



# FRYSC Impact Report Spotlight

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2017

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

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

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

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

#### **PURPOSE OF THIS DOCUMENT**

This impact report spotlight has a two-fold purpose:

1.) *A resource for FRYSC coordinators*

This is the first year that the Division of FRYSC requested data in this format. It is our hope that the reports shared in this spotlight will serve as good examples to improve data-gathering throughout the state.

2.) *Documentation of FRYSC outcomes at the local level, which may be shared with stakeholders and other interested parties.*

Intervention/Service/Activity	<b>Student Assistance Team (SAT)</b> – consisting of school and district personnel who meet every 6 weeks regarding student attendance and related academic achievement
How was the impact/outcome measured?	Academic comparison Non-academic comparison
FRYSC Component or category	Families in Training
BEFORE/Demonstrated need, including data	There were a number of students whose chronic absenteeism was negatively affecting academic performance. The FRC director compiled data on 50 students who missed the most school in the previous school year. Grades in core content areas were averaged and compared. The data showed that 43 of the 50 students had a lower average grade in the quarters during which they missed the most school. The Student Assistance Team met to decide how best to assist these children and their parents. There were 35 students selected to receive targeted intervention.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Interventions included phone calls, letters, home visits and face-to-face meetings to share the data and discuss the importance of regular attendance.  At the end of the first semester, 22 of the 35 missed less school and increased their grades in core content areas by 7%.  Improvement was seen in the 3 <sup>rd</sup> and 4 <sup>th</sup> quarters as well. The final data shows that over 70% of the target group had improved attendance. The grade average increased from 77% to 86% for the group.
Submitted by:	Dayton FRC

Attendance  
Grades

Intervention/Service/Activity	<b>NBA Math Hoops After School Club</b>
How was the impact/outcome measured?	Academic Comparison
FRYSC Component or category	Family Literacy
BEFORE/Demonstrated need, including data	<p>The FRC coordinator and after school program director implemented NBA Math Hoops in the after school program to enhance educational achievement and allow peer relation support. This curriculum is tied to the Common Core state standards and 21<sup>st</sup> century learning skills, and it has been shown to improve students’ basic math skills and understanding of statistics, in addition to their interpersonal skills, driving them to collaborate more effectively with their peers. For more information, visit <a href="http://www.nbamathhoops.org">http://www.nbamathhoops.org</a>.</p> <p>Fall Math MAP scores were documented as a baseline for the 8 participating students.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Spring 2017 Math MAP scores show an increase for all eight students. Data is as follows:</p> <ul style="list-style-type: none"> <li>Student 1: 228 (14 point increase)</li> <li>Student 2: 222 (9 point increase)</li> <li>Student 3: 231 (18 point increase)</li> <li>Student 4: 227 (18 point increase)</li> <li>Student 5: 236 (24 point increase)</li> <li>Student 6: 229 (14 point increase)</li> <li>Student 7: 230 (14 point increase)</li> <li>Student 8: 214 (15 point increase)</li> </ul>
Submitted by:	Bridge Way FRC – Daviess Co. (West Louisville Elementary School)

Math

Intervention/Service/Activity	<b>iRAP – Informative Reading through Artistic Performance</b>
How was the impact/outcome measured?	Academic comparison Non-academic comparison
FRYSC Component or category	Family Literacy
BEFORE/Demonstrated need, including data	Approximately 12 students were identified for participation in this program based on lack of student engagement, 2 or more behavioral incidents, excessive absences, and poor grades. The group was diverse with regard to male and female participants, grade and ability levels.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The Wheatley FRC recognized the need for class engagement and advocated for the ideas of the Wheatley writing teacher had for creating the iRAP program. After spring success, it was made a summer program, which now has been incorporated into portions of the school’s curriculum. The curriculum is based on the 9 elements of Hip-Hop. These elements are infused with the state Standards to ensure rigorous and engaged learning.</p> <p>The program started with 12 participants during spring break, doubled during summer break and currently has increased to over 50 students during school time hours.</p> <p>There has been over a 50% decrease in behavior incidents, absences decreased by 40% from the previous school year and currently the iRAP program increased writing engagement evident through the KPREP scores. In addition, the 12 beginning participants increased in writing by scoring apprentice or above.</p>
Submitted by:	Wheatley Elementary FRC – Jefferson Co.

Behavior,  
Attendance,  
Writing

Intervention/Service/Activity	<b>English Language Learners Parent University</b>
How was the impact/outcome measured?	Survey, pre- and post-
FRYSC Component or category	Families in Training
BEFORE/Demonstrated need, including data	Feedback from the 2016-17 needs survey showed that EL/international families expressed an interest in workshops for homework help and academic nights, as well as information on health care, adult education, and vision/dental care. Additionally, input from EL teachers showed concern that EL/international parents were not actively involved in their child’s/children’s learning due to either a lack of knowledge and/or the language barrier. KPREP data showed that EL students were the lowest achieving students amongst the GAP group. The principal expressed concern over this and asked for possible methods of intervention to address the need.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The FRC collaborated with Wellington’s EL teachers and First Alliance Community Church to create and implement the International Parent University workshop series. A 4-week curriculum was developed that included 4 one-hour after school workshops designed to educate EL/international families on school and community resources, as well as aimed to teach families the English language when feasible/possible with sentence frames. Topics included: making a medical appointment and affordable health services; Wellington’s attendance policy, procedures, how to write an excuse note; Parent-Teacher conversations about academic progress; and understanding their child’s report card. The workshop series concluded with a trip on week 5 to the local library to learn about tutoring, literacy, and language programs available to them and their children.</p> <p>After the workshops:</p> <ul style="list-style-type: none"> <li>• 86% of parents reported an understanding of how to make a doctor’s appointment and where to go for medical care. (baseline - 43%)</li> <li>• 100% of parents reported an understanding of Wellington’s attendance policy, how to write an excuse note, and felt more comfortable talking to their child’s teacher regarding academics. (baseline - 57%)</li> <li>• 86% also reported they learned new words in English that would help them in the school environment.</li> </ul>
Submitted by:	Wellington FRC – Fayette Co.

Parent Support

Intervention/Service/Activity	<b>Summer Literacy Camp</b>
How was the impact/outcome measured?	Academic comparison Non-academic comparison
FRYSC Component or category	Family Literacy
BEFORE/Demonstrated need, including data	Three nearby elementary schools pooled resources to offer a two-week summer literacy program. Each school selected 20 students who were considered at-risk and would most likely benefit from a targeted literacy program. All students identified were Tier 2 or 3 and were in the 2 <sup>nd</sup> or 3 <sup>rd</sup> grades. Students were assessed for beginning reading levels on the first day of camp and then again on the last day of camp using the same reading diagnostics.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Of the 63 students invited to participate, 52 students attended regularly. Of the 52 participants, 46 students showed gains in their reading abilities, with 19 individuals reaching their appropriate grade level proficiency by the end of camp.  The program will continue over the next two summers, assuming the availability of continued funding.
Submitted by:	Circle FRC – Jefferson Co.

Reading

Intervention/Service/Activity	<b>ACT Boot Camp</b>
How was the impact/outcome measured?	Academic comparison
FRYSC Component or category	Career Exploration and Development
BEFORE/Demonstrated need, including data	<p>The ACT Boot Camp was created to give students who wanted to improve their ACT scores an opportunity for an intense course on the ACT. In March, every high school student across the state takes the ACT. Their March scores were used as a baseline when comparing the scores in June.</p> <p><b>March Baseline Data:</b>  AVERAGES  English: 22.76  Math: 22.65  Reading: 23.15  Science: 22.82  Composite: 23.00</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The Bearcat YSC, in partnership with ACHS, provided the ACT Boot Camp in June. Over 30 students participated in at least one session of the camp.</p> <p>17 students had taken the ACT three months earlier, in March. Those students are who we used to provide data.</p> <p><b>June Achievement Data: (17 participants)</b>  AVERAGES  English: 24.76 (+8.08%)  Math: 22.94 (+1.28%)  Reading: 25.06 (+7.51%)  Science: 24.53 (+6.95%)  Composite: 24.47 (+6.01%)</p> <p>Due to the success, ACHS has taken this program and created two more versions of it that is 100% funded by ACHS.</p>
Submitted by:	Bearcat YSC, Anderson Co.

ACT Scores



Intervention/Service/Activity	<b>After School Academic Support and Enrichment</b>
How was the impact/outcome measured?	Academic comparison, non-academic comparison, survey
FRYSC Component or category	After School Child Care
BEFORE/Demonstrated need, including data	52% of students were below Proficient in Reading. 74% of students were below Proficient in Math. FRYSC needs surveys indicated a need for after school and/or summer enrichment.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>After school academic support and enrichment is funded in part through a 21<sup>st</sup> CCLC grant. The 21<sup>st</sup> CCLC “CATS” program operates before and after school, as well as during summer break and on weekends. Operation of the program takes place at a minimum three hours per day, four days per week. The CATS program utilizes grant funding, supplemented by funding from the school and through numerous volunteers.</p> <p>Of the 66 students who attended 30 days or more:</p> <ul style="list-style-type: none"> <li>• 67% showed an improvement in reading.</li> <li>• 81% showed an improvement in math.</li> <li>• 59% showed an improvement in homework completion rates (based on teacher surveys).</li> <li>• 38% who showed a need for improved behavior did so (based on teacher surveys and Infinite Campus data).</li> </ul>
Submitted by:	Sebastian Middle School, Breathitt Co.

Reading, Math,  
Behavior

Intervention/Service/Activity	<b>Attendance Intervention Team</b>
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Optional Component
BEFORE/Demonstrated need, including data	The Family Resource Center noticed a gap in the attendance policy with no one following up with families when students were absent. The FRC specifically focused on truancy in the form of unexcused absences. Before the start of the 16-17 school year, the FRC pulled truancy reports from Infinite Campus that showed that 85 students were truant in the previous year. For the 16-17 school year at Campbell Ridge, the Attendance Intervention Team consisting of the FRC coordinator, attendance clerk, and principal. A detailed plan was developed, based on the number of absences, to better communicate with and provide assistance and interventions for these students and families with a goal of reducing unexcused absences.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	The number of students with 4 or more unexcused absences was reduced from 85 students in the 15-16 school year to 48 students in the 16-17 school year – a reduction of 43.5%.  The Attendance Intervention Team will continue into the 17-18 school year.
Submitted by:	Campbell Ridge Elementary FRC, Campbell Co.

Attendance

Intervention/Service/Activity	<b>Georgetown Reading Camp</b>
How was the impact/outcome measured?	Academic Comparison
FRYSC Component or category	Family Literacy
BEFORE/Demonstrated need, including data	Students who tested an average of 13% below grade level for reading and who were not receiving services from the school were referred by teachers to the reading camp. These students did not test low enough to receive interventions during school hours but needed extra help with reading to increase proficiency.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Twelve students participated 10 weeks after school. Volunteers worked with the students through fun games and activities to increase reading proficiency. Teachers relayed the level of reading for each student so they would have appropriate reading materials on-hand.</p> <p>Participating students increased their MAP Reading scores by 16.25% between their winter and spring test scores.</p>
Submitted by:	Elkhorn FRC, Scott Co.

Reading

Intervention/Service/Activity	<b>Nurturing Parenting</b> (for the reduction of child maltreatment and abuse)
How was the impact/outcome measured?	Pre- and post- survey, Adult/Adolescent Parenting Inventory
FRYSC Component or category	Families in Training
BEFORE/Demonstrated need, including data	<p>The Nurturing Parenting program is offered to families to promote family well-being by addressing child and family needs related to the reduction of child maltreatment risks and increasing protective factors. The classes are offered to families who had been identified by child welfare agencies for past child abuse or who were at high risk for child abuse and/or neglect. In the 2016-17 program year, 87% of parents in the program were at risk of child abuse and/or child maltreatment based on attitudes as measured by the Adult Adolescent Parenting Inventory 2.1 (AAPI 2.1).</p> <p>The Nurturing Parenting program focuses on supporting the goals and plans provided by the Department of Community-Based Services for families who are at risk of child abuse.</p> <p>Parents who participate in the program will develop their awareness, knowledge, and skills in five areas: age-appropriate expectations, empathy, bonding and attachment, nonviolent nurturing discipline, self-awareness and self-worth, and empowerment and healthy independence.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The Families First FRC provided two 13-week parenting classes using the research-based Nurturing Parenting curriculum by Dr. Stephen Bavolek.</p> <p>In September 2016, 14 families (17 adults) and in Jan., 2017, 20 families (32 adults) were enrolled in the program.</p> <p>Based on results of the post-AAPI 2.1, 91% of the parents who participated in the program were at a lower risk for incidences of child maltreatment and abuse after completing the program.</p>
Submitted by:	Families First FRC, Danville Ind.

Child Abuse Prevention

Intervention/Service/Activity	<b>GEMS and GENTS Day</b> – health, hygiene, anti-bullying, transition program for 5 <sup>th</sup> grade girls and boys
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Health Services
BEFORE/Demonstrated need, including data	Infinite Campus shows that there were 11 office referrals for 5 <sup>th</sup> grade students from August through the beginning of March, prior to the GEMS and GENTS Day event for the 2016-17 school year.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	All 5 <sup>th</sup> grade students participated. The boys and girls were separated as they engaged in activities to promote healthy choices, good hygiene, anti-bullying messages, positive behavior reinforcement and healthy friendships. Members of the community taught small group lessons and whole group activities. Infinite Campus shows that there were 0 office referrals for 5 <sup>th</sup> grade students from March through May following the program.
Submitted by:	Northern Elementary FRC, Pulaski Co.

Behavior

Intervention/Service/Activity	<b>Tobacco Education Group</b> – positive alternative to suspension for students with tobacco referrals																					
How was the impact/outcome measured?	Non-academic comparison																					
FRYSC Component or category	Substance abuse education and counseling																					
BEFORE/Demonstrated need, including data	<p>Since 2012-13, tobacco violations have been in the top 5 problem behaviors at Pendleton County High School. The Tobacco Education Program is a 4-week, after school program that provides students with information about the dangers of smoking and dipping. The main goals of the program are to provide basic information on the processes and effects of tobacco use and give the participants the opportunity to assess their own patterns of use and consider the eventual effects of such patterns. TEG is a positive alternative to suspension and thus not a mandatory program. FRYSC staff in conjunction with the Cooperative Extension Office are the facilitators of this program.</p>																					
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The data shows that students who participate in the program have lower incidences of repeat offenses than those who do not participate in the program.</p> <table border="1"> <thead> <tr> <th rowspan="2">School Year</th> <th colspan="2">% of students <b>without repeat offenses</b></th> </tr> <tr> <th>TEG Participants</th> <th>Non-participants</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>2013-14</td> <td>57%</td> <td>33%</td> </tr> <tr> <td>2014-15</td> <td>78%</td> <td>20%</td> </tr> <tr> <td>2015-16</td> <td>75%</td> <td>33%</td> </tr> <tr> <td>2016-17</td> <td>63%</td> <td>0%</td> </tr> </tbody> </table>		School Year	% of students <b>without repeat offenses</b>		TEG Participants	Non-participants	2012-13	50%	25%	2013-14	57%	33%	2014-15	78%	20%	2015-16	75%	33%	2016-17	63%	0%
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Submitted by:	South FRYSC, Pendleton Co.																					

Health

Intervention/Service/Activity	<b>Book Buddies</b>
How was the impact/outcome measured?	Survey, Brigance Screener
FRYSC Component or category	Families in Training
BEFORE/Demonstrated need, including data	<p>According to the 15-16 Brigance Kindergarten Readiness Assessment, 47% of incoming Kindergarten students were not ready for Kindergarten. Only 40% were ready and 13% were ready with enrichments.</p> <p>Many of our families cannot afford to purchase books for their children to have in the home, and many of them do not have easy access to the public library, which is 20 miles away from Fordsville. Due to the lack of books in the home, parents are missing out on a great opportunity to have this bonding time with their child to enhance their social/emotional growth.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The FRC provided Book Buddies for each of the 31 preschool students during the 15-16 school year. Book Buddies is a packet of 5 easy reader books. Students received a new set of books each month to take home and read together with their parents and/or siblings. The program ran from Sept. through the end of April, which put 40 different books in each student’s home throughout the school year. The FRC received a mini grant from the Ohio County Community Early Childhood Council to purchase additional books to expand the library for the preschool students.</p> <p>According to the 16-17 Brigance Kindergarten Readiness Assessment, incoming student scores showed improvement in school readiness. Scores went from 47% not ready to 30% not ready. Student scores also increased the percentage of those ready from 40% to 53.3%, and students ready with enrichments from 13% to 16.7%</p>
Submitted by:	Fordsville Elementary FRC, Ohio Co.

Kindergarten  
Readiness

Intervention/Service/Activity	<b>Student Check-ins – Individual student impact</b>
How was the impact/outcome measured?	Academic comparison, non-academic comparison, teacher response
FRYSC Component or category	Family Crisis and Mental Health Counseling
BEFORE/Demonstrated need, including data	In this particular student, we experienced angry outbursts, bullying behaviors, non-participation in the classroom, multiple behavioral referrals, non-compliance with homework and poor attendance. There was little to no parental involvement or control. This student was in need of guidance, mentoring, reassurance and role modeling as well as a sounding board for attitude.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The student was included in a new program designed by the FRYSC and the Guidance Counselor in which students with behavioral or certain academic deficiencies were assigned a “check-in” person in the building. In this particular case, it was the FRYSC Coordinator. The student would check in with the coordinator three to four times each day with his checklist that was filled out by the teacher.</p> <p>The resulting changes in this student were profound. Virtually EVERY aspect of his behavior improved in clearly measurable ways. His behavior referrals went from 16 in the first semester to 2 in the months after winter break. His attendance improvement was remarkable. He had 11 absences and 13 tardies the first semester and only 1 absence and 4 tardies in the semester following winter break. While homework was not completed at a 100% rate, the student was reported to only miss 3 assignments in his daily work requirements once involved in the program.</p> <p>This program was expanded throughout the second semester to include up to 20 students. We were able to make profound, positive changes in 16 of the 20 students involved.</p>
Submitted by:	Family Connections Resource Center, Bellevue Ind.

Individual Impact



Intervention/Service/Activity	<b>Budgeting Workshop</b>
How was the impact/outcome measured?	Intervention(s) results of improving credit reports
FRYSC Component or category	Families in Training
BEFORE/Demonstrated need, including data	Families did not own their own homes. The population served did not know their credit scores. Parents could be homeowners for the same amount of their monthly rent payment. The FRC partnered with Planter’s Bank to offer budgeting classes at night. Our families learn the value of their credit score, negative reporting, and how to do checks and balances.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Planter’s Bank was able to provide one of their mortgage brokers to talk with the 7 attendees. Of those seven, 3 have been able to purchase a home. In addition, two will be able to purchase their new homes by Dec. 2017. The FRC goal is for the other two families to purchase a home by summer of 2018. This workshop is advertised in our monthly newsletter.
Submitted by:	Eagles FRC, Christian Co.

Financial Literacy

Intervention/Service/Activity	<b>Healthy Eating Programs</b> – Chopped the American Melting Pot student cooking class, Healthy Eating Day, and Happy Packs Food Program
How was the impact/outcome measured?	Survey, Non-academic comparison, Student BMI
FRYSC Component or category	Health services and referrals
BEFORE/Demonstrated need, including data	41% of students enrolled in Covington Independent school were not the recommended BMI for their height, age, and weight.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The Family Resource Center helped to improve high BMI issues with healthy eating programs such as Chopped the American Melting Pot, a cooking class where local chefs came to the school to demonstrate how to make easy and quick after school snacks. Chefs at this event focused on snacks from around the world to create a welcoming environment for our diverse student body. All snacks were heatless and from raw fruits/vegetables and whole grains. Latonia’s Healthy Eating Day Program invites parents to their child’s classroom to enjoy healthy snacks made by students and to show the correlation between healthy eating and student achievement. Happy Packs Program helps food insecure families with food over the weekend. Community partners volunteer to make healthy snacks for students to take home.</p> <p>There were 259 students served during these interventions. The district BMI results have gone from 41% to 35%.</p>
Submitted by:	Latonia Elementary FRC, Covington Ind.

Health

Intervention/Service/Activity	<b>Me and My School</b>
How was the impact/outcome measured?	Academic comparison
FRYSC Component or category	Families in Training
BEFORE/Demonstrated need, including data	Piner Elementary held “Kindergarten Round Up”, an event for the incoming Kindergarteners and their families to participate in Kindergarten readiness activities. Parents were given a Kindergarten readiness package and were trained to engage their children in the activities. During this time, the incoming students met their teacher and were pre-tested in 7 areas. Parents were encouraged to enroll their students into the Me and My School program. Eighteen (18) of the 24 students enrolled and completed the post-test.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Students enrolled in Me and My School participated in gross motor and fine motor activities as well as math and reading centers for a period of 4 weeks, 9 a.m. to 12:30 p.m. Monday through Thursday. Family members are encouraged to attend class with their children on Wednesdays.</p> <p>Post-test results are as follows:</p> <ul style="list-style-type: none"> <li>Color identification – 33% increase</li> <li>Shape identification – 56% increase</li> <li>Uppercase letter identification – 56% increase</li> <li>Lowercase letter identification – 44% increase</li> <li>Letter Sounds – 39% increase</li> <li>Number identification – 11% increase</li> <li>Counting to highest number – 11% increase</li> </ul>
Submitted by:	Piner FRC, Kenton Co.

Kindergarten  
Readiness

Intervention/Service/Activity	<b>Monthly Student Book Exchange</b>
How was the impact/outcome measured?	Academic comparison
FRYSC Component or category	Family Literacy
BEFORE/Demonstrated need, including data	<p>McKinney-Vento (students in “transition”) were targeted in 2016-17 to help raise their reading MAP scores. Transition families/students move around often, change schools and many of their possessions are left behind or lost. Books and nightly reading are not a priority for families and students when they are worried about where they will be sleeping or when they will eat their next meal.</p> <p>Monthly student book exchange is offered to all students at lunch time so no one feels singled out and everyone has a chance to choose a book they would like to read.</p> <p>2016 fall MAP reading scores for our targeted group ranged from 137 to 199. It was our goal to raise the scores by 10 points per student. In 2016-17, Reiley Elementary had 32 McKinney-Vento students and Grant’s Lick Elementary had 10.</p> <p>The academic goal for McKinney-Vento students is to increase the academic achievement/proficiency rates of homeless students in reading and math as well as improve their non-cognitive indicators including attendance, discipline and graduation rates through enhancement of support services such as Monthly Student Book Exchange.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The program ran from September through April. Of the 12 students tracked, 100% of them raised their reading MAP scores, some as much as 31 points.</p> <p>The Student Book Exchange is one of many such programs offered by the FRC during the school year to help increase students’ knowledge and help them raise reading MAP scores.</p>
Submitted by:	Southern Campbell FRC, Campbell Co.

Reading

Intervention/Service/Activity	<b>“Gettin’ it Right”</b> – After school behavior intervention
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	After school child day care
BEFORE/Demonstrated need, including data	Focus was placed on students identified with chronic absences and classroom behavioral issues. Students were referred to the program by their classroom teachers. Although not a designated criteria, a large percentage of participants had no male caregiver present in the home.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Fifteen participants met after school on average three days a week. The program focused more on behavior modifications through character education programs such as Second Steps. Academic improvement was sought with designated time to study and do homework.</p> <p>Absenteeism was improved strictly because the students enjoyed coming to “our club” as they called it. Duration of the program was January through April, and a post-survey was given to each referring teacher.</p> <p>Concerning the fifteen participants from the time of referral:</p> <ul style="list-style-type: none"> <li>• There was a 52% improvement in behavioral referrals.</li> <li>• There was a 32% improvement in absenteeism.</li> <li>• There was a 4% improvement in academic progress, although non-measurable data (teacher comments) did indicate that homework completion improved significantly.</li> </ul>
Submitted by:	Western Marion Co. FRYSC

Behavior Attendance

Intervention/Service/Activity	<b>AmeriCorp REACH Program</b>
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Optional component
BEFORE/Demonstrated need, including data	Students who had missed 7 to 10 unexcused absences were targeted. The goal was to improve overall attendance. In 2015-16, the 13 returning AmeriCorp REACH students missed a total of 156 days. Of those, 94 were unexcused.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The AmeriCorp REACH Member provides mentorship to the targeted population. The program aims to improve the students' school experience by supporting academic growth and minimizing absences, REACHCorps mentoring students meet weekly during the school day to work on goal-setting, social and study skills. The AmeriCorp REACH Member is financed through the FRYSC Grant.</p> <ul style="list-style-type: none"> <li>• 8 of 13 (61%) of returning AmeriCorp REACH participants had improved attendance from 2015-16 to 2016-17</li> <li>• Participants attended school from 1.5 to 10 more days than the previous year.</li> </ul>
Submitted by:	Gutermuth FRC, Jefferson Co.

Attendance

Intervention/Service/Activity	<b>Dad's Night Out</b>
How was the impact/outcome measured?	Number of male volunteers
FRYSC Component or category	Families in Training
BEFORE/Demonstrated need, including data	The two elementary schools had a total of 5 male volunteers. A survey of teachers and staff indicated that 73% of those surveyed saw a need for more male parent involvement and positive male role models.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	The Trimble County Family Resource Center planned and implemented 2 Dad's Night Out events at each school. We discussed the importance of the father figure in educational support and as role models. The dads were asked to volunteer at their schools. Volunteer applications and background check forms were available at each meeting. The FRC provided meals and speakers for each event. Our Community Ed. Director planned other activities and work stations. Watch Dog Dad groups were started at each school. Attendance at these 4 events averaged 107. <b>Male volunteers increased from 5 to 23 total.</b> Watch Dog Dads attend the majority of the school events and are very visible with their Dog shirts.
Submitted by:	Trimble Co. FRC

Male Involvement

Intervention/Service/Activity	<b>Kindergarten Jump Start</b>
How was the impact/outcome measured?	Survey, Academic Comparison
FRYSC Component or category	Families in Training
BEFORE/Demonstrated need, including data	<p>In 2015, only 25% of incoming Kindergarten students in Augusta Independent Schools were ready for Kindergarten. The Comprehensive School Improvement Plan 2016-17 Kindergarten Readiness goal was to maintain 75% or better on all future Kindergarten Readiness scores and increase Academic/Cognitive, Physical Development, and Self-help Readiness by 10% by 2017-18 as measured by the Brigance Kindergarten Screener.</p> <p>The administration team and the FRYSC coordinator attended training and collaborated with the pre-school teacher, Kindergarten teacher and special education department speech pathologist to analyze data from the Early Childhood Profile and Brigance Screener and develop goals.</p> <p>Various interventions were implemented to impact Kindergarten Readiness including Kindergarten Jump Start Night. Twelve of 15 families participated, were introduced to the Brigance Screen, and learned activities to do at home to improve skills. Other interventions with the same goals were implemented by Preschool, Special Ed., and the Kindergarten teacher.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Examination of the Brigance Screen Results from the 2016-17 school year indicated that 91.7% of participating students were Kindergarten ready.</p> <p>The Academic/Cognitive indicator increased 64%, Physical Development increased 55.5%, and Self-Help increased 64.1% compared to the previous year of assessment.</p>
Submitted by:	Augusta Ind. FRYSC

Kindergarten  
Readiness



Intervention/Service/Activity	<b>Ready for Kindergarten!</b>
How was the impact/outcome measured?	Academic comparison
FRYSC Component or category	Families in Training
BEFORE/Demonstrated need, including data	Nearly 80% of students entering Kindergarten tested Not Ready on the Kindergarten Brigance screener. The Felix E. Martin, Jr. Foundation provides a program called “Ready for Kindergarten”, which consists of 3 sessions each school year and provides learning toys and manipulatives and teaches parents how to use those to help their children to be ready for Kindergarten.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	MSES had 34 of 63 families to attend “Ready for Kindergarten”. The Brigance Screening tool showed an improvement of 28% for those attending the program.
Submitted by:	U.N.I.T.Y. Family Resource Center, Muhlenberg Co.

Kindergarten  
Readiness

Intervention/Service/Activity	<b>Daycare Visits to Enhance On-time Kindergarten Registration</b>
How was the impact/outcome measured?	District data
FRYSC Component or category	Preschool child care
BEFORE/Demonstrated need, including data	In the priority zip codes of 40203, 40208, 40210, 40211, 40212, 40218, and 40219, only 30% of incoming Kindergarten students for the 16-17 school year were registered on time.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>This FRC along with a group of other FRCs made visits to all the childcare sites in the zip codes and gave them information about on time registration as well as Kindergarten readiness. They were also invited to contact the FRC with additional needs.</p> <p>This, along with other community efforts led to a rise from 30% to 59% of incoming Kindergarten students from these zip codes registering on time. This timeliness allowed schools to have the opportunity to do early outreach with families.</p>
Submitted by:	Lincoln/Dawson Orman FRC, Jefferson Co.

Kindergarten  
Registration,  
Outreach

Intervention/Service/Activity	<b>Kindergarten Readiness On the Go</b> – mobile family workshop
How was the impact/outcome measured?	Survey
FRYSC Component or category	Preschool child care
BEFORE/Demonstrated need, including data	The composite Kindergarten readiness score for Jessamine Co. reflected that only 46.5% of students arrived at school Kindergarten ready in 2016.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>In partnership with the Jessamine Co. Community Early Childhood Council, a Kindergarten readiness mobile lab was developed. The mobile lab provides family workshops in high need, under-served areas. WESCARE FRC held “Kindergarten Readiness On the Go” at a location in downtown Wilmore, and targeted families with preschool children who are not enrolled in day care or preschool. A total of 13 families attended.</p> <p>At the family workshop, parents and children traveled together through 5 learning stations (one for each of the 5 domains of Kindergarten readiness) and participated in educational activities. Parents were able to keep the tools/learning resources from each center to encourage continued learning at home. A local preschool playgroup leader was present for the event. She spent the next 5 weeks of preschool playgroup reviewing the 5 activities and added a Kindergarten readiness component to her playgroup with FRC support. WESCARE FRC planned the activities, put together the take-home tools/kits, recruited families to participate, and followed up with families and the local preschool playgroup leader.</p> <p>According to the 2017 Early Childhood Profile, the Kindergarten screener indicated that 51.2% of students arrived at school Kindergarten ready.</p>
Submitted by:	WESCARE FRC, Jessamine Co.

Kindergarten  
Readiness

Intervention/Service/Activity	<b>Green Dot – anti-bullying/anti-violence/anti-sexual assault initiative</b>		
How was the impact/outcome measured?	Survey, pre- and post-		
FRYSC Component or category	Family Crisis and Mental Health Counseling		
BEFORE/Demonstrated need, including data	<p>Students in the area high schools had increased power-based personal violence committed against them, including aggressive behaviors, theft, bullying, and sexual assaults. KIP surveys were given to students in 10h grade in 2014 at the beginning of the Green Dot Initiative. In 2016, the same surveys were given to the same students who are now in 12<sup>th</sup> grade.</p> <p>The Green Dot Initiative teaches people how to be active bystanders and gives tools to students to intervene based on their personality style. Students are taught about Power-Based Personal Violence and statistics that show it is a problem. Proactive and reactive interventions are discussed and taught during the full day training. Leaders are chosen based on student referral of peers they look to for guidance. This ensures the true leaders of the school receive the training. Every student receives an overview of the program.</p>		
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	The following shows a decrease in power-based personal violence behaviors in the past 12 months from the same cohort.		
	<b>PERSONAL VIOLENCE BEHAVIOR</b>	<b>2014</b>	<b>2016</b>
	Aggression	12.3%	9.6%
	Arrest	6%	4.7%
	Stolen or attempted to steal a car	4.8%	1.7%
	Were verbally threatened by someone	20.7%	14.9%
	Bullied on school property	17.2%	13%
	Bullied through electronic means	17%	12.7%
	Physically threatened by someone	8.4%	5.5%
	Had unwanted sexual advances toward them	10.8%	6.1%
Submitted by:	Fusion YSC, Nelson Co.		

Violence Prevention

Intervention/Service/Activity	<b>Reading Club</b>
How was the impact/outcome measured?	Academic comparison
FRYSC Component or category	After School Child Care
BEFORE/Demonstrated need, including data	Students were below the grade level expectations in reading and needed additional reading time to help move them closer to the grade level goal.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The FRC worked with the RTI Coordinator and Reading Interventionist to identify children who were below the desired reading level. The FRC then developed a reading program to provide those children with leveled books to read at home to increase their reading time with instructional text. The students returned the books at the end of each week with a book log completed by the parent. The FRC checked the book bag each week and provided rewards to those students who were completing the at home reading. Twenty-one (21) students participated on a regular basis. All 21 students moved forward in their reading levels.</p> <p>+9 levels (1 student)            +8 levels (1 student)            +7 levels (2 students)            +6 levels (8 students)            +5 levels (3 students)            +4 levels (3 students)            +3 levels (2 students)            +1 level (1 student)</p>
Submitted by:	Estill Springs/South Irvine FRC, Estill Co.

Reading

Intervention/Service/Activity	<b>Georgetown Reading Camp</b>
How was the impact/outcome measured?	Academic Comparison
FRYSC Component or category	Family literacy services
BEFORE/Demonstrated need, including data	12 students were identified based on low reading levels. Students one or more grade levels behind were selected to participate in Georgetown Reading Camp. These students attend Southern Elementary, a Community Eligibility Provision ( <b>CEP</b> ) school.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Students met 10 weeks in the fall and 10 weeks in the spring, twice weekly, and one week in the summer. Students worked with mentors for 1.5 hours at each session. Mentors consisted of local retired teachers, community partners and church volunteers with a focus on phonics, reading comprehension, writing, pleasure reading and drama. The average reading MAP score at the beginning of the program was 157. Following the completion of camp in Spring 2017, the average reading MAP score was 169.
Submitted by:	Scott Co, Scott County FRC

Reading

Intervention/Service/Activity	<b>Ready Set Grow</b>
How was the impact/outcome measured?	Survey
FRYSC Component or category	Families in Training
BEFORE/Demonstrated need, including data	In Barren County, 58.6% of incoming Kindergarten students tested not ready by the statewide school readiness test, the Brigance. The Barren County FRCs collaborated to provide 5 sessions with Kindergarten readiness content to students not enrolled in preschool.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	11 students attended the 5 sessions. The students showed a 36% increase in knowing the seasons, a 17% increase in knowing the days of the week, a 67% increase in knowing how to count to 10 and a 50% increase in knowing all or part of the pledge of allegiance. 100% of parents reported that they felt their children are ready to start school after the program.
Submitted by:	Barren Co, Hiseville FRC, North Eastern FRC and Western Barren Co FRC

Kindergarten  
Readiness

Intervention/Service/Activity	<b>Summer Math Camps</b>
How was the impact/outcome measured?	Academic Comparison
FRYSC Component or category	Optional
BEFORE/Demonstrated need, including data	<p>According to State KPREP data, Wellington students are below district and state averages on factors such as attendance rate and percentage of students performing at the proficient or above levels in core academics. Only 30% of Wellington students score Proficient or Distinguished in Math compared to 48% in Jefferson County and 51% statewide.</p> <p>According to the Healthy Kids survey, 17% of students said they do not feel safe outside of school. 71% of respondents to the Parent Survey indicated a need for more after school and summer programs.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The Wellington Summer Math Camp engaged 30 students in academic instruction, physical fitness and recreation for 4 weeks in July and August of 2017. Students completed a pre and post Math competency test based on grade level expectations. Each grade level showed significant improvement.</p> <ul style="list-style-type: none"> <li>• Incoming 1<sup>st</sup> grade students increased from 58% skill proficiency to 76%</li> <li>• Incoming 2<sup>nd</sup> grade students increased from 71% skill proficiency to 76 %</li> <li>• Incoming 3<sup>rd</sup> grade students increased from 44% skill proficiency to 72%</li> <li>• Incoming 4<sup>th</sup> grade students increased from 60% skill proficiency to 74%</li> <li>• Incoming 5<sup>th</sup> grade students increased from 75% skill proficiency to 90%</li> </ul>
Submitted by:	Jefferson Co, Wellington FRC

Math



Intervention/Service/Activity	<b>STEAM (Science, Technology, Engineering, Arts, and Mathematics) Summer Camp</b>
How was the impact/outcome measured?	Survey; academic comparison
FRYSC Component or category	After-school child day care
BEFORE/Demonstrated need, including data	According to the 2015-16 FRC Needs Assessment, 23% of parents/guardians reported a need for more after school and/or summer enrichment and 46% indicated that is important for K-4 students to begin focusing on college and career readiness. As a result, the FRC collaborated with partners to provide a Science, Technology, Engineering, Arts and Mathematics (STEAM) summer camp for K-4 grades. All students were given a STEAM pre-test on the first day of programming with an average score of 30.5%
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Over 100 K-4 students attended the STEAM Summer Camp. The average post-test score was 80.2%, which was an average increase of 50 points. 82% of students increased their knowledge of STEAM components and careers.
Submitted by:	Owen County FRC

College/Career  
Readiness

Intervention/Service/Activity	<b>College and Career Readiness</b>
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Career exploration and development
BEFORE/Demonstrated need, including data	The YSC and in-school collaborative partners targeted the free/reduced lunch population to increase the graduation rate, increase college/career training applications, and FAFSA completion rates. Multiple interventions/programs were provided including, but not limited to: college visits, FAFSA workshops, Career Cruising/ILP, college essay writing, individual counseling, college/career appointments, ACT fee waivers, etc.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<ul style="list-style-type: none"> <li>• There was an 8.1% increase in graduation for the targeted population</li> <li>• There was a 10.1% increase in target population's applying to a college or career training program</li> <li>• 12.2% increase in targeted senior graduations completing the FAFSA</li> </ul>
Submitted by:	Kenton County, Scott High School YSC

College/Career  
Readiness

Intervention/Service/Activity	<b>Accelerated Reader Incentive Program</b>
How was the impact/outcome measured?	Survey; Academic comparison
FRYSC Component or category	Family Literacy Services
BEFORE/Demonstrated need, including data	The schools 2 <sup>nd</sup> grade MAP scores from 2016 showed that 21 of 45 students received a score of 170 or higher and only 3 students had over 200 Accelerated Reader (AR) points. Additionally, over 50% of students reported that they do not enjoy reading.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The FRC provided monthly individual reward and an AR point competition between classrooms.</p> <p>From the fall of 2016 to the spring of 2017, 44 of 45 students increased their MAP scores, with 33 students increased more than 10 points. Thirty-four (34) of the 45 students had 170 or higher AR points, with 8 students having over 200 AR points. When surveyed, 41 of the 45 students reported that they enjoy reading.</p>
Submitted by:	Grant Co, Mason-Corinth Elementary

Reading

Intervention/Service/Activity	<b>Brookside Buddies Mentoring Program</b>
How was the impact/outcome measured?	Academic Comparison; non-academic comparison
FRYSC Component or category	Optional
BEFORE/Demonstrated need, including data	<p>6 students were identified as needing social, emotional and academic support based on the following data from the first half of the school year:</p> <ul style="list-style-type: none"> <li>• 5 of 6 had received 3 or more bus infractions 0 of the 6 students had met the standards of academic performance</li> <li>• 5 of the 6 students needed improvement as reflected on report cards in the areas that categorize students as a successful learner (work habits, attentiveness, homework, responsibility, resourcefulness and reflection)</li> </ul> <p>The FRC provided positive adult role models to mentor the 6 students. Mentors visited weekly to share lunch, talk, play games, help with homework needed and offer support to the students.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>After participating in the program:</p> <ul style="list-style-type: none"> <li>• 5 of 6 students did not receive any bus infractions</li> <li>• 20% of students increased their attendance</li> <li>• 20% of students increased their math, social studies and special area scores</li> <li>• 50% of students increased their reading scores</li> <li>• MAP math scores increased by an average of 5.5% from winter to spring</li> <li>• MAP reading scores increased by an average of 10.2% from winter to spring</li> <li>• 100% of students improved in the areas of work habits, attentiveness, homework, responsibility, resourcefulness and reflection</li> </ul>
Submitted by:	Jessamine Co, Brookside Family Circle FRC

Behavior,  
Attendance, Math,  
Reading

Intervention/Service/Activity	<b>Parent Academy</b>
How was the impact/outcome measured?	Academic comparison
FRYSC Component or category	Family Literacy Services
BEFORE/Demonstrated need, including data	Twenty-seven (27) students who needed literacy services/intervention were identified via test scores in Guided Reading levels.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Parents of identified students were invited to an Ice Cream Social, during which staff worked with families to develop strategies to improve students reading skills. Supplies were distributed to assist families with working on reading at home and the school Reading Specialist explained how she will work with students and how parents can reinforce the strategies outside of school.</p> <p>The Fountas and Pinell Guided Reading levels for last year showed 100% improvement midyear for the 27 students attending:</p> <ul style="list-style-type: none"> <li>• 13 students improved 2 levels</li> <li>• 9 students improved 3 levels</li> <li>• 5 students hand an increase of 4 plus levels</li> </ul>
Submitted by:	Anderson Co, Emma B. Ward/Turner FRC

Reading

Intervention/Service/Activity	<b>Woodlawn Kids Hope Mentoring</b>
How was the impact/outcome measured?	Academic Comparison, non-academic comparison
FRYSC Component or category	Family Literacy Services
BEFORE/Demonstrated need, including data	<p>Two groups of students (Gap students and free and reduced lunch students) were identified as needing additional reading support and were paired with a mentor who was a positive, caring adult in their life and supported the children’s reading skill development.</p> <p>In 2015, the Gap student group scored as follows in reading:</p> <ul style="list-style-type: none"> <li>• 13% novice, 28.5% proficient, 17.7% distinguished</li> </ul> <p>In 2015, the Free/reduced lunch students scored as follows in reading:</p> <ul style="list-style-type: none"> <li>• 12% novice, 29.6% proficient and 18.5% distinguished</li> </ul>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Mentors met with students on a weekly basis for the majority of the school year.</p> <p>In 2016, the Gap student group scored as follows in reading:</p> <ul style="list-style-type: none"> <li>• 7.6% novice, 24.2% proficient, 26.5% distinguished</li> </ul> <p>In 2016, the Free/reduced lunch students scored as follows in reading:</p> <ul style="list-style-type: none"> <li>• 7.8% novice, 24.5% proficient and 26.5% distinguished</li> </ul>
Submitted by:	Boyle Co, Woodlawn FRC

Reading

Intervention/Service/Activity	<b>Virtual Learning Academy</b>
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Optional
BEFORE/Demonstrated need, including data	During the 2015-16 school year the graduation rate was 82.6%. Nine (9) Senior students either withdrew from school to be home schooled or dropped out.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The YSC Coordinator made a concentrated effort to form personal relationships with the students who dropped out. She encouraged them via home visits, telephone calls and other personal contacts.</p> <p>The graduation rate for 2016-17 increased to 93%. Five (5) seniors who withdrew during the 2015-16 school year re-enrolled and graduated during the 2016-17 school year.</p>
Submitted by:	Morgan Co, Morgan County High School YSC

Graduation

Intervention/Service/Activity	<b>AmeriCorps Tutoring: 3<sup>rd</sup> Grade</b>
How was the impact/outcome measured?	Academic Comparison
FRYSC Component or category	Family Literacy Services
BEFORE/Demonstrated need, including data	3 <sup>rd</sup> grade students were identified as needing literacy intervention based on their Star and Stanford test scores. 30 students who scored below proficient were tutored for 13 hours each by an AmeriCorps literacy tutor.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Of the 30 targeted students, 25 (83.33%) showed improvement in their scores. Five (5) advanced from Novice to Apprentice and 25 advanced from Novice/Apprentice to Proficient/Distinguished, 3 of whom advanced all the way from Novice to Distinguished.
Submitted by:	Floyd Co, Betsy Layne Elementary FRYSC

Reading



Intervention/Service/Activity	<b>Small Groups: Social Skills and Behavior</b>
How was the impact/outcome measured?	Survey; academic comparison; non-academic comparison
FRYSC Component or category	Family crisis and mental health counseling
BEFORE/Demonstrated need, including data	Students were referred to the small group due to a demonstration of behavior, social skills or motivation deficit. This was demonstrated through referrals to the office, recommendations by parents and teacher and by measuring academic progress. Students referred had at least 2 office referrals for the first midterm and were being considered for tier 2 behavior interventions.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Students met weekly with the FRYSC Coordinator to participate in the Why Try program, which provides evidence based lessons to increase resiliency. 100% of participants increased their organization skills, 60% decreased their discipline referrals and 40% increased their average GPA. All participants indicated in the post test that they were more motivated to participate in academic activities.
Submitted by:	Fayette Co, Cassidy/Morton FRYSC

Behavior  
Grades

Intervention/Service/Activity	<b>After School Tutoring</b>
How was the impact/outcome measured?	Academic Comparison
FRYSC Component or category	After-school child day care
BEFORE/Demonstrated need, including data	<p>This program targeted 3<sup>rd</sup> grade students for after school tutoring in reading and math.</p> <p>In 2016, 3<sup>rd</sup> grade KPREP Assessment scores showed:</p> <ul style="list-style-type: none"> <li>• 32.4% scored proficient or distinguished in math</li> <li>• 55.9% scored proficient or distinguished in reading</li> </ul>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>After the tutoring services, 3<sup>rd</sup> grade students scored as follows:</p> <ul style="list-style-type: none"> <li>• 55.1% scored proficient or distinguished in math</li> <li>• 63.3% scored proficient or distinguished in reading</li> </ul>
Submitted by:	Rockcastle Co, Mt. Vernon Elementary FRC

Math  
Reading

Intervention/Service/Activity	<b>Royal Springs Middle School- Georgetown College Homework Club</b>
How was the impact/outcome measured?	Academic Comparison; non-academic comparison
FRYSC Component or category	Optional
BEFORE/Demonstrated need, including data	Teachers referred about 50 students that they considered to be either socially or academically at-risk during the first semester of the FY 17 school year. The average GPA of these students was 2.55; the average GPA of the students being referred for the second semester was 1.82.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Royal Springs Middle School (RSMS) collaborated with the Georgetown College Sociology Class to provide tutoring sessions that take place 2 times a week for 10 weeks per semester.</p> <ul style="list-style-type: none"> <li>• 33 Georgetown College students participated the first 10 week semester; 45 participated the second semester</li> <li>• 35 RSMS students participated in the 1<sup>st</sup> semester. 51% of the participants increased their GPAs.</li> <li>• 26 RSMS students participated in the 2<sup>nd</sup> semester. 27% of the participants increased their GPAs.</li> </ul>
Submitted by:	Royal Springs YSC, Scott Co.

Grades

Intervention/Service/Activity	<b>Interventions to students with 3-5 discipline reports</b>
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Family crisis and mental health counseling
BEFORE/Demonstrated need, including data	Southwestern High implements the Positive Behavior Intervention and Supports (PBIS) as part of the school district’s initiative to address behavior issues more effectively. Students are identified for Tier 2 interventions when they have 3-5 discipline referrals. A total of 55 students received the targeted interventions through the YSC.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Check and Connect services were provided weekly or twice a month for up to 18 weeks. The Ripples program was provided weekly for 7-8 weeks. During each visit, student grades and attendance were monitored and selected interventions were implemented. Based on discipline reports of all students receiving services, 78% had no additional discipline reports. At the time of initial services, 65% of the students were failing one or more classes; at the conclusion, 95% of the students improved their grades to passing.
Submitted by:	Pulaski Co, Southwestern High School YSC

Behavior  
Grades

Intervention/Service/Activity	<b>Check In, Check Out (Mentoring program)</b>
How was the impact/outcome measured?	Academic comparison; non-academic comparison
FRYSC Component or category	Family crisis and mental health counseling
BEFORE/Demonstrated need, including data	Teachers and the guidance counselor at Rich Pond Elementary identify students who are in need of behavior interventions based on the Positive Behavior Intervention and Supports (PBIS). The FRC Coordinator then uses a PBIS tool called "Swis Suite" to enter behavior data provided by the teacher daily, giving the students an overall daily score for behavior with the goal being 80%. The Coordinator also checks in each morning with the student to prepare for the day and the student checks out with the Coordinator daily. 14 students fell within this intervention category in the FY17 school year; their reported average daily goal was 73%.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	After participating in the Check in/Check out program, the 14 students were able to raise their daily behavior score from 73% to an average of 97%.
Submitted by:	Warren Co, Rich Pond Elementary FRC

Behavior

Intervention/Service/Activity	<b>STAR Math Interventions</b>
How was the impact/outcome measured?	Academic comparison
FRYSC Component or category	Optional
BEFORE/Demonstrated need, including data	The fall Standardized Testing and Report (STAR) test found that 26.1% of 7 <sup>th</sup> graders scored below the 25%, while only 21.7% of students scored in the 75% range or above.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The YSC Coordinator worked with other school personnel to break down each student's STAR result and then had students practice in needed areas with IXL, a web-based program that targets math for all grades K-12 with problems based on the common core standards. Students practiced throughout the school year.</p> <ul style="list-style-type: none"> <li>• 7<sup>th</sup> grade students scoring in the 25% or below decreased to 21.%, a decrease of 4.2%</li> <li>• 25.4% of students scored in the 75<sup>th</sup> percentile or above.</li> <li>• Students scoring in the 75% or above increased by 3.7%</li> </ul>
Submitted by:	Ohio Co, Ohio County Middle School YSC

Math

Intervention/Service/Activity	<b>Foster Grandparent Program</b>
How was the impact/outcome measured?	Academic comparison, non-academic comparison; survey
FRYSC Component or category	Family literacy services
BEFORE/Demonstrated need, including data	Twenty children were identified for the Foster Grandparent Program. All students scored below average in literacy levels as measured by the Brigance (5 Kindergarteners) and STAR scores (15 first graders). Most students had social/emotional needs, and others had language barriers, incarcerated parents and/or were abused/neglected.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The FRC works closely with teachers and foster grandparents, assisting with daily interventions (reading, assisting with assignments, positive reinforcement, in addition to facilitating evaluations of student achievement). The end of year assessment by Audubon Area Community Services revealed program success at Wayland. Four of the twenty students moved from the school. Of the 16 who remained:</p> <ul style="list-style-type: none"> <li>• According to the STAR reading scores, 100% of the students served by foster grandparents improved their reading skills.</li> <li>• The Brigance assessment of the social/emotional development of Kindergarten students indicated improvements in all five Kindergarten children.</li> <li>• The teacher also reported that all five Kindergarten students had improved behavior.</li> <li>• First grade teachers reported that 82% of their students demonstrated improved behavior skills.</li> </ul>
Submitted by:	Ohio Co, Wayland Alexander FRC

Reading  
School Readiness

Intervention/Service/Activity	<b>The OWL Academy: Preschool for ages 2-5</b>
How was the impact/outcome measured?	Survey; academic comparison; non-academic comparison
FRYSC Component or category	Preschool child care
BEFORE/Demonstrated need, including data	<p>According to data from the Governor’s Office of Early Childhood 2017 Early Childhood Profile, Butler County has 100 children enrolled in Preschool and Head Start. There are 152 children enrolled in licensed and certified child care. The preschool and Head Start programs serve children below 160% of the poverty level and also those with disabilities.</p> <p>Prior to the OWL Academy, children in Butler County who did not qualify for these services had no existing options to enroll children in preschool classes. The OWL Academy serves children ages 2-4 in a school setting and provides preschool class options for all Butler county children not already served by a preschool or Head Start program.</p> <p>The percentage of Butler County children who are deemed “Ready for Kindergarten” according to the Brigance screener is 47.3%.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The OWL Academy, created by the Family Resource Center, currently serves 48 students, ages 2-4, who do not have other program eligibility.</p> <p>Participants were screened with the Brigance tool before entering the program and at the end of the program. At the conclusion of the FY17 school year, 81% of participants tested “Ready for Kindergarten”, which is well above the 47.3% average for Butler County and 51% average for Kentucky.</p>
Submitted by:	Butler Co, Butler County FRC



Intervention/Service/Activity	<b>PT Attendance Committee</b>
How was the impact/outcome measured?	Academic comparison; non-academic comparison
FRYSC Component or category	Optional
BEFORE/Demonstrated need, including data	The Tornado Valley YSC collaborated with Court Designated Workers and Director of Pupil Personnel to improve attendance as the school was not meeting their 95% attendance goal. Attendance in FY16 was 93% with the average number of upperclassman considered truant around 80.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	The team conducted home visits, made phone calls and developed relationships with the truant students to encourage their attendance. In FY17, there was a 15% decrease with an average of 68 students considered truant.
Submitted by:	Paducah Independent, Tornado Alley YSC

Attendance

Intervention/Service/Activity	<b>Camp Literacy LIVE!</b>
How was the impact/outcome measured?	Academic Comparison
FRYSC Component or category	Family literacy services
BEFORE/Demonstrated need, including data	This 4 week program targeted incoming 1 <sup>st</sup> grade students in need of strategic literacy development. Thirty-eight (38) students participated, all of whom scored below level in reading based on the Spring 2017 Developmental Reading Assessment (DRA).
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The 16-day camp focused on literacy development and science engagement, with an at-home component that parents were responsible for implementing. The following results were collected at the conclusion of the camp:</p> <ul style="list-style-type: none"> <li>• 45% of students increased letter identification</li> <li>• 42% of students increased the Ohio Word Test</li> <li>• 40% of students increased Concepts about Print</li> <li>• 82% of students increased Writing Vocabulary</li> <li>• 18% of students increased Hearing &amp; Recording Sounds in Words</li> <li>• 48% of students improved in Text Reading</li> </ul>
Submitted by:	Oldham Co, Family Connection FRC

Reading

Intervention/Service/Activity	<b>Teen Mom to Graduate program</b>
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Health services
BEFORE/Demonstrated need, including data	<p>Data for the number of Shelby Co High School teen moms</p> <ul style="list-style-type: none"> <li>• 2012-13 (14 teen moms); 2 dropped out &amp; avg absences was 37 days/year</li> <li>• 2013-14 (11 teen moms); 0 dropped out &amp; avg number of absences was 29 days/year</li> <li>• 2014-15 (9 teen moms); 0 dropped out &amp; avg number of absences was 39 days/year</li> <li>• 2015-16 (7 teen moms); 0 dropped out &amp; avg number of absences was 27 days/year</li> <li>• The CDC reported in 2015 that 50% of teen moms do not obtain a high school diploma before the age of 22.</li> </ul>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>This program involves one on one case management for each student identified, which provides counseling and coordination with local agencies. Additionally, the YSC assists the students in obtaining any needed resources and works directly with the student to overcome any barrier that might interfere with attendance and academic achievement.</p> <p>During the 2016-17 school year, Shelby Co High maintained the 100% graduation rate among teen moms. The average attendance among the group dropped from 27 days per year to 21. <b>Not one pregnant or parenting mom has dropped out in the last four years.</b></p>
Submitted by:	Shelby Co, Shelby County High School

Graduation

Intervention/Service/Activity	<b>“Grief Relief” grief counseling workshop</b>
How was the impact/outcome measured?	Survey; non-academic comparison
FRYSC Component or category	Health Services/Mental Health
BEFORE/Demonstrated need, including data	Eight elementary students in grades 1-5 had a parent who died in the past 2 years. Several of these students were showing behavior problems or signs of anger/depression/anxiety because of the grief. Only 1 of the 8 students had been in counseling prior to the group sessions. The group met weekly for 8 weeks.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	The post survey showed that 100% of the students were more comfortable talking about their deceased loved one and 100% perceived a benefit of being in the group. One parent reported that his child was finally talking about the deceased person, something that had not happened in the 8 months since the death. Another guardian reported fewer outbursts and angry tantrums at home. One teacher reported that behavior referrals for a student in her room went from 3-4 per week down to 0-1 per week.
Submitted by:	Jefferson Co, Kenwood Kubs FRC

Mental Health

Intervention/Service/Activity	<b>Mentoring, target student's attendance, academic achievement</b>
How was the impact/outcome measured?	Academic comparison; non-academic comparison
FRYSC Component or category	Optional
BEFORE/Demonstrated need, including data	A student was targeted after 33 absences during his freshman year in 2015-16 and having a term GPA of 2.0 with a rolling cumulative GPA of 2.57. The student had a traumatic school year with 3 family deaths within 8 months and had an unstable home life.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The YSC and other school personnel wrapped services around this student. He was referred for grief counseling and tutoring and became involved in the school's ROTC program. He was mentored by a teacher, guidance counselor and the YSC Coordinator at least 3 times monthly.</p> <p>During the 2016-17 school year, his absences decreased by 25.5 days and his term GPA raised to a 3.57 with his cumulative GPA raising to 3.39. He is a leader in ROTC and aspires to join the Air Force after graduation.</p>
Submitted by:	Casey Co, Casey County YSC

Individual Impact

Intervention/Service/Activity	<b>The Village Dad Program</b>
How was the impact/outcome measured?	Survey; logged hours
FRYSC Component or category	Optional
BEFORE/Demonstrated need, including data	According to the Kids Count Data Center in 2015, 36% of Kentucky children live in single-parent homes. The National Center for Fathering states that children from fatherless homes are more likely to be poor, become involved in drug and alcohol abuse, drop out of school and suffer from health and emotional problems. The Jessamine Early Learning Village has over 900 students and only 2 male teachers, so the FRC created the Village Dad Program to bring positive male role models into the school.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The Village Dad program enlisted 26 men to come to the Village during breakfast and lunch. The goal was relational and the Village Dads spent time at various tables engaging students in the conversation.</p> <p>The 2016-17 Village Dad participants logged 283 hours, increasing the number of hours of a male presence in the building by 88%.</p> <p>82% of teachers stated that the program met the goal of providing students with positive male interactions.</p>
Submitted by:	Jessamine Co, Early Learning Village FRC

Male Involvement

Intervention/Service/Activity	<b>Literacy Tutoring</b>
How was the impact/outcome measured?	Academic comparison
FRYSC Component or category	Optional
BEFORE/Demonstrated need, including data	Targeted students were those who were below level in Reading and had low I-ready scores. Scores ranged from 463-596.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Students were pulled into small groups once a week for reading interventions throughout the year. The FRYSC Corps worker facilitated the tutoring with help and resources provided by teachers and the YSC. Twenty-five (25) students were impacted by this intervention. All students increased scores by an average of 42.2 points.
Submitted by:	Madison Co, Farristown/Foley YSC

Reading

Intervention/Service/Activity	<b>Whiz Kids-Tutoring and mentoring program</b>
How was the impact/outcome measured?	Survey; academic comparison
FRYSC Component or category	Optional
BEFORE/Demonstrated need, including data	28 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade students who had low STAR Reading and Math scores were targeted for mentoring. The students were paired with a mentor tutor for the school year through the Greater Cincinnati tutoring program.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Of the 28 students who were mentored, 100% improved their math and reading scores with an average growth of +101 for reading and an average growth of +113.
Submitted by:	Boone Co, Collins Elementary FRC

Reading/Math



Intervention/Service/Activity	<b>FAFSA Nights and FSA ID Days</b>
How was the impact/outcome measured?	Academic comparison
FRYSC Component or category	Career exploration and development
BEFORE/Demonstrated need, including data	35% or fewer of high school seniors were completing the FAFSA form to receive scholarship and grant money for college.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	During the 2016-17 school year, the YSC pulled all seniors out of their English class to compile their FSA ID and their FAFSAs as a class. Out of the 223 enrolled seniors, 143 completed their FAFSA by December 2016; this was a 29% rise in student completions by December of their senior year.
Submitted by:	Corbin Independent Schools, Corbin High School

College/Career  
Readiness

Intervention/Service/Activity	<b>Kindergarten School Readiness-Tiger Camp</b>
How was the impact/outcome measured?	Survey; academic comparison; non-academic comparison; pre and post; teacher observation
FRYSC Component or category	Families in Training
BEFORE/Demonstrated need, including data	<p>In the fall of 2016, incoming Kindergarten students scored a 56.1 on a school readiness assessment and staff concluded that efforts to increase school readiness were greatly needed.</p> <p>Before Tiger Camp, a pre-assessment was given; the average score for 26 students was 30 out of 40 possible points.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The 9 day camp was held in June 2017. The post assessment score was 32.2 out of 40, showing a 2.2 average point gain. The students also scored an average of 69.6 on the Kindergarten screener administered prior to the school beginning this year. The average score compared to the overall school average of last year is 13.5 points higher.</p> <p>The parents post survey showed the following information:</p> <ul style="list-style-type: none"> <li>• 94% of parents felt their children were more comfortable with the idea of school in the Fall</li> <li>• 100% of parents felt their child had a better understanding of school expectations and routines</li> <li>• 100% of parents stated they believed their child gained experience in school readiness skills.</li> </ul>
Submitted by:	Fayette Co, Tates Creek Elementary FRC

Kindergarten  
Readiness

Intervention/Service/Activity	<b>Born Learning Academy</b>
How was the impact/outcome measured?	Survey; Academic Comparison
FRYSC Component or category	Families in Training
BEFORE/Demonstrated need, including data	Brigance scores showed that 71% of incoming Kindergarten students scored Not Ready to start school.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	After the 6-session program, 5 students who entered Kindergarten were scored and were 11% improved from Not Ready to Ready, according to the Brigance screener.
Submitted by:	Ashland Independent School District, Ashland FRC

Kindergarten  
Readiness

# Kentucky FRYSC and Dental Health

Many FRYSCs are documenting positive outcomes with regard to the provision of dental services. Instructional time is saved because children do not have to leave school. Students who have never seen a dentist are able to receive services. The number of severe dental issues among students are being reduced over time. Below are samples of outcomes for some of these services.

<b>Intervention/Service/Activity</b>	<b>Elgin Dental</b>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	The program has had a demonstrable impact on the oral health of the school population. The number of students needing immediate/soon help has decreased, and there has been an increase in the number of students with no obvious dental issues (+6%)
Submitted by:	Keavy/Cold Hill FRC, Laurel Co.

<b>Intervention/Service/Activity</b>	<b>Public Health Dental Hygienist On-site Treatment</b>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	A total of 137 students were seen by the traveling on-site hygienist, a 56% increase from last school year. Of those seen, 113 (82%) received oral assessments; 112 (81%) received a prophylaxis (cleaning); 112 (81%) received varnish treatment (fluoride); 67 (49%) received oral sealants; 42 (31%) were identified as having tooth decay; 38 (28%) received nutritional counseling and 102 (74%) received oral health instruction. 29 (51%) of those were Kindergarteners who lacked the state mandated dental screening for enrollment. Approximately 287.7 days of instruction were saved.
Submitted by:	Mercer Co. Elementary FRC

<b>Intervention/Service/Activity</b>	<b>Big Smiles Dental Clinic Program</b>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Before 2014-15 services only included dental varnishing/screenings at the preschool and Kindergarten levels. Students were referred for treatment on a case by case basis. The at-risk population was underserved across the district for screens, x-rays, sealants, and services.</p> <p>Now all 3 schools have on-site dental clinic days – Early Learning Acad. (2 days – 24 students), Second Street School (4 days, 68 students, 56 cavities fixed, 101 sealants), Frankfort High School (5 days, 54 students, 77 cavities fixed, 122 sealants). 302.4 days saved district-wide.</p>
Submitted by:	Frankfort Ind. FRYSC

Intervention/Service/Activity	<b>Floss &amp; Gloss Dental Program</b>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Of the 115 students whose permission forms were returned, all received cleaning and fluoride varnish. Thirty-five (35) received sealants. Seven (7) received an URGENT report and received follow-up and help finding a local dentist. The parents of the 7 were offered a \$25 gas card to use for transportation to dental appointments. Five (5) of the 7 students received the needed treatment at local dentists.
Submitted by:	Lowes/Fancy Farm FRC, Graves Co.

Intervention/Service/Activity	<b>Big Smiles Dental Program</b>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The program was coordinated for preschool – 5<sup>th</sup> grade. A dental office was set up on school grounds, and students were screened and treated for dental needs over a two day period.</p> <p>Twenty-seven (27) students received dental exams, oral hygiene instruction, cleaning, fluoride varnish, and treatment plans if needed. There were 47 restorative procedures completed and 25 sealants placed. No student was turned away due to inability to pay. Several students received free and/or reduced cost dental services.</p> <p>Big Smiles predicted that the work completed over the two day period prevented up to 98 days of absences from school</p>
Submitted by:	Westridge FRC, Franklin Co.

Intervention/Service/Activity	<b>Elgin Dental Program</b>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The school nurse reported concerning students who were suffering from dental pain and dental problems. The Elgin Dental Program screened 257 students, provided cleanings, and concluded that 102 students needed further dental work.</p> <p>There were 35 students who were taken to a local dentist office for additional dental work, decreasing the number of students in the school who needed additional dental work from 39.6% to 26%.</p>
Submitted by:	Paces Creek FRC, Clay Co.

Intervention/Service/Activity	<b>Dental Screening and Cleaning Program</b>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Data from <b>2012</b> shows that <b>12%</b> of students participating in the school based dental screening/cleaning program were referred to a dentist due to <i>urgent</i> dental care needs. In <b>2016</b>, that percentage is now <b>4%</b>.</p> <p>Over five years, urgent dental needs have decreased steadily.</p> <p>URGENT DENTAL NEEDS/REFERRALS</p> <p>2012 – 12%</p> <p>2013 – 8%</p> <p>2014 – 7%</p> <p>2015 – 6%</p> <p>2016 – 4%</p>
Submitted by:	The Community Connection, Adair Co.

Dental Health



For more information, please contact

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