



# FRYSC COVID-19 Intervention Spotlight

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2020

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

**Family Resource and Youth Services Centers (FRYSC)**

# FRYSC COVID-19 Response

**Food Assistance**  
(98%)

**NTI Packets/  
Educational Support**  
(85%)



Percentage of FRYSC Coordinators reporting the provision of services in each category (March-June 2020)

**Unemployment Information or Job Listings**  
(35%)

**Family Welfare Checks**  
(65%)

**COVID-19 Prevention Information**  
(56%)

**Basic Needs and essential products**  
(85%)

**\$21.8 million**  
2019-20 combined total

- cash and in-kind contributions (cash, goods, services, volunteer time) from school districts and local communities
- Fundraisers
- Additional grants

**Family and student needs have changed, and FRYSC has adapted.**

— Melissa Goins, Director  
Division of FRYSC

**FRYSC Facts**

There are 857 FRYSCs statewide that serve over 1,200 schools.

Schools that have 20% or more students who are eligible for free and reduced-price lunch qualify for a FRYSC.

Once established, FRYSC services are available to all students, regardless of socioeconomic status.

**Home Visits**

**GOOD NEWS** - FRYSCs coordinated over **49,000 home visits** during the school closure (March-June 2020). The majority of these visits were likely to deliver food, household supplies and NTI packets. For comparison, during the same timeframe in the previous year, FRYSCs coordinated 8,000 home visits.

To locate or donate to a local FRYSC, please visit [http://bit.ly/FRYSC\\_Contacts](http://bit.ly/FRYSC_Contacts) for center information.



FRYSCs throughout Kentucky adapted and re-designed many programs during the COVID-19 pandemic. Due to social distancing and school closures, the FRYSC motto “Whatever it Takes” truly became the over-arching theme to continue identifying needs and serving students and families despite the many challenges.

Contained in this document are selected reports of unique programming and outreach efforts to ensure that high quality, essential services could continue to be available to students and families throughout this unprecedented period. FRYSCs displayed flexibility in their problem-solving and increased efforts to engage both communities and parents.



2020

#### FRYSC Program Name

**"Home Run" Summer Reading program**

#### Description of need

According to school report card data, student reading proficiency at Providence and Clay Elementary schools remains at around 50%. Factoring in the anticipated skill decline due to educational limitations forced by the COVID-19 restrictions, it was imperative to keep students reading during the summer months.

#### Result

In order to promote continued reading, Providence and Clay elementary students were encouraged to participate in a "Home Run" monthly reading activity. Beginning June 1, 2020, students picked up free books and a baseball themed reading log.

Students were required to read 20 minutes per day, verified by parent signature, in order to achieve a "home run" by the end of the month. On July 1, students returned their reading logs and received a prize if they had achieved their "home run". During this visit, they picked up another reading log for the next month and exchanged or picked up new books.

Sixty-two (62) students participated during the first month, reading 1160 books and 27,280 minutes. Providence and Clay FRYSC provided some of the books and prizes as well as assisted with the monthly pick up/drop off reading log and book stations. Although, no test scores are available at this time to document actual impact, research proves continued reading improves literacy skills. Therefore, it is expected that literacy for these 62 students was positively impacted or, at the very least, maintained during this time away from the school environment.

#### Submitted by

**Providence/Clay FRYSC, Webster County**

**FRYSC Program Name****BC Grands (Relative Caregiver support group)****Description of need**

As evidenced by FRC survey, Bullitt County data, and self-reporting, there was a need for a support group to provide resources, information and fellowship among Grandparents/Relative caregivers of school-aged children. The previous area support group at a local church had dissolved, so there was no overlap of services. MES had 22 students and OES had 10 students reported to be living in relative-caregiver families. The FRC also partnered with BES/FES FRC to target families in the north end of Bullitt County, but also allowed participation with families in all of Bullitt and surrounding counties.

**Result**

The FRC created a monthly support group with speakers from BCPS, health department, Kinship Care etc. to give information and resources to families. The BC Grands families also benefited from the camaraderie that was built through telling their stories and building relationships with one another.

When COVID-19 arrived and the group was no longer able to meet in person, the FRC created a BC Grands Facebook page to help the families through an online platform with support and resources during the pandemic. The FRC also made deliveries to the MES/OES identified Relative Caregivers during COVID-19, which included care packages and baskets of fun activities for the students. The FRC checked on the families through home visits and phone calls. The BC Grands group impacted 32 MES/OES relative caregiver families through NTI and the COVID crisis through ongoing online support as well as follow up home visits/phone calls and care packages.

**Submitted by****Hand in Hand FRC, Bullitt County**

## FRYSC Program Name

**Coping Skill Support and Bags**

## Description of need

Students needed support and education to cope with mental health and behavioral challenges. 75 students in grades 1 through 5 were identified as needing these resources. These students either received school based mental health services and/or were in KSI (Tier 2 or 3) for behavior. FRC Coordinator worked to create coping skill bags with coping skill tools, flash cards, parent information sheets and letters, and information on how/when to use coping skills.

FRC Coordinator contacted parents and the students to survey current student usage and knowledge of coping skills. 80% of parents reported that students did not use coping skills on a regular basis. 20% of parents reported that their child had actual designated coping skill tools in the home. 46.67% of parents reported that they had seen an increase in behavioral struggles since NTI began due to COVID-19. 42.67% of parents agreed that they had enough knowledge to teach their child about coping skills.

Of students interviewed, 44% were able define what a coping skill was. 42.67% were able to name coping skills that they used. 56% of students were able to identify whether a coping skill was positive or negative when examples were given.

## Result

FRC Coordinator provided coping skill bags and resources to students. We followed up with parents and students 3 to 4 weeks after providing students with resources. Post-test results are as follows:

- 17.33% of parents reported that their child did not use coping skills on a regular basis (compared to 80% before)
- 100% reported that the child now had coping skill tools in the home and access the tools as needed.
- 86.67% of parents reported that they felt that they had enough knowledge to teach their child about coping skills (compared to 42.67% before)
- 89.33% of students were able to define what a coping skill was (compared to 44% before)
- 88% of students were able to identify whether a coping skill was positive or negative when examples were given (compared to 56% before)
- 92% of students were able to list 2 to 3 coping skills that they use (compared to 42.67% before)

## Submitted by

**Woodland FRC, Hardin County**

**FRYSC Program Name****COVID-19 Snack Pack Home Deliveries****Description of need**

Prior to school being dismissed on March 17, 2020, 81 students received weekly snack packs each Friday while students were at school. The snack packs included 8 individually wrapped, healthy snacks for students to take home and enjoy during the weekend. The purpose of the snack packs was to assist families by providing extra food items to help with food costs and to ensure that students were getting enough to eat during the weekend.

**Result**

When school was dismissed and the school district switched to NTI learning on March 17, 2020, it was determined that maintaining a connection with families and assisting with food would be needed like never before. The FRC reached out to parents weekly by maintaining contact with families to continue to offer snack packs, touch base to make sure students had a connection to school staff, and provide mental health and COVID-19 information. From March-August, the FRC provided 936 snack packs to 81 students.

**Submitted by****Calvert/Sharpe FRC, Marshall County**



2020

### FRYSC Program Name

**COVID Home Visits, Family Services & Resources**

### Description of need

During the 19-20 school year, prior to the COVID epidemic, the FRC conducted 10 home visits relating to Angel Tree programs, forms to be completed, to assist preschool teachers on home visits, and to address lice-related absences. These families were considered low-income.

### Result

There was an increase in the number of home visits conducted during the 19-20 school year following the COVID shutdown of the school system. The FRC conducted bi-weekly home visits during the months of March, April, May, and June. We provided continual support of resources to 28 families from the Grayson County Food Pantry, Extension Office, Board of Education, Meals on the Bus, Feeding America, and PEBT benefits. The FRC conducted 195 home visits over the 4-month period with the goal of making a connection and keeping connected throughout the crisis.

We served seven grandparent families and nine single-parent families. The FRC provided a valuable link between the home and school for our teachers by reaching out to students for NTI work. Some parents were apprehensive to have FRC staff come to their homes to check-in, but as the summer progressed and with the continued provision of resources and emotional support, parents became relaxed and were able to share some of their struggles during the COVID crisis. This allowed us to provide individualized services for each of our families.

Our families received 67 care boxes of food, 24 care baskets of household cleaning items and children's activities, 88 PPE cloth masks sewn by the coordinator, and continued backpack food from Feeding America. We provided referrals for employment opportunities, food pantry, Community Action for utility assistance, and Meals on the Bus. Our parents expressed their gratitude as we returned to in-person school. We have created lasting and trusting relationships with many of our families.

### Submitted by

**Clarkson FRC, Grayson County**

**FRYSC Program Name****Drive Through and Clean Up****Description of need**

There was an increase in requests for assistance with laundry, cleaning, and personal hygiene supplies for families due to loss of employment, lack of unemployment funds, other such financial woes during the COVID-19 pandemic.

**Result**

We hosted a Drive Through and Clean Up event for ALL Russellville Independent families. Donations were requested for laundry detergent and fabric softener through a Bowling Green manufacturer and were denied, triggering the local chapter of the American Cancer Society to solicit the donations for us.

Through their efforts and the time, space, and manpower provided by Logan Aluminum (a local manufacturing company), enough detergent and fabric softener was delivered for the Russellville Independent FRYSCs to implement the community-wide effort. We were able to provide a basket filled with laundry detergent, fabric softener, bleach, spray cleaning solution, toilet tissue, dish detergent, shampoo, conditioner, soap, and body lotion for each Russellville Independent Schools household.

One parent seized the opportunity to successfully organize and complete a personal hygiene product drive to provide shampoo, conditioner, and bar soap for the baskets, using the project for a needed college class credit. A local church conducted a bleach collection drive for the project. Private donations from individuals, clubs, organizations, and churches were used to purchase laundry baskets as well as the remaining supplies needed to complete the baskets for each household. A local grocer provided toilet tissue and the remaining numbers of bleach, shampoo, conditioner, and spray cleaning solution needed at store cost.

Our District's Parents as Teachers educator received 36 referrals while helping distribute baskets the evening of the event, and within 30 days, set up meetings with the majority of the homes. She stated her success with getting the first meetings with families scheduled was due to the relationship with the FRYSCs at the event. The event served 280 RIS households, and 32 additional households. Notes and telephone calls of appreciation from caregivers were received, as well as positive feedback on social media. One parent noted, "This gave me hope, and now I know we're going to be okay."

**Submitted by****Stevenson FRC, Russellville Independent**



2020

#### FRYSC Program Name

**Family Cooking Kits**

#### Description of need

Families were in need of food for summer due to job loss and wage decreases because of COVID-19.

#### Result

Families received Family Cooking Kits that were assembled by Berea FRYSC and student workers. The food was obtained through collaboration with Berea Eats at Berea College. The college sent us fresh corn, tomatoes, kale, squash, zucchini, cucumbers, flour, eggs, milk, chickens, and carrots; and a local bakery provided freshly made bagels and cream cheese. We included recipes and created videos where the families could watch someone else cooking with these items. We also created a challenge for the families to submit pictures of them cooking together. Families raved about this experience. We provided 105 Family Cooking Kits.

#### Submitted by

**Berea FRYSC, Berea Independent**

**FRYSC Program Name****Feeding America Community-Wide Monthly Food Distribution****Description of need**

Even before the outbreak of the Coronavirus pandemic, 1 in 5 households with children in Kentucky faced food insecurity or had limited access to enough food. The Meade County FRYSCs, in conjunction with Feeding America, Kentucky's Heartland, and the Meade County Extension Office helped distribute the Backpack Program to approximately 150 students monthly during the 2019-2020 school year. In addition, referrals to local food banks were made as requested. The food banks are in various parts of the community and commodity distributions are typically provided monthly.

Prior to March 2020, the food bank distributed food commodities (TEFAP) to approximately 180 families each month, with the largest distribution at Journey Church in the heart of the county seat in Brandenburg, KY. The FRYSCs met with the Meade County Extension Office and Feeding America personnel in early January to discuss overall food insecurities in Meade County. It was determined that more families within our community needed access to nutritional food.

**Result**

Once it was determined that access to additional nutritious food was necessary, Feeding America set up several mobile food pantry sites. The Meade County FRYSCs helped promote these events via texts, phone calls, and emails to school families. Promotional prompts were made via social media, school websites, and newsletters. These mobile food distributions were also a way to educate and promote the BIG change in the upcoming community-wide food commodities (TEFAP) distribution.

Beginning March 2020, the community-wide TEFAP food distribution moved from Journey Church to the Meade County Fairgrounds in order to accommodate additional families. The FRYSCs worked with community partners to gather volunteers from local businesses, clubs, and organizations to help with the new distribution process. The new community-wide commodities distribution was set up as a drive-thru program to accommodate 750 families. In the following months, the distribution increased to 850, then up to 1,000 families. FRYSCs were able to personally work and distribute food commodities at these events. It was a great way to see families and to know that the food distributed was helping provide nutritional meals and allow family funds to go toward other necessities.

**Submitted by****Stuart Pepper MS YSC, Meade County**



2020

### FRYSC Program Name

**Fun with FRYSC**

### Description of need

Students were placed on lockdown due to COVID 19 and there were no summer childcare resources for parents, especially for low income parents.

### Result

I created a 15-minute video that had brain teasers for K-1<sup>st</sup> grade, 2nd grade; 3rd-4th grades, and a 5th/family brain teaser as well as a STEM science experiment. All were kept under 15 minutes. Each week I gave a clue for the teasers, and the following week I gave the answers. For the STEM activity I gave the materials needed (all easily found household items) the previous week and then performed the experiment the following week.

There were 50-70 virtual participants for 6 weeks, consistently. Having no set time and allowing families to choose their time made it more convenient for them, thus increasing participation. Utilizing low datastream such as YouTube ensured that all families could participate.

### Submitted by

**Cravens FRC, Owensboro Independent**

**FRYSC Program Name****Grade-to-Grade Transition Zoom for Parents****Description of need**

KIDS Company I traditionally hosts Grade-to-Grade Transition Meetings for parents/caregivers of students entering 1st - 6th grade at Clark School. When our families learned we would not be returning to school, many students and families were worried and anxious about the upcoming grade. KIDS Company I modified the in-person parent transition meetings that have traditionally been held in the classrooms of the upcoming grade to a simple Zoom parent meeting online with teachers of the upcoming grade level where they would be able to virtually meet parents and give some information about what to expect in the next grade.

Our Center hosted 6 Zoom meetings, mostly in the early evening or dinner time (between 4-6 pm). Teachers and parents on my Advisory Council had confirmed that time(s) might accommodate more families and be seen as a "down time" at peoples' homes.

**Result**

One of the positive outcomes of a virtual meeting with parents was that we had 50-60 parents logged on, watching, interacting and asking questions of our teachers and administrators at all of our 6 Zoom meetings. The usual number of parents who attend these meetings was 25-35 parents per meeting.

Another positive outcome, on an anecdotal basis, were the parents who emailed the FRC after the meeting to say "thank you." For some parents, this was the first interaction and connection with adults that many parents had had since being at home, quarantined with their child/family. Some exchanged emails, cell numbers, etc. in order to make a connection. In addition, our school and Center strive to build relationships with families, and by bringing these meetings to them in a convenient manner helped alleviate many fears of the unknown in the upcoming grades.

**Submitted by****KIDS CO I FRC, Paducah Independent**



2020

#### FRYSC Program Name

**Grandparent/Relative raising children in the absence of the birth parent**

#### Description of need

Almost 10% of our Reidland Elementary students are being raised by a Grandparent, Relative or Friend in the absence of the birth parent. The FRC wanted to help these families to feel more connected to the school and supported in their families.

#### Result

In February 2020, the FRC hosted a Grandparent/Relative Event to appreciate and support these caregivers. Half of the identified families attended this event after personal invites and phone calls were made by the FRC. Families were treated to dinner, free childcare, a gift, and lots of knowledge. Following the meal, the grandparents/relatives participated in a Parent Café style session to learn of resources for their families as well as receive support and encouragement. 100% of those attending noted on their post survey how much they learned and gained from the evening and requested monthly support sessions.

One month later COVID-19 hit and everything was closed. These families struggled to get the essential supplies needed due to lack of funds or health concerns that would prevent them from visiting local stores. The FRC reached out to these families making porch drops of essential supplies. The FRC has also assisted with signing up for Unemployment Insurance, requesting stimulus payments, requesting the Pandemic EBT, resources in the area for food and utilities assistance, etc. Because of the relationships built beginning in February, these families are now reaching out to the FRC. Hopefully, their bond to the school will be stronger when school resumes and their involvement in the school and their child's education will increase.

#### Submitted by

**Reidland Elementary FRC, McCracken County**

**FRYSC Program Name****JHHS YSC Google Classroom -- Online YSC Programs****Description of need**

Before the YSC Google Classroom was developed, communication with students and families regarding programs and resources was limited to flyers, the school YSC web page, office visits, home visits, and announcements

**Result**

The YSC Google Classroom created a platform for communication with students and parents. Program information was easily available to members of the classroom. Students and families were invited to join the classroom and then have access to all classroom content. The YSC Google Classroom also provided resource program links and active links for each of the YSC program components. Wellness, Literacy, Career Readiness, Mental Health, and Summer and Part-time programs are available for student and parent access. In addition, class members are able to access community resource links.

The YSC Google Classroom was initiated because of COVID-19, but it has proved to be vital to the YSC for interacting and providing programs. One of the best things to happen was the Literacy program. During the Spring, the FRYSC coordinator read two different chapter books on video and posted each chapter. Students and parents responded positively and stated they were watching the videos together as a family.

**Submitted by****John Hardin YSC, Hardin County**

**FRYSC Program Name****Johnson County FRYSC Garden Club****Description of need**

Due to the COVID -19 outbreak, families were stuck at home and needed food resources. The FRYSCs did a survey to see who would be interested in a gardening club in the county with our target audience being our grandparents who were raising their grandkids. The feedback was great with 51 families signing up for the first giveaway with five of them in our target group. The Johnson County FRYSCs designed a program that would keep kids moving and help their families at the same time.

The FRYSCs did a drive-thru seed and plant giveaway to anyone who would like to join the gardening club in Johnson County. The program was a way for families to be self-sufficient by providing them information on how to create their own gardens. Ranging from raised beds, pots, or traditional gardens. The FRYSCs worked with the UK 4H Extension office and posted instructional videos on how to raise a garden. Gardening not only provides food to eat but also a way to de-stress during the challenging times and had families working together to reach that goal.

**Result**

The FRYSCs encouraged families to work together on their gardens and to help show their work by posting pictures of their activities on social media (Facebook page Johnson County FRYSCs Garden Club). If you have ever been around a gardener, you know that they like to show people how well their garden is doing. The Facebook posts allowed families to do that and ask questions about how to take care of issues they may be having with their garden. We encourage everyone by doing a monthly drawing from all the Facebook posts. The more posts, the more chances to win garden supplies.

The Johnson County Extension Office and FRYSC did two giveaways that helped provide plants and seeds to 108 families. Some of the seeds provided included beans, lettuce, onions, potatoes, corn, beets, mustard, cantaloupe, watermelon, and pumpkin seeds. In addition, the families also received tomato, broccoli, cauliflower, cucumber, and cabbage plants.

On our Facebook page, we also share informational videos to help assist the families in starting and maintaining their gardens. We have been overjoyed with the interest received in our gardening club, and we encourage our families to share pictures of their gardens for a chance to win a prize at the end of the season. The families have shared pictures of their harvest and of their canning or freezing. One grandparent stated that she had canned over 60 quarts of beans and also shared them with her neighbors.

On September 1, our Facebook page had 150 followers proudly showing their hard work during the summer. We plan to continue posting information about gardening and preserving food and sharing recipes with the members of our Facebook gardening club. The JC FRYSCs hope that the experience has instilled a love of gardening to the students and the families involved.

**Submitted by****Johnson Central High School, Johnson County**



2020

### FRYSC Program Name

**Jr. Master Gardener Club - Victory Garden**

### Description of need

Due to COVID-19, our Junior Master Gardening Club was put on hold. Originally, the club was for students in 3rd, 4th and 5th grades. Seeds for produce and flowers had been planted in early March. When school went to NTI and after school programs were cancelled, we identified 12 club members and families who were willing to commit to continuing our program. Our community Environmental Educator through our local Extension Office continued to coordinate and lead following social distancing guidelines.

Students who were members of the club, families who were relatives raising relatives, backpack snack recipients and families who were new to our school were invited to participate. Participants represented diverse backgrounds and socio-economic status.

### Result

Participating families rotated working in the garden. In late May, the gardeners opened the green house and gave away over 500 Zinnias to over 100 community members. This event was promoted on social media.

- We had 100% participation rate from families
- 18 children indicated they tried a new vegetable
- 9 families indicated they tried a new recipe
- 4 families indicated they canned or froze produce for the first time
- Many pounds of produce were distributed to our local housing authority for our families and the elderly in the neighborhood
- 10 families said they would participate again

The FRC worked in the garden, assisted with the distribution of food as well as the promotion of the program.

### Submitted by

**Dry Ridge FRC, Grant County**

### FRYSC Program Name

**Kindergarten Give a Pig a Party - Literacy Party**

### Description of need

Every year Bristow FRC and the Kindergarten classes team up to do a literacy project. This year COVID-19 changed the plans. This project is normally done at the end of the year when Kindergarten students can practice literacy skills and work as a group on a project to go along with the book. The need was greater this year, not only for academic achievement in reading but also for something to do as a group to build social and emotional well-being. Some kids do not have any interaction except with their parents, and some have not had time to really grow their literacy skills either. Interaction, time and encouragement were big needs during this time.

### Result

The Kindergarten Give a Pig a Party was an unbelievable experience and probably one of the most amazing things I have seen as a coordinator. In the past, Bristow FRC purchased the same book for each Kindergarten student to keep, read the book with students, then completed a project to go along with the book. With COVID-19, we were unable to do this.

Since the books were already purchased, Bristow FRC decided to create gift bags that would include the book and items for the project. This year we chose *If You Give A Pig A Party*. So, we created parties in a bag. The bag included the book, cake mix, a juice box, candy, balloons, horns, party hats and a little Debbie cupcake. We decided that since we could not read and celebrate together we would do a zoom pajama party to read and celebrate.

The bags were delivered to each student's home with an invitation to the online pajama party. We had 67 out of the 86 students join the call. We all read the book together, talked about the book, ate our cupcakes together then had a dance party. The kids were so excited to see their friends and teachers and all the households had the parents and grandparents on so that it was a whole home affair. It was magical. It got everyone involved and the kids were hooked. It would have pulled at your heartstrings. The kids' faces lit up and they talked a mile a minute. Some kids cried from seeing everyone and the kids truly enjoyed the book.

### Submitted by

**Bristow FRC, Warren County**

**FRYSC Program Name****MCIS Cooking Club****Description of need**

As a new FRYSC Coordinator, I saw that backpack food was lacking in nutrition, expensive and would not keep bellies full for very long. In discussions with my advisory council, we formed a plan to pilot a program using our backpack kids to teach them to safely cook and enjoy nutritional meals using ingredients they received through the backpack program.

I partnered with AC member, Bobbie Hancock, Coordinator of our SNAP ED program, in order to reach both parents and children. After school, once a month, our club met and the kids learned to cook a full meal and serve their family members. Thirty minutes before dinnertime families arrived, and Bobbie discussed healthy eating and food safety topics. Then cooking club members would serve their families the full meal they cooked.

**Result**

Facing COVID and all the disruption to face-to-face time with our kids, we redesigned the cooking club and turned it into a Kitchen Garden/Farmers Market Experience. Partnering with UK Extension SNAP ED, UK Extension Horticulture/Farmers Market, Mercer County Community Endowment and Heart of Kentucky United Way, we were able to introduce and provide fresh vegetables through the home gardens, as well as monthly fresh produce bags from the Farmers Market vendors. This program had a 100% participation rate for kids picking up the gardens and Farmers Market fresh bags. There was an 80% participation in sending in cooking photos from the kids.

This program, as it transformed into the Farmers Market pick up, became a very public program. There was skepticism at the beginning; however, after the first 100% attendance rate, excitement began. Our program offered a sample bag of in-season vegetables to our kids and gained the attention of other shoppers who wanted a sample bag for purchase. The kids also received \$20.00 in vouchers through the summer program to spend during the season at the Farmers Market.

Videos were created by Bobbie Hancock to teach the kids how to cook with the produce. Cooking Club was such a sweet, supportive program for both families and children that our 5th grade families asked to continue into the Middle School. In the upcoming school year, we will be joining forces with Allison Hazelwood, King Middle School FRYSC Coordinator, and will jointly host Cooking Club.

**Submitted by****Mercer County Intermediate FRC, Mercer County**

**FRYSC Program Name****Mental Health Counseling - Individual & Group****Description of need**

There were a number of referrals from staff, parents, and school psychologists for student issues such as family crises, inability to control anger, chronic attendance problems, motivational issues concerning academics and grades, grief issues from close family or friend losses, and disruptive classroom behaviors. The targeted population was students who were considered at risk for school failure, considering factors such as attendance, Persistence to Graduation scores, PBIS monthly reports, grades, and Infinite Campus behavioral incidence reports.

**Result**

The intervention included both individual and group counseling provided by community mental health counselors who contracted with Hardin County Schools to provide these services. Central Hardin YSC funded the group counseling for grief, anger management, and COPE (Creating Options for Promoting Empowerment). Individual counseling was funded by family private insurance or Passport/Medicaid.

Eight-two (82) students participated in the counseling services throughout the year. The COVID-19 pandemic interrupted the school year, but individual counseling was maintained through telehealth conferencing from home and clinic/agency visits. Pre and post tests were administered and reflected that 90% of the students indicated an improvement in their life situations both at home and school. The groups emphasized communication skills, coping skills, anger management skills, and grief management. Students indicated the opportunity to talk with someone on a regular basis was very helpful to them, fostering a caring school environment for them.

**Submitted by****Central Hardin YSC, Hardin County**



2020

### FRYSC Program Name

**Mustangs YSC Job & Employment Board**

### Description of need

A career board, visible to all students to help with student employment, resume creation and interview skills, was created. There were advertisements for local job openings, which may provide job applications and information onsite. Help with filling out job applications and navigating employment in our community was provided. The board is for all students, but the targeted population is the free/reduced community, who may not already have access to resources and information on how to obtain gainful employment while in high school.

### Result

During the heart of the pandemic, it was estimated that even though we were restricted with what we could and could not do, students were still eager to work. There was also a population of at-risk students who needed to work, especially during this time to help their own families in time of crisis.

The utilization of our job board from January-March 2020 was at 53% in the heart of winter and right before our pandemic, which indicates that not only do students need to work but they *want* to work and are eager to continue to find resources to help them in their search for employment. The Mustangs YSC is proud to be part of their process of finding gainful employment, to help them with their interviewing skills and build their resumes for the future.

### Submitted by

**Mustangs Youth Services Center, McCracken County**



2020

### FRYSC Program Name

**OCMS COVID-19 Family Check-In Form**

### Description of need

The OCMS YSC created a Google Form for families to notify the YSC of basic needs and crisis intervention during COVID-19 shutdown. This form included, for example, needs for food, hygiene products, school supplies, mental health services, medical needs and NTI help. Forty (40) families filled out and submitted the OCMS YSC COVID-19 Family Check-In Form between March 13, 2020 and June 30, 2020.

### Result

Out of the forty families who filled out and submitted the OCMS COVID-19 Family Check-In Form:

- 27.5% requested help with food
- 20% requested help with hygiene products
- 42.5% requested help with school supplies
- 22.5% requested NTI help

All forty families that requested assistance through this form received the help requested and later sent an evaluation survey in regards to the services received by the OCMS YSC. 100% of the families who responded to the survey were satisfied with the intervention and assistance provided by the YSC.

### Submitted by

**Ohio County MS YSC, Ohio County**



2020

## FRYSC Program Name

**Operation MVP**

## Description of need

In March 2020, our school shut their doors because of the COVID-19 pandemic. This pandemic created many issues for our families or made those families who were already struggling, struggle more. Roughly, 40% of our families found themselves without a job and not getting unemployment. They either lost their jobs because of the pandemic or because they had no one to rely on with schools and daycares closed. Over 80% of our families fall below the poverty level and receive free and reduced lunch. As a district, we knew we needed to do something to help our families. With the help of the nonprofit Covington Partners, we were able to make Operation: MVP a success. I identified 20 families in our school that I knew needed the most support from us for basic needs and social emotional help. Ten were Tier 1 families, needing the most intense intervention and ten were Tier 2 families, who needed extra support, but not as intensive as Tier 1.

## Result

Each week I helped pack family baskets for our Tier 1 families. These baskets included food, hygiene items, household cleaning supplies, books, academic enrichment activities, and arts and crafts. Once packed, I delivered them to the families, leaving them on the porch. We did this bi-weekly for Tier 2 families. This porch drop became instrumental in helping our families with the most intense needs to find sustainability through a very difficult time.

Because of amazing support, we were able to continue with our Tier 1 families throughout the summer. The porch drops became a highlight of the family's week. Not only were they receiving much-needed items, but they were also able to see a familiar friendly face and connect with us at the school. It allowed us to check on the students and have open conversations with parents. Through these visits we were able to identify needs and help families navigate things such as unemployment, potential eviction, and linking up to community resources. Of the 40% of parents who found themselves out of a job, only 10% remain.

## Submitted by

**Glenn O. Swing Elementary, Covington Independent**



2020

**FRYSC Program Name**

**Parent Academy**

**Description of need**

The demonstrated need from families was that they needed assistance with teaching their children at home. They were concerned that they did not have the tools needed to support their children's education.

**Result**

We held a parent academy in which families received hands on training and take away tools to learn how they can support learning from home. Each child received a supply kit that allowed them to practice subjects such as math, reading, and healthy living with guardians. Parents surveyed responded that they felt that after the academy they were much more equipped to support their child's learning from home.

**Submitted by**

**The Academy for Leadership at Millcreek Elementary, Fayette County**



2020

### FRYSC Program Name

**Services for Individual Student (18 years old)**

### Description of need

When I first became involved with this student, she had just moved out of her mother's house into an apartment with her boyfriend. She still has a good relationship with her mother; however, she felt the need to move out on her own due to the constant stress she felt from being expected to take care of her five younger siblings. This special education student tries hard to always do the right thing, but she has limited ability to think through a situation and problem solve on her own. She is self-motivated and works hard, but she often needs someone to explain things in ways she can understand and to answer her questions. She felt extreme anxiety from the stress of moving out on her own, as well as being the only one employed in the household. Her boyfriend who graduated from high school last year receives SSI and is not able to work.

### Result

My interaction with her during the year included providing transportation and helping her to get a bank account set up, taking her grocery shopping, and helping her complete job applications. In addition to receiving a weekend food bag each week, I helped her apply for SNAP benefits and assistance with utilities through the PACS program. She was able to get a job in close enough proximity to her apartment that she was able to walk back and forth, but when money was running tight, I would help her out with additional groceries and/or coins to do her laundry.

We often talked about different recipe combinations she could make with the ingredients she had on hand. I coordinated mental health counseling services for her at school, and with the help of her doctor and mental health counselor, she was able to begin taking medication which helped her get her anxiety and depression under control.

When the quarantine began for COVID, I spent a lot of time on the phone with her explaining what was happening, answering her questions, and calming her fears. When the restaurant she was working at closed down due to the pandemic, I helped her to apply for unemployment. During that same time, her SNAP card stopped working, and I was able to assist by giving her some directions about who to call and what to say. I kept her informed about food boxes and other resources being distributed in the community, and I would deliver to her if she could not get to the distribution site. She was so appreciative of my help and did an awesome job of learning the things I was trying to show her along the way. She still has my phone number, but I rarely hear from her now. She is living independently and doing very well. She is working again and has been able to keep her apartment and pay her bills.

### Submitted by

**Horizon YSC, Trigg County**

**FRYSC Program Name**

**Southside Candy Lab Porch Drop**

**Description of need**

The Candy Lab Science Summer Program was for 32 of Southside’s 3rd and 4th Grade students that fall within the GAP group. Students were able to conduct hands-on experiments using different kinds of candy. The purpose of this program was to promote learning as fun and real life, using inquiry as a dynamic process rather than step by step with a predictable outcome. Each student was their own scientist for some experiments and then part of a team of virtual “research scientists” for other experiments. Using the prompts “What I know”, “What I want to know”, and “What I learned” allows for exploration and curiosity. By using fun ways to learn about science, the goal was to increase the student’s “Want to Know” motivation for learning and activate the student’s attention and further their thinking process.

Candy Lab summer program provided an enrichment activity to students that have lower motivation for learning and possibly come from a home culture of “education apathy”. Through purposeful invitations to students that were recommended for this program by their teacher or school staff the program goal was to increase motivation and curiosity for learning by 50% as measured by pre/post survey and verbal report of the students as well as increase the capacity for personal education capital by making the program fun and engaging.

*\*This day was amended to include the whole family instead of just the student to account for COVID. Parents/Caregivers received a porch drop of supplies with instructions for the day. Pre and Post-test was online.*

**Result**

The goal for this program was to increase motivation and personal education capital for learning through hands on project based learning that uses critical thinking, problem solving, communication and collaboration with the other students that participate in Candy Lab. Since this became a virtual program that included the family as an optional "student", all participants answered the pre and post questions. The center had access to funds through Metro United Way to provide all of the supplies for the candy experiments. The FRC and Counselor delivered the supplies and instructions to 32 Southside students.

**Results:** (Based on 32 student responses and 10 "family as student")

- 1) Knowledge about how to conduct a science experiment: All participants created a hypothesis then compared the results.
- 2) 100% of participants reported that they learned something new.
- 3) 30% of participants reported that they do not like working in groups.
- 4) 100% of participants reported that at the end of the virtual day they were comfortable working in a group and enjoyed the interaction.

There was a wide range of what surprised the participant; however, the majority of participants voiced that what happened to the candy with the experiments surprised them the most. The "family as student" participants were surprised at how much fun they had with doing the experiments at home with their student.

**Submitted by**

**Southside FRC, Shelby County**



2020

#### FRYSC Program Name

**Stay-on-Track Summer Learning**

#### Description of need

The goal of Stay-on-Track Summer learning was to address the potential academic decline of students during the summer months (especially in light of the COVID-19 crisis).

#### Result

Stay-on-Track workbooks were sent home with every student (K-5) at the end of May. The workbooks were comprised of one-half review of the school year completed and one-half preview of their upcoming grade. Forty-four (44) students completed the packets over the summer break. Of those students, 34% (15 students) maintained or increased their grade equivalency in math, and 53% (23 students) maintained or increased their grade equivalency in reading.

#### Submitted by

**Wingo FRC, Graves County**

**FRYSC Program Name****Student Support****Description of need**

This Impact Report is concerning only one student (student A). Attendance staff notified us that student A was missing days of school, student A became truant beginning October 2019. Truancy had never been an issue. FRYSC investigated and found that student A had become disruptive in class (resulting in days of in-school detention) and student A's grades had changed, failing all courses. Student A had also stopped participating in all after-school sports programs.

**Result**

FRYSC has worked with student A in the past. Student A and FRYSC have a good relationship; student A trusts FRYSC. FRYSC brought in the school therapist, and together we began meeting with student A. Student A revealed domestic violence in the home that included physical/emotional/verbal abuse toward student A and mom. Student A was staying home to protect mom and was going to work, instead of school, to support mom.

With the support of other community partners student A and mom gained resources and support to leave the situation. Once student A realized mom was safe and their finances secured, student A's attendance, attitude in class and grades all improved. Monitoring student A during NTI, student A completed all work and finished the school year with all passing grades. Student A and mom are still safe and began counseling.

**Submitted by****Grayson County High/Lawler Elem. FRYSC, Grayson County**

**FRYSC Program Name****Summer Involvement Program (SIP) - Ongoing contact with students/families during pandemic shutdown****Description of need**

The FRC provided weekly snacks for our Backpack program to 25-30 Justice Elementary students. Students participating in this weekly program had high needs and were usually referred or selected to participate in other programs and services offered for summer programming. The students were from low income families with limited access to quality childcare or camps. The FRC provided scholarships or linked families to programs who offered scholarships so students would be engaged and/or supervised during summer break. When schools closed due to COVID-19, all local programs, camps, childcare and other type summer programs were all cancelled, so the Center had a need to maintain as much contact and communication with these students and families.

**Result**

The Summer Involvement Program (SIP) was created as a result of local partnerships and volunteers to allow the FRC to maintain ongoing contact with families. SIP provided weekly activity bags to Clark County children for 15 weeks throughout the pandemic. All supplies for bags were donated from various agencies, programs and individuals from our community.

Each week had a different theme with supplies in bags that went along with the weekly theme. Activities were scheduled either virtually or on-site at College Park where the program was located. All safety measures were followed to keep individuals and volunteers safe from COVID-19. The FRC was able to deliver our regular weekly food bags and SIP bags to students in our backpack program.

The weekly visits allowed the FRC to make ongoing contact with our high needs families, provide referrals and offer support during the pandemic. Being able to check in with students and families during this stressful period was vital for seeing children regularly, allow for conversations with parents, but most importantly to help keep students engaged in some way while school was closed.

Students had the opportunity to engage in fun activities and receive new items to pass so much down time during the shutdown. As the weeks went by, more students were added to receive SIP bags. 25-30 were delivered to the homes of our backpack participants each week, and another 30-35 bags were distributed to students at the Summer Meal sites provided by the school district and to students in various neighborhoods or other parks. Most of the students who received SIP bags were families who did not have transportation to go to College Park.

Volunteers were assigned to deliver SIP bags to 500 Clark Co. children, while another 200-300 were distributed at College Park. Commitment and donations from volunteers allowed the FRC to have contact with students 750 times and close to 12,000 in the entire community during a pandemic shutdown.

**Submitted by****Justice FRC, Clark County**



**FRYSC Program Name**

**Supervised Offsite NTI Digital Access Sessions**

**Description of need**

Prior to April 6, 2020, there were approximately 112 JTMS students who expressed serious barriers (at least 3 days per week) to digital and/or electronic access to NTI instruction and educational supports.

**Result**

Supervised NTI Digital Access Sessions were provided to 49 JTMS students between April 6, 2020 and May 22, 2020 in an effort to remove barriers to NTI education. Jaguar Den YSC collaborated with a nearby community partner to provide supervised access to technology, internet and supervised socially distanced support for students.

**Submitted by**

**Johnson MS YSC, Jefferson County**

**FRYSC Program Name**

**Tiger P.A.W. Virtual Summer Camp**

**Description of need**

Before Tiger P.A.W. Camp (Positively Awesome and Wildly Fun) was created, there were very few summer enrichment activities available to our students for several reasons. Reason 1: COVID-19 caused most on-site summer programs to be cancelled. Reason 2: a large number of our students cannot afford to attend the few on-site summer camps available. Reason 3: many of our students live in areas that are dangerous and thus have limited access to outdoor activities.

Our school district allowed students to borrow Chromebooks and Wi-Fi hot spots (if needed) throughout the summer, and this allowed them to have access to our Tiger P.A.W. Virtual Camp. All but a small number of our students continued to have internet access over the summer.

Prior to Tiger P.A.W. Camp, our students did not have a motivational reading program available. As a part of the Tiger P.A.W. Camp, students were encouraged to participate in the R.O.A.R. Summer Reading Log (Reaching Our Awesome Readers); 0 readers were being logged prior to the beginning of our summer program.

**Result**

Twenty-one (21) students reported their participation in Tiger P.A.W. activities. Other students participated but did not report their participation. Tiger P.A.W. Virtual Summer Camp consisted of several programs. The program was implemented using Class Dojo and the FRC Facebook page. For 3 weeks, the FRC Coordinator posted videos of activities for students to do. Each day had a corresponding theme or themes. The days were as follows: *Monday*: STEM Start and Origami Monday, *Tuesday*: Cooking Tuesday, *Wednesday*: Express Yourself, Arts and Crafts Day, *Thursday*: New Skills Day, *Friday*: Card Games and Magic Tricks.

Several teachers from the school filmed the videos (as volunteers) and other videos were child-centered, youth-hosted videos found on YouTube. Students were encouraged to participate in the activities at their own pace and to report which activities they did by commenting on the Class Dojo or Facebook post, or they could text me at my Google Voice number. Students that participated received a bag of summer enrichment items such as a set of binoculars, jump rope, Rubik's cube, playing cards, yo-yo, and more.

We also provided a summer reading program called R.O.A.R. (Reaching Our Awesome Readers) Summer Reading Log. This program was advertised weekly on our virtual platforms (Class Dojo and Facebook). Students and/or parents simply had to log their student's reading into the R.O.A.R. Summer Reading Log Google Form. Students that participated in the Summer Reading Log received books and gift cards for a free Frosty at Wendy's (donated from Wendy's).

Our final summer program was called the Summer Wendy's Kindness Challenge. Students were encouraged to spread kindness in their home or in the community. Students who performed kind acts and recorded it on the Kindness Challenge Google Form received a free combo meal at Wendy's (donated from Wendy's).

**Submitted by**

**James Lane Allen FRC, Fayette County**



**FRYSC Program Name**

**Toddler Activity Kits**

**Description of need**

There was a strong need due to COVID-19 for families to feel some kind of connection with each other and a need for families to have activities to do with the children.

**Result**

Families received weekly Toddler Activity STEAM Kits throughout the summer. Berea FRYSC created instruction sheets, all needed materials and educational child development information for parents in a kit along with a book. Thirty-two (32) parents and children engaged in picking up these kits. Twenty-seven (27) sent in pictures and reported to us how helpful these activities proved to be. All activities focused on motor skills, coding skills and fine motor skills.

**Submitted by**

**Berea FRYSC, Berea Independent**

**FRYSC Program Name****Virtual Reality Store - Career Development Program****Description of need**

We have conducted the "Reality Store" with the 7th and 10th grade in our district every year. Teachers have always seen a need for students to have a better understanding of what career they choose and how that will affect the lifestyle they want to have. In years past, the post evaluations of the program always show a majority of students, typically 90% and above, have a better understanding of how career choices, education, skills and economic conditions can affect their lives.

We have had to cancel the event in years past due to snow days and my 7th grade teachers are always disappointed. The 8th grade teachers see the impact this has on the students, and they use the students' experience at the reality store in lessons in both grades. This year my targeted population was again the 7th grade.

**Result**

This year, due to COVID, we were unable to hold the "Reality Store" in person for our students. After speaking with the 7th grade math teacher, I began creating the "Virtual Reality Store." I created a Google form with options such as a grocery allotment for the month -- 1. Low Cost \$75, 2. Moderately Priced \$110, or 3. Brand Name \$200.

They were given instructions including the amount they were to start the month with and a balance sheet to fill out as they went along. The 7th grade math teacher included this in her Google classroom and had almost full participation.

They were also given links to other resources they could read and a local banker filmed a welcome and expectations video that was shared with them. In the final evaluation, 93 students responded. Of the 93 responses, 98.9% reported to better understand how their career choice could impact their lifestyle. 98.9% also reported to better understand how their career choice, education, skills and economic conditions could affect their income. 91.4% reported that the Virtual Reality Store was a worthwhile activity in guiding them in making career and/or educational choices for the future.

**Submitted by****Murray FRYSC, Murray Independent**

**FRYSC Program Name****Virtual Summer Camp Program****Description of need**

During these unprecedented times our country has not seen in over 100 years, our teens at CVMS felt scared, isolated, disappointed due to missed events, fearful of the future, etc. We knew it was critical to connect with our students and create a fun learning environment in which students could connect with their peers and provide them with some normalcy, even if it was in a digital platform.

Each year CVMS hosts an in-person Summer Camp program and this summer we wanted to ensure this was not another canceled event in their lives. We created camps that would allow the team to simply have fun, forget about the pandemic, and connect with their peers (DIY Summer Snacks, Tie Dye Camp). We also created a camp that was important for their safety during these remote and digital times (Internet Safety Camp). We created a camp to get them moving because we wanted to remind them that physical activity is critical for their overall health. Lastly, we created a camp to talk about COVID-19 and answer any questions they may have. However, most importantly we talked about their mental health, anxiety and provided them with tips to manage their stress and several mindful activities. Overall, our goal for the Virtual Summer Camp program was to connect with our students and provide a camp experience to help their mental, physical and emotional well-being and create an opportunity for students to connect with others.

**Result**

Outcomes as documented by post event survey:

85% reported by attending the Virtual Summer Camp these activities helped decrease any anxiety experienced during COVID-19.

90% reported by attending the Virtual Summer Camp the classes offered helped increase healthy social interactions with others (friends/community/schools).

75% reported they would like us to host virtual camps during school breaks.

**Submitted by****College View MS YSC, Daviess County**

For more information, please contact

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