



## Decide What to Measure

- ✓ To show improvements, increases or decreases with data, you have to know what the status was BEFORE and AFTER the program, service or activity.
- ✓ Impact is a demonstration of actual change, not perceived change.
- ✓ Distinguish between impact reports, best practices, and success stories. All have merit and a purpose for reporting.
- ✓ Targeted group programs are more likely to lead to demonstrable impact than large, school-wide events and one-day programs. Back to School events, Reality Store, school assemblies, etc. are **not** good choices for impact reports.

Examples of areas in which FRYSC may demonstrate impact from 2016, 2017, and 2018 Impact Reports:

|   |   |
|---|---|
| <b>Parent/caregiver/male involvement</b>              | Increase in # of parent/caregiver volunteers, increase in # of volunteer hours following the implementation of a program, increase in # of minutes reading to child, etc.                   |
| <b>Physical activity</b>                              | Increase in number of minutes of physical activity as a result of intervention, activity  |
| <b>Child Abuse Prevention</b>                         | Reduce the risk of child maltreatment and abuse based on the results of the Adult Adolescent Parenting inventory (AAPPI) as a result of targeted intervention                               |
| <b>Kindergarten Readiness</b>                         | Increase in percentage of children testing ready for Kindergarten as measured by Brigance, percentage of targeted children testing ready for Kindergarten, etc.                             |
| <b>Reading/Math (MAP/STAR reading scores)</b>         | Improvement in MAP/STAR scores following targeted intervention  |
| <b>Nutrition</b>                                      | Increase in servings of fruits/vegetables consumed daily as a result of intervention, activity  |
| <b>College and Career Readiness</b>                   | Increase in #/% of students who enroll in college, career/technical training, or military.<br>Increase in # of students completing the FAFSA following intervention                         |
| <b>Grades</b>   | Improvement in grades following targeted intervention   |
| <b>Attendance</b>                                     | Increase in attendance as a result of targeted intervention   |
| <b>Employment</b>                                     | Increase in # of students and/or parents gaining employment following intervention, event   |
| <b>Behavior</b>                                       | Decrease in negative behavior incidents, decrease in discipline referrals, increase in positive behaviors following targeted intervention   |
| <b>Homework Completion</b>                            | Increase in homework completion as measured by teacher reports both pre- and post- as a result of targeted intervention   |
| <b>Oral Health need identification/service access</b> | Increase in #/% of students who have received dental services within the last year<br>Decrease in #/% of students who have never seen a dentist<br>Decrease in #/% with urgent dental needs |
| <b>Bullying</b>                                       | Decrease in incidences of bullying, personal violence behaviors, and related referrals as a result of intervention  |
| <b>Tobacco Use</b>                                    | Decrease in repeat offenses as a result of targeted intervention  |

FRYSC has many collaborative partners. We cannot take full credit for every positive impact, but we can demonstrate having played a role in the impact.



# 2017 Impact Highlights

- **Child Abuse Prevention: *Nurturing Parenting* (P. 11)**  
Families identified by child welfare agencies for past child abuse or high risk are referred to the FRC's Nurturing Parenting Program. Parents are taught skills in 5 areas: *age-appropriate expectations, empathy, bonding and attachment, nonviolent nurturing discipline, self-awareness and self-worth, and empowerment and healthy independence.*  
-Based on the results of the post-AAPI (Adult Adolescent Parenting Inventory), **91%** of participating parents were at a lower risk for incidences of child maltreatment and abuse after completing the program.
- **Health: *Dental Screening and Cleaning* (P. 61)**  
Over 5 years, urgent dental needs have decreased steadily.  
-2012 – 12% urgent  
-2016 – 4% urgent
- **Reading: *FRYSC Corps Literacy Tutoring* (P. 54)**  
Twenty-five (25) targeted students with low I-ready scores increased reading scores by an average of 42.2 points.
- **Graduation/Dropout Prevention: *Teen Mom to Graduate Program* (P. 50)**  
One-on-one case management for each identified student.  
-Not one teen mom has dropped out of school in the last four years.
- **Math: *NBA Math Hoops After School Program* (P. 3)**  
Eight (8) students participated. This program is tied to the Common Core state standards and 21<sup>st</sup> century learning skills and has been shown to improve basic math skills and understanding of statistics, in addition to interpersonal skills.  
-Math MAP scores showed an increase for all 8 students – from 9 to 24 points.
- **Kindergarten Readiness: *The OWL Academy, ages 2-5* (P. 47)**  
At the conclusion of the FY17 school year, **81%** of the FRC's OWL Academy participants tested "Ready for Kindergarten", well above the 43.7% average for the county and the 51% average for Kentucky.
- **Behavior/Grades: *Check and Connect-Ripples program for behavior issues* (P. 43)**  
55 students received targeted interventions through the YSC.  
-78% had no additional discipline reports  
-At the time of initial services, 65% were failing one or more classes; at the conclusion, 95% improved their grades to passing.
- **Bullying/Violence Prevention: *Green Dot* (P. 27)**  
School wide initiative to teach students about power-based personal violence and how to be active by-standers.  
-From 2014 to 2016 power-based personal violence behaviors decreased in 8 categories: *Aggression, Arrest, Stolen or attempted to steal a car, Were verbally threatened, Bullied on school property, Bullied through electronic means, Physically threatened by someone, Had unwanted sexual advances toward them.*
- **Reading/Math: *Whiz Kids-Tutoring and Mentoring Program* (P. 55)**  
Twenty-eight (28) 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders who had low STAR Reading and Math scores were targeted for mentoring.  
-100% improved their math and reading scores with an average growth of +101 for reading and an average growth of +113 for math.

See 2017 Impact Report Spotlight for more.



# 2018 Impact Highlights

- **Behavior/Social-Emotional: *Girl Power* (P. 3)**  
Intervention group for 7 girls struggling with conflict, problem solving without adult intervention, or low self-esteem.
  - Before group: 46 referrals to counselor
  - During group: 16 referrals to counselor
  - After group: 1 referral to counselor
- **STEAM (Science Technology Engineering Arts and Math): *STEAM Summer Camp* (P. 46)**  
100 students attended the camp. Average pre-test score – 40%. Average post-test score – 82%.
- **Math: *After School Math Club* (P. 40)**  
10 targeted 3<sup>rd</sup> grade students
  - 9 of 10 students increased math proficiency by 1 grade level or more
  - 8 of 10 reported increased confidence to learn math concepts
- **Reading: *After School Tutoring* (P. 63)**  
Targeted 12 students with lower than grade level MAP reading scores who were not receiving additional interventions at school with reading recovery
  - 10 students showed growth with an average gain of +9.3 points in MAP Reading Score
- **Individual Intervention: *Check and Connect Mentoring* (P. 64)**  
Long-term mentoring for a student with multiple risk factors
  - Before: GPA 1.33, 15 days in-school detention, 3 days school suspension
  - After: GPA 2.18, 6 days in-school detention, 0 days school suspension, passed all classes
- **Health: *TATU (Teens Against Tobacco Use)* (P. 45)**  
2016-17 – 99 tobacco infractions  
2017-18 – 29 tobacco infractions
- **Bullying: *Compliment Box and Be Kind Project* (P. 37)**
  - Before: 6-8 bullying referrals weekly
  - After: Bullying referrals dropped 87% from the beginning of the year to the end of the year.
- **Behavior/Social-Emotional: *JUMP/EGO Small Groups—WHY TRY* (P. 20)**  
48 students referred for 2 or more SAFE referrals within the first 2 months of school or excessive referrals in the previous year.
  - Discipline referrals for those participating in WHY TRY group decreased by 40%
- **ACT Scores: *ACT Workshops* (P. 14)**
  - 72% of Math workshop participants increased subsequent Math scores by an avg. of 3.5 pts.
  - 88% of English workshop participants increased subsequent English scores by an avg. of 3.5 pts.
  - 72% of Reading workshop participants increased subsequent Reading scores by an avg. of 4 pts.
  - 83% of the participants saw an overall composite score increase.

See 2018 Impact Report Spotlight for more.



# 2019 Impact Highlights

- **Behavior/Bullying: Green Dot (P. 37)**  
Up-stander program for high school. Decrease in behavior referrals over 50%.
  - 2017-18: 686 behavior referrals/issues
  - 2018-19: 336 behavior referrals/issues
- **Attendance: Truancy Mediation (P. 14)**  
Of the 68 students who attended, 57 improved attendance and were no longer considered habitually truant
- **Kindergarten Readiness: Camp Kindergarten (P. 5)**  
Camp Kindergarten participants showed higher rates of Kindergarten readiness than non-participants  
School 1: Non-participants (29% ready), Camp Kindergarten (52% ready)  
School 2: Non-participants (35% ready), Camp Kindergarten (69% ready)
- **Dental: Elgin Dental (P. 74))**  
Students scored 1 – 3 depending on severity of dental need. Those requiring treatment received it.  
1s (abscess, infection, pain, immediate need) – 8 of 8 students completed treatment  
2s (obvious decay, need treatment very soon) – 45 of 47 students completed treatment  
3s (no obvious dental issues) – 6 of 94 completed treatment
- **Reading: Project Read (P. 73)**  
One-on-one mentorship reading program (31 students)
  - All students increased end-of-year MAP scores (average increase 15 points per student)
  - 29% of students started below grade level and finished the year either on grade level or above grade level
- **Health: Shoo-Flu (P. 57)**  
Health and attendance intervention due to increase in flu-related illness
  - Attendance dropped to 91% before Shoo-Flu was initiated
  - The next week, attendance climbed to 95%, a level that was maintained the following week as well
- **College and Career Readiness: College Application Week (P. 48)**
  - Before: 31% had applied to college/tech school/other post high school educational program
  - After: 65% had applied to college/tech school/other post high school educational program
- **Employment: Job Hub (P. 45)**  
Guidance for students on job applications, interview skills, and local employment opportunities
  - 60 of 69 students found employment
  - 100% felt more confident in obtaining employment
- **Suicide Prevention: Sources of Strength (P. 31)**
  - Reports of harm to self or others (83% decrease)
  - Gallup Annual Hope Survey – Students who say they have an adult mentor who encourages their development increased from 3.86 in 2017 to 3.95 in 2018 (U.S. average is 3.47)

See 2019 Impact Report Spotlight for more.