



# FRYSC Impact Report Spotlight

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2020

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

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

- Kindergarten Readiness
  - Behavior
  - Reading
  - Math
- Career Readiness
  - Attendance
  - Parent Involvement
  - ACT Scores
- Drug Awareness
  - English Language Support
  - And More . . .

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

**PURPOSE OF THIS DOCUMENT**

This impact report spotlight has a three-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*

<b>TABLE OF CONTENTS</b>	
<b>Pages 2 – 62</b>	Impact Report Spotlight
<b>Pages 63 - 71</b>	Noteworthy Individual Interventions and Best Practices

<b>Intervention/Service/Activity</b>	<b>ACT Workshops for Students</b>
CATEGORY	ACT SCORES
BEFORE/Demonstrated need, including data	
<p>Reaching ACT Benchmarks scores is a graduation requirement for SCHS students and an admission requirement for most post-secondary institutions. The 2018-19 School Report Card for SCHS reflects that of all juniors taking the official ACT:</p> <p>59% did not meet the ACT benchmark score of 20 in Reading  76% did not meet the ACT benchmark score of 19 in Math  69% did not meet the ACT benchmark score of 18 in English</p> <p>The report card also reflects that the accountability scores for SCHS in Reading, Math, and Writing are below the state and school district averages in each category. The percentage of students achieving a proficient or distinguished rating in Reading is 41%, Math is 24%, and Writing is 36%. Of the 265 graduating seniors in 2018-19 who responded to the post grad transition survey, (42%) were either attending college full-time or working part time while attending college part time. During the 2018-19 school year 35% of the graduating seniors had met the CPE benchmarks for ACT scores and were classified as "college ready". 65% of the graduating seniors were not college ready. Results of the 2019 YSC Needs Assessment Surveys reflected that 24% of the parents responding, and 14% of the teachers responding, indicated a need for more ACT prep/intervention program.</p>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data	
<p>The YSC hosted 3 ACT Math Workshops and 1 ACT English Workshop during the fall and winter months. The YSC staff participated in hosting 2 practice ACT tests for all juniors. The practice tests were implemented exactly as an official ACT exam so students would be familiar with that setting. Efforts were made to encourage students whose practice and or official ACT scores were not reaching CPE benchmarks to attend the ACT Workshop sessions. Each workshop was offered after school, at no charge, with food for the participants. Data from those students who had pre ACT scores (official or practice) were used in the outcome analysis.</p> <p><b>ACT MATH OUTCOMES:</b> 47 students participated in at least one of the Math Workshops. Thirty-two (32) unduplicated students had pre and post data:</p> <p>62% increased their Math ACT score in a range of 1 to 5 points. The average score increase was 2.65</p> <p><b>ACT ENGLISH OUTCOMES:</b> 17 students participated in the ACT English Workshop. Fourteen (14) had pre and post scores to compare.</p> <p>78% of the participants increased their English ACT score ranging from 1 to 7 points, with a 2.65 average increase.  14% of the participants saw no score change  7% saw a decrease in their score by 3 points.</p>	
Submitted by:	Shelby Co HS YSC, Shelby County Schools

<b>Intervention/Service/Activity</b>	<b>ACT Boot Camp</b>
CATEGORY	<b>ACT SCORES</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>The ACT Boot Camp was started for High School Sophomores through Seniors who wanted to improve their ACT scores or become more familiar with the ACT. We followed a group of juniors (8 total) and compared their December CERT vs. April ACT score. These students attended at least 2 of the 5 Boot Camps offered.</p> <p><b>December Composite Average: 19.5</b>  Students' Composite Scores:  #1 - 19  #2 - 23  #3 - 21  #4 - 18  #5 - 21  #6 - 19  #7 - 17  #8 - 18</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>Mason County YSC and MCHS worked together to provide the ACT Boot Camp on Saturdays, 5-6 times per school year. Attendance ranged from 10 - 25 students each session. 8 Juniors had taken the CERT Testing in December. We used those students to follow and collect data.</p> <p><b>April Composite Average: 21.75 (+2.25)</b>  Students' Composite Scores:  #1 - 21 (+2)  #2 - 23 (0)  #3 - 22 (+1)  #4 - 22 (+4)  #5 - 25 (+4)  #6 - 21 (+2)  #7 - 18 (+1)  #8 - 22 (+4)</p> <p>It was so great to see the success from this Boot Camp. Many students and parents asked for this camp to continue for the FY21 school year. The YSC and Mason County High School will have the Boot Camp fully funded for the next school year. Students will be able to attend Saturday sessions throughout the school year.</p>	
Submitted by:	Mason Co. YSC, Mason Co. Schools

<b>Intervention/Service/Activity</b>	<b>Mentoring</b>
CATEGORY	ATTENDANCE
BEFORE/Demonstrated need, including data	
<p>The attendance rate for ten students averaged 87 percent during the 2018-19 school year. The selected students were identified by teachers as not meeting their potential.</p>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>Students were paired with community members; they met as a group for a monthly lunch at school. The FRYSC coordinator recruited mentors, set the dates, provided reminders for the lunches, ordered meals, created lesson plans, and led the group through various communication-skill-building, goal-setting, and bonding activities.</p> <p>The attendance rate for this group improved to 94 percent in 2019-20, and teachers reported improvement in class participation.</p> <p>It is difficult to quantify, but another important result of mentoring has been good public relations spread throughout Fulton by the participating mentors.</p>	
Submitted by:	Family Connection FRYSC, Fulton Independent

<b>Intervention/Service/Activity</b>	<b>Truancy Lunch Bunch</b>
CATEGORY	<b>ATTENDANCE</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>The YSC Coordinator met with school staff as well as district representative regarding truancy issues with students. The YSC planned a 'Lunch Bunch' to meet with students who had been identified by the group as students who would benefit from intervention to reduce tardies/absences. There were approximately 38 students identified at the start of the year. These students had more than 8 unexcused absences (some had more than 15 absences or 20 tardies).</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>Throughout the course of the year, the Lunch Bunch met monthly (either once or twice, depending on the month). The group added and dropped students as teachers saw a need to add or the YSC Coordinator saw a need to drop due to resolved issues. During lunch times, students brought their lunches to the YSC office to enjoy time with other students, snacks, and discussions about why they were in Lunch Bunch. Students received a folder with a tracking form for absences and tardies. They reviewed their attendance for the period between lunch meetings and set goals for the coming weeks. If they met goals, the YSC partnered with community partners to offer goodies for success. The YSC identified needs such as alarm clocks and reminders in planners for students to become more successful. The meetings helped students remember notes they had forgotten to turn in, developed relationships with more students, and created a fun atmosphere that many students enjoyed.</p> <p>Overall, of 45 students who participated, 34 reduced the number of overall unexcused absences and 32 reduced their unexcused tardies. Many dropped numbers by more than half of what they had the previous year. Some of the highest tardy numbers reduced from 16 to 0, 17 to 2, 22 to 1, 42 to 0, 39 to 14, and 22 to 3. Absence number examples were 28.5 to 14, 12 to 4, 10 to 3, 14.5 to 2, 15 to 6, and 11 to 1.5.</p>	
Submitted by:	Beaumont MS YSC, Fayette County Public Schools

<b>Intervention/Service/Activity</b>	<b>Attendance Club</b>																																																
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BEFORE/Demonstrated need, including data																																																	
<p>Four students who had received truancy charges the previous school year were selected at Daviess County Middle School. Two (2) students were 8th grade girls and 2 were 7th grade girls. One of the girls had come in mid-year with truancy charges from another county already.</p> <p>The goal of the small group was to increase attendance by giving students a reason to come to school, learn coping skills, gain friendships, and relate to others who might be experiencing issues at home.</p>																																																	
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<p>The YSC began the school year meeting the 4 students twice weekly prior to the school day, offering breakfast and juice and coffee. Parent permission was obtained for all students. Once a week, students participated in a growth/team-building activity, and once a week they were allowed free talk. There were group rules established and the group had to work very hard at changing their negative thoughts and defeatist thinking to positive and supportive conversations.</p> <p>The group met for the entire first semester of 2019-2020 school year for a total of 25 sessions. Significant progress was seen in the first semester as students were expected to explain their absence and decide as a group whether the absence was acceptable or not. Students would then work on an action plan to use when a similar situation happened again. The chart below reflects the overall improvement made with each student. There were also more subjective improvements observed, particularly in the first term.</p> <p>Extenuating circumstances that might have affected the data were the COVID-19 pandemic, ending the semester early, and family situations that changed from one year to the next. Overall, participation in the group showed a positive impact on all students.</p>																																																	
<table border="1"> <thead> <tr> <th></th> <th colspan="3">2018-19</th> <th colspan="3">2019-20</th> <th></th> </tr> <tr> <th></th> <th>Absences (% of total days)</th> <th>Tardies #</th> <th>Total Days</th> <th>Absences (% of total days)</th> <th>Tardies #</th> <th>Total Days</th> <th>Improvement</th> </tr> </thead> <tbody> <tr> <td><b>Student 1</b></td> <td>26%</td> <td>1</td> <td>83</td> <td>17%</td> <td>9</td> <td>166</td> <td>+9% attendance</td> </tr> <tr> <td><b>Student 2</b></td> <td>8.60%</td> <td>9</td> <td>173</td> <td>6%</td> <td>9</td> <td>166</td> <td>+2% attendance</td> </tr> <tr> <td><b>Student 3</b></td> <td>6%</td> <td>7</td> <td>170</td> <td>3.90%</td> <td>6</td> <td>166</td> <td>+2% attendance</td> </tr> <tr> <td><b>Student 4</b></td> <td>11%</td> <td>42</td> <td>173</td> <td>12%</td> <td>25</td> <td>166</td> <td>17 fewer tardies</td> </tr> </tbody> </table>			2018-19			2019-20					Absences (% of total days)	Tardies #	Total Days	Absences (% of total days)	Tardies #	Total Days	Improvement	<b>Student 1</b>	26%	1	83	17%	9	166	+9% attendance	<b>Student 2</b>	8.60%	9	173	6%	9	166	+2% attendance	<b>Student 3</b>	6%	7	170	3.90%	6	166	+2% attendance	<b>Student 4</b>	11%	42	173	12%	25	166	17 fewer tardies
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Submitted by:	Daviess County MS YSC, Daviess County Schools																																																

<b>Intervention/Service/Activity</b>	<b>Stonestreet Attendance Challenge</b>
CATEGORY	ATTENDANCE
BEFORE/Demonstrated need, including data	
<p>Stonestreet attendance data for 2018-19 showed that overall school attendance was generally low following a break. The month of January, in particular, had the lowest monthly percentage with 90%.</p>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>To help increase January attendance during the 2019-2020 school year, the FRC partnered with Dairy Queen to do an attendance challenge. All students received an incentive card provided by Dairy Queen. A "cool treat" was awarded for each week of perfect attendance during the month of January. Students could earn up to 4 treats. Attendance for the month improved from 90% in 2019 to 94% during 2020.</p>	
Submitted by:	Star Center FRC, Jefferson County Public Schools

<b>Intervention/Service/Activity</b>	<b>AmeriCorps Reach Program (Truancy reduction)</b>
CATEGORY	ATTENDANCE
<b>BEFORE/Demonstrated need, including data</b>	
<p>Wellington Elementary School's average daily attendance was below the District goal for the 2018-19 school year. Wellington is also designated as an Accelerated Improvement School (AIS) due to failure to meet benchmarks on State testing. For the 2019-20 school year, the FRC partnered with AmeriCorps to provide the Reach program. AmeriCorps provided a volunteer member to work with a group of 30 students who had 10 or more unexcused absences the previous year. These students tended to be low performing academically due to missing so much class time. The FRC identified 34 students, grades 3-5, to participate in the program. This group of students had a combined total of 518 absences during previous school year. The Reach program was not designated as a behavioral intervention program, but it is significant to note that the identified group also had a total of 53 behavioral referrals in the previous year. Students who miss a lot of school, not only miss instruction, but also miss social development and connections that can increase the frequency of negative behavior.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>The Reach corps volunteer, Ms. Renee Gibson, was selected by the FRC to implement our attendance intervention program. Ms. Gibson made informal daily contact with each student in her group. She also met individually or in small groups with all students once per week. She contacted parents both when students were absent and to report progress. Ms. Gibson worked with the FRC to address student and family needs such as transportation, access to Homeless Education services, holiday assistance, mental health services, dental services, and basic needs. Ms. Gibson also served as a member of the FRC Advisory Council where she made reports on her projects. The FRC and the school shared the expense paid to AmeriCorps for the program.</p> <p>Because of the increased connection with parents, we were able to continue the program in the Spring of 2020 despite NTI due to the COVID crisis. We continued to support the needs of families and to make sure students stayed connected with their virtual classroom. The attendance data for the 19-20 school year shows that absenteeism for this select group was actually cut in half. The group dropped from 518 absences to 259. Only 2 students of the 34 had increased absences in 2019-20, and one particular student reduced absences from 23.5 (2018-19) to only 2 in 2019-20. While the focus of Reach was to improve student attendance, the mentoring relationship and family support also had a positive impact on behavior as well. In the previous year, this group of 34 students had a cumulative total of 53 behavioral referrals. In 2019-20, behavioral referrals for this group dropped to only 4 total. One particular student (who had reduced absences from 23 to 2) also reduced behavioral referrals from 33 down to 4.</p>	
Submitted by:	Wellington FRC, Jefferson County Public Schools

<b>Intervention/Service/Activity</b>	<b>CLC Afterschool Program Scholarships</b>
CATEGORY	ATTENDANCE
BEFORE/Demonstrated need, including data	
<p>Several elementary students had poor attendance and poor academic achievement, but could not afford the fees to attend the CLC Afterschool Program. We felt that getting these students involved in after school care would lead to a better attitude about school, increased confidence, improved attendance, and academic achievement, so the Family Resource Center paid for 13 students to attend the CLC Afterschool Program on a regular basis. The additional activities would also relieve some stress for parents because students could receive homework help assistance during the CLC Afterschool Program and become involved in activities they enjoy. The Family Resource Center measured the change in attendance for all of the targeted students. These students had total of 47 absences during the 9 weeks prior to their attendance in the CLC Afterschool Program.</p>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>The Family Resource Center paid for the 13 targeted students to attend the CLC Afterschool Program as many days as the family could accommodate per week. The students were able to receive a healthy snack, homework help, and participate in clubs and activities including: recreational activities and games, technology programs, art classes, and more each day that they attended the afterschool program.</p> <p>The targeted students had a total of 47 absences in their previous nine weeks prior to attending the afterschool program, but after starting the CLC program, that decreased to a total of 34 absences for the next nine weeks, a decrease of 28%. We felt that providing some help with homework and getting these students involved in afterschool activities led to a better attitude about school and, therefore, better attendance.</p>	
Submitted by:	Owen Co. FRC, Owen County Schools

<b>Intervention/Service/Activity</b>	<b>Truancy Diversion Program</b>
CATEGORY	ATTENDANCE
BEFORE/Demonstrated need, including data	
<p>Our district places great focus on attendance for our schools. In our school, we implement a Truancy Diversion Program. This program is aimed at helping students remove barriers to prevent truancy, improve overall attendance for the school, and decrease a student's chronic absenteeism. The Truancy Diversion Program is implemented on a weekly basis in the form of large group meetings with students and their families as well as through small groups and one on one meetings. Through these meetings, we review the students' attendance and grades and attempt to provide support and resources to students to help eliminate factors contributing to the truancy.</p> <p>In order to determine the effectiveness of the program, we reviewed attendance for the 2018-2019 school year and compared it to the attendance data collected for the 2019-2020 school year. For the 2018-2019 school year, the overall attendance for the school was 93.62% with 23.29% of our students being considered chronic absent. A student is considered chronic absent as they miss 10% or more of the school year.</p>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>The Truancy Diversion Program was implemented for the 2019-2020 school year on a weekly basis. Unfortunately, due to COVID-19, the program was not implemented beyond March. Despite this, we were still able to review data collected up to that point and determine the effectiveness of the Truancy Diversion Program. At the closure of in-person school, attendance for the school was 93.99% with 19.49% of students being chronic absent. When comparing data from the 2018-2019 school year to the 2019-2020 school year, we see a slight increase in the overall attendance rate. We also see a decrease in the number of students who are chronic absent. As evidenced by the data, the truancy diversion program appears to be effective.</p> <p>The Truancy Diversion Program is one of my favorite programs that we have implemented since I became a YSC coordinator in 2016. I have observed that truancy is most often a symptom of something else happening within a student's life. Through the progression of this program, I have seen a positive impact beyond what can be measured through the raw data.</p>	
Submitted by:	Birds Nest YSC, Scott County Schools

<b>Intervention/Service/Activity</b>	<b>STAR Attendance Group</b>
CATEGORY	ATTENDANCE
BEFORE/Demonstrated need, including data	
<p>The 10 students who participated in the STAR Attendance Group had a combined total of 27 unexcused absences in the 1st and 2nd quarter of the 19-20 school year.</p>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>Ten (10) students participated in the STAR Attendance Group at Northside Elementary from September to March. The group met for 10-20 minutes once a week to discuss attendance including the importance of coming to school each day, being on time, how truancy impacts success in a negative way, and how to overcome these barriers. Students had the opportunity to earn small incentives for weekly perfect attendance. In the 3rd and 4th quarter of the school year, the participants had a combined 14 unexcused absences. The group improved their attendance by 50%.</p>	
Submitted by:	Woodford FRC, Woodford County Schools

<b>Intervention/Service/Activity</b>	<b>Girls Only Small Group</b>
<b>CATEGORY</b>	<b>ATTENDANCE/GRADES/BEHAVIOR</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>After reviewing the Persistence to Graduation (PTG) report, the top 10 percent of female students on the list were being raised by a non-custodial parent. To reduce their PTG score, YSC created a small group targeting those 12 females. The goal was to provide group support, increase coping skills, address ACE trauma and make the girls perceive school as a safe zone.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>The group met once a week for one hour. Using the Sources of Strength wheel, the YSC focused on improving the participants' wheel in an effort to see an improvement in attendance, grades and overall mental health. Due to COVID-19, the group finished the year via Google Meet, but all 12 girls completed the program. The data at the end of the year found the following:</p> <ul style="list-style-type: none"> <li>11 of 12 increased attendance</li> <li>12 of 12 had a decrease in behavioral incidents</li> <li>12 of 12 had an increase in grades</li> <li>12 of 12 guardians reported an improvement in the students' behavior at home</li> </ul>	
<b>Submitted by:</b>	Trimble County YSC, Trimble County Schools

<b>Intervention/Service/Activity</b>	<b>Bed Build Blitz</b>
CATEGORY	ATTENDANCE/GRADES/HEALTH
BEFORE/Demonstrated need, including data	
<p>According to a survey, 75% of our faculty and staff reported inadequate sleep as one of their top student health concerns. The YSC screened students for information on their sleep environments and discovered 25 students did not have a bed of their own. The parents of 21 students gave consent to participate in the Bed Blitz. The YSC collected attendance and GPA data on these students.</p>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>The center collaborated with a local group of churches. A community service opportunity was sponsored for students to help build beds for their peers. A couple of the students who built beds were also recipients. The local extension office became involved in the project. The Homemaker's Clubs donated bedding and homemade pillowcases. After the blitz, beds were delivered to the homes. Of the 21 students impacted, attendance rates rose by an average of 15% and GPAs increased by an average of 20% by the end of the spring semester. After its success, the program has continued to provide beds to students as needs arise.</p>	
Submitted by:	Roots to Wings YSC, Marshall County Schools

<b>Intervention/Service/Activity</b>	<b>Students Targeting Outside Pressures (S.T.O.P. Program 7th Grade)</b>
How was the impact/outcome measured?	Pre- Post-, non-academic comparison
CATEGORY	<b>BEHAVIOR</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>Last school year we had 5 students subject to our in-school suspension from the middle school. There were also 96 students who had behavioral incidents leading to in-school detention placements or bus suspensions during this time period.</p> <p>The start of middle school is a very influential time in a student’s life. This program works to help students see the consequences of at-risk behaviors and to learn how to avoid or stand up to peer pressure.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>There were nine (9) behavior referrals for 7<sup>th</sup> graders in August 2019, just prior to the beginning of the STOP program in September. The 7<sup>th</sup> grade behavior referrals for the month of October were reduced to three (3). We also conducted a post-survey.</p> <p>93% of 7<sup>th</sup> graders said that there were consequences for their actions.            97% said that they learned peer pressure can keep them from their goals.            90% stated that they felt confident when they resist peer pressure.            93% agreed that giving into peer pressure would disappoint others and themselves.            95% said that the program will help them in the future, the other 5% said Maybe.</p>	
Submitted by:	Edmonson County YSC, Edmonson County Schools

<b>Intervention/Service/Activity</b>	<b>Scottie Buck Store</b>
CATEGORY	<b>BEHAVIOR</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>In partnership with GMS, we have created the "Be A Scottie" program which allows students to be recognized for working hard, being kind, and representing themselves well both in and out of the classroom. Through this process, students receive "Scottie Bucks" which they can use to purchase items during lunch and other free times. My data for this particular event comes from comparing office referrals from the first nine weeks of Fall 2019 compared to the second nine weeks. In the first 9 weeks, data shows 3.3% of students had office referrals.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>While students have the opportunity to earn "Scottie Bucks" in a number of ways, one key way is through good behavior and being kind to others. Positive behaviors allow students to earn "Scottie Bucks" which they can spend in our "store." We offer incentives as simple as ice pops and candy building up to our big end of year store. We also added a Christmas store stocked with items ranging from 1 to 150 "Scottie Bucks." Students could purchase and also wrap gifts for their family members.</p> <p>Last school year from the first nine weeks to the second nine weeks, we saw a 12% decrease in office referrals from 3.3% to 2.9%. Further, students knowing they had opportunities to gain more "Scottie Bucks" through good behavior has been a positive incentive for them. Our "Be A Scottie" program is continuing to play a role in growth and achievement for our students in the classroom and culture of our school.</p>	
Submitted by:	Glasgow MS YSC, Glasgow Independent Schools

<b>Intervention/Service/Activity</b>	<b>Boys to Men</b>
CATEGORY	BEHAVIOR
BEFORE/Demonstrated need, including data	
<p>In the 2018-2019 school year, the students at Jennings Creek had 350 behavior referrals. 39 of these behavior referrals were from boys included in the Boys to Men group, 10 of which were considered to be in a tier for behavior interventions.</p>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>Those in the Boys to Men group were selected based on behavior in the classroom (both positive and negative), Tier II/III behavior identification, those who would be a positive leader within a group, as well as those who needed more connections with peers and staff.</p> <p>The Boys To Men Leadership Group was designed to equip young men with tools necessary to succeed in life beyond the school system. The boys came once a week to talk about subjects like being prepared for school, respect for self, respecting women and others, and communication skills. Overseen by FRC staff, the group was led by male faculty members that the boys looked up to and with whom they had a bond. The FRC provided activities such as an Etiquette Lunch and a Super Bowl Party to not only demonstrate their new communication skills, but also as a way for the boys to bond and make connections within the school.</p> <p>With this program, total behaviors referrals decreased by 23% (from 350 to 271) and the behavior referrals within the group went from 39 to 31 referrals (a 20% decrease).</p>	
Submitted by:	Jennings Creek FRC, Warren County Schools

<b>Intervention/Service/Activity</b>	<b>6<sup>th</sup> Grade Conflict Resolution Training</b>
CATEGORY	<b>BEHAVIOR</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>A high number of our new students (6th grade class) were committing a significant number of disciplinary infractions, which led to classroom disruptions and behavioral interventions including ISAP and out-of-school suspensions. In September, we had 101 incidents involving 111 students per Behavior Incident Reports in Infinite Campus.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>Our initiative involved collaboration with grade level counselor, A.P., team teachers. Kosair Charities provide partial funding and the Peace Education Program was used to train all 6th grade students in Conflict Resolution. Our February data shows behavioral incidents were cut in half to just 50 incidents involving 61 participants.</p> <p>Note: Due to COVID and the resulting NTI period, which began in March, February was the last full month of in-person instruction for which we can run a comparative Behavior Incident Report.</p>	
Submitted by:	Highland MS YSC, Jefferson County Public Schools

<b>Intervention/Service/Activity</b>	<b>Gems/Gents Day – a 5<sup>th</sup> grade targeted program</b>
CATEGORY	BEHAVIOR
BEFORE/Demonstrated need, including data	
<p>Gems/Gents is an annual program to decrease negative behaviors and to increase achievement, performance, and peer relations. As fourth grade students, there were 20 (27.40%) referrals totaling 80 problem behaviors (Aug. 2018-Mar. 2019).</p> <ul style="list-style-type: none"> <li>1 Other Behavior</li> <li>1 Use/Possession of Tobacco</li> <li>2 Inappropriate Location/Out of Bounds Area</li> <li>3 Forgery/Theft/Plagiarism</li> <li>4 Property Damage/Vandalism</li> <li>7 Physical Aggression</li> <li>7 Disrespect</li> <li>7 Disruption</li> <li>7 Fighting</li> <li>7 Abusive Language/Inappropriate Language/Profanity</li> <li>34 Defiance/Insubordination/Non-Compliance</li> </ul>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>The Guidance Counselor and Family Resource Center Coordinator discussed how to increase academic performance and peer relations of the now 5th grade students. Twelve community volunteers provided sessions. Of the twelve, five provided sessions to the boys and seven provided sessions to the girls.</p> <p>Topics included responsibility, hygiene, social media, look good/feel good, stress, and anxiety. A motivational speaker spoke to the 5th grade student body about “Doing, Being and Giving your Best.” Through the in-person portion of the year (Aug. 2019 through March 2020), there was a decrease in the number of referrals to just 35 problem behaviors. This is a 44% decrease in problem behaviors.</p> <ul style="list-style-type: none"> <li>2 Fighting</li> <li>2 Property Damage/Vandalism</li> <li>3 Disrespect</li> <li>3 Abusive Language/Inappropriate Language/Profanity</li> <li>4 Disruption</li> <li>7 Physical Aggression</li> <li>14 Defiance/Insubordination/Non-Compliance</li> </ul>	
Submitted by:	Pulaski Elementary FRC, Pulaski County Schools

<b>Intervention/Service/Activity</b>	<b>Student College Tour Program</b>
CATEGORY	COLLEGE AND CAREER READINESS
BEFORE/Demonstrated need, including data	
<p>During the 2018-19 school year, 35% of the 278 graduates at SCHS were classified as college ready, having met the state ACT benchmarks for English, Math, and Reading. Thirty-one percent (31%) of the students at SCHS enrolled in dual credit/college courses indicating an interest in attending college post-graduation.</p>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>The students attending the college visits ranged in grade level. The majority of the 62 participants were 11th graders. Participants were surveyed pre and post visit to gauge their level of interest in attending college and their knowledge about college affordability, entrance requirements, and majors. During the college visits, students toured campus housing, dining facilities, and classroom settings, etc.... They also met with college admissions and financial aid representatives.</p> <p>We found the following:</p> <p>The number of participating students stating they have definite plans to attend college increased from 83% prior to the program to 90% afterwards.</p> <p>There was a 58% increase in the number of participating students who stated they understand college entrance requirements, 33% before the program to 91% after participating.</p> <p>Prior to the program, 51% of participating students stated they were familiar with financial aid options. After the program, 87% of the participants stated they were familiar with financial aid options, an increase of 36%.</p> <p>After the program, 48% of participants stated a belief that they CAN afford college, an increase of 23%.</p> <p>Prior to the program, 77% of the participating students stated they know of at least one college major that interests them. After the program, 88% stated they now have at least one college major that interests them, an increase of 11%.</p>	
Submitted by:	Shelby Co. HS YSC, Shelby County Schools

<b>Intervention/Service/Activity</b>	<b>7th Grade Bearcat College Visits</b>
CATEGORY	<b>COLLEGE AND CAREER READINESS</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>According to the survey presented to the 2019-2020 7th Grade Class at Johns Creek School before they attended college visits, 48% of the students felt as if they would be able to go to college or a technical school and only 8% of the students had been on a college campus. The Family Resource Youth Services Center Staff and Gear Up Staff organized college visits and tours to Big Sandy Technical College, University of Pikeville, University of Pikeville School of Optometry, and University of Pikeville College of Osteopathic Medicine. The students were introduced to various college students and professors who provided the students with valuable resources to help them to start preparing for college through their high school years.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>According to the post survey of the 2019-2020 7th Grade Class at Johns Creek School, 76% of the students felt as if they would be able to go to college or a technical school. The students communicated that the college visits and the personal interaction of the college students and professors provided them with valuable insight into the course of studies they would need in high school to help prepare them for their college careers.</p>	
Submitted by:	Johns Creek FRYSC, Pike County Schools

<b>Intervention/Service/Activity</b>	<b>Preparing for High School</b>
CATEGORY	<b>COLLEGE AND CAREER READINESS</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>The first semester eighth grade College/Career Readiness classes were the targeted population for this program. The need for this program was to prepare our students for transition into high school with increased knowledge about classes and programs offered that would help them succeed in life. The students indicated on the pre-survey that</p> <ul style="list-style-type: none"> <li>• 56.3% knew what career pathways the high school offers</li> <li>• 26.8% understand the KEES Program</li> <li>• 38% understand the dual credit program</li> </ul>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>A total of 80 students completed the program. The YSC Coordinator collaborated with the school counselor to present a slide presentation regarding programs and classes offered at the high school. The center explained the importance of choosing a pathway now, that they are interested in, and taking advantage of the programs offered to financially help them in the future. We also introduced high school programs that offer a certification for them to start a career right after high school. The students completed a post survey that indicated:</p> <ul style="list-style-type: none"> <li>• 86.3% understand the career pathways and what programs are offered</li> <li>• 65% of the students understand and know how important the KEES program is for college tuition</li> <li>• 67.5% now understand the dual credit program and how it works for high school credit and college hours</li> </ul>	
Submitted by:	Whitley Co. MS YSC, Whitley County Schools

<b>Intervention/Service/Activity</b>	<b>Why Try Program-Resilience Ed. Program</b>
CATEGORY	<b>DROPOUT PREVENTION</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>The YSC adopted a targeted intervention program for 15 high-risk 7th grade students and 15 8th grade high-risk students. The majority of the students were chosen because of their placement on the Persistence to Graduation list (an early warning tool to measure a student's dropout risk). A few students were recommended by their teachers or by administration. Not only was the group ethnically and culturally diverse, but there were also a few students chosen to be in the group to serve as positive role models (good grades, attendance, or behavior).</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>The majority of the students who participated in "Why Try" did not identify themselves as leaders. By the end of the year, we had close to 100% participation in a voluntary, all-day service project that emphasized leadership and teamwork.</p> <p>26% of 7th grade students involved in the "Why Try" program displayed an improvement in their GPA.          60% of 7th grade students involved in the program maintained a C average or above for the entirety of the school year,          33% of 7th grade students involved in the program maintained a B average or above for the entirety of the school year.          46% of 7th grade students involved in the program displayed an improvement in attendance from the first 9 weeks to the last 9 weeks of the school year.</p> <p>40% of 8th grade students involved in the "Why Try" program displayed an improvement in their GPA.          20% of 8th grade students involved in the program maintained a C average or above for the entirety of the school year,          20% of 8th grade students involved in the program maintained a B average or above for the entirety of the school year.          26% of 8th grade students involved in the program displayed an improvement in attendance from the first 9 weeks to the last 9 weeks of the school year.</p> <p>Why Try at RSMS clearly demonstrated an increase in relationships, a willingness to set goals, and increased knowledge in conflict resolution, coping strategies (peer pressure, plugging into support systems, etc.).</p>	
Submitted by:	Royal Springs MS YSC, Scott County Schools

<b>Intervention/Service/Activity</b>	<b>Avanza Tutoring Program</b>
CATEGORY	<b>ENGLISH LANGUAGE LEARNERS</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>Huntertown Elementary currently has 55 students who are English Language Learners. These students often demonstrate achievement gaps when compared to their peers. Because of their limited English language exposure, they often struggle with assessments and fall behind their peers. Furthermore, their families often express feelings of isolation because they cannot communicate with school personnel. At the beginning of the year, 50% of these students were reading at or above grade level.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>The FRC partners with St. Andrew's Church to offer weekly tutoring after school. Tutors build relationships with students and offer assistance with homework and reading. The coordinator attends each tutoring session and is responsible for organizing the program as well as providing school insight to tutors. Thirty-five (35) of the 55 ELL students attend the tutoring program. At the end of this school year, 7 students in the tutoring program tested out of the ELL program, and 55% of students were reading at or above grade level.</p>	
Submitted by:	Huntertown-Southside FRC, Woodford County Schools

<b>Intervention/Service/Activity</b>	<b>Family Crisis Intervention- mentoring program</b>
CATEGORY	<b>FAMILY INTERVENTION</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>This family (5 children) enrolled in August 2019 (previously enrolled in 2016). The children were removed from mom’s care and placed with a great uncle. The FRC Coordinator partnered with CASA and a DCBS worker to discuss needs. The children were removed based on lack of parental care, lack of food, drug abuse, attendance and lack of proper education (various students were withdrawn from school 12- 18 months prior to “homeschool” and possible sex trafficking). At times, it was reported that students would be locked in their bedroom with locks on the outside of the doors.</p> <p>Concerns about the children were</p> <ul style="list-style-type: none"> <li>• below grade level, interventions were needed in reading and math</li> <li>• struggling with proper hygiene and health</li> <li>• socially awkward due to lack of social skills development</li> <li>• lack of exposure to peers and school environment</li> <li>• Speech needed for 3 younger students</li> <li>• counseling needed for all children</li> <li>• Tier 2 for academic interventions</li> </ul>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>The FRC began a check-in system with the children on a daily basis. Partnering with the uncle to help meet the needs of the family, and building a relationship of trust, was essential. Hygiene and basic needs were addressed. The cabinet case was closed. Students improved attendance. Students became class leaders academically and socially. Communication between home/school increased. Despite the Covid-19 shutdown, all work was completed with 100% participation. Sufficient academic and social progress - Tier 1 interventions for each student.</p> <ul style="list-style-type: none"> <li>• Student 1 Math Map scores increased from 43rd to 58th percentile and Reading Map scores increased from 37th to 61st percentile.</li> <li>• Student 2 Math Map scores increased from 19th to 69th percentile range and Reading Map scores increased from 14th to 61st percentile range.</li> <li>• Student 3 Math Map scores increased from 79th to 91st and Reading Map decreased from 78th to 76th percentile.</li> <li>• Student 4 Math Map scores increased from 58th to 69th percentile.</li> <li>• Student 5 Math Map scores increased from 63rd to 84th percentile and Reading Map scores increased from 50th to 82nd percentile.</li> </ul>	
Submitted by:	Beechgrove FRC, Kenton County Schools

<b>Intervention/Service/Activity</b>	<b>Free Community Physical Exams</b>
CATEGORY	HEALTH
BEFORE/Demonstrated need, including data	
<p>In collaboration with Livingston Hospital &amp; Healthcare Services, our district offers free Community Physical exams after school lets out. The exam can be a physical for work, school, sports or a general physical. Participants get all of the same screenings that they would at a doctor's office, but exams are conveniently located at one of our school buildings in the district. We began this program when we realized the medical needs from our community assessment. Many families struggled to get to the doctor for preventative care, either because of transportation or lack of insurance. In 2019, we served 33 individuals with this service.</p> <ul style="list-style-type: none"> <li>• The data for 2019 includes: <ul style="list-style-type: none"> <li>○ Time slots available: 48</li> <li>○ Time slots filled: 41</li> <li>○ No-shows: 10, but 2 people with no appointment came and were served</li> <li>○ Final Number served: 33</li> </ul> </li> </ul>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>In 2020, we took a different approach in scheduling with the following results:</p> <ul style="list-style-type: none"> <li>• Livingston Hospital &amp; Healthcare Services helped with the scheduling</li> <li>• Offered a cell phone number to text or call</li> <li>• Shortened the window of time they could come</li> <li>• Had 5 providers at one time</li> <li>• Shorter timeline to schedule (Because of Covid-19)</li> </ul> <p>2020:</p> <ul style="list-style-type: none"> <li>○ Time Slots available: 58</li> <li>○ Time Slots filled: 58</li> <li>○ No-shows: 3, but 3 people with no appointment came and were served</li> <li>○ Final Number served: 58</li> </ul>	
Submitted by:	Cardinal Connection YSC, Livingston Co. Schools

<b>Intervention/Service/Activity</b>	<b>Run Club</b>
CATEGORY	HEALTH
<b>BEFORE/Demonstrated need, including data</b>	
<p>The Run Club meets once a week in the fall semester. It aims to improve health, confidence, social/emotional support, and much more. During the last season, we targeted a group 4th and 5th grade students. We measured their heart rate after doing the sprinting portion of the practice. This would show us if the season of running would affect their health. Approximate number of students was 15. Our students were encouraged to run in community events with their families, and we partnered with another school to give them a grand finale in the form of an actual track meet held at a large track.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>The students practiced hard at school once a week, began to enter races in the community with family and friends, and became more aware of running at home. During a two-month period the 15 students showed to have a lowered heart rate of at least one point, while several were more significant. This improved heart rate shows a true health and fitness improvement. The students also agreed subjectively that they felt better as well.</p>	
Submitted by:	Kit Carson/White Hall FRC, Madison County Schools

<b>Intervention/Service/Activity</b>	<b>Family Fit Night - After school family health education</b>
CATEGORY	HEALTH
<b>BEFORE/Demonstrated need, including data</b>	
<p>In the past, the local hospital coordinated with the Family Resource to provide students and their parents an evaluation of the healthiness of their lifestyle. Unfortunately, the hospital could no longer provide the assessment. With this in mind, the FRYSC coordinator and the physical education teacher created Family Fit Night. Our goal was to continue a similar program for families to evaluate their family’s health and make improvements if needed. On this night we provided various fun ways to get exercise and helpful information to create a desire for healthy lifestyles. A pretest was given to parents and 87% wanted to limit screen-time, 42% took time to exercise together, 57% thought they ate too much sugar, 87% thought they got enough sleep, and 87% thought they ate enough fruits and vegetables.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>Parents wanting to limit screen-time increased to 90% from 87%. Half the parents wanted to exercise together; this was an increase of 8% after the event. After families learned about the excess of sugar in their diets, the percent of parents realizing that they had too much sugar in their diets went from 57% to 70%. The pretest reported 87% of parents thought the family received enough sleep, but after the lesson, only 60% said they got enough sleep. Therefore, they increased their knowledge of how much sleep is recommended for each age group. The healthy foods information given to parents helped them understand that they do not have enough fruits and vegetables in their diet, the percent of parents went from 87% on the pretest thinking they had enough to only 60% on the post-test. In conclusion, we increased their knowledge and we hope we encouraged parents and students to start new, healthier habits for 2020 and possibly a lifetime.</p>	
Submitted by:	CrossRoads FRC, Daviess County Schools

<b>Intervention/Service/Activity</b>	<b>Save a Life Tour (Distracted Driving Program)</b>
CATEGORY	HEALTH/SAFETY
BEFORE/Demonstrated need, including data	
<p>All students at MCHS had the opportunity to attend a presentation about Distracted Driving. Following the presentation, they were able to participate in the use of Driving Simulators that simulated Distracted/Impaired Driving Scenarios. The Pre and Post Surveys included questions that related to both retention and knowledge improvement and some that were informational and behavior related.</p> <ol style="list-style-type: none"> <li>How often do you read or send text message while driving - Sometimes/Regularly (42.76%)</li> <li>How dangerous do you think texting while driving is? (1: Not dangerous at all to 5: Extremely Dangerous) -4/5 (71.07%)</li> <li>Would you take the keys from someone who has been drinking or under the influence? -Yes (66.87%)</li> <li>When you are a passenger in a car and you see the driver texting do you tell them not to? -Yes (41.48%) -No (58.52%)</li> <li>Have you ever done the following? <ul style="list-style-type: none"> <li>-Drive under the influence of alcohol (5.48%)</li> <li>-Drive under the influence of drugs (7.16%)</li> <li>- Total of 12.64%</li> </ul> </li> </ol>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>All students at MCHS had the opportunity to attend a presentation about Distracted Driving. Following the presentation they were able to participate in the use of Driving Simulators that simulated Distracted/Impaired Driving Scenarios. The Pre and Post Surveys included questions that related to both retention and knowledge improvement and some that were informational and behavior related. Questions did not necessarily line up directly with one another.</p> <ol style="list-style-type: none"> <li>How likely are you to text and drive in the future? (1: Not Likely at all to 5: Very Likely) <ul style="list-style-type: none"> <li>-1 (50%) -2 (35.71%) -3 (14.29%)</li> </ul> </li> <li>Do you believe using a cell phone while driving negatively affects your ability to drive safely? <ul style="list-style-type: none"> <li>-Yes (73.81%) -Somewhat (21.43%) -No (4.76%)</li> </ul> </li> <li>Would you take the keys from a friend who wanted to drive after drinking? -Yes (80.12%)</li> <li>If you were a passenger in a car and saw the following would you speak up? <ul style="list-style-type: none"> <li>A: Driving under the influence of alcohol -95.24% said yes</li> <li>B: Driving under the influence of controlled substance -92.86% said yes</li> <li>C: Driver is texting -73.81% said yes</li> <li>D: Driver is speeding -52.38% said yes</li> <li>E: Driver/other passengers are not wearing their seatbelt -69.05% said yes</li> <li>F: Driver is driving dangerously -90.48% said yes</li> <li>G: Other passengers are distracting the driver -57.14% said yes</li> </ul> </li> <li>How likely are you to drive under the influence of alcohol/drugs in the future? (1 Not likely at all to 5 very likely) <ul style="list-style-type: none"> <li>-1: 88.10%, -2: 7.14%, -3: 2.38%, -4: 2.38%</li> </ul> </li> </ol>	
Submitted by:	Marion Co. YSC, Marion County Schools

<b>Intervention/Service/Activity</b>	<b>Homework Hangout - After School Tutoring Program</b>
CATEGORY	<b>HOMEWORK COMPLETION</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>The targeted populations were students who had 10 or more missing assignments in core content classes, who had D's or F's, or who were endanger of failing. We had five 8th grade students, five 7th grade students, and six 6th grade students that we tracked. We also opened up the Homework Hangout for students who did not fall in this category, but still needed occasional tutoring, supplies, space, or organization help.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>I collaborated with our Curriculum Resource Teacher who collected data to determine which students needed assistance with missing assignments, homework help, and organizational skills etc. We sent home invitation letters to each student for parent permission to stay. We met on Tuesdays and Fridays from 3:10-4:10. The YSC provided snacks, school supplies and one-on-one assistance in completing the missing assignments. We collected all the missing assignments for the students and had them work on them. We assisted in organization as well. Some students had the work completed or partially completed, but due to poor organization, could not find the missing assignments.</p> <p>Of the 16 students who regularly participated in the program, 100% went up one grading scale level in core classes, 88% went up 2 grading scale levels and 50% went up 3 or more grading scale levels. (An example of going up one grade scale level would be a student going from a C to a B).</p> <p>Due to COVID-19, we were not able to assess KPREP scores this year. Instead, we looked at Fall and Winter MAP tests and growth in reference to each student's RIT scores. Using the students' Fall Math MAP scores as a baseline, of the 16 students who attended Homework Hangout, 10 or 63% of them showed growth in their Winter Math MAP RIT scores.</p> <p>Doing the same for the Fall Reading MAP scores as a baseline, we had 11 of 16 or 69% show growth in their Winter Reading MAP RIT scores. We saw an obvious correlation with students' grades increasing and RIT MAP score growth when students actually completed class assignments and homework. We had several students who continued to come to Homework Hangout even after they got assignments completed and turned in just to help them stay caught up and prepared for their classes. It is also of note that all 16 students that we collected data on passed to the next grade.</p>	
Submitted by:	Anderson Co. MS YSC, Anderson County Schools

<b>Intervention/Service/Activity</b>	<b>READY SET GROW- Kindergarten Readiness Program</b>
CATEGORY	<b>KINDERGARTEN READINESS</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>Before beginning the program, we gave each child a mini Brigance survey. The survey revealed that 100% of Pre-K aged children in the program did not know the parts of a book; over 50% of participants could not count to 20; over 75% of students could not visually recognize letters A-D; and children demonstrated clinginess with parents.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>The Hiseville FRC collaborated with other area FRYSC to develop the READY SET GROW program for Pre-K age children not already receiving any type of Pre-K service, in an effort to promote Kindergarten Readiness. The 2019 fall sessions served 7-8 children. The Hiseville FRC helped teach The Pledge of Allegiance to children, helped during song time, activity time, to get speakers for children and parents, and to implement the overall program. After the 5-week program, the mini Brigance was administered again, with the same questions. This time, 75% of Pre-K age children were able to identify the parts of a book (spine, front cover, back); 25% of students showed an increase in knowledge by counting 1-20; 75% of children were able to identify some of the letters A-D. Moreover, some of the children developed more comfort in being in a classroom setting and separated easily from their parent.</p>	
Submitted by:	Hiseville FRC, Barren County Schools

<b>Intervention/Service/Activity</b>	<b>Ready, Set, Grow University - Kindergarten Readiness Program</b>
CATEGORY	<b>KINDERGARTEN READINESS</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>Targeted Population: 3 &amp; 4 year-old children that have not been enrolled in a formal preschool. The latest Brigance report showed that 29% of Red Cross students and 60% of Park City students were not prepared for Kindergarten. The top two areas of concern for both schools were Academic/Cognitive and Self Help.</p> <p><b>Ready, Set, Grow University Pre-Test Results:</b></p> <ul style="list-style-type: none"> <li>• 58% of students did not know the parts of a book.</li> <li>• 42% did not know the correct way to hold a pencil.</li> <li>• 58% could not count to 20.</li> <li>• 86% could not visually recognize letters A, B, C, &amp; D.</li> <li>• 29% could not compare and contrast objects.</li> <li>• 58% could not state/differentiate between their first and last name.</li> <li>• 43% could not separate from parent.</li> <li>• 1 student showed a social awkwardness.</li> </ul>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>Parents attend Ready, Set, Grow University with children, which is set up to reflect the activities of a Kindergarten classroom. Students select their nametag upon entering and proceed to complete a worksheet with their parent, gather to recite the Pledge of Allegiance and participate in Song Time and Story Time with an activity. Parents leave the room to hear a speaker about preparing their child for Kindergarten. Students individually work on a craft, while the other students are participating in Centers (Legos, puzzles, play dough, etc.) A physical activity for students is then offered. When parents return, students gather for the good-bye song. Students receive a book and a snack when leaving.</p> <p>All activities promote name, parts of a book, number and letter recognition, as well as, comparing/contrasting, physical activity, cutting, pasting, separation from parents, socialization with other students, and following simple instructions, etc. Our Center provides the weekly Story Time/activity, one craft and one speaker per session, and books for students. Coordinator and Assistant assist with students during all activities.</p> <p><b>Ready, Set, Grow University Post-Test Results:</b> 8 students were enrolled in this session of RSGU but only 7 completed the surveys.</p> <ul style="list-style-type: none"> <li>• 85% of students knew the parts of a book with the other 15% showing improvement.</li> <li>• 71% know the correct way to hold a pencil.</li> <li>• 7% of students showed improvement in counting to 20.</li> <li>• 42% of students showed improvement in visually recognizing letters A, B, C, &amp; D.</li> <li>• 100% can compare and contrast objects.</li> <li>• 71% can differentiate between their first and last name and 28% can say their whole name.</li> <li>• 71% can now separate from parents with 28% showing improvement.</li> <li>• The one student displaying a social awkwardness can now socially interact with other students when Mom is nearby.</li> </ul>	
Submitted by:	Western Barren Co. FRC, Barren County Schools

<b>Intervention/Service/Activity</b>	<b>Ready, Set, Grow University - 3 and 4 year olds</b>
CATEGORY	<b>KINDERGARTEN READINESS</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>The Ready, Set, Grow University is a five-week program for 3 and 4 year olds not enrolled in any preschool. This program helps to prepare children and parents for Pres-School or Kindergarten. The pre-survey showed the following:</p> <ul style="list-style-type: none"> <li>• 100% of the children did NOT know the parts of a book</li> <li>• 29% could visually recognize the letters A, B, C and D</li> <li>• 71% could compare, contrast and sort objects</li> <li>• 57% knew their first and last name</li> <li>• 33% did NOT separate from their Mom (or Grandmother) easily</li> </ul>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>The post-survey showed the following:</p> <ul style="list-style-type: none"> <li>• 83% knew the parts of a book</li> <li>• 43% could recognize the letters A, B, C and D</li> <li>• 100% could compare, contrast and sort objects</li> <li>• 86% could say their first and last name</li> <li>• 100% of the children separated from their Mom (or Grandmother) easily</li> <li>• In addition, the children learned how to line up, walk in a line, the pledge and how to play with others</li> </ul>	
Submitted by:	Highland Elementary FRC, Glasgow Independent

<b>Intervention/Service/Activity</b>	<b>Kindercamp</b>
How was the impact/outcome measured?	Pre-Post Test, Academic Comparison
<b>CATEGORY</b>	<b>KINDERGARTEN READINESS</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>According to Brigance testing, 48.5% of Kindergarten students were not ready for Kindergarten. The administration team and the FRC coordinator collaborated with the Pre-School teachers and Kindergarten teachers to analyze data using the Brigance Screener to develop goals. Bevins Kindercamp is designed to give students and parents much needed resources to help them better prepare for the new upcoming Kindergarten year.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>Kindercamp is a two-day program that focuses on Kindergarten readiness. The students are given tours of the school, library, lunchroom, and classrooms in effort to make them more comfortable and ready for the new year. Parents are given a variety of resources such as Infinite Campus attendance policies. The Pike County Health coordinator provides information on any health and immunization concerns the parents may have. Students receive lunch through the Pike County Food Summer Feeding service. This gives the students the experience of the cafeteria-style lunch setting. Bevins FRC provides lunch for the parents in attendance.</p> <p>The 2019 Brigance data shows that 58% of students were Kindergarten ready. Students who did not attend camp were 50% ready for Kindergarten. Students who went to Head Start were 61.9% Kindergarten ready with 50% whom did not attend Head Start. Pike County district-wide is 46.4% Kindergarten ready.</p> <p>Parent evaluations indicated 100% of parents and students that attended Kindercamp were more prepared for Kindergarten. According to (MAP) Measure of Academic Progress, Kindergarten students had a 7.4% growth in reading and 10.3% growth in math the first semester.</p>	
<b>Submitted by:</b>	Bevins FRC, Pike County

<b>Intervention/Service/Activity</b>	<b>The Rising Stars Math Academy</b>
CATEGORY	MATH
<b>BEFORE/Demonstrated need, including data</b>	
<p>Before the development of this activity, the FRC noticed that some students were struggling in the area of math, and this increased the likelihood of involvement in conflict and negative behaviors in the classroom. With the assistance of the Academic Instructional Coach, baseline data-MAP testing scores were evaluated to construct the greatest group in need of assistance in this area. A parent meeting was held to discuss the program parameters and expectations. Parents were asked to commit to the attendance in an effort to adequately reflect program validity and outcomes.</p> <p>The students were all fifth graders, and they committed to two semesters of the program September-December and January-May.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>Twenty-five (25) students committed to participation in the program with the support of parents and family. They stay after school each Friday for 2 hours every week to engage in a math workshop designed to be an intervention that yields growth in all areas of math performance, performance stamina, test-taking strategies, study habits, information retention, and peer support.</p> <p>The FRC organized and hosted the entire program and provided all resources and supplies necessary, including the math teacher to provide interventions, coaching, and feedback to students and families. At the close of the program, which ended virtually due to COVID-19, 30 students were still actively participating. Some students went on to participate in another math program hosted by the same math teacher privately. Of the 30 students, 27 students had perfect attendance at all workshops both semesters. Of the 30 students, 100% of them reported enjoying the program and its pace of interventions. We had one student to drop from the program permanently due to personal family issues. All remaining students reported an increase in academic confidence in the area of math. 97% of consistent participants attended fully prepared to engage in the program. 96% showed improvement in classroom performance. 98% showed at least a 5-point growth in MAP scores. 99% of all parents reported great satisfaction with the program. The program was followed by Metro United Way for tracking and replication, as well as grant funding support in an effort to serve more children.</p>	
Submitted by:	Hubert Hagan FRC at Foster, Jefferson County

<b>Intervention/Service/Activity</b>	<b>School Based Counseling Services</b>
<b>CATEGORY</b>	<b>MENTAL HEALTH</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>In years past, the YSC has noted an increased need in the area of Mental Health Counseling. The YSC Student Needs Survey indicated that students see a need for counseling services and programs that focus on self-esteem and social skills. 589 or 37% of the NHHS student body received individual or group assistance with Mental Health issues in 2019-2020.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>The NHHS YSC tracked 94 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.</p> <ul style="list-style-type: none"> <li>• Students with no comparative information from the previous year – 5</li> <li>• Students who improved or maintained in all 3 areas – 42</li> <li>• Students who declined in 2 or more areas – 15</li> <li>• Students who improved or maintained in attendance and GPA – 9</li> <li>• Students who improved or maintained in attendance and behavior – 10</li> <li>• Students who improved or maintained in GPA and behavior – 13</li> <li>• Of the 94 students, 42 improved or maintained in all 3 areas - 45%</li> <li>• Of 94 students, 32 students improved or maintained in at least 2 of the tracked areas - 34%</li> <li>• An improvement on some level for 79% of students involved in on-site counseling.</li> </ul>	
<b>Submitted by:</b>	North Hardin YSC, Hardin County

<b>Intervention/Service/Activity</b>	<b>Saffell Street Mentoring</b>
How was the impact/outcome measured?	Pre-Post Test, Academic Comparison
<b>CATEGORY</b>	<b>MENTORING</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>Saffell Street Mentoring is a collaborative effort between the Saffell Street Guidance Counselor and the Family Resource Center Coordinator. The group assists 3rd through 5th grade students who have historically low academic scores, behavioral referrals, and poor attendance. The Guidance Counselor and teachers refer students to the mentoring program and permission forms are sent home with the student. FRC and the Guidance Counselor then pair the students with community volunteers to mentor each student individually.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>Saffell Street Mentoring meets once a month for one hour. Students and mentors track the students' progress via Google Classroom via a goal-setting sheet developed by FRC and Guidance. Students set goals for academics, behavior, and attendance based on previous data recorded for each individual student. Students then input data following the end of each of the four terms to track progression. Throughout the year, FRC and Guidance prepare lessons and activities, which include character building, academic goals, and the importance of attendance. Students have the opportunity to interact with their mentors and other students during the one-hour group and discuss different aspects of their daily lives that may affect their thoughts on their ability to be successful academically. Mentors and students then discuss ideas on problem solving and coping strategies that can assist each student individually on how to be successful in and outside of the classroom.</p> <p>FRC and Guidance compiled all of the 15 participating students' grades, attendance, and behavior referrals for the year. Of the 15 participants, 33% improved their attendance, 73% had feedback that is more positive on behavior from their teachers, and 80% of the group showed growth academically per their term grades.</p>	
<b>Submitted by:</b>	Saffell/ECC FRC, Anderson County

<b>Intervention/Service/Activity</b>	<b>Nutrition Classes for K and 1</b>
<b>CATEGORY</b>	<b>NUTRITION</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>Pre-tests showed that Kindergarten and 1st grade students could not correctly identify: 1) vegetables-70%, 2) fruits-67%, 3) Physical activities-70%. We also noticed that many students were turning down fruits and vegetables in the cafeteria line at school. Many were bringing unhealthy snacks to school as well, as reported by teachers and FRC staff.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>Post-test results showed significant improvement and showed that our FRC intervention was a success. Our intervention was provided once per month in each classroom. We read a book on the topics and sampled a new fruit or vegetable with them. All of this was done by the FRC Coordinator. 150 students were included. We collaborated with the UK Cooperative Extension Office who provided materials and covered the cost of the food. A letter went home to parents after each visit to the classroom.</p> <p>Kindergarten -  48% could correctly identify all opportunities for physical activity (16.3% increase)  27% could correctly identify all vegetables (21% increase)  53% could correctly identify all fruits (19.6% increase)</p> <p>1st graders -  70% could correctly identify all opportunities for physical activity (40% improvement)  61% could identify all vegetables (24% increase)  58% could identify all fruits (26.4% improvement)</p>	
<b>Submitted by:</b>	Luhr Elementary FRC, Jefferson County

<b>Intervention/Service/Activity</b>	<b>Recipe for Life Program</b>
<b>CATEGORY</b>	<b>NUTRITION</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>The Southern/Georgetown FRYSC partnered with the Scott County Extension Office to offer the Recipes for Life program. The goal of the program was to teach students proper kitchen skills, handwashing techniques, and nutrition info. Pre/data collection demonstrated students lacked knowledge of nutrition, MyPlate guidelines, proper kitchen skills, kitchen safety, handwashing, etc. The program targeted 5th grade students at Southern Elementary.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>The Recipes for Life program included 4 classroom lessons prior to a field trip to the Scott County Extension Office. In the classroom, students learned about nutrition, converting recipes, proper handwashing, and kitchen safety skills. While at the Extension Office students learned more about kitchen techniques and then had the opportunity to put everything into practice. Students divided into groups with community volunteers to make lunch for the entire class. Each group prepped a salad, main dish, side dish, and healthy dessert option. Students practiced using their hygiene skills, kitchen skills, knife safety skills, and doubling recipes. Post data was collected following the completion of the program. After completing the program, students had a much greater understanding of nutrition and stated they intended to eat healthier foods and were more likely to try healthy foods.</p> <p>Results of the paired sample t-tests showed statistically significant pre-post improvements in nutrition knowledge, cooking self-efficacy, and attitude toward cooking.</p> <p>Nutrition knowledge improved from 10.62 in the pretest to 14.12 in the posttest, out of a maximum score of 17.00. Cooking self-efficacy increased from 25.53 in the pretest to 28.23 in the posttest, out of a maximum of 32.00. Attitude toward cooking improved from 29.92 in the pretest to 31.24 in the posttest, out of a maximum of 35.</p> <p>After participating in the program, 91% of the students strongly agreed/agreed that they plan to eat more fruits. About 73% strongly agreed/agreed that they plan to eat more vegetables. About 91% strongly agreed/agreed that they plan to try new foods. About 94% strongly agreed/agreed that they plan to help prepare food at home</p>	
<b>Submitted by:</b>	Southern Elem/Georgetown MS FRYSC, Scott County

<b>Intervention/Service/Activity</b>	<b>Watch DOGS Program (Dads of Great Students)</b>
CATEGORY	PARENT SUPPORT/INVOLVEMENT
BEFORE/Demonstrated need, including data	
<p>Parental involvement was female strong, causing a need for more male involvement. Female parent involvement was near 100%. Before Watch DOGS, we had 0 male volunteers.</p>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>Our Watch DOGS kickoff night began in October of 2019 with 63 dads or male figures in attendance. That evening we had 14 males sign up to volunteer in the school from November 2019-May 2020. Of those 14 that signed up, we had 11 men in our school volunteering between November 2019 and March 2020.</p> <p>In these 4 months, we recorded 110 hours of male volunteer time. These DOGS (Dads of Great Students) helped with our breakfast and lunch times, assisted in our car rider lines, patrolled our hallways, interacted with students on the playground, ate lunch with their own child or relative, and assisted teachers in their classrooms. 100% of the men were surveyed and stated that they would encourage other dads to participate in this program.</p>	
Submitted by:	Wayland Alexander FRC, Ohio County

<b>Intervention/Service/Activity</b>	<b>Parent Café</b>
CATEGORY	PARENT SUPPORT/INVOLVEMENT
BEFORE/Demonstrated need, including data	
<p>According to the FRC Needs Assessment, staff indicated that the top three social/emotional issues were:</p> <ul style="list-style-type: none"> <li>• Lack of supportive home environment and appropriate family engagement</li> <li>• Many students experience chronic/complex trauma</li> <li>• Anger Issues</li> </ul>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>Family First started Parent Cafes in Livingston County. Parent Cafes are physically and emotionally safe spaces where parents and caregivers talk about the challenges and victories of raising a family. Cafés are structured discussions that use the principles of adult learning and family support, by exploring and developing the following protective factors.</p> <ul style="list-style-type: none"> <li>• Parental Resilience</li> <li>• Social Connections</li> <li>• Knowledge of Child Development</li> <li>• Concrete Support in Time of Need</li> <li>• Social &amp; Emotional Competencies</li> <li>• Nurturing &amp; Attachment</li> </ul> <p>On a scale of 1 (I am new to the idea of protective factors) to 5 (I understand the importance of building protective factors) all participants surveyed indicated that they were 3 or less prior to the Parent Café.</p> <p>After the Parent Café, all but two participants had become a 5. While two participants were not yet a 5, they had advanced toward 5, (I understand the importance of building protective factors.) 100% of participants improved their knowledge about the importance of building protective factors.</p> <p>Participants were asked to rank their involvement in making an intentional effort to build protective factors in their family both before and after the Parent Café. Before the Café, 93% were a 3 or below. After the Café, 93% were a 4 or 5.</p> <p>Prior to the Parent Café, 93% of participants rated their comfort level of sharing their experiences at a 3 or below. After the Parent Café, 100% of participants rated their comfort level as 3 or above with 86% rating their comfort level at a 5. Considering this parental intervention affects the entire family unit, it is estimated that 50 people were affected.</p>	
Submitted by:	Family First FRC, Livingston County

<b>Intervention/Service/Activity</b>	<b>Crofton Cares - Volunteers Reading With Kindergarten Students</b>
CATEGORY	READING
<b>BEFORE/Demonstrated need, including data</b>	
<p>Before the Crofton Cares Program, there was not a consistent program to increase Kindergarten reading. This started in October and ran through the first week of March. It stopped due to COVID-19. Crofton Elementary wanted to see our Kindergarten students excel and reach the goal of reading at grade level. Baseline reading is not established. Many of our students are from impoverished homes and see very little parental assistance. We saw a need to get community and/or parent volunteers in the building to give students one-on-one reading time. This intervention time would assist in reading, reviewing site words, providing a positive role model, and improving social interaction.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>Crofton Cares Program ran through Connections, the Family Resource Center, which worked closely with the teachers to schedule times for students to be pulled from class. The coordinator solicited volunteers, arranged schedules, and guided them through the procedure process.</p> <p>Volunteers stated this was very rewarding, and they saw children expressing themselves more, improving their reading, interacting and opening up.</p> <p>October - February Volunteers - 5 @ least 1 hour per week, 2 @ least 2 hours per week Total about 29 hours per week for 7 Volunteers - 145 hours</p> <p>Having volunteers in the building to read one-on-one dramatically increased the number of Kindergartners reading at grade level.</p> <p>2018-2019 - year end testing showed 42.9% Kindergartners reading @ grade level 2019-2020- winter testing showed 80% Kindergartners reading @ grade level (end of year was not available due to closure from COVID-19)</p> <p>Reading at grade level increased by 37.1%.</p>	
Submitted by:	Connections FRC, Christian County

<b>Intervention/Service/Activity</b>	<b>FRYSC Corps Third Grade Reading Intervention</b>																																																																																
<b>CATEGORY</b>	<b>READING</b>																																																																																
<b>BEFORE/Demonstrated need, including data</b>																																																																																	
<p>Kirksville Elementary had a high number of students in third grade that were not on reading level. The FRC called on FRYSC Corps to obtain a half-time worker to implement targeted reading intervention as well as help in the FRC.</p> <p>Collaboration with the third grade teachers helped to identify the students in need. Training in our school-wide reading intervention program was provided to Ms. Klaine our AmeriCorps worker. She utilized the Leveled Literacy Intervention (LLI) from Fountas and Pinnell. Students took part in small group instruction for 20 minutes daily Monday through Thursday. Friday, students would read individually with Ms. Klaine, so a running record could be completed.</p>																																																																																	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>																																																																																	
<p>There were 15 students in the third grade group. Students got anywhere from five to seven weeks of instruction. With Fountas and Pinnell, the text level ladder of progress shows that students in third grade should be reading on a level N, O, or P. None of the students selected were above a low second grade reading level. Six of the fifteen students were at a first grade reading level (H, I, J). With Ms. Klaine’s work, all students went up one reading level. She also recorded percent of accuracy while reading as well as fluency rates. The chart below will show the success of her interventions. All students were reading with 90% accuracy or better. With the disruption of COVID-19, the interventions were cut short. However, with the progress that was achieved in the short amount of time, these students were successful. We know that if the intervention could have continued, these students would most likely be at grade level by the end of the school year. The collaboration between FRYSC Corps and Kirksville FRC has been immeasurable. We could not have had this much success with this many students without FRYSC Corps. Ms. Klaine worked hard to establish relationships that provided opportunities for the FRC to serve students in other areas. Her relationships resulted in many home visits, food deliveries and providing much needed supplies for students while at home during the pandemic.</p>																																																																																	
<table border="1"> <thead> <tr> <th># Weeks served</th> <th>% Accuracy</th> <th>% Fluency</th> <th>Reading Level Start</th> <th>Reading Level End</th> </tr> </thead> <tbody> <tr><td>5</td><td>96%</td><td>56 wpm</td><td>K</td><td>L</td></tr> <tr><td>5</td><td>92%</td><td>60 wpm</td><td>J</td><td>K</td></tr> <tr><td>5</td><td>97%</td><td>87 wpm</td><td>L</td><td>M</td></tr> <tr><td>5</td><td>90%</td><td>49 wpm</td><td>K</td><td>L</td></tr> <tr><td>6</td><td>95%</td><td>60 wpm</td><td>L</td><td>M</td></tr> <tr><td>6</td><td>91.50%</td><td>62 wpm</td><td>I</td><td>J</td></tr> <tr><td>6</td><td>97%</td><td>69 wpm</td><td>L</td><td>M</td></tr> <tr><td>6</td><td>98%</td><td>70 wpm</td><td>J</td><td>K</td></tr> <tr><td>6</td><td>97%</td><td>47 wpm</td><td>H</td><td>I</td></tr> <tr><td>6</td><td>98%</td><td>74 wpm</td><td>K</td><td>L</td></tr> <tr><td>6</td><td>95%</td><td>65 wpm</td><td>L</td><td>M</td></tr> <tr><td>7</td><td>97.50%</td><td>82 wpm</td><td>J</td><td>K</td></tr> <tr><td>7</td><td>93.00%</td><td>52 wpm</td><td>J</td><td>K</td></tr> <tr><td>7</td><td>95%</td><td>47 wpm</td><td>K</td><td>L</td></tr> <tr><td>7</td><td>95%</td><td>88 wpm</td><td>K</td><td>L</td></tr> </tbody> </table>		# Weeks served	% Accuracy	% Fluency	Reading Level Start	Reading Level End	5	96%	56 wpm	K	L	5	92%	60 wpm	J	K	5	97%	87 wpm	L	M	5	90%	49 wpm	K	L	6	95%	60 wpm	L	M	6	91.50%	62 wpm	I	J	6	97%	69 wpm	L	M	6	98%	70 wpm	J	K	6	97%	47 wpm	H	I	6	98%	74 wpm	K	L	6	95%	65 wpm	L	M	7	97.50%	82 wpm	J	K	7	93.00%	52 wpm	J	K	7	95%	47 wpm	K	L	7	95%	88 wpm	K	L
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<b>Submitted by:</b>	Kirksville FRC, Madison County																																																																																

<b>Intervention/Service/Activity</b>	<b>AmeriCorps Literacy Tutoring</b>
CATEGORY	READING
BEFORE/Demonstrated need, including data	
<p>Twenty-five (25) Kindergarten students were targeted for AmeriCorps Literacy Tutoring. The 25 students received tutoring consistently from the time tutoring began in October 2019 until the school closing in March 2020 (due to COVID).</p> <p>All 25 Kindergarten students showed Emerging Kindergarten scores in fall of 2019, hence the need for small group tutoring. These students were all at least 9 standard deviations below the targeted grade level iReady scores.</p>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>Small group tutoring was provided each day for 15 minutes at a time, totaling 15 hours of tutoring hours for each student.</p> <p>Winter 2019 scores showed that six Kindergarten students dropped in their iReady reading scores, two students stayed the same, and 17 students increased their iReady reading scores.</p> <p>The six students who dropped in scores had an average of a 17.3 drop. These six students also had attendance issues.</p> <p>The 17 students who had an increase in their iReady reading scores had a 21.6-point average increase. Two of the 17 students who increased their scores, increased into the Early Kindergarten scores. Fifteen (15) of the 17 remained in the Emerging Kindergarten score range.</p> <p>The center provided games, activities, and supplies for the students to use during small group tutoring.</p>	
Submitted by:	South Madison FRC, Madison County

<b>Intervention/Service/Activity</b>	<b>Prime Time Family Reading Program</b>
CATEGORY	READING
BEFORE/Demonstrated need, including data	
<p>Teachers identified students that they felt needed extra literacy support. While all parents surveyed prior to the program identified the importance of reading together, 30% surveyed stated that they never read with their child and 10% only read together once per month.</p>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>In the post-survey, 80% of parents reported reading with their child daily or weekly, compared to 60% in pre-surveys. A response of "never" decreased from 30% to 0%. Parents also responded that they asked more questions regarding their child's reading. Pre-surveys indicated 80% frequently or sometimes asked questions to 100% in post-surveys.</p> <p>Donations for meals and door prizes were sought for each meeting (6 total). The FRC also sought paid staff and volunteers to assist with program needs. Families were loaned books to read together each week. The following week, a "Storyteller" read the book and then a "Scholar" led a discussion of the book with the group. Parents received a bag and books at the end of the program. Thirty-six (36) members of the Chancey community participated.</p>	
Submitted by:	Cardinal Commons FRC, Jefferson County

<b>Intervention/Service/Activity</b>	<b>AmeriCorps Literacy Tutoring</b>
CATEGORY	READING
<b>BEFORE/Demonstrated need, including data</b>	
<p>In the fall of the 2019-2020 school year, student data was triangulated from the Next Step Guided Reading Assessment, MAP Reading Assessment, and MAP Fluency. That information was analyzed to determine if students needed tier 1, tier 2, or tier 3 instruction. The AmeriCorps Literacy tutor was assigned students who needed tier 2 interventions.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>Students who were determined to be at a tier 2 for instruction were given access to an additional 15-30 minutes of specific guided interventions delivered through the tutor as planned by the teacher, in addition to tier 1 instruction provided by their classroom teacher.</p> <p>Seventeen students ranging in grades K-3 worked with the AmeriCorps tutor over a period of 13 hours and partook in the MAP Reading Assessment in both the fall and spring. Sixteen of the 17 (94%) students showed an increase in assessment scores for reading. Twelve of the 16 (71%) went on to meet their yearly estimated growth goal.</p>	
Submitted by:	East Casey FRC, Casey County

<b>Intervention/Service/Activity</b>	<b>Stay-on-Track, Summer Learning Program</b>
CATEGORY	READING/MATH
<b>BEFORE/Demonstrated need, including data</b>	
<p>The need was to keep all students engaged in learning during the summer break and reduce "summer slide." The average student score in the Star Summary Report of those students who completed the program is 481.65 in reading and 550.37 in math.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>Two hundred and sixty-one (261) students received a grade appropriate, Scholastic Stay-on-Track booklet. Of those, sixty-seven (67) students completed the booklet and returned it at the beginning of the school year. The average student score in the Star Summary Report increased to 564.04 in reading and 561.58 in math. This is a 14.7% student score increase in reading and a 2% student score increase in math.</p>	
Submitted by:	Sedalia FRC, Graves County

<b>Intervention/Service/Activity</b>	<b>Tutoring Group for 3rd &amp; 4th</b>
CATEGORY	READING/MATH
BEFORE/Demonstrated need, including data	
<p>The demonstrated need was to increase MAP scores and overall knowledge for students in 3rd and 4th grade. Specific students were referred by their teachers. Six (6) students participated. The FRC reached out for permission from the parents. The program was once a week for 15 weeks at 2 hours each meeting. The students traveled by bus to an outside location after school to work with the same tutors. The Fall Map scores for the students participating in the group were for reading, math and language.</p>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>The impact for the tutoring program was an increase for all participating students in both math and language. Each week on Wednesdays, the students came to the FRC office at the end of the day. Students were transported by bus to the tutoring location. At the location, students met with the same tutor each week to work on specific material. Material was developed by FRC, teacher and tutor working together to develop a plan.</p> <p>The 6 students that participated in the tutoring all saw increased MAP scores in at least two of the three subjects.</p> <p>Student 1: Reading decreased 6 points, Math increased 7 points, Language increased 3 points          Student 2: Reading increased 12 points, Math increased 7 points, Language increased 5 points          Student 3: Reading increased 8 points, Math increased 6 points, Language increased 7 points          Student 4: Reading decreased 6 points, Math increased 7 points, Language increased 13 points          Student 5: Reading increased 7 points, Math increased 22 points, Language increased 15 points          Student 6: Reading decreased 4 points, Math increased 2 points, Language increased 8 points</p>	
Submitted by:	Simpsonville FRC, Shelby County

<b>Intervention/Service/Activity</b>	<b>GrandLOVE - Support group for anyone raising someone else's children</b>
CATEGORY	RELATIVE SUPPORT
BEFORE/Demonstrated need, including data	
<p>100% of our participants stated that they had very little knowledge of their legal rights as guardians. 100% stated that emotional/social support was not available to them. 67% shared that they did not understand their rights with regard to medical insurance. 100% shared the need for behavior/discipline techniques when dealing with the children. 100% shared they would like to learn more about cooking and nutrition.</p>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>The Gallatin County Resource Center collaborated with the Gallatin County Extension Office and a local church to organize and facilitate our support group, GrandLOVE, for anyone raising someone else's children. We met the third Monday of each month at the extension office with 11 active members who attended most meetings. Ohio Valley United Charities provided \$2,500 to initiate the program and to assist families with various needs.</p> <p>Through the months, we observed changes in members who had felt isolated and alone in their situations to finding hope and support, while making new friends. At our meetings, we provided a nice lunch, quality childcare, outstanding speakers, and share time. In addition to the meetings, we had a family game night and makeovers at a local salon. At our December meeting, we instructed them about uses and convenience of the Instant Pot. Each attendee received an Instant Pot for their family. Some of our speakers included representatives from our school, insurance companies, and mental health counselors, Legal Aid of the Bluegrass, FRC staff, and consumer science agent.</p> <p>On our end of the year survey, we gathered qualitative as well as quantitative responses. 100% responded that emotional support of others and leaders is what they loved the most about GrandLOVE. They shared a desire to spend more time together with extra family events and more meetings. They shared how thankful they were for our willingness to stay after the meetings to listen to their concerns and to pray with them about their situations. 89% indicated that they gained knowledge concerning legal issues. 100% stated they gained knowledge concerning behavior/discipline issues. 100% gained knowledge about cooking and nutrition. 67% gained knowledge about medical insurance, and 100% said they gained knowledge about how to address social/emotional issues in the children. We are thankful for GrandLOVE and the impact that it has made on all of our lives.</p>	
Submitted by:	Gallatin Co. FRC, Gallatin County

<b>Intervention/Service/Activity</b>	<b>Global Game Changers after-school program to increase social emotional learning</b>
CATEGORY	SOCIAL/EMOTIONAL
<b>BEFORE/Demonstrated need, including data</b>	
<p>Our school population has a high rate of behavior incidents. Students who participate in the Global Game Changers program increase knowledge of how to identify their emotions through student empowerment activities, social emotional learning, and one on one mentoring. All students learn how to identify their own personal superpower Heart + Talent = Superpower!</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>The Cane Run FRC coordinates and oversees this after-school program for 60 students in grades K-5. The students attend two days per week and are split into classes by grade level. Teachers consist of GGC staff and University of Louisville student mentors. Students who participate in the program are assessed in the fall and spring. The data provided by the Building Louisville’s Out-of-School Time Coordinated System (BLOCS) showed that from fall to spring there was an increase of Cane Run Elementary students ability to:</p> <ul style="list-style-type: none"> <li>• Identify and name their emotions by 22%</li> <li>• Describes own emotional needs by 31%</li> <li>• Manages positive emotions by 26%</li> <li>• Constructively work through conflict or disagreement by 25%</li> </ul>	
Submitted by:	Cane Run FRC, Jefferson County

<b>Intervention/Service/Activity</b>	<b>"Men of Yealey" Mentoring Group during Lunch</b>																
CATEGORY	SOCIAL/EMOTIONAL																
<b>BEFORE/Demonstrated need, including data</b>																	
Prior to this mentoring program, 5 <sup>th</sup> grade boys requested a group designed to meet their interests.																	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>																	
<p>Men of Yealey Mentoring Impact –</p> <p>The BCHS High School Seniors have risen to the challenge of mentoring Yealey’s 5th Grade students, who now refer to themselves as the “Men of Yealey”. Both seniors and 5th graders meet during lunch over a six week period to discuss following topics:</p> <ul style="list-style-type: none"> <li>• Getting to know each other (Fun fact; goals for the future; group rules)</li> <li>• Sportsmanship (Discuss a ‘game plan’ for when things don’t go their way)</li> <li>• Stress Triggers (What bothers us?)</li> <li>• Handling Disappointment/Stress Management/Managing Emotions (Coping skills; relating to our feelings; etc.)</li> <li>• Peer Pressure/Friendship Problems (Discuss how to handle these issues.)</li> <li>• Reputation (Discuss the role our reputations have on us.)</li> </ul> <p>These sessions have given the Yealey 5th grade students the opportunity to be heard about their social situations and establish a connection with the older students, who have had similar circumstances in their lives. Pre and Post evaluations were given to the Men of Yealey groups, who participated in the fall of 2019 sessions. Spring, 2020 sessions were affected by COVID-19 and no post-surveys were given.</p> <p>Student-reported results from Fall, 2019 sessions indicate the following:</p> <table border="1" data-bbox="146 1365 1096 1564"> <thead> <tr> <th></th> <th>Pre</th> <th>Post</th> </tr> </thead> <tbody> <tr> <td><b>I am reliable</b></td> <td>47.80%</td> <td>60.80%</td> </tr> <tr> <td><b>Demonstrates good sportsmanship</b></td> <td>82.60%</td> <td>95.70%</td> </tr> <tr> <td><b>I use strategies to relax when I feel stress</b></td> <td>21.70%</td> <td>34.70%</td> </tr> <tr> <td><b>I can identify 3 coping skills to use when I need to calm down</b></td> <td>43.50%</td> <td>56.50%</td> </tr> </tbody> </table> <p>All areas indicate an increase in knowledge for the Men of Yealey regarding reliability, stress, sportsmanship and coping skills.</p>				Pre	Post	<b>I am reliable</b>	47.80%	60.80%	<b>Demonstrates good sportsmanship</b>	82.60%	95.70%	<b>I use strategies to relax when I feel stress</b>	21.70%	34.70%	<b>I can identify 3 coping skills to use when I need to calm down</b>	43.50%	56.50%
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Submitted by:	Yealey FRC, Boone County																

<b>Intervention/Service/Activity</b>	<b>Girls on the Run: After-school Social Emotional and Physical Activity</b>
CATEGORY	SOCIAL/EMOTIONAL
<b>BEFORE/Demonstrated need, including data</b>	
<p>According to 2019-2020 CRES FRC Parent/Guardian Needs Survey, 47.3% of parents and guardians who took the survey reported nutrition/wellness as one of the top health issues that interferes with their child’s learning. 7.4% of parents/guardians listed exercise or lack thereof as a top health issue that interferes with their child's learning.</p> <p>The 2019-2020 CRES FRC Parent/Guardian Needs Survey also revealed that 100 families or 22.4% of parents and guardians who took the survey stated that their child did not meet the daily nutritional guidelines for healthy eating; 76 families or 17.1% of parents and guardians who took the survey stated that their child was in need of an adult mentor.</p> <p>Based on survey results, the FRC decided to do a Health and Wellness Intervention that targeted 4th and 5th grade girls. To gauge our participants’ learning, we administered a pre-test survey before the season and planned to do the same post-test survey after the season.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>Each season, girls gain a better understanding of who they are and what is important to them. They also learn the value of working as a team and having healthy relationships. The girls make a meaningful contribution to their community through a team-organized Community Impact Project. This activity shows them one way they can make a positive impact on the world. Girls on the Run weaves physical activity into the program to inspire an appreciation for fitness and healthy habits. It teaches life skills including treating others with care, practicing gratitude and managing emotions. Girls on the Run is a research-based positive youth development program that integrates the standards of social-emotional learning (SEL). The CRES Family Resource Center Coordinator served as the site liaison as well the Head Coach for the GOTR team. We had 16 4th and 5th grade girls participate in the season from September 2019-November 2019. We met two times per week after school for 10 weeks. We followed the GOTR curriculum, which included lessons on nutrition, wellness, and the importance of exercise - as well as friendship, empathy and compassion.</p> <p><b>Post-test Data:</b> 75% of the girls rated their physical activity confidence level a 9 or 10 on a scale, compared to 53.3% on the pre-test. Only 8.3% of the girls spend 3 or more hours on the screen each day compared to 28.6% on the pre-test.</p> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• 3/4 of the girls were confident in their level of physical activity after the GOTR program was completed</li> <li>• The majority of the girls reported a decrease in the number of hours spent in front of a screen (TV, Computer, etc.) during the day. The girls were spending more time being active after completing the program.</li> </ul>	
Submitted by:	Campbell Ridge Elementary FRC, Campbell County

<b>Intervention/Service/Activity</b>	<b>Too Good For Drugs: A drug prevention program</b>
CATEGORY	SUBSTANCE ABUSE
BEFORE/Demonstrated need, including data	
<p>The result of the 2018 Kentucky Incentives for Prevention (KIP) Survey for Somerset High School showed that 51% of 10th graders and 46.6% of 12th graders think that alcohol use is a problem at Somerset High School. 53% of 10th graders and 50% of 12th graders think that drugs are a problem at Somerset High School.</p> <p>For the 2019-2020 school year, the YSC Coordinator collaborated with the freshman health classes to teach "Too Good For Drugs", a drug education and prevention program. This is a 10-week program with lessons taught once per week.</p>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>The YSC Coordinator taught "Too Good For Drugs" to 63 freshmen for the 2019-2020 fall semester.</p> <ul style="list-style-type: none"> <li>• 38 students completed the pre-test, post-test and completed the entire 10-week program.</li> <li>• All 38 students showed an increase in knowledge related to how alcohol affects the body, risks associated with drug and alcohol use and the importance of making positive choices.</li> <li>• 4 students improved their scores from the pre-test by 40%.</li> <li>• 14 students increased their scores by 20% or more.</li> </ul>	
Submitted by:	Somerset HS YSC, Somerset Independent

<b>Intervention/Service/Activity</b>	<b>Too Good for Drugs</b>
CATEGORY	<b>SUBSTANCE ABUSE</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>136 Phelps Junior High 7<sup>th</sup> and 8<sup>th</sup> grade students completed the Too Good for Drugs pre-test during the 2019/2020 school year. Of those surveyed, 57 students (42%) indicated that if offered marijuana or some other type of drug, they would be willing to try it. The YSC coordinator, Ellen Charles, collaborated with the Pike County Health Department Nurse, Julie Chaney, to present the program to all 7th and 8th Grade students during the week of August 26 – 30. They discussed the negative impacts of using various types of addictive drugs, including marijuana, alcohol, and cigarettes plus other illegal substances including cocaine and opioids. The presenters used videos, lectures, displays and virtual technology (such as virtual goggles to simulate the feeling of being under the influence) to provide students insight into the dangers of using various types substances and the negative effects they can have on health and personality.</p> <p>With the completion of the "Too Good for Drugs" program, students developed a better understanding of the risks and dangers associated with the many substances they come across during their time in school.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>According to post-program surveys completed during the week of August 26th-30th, completed with 136 7th and 8th grade students at Phelps Junior High, 120 students (88%) indicated that if pressured to experiment with various types of drugs in the future, they would make the positive choice to say no. Survey results also indicated that after completing the "Too Good for Drugs" program, students were better informed of the dangers associated with the various types of drugs that they may encounter within their school or community.</p>	
Submitted by:	Phelps YSC, Pike County

<b>Intervention/Service/Activity</b>	<b>On the Move (Drug program) Operation Unite</b>
CATEGORY	SUBSTANCE ABUSE
<b>BEFORE/Demonstrated need, including data</b>	
<p>This program targets 7th and 10th grade students. The pre-test showed that only 52% of 7th graders could identify the majority of the risk factors in a picture of teenagers interacting.</p> <p>This picture identified students drinking alcohol and using tobacco.</p> <p>2018 (KIP) Kentucky Incentive for Prevention data indicated:</p> <ul style="list-style-type: none"> <li>• 9.2% of 8th grade students felt smokeless tobacco was safe to use.</li> <li>• 14% of 8th grade students felt drinking is a problem at school.</li> <li>• 11.7% of 8th grade students felt Drugs were a problem at school.</li> </ul>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>On the Move is a substance abuse education program presented by UNITE for our students at no cost to the school. The program activity was set up into three small groups of 30 students each, who rotated among activity stations. The students watched an interactive video and answered questions about risky behaviors. Each student would use a buzzer to answer the questions and UNITE would tabulate the answers. The students would also drive tricycles through cones, and drive go-carts around a track (with simulated street characters), while wearing different degrees of intoxication goggles. In addition, the students worked puzzles and tried to do everyday activities like writing, sitting in a chair and walking while wearing the goggles.</p> <p>Post-test results indicated that the students' knowledge had increased. In addition, the students could identify 82% of the risky behaviors in the post-test picture than in the pre-test (52%).</p>	
Submitted by:	LGR FRYSC, Harlan County

<b>Intervention/Service/Activity</b>	<b>On the Move - substance abuse education</b>
CATEGORY	SUBSTANCE ABUSE
BEFORE/Demonstrated need, including data	
<p>SLMS 7th grade students lacked knowledge about the true danger and risk factors of different forms of drugs. Initially, only 65% of over 200 SLMS 7th grade students could correctly recognize five risk factors when shown an image of teenagers hanging out together.</p>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>On the Move is a substance abuse education program provided by UNITE. On the Move targets 7th grade middle school students and utilizes both hands-on experiences and interactive videos and instruction to assess students' knowledge of the dangers of drugs and to educate them on the dangers of drug use. The YSC collaborated with UNITE and the local UNITE coalition for this 2-day program for students. The YSC assisted with the setup of the program, the scheduling of the students, the lunch for the program volunteers, administering the pre and post-tests and assisted with supervising of students during the program.</p> <p>Presenters split the students into group and engaged them in hands-on activities. Students learned how varying degrees of intoxication impact one's ability to ride a bicycle, work a puzzle, and even drive a go-cart without hitting a cardboard person when wearing drunk goggles. After the 2-day program, 89% of SLMS students could recognize the 5 risk factors, whereas only 65% could originally recognize the 5 risk factors. Additionally, the mean score increased 9% - going from 68% on the pre-test to 77% on the post-test.</p>	
Submitted by:	South Laurel MS YSC, Laurel County

<b>Intervention/Service/Activity</b>	<b>ATOD (Alcohol, Tobacco, Other Drug) Free Teens Program</b>
CATEGORY	<b>SUBSTANCE ABUSE</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>Prior to the 2019-20 school year, the ATOD Free Teen program was a one-session class for students caught for school use of any ATOD product.</p> <p>During the 2018-2019 year, we had 21 referrals to our ATOD class. Of the 21 students referred, 12 students or 57% were repeat offenders and had to attend the program a second time. Two students or 10% had to attend a third time. We realized there was a need to redesign our program in order to decrease the number of repeat offenders.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>The YSC Advisory Council met with two members of the SADD club to discuss possible changes that might help educate and deter students from continuing to be repeat offenders in ATOD use. YSC staff along with past ATOD Free Teens participants developed a new intervention plan. The team created work packets that were educational, fun and had real-life experiences to make the activities real and relevant to the new participants. For example, participants learned about marketing techniques that persuade people to use their products. The students had to create their own anti-ATOD marketing poster as one of the packet activities. These new packets required more hands-on involvement with the educational material along with a longer commitment to the program, as participants had two weeks to complete all of the activities.</p> <p>During these two weeks, the student offenders checked in with YSC staff to discuss and turn in their activities and to report on their ATOD use progress. The results: During the 2019-20 school year, we had 11 referrals to the program. Of the 11 referred, only 2 (18%) had to repeat the program.</p>	
Submitted by:	Barren Co. YSC, Barren County Schools

<b>Intervention/Service/Activity</b>	<b>Real World Survivor – Adulting 101 Program</b>
<b>CATEGORY</b>	<b>TRANSITION TO ADULTHOOD</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>Based on the previous 2 years of parent needs assessments, 42% in 2017 and 39% in 2018, parents reported that the number one need for their teen was planning for their future. Two parents asked for a program that would teach life skills needed to survive in life but that are not required in high school. In an effort to meet this need, the YSC partnered with the Gear Up program and created a learning event for all seniors called Real World Survivor.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>All seniors completed a pre-survey, which asked, ‘What life skills would you like to know more about?’ The top 3 answers were: College life, self-defense and how to check your vehicle’s oil. We offered these 3 topics along with 4 others, such as what to wear to interviews, simple meals for one person, laundry/sewing, and simple banking. Students were able to choose 4 out of the 7 offered sessions that interested them the most.</p> <p>Community members agreed to spend the day teaching the sessions and every senior was able to participate in 4 of the sessions with no more than 30 students per session. We used Google Forms for the seniors to select the sessions they wanted to attend and for them take both the pre and post-surveys. Every senior present on the day of the program participated in this event. The YSC was involved with all areas of this program.</p> <p>Post-survey results showed that the seniors increased their knowledge from 33.8% to 65.4% in what life is like for college students, 33.8% to 73.1% in self-defense, and 50.7% to 65.4% in how to change oil in your vehicle.</p>	
<b>Submitted by:</b>	Whitley Co. HS YSC, Whitley County

<b>Intervention/Service/Activity</b>	<b>Big Sandy Health Care Dental Outreach</b>
CATEGORY	DENTAL
BEFORE/Demonstrated need, including data	
<p>Although Kentucky children have high rates of dental insurance, the need for treatment has increased significantly. Based on the report, "Making Smiles Happen: 2016 Oral Health Study of Kentucky's Youth," 41% of children had untreated cavities during the 2015-2016 school year. In fact, the study found more children needed treatment for dental disease, which included urgent treatment for serious conditions. The rate of tooth decay was also much greater in Eastern Kentucky. More than half of third and sixth graders, an estimated 15,100 students statewide, had untreated cavities. Some of the worst oral health problems, including infection and abscessed gums, were found in poorer children. Surprisingly, in most Kentucky counties, fewer than half of the children covered by Medicaid or K-CHIP are utilizing dental services according to a 2016 Kentucky Kids Teeth report. Family Resource and Youth Services Center coordinators reported that the top two barriers to connecting students to dental services were obtaining consent from parents and lack of transportation, based on the 2017 Kentucky FRYSC Oral Health Initiative survey. 68% of Johnson County Middle School staff indicated that dental treatment is a priority need for students.</p>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>In August of 2019, the Youth Services Center offered free dental screenings and preventive care to all JCMS students by contacting every parent and guardian. As a result, Big Sandy Health Care Dental Outreach provided 179 students with free dental care. In comparison, 169 students participated in the program in 2018, which is an increase of 10 students. 47% of students required routine preventive care, while 47.4% had early dental needs requiring treatment for cavities. 5.58% of students needed urgent dental care, such as abscesses, excessive cavities, etc. Staff contacted parents contacted immediately to schedule a visit with their dentist.</p> <p>In a review of the 2019 program, 70.3% of the children served had Medicaid insurance, 7% had private insurance and 23% did not have any dental insurance coverage. The number of families without dental insurance increased 4.7% from the previous year. At a discounted rate of \$219 per visit, the Johnson County Middle School community of parents and guardians who did not have any dental insurance saved \$8,979 through this program. Since 2017, the Big Sandy Health Care Dental Outreach program has provided an in-kind savings of approximately \$23,652 for families.</p> <p>Over a three-year period, we documented 553 student dental visits. Every child had an examination, x-rays and teeth cleaning. The dental program also provided sealants to those students that required them. Within those 3 years, 46% of students received referrals for early treatment, and 3% of students required urgent care.</p> <p>Big Sandy Health Care Dental Outreach is a wonderful community partner providing desperately needed dental services in Eastern Kentucky. Their agency provides on-site services, which removes transportation barriers for many families. BSHC enables families to seek dental care for their children and utilize medical benefits that they may not have otherwise. This agency plays a critical role in the future oral health of our children.</p>	
Submitted by:	Johnson Co. MS YSC, Johnson County

<b>Intervention/Service/Activity</b>	<b>Health: Dental Screening and Cleaning</b>
CATEGORY	DENTAL
BEFORE/Demonstrated need, including data	
<p>Up to 60 percent of families were not utilizing their insurance for their children’s dental preventive and restoration care. In addition, many were uninformed on the importance of caring for baby teeth in order to prevent problems in permanent later.</p>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>Due to the annual dental screening and cleaning provided at school, there has been a dramatic reduction in the number of urgent dental needs over four years:</p> <p>Fallsburg <b>2016</b>  32% of students were seen  86 children  Urgent cases <b>24</b></p> <p>Fallsburg <b>2017</b>  36% of students seen  93 children  Urgent cases <b>20</b></p> <p>Fallsburg <b>2018</b>  42% of students seen  108 students  Urgent cases <b>14</b></p> <p>Fallsburg <b>2019</b>  38% of students seen  86 students  Urgent cases <b>8</b></p>	
Submitted by:	Fallsburg FRYSC, Lawrence County

<b>Intervention/Service/Activity</b>	<b>Big Smiles Dental Screenings- oral health, and hygiene through in school dental services</b>
CATEGORY	DENTAL
<b>BEFORE/Demonstrated need, including data</b>	
<p>Feedback from the 2018-2019 Parent Needs Assessment Data showed that 18.3% of participating families indicated a need for assistance with dental care. Additionally, feedback from staff surveys indicated that hygiene (including dental) is one of the top health issues that interferes with student learning.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>The Family Resource Center organized and coordinated the program with Big Smiles for students Kindergarten through 6th grade one time per year. We increased the dental visits to twice per year to allow more students the opportunity to receive services. The Family Resource Center sent home information about dental screenings and contacted families who indicated a need for dental services directly. Big Smiles set up at school; they screened and treated students for dental needs, such as restorative work, over a four to five day period at school.</p> <p>In the Fall of the 2018-2019 school year, 84 students received dental exams, oral hygiene instruction, cleaning, fluoride varnish, and treatment plans if needed. During this time, 100% of students received sealants; 50% needed restorative treatment. 74% of the restorative patients received procedures on school grounds; and 11% of students were referred out for additional procedures.</p> <p>In the Fall of the 2019-2020 school year, 94 students received dental exams, oral hygiene instruction, cleaning, fluoride varnish, and treatment plans if needed. In the Fall, 100% of the students received sealants and 29% needed restorative treatment. 52% of those received restorative procedures on school grounds, and 5% of students were referred out for additional procedures. When the dentist returned in the Spring, Big Smiles saw 108 students. During this time, only 87% received sealants and 23% of the students were categorized as restorative patients. Of those students, 37% received restorative procedures, and no students were referred out for additional procedures.</p> <p>No students were turned away due to inability to pay. Additionally, Big Smiles offers grants to families that do not have dental insurance or may be unable to pay. In the first two appointments, no students completed grant forms. By the Spring of 2020, three families were approved for grants who may not have received dental care otherwise.</p>	
Submitted by:	KERALOT III FRC, Meade County

<b>Intervention/Service/Activity</b>	<b>Elgin Dental Program</b>
CATEGORY	<b>DENTAL</b>
<b>BEFORE/Demonstrated need, including data</b>	
<p>The Elgin Dental Foundation provides dental services for children who may not be receiving dental treatment for a variety of reasons. The model consists of an initial screening and treatment by transporting students to a local dentist office.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>The Family Resource Center facilitates this program by coordinating screening, obtaining permission for treatment, organizing transportation and providing supervision for clinic visits.</p> <ul style="list-style-type: none"> <li>• In <b>2017</b>, 46.2% of students screened were scored as a 2 (having obvious decay or other dental concerns).</li> <li>• In <b>2018</b>, 40.2% of students screened were scored as a 2.</li> <li>• In <b>2019</b>, 32.6% of students screened were scored as a 2.</li> </ul> <p>Over the course of three years, the number of students with obvious decay or dental concerns has dropped steadily.</p>	
Submitted by:	Middlesboro FRC, Middlesboro Independent

<b>Intervention/Service/Activity</b>	<b>Dental Screening</b>
CATEGORY	DENTAL
<b>BEFORE/Demonstrated need, including data</b>	
<p>According to County Health Rankings, 36% of children in Wayne County live in poverty. Nearly 27% live in single parent households. The ability to receive dental care due to socioeconomic status or the families’ ability to seek care can strain a student’s opportunity to receive oral care. Having dental issues, students may be in pain, not able to eat, or just overall distracted from learning. This program helps bridge the need for oral care and reduces the amount of time students are away from school compared to a typical dentist visit.</p> <p>We asked families to complete pre-surveys to learn more about the oral health history as well as habits related to the student’s health. We targeted students who were at high risk for dental problems and needed intervention due to insurance issues, transportation, family involvement and other factors. All students were eligible to participate in the program, however.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>Because of the partnership with Healthy Kids Clinic, 134 students were identified who needed dental services in school due to lack of services or ability to receive services. There has been an average of 173 students receiving care over the past 4 school years. The number of “urgent needs” students, by percentage, has grown from 5% in 2017 to 15% in 2020. The program successfully contacted - through phone call or letter - more than 99% of the guardians of the students we served to ensure follow up services were completed.</p> <p>The number of students who need follow up care, by percentage, improved greatly from 2017 at 62%, to 2018 at 51%, to 2019 at 39%. Each year the number of students needing follow up care (but not with urgent needs) decreased. While it did increase in 2020 in percentage, the total number of students seen had decreased. The actual number of students who needed follow up care only increased from 71 to 80 students between 2019 and 2020.</p> <p>The WCMS YSC coordinates the scheduling of dental services as well as distributing forms to families to ensure the maximum amount of received services. The YSC targets high-risk students who may be living in poverty, lack transportation or live in single parent homes to ensure they are enrolled in the program along with others.</p> <p>This program is not just a quick dental cleaning. It allows students to receive care they might not get outside of school. It also helps working parents who not be able to take time from work to take their child to see a dentist. It helps identify those students that need follow up to ensure their oral health is not a reason they are distracted in school.</p>	
Submitted by:	Wayne Co. MS YSC, Wayne County

<b>Intervention/Service/Activity</b>	<b>Attendance improvement through student and family interventions</b>
CATEGORY	Individual Intervention
<b>BEFORE/Demonstrated need, including data</b>	
<p>A female student began at New Haven Elementary in her 3rd grade year 2017-2018 with attendance of 28.5 days absent, 2 days tardy, 5 unexcused. Last year 2018-2019 was her 4th grade year with attendance of 33.5 days absent, 4 days tardy and 7 unexcused. Multiple absences were due to head lice. Parental involvement at school was brief and consisted mainly of negative exchanges with office staff when picking up their daughter due to lice. Reciprocal interaction between parent and teachers were limited on the parents' side.</p> <p>The student displayed extreme resistance to school attendance, as demonstrated through highly distressing behavior of screaming, lodging herself between back seats of her vehicle and fiercely clinging to the seat belt wrenched around her body during morning drop off or when parents tried to get her to school even though late. Dramatic scenes occurred outside of the school building with the student taken against her will into the building. While at school, the student's behavior was sullen, few peer interactions, and hiding within a hoodie, but she was a solid academic student when physically present in the classroom. The family had limited financial resources and had received assistance in the past. Mother worked overtime at two jobs; father was unemployed. There were 5 children (this student was in the middle) and 2 adults in the home. A total of seven lived in a single-wide mobile home with multiple pets. Local law enforcement reported to school staff that housing conditions were deplorable.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>The FRC opened in January 2019. The coordinator became involved with the student and her family around late March of her 4th grade year 2018-2019. Interventions included developing a non-judgmental, therapeutic, &amp; confidential relationship with both parents (individually &amp; together) and with the 4th grade student. Trust was developed. I learned of the family's barriers to success, their strengths and what resources they had. We processed their fear of losing their children through social services because of their distrust of the school system. We provided education on social services policies and available community resources, which the family accepted to help alleviate the pressure of their barriers and the risks to their family. FRC staff provided encouragement, check-ins and feedback on progress to the parents and the student. The FRC and the student's teacher maintained a close working relationship, which enabled the FRC coordinator to have daily check-ins with the students. Together they developed an attendance behavior modification plan for the student, with the reward being the student could earn time at a teacher's stable with her horse.</p> <p>The parents became highly invested in their daughter's attendance because of experiencing the consequences of truancy. In 2019-2020 (the student's 5<sup>th</sup> grade year), she had 2 days absent, 0 days tardy, and 0 unexcused. The FRC continued to check on the student, but less frequently. The 5th grade teacher was supportive of the student and was unaware of her previous history. The student's hygiene greatly improved (no incidents of head lice), as well as her confidence and willingness to engage with peers. Consistent communication continued throughout the year; the parents participated in these conferences. In addition, the father obtained stable employment.</p>	
Submitted by:	New Haven EL FRC, Boone County

<b>Intervention/Service/Activity</b>	<b>Family Household Assistance</b>
CATEGORY	Individual Intervention
<b>BEFORE/Demonstrated need, including data</b>	
<p>A mother of 6 children - ages 3 months to 10 years old - was incarcerated for three weeks. Children stayed with the mother's significant other. The family did not have a running vehicle or a working washer and dryer.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>HOPE Center staff visited the mother in jail to find out the needs of the family. Center staff contacted the significant other to offer assistance. He stated that they were out of clean clothes and he did not have a way to the laundromat. Center staff went to home, picked up clothes and took clothes to laundromat. Local laundromat owners donated the money to use the machines. When clothing was clean, center staff delivered the laundry to the home. Center staff purchased the parts needed to have washing machine fixed. During the time of mom's incarceration, 15 loads of laundry were washed.</p> <p>While delivering clothes to the home, center staff noticed that there was not a lot of food. Once asked, the significant other stated that they had money on a food stamp card, but he did not have a way to the store. Center staff had family sign an authorization form stating that center staff had permission to use food stamp card. Center staff went to the grocery purchasing groceries, diapers and WIC items for family. When mom was released from jail, she called the HOPE Center thanking us the all we did to help her family while she was there.</p>	
Submitted by:	H.O.P.E. Center FRC, Caldwell County

<b>Intervention/Service/Activity</b>	<b>Watch D.O.G.S. (Dads of Great Students)</b>
CATEGORY	Individual Intervention
<b>BEFORE/Demonstrated need, including data</b>	
<p>This impact report concerns one student and the impact this program had on him. The student was in a bad situation in his home life. They were at a disadvantage from the start due to poverty, but to make matters worse, the parents had separated and the mother was dealing with substance abuse issues. The mother was the primary caregiver in the home, and the father had little involvement. When she had to move out, she did not have adequate housing, and the student had to live with dad. Dad was not an adequate caregiver for the student and many days the child was dirty and hungry. He did not have an adequate set-up for a good night's sleep.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>The FRC paired the student with a specific Watch Dog volunteer. This volunteer spent time with the student like a father would do. He was in the classroom at different points during the day, he ate lunch with this particular student, and he had one-on-one time with the student to work in areas where the student was lacking academically. They formed a personal bond had many talks.</p> <p>Eventually, the student was removed from his home due to neglect and substance abuse issues. He was moved 2 counties over. The Watch Dog volunteer wanted to continue to be in contact with the student. This FRC coordinator contacted the FRC in the other county, who was able to work with the child's social worker to make it possible for the Watch Dog volunteer to continue working with the student. Up until the COVID-19 epidemic, the volunteer planned to make routine visits with the student, which was welcomed by the student's foster family. They were able to set up Face Time opportunities and are still able to remain in contact; they hope to resume meeting in person when things return to normal.</p> <p>While this program is beneficial to all students as they see positive male role models in their school, this volunteer had a very personal impact on this particular student.</p>	
Submitted by:	Jonathan-South FRC, Marshall County

<b>Intervention/Service/Activity</b>	<b>Parent Leadership</b>
CATEGORY	Individual Intervention
<b>BEFORE/Demonstrated need, including data</b>	
<p>Before involvement with FRC Parent Cafes, this single parent mother was more withdrawn, quiet and less social (as she reported). She reported she focused most of her time on her daughter and her job. The mother was not involved with any school committees (like SBDM, PTO, etc.) and was rarely in a position to be a parent leader within the school system.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>Since attending FRC Parent Cafes, the mother became the parent representative for the school's SBDM and she served in a position on the PTO. The mother began serving as a parent representative for the FRC Advisory Council. The mother states she was compelled to live out the protective factors discussed at parent cafes and even stepped out to spearhead a Grandparent Café in the community, bringing light to elderly abuse and resources. Since then, the Pritchard Committee nominated the mother to be a CIPL Fellow. She accepted the nomination and started completing the requirements. The mother recently interviewed for the FRC Secretary position at McNabb elementary; she was hired and will begin on February 7, 2020. The mother credits these great changes in her life to the skills she has learned at Parent Cafes hosted at KCT FRC.</p>	
Submitted by:	KIDS CO TOO FRC, Paducah Independent

<b>Intervention/Service/Activity</b>	<b>Dry Ridge Elementary-4H Boot Camp (weekend character education)</b>
CATEGORY	Best Practice, Creative/Unique Programming
<b>BEFORE/Demonstrated need, including data</b>	
<p>Dry Ridge Elementary was in need of a Character Education program that served male students in grades 3rd -5th. We had several male students that had the skills to be good leaders, good students and the ability to improve their attendance. The FRC collaborated with our 4H Extension Agent and retired Army Captain. We created a six-week after-school Boot Camp for males referred by their parents and teachers. Each session focused on discipline, leadership and problem solving. In order to graduate, the students must have shown improvement in the above criteria.</p> <p>The first year we graduated 10 out of 13 students. The second year, there were 3 returning students. In year 2, 12 out of 13 graduated. 89% showed improvement in their attendance. In Year 3 the females wanted their own program. We provided a Boot Camp for them based on the same criteria and expectations to graduate.</p> <p>Thirteen girls participated in the first session and 11 graduated. During the program, eleven showed improved attendance and eleven showed improved behavior in school. Other schools requested a program like ours.</p> <p>Due to time constraints and an effort to serve more students, we made the decision to offer the program on a Saturday. We are now in our eighth year. Now a county-wide program, it includes recruits from all Grant County Elementary Schools, Williamstown Independent Schools and Home School Students who are currently participating in Grant County 4H.</p> <p>This collaborative program’s name is now Grant County/ 4H Boot Camp. We base the program on the Army Values of Selfless Service, Honor, Integrity, Personal Courage, Loyalty, Duty and Respect with the motto, “Making the Best Better”.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>Boot Camp takes place on four Saturdays per year. Recruits learn the Army Values, marching, orienteering, team building and basic first aid. Students also must prepare their own MRE’s (Meals Ready to Eat). In order to graduate, recruits must meet the expectations of the Army Values. The FRC coordinator serves as the Company Clerk, known as “Radar”. The Company Clerk is responsible for recruitment, parent communication, logistics, orders, uniform distribution and operates the command post throughout Boot Camp. Funding for the program comes from the Grant County 4H, the RC Durr Foundation, as well as generous donation from Walmart.</p> <p>We continue to grow and have had many positive outcomes:</p> <ul style="list-style-type: none"> <li>• We have enlisted a retired Marine Corporal who also leads a platoon.</li> <li>• We have current and retired military who share experiences and discuss military careers.</li> <li>• Twelve Boot Camp Graduates went on to participate in JROTC at the high school.</li> <li>• 50 graduates have participated in 2 or more sessions. 1 graduate will be participating in her sixth session. This student cried and tried to quit her first year as a recruit. She is now in the 5th grade and is a 2nd lieutenant in her platoon.</li> <li>• Graduates have the opportunity to move ranks from recruit to private, to private first class, to corporal, to sergeant and to 2nd lieutenant.</li> </ul>	

Two of our biggest accomplishments:

1. The creation of our own Honor Guard who present our Nation's Colors at community and school events such as the Grand Reopening of Walmart, Child Abuse Proclamation Ceremonies, and Veterans Day Ceremonies, and
2. At the request of the graduates, we now have an Advanced Boot Camp that is at the invitation of our Captain and Corporal. These students must meet all criteria (including school), participate in a 7-mile hike while carrying their gear, participate in first aid drills, military maneuvers, and advanced orienteering to find their re-located base camp.

Our boot camp program continues to be for our 3-5th grade students and has a 98% graduation rate based on all criteria.

Submitted by:

Dry Ridge FRC, Grant County

<b>Intervention/Service/Activity</b>	<b>Edythe J. Hayes International Day</b>
CATEGORY	Best Practice, Creative/Unique Programming
BEFORE/Demonstrated need, including data	
<p>We created the Edythe J. Hayes Middle School (EJH) International Day to address the needs and concerns of English Language Learner (ELL) students. EJH has 27 countries that make up our school population. These students reported issues regarding school climate, social and emotional needs, anxiety and inclusion. EJH identified approximately 50 students as ELL. Based on school attendance, ELL teacher input, staff observations and communication with parents, we discovered many of our ELL student would only interact with students from their countries or other ELL students. In an effort to make a more supportive and inclusive environment at EJH, our staff and parents organized International Day.</p>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>International Day provided a day of celebration, education and pride for our ELL students. Approximately 65 ELL and other students created displays, performed cultural dances and songs, provided traditional foods, and modeled ethnic clothing from their countries. ELL parents volunteered throughout the day to share their experiences and share games and activities with our students.</p> <p>The EJH Youth Service Center formed a committee of parents, school staff and community organizations to help with the event. The YSC also provided supplies, decorations, and lunch for the volunteers.</p> <p>All 1,110 EJH students visited the booths and spoke with students and parents about the rich traditions from their country. The ELL teacher expressed his gratitude and conveyed the excitement that his students felt during this event. Our ELL students were able to educate and expose our entire school population to their cultures and helped them see the world from their eyes. Our students have a better understanding of their struggles and the importance of acceptance for ALL at EJH. EJH has the expectation and the goal that all students know this to be a place WHERE EVERYBODY BELONGS. International Day is just one example of how we do this.</p>	
Submitted by:	Edythe Hayes MS YSC, Fayette County

<b>Intervention/Service/Activity</b>	<b>Code Camp - A STEM summer camp</b>
CATEGORY	Best Practice, Creative/Unique Programming
BEFORE/Demonstrated need, including data	
<p>As we are an ESL (English as a Second Language) school, the needs of our families differ from those at other schools. A cornerstone of a good ESL program lies in providing shared experiences for all students and then providing the language frames, which allow students to practice retelling their experience. Our school is always looking to provide those shared experiences as opposed to just building upon a students' assumed prior knowledge. For the last several years, parent needs surveys have indicated a need for additional afterschool programming and enrichment. Fairdale is in a bit of a secluded area of Louisville and does not offer as many afterschool or extracurricular activities. For our program, we specifically targeted those students who were typically underrepresented in STEM (Science, Technology, Engineering and Math) – mainly females and people of color – and those newcomer students who had minimal English and were difficult to engage due to language and other barriers.</p>	
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	
<p>The FRC submitted a grant for a STEM program and received \$25,000 to use on robotics, curriculum and instructional materials. We advertised the program widely within the school, however, we specifically reached out to those students who could benefit but who might be less likely to participate. We had a number of newly arrived ESL students with minimal to no English who were excited. Our school librarian facilitated the program along with support staff. In the Summer of 2020, we gained two partners: Metropolitan Sewer District and the HDR Engineering firm, who donated an additional \$25,000 to outfit a STEM lab. This lab gives us a formalized structure, ensures that our students will have a dedicated space for STEM activities and will allow us to continue the program in the future. We can host camps and afterschool STEM programs for years to come.</p> <p>Unfortunately, COVID thwarted our plans to capture some data from the program. All 30 students who started the summer program completed the program. Students received a free breakfast and free lunch, and we invited parents to join their students at lunchtime. These 30 students became "student leaders" in our STEM area during the school year. They became the 'experts' in helping other students with coding, and they helped build a STEM community at school. The FRC provided information to parents regarding the benefits of STEM (specifically coding) which was especially helpful to students in the intermediate grades as many have begun "shopping" for middle schools. Showing parents how STEM could open doors to educational and career opportunities in the future was beneficial.</p>	
Submitted by:	Fairdale EL FRC, Jefferson County

<b>Intervention/Service/Activity</b>	<b>Boundless After School Program</b>
CATEGORY	Best Practice, Creative/Unique Programming
<b>BEFORE/Demonstrated need, including data</b>	
<p>The Boundless Program is for at-risk students needing adult and peer support to address social and emotional needs. School staff, YSC and parents referred students demonstrating mental health concerns. Some students were self-harming; others reported low self-esteem and bullying. Pam Pitts, a mental health professional, led the program. The goal of the program is to increase self-awareness, improve interpersonal relationships, improve coping skills, and address student risks such as bullying, divorce, drug use etc.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>Students participated in the Boundless Program weekly for one hour after school. There were 10 sessions in the fall at school. There were 10 sessions in the spring at a local community center for those students who did not have transportation home if they stayed at school. Activities stimulated conversations to address various student issues, a specific example being negative relationships with parents, peers and teachers. The students gave each other advice on how to diffuse tense situations and Ms. Pitts and the YSC mentored students during the open discussion.</p> <p>*One student reported on an issue with a friend outside of the group. After feedback, she wrote a letter to the other student. While the relationship was not completely repaired, both students agreed to be tolerant of one another.</p> <p>*Another student reported issues at school dealing with her sexuality. She utilized coping skills learned in-group to deflect negative comments by others. She reported that Boundless helped her be more accepting of herself so that when others were cruel it bothered her less.</p> <p>*Another student falsely reported to a teacher that she had a terminal illness. When her mother confirmed with school staff that she was not, in fact, ill the student was embarrassed and did not want to come back to school. Because of the relationship built during the Boundless program, the YSC was able to have a private conversation with the student about making mistakes and making amends. The student realized she did this for attention and discussed positive ways to get attention. The student apologized to her teacher and her school attendance improved.</p>	
Submitted by:	Turkey Foot MS YSC, Kenton County

<b>Intervention/Service/Activity</b>	<b>"A Chance to Dance"; SOS (Sources of Strength) Peer Leaders help host a dance for special needs students</b>
CATEGORY	Best Practice, Creative/Unique Programming
<b>BEFORE/Demonstrated need, including data</b>	
<p>According to teachers and other school staff, many special needs students do not attend dances or social activities after school.</p>	
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	
<p>Our 21 c. after-school program has a club called Grizzly Gang where special needs students have more opportunities to interact, socialize and build positive relationships with other students.</p> <p>The YSC sponsors the Sources of Strength (SOS) program. This year, our SOS Peer Leaders helped plan and host a dance for the Grizzly Gang club. About 60 students, both special needs and SOS peer leaders attended the event and participated by dancing and playing games. The response was overwhelming. All students, as well as staff, enjoyed the dance. It was positive for school involvement, culture and leadership. Relationships that started at this event were evident across the halls and in classrooms afterwards. The students and staff are looking forward to hosting another event in the future.</p>	
Submitted by:	Spencer County YSC, Spencer County

For more information, please contact

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