new toothbrush, toothpaste, and floss to encourage good dental hygiene habits. The Family Resource Center placed totes throughout the building with dental packs that included a new toothbrush and toothpaste for students to take home with them, as needed. The program has been exceptional and appreciated by our students and families. This is our fourth year offering the Big Smiles Dental Program and the number of students receiving services from 2020 until now has increased by 139.

Intervention: Elgin Dental

Category: Health/Dental

Submitted by: Laurel County, London FRC

Many students in Kentucky are enrolled in Medicaid but do not utilize the services. In 2019 Kids Count Data Center reported only 51% of children enrolled in Medicaid in Kentucky utilized the benefit. Some possible barriers may be lack of transportation, lack of knowledge of the medical system, or lack of knowledge of their own child's oral health condition. To address this need, London FRC at London Elementary partnered with Barnhill Pediatric Dentistry during the FY 2022-2023 and FY 2023-2024 school years to bring the Elgin Dental Program.

The Elgin Dental Program does a free screening for all students who have permission to increase parent knowledge of their child's oral health. The Elgin Dental liaison in Laurel County makes the appointments and guides parents through any areas where they may be lacking knowledge about the medical system. The program also provides transportation.

The Family Resource Center (FRC) helps to facilitate this program in many ways. The FRC sends, receives, and organizes all permission forms. The FRC prepares rosters of all students who have permission to be screened. The FRC will pull kids out of class and take them to the dental screening held in the school and monitors the children and advocates for them at their visit. The FRC sent home reminders of dental appointments and worked to get signed dental treatment plans to Barnhill Pediatric Dentistry. **During the 2022-2023 school year, 136 students had permission to be screened, 15 were absent that day, and one was non-compliant, for a total of 120 students screened. During the 2023-2024 school year, 111 students had permission to be screened and 3 were absent that day, for a total of 108 students screened.**

Level of Care	Percentage of Students (FY 22-23; n=120)	Percentage of Students (FY 23-24; n=111)
Student has no dental issues	61%	70.04%
Student has tooth decay or a cavity and needs to be seen by a dentist soon	29%	21.3%
Student has an infection, abscess, pain, or other dental issue that needs immediate care	10%	8.3%

In the specific screenings of the twelve students from the 2022-2023 school year who had no dental issues compared to the 2023-2024 screening, four moved, two denied treatment, and one did not complete treatment. Five students completed treatment, and of those, three were rescreened in 2023-2024, had no more pain, cavities, infections, abscesses, or any other need for dental treatment.

Intervention: Big Smiles In-school Dental Clinic

Category: Health/Dental

Submitted by: Clark County, Robert D. Campbell JH YSC

Children with poor oral health are three times more likely to miss school due to dental pain. The YSC identified 172 students who did not have a primary dentist and/or had urgent dental needs. Robert D. Campbell JH YSC coordinated and hosted a school based dental clinic for 13 days during the school year. The program helps families that cannot meet the student's dental needs due to transportation, finances, scheduling, etc. The goal was to also increase access to dental services at free or reduced cost especially targeting our English Language Learner student population, of which, none had a primary dentist and many without dental insurance, highlighting a potential barrier to care.

The Big Smiles Mobile In-School Dentist made a significant positive impact on the dental health and well-being of students at Robert D. Campbell JH, this school year.

Key highlights include:

Reduced Absenteeism: The program prevented an estimated 361.9 days of missed school due to dental problems. This translates to healthier students, more instructional time in the classroom, and a more focused learning environment.

Increased Access to Care:

- A total of 172 students received preventive care, including cleanings, fluoride treatments, and sealants. This helps prevent future dental issues and days missed from school.
- 64 students received restorative care, such as fillings, to address existing dental problems.

Focus on English Language Learners (ELL): Special attention was given to ELL students.

- All 34 ELL students at RDC were offered the opportunity to participate in the program and given an application, demonstrating a commitment to inclusivity.
- 15 ELL students (44%) were seen by the dentist, receiving a dental screening and cleaning.
- 7 of these students (46%) lacked dental insurance or financial means to pay. The YSC and school interpreter collaborated to ensure they received free care through grant applications.
- 2 of these students needed urgent dental care. The YSC referred the 2 students to a specialized dental facility that was able to provide financial assistance to the families for the students to receive urgent care. The YSC, with assistance from interpreters, called the families to help schedule appointments and set up transportation.

Big Smiles has demonstrably improved the oral health of Robert D. Campbell JH's students, reduced school absences, and has ensured equitable access to dental care.

Intervention: W.I.S.E. (Why Internet Safety is Essential)

Category: Health/Safety

Submitted by: Harlan County, Jaces FRYSC

There were an increasing number of behavioral issues at school dealing with social media. 95% of our students in grades 4th through 6th had cell phones. As children spend more time online, there is greater opportunity for them to become exposed to negative influences. We targeted 4th-6th grade boys and girls. We started with a pre-test two weeks before the program to see what they knew about social media and Cyberbullying.

Our Pretest showed the following:

- 54% knew what Cyberbullying was.
- 57% *thought* Cyberbullying was a crime.
- 49% knew what to do if they were Cyberbullied.

We used the WISE program through UNITE, to educate kids on the dangers of the internet, described the consequences, and taught students how to respond if they were ever Cyberbullied. WISE is an interactive program that was utilized on the smartboard. After students finished the program, they were given a post test. The percentages of children's knowledge increased in each area.

Our post-test showed the following. By seeing these great increases in knowledge, it has helped our students be safer on the internet.

- 81% knew what Cyberbullying was.
- 94% *knew* that Cyberbullying is a crime.
- 89% knew what to do if they were Cyberbullied.

Intervention: Nutrition/Physical Activity - 2nd grade

Category: Health/Nutrition

Submitted by: Mercer County, Mercer Co. Elementary School FRC

The MCES FRC was approached by the Mercer County Extension Services office regarding the University of Kentucky research on the health of Kentucky youth. They explained if we can change the attitudes and knowledge of students at a younger age toward healthy food and drink choices and physical activity, it will in turn lead to healthier adults. The research shows knowledge of healthy food choices can reduce childhood obesity, mood and well-being. Also, healthier food safety practices will be achieved with greater knowledge at a younger age.

The MCES FRC collaborated with the SNAP-KNEPT extension educator to have a monthly lesson utilizing the LEAP Nutrition Program with MCES 2nd graders. A pre-survey was conducted in our first meeting and baseline data was established.

All MCES second graders had a 30-minute lesson monthly, January to April 2024. The topics included Rethink your Drink, My Plate Education, Why Moving Your Body Is Important, and Fruits/Vegetables vs. Sweets/Carbs. Students listened to a story, explained the results of the characters' choices (healthy and unhealthy) and were given a snack that related to the lesson. Each student received a new food to try each month.

The MCES FRC collaborated with the Mercer County Cooperative Extension Office and MCES Specials teachers to host the program one Friday per month. The FRC helped with each lesson in the gym and oversaw the school side of the program. Two classes were taught for 30 minutes each for a total of 4 groups, approximately 200 students.

A number of questions were covered on the pre-test and the exact same test was taken as a post-test to measure the change in knowledge. After four lessons the results are as follows:

Each month students were asked to give it a thumbs up or down, 89%-94% of students approved of the snack and would choose it again.

- 45% improved their response to: Circle kids being active.
- 45% improved their response to: Circle healthy snacks.
- 41% improved their response to: Identifying vegetables.
- 53% improved their response to: Identifying dairy foods.
- 46% improved their response to: Identifying fruits.
- 89% improved their response to: Circle kids who should wash their hands before they eat.

After four lessons the following was established, due to gained knowledge:

- 68% of students surveyed improved their ability to choose foods according to Federal Dietary Recommendations
- 87% of students surveyed use safe food handling practices more often.
- 24% of students surveyed have improved their physical activity practices.

During the 2024-25 school year the lessons will continue September 2024 until April 2025.

Intervention: "On The Move" - Drug Prevention Program

Category: Health/Substance Abuse Education

Submitted by: Pike County, Mullins FRYSC

The "On the Move" program is designed to educate students about the dangers of making poor choices by using alcohol or other drugs. This program targets 7th grade students to participate in this course. The pretest showed that only **49%** of the students could identify the majority of the risk factors in a picture of teenagers interacting.

- **49%** of our students thought the THC level in smoking marijuana and vaping were basically the same.
- **55%** of our students did not know that the smallest dose of fentanyl can be deadly to a person.

"On the Move" is a substance abuse program presented by Carl Varney and the UNITE team. One hour was spent in their mobile truck where they learned about the dangers of substance abuse. They had different games set up and the students used a handheld clicker for interaction. During the next hour the students went to the gym where they participated in hands-on activities by putting on "drunk goggles." Using the glasses, with different degrees of intoxication, students had to perform tasks like trying to write, work puzzles, ride tricycles through cones, and drive go-carts through "street" populated areas with cardboard "people."

The result of the pre and post tests showed an increased awareness of using alcohol and other drugs. Students gained knowledge with an average score of **84%**. In the pre survey **49%** of students thought that THC levels in smoking marijuana and vaping were basically the same. In the post survey it showed that the students increased their knowledge with a score of **79%**. Also, the question about the smallest lethal dose of fentanyl can be dangerous went from **55%** to **89%**, showing the students understand how dangerous this drug is.

Intervention: “On the Move”-Substance abuse education program

Category: Health/Substance Abuse Education

Submitted by: Floyd County, New Horizons YSC

In our school, Betsy Layne High School, vaping is a huge problem. The 11th grade students lacked knowledge about the true dangers and risks of different forms of drugs, tobacco, and vaping. In the beginning of the program, students were asked 8 questions. The questions and percentages, pre and post, for 120 students are below.

The “On the Move” program, a UNITE program, targets our 11th grade students and utilizes both hands-on experiences and interactive videos and instruction to assess students' knowledge of the danger of drugs and to educate them about the dangers of drug use. The YSC assisted with the setup of the program, the scheduling of the students, lunch for the program volunteers, administering the pre and post-tests and assisted with supervising students during the program.

Presenters split the students into groups and engaged them in hands-on activities. They learned how varying degrees of intoxication impact one's ability to drive a go-cart without hitting a cardboard person while wearing drunk goggles.

The pre- and post-surveys revealed significant increases in students' knowledge and understanding of substance abuse-related topics.

	% Correct Responses	
	Pre	Post
If you vape, you are more likely to start using other drugs.	52%	72%
E-cigarettes show the same level of addiction as regular cigarettes.	67%	93%
What percentage of students have consumed alcohol by the time they graduate?	19%	42%
THC levels in smoking marijuana and vaping it are basically the same.	29%	85%
Adderall is used as a drug to help you study.	61%	64%
Is methamphetamine a natural occurring drug?	59%	65%
Synthetic drugs have the same effects as the drugs they are designed to imitate.	59%	69%
The smallest lethal dose of fentanyl for some people	55%	69%

Our program demonstrated a significant impact on students' knowledge and understanding of substance abuse-related topics.

Intervention: Vision for Learning

Category: Health/Vision

Submitted by: Bullitt County, Shepherdsville Elementary FRC

Teachers at Shepherdsville Elementary are reporting vision issues for some of the students. Sixty-six students did not pass their school provided vision screening; forty-eight (48) kindergarten students have not had the mandatory vision exam required for kindergarten.

Shepherdsville Elementary School (SES) FRC met with Kentucky Eyecare to create an event to address this need. The targeted population was all students K-5th that had not passed the school vision screening and all kindergarten students who had not received the mandatory vision screening.

The FRC organized the event, obtained permission forms, assisted with moving their office to our school, arranged a 2-day schedule, provided glasses to students, and sent home all communication with parents.

In total, **265 SES students received a free vision exam by an ophthalmologist, and 49 students needed and received FREE glasses.** For four of the students who received glasses, the impact was truly life-changing, as they had never worn glasses before and had significantly poor vision. One student had been wearing a pair of his grandfather's glasses that he found in a drawer, which slightly improved his vision.

Intervention: Individual Family Intervention

Category: Individual

Submitted by: Martin County, Eden FRC

A mom came to the Eden FRC requesting assistance with home repairs. An incident of domestic violence resulted in DCBS coming to her home and she was told she could lose custody of her children if the home was not repaired. The FRC had served her children with clothing, school supplies and food in the past. The FRC worked with a community partner, Appalachian Reach Out (ARO), since they provide home repairs for families throughout the county. They met with the mom, looked at the scope of work needed, and agreed to help.

Once the work started, it turned into a complete home renovation, which resulted in other community partners stepping up to help in the process. ARO and Christian Appalachian Project were very instrumental in the process. The home repairs were very extensive and included new water lines, new electrical, drywall throughout the house, new windows, doors, cabinets, sub floors, floor covering, heating and cooling system and new septic system. The family agreed to move to a hotel while the renovations were being done. This was funded by both ARO and CAP. The family was in the hotel for approximately one month.

During that time the FRC, ARO and CAP assisted the family with food, clothing, hygiene products and games for the kids. The FRC was able to purchase new beds and bedding as well as towels and kitchen accessories through a CI Hope in Action Grant. During this process, the FRC learned that the mom did not have her GED, nor did she have a driver's license. She agreed to accept assistance from CAP and DCBS to obtain both. Both agencies advised her and said they could help her with the purchase of a car and assist her with finding a job. As a result of this assistance, she is currently working on her GED and studying for her permit.

Barriers were eliminated by helping to stabilize the home environment, aid in emotional support for the family, improved overall self-esteem for not only mom but all 4 children, and provided academic support for the children. As a result of having a new and healthy environment to live in and the threat of being removed from their home eradicated, the children are thriving in school socially and emotionally and their attendance and overall well-being has improved.

Intervention: Individual Family Crisis

Category: Individual

Submitted by: Grant County, Dry Ridge FRC

A parent of 3 Dry Ridge Elementary students was experiencing a family crisis. The mother was actively using illegal substances, and the family was living in a home with domestic violence. There was increased police involvement at the home, which increased the likelihood of the family losing their housing. The students were struggling with basic needs such as food and hygiene. They became truant due to missing the bus and lack of transportation. When at school there were increased behavior incidents. The Cabinet for Health and Family Services was also involved to prevent potential removal.

The FRC, along with the Housing Authority Director, identified the above areas of concern and together created a plan to present to the mother. The FRC and Housing Authority Director met with the mother, and she identified that she was struggling. Actions taken to support this family include:

- The Director of the Housing Authority secured a bed for the mother at ARC-Eagle Creek in Owen County.
- The FRC collaborated with the Cabinet to create a plan to make sure that upon completing her treatment program mom would have her children returned to her.
- The FRC and Housing Authority Director worked together to secure the mother's housing while she was in treatment.
- Referrals were made to secure mental health services for all 3 students, and they were able to start receiving services.
- The FRC worked with fathers of the children to make sure they were in attendance.
- A Check in-Check out system was used daily with the children.
- Collaborated with Neediest Kids of All and local churches to provide supports for the fathers by providing gas cards, groceries and clothing for the children.
- A support system was put in place with the FRC and Housing Authority Director for mom when she returned from treatment.

2024 School Year Successes:

- Mom is celebrating 2 years of sobriety.
- Mom continues to check in every other month or when she needs extra support.
- Mom is working full time in the Restaurant Industry.
- Mom is working toward being a peer support worker.
- Mom bought her first home.
- Two of three children continue with an in-school mental health provider.
- Two behavior incidents for one student this year.
- Tardiness has improved from an average of 22 to 10.
- Absences decreased from an average of 29 to 15.
- Provided appropriate documentation so they were not truant.
- Mom no longer has involvement with the Cabinet for Health and Family Services.
- They will be moving to a new school this year, and we are working on a transition plan to ensure a successful transition for all.

Intervention: Individual Family Intervention

Category: Individual

Submitted by: Marshall County, Benton/Central FRC

A student came to school a few times with live bed bugs on her person and/or her belongings and then began to miss school. The principal and nurse met with the mother and referred her to the Family Resource Center. The mother said the people she lives with are hoarders and they would need to do some cleaning to prepare for the home to be sprayed.

The FRC coordinator contacted a pest control company that gives discounted rates to FRYSC, and during a home visit the poor conditions of the home were discovered. There were mountains of clothing, toys, trash, and other items all throughout the home. When entering the back door and walking in the living room, there was barely a walkway to go to the other areas of the house. The kitchen had dishes, trash, and food in the sink, counters, table, and stove. The bedrooms had very little open floor space; one bedroom had a mattress for sleeping, and the other had a pile of random items to sleep on. There were dead bed bugs and bed bug feces on the mattress, blankets, and stuffed animals.

Child protection services was contacted, along with the landlord. The landlord began working with the family to get things cleaned up. In doing so, multiple large holes were found in the floor. The family went to stay in a hotel and the student was able to return to school after missing numerous days.

Once the clean up on the home started, the child only missed 3 days of school. The mother and FRC coordinator developed a relationship, and the mother began calling at least weekly to give updates. The coordinator worked on finding beds, blankets, and other items for the family. The coordinator also set up a follow-up bed bug spray with the pest control company.

Intervention: Individual intervention - Check and Connect

Category: Individual

Submitted by: Henderson County, Future Stars FRC

For the 2023-2024 school year, behavior incident reports increased by 1005% for students enrolled at Thelma B. Johnson Early Learning Center. Due to the loss of our GEER grant, we were no longer able to provide additional daily social and emotional lessons and resources to all of our highest need students. Check and Connect was reduced and formatted to target the highest need students based on behavior incidents.

There was also a large increase in our Haitian-Creole population. During the 2022-2023 school year, we only had one child that had the nationality of Haitian-Creole but for the 2023-2024 school year we had an increase to 22 students. One student was identified based on a large number of behavior incidents, inability to be successful in the classroom and limited English.

The FRC coordinator met with the student two times per week starting after fall break (Oct 2023). We worked on developing social emotional skills, following our school-wide positive behavior rules, developing English with the help of a translator and simply building a connection so she felt safe and cared for. The FRC coordinator developed visuals in English and Haitian-Creole, created a daily schedule and reward chart to encourage positive behavior. A pre and post E-DECA* were completed by the teacher in conjunction with the FRC Coordinator. The FRC Coordinator and School Social Worker worked with mom to complete an E-DECA and set up an evaluation with Easter Seals Rehabilitation Center to begin outside services.

Behavior Data: 55 total Incidents

Behavior Incidents prior to C&C (Aug-Oct): 29 Incidents

Behavior Incidents start of C&C (Oct-Dec): 10 Incidents

Behavior Incidents after C&C (Dec-May): 16 Incidents

e-DECA* Data	Pre	Post	Growth
Initiative	4th percentile	34th percentile	30 points
Self-regulation	4th percentile	8th percentile	4 points
Attachment/Relationships	14th percentile	62nd percentile	48 points
Total Protective Factor	4th percentile	27th percentile	23 points
Behavior Concern	99th percentile	93rd percentile	6 points

*e-DECA - web-based platform for Devereux Early Childhood Assessment (DECA), used to promote social and emotional health of young children and the adults who care for them

Intervention: Individual - Cougar Check and Connect (Attendance, Motivation)

Category: Individual

Submitted by: Christian County, Connections FRC

School absences increase dropout rate, lower academic success, and increase behavior problems. The Family Resource Center (FRC) coordinator identified a student who was missing too much school and had an unstable home life. The coordinator checked in with the student twice daily to offer support, motivation, and to communicate the importance of being at school. The coordinator also worked with the parent to improve attendance.

Teachers communicated behavior and focus during class on a Check & Connect worksheet; the coordinator used that information to discuss how the day went, how emotions were handled and focused on arriving bright and early the next day. The goal was to decrease the number of days absent and the number of unexcused absences.

School Year	Days Absent	Unexcused
2021-22	40	23
2022-23	32	14
2023-24	13	4

- The student set the following goals for next year:
 - Great attendance and notes for any days missed
 - Keep focus – School is important for ME, regardless of others.
 - Stay calm. Think before reacting.
- Student two-year goal:
Remain at CCMS – do not get expelled to Bluegrass (alternative school).
- Student long term goal
Graduate high school and receive a trade certificate.

By improving attendance, discussing focus, and setting goals, this will improve the students' odds to transition to middle school.

Intervention: Individual - Daily Check-in Attendance Intervention

Category: Individual

Submitted by: Kenton County, River Ridge FRC

A second-grade student was chronically absent for the 3rd consecutive year, resulting in one year of repeating the first grade due to low achievement in reading and math. Student attendance for this child was 28 absent events by the start of February.

As part of the Reducing Barriers to Learning (RBTL) team, the FRC Coordinator instituted a Daily Attendance Check-in Program to target a student in crisis identified by the RBTL team as chronically absent or tardy. I met with this student individually to discuss the importance of attendance and offer assistance. A chart was created for this student, where he would put a star on the chart in the FRC office every day that he was at school and on time. After 5 stars, the student earned individual reward time with me, which included a game and one-on-one time to talk about his great progress. Each week the student was reminded that the reason he was being rewarded was that he was meeting his attendance goal. The program was also communicated to the parent to use as encouragement during difficult mornings at home.

Student absences immediately decreased to a total of 4 absences for the remaining 4 months.

When the student had a setback of missing 2 days, we set a new goal of 30 consecutive days at school with no absences which was achieved in the final 30 days of the school year. This stretch of 30 days in a row at school had not been achieved in his 3 years at our school.

His end of year MAP scores ranked him in High/Average in 7 out of 9 categories in Math and Reading.

This individual positive attention had a profound effect on this student as discussed in our final meeting of the year. His attitude about school changed, becoming more positive, and he now has pride in his attendance record.

Intervention: Individual - YSC Corps Student Mentor

Category: Individual

Submitted by: Madison County, Kingston FRC

T is a second-grade student who has a history of numerous behavior reports, a poor attitude and few friends. He frequently visited the principal's office receiving write-ups in the classroom and on the bus. He struggled with self-control and confidence.

2022-2023 school year

Behavior Incidents in IC - 22

Grad Score - 63

Youth Service Corps Member, Jaxson Young, began mentoring T two days a week for twenty minutes each day from September to May. The two would play games, talk about the day, finish any work that T was behind on and shoot basketball. T's second grade teacher reports a huge difference in T's behavior and ability to make and keep friends.

2023 - 2024 school year

Behavior Incidents in IC - 0

Grad Score - 68

Intervention: Individual - Attendance Intervention Team

Category: Individual

Submitted by: Estill County, Estill County MS YSC

The school created an Attendance Intervention Team. This team developed an Attendance Intervention Plan Tool. The team met on a regular basis and discussed students who were either truant or on the verge of becoming truant. As students were identified they were assigned a mentor from the committee who completed the Attendance Intervention Plan with the student and family. One student in particular among my mentees proved to be very successful while participating in the program. This student had accumulated 15.5 absences between the beginning of school in August and mid-October.

I completed the Attendance Intervention Plan with the student and shared the plan with the guardian. We set weekly goals for the students that were rewarded with additional points in our school wide rewards program. The student was able to redeem these points in our school wide rewards program store monthly. I met weekly one on one with the student to review his progress in the program. We also set bi-annual goals for the student that were rewarded with gift cards donated by community agencies.

The student began the program on October 16, 2023. The school year ended on May 16, 2024. He had 0 unexcused absences during that time period. He had 2 excused absences and both of those were with a doctor's note.

Intervention: Senior Goodbye Week

Category: Life Skills

Submitted by: Trimble County, Trimble County YSC

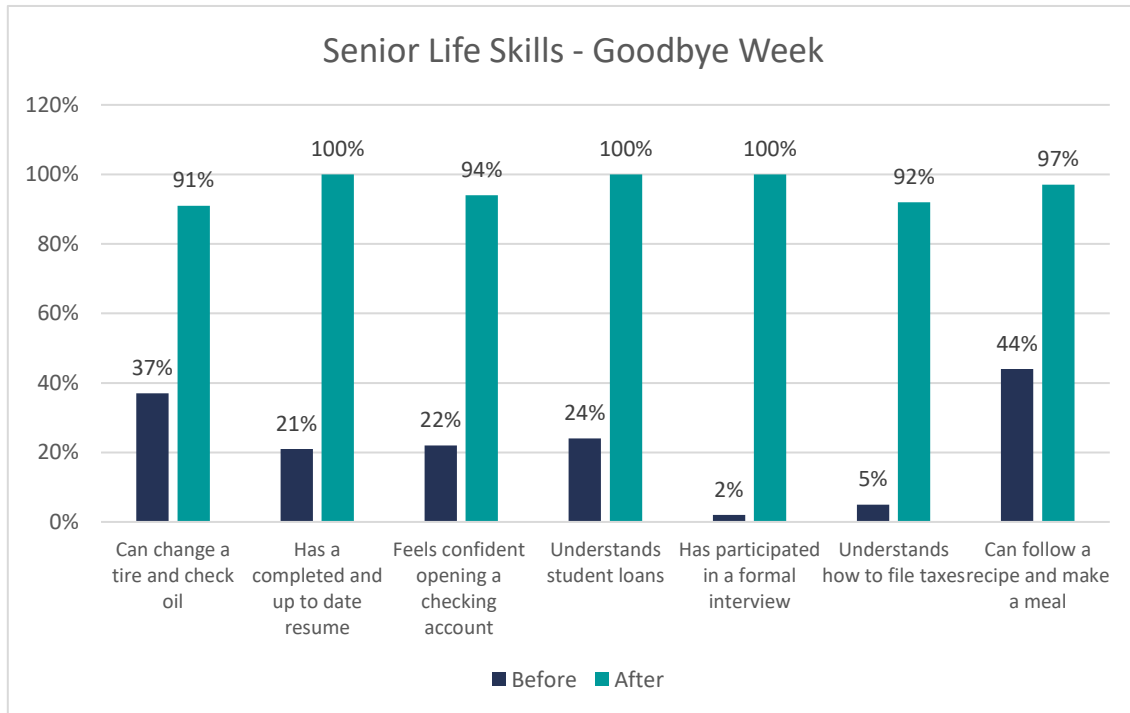
According to a needs assessment, **71 percent** of seniors did not feel they were taught adequate life skills in high school. Seniors listed the following areas that they felt they needed growth in:

- car care
- resumes
- how to get a job
- finance
- student loans
- study skills
- taxes

The Trimble County Youth Services Center provided a week-long event in May entitled "Goodbye Week." Senior week consisted of daily workshops including filing taxes, opening up a checking account, how to change a tire and check the oil on a vehicle, basic cooking skills, resume help, student loan guidance, mock interviews and a community service activity.

All activities were hands-on and allowed the students to truly learn each skill. The Trimble County Youth Services Center partnered with a variety of community resources, including Bedford Loan and Deposit, RockCreek Taxes, Dusty's Car Care Center, KHEAA, Trimble County Adult Education, Trimble County Public Library, Trimble County Park and Rec, and Ivy Tech Community College.

Pre and post surveys found the following:



Intervention: Basic Car Safety Course

Category: Life Skills

Submitted by: Wayne County, Wayne County HS YSC

According to the School Resource Officer (SRO), teenagers are lacking knowledge of essential car safety skills. The SRO reported students are lacking the ability to change a tire on their own, and students panic when emergency situations arise.

The YSC Coordinator met with the Area Technology Center Principal and ATC Automotive Teacher to discuss the possibility of a basic car safety course being offered at the high school. The course details were set by our staff team. The course would be available for 24 female students to attend in the fall and 24 male students to attend in the spring.

22 female students registered for the fall course. The YSC Coordinator compiled data on 12 students who attended the course before the Automotive Teacher got started. One student opted out of taking the survey.

Pre-survey data

- | | | |
|--|-------------------|--------------|
| 1. Do you know how to change a vehicle tire? | 9 No | 2 Yes |
| 2. Do you know how to jump start your battery using jumper cables? | 10 No | 1 Yes |
| 3. Do you know how to check the fluids in your vehicle? | 8 No | 3 Yes |
| 4. How confident do you feel if an emergency happens while you're driving? | | |
| a. Highly Confident (I know what to do and can do it by myself) – | 0 Students | |
| b. Moderately – | 0 Students | |
| c. Somewhat – | 8 Students | |
| d. I'm not ready to handle emergency situations alone – | 3 Students | |

ATC Automotive Teacher recruited 5 High School Automotive student mentors to assist participants during the course and help keep everyone safe. Those mentors brought their own vehicles to be worked on by the participants in the shop area. The course was held directly after school in the ATC Automotive class and shop until 5:30pm. The course started with students in class. The Automotive Teacher provided handouts and educated students on standard driving safety precautions, changing a flat tire while stranded on the side of the road, safely jump-starting a vehicle, and other vehicle education. During the second part of the course, students worked hands on in the shop to complete these tasks. Each student participated in changing a tire, checking vehicle fluids, and jump-starting a vehicle safely.

Post Survey results

- | | | |
|--|-------------------|-------------|
| 1. Do you know how to change a vehicle tire? | 11 Yes | 0 No |
| 2. Do you know how to jump start your battery using jumper cables? | 11 Yes | 0 No |
| 3. Do you know how to check the fluids in your vehicle? | 11 Yes | 0 No |
| 4. How confident do you feel if an emergency happens while you're driving? | | |
| a. Highly Confident (I know what to do and can do it by myself) – | 5 Students | |
| b. Moderately – | 6 Students | |
| c. Somewhat – | 0 Students | |
| d. I'm not ready to handle emergency situations alone – | 0 Students | |
| 5. Tell me one basic car safety skill you learned today? | | |
| <i>"Different Engine Types", "Where to put the jumper cables on the car", "Put flat tire beside jack as safety precaution", "How to jump start a vehicle", "How to check tire pressure, how to make sure the jack is in the right place", "The YSC Coordinator provided each participant and mentor with Car Emergency Safety Kits for their vehicle. Unfortunately, the spring session was rescheduled for the male participants.</i> | | |

Intervention: School Based Counseling Services

Category: Mental Health

Submitted by: Hardin County, North Hardin YSC

Mental Health Counseling continues to be a specific and predominant need at North Hardin High School. The YSC Student Needs Survey indicated that students, staff, and parents note that mental health issues are one of the top 3 issues in academic success.

72 or 43% of the NHHS student body received individual or group assistance with Mental Health issues through their visits to the YSC in 2023-2024. For those in formal on-site counseling, GPA, behavior, and attendance information from the prior year was gathered for baseline data to compare at the end of the current year. 72 out of 115 students were targeted after spending a significant time in weekly to biweekly counseling.

The NHHS YSC tracked 72 out of 115 students in school-based counseling services for attendance, behavior, and GPA. Students had to have at least 4 months of consistent services to be tracked.

- Students that improved in attendance - **47.22%**
- Students that maintained in attendance - **9.727%**
- Students that improved in behavior - **34.72%**
- Students that maintained in behavior - **38.89%**
- Students that improved in GPA - **58.33%**
- Student that maintained in GPA - **16.67%**

Conclusion - 75% of students involved in on-site counseling improved or maintained in a targeted area over the course of their counseling.

Intervention: Coping Skills counseling

Category: Mental Health

Submitted by: Mercer County, Mercer County Senior HS/Day Treatment YSC

Six students were referred for Coping Skills Counseling by YSC Coordinator, school staff and/or parents. The counseling occurred 8 weeks in the fall and 8 weeks in the spring. In the fall, the average score on the **Kutcher Adolescent Depression Scale was 15.**

At the end of counseling in the spring, the **average score was 11.** This showed an *average decrease of 4 points* on the depression scale. Some of the categories on the depression scale included: irritability, sleep difficulties, decreased interest in activities, feeling tired, difficulty concentrating, feeling worried and physical feelings of worry. The center assisted in referrals, paid for the counselor for the intervention and the sessions were held in the Youth Services Center.

Intervention: Grief Support Group

Category: Mental Health/Grief

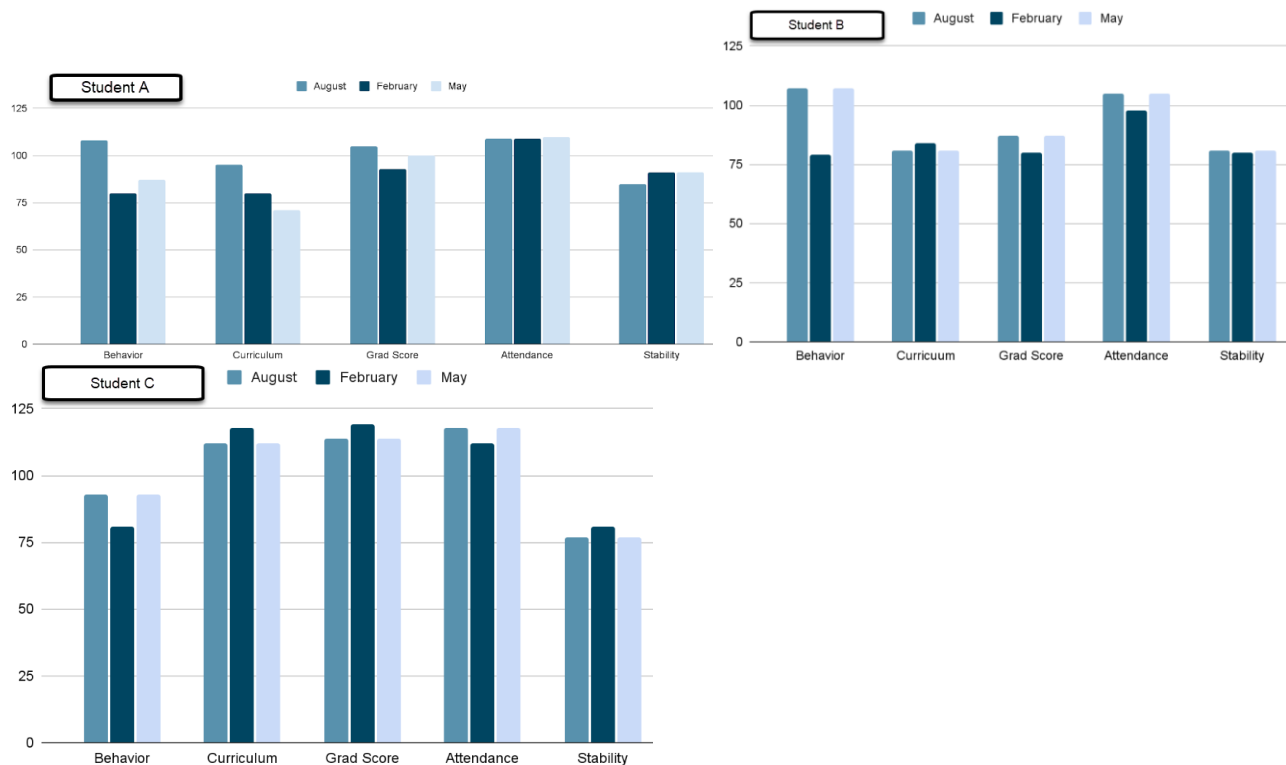
Submitted by: Powell County, Powell County MS YSC

According to the Needs Assessment Survey given to all students, 10.4% of students deal with death/grief. An eight-week grief support group led by YSC Coordinator was offered to every student in the school by Google classroom and morning/afternoon announcements. Parent permission was also required. After two weeks of signups, three female students signed up for the support group.

The YSC Coordinator met with students every Wednesday during afternoon CREW time starting in February and ending in May. It was an 8-week course that included group discussions, group and individual activities, sharing of stories/memories and cherished items of their loved ones but mainly just learning how to better cope with grief.

Based on the Infinite Campus Early Warning Tool, stability had increased in all three students from the beginning of school until the end. Attendance, Behavior, Grad Score and Curriculum had decreased from the start of school in August but after being a part of the grief support for one month, all those scores increased. (*Although some decreased, in the post survey that was given to the students they all stated that the group helped better their attendance, behavior and grades. According to one student's post survey, when asked "how did the group help you" her response was it made her feel less suicidal.*) See charts attached:

<https://docs.google.com/document/d/1DtX5SB0fzxoypx871b9xq9EMGknGMc82VUKWSTKWdKY/edit?tab=t.0>



Intervention: Grief Group

Category: Mental Health/Grief

Submitted by: Daviess County, East Daviess County FRC

The grief group was created to support students who have lost a loved one. We had students in this group who lost a parent, a sibling, grandparent, and aunts/uncles. We broke the groups up into 2 different groups. There was an intermediate group and a primary group. The need that was demonstrated before the group started was through students scoring high on their internalizing factors on MySAEBRS*.

The impact/outcome of this group was very successful. On the pretest the students shared that they had little to no understanding of the grief cycle. **80%** shared that they did not feel comfortable sharing their stories or how to care for themselves during grieving. The highest score on this survey is 12, and 80% scored below a 10.

During this group, we had students come in and light a candle to represent the memory of their loved one. We had a talking stick that if someone was not comfortable sharing, they could pass that stick to the next student. We shared our own personal stories and losses that we have experienced with the students. This group lasted 6 weeks, and we followed the Hospice Kids Grief and Healing program. It was amazing how the students opened up and shared their grief. You could slowly see the walls coming down with each group. I am so proud of these students with their openness and their vulnerability.

We had a special lunch with both groups once the group ended. Students shared how much they enjoyed this group and how much it meant to them that they were not alone in their grieving journeys. On the posttest only **50% of these students scored below a 10**, meaning that 50% improved and scored above a 10. **50%** of these students shared that they grew in their understanding of the grief cycle. **50%** shared that they now feel comfortable sharing their story and that they now know how to care for themselves during the grief process.

* mySAEBRS (my Social, Academic, and Emotional Behavior Risk Screener)

Intervention: Girls on the Run (GOTR)

Category: Social Skills

Submitted by: Daviess County, Tamarack Elementary FRC

Based on the TES FRC Needs Assessment, the top social/emotional issues reported by teachers, parents, and the school guidance counselor are depression, anxiety, stress and social skills. Beginning late February 2024 to March 2024, girls ranging from 3rd-5th grade registered for Girls on the Run (GOTR). At-risk female students were identified by the FRC, teachers, and administration as needing additional support in the areas of social/emotional development and/or physical activity.

Girls who participated in this 10-week program (2x weekly) participated in social/emotional learning lessons and physical activity. At the end of season, the team participated in a 5K in Louisville, Kentucky to celebrate their accomplishments from the season. The FRC and two 3rd grade teachers served as GOTR coaches.

n=13

	Pre	Post	Change
Participated in physical activity at least 60 min. 5 days per week	15.4%	58.8%	38%
Watched TV/played video games/used social media more than 1 hr./day	38.5%	7.7%	30.8%
Said they are happy with themselves as a person	30.8%	69.2%	38.4%
Said they participate in activities that help their community	30.8%	53.8%	23%
Said they are good at the physical activities they do	7.7%	46.2%	38.5%
Said they are a good friend	61.5%	76.9%	15.4%

Post-Survey results showed an increase in physical activity of girls who participated in Girls on the Run, a decrease in technology usage, and increase in self-esteem, community involvement, and the characteristics of being a good friend.

Intervention: Social Groups-- Targeted SEL Intervention

Category: Social Skills

Submitted by: Jefferson County, Goldsmith FRC

The Staff and Parent/Guardian Needs Surveys that were conducted by the Goldsmith Family Resource Center (FRC) for the 2023-24 school year indicated anxiety/stress as a top social/emotional issue interfering with their child's learning.

[Goldsmith parents/guardians: 36.76% and Goldsmith staff: 36.96%].

This data demonstrated a need for targeted intervention for students struggling with internalized behaviors in order to improve overall student health and academic achievement.

The Goldsmith FRC collaborated with the high school next door (Seneca HS) to create an SEL intervention program called Social Groups. Thirty (30) Goldsmith students were selected to participate in Social Groups: [10] K-1 students; [10] 2-3 students; [10] 4-5 students. These students were selected based on their initial scores on the SRSS (Student Risk Screening Scale) assessment given in February 2024. Their scores identified them as being at-risk for internalized behaviors (emotionally flat, shy/withdrawn, sad/depressed, anxious, and lonely). The goal for Social Groups was to increase students' SRSS scores, indicating they are no longer flagged as at-risk for internalized behaviors.

Social Groups were led by National Honor Society (NHS) students at Seneca HS and the program curriculum was provided by the Goldsmith FRC, Assistant Principal, and Behavior Coach. Each week, NHS students led their groups through SEL lessons, activities, and discussions that aligned with the theme for that week. Social Groups met once a week for a duration of 8 weeks.

The results from the post SRSS assessment demonstrated huge growth for our students who participated in Social Groups. Overall, **92%** of participating students demonstrated growth (a decrease in internalized behaviors) and increased their scores by at least 1 percentage point.

We received great qualitative feedback from NHS students and classroom teachers as well. Many of them stated that they noticed a change in their student(s) at the conclusion of the 8 weeks and used phrases such as, "happier", "increased participation", and "more expressive" to describe the positive changes they observed in these students. To conclude, the Social Groups pilot program was a great success for our Goldsmith Elementary students, and we cannot wait to grow and improve it even more next school year.

Intervention: YSC Student Leadership Team "Reading Across Knox County"-Community Service

Category: Social Skills/Leadership

Submitted by: Knox County, Lynn Camp YSC

The YSC Student Leadership Team acknowledged that they had a need for more opportunities in public speaking and community service.

Pre-Survey (Baseline Data)

	YES	NO
<i>I feel confident speaking in public</i>	30%	70%
<i>I feel that I have the skills to help younger students</i>	60%	40%
<i>I have <u>never</u> had the opportunity to read to elementary students</i>	94%	6%
<i>I feel that I can impact others by serving the community</i>	60%	40%

(Targeted Population)

The service for the leadership team was to read to elementary students in our district.

The Student Leadership Team visited every elementary school in our district during Read Across America Week. The team read to students and talked about making good choices, doing well in school, making sure to try hard on testing this Spring., etc. The YSC sponsored the entire program, providing lunch and transportation. We also delivered Dr. Seuss treats to each school. After visiting each school in our district, students of the leadership team were surveyed.

Post-Survey

	YES	NO
<i>I feel confident speaking in public</i>	80%	20%
<i>I feel that I have the skills to help younger students</i>	100%	0%
<i>After this opportunity to read to elementary students, I feel more confident in myself and believe I can make a difference.</i>	100%	0%
<i>I feel that I can impact others by serving the community</i>	100%	0%

All students on the leadership team were also asked how they felt this particular program impacted them and those they read to. Below are some of those responses:

- “Everyone was appreciative of us,” “So many kids were smiling and happy,” “It was more than reading, we spent time with everyone and had good conversations.”
- “It helped me grow as a speaker and a person.”
- “It showed me that the small things are so powerful.”

At the end of the week, the 17 students of the YSC Leadership Team traveled to 7 schools and read to more than 1,000 elementary students. This is a program easy to sustain and continue, impacting so many in our community.



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/>