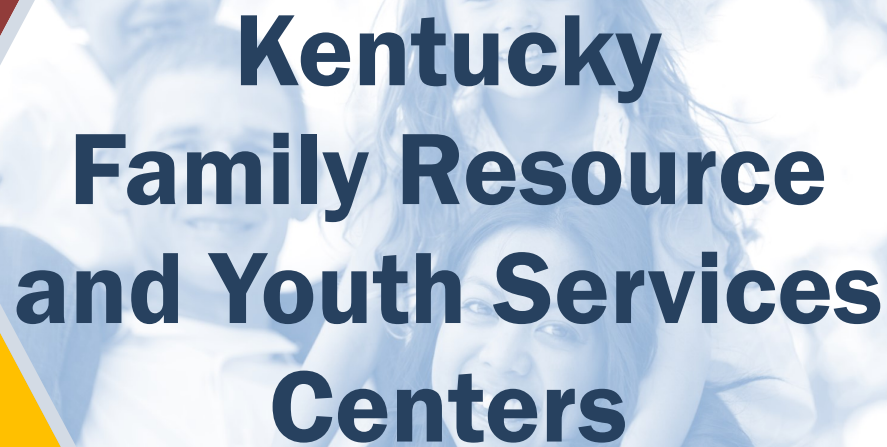




FRYSC



Kentucky Family Resource and Youth Services Centers

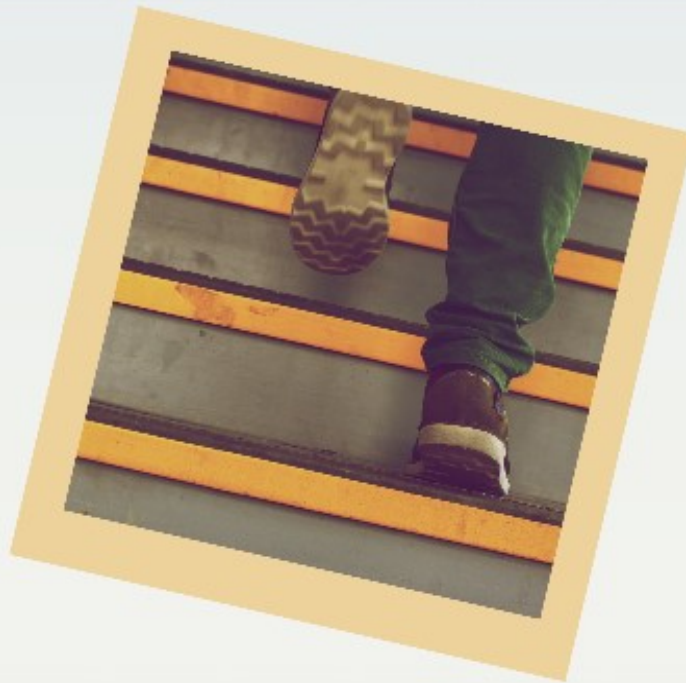
2016 Status Report
A Celebration of 25 Years of Service

Family Resource and Youth Services Centers



School • Community • Home

Creating Partnerships for Student Success



FRYSC Mission

To enhance students' ability to succeed in school by developing and sustaining partnerships that promote:



Early learning and successful transition to school



Academic achievement and well-being



Graduation and transition into adult life



Alone we can do so little; together we can do so much. - Helen Keller

FROM THE DIRECTOR

Melissa Goins



Greetings!

It is my honor and privilege to work alongside the many current and previous school-based coordinators that paved the way to our 25th year. For a quarter of a century, many Kentucky schools have had access to the services provided by the FRYSC program and have witnessed positive outcomes for students, families, and local communities.

Crucial to the FRYSC model is an advisory council that is comprised of parents, school representatives, and community members, working together to design programming in response to local need, available resources, and a wide array of barriers to learning. It is this spirit of collaboration at the school, community, and state level that has solidified the foundation of Family Resource and Youth Services Centers serving Kentucky families since 1991.

With the continuous support from the education community, health and family services, as well as the faith-based community and local businesses, FRYSCs served nearly 550,000 students during the 2015-2016 school year. Although we have much to be proud of, matching current resources with the ever-evolving needs of Kentucky students and families continues to be a challenge for all stakeholders in our education system. We must continue to work with families as equal partners to achieve success. For your role in the success of Kentucky's students, in whatever form, we applaud you and offer our gratitude.

Sincerely,

A handwritten signature in blue ink that reads "M Goins".

Melissa Goins, Director
Kentucky Family Resource and Youth Services Centers

A NETWORK OF PROFESSIONALS

Dedicated to Connecting Home, School, and Community

What is FRYSCky

The Family Resource and Youth Services Coalition of Kentucky (FRYSCky) is a non-profit organization of professionals (including educators and human services providers) who come together to provide legislative advocacy, training and support for Family Resource and Youth Services Centers Coordinators and their staff in Kentucky. The goal of the Coalition is to promote a network that strives to remove barriers to success in school through learning from each other, sharing resources and collaborating more effectively on behalf of children, youth and families.

History

FRYSCky was founded in 1991 by Center Coordinators as a membership and advocacy organization who would support the FRYSC initiative by voicing concerns to policy-makers and leading the evolution of the program.

Mission Statement

FRYSCky promotes a network, including educators, family support practitioners and other human service providers, who strive to remove educational barriers to learning, in order to learn from each other, share resources and collaborate more effectively on behalf of families, children and youth.

Training and Professional Development

FRYSCky hosts the annual statewide Fall Institute conference for FRYSC staff, district and school administrators, and other community education and child welfare partners. In addition, the Coalition supports the annual Victory Over Violence conference as well as other state, regional, and local learning opportunities and advocacy events.

Governing Body

The FRYSCky Board of Directors consists of a thirteen (13) person Executive Committee and a sixteen (16) person Executive Board representing the eleven (11) FRYSC regions across Kentucky. Terms of office are two years.

Learn More

Visit www.fryscopy.org to learn more about the Coalition and FRYSC programs across the Commonwealth of Kentucky.

FROM THE COALITION

Leslie Hall



Thank you!

I begin by thanking you for your commitment to the children and families in our great Commonwealth of Kentucky. The Family Resource and Youth Services Coalition of Kentucky (FRYSCKy) touted a record 798 members in 2016. This number includes FRYSC Coordinators, educators, community members, central office personnel, human service providers, and FRYSC Advisory Council members. We welcome anyone with a passion for the success of children and families.

As a part of our advocacy efforts, FRYSCky would like to challenge you to learn about the many ways FRYSCs work within the schools in your districts. I challenge you to learn firsthand how FRYSCs have spent 25 years being one of the best collaborations through the Cabinet for Health and Family Services and the Department of Education; bringing together in harmony two of the largest agencies that promote and strengthen Kentucky's greatest natural resource – Kentuckians.

I leave you with my favorite quote by Abraham Lincoln. "A child is a person who is going to carry on what you have started. He is going to sit where you are sitting, and when you are gone; attend to those things, which you think are important. You may adopt all policies you please, but how they are carried out depends on him. He will assume control of your cities, states and nations. All your books are going to be judged, praised or condemned by him. The fate of humanity is in his hands."

Thank you for your passion for children. Together in our resolve, I look forward to a long-lasting partnership that insures we leave the fate of humanity in the best and most capable hands.

Respectfully,

A handwritten signature in black ink that reads "Leslie S. Hall". The signature is written in a cursive style.

Leslie S. Hall, President
Family Resource and Youth Services Coalition of Kentucky

A SUPERINTENDENT'S PERSPECTIVE

Keith Look, Ed.D., Superintendent, Danville Independent Schools

Dear FRYSC Community:

More than twenty years ago I created an independent study to investigate the creation of family resource and youth service centers (FRYSC), a hallmark of the Kentucky Education Reform Act of 1990. As a government major at Centre College, I wanted to learn more of the intersection between those in need and the public institution with the longest legally-required tenure of relation: the public schools. Now, as a superintendent, I look upon the FRYSC with the same marvel and an even more impassioned commitment to their role, impact, and meaning.



My educational career has taken me to schools serving high concentrations of students, families, and communities in need. In each, demands for performance was high. And in each, progress was made possible by meeting the non-educational issues of students and families. Algorithms make more sense when one is clean, clothed, and fed. Passages carry greater meaning when anger, angst, and anxiety are quelled. Relationships with teachers and peers may be fostered when issues of trust, perception, and confidence are confronted. Think of it this way: if my baggage is stuffed to capacity before I enter school, then there is zero space to squeeze into the burdensome pack the standards I am to know and be able to do.

So, for the next 25 years, let us put the work of FRYSCs at the forefront of education reform.

The national debate on how to improve education will introduce new content-based initiatives, new alphabet-laden jargon, new systems of school choice, and new modes of assessment. And, there will be some evidence of impact with each. Yet, this will all be simply “tinkering at the margins” of potential until we face head-on the fact learning is exponentially easier when students first can focus on the task at hand.

Trying to define a line where schools do not address the non-educational barriers to learning is futile. Any denial of the role of schools in this manner is ignorant avoidance of a reality every educator knows. So, for the next 25 years, let us put the work of FRYSCs at the forefront of educational reform. Let us prioritize and provide the resources necessary for students and families to heal. Holistic wellness will be the next watershed event that brings about the kind of growth we want to see in schools and students. It will be hard work, emotionally painful, and slow moving.

But the impact has been – and continues to be – obvious to those doing the work and the students, teachers, schools, and systems benefitting from it. Thank you, FRYSCs, for showing us the way.

We lift as we climb,

A handwritten signature in blue ink that reads "K Look".

Keith Look, Ed.D.
Superintendent, Danville Schools

A FRYSC TESTIMONIAL

By Erika Cordle, current Morehead State University student

When I was first asked to tell my story about the Family Resource Center, many things came to my mind that I should touch on. I guess I should start by saying that I am a product of a broken family with parents who dealt with drug addiction. I have experienced living with two different families, eating at several community soup kitchens, and not having my own bed until I was in college. Fortunately, I was enrolled in the Fairview school system, a small enough school where teachers and the Family Resource Center recognized that my needs were not being met and immediately took action. I was given jackets for the winter time, so I didn't freeze waiting for the bus. They provided school supplies so I did not have to worry about how I was going to tell my teacher that my parents couldn't afford it. They even gathered a food basket every Thanksgiving and donated it to my family.

Not only do these programs deliver basic necessities, but they also provide heroes. Steve Pauly was a sponsor in the Children Incorporated program, which the FRC signed me up on. We were introduced to each other when I was in elementary school and had monitored visits until I graduated high school. I wish I could explain how big of a blessing that was and still is in my life today. They made sure that I have had all the tools to be successful. Almost 4 years after graduating high school, we still have communication and make regular visits.

If we were speaking statistically, I shouldn't be telling you that I'm about to graduate with a bachelor's degree. If we were speaking statistically, I shouldn't be the president of one of the top sororities on MSU's campus. Not only am I the first person to graduate college in my family, I am the first person to graduate high school. I am who I am because of the Family Resource Center. I owe them my success and all my future endeavors. I hope my story reminds you of what you are doing for the children who need you. So thank you! And a special thank you to the Fairview Family Resource Center for helping me become more than a statistic.

Erika Cordle

Senior Social Work Major, Morehead State University



Not only am I the first person to graduate college in my family, I am the first person to graduate high school. I am who I am because of the Family Resource Center. I owe them my success and all my future endeavors.

Erika Cordle

DID YOU KNOW?

- FRYSCs employ 996 full-time coordinators and 180 part-time staff.
- Local centers logged more than **\$8.4 million in community cash and in-kind contributions** during the 2015-16 school year.
- FRYSC coordinators are active in the coordination of Kinship Care Groups and Grandparent Support Groups.
- Local centers secured over **\$3 million in additional grants** to support center programming in 2015-16.
- The average FRYSC coordinator serves on at least 3 community boards or councils.
- There are a total of 818 FRYSCs, and just under 300 of them serve 2 or more schools.
- FRYSCs reported the coordination of **404,807 volunteer hours** in 2015-16.
- FRYSC services are available year-round — in the summer and on days when school is not in session.
- Other states are looking to Kentucky for information about how to successfully implement their own Family Resource and Youth Services Centers.
- FRYSC Coordinators are required to have 24 hours of professional development each year, which closely aligns to the requirements of social workers, counselors, and other educators.
- **Over 600 people have completed AmeriCorps National Service in FRYSCs since 2003.** Each year over 500 students receive literacy tutoring services from FRYSC Corps members that help them reach their expected growth goals. The relationships FRYSC Corps members build with students increases the reach of their host FRYSCs.

And then there is Kentucky... in a class by itself, but a class into which all 49 other states are invited. In one state, twenty-five years ago, elected officials, educators and the wider citizenry, prodded by the courts, made the decision to change everything. The Community School Strategy (Family Resource and Youth Service Centers) remains a centerpiece and bedrock feature of the Kentucky school system statewide.

Dr. David Hornbeck, Former MD State Superintendent of Schools, 1976-1988
Chief Design Architect of KY Family Resource and Youth Service Centers, 1990
Former Philadelphia Superintendent of Schools, 1994-2000

DID YOU KNOW?

Family Resource and Youth Services Coalition of Kentucky (FRYSCKy, Inc.)

The Family Resource and Youth Services Centers Coalition of Kentucky was founded in 1991 by center coordinators and other stakeholders as a membership and advocacy organization to support the FRYSC initiative by communicating with policymakers and leading the evolution of the program. FRYSC coordinators are diligent in spotlighting the good work that comes from the programs, services, and referrals that they provide. This ongoing communication and advocacy has been an asset that helps to sustain FRYSC even now.

The Coalition conducted a **2016 Public Opinion Survey** that gathered opinions from a total of **25,414 partners**, including 8,841 teachers, 3,510 classified employees, 7,813 parents, 1,229 grandparents, 1,076 students, among others.

Results below show the percentage of respondents who either agree or strongly agree with the following statements:

The FRYSC program meets needs that cannot be met in the classroom.

94.92%

FRYSCs are the catalyst for connecting services and resources in the community.

93.99%

FRYSC dollars make a difference in providing programming to help students succeed in school.

94.95%

Students in my community are more in need of FRYSC services and programs than ever.

93.36%

Kentucky is truly a beacon to the rest of the country in this statewide commitment to overcoming barriers constructed by poverty.

— *Community Schools: Transforming Struggling Schools into Thriving Schools*, prepared by the Center for Popular Democracy, Coalition for Community Schools and the Southern Education Foundation

FRYSC REGIONS

Kentucky Family Resource and Youth Services Centers

2016 Status Report

A Celebration of 25 Years of Service

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Melissa Goins

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Mysti White

Administrative Assistant

Carol Leggett

Training Specialist

Tonya Cookendorfer

Policy and Data Administrator

Doug Holt

Budget and Contracts Administrator

Katie Morris

Born Learning Academy Coordinator

Heather Musinski

FRYSC AmeriCorps Program Director

Carie Kizziar

FRYSC Corps Member Coordinator

REGIONAL PROGRAM MANAGERS

Teresa Dixon, Region 1

Dianne Arnett, Region 2

Naela Imanyara, Region 3

Betty Pennington, Region 4

Paul Cookendorfer, Region 5

Barbara Pettus, Region 6

Doug Jones, Region 7

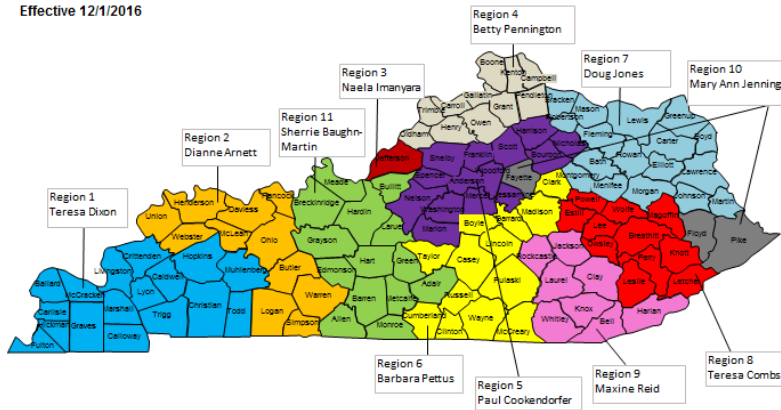
Teresa Combs, Region 8

Maxine Reid, Region 9

Mary Ann Jennings, Region 10

Sherrie Baughn Martin, Region 11

FRYSC Regional Map
Effective 12/1/2016



There are currently 11 FRYSC Regions. Regional Program Managers conduct coordinator meetings, district contact meetings, region-wide trainings, provide technical assistance, and administrative oversight within their respective regions.

| FRYSC Region | # of Centers | # of School Districts |
|--------------|--------------|-----------------------|
| 1 | 77 | 22 |
| 2 | 84 | 14 |
| 3 | 96 | 1 |
| 4 | 72 | 20 |
| 5 | 72 | 18 |
| 6 | 71 | 18 |
| 7 | 68 | 23 |
| 8 | 59 | 14 |
| 9 | 69 | 15 |
| 10 | 73 | 4 |
| 11 | 77 | 19 |

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REGION 11-SOUTH

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THE MISSING PIECE

A Brief History

Following a declaration by the Kentucky Supreme Court that Kentucky's education system was inefficient and inequitable, the Kentucky Education Reform Act (KERA) of 1990 was formed. In response to growing concerns and a desire to remove barriers to educational success, the Kentucky General Assembly created the Family Resource and Youth Services Centers (FRYSCs) as an integral part of the reform effort.

The need for education and human service systems to engage in the joint provision of services and support to children, youth and their families has rapidly increased. The growing number and complexity of problems faced by our society (e.g. poverty, family restructuring, teenage pregnancy, substance abuse and domestic and youth violence) have caused increasing levels of stress on families and children – stress that children bring into the classroom, which creates barriers to learning. These problems have also placed a greater demand on public service agencies and demonstrate a need for community and schools to work together to restore family and child well-being.

KERA provided for an unprecedented state-level partnership between Kentucky's Department of Education and the Cabinet for Health and Family Services. These partners share the responsibility of implementing and sustaining the centers across the state. The Cabinet for Health and Family Services, Division of FRYSC, has the responsibility for the administration of this program, where the Kentucky Department of Education continues to provide technical assistance and support for the public education mandate.

Now, more than 2 decades since inception, the Kentucky Family

Resource and Youth Services Centers are recognized as the nation's largest school-based family support initiative. These centers are designed to address the needs of children by developing partnerships with school, family, and community in order to help all public school students reach proficiency. Recent surveys report that educators, parents, and community partners feel that the Family Resource and Youth Services Centers are a "necessary component of Kentucky educational programming" and a program "vital to students, empowering families, and helping to improve schools".

We are like first responders — when there is a need or a want, the majority of the time principals, guidance counselors, and school staff start with us.

Tonya Barr, Owensboro
YSC Coordinator since 1992



MAKING A DIFFERENCE

Letter of Thanks

I wanted to write you this to show my appreciation for your thoughtfulness. In the year of 2000, my ex-husband left me with three small boys Joseph 6, Matthew 3, and Andrew 2 months of age. I was a mess. I remember crying in your center about so many dilemmas I was facing. You listened and encouraged me to keep going. I remember how you would tell me that I needed to be strong for my children. You, in a sense, held my head up when I couldn't help myself. For that, I wanted to say thank you and bless you.

In that same year, something else wonderful happened. You and many of the teachers joined together and helped me. When I received the assistance, I sat in the car with all my children and cried, I could pay the rent and my children would eat well for the first time in a long while. I remember telling Joseph that this was all from God. I sobbed in amazement as I felt the burden of financial repression lift from my heart.

That assistance blessed me so much it changed my life. Prior to this, I had been wondering why God had left us. I found out that God never left us at all. He gave me a way up through the Family Resource and Youth Services Center. With that assistance I was able to provide for my children so that they could make it to school with full bellies and shoes that fit, making them able to learn better. They were able to come home to a more settled mom and in turn live a more settled life. I didn't cry through homework any longer as we settled into a new normal. It helped me be a better parent. Now, I am only two semesters shy of reaching a seven year goal (Bachelor's Degree).

I wrote this to you not to just thank you but in hopes that you will send this to some people who donate and/or contribute to your resource center. I wanted to let them know that they make a difference in people's lives. You helped me be a better parent and in turn my children were better students for you all. I think sometimes we feel like our dollar, toy donation, or time doesn't seem to do much; however, that idea is wrong. For once, I thought you would like to see that all you do does make a difference and it will every year for the rest of my life. I am sure it does in the lives of others. I thank God for you and your contribution. Now, I would like to thank you, too.

Sincerely,
Heather and the boys

Letter Received by a Coordinator in August 2007

2017 Follow up: Heather received her Bachelor's Degree in Elementary Education in 2008 from Western Kentucky University as anticipated. Her first job was to work for 2 years at the school with the Family Resource Center that had helped in 2000. She is happily remarried and currently teaches in a private Christian school in Hardin County.

FRYSC COMPONENTS

The FRYSC mission is not unlike the academic mission of each school, but the method of service delivery is very different. The goal of the Family Resource and Youth Services Centers is to meet the needs of all children and their families who reside in the community or neighborhood served by the school in which the center is located. To achieve this goal, **local flexibility** and **community ownership** are crucial. Within the required initiative framework outlined in the KERA legislation, local school and the communities in which they are located have been granted the flexibility to create programming that meets the unique needs of their families. They meet these needs by addressing the mandated core components (KRS 156.496).

Family Resource Center core components include

- Full-time preschool child care for children two (2) and three (3) years of age;
- After school child care for children ages four (4) through twelve (12), with the child care being full-time during the summer and on other days when school is not in session;
- Families in Training, which shall consist of an integrated approach to home visits, group meetings and monitoring child development for new and expectant parents;
- Family literacy services as described in KRS 158.360** or a similar program designed to provide opportunities for parents and children to learn together and promote lifelong learning.
- Health services or referrals to health services, or both

Youth Services Center core components include

- Referrals to health and social services;
- Career exploration and development;
- Summer and part-time job development for high school students;
- Substance abuse education and counseling; and,
- Family crisis and mental health counseling.



A combined Family Resource and Youth Services Center (FRYSC) must address all core components for both center types. A combination center is one that serves elementary and middle and/or high school students.

The manner in which individual centers address the core components and develop optional components is determined by an on-going assessment and evaluation of the school/community needs and available resources in partnership with the school's Comprehensive School Improvement Plan. While every center is unique, many have commonalities. The manner in which these issues are addressed may vary greatly depending on the resources available in the local community and the education needs of the population to be served. By removing barriers, FRYSCs help support the achievement of the goal that all students become academically proficient.

FRYSC: WHATEVER IT TAKES

Yes, We Do That!



The fact is, students and families are all different. The needs in one school can be vastly different in another school. The resources available in one community may not be available in another community.

And that is where the Family Resource and Youth Services Centers step in —

to bridge gaps

to create resources

to identify community partners

and to stand with students and families to meet their needs

... whatever they may be.

FRYSC meets diverse needs in diverse communities . . . with one common goal:

TO HELP STUDENTS SUCCEED

EARLY LEARNING

While most components in FRYSCs target school-aged children, the program architects ensured the emphasis of early intervention by including the **Families in Training (FIT) component**, which targets interventions with children ages birth to 5 with an emphasis on ages 0-3. Currently, only 50% of students are deemed “ready” to start school, as measured by the Brigance tool, a screener administered by school officials to all incoming kindergartners.

Lynnette L. Harris, PhD., prefaces that problems identified by teachers that affect school readiness include deficiencies in language, emotional maturity, general knowledge, social confidence, moral awareness, physical well-being, in decreasing order of importance. According to the National Education Association, evidence suggests **this “school readiness” gap begins before children enter school and places children at risk of failure in school.** (NEA, 2008).

Failures in school can be explained as academic concerns, behavior issues, poor attendance and can eventually lead to students dropping out of school. The FRYSC program, along with Kentucky's early childhood stakeholders, is working to address this concern of kindergarten readiness and assist with targeting the problems identified so that kids can be well on their way to success. FRYSC continues to collaborate with the community partners that provide the children and families with these early interventions.

One way that FRYSCs impact this demographic is by connecting families to existing evidence informed interventions. FRYSCs work closely with public health administered programs such as First Steps and HANDS

to ensure that students and families are aware of the qualifications and breadth of the service. FRYSCs also work to communicate the admission criteria for local preschools and other early intervention programs.



One example of a successful early learning program is the United Way **Born Learning Academy (BLA)**. This 6-session, parent engagement strategy has been implemented in over 160 FRCs across Kentucky. Topics covered include building relationships, literacy, health and nutrition, how children learn and learning on the go. Dinner is served to the families, childcare is provided and strategies are given to turn everyday moments into learning opportunities. This program not only empowers parents to be their child's first teacher, but it also allows the families to become familiar with the school building and the staff. This helps with transition for both the caregiver and the student when the child becomes school aged. Partners such as the national Race to the Top Early Learning Challenge grant, Toyota Motor Manufacturing of Kentucky and the United Way have been instrumental in the expansion of this program.

References

Harris LL. School readiness for children in the United States. <http://www.uptodate.com/home>. Accessed November 23, 2016.
Early childhood education and school readiness. http://www.nea.org/assets/docs/HE/f_PB03_EarlyChildhood.pdf

COLLEGE AND CAREER READINESS

Whether it is starting Kindergarten or moving on to middle and high school, transitions are important times in a child's life. Two non-cognitive indicators receiving FRYSCs' focus are **dropout prevention** and **successful transition to adult life**. These are addressed by FRYSC under the goal of the Youth Services Center (YSC) component Career Exploration and Development. The goal of the component is to promote **college and career readiness** for all students by helping to prepare them for future employment and successful transition into adult life through collaboration with school and community resources.

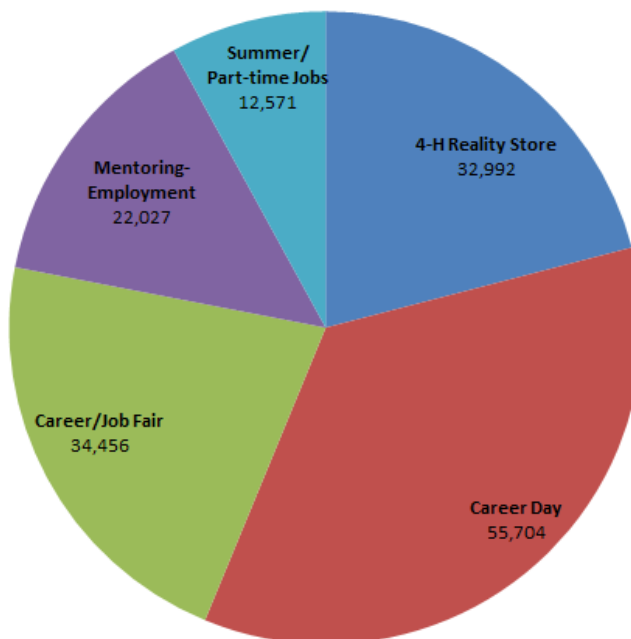
YSCs coordinate many activities that relate to this component such as: college and career fairs, college visits, service learning activities, vocational/technical school tours, mentoring and job shadowing. There are also pro-

grams in place to work with youth who are the first in their family to attend college, as they may need additional support to stay engaged in post-secondary education.

In addition to other components addressed by middle school YSCs, high school centers are expected to address **Summer and Part-Time Job Development**.

This is a way to introduce students to the labor market through meaningful employment experiences. YSCs develop job banks, job fairs, provide volunteer opportunities, entrepreneurial programs, and apprenticeships in the community to meet this need. Students benefit from the job-related skills they learn and the work experience they receive. This will increase their employment opportunities in the future, encourages them to stay in school, improves graduation rate, and provides a successful transition into adult life.

Select Career-related FRYSC Group Interventions
2015-16



LINKING COMMUNITY, HOME, AND SCHOOL

Partnerships and Collaboration

Before Family Resource and Youth Services Centers, schools struggled to successfully connect with two entities vitally necessary to enhance student success - the community and the home. With increasing administrative and teaching responsibilities, school staff had little time to find community services that would help an individual student or to find community programs to augment the classroom curriculum. Diminishing family involvement and communication with parents were additional challenges. With the advent of the FRYSC pro-

gram, schools now have someone in a unique, flexible role who can build and nurture those family and community partnerships. To help in this task, every Family Resource Center or Youth Services Center has an advisory council made up of parent, community and school representatives, thus ensuring that FRYSCs will always be linked to each one of those.

The Community Link

Community partnerships are at the heart of a FRYSC's work. Center staff become familiar with their community's resources, thus they are the ones in the school best able to help families address non-cognitive issues that affect student learning. **FRYSCs work with state and private agencies, businesses, civic clubs, charitable organizations and the faith community to be the link between a school and its community.** To avoid duplication, FRYSCs work closely with their community partners for program and service planning. This collaboration not only helps centers meet student and family needs, but also helps to complement classroom learning with programs such as after school and summer programming, family literacy events, preventive health and substance abuse education, career exploration and more.

The School Link

At the heart of our mission is to "enhance student ability to succeed in school by developing and sustaining partnerships..." Coordinators develop strong partnerships in the school to bring this mission to life. FRYSC staff work with administrators, counselors, therapists, teachers, nurses and school secretaries. They can help school personnel understand barriers at home that may be preventing students from being successful in school, while providing services to help eliminate those barriers. **In-school partnerships assist FRYSCs in providing effective programs for students and parents that enhance parenting skills, provide academic enrichment, and promote a unified approach to learning.**

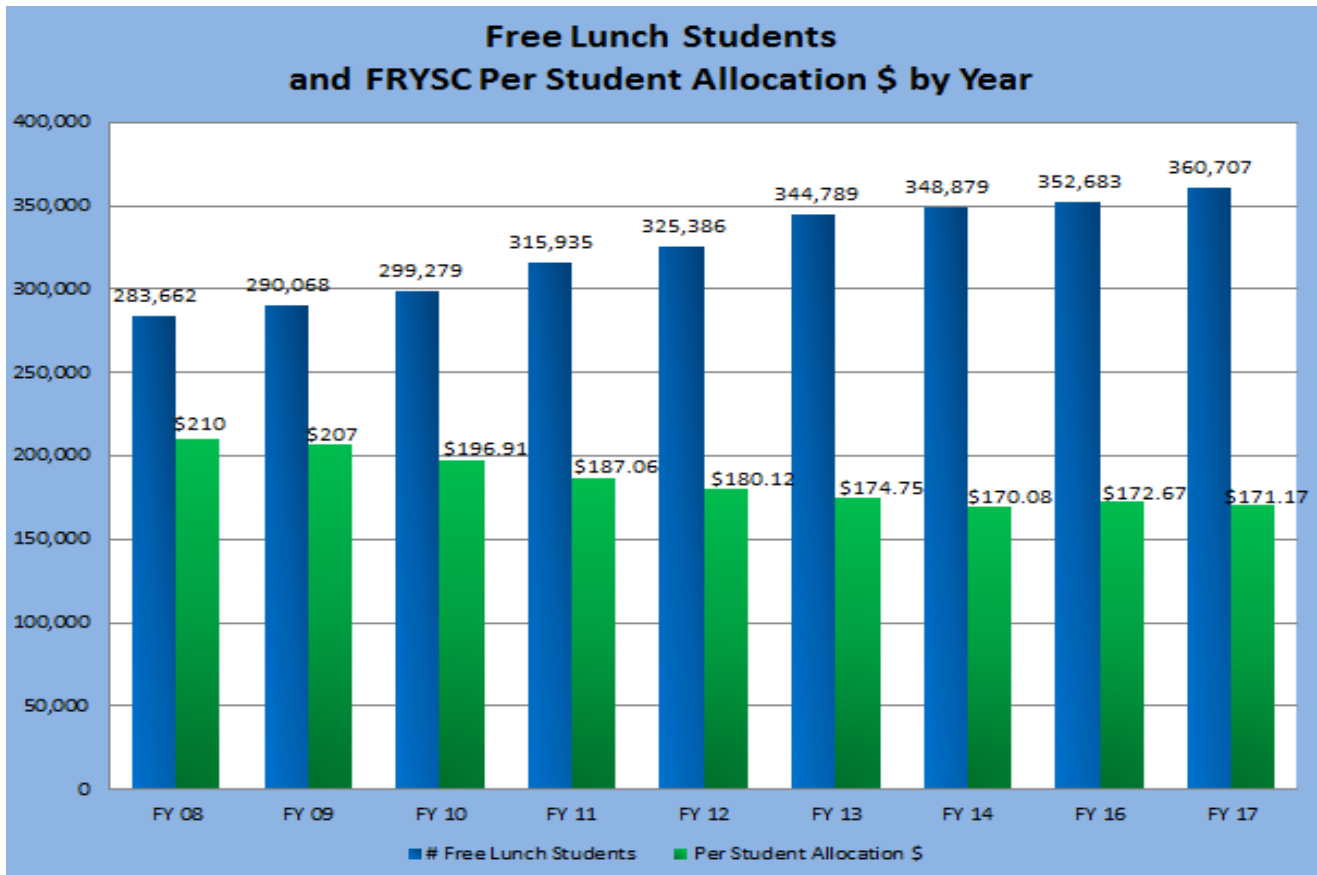
The Home Link

Because **optimizing parent and family involvement** is a guiding principle of the FRYSC program, center coordinators work hard to make sure parents and family members feel supported, respected and acknowledged. The FRYSC coordinator serves as a liaison between the school and home. Communication and school engagement is increased through home visits, personal contacts, small group meetings and family school events. Some parents who have negative memories of their own education may be uncomfortable in the school setting. FRYSCs help bridge this barrier by helping their schools have a welcoming atmosphere. FRYSCs can also help parents work with their children at home, as not all parent involvement is in the school building.

FUNDING

Kentucky schools with 20% or more free and reduced lunch students are eligible for FRYSC funding, but only the free lunch count is used to determine the center allocation. The number of children who qualify for free meals is multiplied by a per-student amount, which fluctuates based on the appropriation from the General Assembly and the statewide free lunch count. The minimum allocation funding is calculated on an assumed minimum of 165 free lunch students to a maximum number of 450 students.

The number of free lunch students has risen since 2008 as per-student amounts and FRYSC allocations have fallen.



CENTER FUNDING

- Minimum allocation: \$28,243.05
- Maximum allocation: \$77,026.50
- Average free and reduced lunch %: 67.31
- Average center allocation: \$63,114

FRYSC BY THE NUMBERS

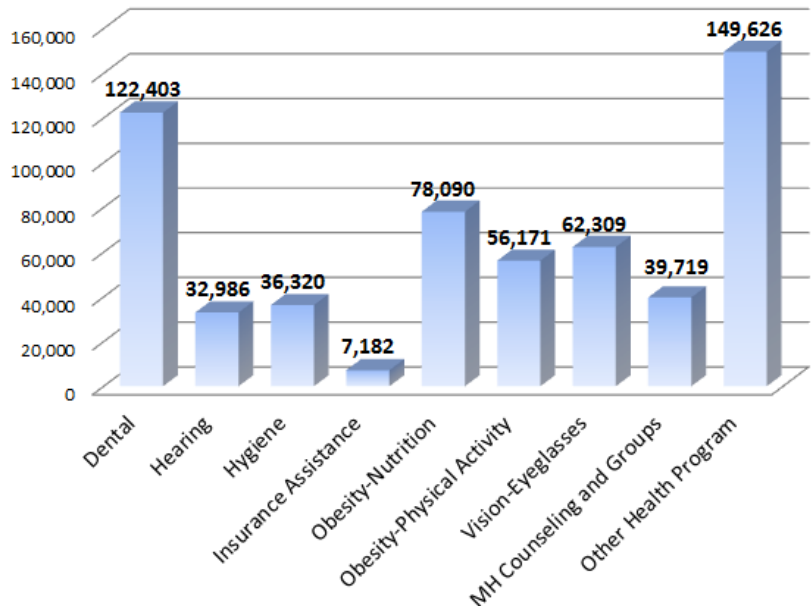


FRYSC FACT

Of the 620,000 students in schools served by FRYSC, **88%** were served through a FRYSC program or service.

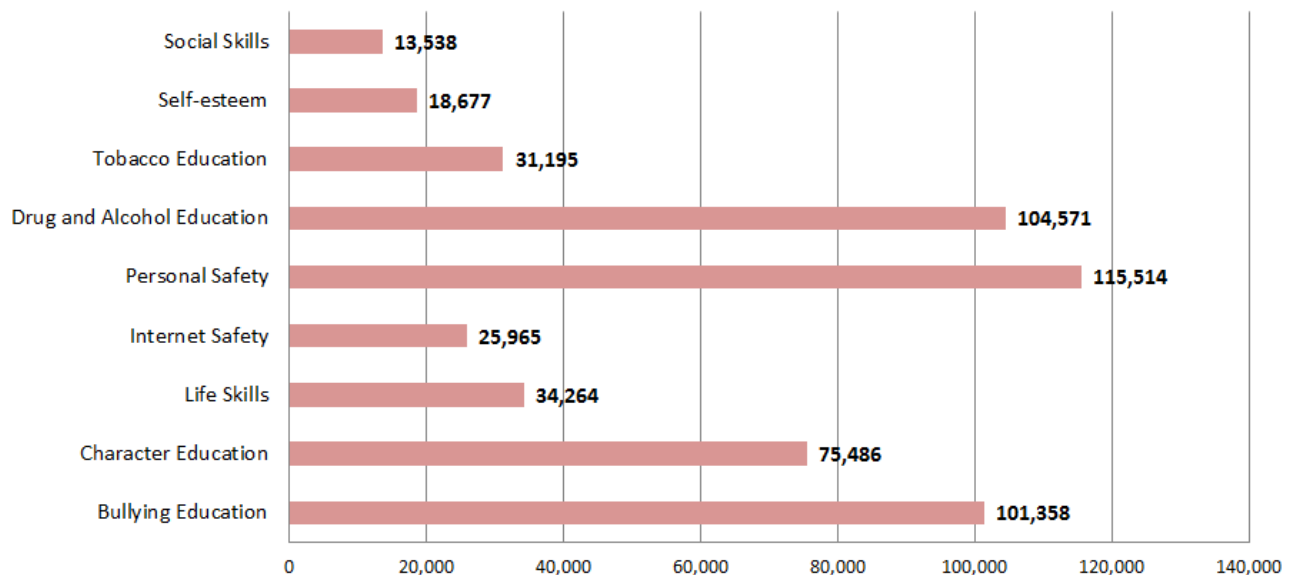
Select FRYSC Health-related Interventions

of students (unduplicated)
2015-16

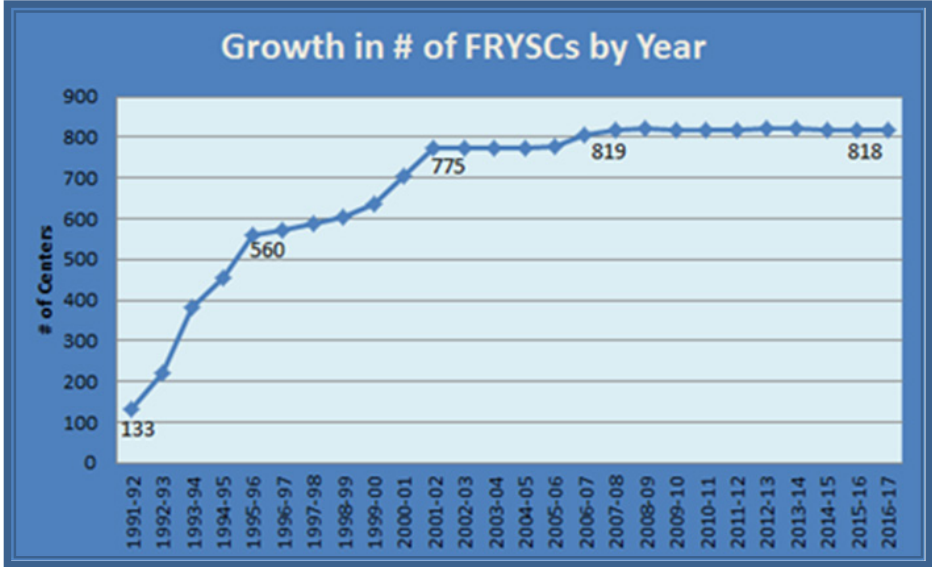


Select Prevention-related Interventions

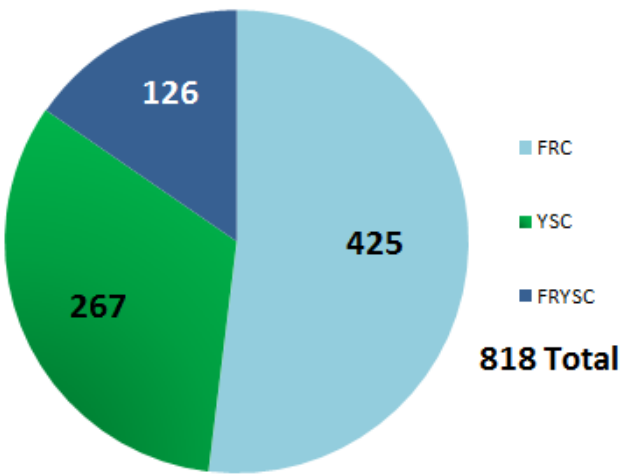
of students (unduplicated)
2015-16



FRYSC BY THE NUMBERS



Family Resource and Youth Services Centers by Center Type



FRYSC FACT

FRYSC staff conducted over 27,000 home visits during the 2015-16 school year.

FRYSC IN THE NATIONAL SPOTLIGHT

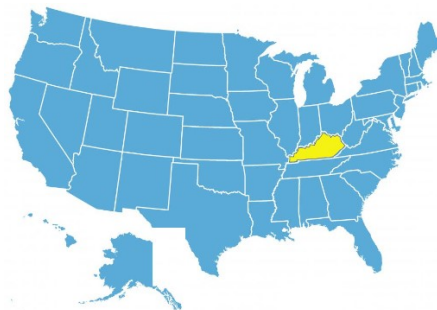
Other states are taking a look at Kentucky

An impressive list of national leaders has taken notice of Kentucky Family Resource and Youth Services Centers (FRYSC) and their success over the past twenty five years. Representatives from the **National Education Association, Communities In Schools, Center for Popular Democracy and the National Family Support Network** have recently visited to see first-hand the array of services the FRYSC programs provide in their school-based centers.

These groups completed several days observing FRYSCs serving as the vital link between classrooms, students, families and their communities. Participants represented a multi-disciplinary group of educational and family support service activists as well as principals, administrators, school superintendents and teachers visiting with rural and urban FRYSCs across the state.

Evie Frankl from the Washington D.C. based Center for Popular Democracy in Washington, D.C. , who helped initiate and organize the National Education Association tour said, **“The visits were an eye opening and inspirational experience for the fifteen of us coming from six states. Nothing like this in**

the schools exists on the scale that it exists in Kentucky. The fact that their dedicated, resourceful, and engaged site coordinators work together through entire feeder patterns and communities to plan services for kids and their families from cradle to career is a model that we are determined to recreate in as many geographies across the country as we are able.”



As a result of the visits, the National Education Association assembled a return visit with a video crew to interview and produce a documentary telling the Kentucky FRYSC story. A two-day video shoot in the schools and centers featuring staff, center coordinators, advisory council members, administrators, teachers and lawmakers has been edited and is in the process of distribution across the country. The activists involved with this campaign will be utilizing the FRYSC model as a template for planning educational and motivation-

al materials and legislative pushes in several states.

The Kentucky Division of Family Resource and Youth Services Center staff members have also been invited to speak, present and participate at recent national networking conferences and meetings across the country. The National Education Association and Communities In Schools Conference was in Albuquerque, New Mexico and the National Family Support Network Conference was held in Washington, D.C. The presenters shared data, impact of the program’s components, programming successes, the importance of Advisory councils and how that broad based school, community and Kentucky legislative support has contributed to such sustainability for twenty-five years.

As we celebrate the successes of twenty five years of FRYSCs in Kentucky, the vision to become the national standard of excellence for the provision of school-based services is no longer just a hope. Kentucky’s best kept secret is positively on the national radar!

FRYSC CELEBRATES 25 YEARS

Foundation Builders

There is no way to number the people, both students and families, who have been touched directly or indirectly by the Family Resource/Youth Services Centers programs over the past quarter century. The impact is equally immeasurable. And, as much as we would like to describe the efforts and interventions in addressing issues as simple or complex, that just isn't workable. Every need is huge to the person experiencing it and every involvement requires a level of training and expertise that must be employed. All across our beloved Commonwealth, there are students who have had countless factors mitigated, stayed in school and graduated because of the work of the centers. At the core of this work is a compassion and a caring that is fueled by the belief that every student can be successful and every family has strengths that can be harnessed to impact that success positively. This has resulted in what I call the "FRYSC story". So many people have them. The stories are deeply passionate, intensely personal and unbelievably life changing. I have heard these stories all across this state in visits to homes and schools and agencies. They are as diverse as the people who have and continue to share them. They ring with enthusiasm, for who can share a story better than the person who has lived it. Day in and day out, the FRYSCs are about work that is simple to describe—making a difference. It is in the difference made, that the 'FRYSC stories' are born.

I congratulate the program on this historic milestone and look forward to a future filled with FRYSC stories made possible by people who are willing to do 'whatever it takes'.

Michael Denney, former Director, Division of FRYSC, and former FRYSC Regional Program Manager



PIONEERS OF A NEW CONCEPT

Foundation Builders

Kentucky made a bold move in 1990 by adding Family Resource and Youth Services Centers as a component of the Kentucky Education Reform Act. The FRYSC initiative was unprecedented at such a large scale. No one knew EXACTLY what it would look like on the ground, how it would fit into the existing school culture, how it would be received and perceived within the community. At the time, meeting the needs of the whole child in order to prepare them to learn made sense. And what better way to “level the playing field” than by placing someone in the school with the sole focus of removing barriers and meeting needs that cannot be met in the classroom.

The Task Force on Family Resource and Youth Services Centers (from 1991-1997) and the state office, originally led by Ronnie Dunn brought together experts from various human services and education backgrounds, parents, and other stakeholders to oversee FRYSC implementation. Their vision created the foundation that has stood the test of time. At the local level, it was the FRYSC coordinators who braved uncharted territory, built relationships, assessed school and community needs, and ensured that FRYSC and its services stayed true to the mission. Twenty-five years later, FRYSC has become the common thread that connects all child-serving agencies and resources within the community and within the school. In 2016, there are still several original coordinators who have been serving students and families in that capacity since 1991 or 1992.

Kentucky owes a great debt of gratitude to these visionaries.

In Henderson County, when FRYSC was first created, we made a strong commitment to help each other develop by sharing whatever would help, with no jealousy or “secret insights” or sources of funding or help. Such information was shared by each coordinator for all centers to use.

Walter B. McGee, former coordinator Henderson Co.

In my 27 years as an employee of the Commonwealth of Kentucky, the most challenging and most fulfilling 4 years were those spent working with the FRYSCs. Today I proudly serve as chair of the Family Resource Advisory Council at a school in my community.

Ronnie Dunn, First state-level FRYSC Manager

I helped write the grant but had no idea the Superintendent would ask me to be coordinator when we received the grant. I had wonderful mentors in Marilyn Coffey and Phillip Rodgers. I had worked in Social Services before I started teaching, so knew many of the families and felt as FRYSC coordinators we definitely could mend bridges to keep children in school.

Margenia Keeton
former Coordinator, Cumberland Co.

The program was not “cookie cutter”. Each center had the chance to work in a way that fit the community’s personality and needs.

Julie Goodan, former Coordinator, Somerset Ind.

I get to help children every day. I get to make a difference in their lives. I love people. Creating lasting relationships is the key.

Dewayne Johnson, Coordinator since 1991, Ohio Co.

I was on the early development team, promoted it across the State, went to Washington with a team that included Jack Foster, helped develop many of the administrative tools and served as Regional Coordinator for multiple years. I thought it (KERA) was one of the most progressive and innovative movements that the Commonwealth had ever come up with and the fact that FRYSC was included as part of the package was awe-inspiring.

Terry (T.C) Conliffe, former FRYSC Regional Coordinator

PIONEERS OF A NEW CONCEPT

Foundation Builders

The FRYSCs have been instrumental over the years in meeting students' academic, physical, emotional and social needs. It was and still is all about the kids!

Donna Isenberg Simms, former coordinator

Our FRYSC Coordinators in our school district were not territorial - we all helped each other with resources. I trusted and respected the Coordinators I worked with completely. We were a family.

Darlene Marshall-Ware, former Coordinator, Henderson Co.

I participated in local focus groups pre-FRYSC, trying to figure out what social services within a school system would look like. I was hired as the first full-time FRC coordinator for the Newport Schools. We had guidelines, but honestly, we were making up stuff as we went along. And we were good at it! We kept our eyes on the prize - removing barriers to students' learning.

Pam Phillips, former coordinator, Newport Ind. Schools

I was checking out at the grocery about a month ago. The young man running the cash register said, "I just want to thank you for helping me get my first pair of glasses when I was in middle school. I probably couldn't have gotten them if you hadn't helped me." What a great job I had for 22 years. I was so fortunate.

Steve Sweeney, former Coordinator, Casey Co.

WOW! I was so lucky to be in a job that was not a job but a true calling. It truly changed MY life as much as I hope it did for the families I served. It was truly a total labor of love. It was also such a pleasure to be able to share what Kentucky was doing for OUR children and families across the country. MY HEART is NOW and will FOREVER be a part of the Family Resource and Youth Services Centers of Kentucky.

Jaye Sparber-Bittner, former Coordinator, Jefferson Co. Public Schools, and former FRYSCy Coalition President

The greatest strengths were that schools did not know what to do with us. It was a pot of money they could tap into to help students but didn't really know what the student and family needs were. We had the flexibility to model the center to meet the needs of the students and families.

Tonya Barr, Coordinator since 1992, Owensboro Ind.

The idea of the school working with community agencies was so foreign in 1991. We really had a close knit group who worked together to provide services. They all came together to remove barriers for children and their families, offering in kind services, donations, and support. Our church community was phenomenal. **We take the cooperative spirit for granted today, but, it really was a novel idea in 1991.** I am amazed at the vision the legislators and interagency task force had in the beginning to develop FRYSCs and ensure they worked.

Carol Leggett, former Coordinator, Owen Co.
Former FRYSC Regional Program Manager
Current FRYSC Training Director

(When FRYSC first started, I thought) WOW! Is this really going to work? What do we do? How do we do it? We had lots of freedom to make it work - or not. The credit goes to the Coalition for continuing to educate leaders about the program.

Tammy Gay, former Coordinator, Madison Co.
former FRYSC Regional Program Manager,
former FRYSCy Coalition President

The "usual" was changed in many areas of the education world's approach to families. Consequently, many minds had to become willing to accept change. It is to the credit of many who negotiated agreements, accepted change and ultimately facilitated progress in providing opportunities for success for all.

Darlys Warren, former Coordinator, Laurel Co.

THE FUTURE

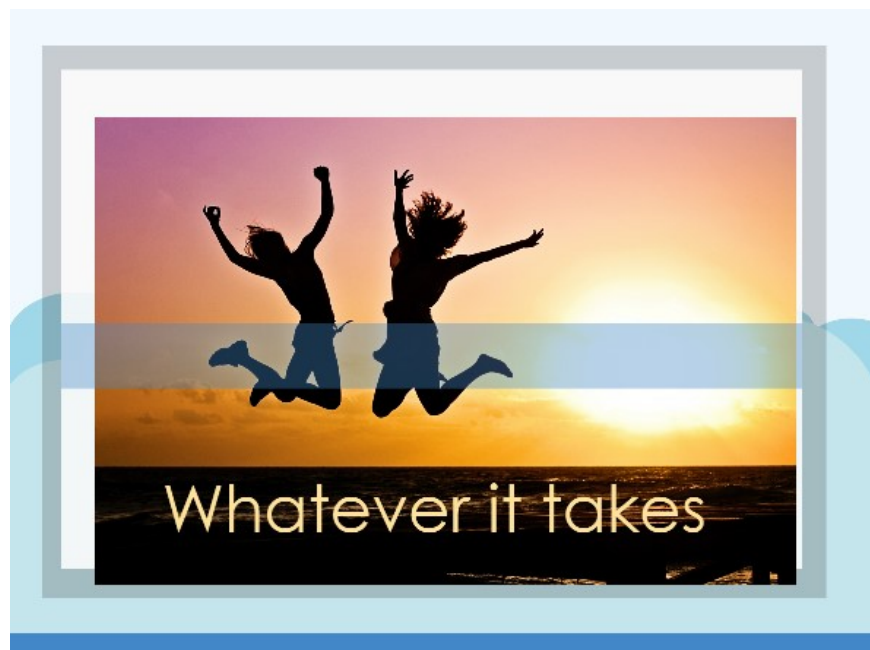
Vision and Hopes

Family Resource and Youth Services Centers continue the work of helping students and families to succeed. They strive to provide quality programming while holding true to the integrity of the vision.

FRYSCs support current, relevant programming and continue to set a national standard of excellence in school-based family support.

FRYSC staff advocates for center funding in hope that one day **all** eligible schools will have access to FRYSC services, while maintaining sufficient funding for existing centers.

Family Resource and Youth Services Centers strive to build stronger partnerships with communities, schools, and parents to continue to remove the non-academic barriers to learning as a means to enhance student success.



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