



# FRYSC Impact Report Spotlight 2022

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

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

- Kindergarten Readiness
- Behavior
- Mental Health
- Substance Abuse Prevention
- Reading/Math
- Dental Health
- Health
- College/Career Readiness
- Summer/Part-time Job Development
- Transition
- Social Emotional Learning
- English Language Learning
- Family Crisis
- Individual Interventions

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.

This impact report spotlight has a two-fold purpose:

1.) *To serve as a resource for FRYSC coordinators*

It is our hope that the reports shared in this spotlight will serve as good examples to improve data-gathering throughout the state.

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

All Impact Report Spotlights from 2016-2022 are available on the Division of FRYSC home page:

(<https://chfs.ky.gov/agencies/dfrcvs/dfrysc>)

Intervention/Service/Activity **Attendance Intervention Program**

Category Attendance

**BEFORE – demonstrated need**

The Campbell Ridge Elementary Attendance Intervention Program was created by the Family Resource Center (FRC) during the 16-17 school year to reduce our school’s high truancy rates. It has since expanded from just focusing on truancy to now also curbing chronic absenteeism, or those students who are missing 10% or more of the school year.

During the 20-21 school year, COVID raised our school’s chronic absenteeism rate to an all-time high of 11.13%. This equated to 67 students missing more than 10% of the school year. The FRC’s goal was to decrease our total school-wide chronic absenteeism rate to 7% or lower.

**AFTER – impact or outcome of the intervention**

The FRC Coordinator’s role was making sure Tier 1 interventions occurred throughout the school year. This included tracking daily attendance for this population during the 20-21 school year, leading school-wide attendance initiatives and bringing in community partners to increase involvement around the topic of attendance.

The FRC coordinator was also involved in Tier 2 interventions, such as bringing students of concern to bi-monthly Student Support Team Meetings. The coordinator led the attendance section to keep administrators and counselors up to date on student concerns and gathered feedback for interventions. The FRC coordinator reached out to caregivers to see what barriers were involved with accumulating absences to offer support. As for Tier 3 goals, the FRC coordinator followed up with necessary parties to ensure accountability and follow through on their goals. Such interventions included parent/guardian meetings, home visits, district support, attendance groups, etc.

By the end of the 21-22 school year, the Attendance Intervention Program had reduced our chronic absenteeism rates from 11.13% to 6.36%. We went from 67 students considered chronic to 36 total students. The program will continue each year with a strong focus on chronic absenteeism interventions.

Submitted by Campbell Ridge Elementary FRC  
Campbell County

Intervention/Service/Activity **STAR Attendance Club**

Category Attendance

**BEFORE – demonstrated need**

At the beginning of the 2021-2022 school year, the needs assessment team reviewed absences and tardies from the 2020-2021 school year. From the list of students with 50% or more unexcused absent/tardy days in 2020-2021, the team looked at students who had already missed 5 or more days in the 2021-2022 school year.

**HUNTERTOWN ELEMENTARY:** Five (5) students were chosen to participate in the STAR Attendance Group. Data from these five (5) students showed they had a combined 152 total absent/tardy days in the 2020-2021 school year, 140 of which were unexcused. This resulted in a total combined unexcused percentage of 92% for the 2020-2021 school year.

**SOUTHSIDE ELEMENTARY:** Ten (10) students were chosen to participate in the STAR Attendance Group. Data from these ten (10) students showed they had a combined 412 total absent/tardy days in the 2020-2021 school year, 348 of which were unexcused. This resulted in a total combined unexcused percentage of 84% for the 2020-2021 school year.

**AFTER – impact or outcome of the intervention**

The students met with the FRC Coordinator once a week to discuss attendance including the importance of coming to school each day, being on time, the negative effects of truancy, and how to overcome these barriers. Students had the opportunity to earn small incentives for weekly perfect attendance.

**HUNTERTOWN ELEMENTARY:** Five (5) total students participated in the STAR Attendance Club at Huntertown Elementary from September-May. At the end of the year, the students had a combined 130 absent/tardy days, 44 of which were unexcused. This resulted in a total combined unexcused percentage of 34% for the 2021-2022 school year. The group improved their attendance (unexcused days) by a combined 58% from the 2020-2021 to the 2021-2022 school year.

**SOUTHSIDE ELEMENTARY:** Ten (10) total students participated in the STAR Attendance Club at Southside Elementary from September-May. At the end of the year, the students had a combined 277 absent/tardy days, 121 of which were unexcused. This resulted in a total combined unexcused percentage of 44% for the 2021-2022 school year. The group improved their attendance (unexcused days) by a combined 40% from the 2020-2021 to the 2021-2022 school year.

Submitted by Huntertown-Southside FRC  
Woodford County

Intervention/Service/Activity **Mentoring Program**

Category Attendance/Behavior

### **BEFORE – demonstrated need**

Our office has provided a mentoring session for students. We had this program prior to COVID; however, due to the pandemic, we had to pause it. Thankfully, last year we were able to start back up.

In the spring of last year, we began matching students with mentors. These students struggled academically, attendance-wise, mentally, and emotionally. We took referrals from teachers, parents, and even students. From there, we got a total of 8 mentors and 8 students for this program.

These students met with their mentors bi-weekly for one hour. However, if the student had an issue, we could call their mentor in. Prior to our mentoring sessions, students were having behavioral issues.

On average, these students had prior to the program for the 20/21 school year:

- 8 behavior incidents
- 16 absences
- 1.4375 average GPA

### **AFTER – impact or outcome of the intervention**

By the end of our 21/22 school year, over all well-being and achievement improved dramatically for these 8 students. After the first week, students were coming by our office asking if it was a "mentor day", and they could not wait for their mentors to come back. Their attendance, behavioral incidents, and GPAs improved dramatically.

Behavior, attendance and GPA improved as follows:

- 4 behavior incidents
- 2.25 absences
- 2.3 average GPA

Our office provided the opportunity for these students to have a safe place and a safe adult to talk with. Not always did they work on school related topics. Many times, they just spent time hanging out and getting to know one another. However, having this trusting adult in their lives had a major impact on the student to be better within the classroom.

Submitted by The Beacon YSC  
Danville Independent

Intervention/Service/Activity **Royal Spring Middle YSC Check and Connect**

Category Attendance/Behavior

**BEFORE – demonstrated need**

At Royal Spring Middle School, there is a YSC-led social-emotional group called “Why Try.” The 12 students that participated had the tendency to struggle with attendance, work completion, and off-task behaviors. The majority of the students chosen for the social emotional group were identified by teachers, school staff, and the Early Warning Tool on Infinite Campus. The students learned valuable coping strategies and life skills, but it appeared they needed an additional layer of support to help them use the tools they had already obtained. The element of one-on-one accountability became an addition to the “Why Try” group. The purpose of the weekly mentoring was to decrease truancy, while increasing academic and behavioral success.

**AFTER – impact or outcome of the intervention**

During this 5-week window, the Check and Connect goal setting was purposefully led by students but encouraged and supported by the Youth Services Center coordinator. Each student was given a journal in which they could write down their goals and mark them off as they were accomplished. The students and YSC discussed the students’ latest situation (missed assignments, unexcused absences, behaviors that were putting the students in challenging situations, etc.). The students then set goals for the next week, and the YSC consulted the participants trying to ensure that they were making goals that would benefit them, without setting unrealistic goals.

Goals were set in the areas of attendance, behavior, and academics. Results were measured by the percentage of times the goals were met on a weekly basis in those 3 areas.

Goal Area	% Success Total	# students - 100% success	# students - 75% success	# students – 50% success	# students – 25% success	# students - 0% success
Attendance	72.9%	5	3	3	0	1*
Behavior	75%	4	4	3	1	0

**Academic**

-The mean for academic goal-setting success was 33.3%

\* 1 student was not successful reaching any of their attendance goals (truancy petition submitted to the Court Designated Worker giving them the opportunity to assist this student and family)

A Likert Scale was utilized to measure if there were improvements in students’ attitudes, specifically with regard to their perceptions of the increased accountability, the support systems in which they were introduced, and the growth opportunities made available through their challenges and hardships. 56% of the results displayed an improvement from the pre survey.

Sample of the results:

Question #6 - Challenges are opportunities for motivation and growth

19% improvement

Submitted by Royal Spring MS YSC  
Scott County

Intervention/Service/Activity **Lipstick After Dark** - A female mentoring group that targets our minority young ladies

Category Behavior

**BEFORE – demonstrated need**

The students who participated in the Lipstick After Dark program were selected due to risk factors created as baselines. The criteria were as follows:

- 1.) Minority Female
- 2.) Single Parent Household
- 3.) Free or Reduced Lunch
- 4.) Potential First-Generation College Student
- 5.) Behavior

Our targeted population that signed up for this program were 9 HMS students. The goal was to improve self-confidence, improve behavior, and to improve overall self-awareness.

**AFTER – impact or outcome of the intervention**

After the yearly program concluded, teachers and mentors noted significant improvement in behavior issues from the 9 young ladies in the program.

Before the program, these young ladies averaged 8 office referrals per year. After the first semester in the program, the office referrals dropped over 90% to a combined 6 between all of them. Six (6) of the young ladies in the program finished the entire 2021-2022 school year without a single write-up or discipline infraction.

I conducted pre and post interviews with each of the young ladies to get their initial thoughts before and after. At the end of the program, 100% of the participants stated that their improved behavior was a direct result of topics, meetings, and programs that were instituted through Lipstick After Dark.

A.H.O.Y. YSC will continue our partnership with Lipstick After Dark. We are going on year 4 and the program has made a stark improvement in behavior, motivation, academic, and emotional aspects of the participants.

Submitted by A.H.O.Y. YSC  
Christian County

Intervention/Service/Activity **Dream Riders Program with our EBD (Emotional Behavior Disorders) unit**

Category Behavior

**BEFORE – demonstrated need**

According to the Assistant Principal and EBD teacher, our students struggled with emotional awareness and problem-solving skills. We had the students take a survey where they stated they had anxiety and were not aware of how their feelings and actions impact the behavior of others. They also stated they had little confidence in themselves, their strengths, and their ability to work through problems.

**AFTER – impact or outcome of the intervention**

We took the students from our EBD unit to Dream Riders of Kentucky for therapeutic riding lessons for 6 weeks. The FRC paid for most of the tuition cost and most of the transportation cost. The students learned how to care for, groom, saddle, and ride horses. They also learned how to work together as a team, communicate, problem solve, step out of their comfort zones and have confidence.

Eight (8) students attended the program. Pre-post data was successfully completed for 5 participants.

According to our pre and post surveys, 4/5 increased their awareness of how emotions and actions impact the behavior of others, 4/5 gained or maintained confidence in themselves, 3/5 felt prepared to work through future problems after completing Dream Riders, 3/5 gained more knowledge of their strengths and confidence. They also stated they knew they could use the techniques they learned at Dream Riders in other situations (schools, life, home). They learned new ways of dealing with anxiety and stress, understanding of themselves, and ability to recognize, name, and appropriately express their emotions.

We also measured disciplinary write ups that happened before attending Dream Riders and after. From August to May, those students averaged 3 write ups per month in the classroom overall. During and after Dream Riders, they averaged 1 per month in the classroom, displaying a 33% decrease in write ups.

Submitted by Central Daviess County FRC  
Daviess County



Intervention/Service/Activity **HALO - Leadership Group**

Category Behavior

**BEFORE – demonstrated need**

Before HALO was created, we had several female students who were always fighting, refusing to do work, involved in drama, and had little motivation. The students who we recognized the most struggling in these areas were girls in 5th and 6th grade. We had a female student in the office almost every day due to drama or refusing to do work.

**AFTER – impact or outcome of the intervention**

HALO was created as a girl's leadership group where they learned all things leadership. This group includes learning about community service, conflict resolution, respect, and more. We meet once a week for 30 minutes and have a lesson or project. This past year, we had 46 girls who were involved in the group.

The fights went from 4 a year to 1. Office referrals for our female students in these grades went from 26 a semester to 3 a semester. Our students learned how to cooperate with one another and get along.

Submitted by Warren EL FRC  
Warren County

Intervention/Service/Activity **Pretty Brown Girl Mentoring Program**

Category Behavior

**BEFORE – demonstrated need**

In efforts to improve conflict resolution and decrease behavioral incidents amongst female students within the building, the Youth Services Coordinator and Mental Health Practitioner collaborated with the Pretty Brown Girl Mentoring Program (PBG). The collaborative goal was to improve social-emotional skills such as self-awareness, self-control and building positive relationships while decreasing behavioral incidents. The PBD mentoring group consisted of twelve female students who had one or more behavioral incidents prior to the Pretty Brown Girl program.

**AFTER – impact or outcome of the intervention**

The PBG facilitator met weekly with our students over a 9-week period and covered social -emotional topics that included: Positive Decision Making, Self-Acceptance and Empowering Other Women. Each student completed a digital pre/post evaluation form, which assesses how they view themselves before and after the program. The data collected measures the impact of the program, highlighting the individual’s value of self-love, self-esteem, empowerment, and a sense of belonging.

According to the post survey, over 70% of female students that participated in PBG indicated the program improved overall self-confidence, positive decision making, and an increase in peer relationships. Additional interventions included individual supports from the schools’ MHP, School Counselor and YSC for students who participated in the program.

The YSC reviewed data from IC and behavioral logs at the end of the program to determine changes made in behavioral incidents.

**Prior to program:** 15 behavioral incidents  
**Following the program:** 6 behavioral incidents

*(source: Infinite Campus and in-school record)*

Submitted by Breckinridge Metro/Minor Daniels YSC  
 Jefferson County

Intervention/Service/Activity **Check In Check Out Program** - A program to increase expected behaviors

Category Behavior

**BEFORE – demonstrated need**

Three students were currently PBIS Tier 1/2 students trending towards Tier 3. These students had received numerous office referrals and suspensions demonstrating defiant, destructive and aggressive behaviors. The male students did not have trusting relationships with adults, caused classroom disruptions, had a history of trauma and lacked male role models outside of school. 100% of the students had received office referrals, non-satisfactory grades and either in-school or out of school suspensions. Students met with the FRC Coordinator every morning to review coping strategies, daily goals and review daily tracking sheets to track target behaviors. As the year progressed, their daily goal percentage would also increase, as well as a decrease in suspension and classroom disruption.

**AFTER – impact or outcome of the intervention**

After daily meetings with students addressing coping strategies, and developing trusting relationships with an adult, the following results were observed:

- 100% of students demonstrated an increase in coping skills reducing classroom disruption, disrespectful behavior and increase in class work completion as tracked by daily behavior Check In/Check Out charts.
- 100% of students experienced a decrease in office referrals.
- 67% of students experienced a decrease in in-school/out of school suspensions.
- All three students demonstrated an increase of at least 30% of daily goals.

Submitted by Collins Elementary FRC  
Boone County

Intervention/Service/Activity **Shield Shop**

Category Behavior

**BEFORE – demonstrated need**

I was asked by administration for a possible solution to the growing discipline issues that our school was experiencing. After some collaboration with our school counselor and assistant principal, we opened the Shield Shop in an empty classroom. The entire student population was targeted with emphasis on those students exhibiting unwanted behaviors.

**AFTER – impact or outcome of the intervention**

Students were given the opportunity to earn Knight Bucks throughout the day based on behavior. The shop was opened up on Fridays of each week in order for students to buy items including snacks, tee shirts, stem items, and board games.

Prices varied. Higher priced items gave the students an opportunity to make financial decisions on how to save or spend their Knight Bucks.

After week two of the Shield Shop being implemented, discipline referrals were down 4% and 16% by the end of the first quarter. By year's end, referrals were down almost 25%. Post surveys for staff determined they could see a significant decline in unwanted behaviors. Post surveys for students determined that most had learned the importance of financial responsibilities and savings.

Submitted by Marion Co. MS YSC  
 Marion County

Intervention/Service/Activity **Anchored Boys Club** - A 5th Grade Mentorship Program (Boys Anchored in Being True Gentlemen)

Category Behavior

**BEFORE – demonstrated need**

On the 2021-2022 FRC Salem Elementary School staff survey, the 5th grade teachers voiced a need for some type of mentorship program for 10 to 15 boys in their homerooms. The FRC Coordinator took this information and formed the Salem Elementary Anchored Boys Club. The issues noted by each teacher were attendance, behavior issues and the current grades of these boys.

The 12 boys that were included in the Anchored Boys Club had 16 behavior referrals to the administration from August to October of this school year. These boys also had a total of 58 absences between them from August to October. Each of the boys had at least one subject they were currently under performing in. All 12 had a 65% or less in a subject.

**AFTER – impact or outcome of the intervention**

The Anchored Boys Club was formed in October of the 2021 - 2022 school year. The Anchored Boys Club started meeting each Friday during the boys’ specials times to prevent a loss of in class instruction time. The FRC Coordinator was also on call to these boys any time they just needed to talk though the week.

Each week the FRC Coordinator orchestrated the meetings. The meetings included a group time for each boy to vent their feelings of what was going on in their school experience. Then the boys had a few minutes of one-on-one time with the FRC Coordinator to discuss any issues they were experiencing in their home lives.

The FRC invited speakers weekly to encourage and challenge the boys to be their best at school and at home. The FRC Coordinator taught lessons on manners, proper etiquette on how we should treat our mothers, sisters, and teachers. Each boy was also taught how to tie a necktie. Four times throughout the school year the FRC had a SES Gentleman's Day, where each boy dressed their best. The FRC instituted a reward system that allowed each boy improving to be rewarded. The rewards varied from homework passes from their teacher to being an FRC Assistant for the day to assist with simple daily FRC tasks around the school.

Beginning May 1st, the FRC Coordinator reevaluated the 12 boys in the Anchored Boys Club to check for improvements. All boys involved showed improvements in all areas.

From 10-1-21 to 5-1-2022 the 12 boys behavior referrals dropped from 18 in 3 months to 7 in 6 months. This is a 56.25% decrease in behavior referrals. Absences dropped from 55 in 3 months to 23 between all of the boys in 6 months. This was a 60.3% decrease in absences. All of the boys' grades improved in the one subject area that was below 65%. The boys went from 12 having a grade in one subject below 65% to only 3 having a grade below 65% by May 1st.

Submitted by Russell Springs Elementary FRC  
Russell County

Intervention/Service/Activity **Kindness Group**

Category Behavior

**BEFORE – demonstrated need**

There was a need for social development, after being isolated from COVID. Students lacked social skills and proper social etiquette. Students were struggling to make new friends and emotionally cope while transitioning back into a social setting.

Baseline Data-Process Data - The Kindness Group started with only two students. After 4 months, the group grew to 42 members. From 1 active staff member to 5.

Perception data was gathered weekly, verbally, by having students raise their hands and share how the information in the group was being used and if it was impactful. The students shared that they had spread kindness, made new friends, and were working through conflicts at home in a more productive fashion.

Behavioral Data Tracking- 3 students who were being seen multiple times weekly for conflict or disrespect were no longer being seen.

**AFTER – impact or outcome of the intervention**

The Kindness Group- was an initial thought of the Vice Principal. He had worked with a group of 6th grade girls who struggled with continual conflict. His thought was for the students to learn how to socially interact after 2 years of being isolated at home, due to COVID, and leaving elementary school and entering middle school. The other thought was for them to just be "KIND." However, due to his schedule, he was unable to get the program off the ground. He then asked the YSC to chair the group.

Week 1, only two students were in the group. The group discussed feelings the students experienced once returning to school, social etiquette, phone etiquette, food service etiquette, fun games that provided fun interaction between the students, scenarios they acted out and then discussed a better way to work through the scenario, suicide, death of loved ones.

With each week, the program grew. The group met each Wednesday, 7:45am to 8:15am in the school library. The YSC invited staff from Gear Up, the 2nd Steps instructor, Vice Principal, and the Librarian. The group ended with 42 regular attendees. However, once you begin to spread Kindness, the impact is immeasurable, a domino effect.

Other data: Perception data was gathered weekly, verbally, by having students raise their hands and share how the information in the group was being used, and if it was impactful. The students shared that they had spread kindness, made new friends, and were working through conflicts at home in a more productive fashion.

Behavioral Data Tracking- 3 students that the group was originally designed for went from weekly behavioral events to zero behavioral events.

Submitted by Wayne Co. MS YSC  
 Wayne County

Intervention/Service/Activity **Distinguished to Achieve on Purpose** - in school academic/behavior program

Category Behavior/Grades

### BEFORE – demonstrated need

Children of Color were MAP testing with insufficient scores. Serving on Christian County School system’s Racial, Equity, and Inclusion Committee gave me the opportunity to look at statistics pertaining to achievement gaps between Caucasian students and Students of Color. It was learned that Students of Color tested below grade level in Reading and Math compared to Caucasian Students. Fourteen (14) African American Students without an IEP were selected to participate in an intervention program.

All of the 14 scored low on the MAP test during fall, 2021. I looked at culture and diversity to determine what was impacting the low scores children of color were receiving on the MAP test. I found that the biggest insight was that 80 % of Students of Color did not understand why MAP tests were important and did not understand how to take the MAP test.

### AFTER – impact or outcome of the intervention

South Christian Elementary Family Resource implemented a program called, Distinguished to Achieve On Purpose (DAP). The program targeted 14 students of color who MAP tested below proficient. Students could not have an IEP. Selected students met with FRC weekly to talk about daily activities, home life, grades, behavior and how to take an achievement test. Of 14 students, 13 showed growth in MAP scores.

1. SCEFRC, met with each student individually and explained the meaning of their individual test score. Each student was asked if they wanted to improve their individual score, and all 14 stated that they wanted to improve their score.
2. All of the students’ parents were notified and were informed of the goals of the program. All gave permission for their children to participate in DAP.
3. Students met weekly to go over their grades, behavior, school expectations, extra reading and math assignments, test taking strategies. and behavior.
4. Parents were contacted weekly and made aware of their student’s progress or digression, and behavior.
5. Students who completed extra computer assignments were rewarded bi-weekly.
  - 4th grade students’ scores grew 52% in Math and 43% in Reading
  - 5th grade students’ scores grew 57% in Math and 64% in Reading.
  - 6th grade – Sample size was less than 10, which makes the sample size too small for reliable stats.
  - 188 students were positively impacted by the growth of our 13 students.

Submitted by South Christian FRC  
Christian County

Intervention/Service/Activity **Small Talk**

Category Behavior/Grandparent Support

**BEFORE – demonstrated need**

Infinite campus data showed the following in the spring of 2021:

- 31 students in our building were being raised by a grandparent
- 24 of those students were on our Persistence to Graduation (PTG) list
- 18 of the 24 were females

After sending out a needs assessment survey to grandparents raising grandchildren:

- 14 completed the survey
- 13 stated that they were struggling with behavioral issues at home with their grandchild
- 14 stated that they do not know how to interact/engage with their grandchild

**AFTER – impact or outcome of the intervention**

Small Talk is a small group of eight (8) girls in the school that currently live with their grandparent(s). We meet once a week and talk about problems, worries, and struggles with living with grandparents. The girls are given the opportunity to express their concerns and frustrations as well as give feedback to each other on how to handle situations. Additionally, each week the girls are given an at-home activity to complete with their grandparents. They are given a prize for every week they complete the activity.

After impact stats:

- Six (6) girls attended all twelve sessions
- Five (5) girls completed all at-home activities with their grandparents
- All eight (8) girls reported that the group was effective in helping improve their mental health
- Four (4) reported a positive change in their relationship with their grandparents

Submitted by Trimble County YSC  
Trimble County



Intervention/Service/Activity **Bullying Education**

Category Bullying

**BEFORE – demonstrated need**

Bonnieville's 4th and 5th graders had recurring issues with bullying other classmates. The principal asked FRYSC to develop a program for both classes. FRYSC created a pre and post test.

**AFTER – impact or outcome of the intervention**

There were 24 students present for the program. Twenty-one (21) students completed the pre-test while 24 students completed the post-test.

The program consisted of a video describing what bullying is, the different types of bullying (verbal, physical, social/emotional and cyber), how to report bullying, and what to do if you're being bullied/are the bully. FRYSC went more in-depth about internet bullying. FRYSC explained the consequences of bullying such as discipline for the bully and possible depression and suicide for the bullied.

Students showed improved knowledge overall. Students understand there are 4 types of bullying (Pre-test: 76.2%; Post-test: 87.5%), that bullying does not stop while teasing does (Pre-test: 76.2%; Post-test: 87.5%), that physical bullying consists of stealing, damaging property, punching, hitting, etc. (Pre-test: 57.1%; Post-test: 75%), understanding to keep negative comments to themselves (Pre-test: 42.9%; Post-test: 83.3%)

Comparing the pre-test and post-test results, students improved on every question except "What is teasing?". FRYSC believes the reason students did not improve on this question is due to how the question and answers were worded. This question was a "Select all that apply" type question. There were also other "select all that apply" questions that the students improved on but were still confused by. For future tests FRYSC will only use "Select all that apply" with middle school and up.

Overall, students show improved knowledge of bullying and bullying prevention. After the students participated in the program the reports of bullying stopped. FRYSC will implement this program for the 22/23 school year but will improve the phrasing of questions and have more student involvement/discussion.

Pre-test:

[https://docs.google.com/forms/d/1-eBU4fyjPQ3DmX2FxsrkaYTIAEks5L6dim\\_a9q7Ww-Q/viewanalytics](https://docs.google.com/forms/d/1-eBU4fyjPQ3DmX2FxsrkaYTIAEks5L6dim_a9q7Ww-Q/viewanalytics)

Post-test:

<https://docs.google.com/forms/d/1FJuTtUkdwK8hH9dw3fyZuHzee64DW1pPAcT3Rq1tp-4/viewanalytics>

Submitted by Pathways FRYSC  
Hart County

Intervention/Service/Activity **College Essay Writing Workshop**

Category College/Career Readiness

**BEFORE – demonstrated need**

The targeted population was Juniors and Seniors. Students lack confidence in answering college essays and how to approach different types of essays. Students lack the knowledge of what role the essay plays in a college admission and how to make the essay engaging and unique. Students lack confidence picking out strengths and weaknesses for their essays.

**AFTER – impact or outcome of the intervention**

The Youth Services Center sponsored the College Essay Writing Workshop presented by Chris Reeves. This event was a free virtual event. Pre/Post-test given. This event was a two-day event, two hours each day for a total of four hours. Students learned the following: What colleges are looking for in personal statements, how to approach different types of essays, confidence in answering future essays, how to approach different types of essays and short answers, and how to stand out in an application.

Students experienced engaging in virtual classroom instruction, brainstorming activities to find the best topic, feedback on ideas for topics, and time to draft an essay. A pre-test was given prior to instruction on the first day. A post-test was given at the end of instruction on the second day. Overall, the students’ knowledge increased in all 8 areas addressed:

- I understand what role the essay plays in college admission: Increased 30.1%
- I can identify three types of application essay questions: Increased 116.7%
- I feel confident picking out strengths in sample essays: Increased 75.9%
- I feel confident picking out weaknesses in sample essays: Increased 63.6%
- I have a topic for my essay, and I am happy with my topic: Increased 63.3%
- I know how to make my story unique: Increased 66.7%
- I know how to start my essay in a way that engages the reader: Increased 63.3%
- I understand what makes a great college essay: Increased 92.7%

Submitted by Larry A. Ryle HS YSC  
Boone County

Intervention/Service/Activity **Summer College Visits**

Category College/Career Readiness

**BEFORE – demonstrated need**

The demonstrated need before the intervention was to increase college visit opportunities for juniors and seniors. According to the 2020 – 2021 Simon Kenton School Report, 11.6% of graduates transitioned to college, 5% of graduates transitioned to technical training, and 45.6% of graduates transitioned to a work-school combination. The 2020 – 2021 needs assessment showed that students and parents indicated a need for help preparing for college and future careers.

**AFTER – impact or outcome of the intervention**

Junior and senior students were invited to attend a series of 8 college visits during June of 2022. The program was planned, sponsored, and chaperoned by three KCSD YSCs (Simon Kenton, Dixie, & Scott). YSC funds from each center were used to pay for transportation, food, and supplies. All visits were free for the students. Five students from Simon Kenton attended the program. Below are results from the Pre & Post Test of these 5 students, with responses ranging from 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), & 5 (strongly agree):

	Pre-test average	Post-test Average	% Increase
#1. I know where to get help with college admissions.	2.5	4.5	80%
#2. I understand the differences between private colleges, public universities, and community/technical colleges.	4.0	4.5	13%
#3. I understand what steps to take to apply to college.	3.75	4.5	33%
#4. I feel confident being on a college/university campus.	4.0	4.25	6%
#5. I know where I want to go for college/university.	3.0	3.75	25%
#6. I understand all of my options for higher education.	3.5	4.0	14%
#7. I understand the process of applying for financial aid for higher education.	3.0	3.5	17%
#8. I understand how my grades, test scores, extracurricular activities, and field of study can impact my acceptance to college.	3.75	4.75	27%

Submitted by Simon Kenton YSC  
Kenton County

Intervention/Service/Activity **Senior Mock Interviews**

Category College/Career Readiness

**BEFORE – demonstrated need**

Based on the 2021-2022 Student Needs Assessment Surveys at Pendleton County High School, only 50% of students felt confident in their ability to write a resume and 72% felt confident in their ability to interview for a job. As part of the Senior Mock Interview process, all Seniors will learn to write resumes and discuss tips and tricks to a great job interview including dress, eye contact, talking points, etc.

**AFTER – impact or outcome of the intervention**

All Seniors participated in Mock Interviews where they interviewed with someone who works in their chosen career field. Prior to the actual interview, students write resumes and learn how to appropriately interview for a job.

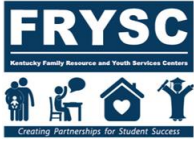
Interviewers conduct a 20-minute interview and then spend about 10 minutes giving them verbal feedback. The students also receive written feedback about how their interview went.

All participating students were surveyed at the conclusion of the mock interview day. According to post-survey data

- 100% of those participating felt this experience was valuable and worth the time and effort.
- 92% of participating students feel confident in their ability to fill out a job application, and
- 97% felt confident in their ability to interview for a job.
- 84% of participating students reported feeling confident in their ability to write a resume.

A total of 71 students participated. This data has inspired us to expand the program for the 2022-2023 school year and incorporate more instruction on resume writing and interviewing as well as expand the mock interview sessions to 2 days instead of 1 to give more time for the interviews.

Submitted by South FRYSC  
Pendleton County



Intervention/Service/Activity **Commodore Connections- FAFSA applications/scholarships**

Category College/Career Readiness

#### **BEFORE – demonstrated need**

As the COVID-19 pandemic slowly comes to an end, all individuals are still feeling the effects. Although the 21-22 academic school year was more of a transition back to normalcy, normal is still far out of reach.

Unfortunately, due to the severity of the pandemic, many students are unable to transition successfully from high school to post-secondary education. To help evaluate the stresses that continue to occur, Perry County Central YSC and AmeriCorps PFE partnered to offer senior students the ability to still meet high school milestones. To do this, partners offered an event, "Commodore Connections". This began Oct 1, 2021 and continued through the remainder of the school year. The event allowed senior students to complete all requirements that would encourage a smooth transition into college or trade school upon graduation.

#### **AFTER – impact or outcome of the intervention**

Before "Commodore Connections" began on Oct. 1, 2021, approximately 176 students were reported through the FAFSA to the school and grant related entities. At this time no students had completed the FREE Application for Federal Aid.

As of May 18, 2022 111 high school seniors had completed the FAFSA out of 176 enrollees. This is an overall total of 62.50% of the 12th grade population.

In the previous academic year only 46% of 12 grade students completed the Application for Federal Aid. Perry County Central High demonstrated a growth of 16.5% in student participation. We will continue to find ways to increase the participation among students and families and strive to hit our goal of 80%.

Submitted by Perry Central YSC  
Perry County

Intervention/Service/Activity **Floss & Gloss**--dental prevention program offered on site

Category Dental

**BEFORE – demonstrated need**

According to KY Kids Count data, 46% of Calloway County's children are considered to live in low-income homes; therefore, a large percentage of students do not have access to proper dental care. The lack of access to providers able and willing to see these students is compounded by the fact that transportation is a barrier to our families when seeking any sort of dental care.

**AFTER – impact or outcome of the intervention**

Floss & Gloss was invited by the Harbour Youth Services Center to Calloway County High School to provide preventive dental services inside the center such as cleaning, fluoride varnish and sealants to students signed up by their guardians.

- SY19 – Floss & Gloss reported 245 sealants were placed. 48.31% of students had no obvious problem, and 20% were considered to have urgent needs.
- Floss & Gloss returned in FY20 but was unavailable in FY21 due to COVID.
- SY22 Floss & Gloss returned to CCHS. 309 sealants were placed; it was reported that 56.94% of students had no problems, which is an increase of 8.63%.
- Urgent need students decreased to 8.33% which was a 11.67% decrease.

All students that participate receive a toothbrush, toothpaste, floss and good oral hygiene information. Students with urgent needs receive follow-up phone calls to the guardian and information to help ensure establishment of a dental home.

Submitted by The Harbour YSC  
Calloway County



Intervention/Service/Activity **Floss & Gloss Dental Health Program**

Category Dental

**BEFORE – demonstrated need**

McCracken County faces a health provider shortage and, therefore, is medically underserved. Children living in poverty are five times more likely to have untreated dental decay than children from higher-income families. The lack of access to providers able and willing to serve the children of McCracken County, is compounded by the barrier of lack of transportation. The goal of the Floss and Gloss Dental Health Program is to serve at least 50% of students that are on Medicaid, and refer three families to a dental home.

**AFTER – impact or outcome of the intervention**

Lone Oak FRC saw an increase in the number of students who have received dental services within the last year. There were 103 students who were examined and/or serviced by dental providers with the Floss & Gloss Dental Health Program. Of the 103 students served in FY 21-22, 67% had insurance through Medicaid. This was an increase from 45.1% that had Medicaid insurance in the prior FY 20-21. In addition, 10 students were referred to a dental home.

Submitted by Lone Oak FRC  
McCracken County

Intervention/Service/Activity **Big Smiles Dental - Dental Exams & Restorative care**

Category Dental

**BEFORE – demonstrated need**

Based on the Keralot I FRC Parent Needs Assessment Survey, 6% of families indicated a need for assistance with dental/medical care. Additionally, the staff needs assessment survey indicated that 70% of staff at Ekron Elementary and 60% of staff at Payneville Elementary, felt that attendance was an issue regarding student learning. There were 45% of Ekron staff members and 42% of Payneville staff members that listed hygiene, including dental, as one of the top health issues that interfere with student learning.

**AFTER – impact or outcome of the intervention**

The Keralot I Family Resource Center collaborated with the Big Smiles Dental Program to provide services for students from Kindergarten through 6th grade. The program allowed students to receive dental care twice during the 2021-2022 school year. The Family Resource Center sent home information about dental screenings and directly contacted families who indicated a need for dental services. Big Smiles set up on school grounds where students were screened and treated for dental needs, such as restorative work, over a two to four-day period, per school.

In the Fall of the 2021-2022 school year, 79 students received dental exams, oral hygiene instruction, cleaning, fluoride varnish, sealants and/or treatment plans, if needed. During this time, 50% were considered restorative patients, 82% received restorative procedures on school grounds, and 18% of students were referred out for additional procedures.

In the Spring of the 2021-2022 school year, 74 students received dental exams, oral hygiene instruction, cleaning, fluoride varnish, sealants and/or treatment plans, if needed. During this time, only 34% were considered restorative patients. Forty-eight of the students were seen both in the Fall and in the Spring. Eighty percent either remained cavity free or had no additional cavities once work was completed; 94% of those students were also considered to be cavity free after the Spring visit. According to the Big Smiles report, hosting this program on school grounds saved 166 days of absences in the Fall and 156 days saved from absences in the Spring.

No students were turned away due to inability to pay. Additionally, the Big Smiles Program offers grants to families that do not have dental insurance or may be unable to pay.

Submitted by Keralot I FRC  
Meade County



Intervention/Service/Activity **Dental Services - Elgin Dental**

Category Dental

**BEFORE – demonstrated need**

According to the CDC, from 2019 to 2020, the percentage of children aged 1–17 years who had a dental examination or cleaning in the past 12 months, decreased from 83.8% to 80.9%. Supporting research from the Kentucky Oral Health Coalition showed that oral screenings revealed a 17% increase, from 2019 to 2020, in early signs of urgent care needed for 3rd-6th graders.

The Eastern region of Kentucky showed a greater need of urgent dental care with 20% of 5,400 3rd-6th grade patients needing urgent dental care, compared to only 8% across the state. During the 2015-2016 school year, data indicated that dentists observed 41% of 3rd-6th graders that had untreated cavities. According to FRYSC data, parents/guardians indicated that they needed help accessing dental services due to various barriers including missing a work day with no pay, COVID-19 restrictions and transportation.

Pre-Intervention Data (n=56):

- 10.71% of students scored a 1 - Urgent, severe dental issues
- 50% of students scored a 2 - Slight abscess and /or cavities
- 30.36% of students scored a 3 - Needed cleanings and/or sealants

**AFTER – impact or outcome of the intervention**

The Elgin Dental Program is a partnership between the McCreary County Board of Education, the Elgin Foundation, Family Dental of Kentucky and Whitley City Elementary Family Resource Center. The goal is to provide dental services and treatment to students with untreated oral health needs.

Dental screenings were performed on each child in the dental program. Students were given a score of 1, 2, or 3 depending on the severity of issues, as shown in the pre-intervention data. Afterwards, students with scores of 1 and 2 were transported by bus to the local dentist office where they were examined further, and an individual treatment plan was established. These students were then transported by bus, once a week, until the treatments were completed. Students with a score of 3 were seen by the mobile dental team at school for cleanings.

There were 56 screenings in total through Elgin Dental. All students that scored a 1 completed their treatment plans (6 kids); students scoring a 2 completed their treatment plans (28 kids); and students scoring a 3 completed their treatment plans (17 kids). Five students screened had treatment plans established and completed with parents/guardians.

The role of the center included coordination of application, scheduling, permission forms, space, transportation, and follow-up with parents or guardians.

Submitted by Whitley City Elementary Family Resource Center  
McCreary County

Intervention/Service/Activity **Big Smiles Dental Screening**

Category Dental

**BEFORE – demonstrated need**

According to the CDC, more than half of children aged 6 to 8 have had a cavity in at least one of their primary teeth. Children aged 5 to 19 years who are from low-income families are twice as likely (25%) to have cavities, compared to children from higher-income households (11%).

In FY 21-22, 55% of Taylor Elementary students were eligible for Free/Reduced lunch. Although only 10% of our families reported dental as one of their 3 top health issues, according to our FY 21-22 FRC Family Survey, we knew there was a large need at our facility. Whether that was based on actual dental needs or convenience for the parent - it was well sought after.

**AFTER – impact or outcome of the intervention**

Due to the requests, the Family Resource Center arranged for Big Smiles to visit Taylor Elementary on 3 separate occasions during FY 21-22. The FRC team worked closely with Big Smiles to register students in advance and assist them with their in-person visits to see as many students as possible and provide appropriate care. The FRC also worked with and/or covered costs for a total of 10 families who did not have dental insurance, to ensure their child received assistance at no cost.

During our October 2021 visit - 50 students were seen.  
 During our January 2022 visit - 40 students were seen.  
 During our April 2022 visit - 34 students were seen.

Visit Data (21-22 school year):

- 124 students received preventative education from the dentist.
- 124 students were seen by the in-school dentist.
- 81 students had no dental needs detected.
- 25 students needed additional dental care.
- 5 students needed urgent dental care.
- 46 students received restorative care, i.e., fillings (3 carried over from previous year)
- 67% of our students were seen.

Based on our high percentage of restorative care needs and the overall need of dental assistance (known/unknown), our community and district are in the final stages of providing a School Based Health Center. This center will be located within walking distance of our schools. It will provide convenient access for our students and families to ensure consistent dental care.

Submitted by Taylor Elementary FRC  
Bracken County

Intervention/Service/Activity **Big Smiles Dental Program- Onsite Dental Clinic**

Category Dental

**BEFORE – demonstrated need**

Many of the students at Shearer FRC lack proper dental care and hygiene at home. In order to address the needs of our students, we brought the dental clinic to them. Studies have shown that low-income children have five times more untreated cavities than children from higher-income families. Based on a survey conducted at our open house, of the 278 students in attendance, approximately 64.3% reported not visiting a dentist regularly or having never been to the dentist.

We targeted those students not having seen a dentist on a regular basis or not at all. Staff members worked with the families of these students to get the appropriate documentation on file to allow their child to receive preventative education, fluoride varnish treatments, sealants, and restorative care, if needed, onsite at school.

**AFTER – impact or outcome of the intervention**

The Family Resource Center requested that the Big Smiles Dental Program be implemented in the school, due to the population of students/families being served. The Family Resource Center contacted the Big Smiles Dental Program and invited them to attend our Open House in August. A representative with Big Smiles set up a table with information/applications for families to register for the program. The coordinator worked with staff members, food service, and custodial staff to identify families that would benefit from the program. Big Smiles Dental visited the school for the first time in February with their last visit being in May.

Between the six visits, 101 students received preventative education; 63 students received fluoride varnish treatments; 54 students received sealants; 50 students received restorative care; 9 students needed urgent care; and 10 students were referred to outside providers due to extensiveness. Of the 101 students seen by the dentist, 95 students had 2 or more cavities with some as many as 6 cavities; 98% reported that they felt more confident about their smile and appearance and were excited to start implementing better dental hygiene at home.

A total of 207.9 days of school were saved by having the dental clinic onsite rather than students having to leave school for appointments. The Family Resource Center worked with the local health department and Anthem Insurance to give each student a new toothbrush, toothpaste, and floss to encourage good dental hygiene habits.

Representatives from the local health department and Anthem are scheduled to talk with students in October and demonstrate proper techniques for brushing your teeth and give them some tips on how to keep their teeth healthy. The Family Resource Center placed totes throughout the building with dental packs that included a new toothbrush and toothpaste for anyone that might need one at home. The program has been exceptional and appreciated by our students and families. This was one of the most rewarding programs that I have implemented.

Submitted by Shearer FRC  
Clark County

Intervention/Service/Activity **EL - SUPPORT ON FRIDAYS** - Academies for Parents of English Learners

Category EL Support

**BEFORE – demonstrated need**

At the beginning of the school year, 41 EL students were tested at school with the W-APT (WIDA-ACCESS Placement Test). The FRC organized a series of workshops that were held on two Fridays of each month. There the parents participated in activities, received strategies and supplies for the development of their children's Language and Communication skills. The invitation was extended to all EL families. However, only 8 families committed to participate. These parents did not speak English.

**AFTER – impact or outcome of the intervention**

At the end of the school year, EL students were screened again with W-APT.

The data shows that the students belonging to the families that participated in the program EL - SUPPORT ON FRIDAYS increased their English proficiency due to the support of their parents.

W-APT Results (1-30)

Student	1st Screening	2nd Screening
1	0	10
2	6	18
3	3	21
4	6	18
5	8	27
6	0	7
7	6	20
8	0	20

Submitted by Northside Family Resource Center  
Shelby County

Intervention/Service/Activity **Organization Group**

Category Grades/Organization

**BEFORE – demonstrated need**

At Scott County Middle School, 57% of teachers reported that students having self-discipline was a top need. Based on teacher referrals, students were part of a group called the Organization Group. This group was for students who needed extra support outside of the classroom and were struggling with keeping their school materials organized and losing work.

The lack of organization resulted in their grades suffering. Each week students met with the YSC, where we would run grade reports, identify missing work, and organize materials. There were 3 groups that met:

- 6th Grade:** 7 students
- 7th Grade:** 8 students
- 8th Grade:** 7 students

**AFTER – impact or outcome of the intervention**

Twenty-two (22) students were identified through teacher referral. The intervention started at the end of the 3rd nine-weeks term and ended towards the end of the 4th term.

Overall, most students who attended school and came to the organization group saw an increase in their GPA. The 6th grade had an average increase in GPA of 0.45 with the lowest being -0.57 and the highest being 1. The 7th grade had an average increase in GPA of 0.23 with the lowest being -0.41 and the highest being 0.88. The 8th grade had an average increase in GPA of 0.33 with the lowest being -0.5 and the highest being 0.93.

The YSC reached out to parents to increase communication between school and families. One parent said she felt like this group helped her son focus, and she said she could tell a difference in his attitude about coming to school. This student had the highest GPA increase, raising his GPA from a 1.43 to a 2.43.

Submitted by Scott County MS YSC  
Scott County

Intervention/Service/Activity **Learning Lab Interventions**

Category Graduation/Credit Recovery

**BEFORE – demonstrated need**

At the beginning of the 3rd grading period, there were 27 students failing courses and needing credits. The following numbers of students were failing three or more courses:

**Grade 9**

- # of Students 14
- # of Failing Courses BEFORE Interventions 53
- # of Failing Courses AFTER Interventions 29

**Grade 10**

- # of Students 7
- # of Failing Courses BEFORE Interventions 28
- # of Failing Courses AFTER Interventions 20

**Grade 11**

- # of Students 8
- # of Failing Courses BEFORE Interventions 25
- # of Failing Courses AFTER Interventions 12

**AFTER – impact or outcome of the intervention**

The YSC collaborated with the Guidance Counselor’s office to offer instruction and tutoring during the Learning Lab four days a week. The YSC called parents weekly to give an update on grades and to offer credit recovery support for the students. Snacks were also provided. At the end of the year, credits were recovered for 18 of the 27 students.

Submitted by Meade County HS YSC  
 Meade County

Intervention/Service/Activity **Getting Back on Track to Graduation**

Category Graduation/Credit Recovery

**BEFORE – demonstrated need**

At the beginning of the 2021-22 school year, there was a high number of students in the 2022 cohort that did not have enough credits to earn a diploma at the end of the school year. In September 2021, 68 students were identified as not having earned enough credits in the past three school years to be on track to earn a diploma by May 2022.

**AFTER – impact or outcome of the intervention**

The YSC collaborated with Scott High School's Counseling Department to inform the off-track students and encourage them to develop a plan for earning the needed credits to earn a diploma.

First, the YSC and Guidance Department met with the students as a large group and reviewed their transcripts with them. We offered general information about options to earn a diploma including credit recovery, work-based learning, Job Corps and YouthBuild. We asked the students to submit their plan/worksheet for getting on track.

Next, the YSC met with students who identified they were interested in Job Corps or YouthBuild one-on-one, in order to connect them with the admission counselor for both of those programs. The YSC also completed home visits for students who were on virtual learning who were off track, in order to help them develop a plan for getting back on track. The YSC met monthly with students who were off track and struggling, at school or in their home, to fulfill their original identified plan to encourage them and adapt their plans, as needed.

At the end of the school year, 32 of the 50 students earned their diplomas. Eight (8) students transferred to YouthBuild, Job Corps or Challenge Academy.

Submitted by Scott High School YSC  
Kenton County

Intervention/Service/Activity | **I Am Me the Healthiest I Can Be**

Category | Health

**BEFORE – demonstrated need**

In 2021, the FRYSC Parent and Staff Survey indicated that unhealthy eating habits was one of the top issues that interfered with student health and an impact on student learning. The FRYSC Pre-survey targeted 2nd and 3rd grade students. 15% of students reported that they eat vegetables every day. 10% would eat fruit as a snack, while only 20% would be willing to try a variety of fruits and vegetables.

**AFTER – impact or outcome of the intervention**

Twenty (20) students participated in a series of 7 nutritional classes, tasting different vegetables and fruits with each class, and having simple exercises. The County Extension office and local churches collaborated with the FRYSC to help with the vegetables and fruits. The last class included a post survey, story and making a healthy snack.

- 40% of the students reported they do eat more vegetables
- 51% reported they will ask to eat fruits as a snack
- 39% of students reported they will try different varieties of fruits and vegetables

Submitted by | Kimper FRYSC  
Pike County



Intervention/Service/Activity **Walking Club**

Category Health

**BEFORE – demonstrated need**

The Walking Club met twice a week after school during the spring trimester. The goal was to improve health and to give social and emotional support. We invited 6 students who had expressed an interest in having a walking club.

In the first meeting of the year we measured student BMI and talked about each student's goal for the 6-week course. Every student received a bag with a water bottle, healthy snacks, information about healthy eating, the benefits of walking, and other health fact sheets. After the first meeting, word got around and we ended up with 14 students participating.

**AFTER – impact or outcome of the intervention**

We met every Tuesday and Thursday during the 6 weeks. We walked for about an hour outside, in the school hallways or in the gymnasium, and used the other hour to play recreational games in the gym. Students weighed each week, and after a couple weeks, some of the students started seeing a change in their weight. Then they started having conversations and giving each other advice on what they were doing to lose weight.

At the end of the 6 weeks we recalculated BMIs, and 9 of the 14 had improved their BMIs and lost weight. When surveyed, all 14 students agreed they felt better about themselves, and most agreed to continue watching their diets and to do some form of exercise.

Submitted by Whitley County H.S. YSC  
Whitley County

**Intervention/Service/Activity** **Trojans In Training (T-N-T)** - Kindergarten Readiness program for 4 and 5-year-olds and their parents

**Category** Kindergarten Readiness

**BEFORE – demonstrated need**

Based on reports from Kindergarten teachers, most students come into Kindergarten knowing very little in the academic areas of alphabet, numbers, shapes, and colors. There is a great lack in fine motor skills when it comes to cutting with scissors, coloring, and being able to write their names. In addition, most have had very little exposure to Nursery Rhymes/Songs and have very limited access to beginning reader books in the home.

**AFTER – impact or outcome of the intervention**

**FRC Student Post-test results show:**

ALL 6 students increased knowledge in

- identifying uppercase letters, 4 of them knowing 23+
- identifying lowercase letters, 4 of them knowing 16+
- identifying numbers (1-20), 3 of them knowing 18+ numbers and 3 knowing 8+ numbers
- identifying 13 basic colors, ALL 6 knowing 11+ colors
- identifying 10 basic shapes, ALL 6 knowing 7+ shapes
- cutting skills & coloring skills

Four (4) students were able to write their first names. Four (4) students had increased knowledge of Nursery Rhymes/Songs.

**\*Brigance scores of T-N-T students in comparison to 19 other students in their class (at entry of Kindergarten Fall 2022):**

SKILL	% T-N-T students	% Other Kindergarten Students
Identify 20+ uppercase letters	73%	37%
Identify 20+ lowercase letters	50%	5%
Identify 10+ letter sounds	50%	32%
Identify 8+ numbers (0-10)	88%	47%
Identify 5+ shapes	38%	26%
Identify 8+ colors	100%	74%
Count to 20	36%	16%
Ready with Interventions	38%	68%
Ready	50%	32%
Ready with Enrichments	12%	0%

**Submitted by** Fordsville FRC  
Ohio County

Intervention/Service/Activity **DeCode Project (DP) - after school tutoring**

Category Kindergarten Readiness

**BEFORE – demonstrated need**

As statistics have increasingly pointed out, the rates of students prepared for Kindergarten, specifically in Jefferson County, are lower for those who reside in certain neighborhoods or "zones."

To mediate and enhance the success of students starting primary education, DeCode Project (DP) targeted Kindergarten and 1st grade students. Starting the program, 11 students were identified/referred based on 2021 school MAP and Benchmark Assessments scores to decrease the academic "GAP."

During the initial assessments starting February 2, 2022, all the students participating had difficulty with letter recognition, fluency in grade-level reading passages and the ability to identify and manipulate sounds to form new words, which DP termed phonemic awareness.

**AFTER – impact or outcome of the intervention**

DP mentors worked at Byck for three months, starting February 7 (due to COVID-19 constraints) and ending April 27, for a total of 77 hours. Each program participant mentored at Byck made noticeable progress during the spring semester with the following tasks:

1. **Phonological awareness:** the ability to recognize and work with sounds in spoken language;
2. **Letter recognition:** the ability to identify the names of lowercase and uppercase letters and the sounds of lowercase letters.

Specifically, one Kindergarten student was unable to identify any letter sound upon starting the program in February, and after 14 sessions, could acknowledge 26 letter sounds.

Likewise, another student's ability to correctly identify beginning and ending sounds grew by 42% in just three months of working with their mentor.

In 1:1 individualized literacy mentoring sessions, all students showed increased willingness to "try," developed a "not yet" attitude and built resilience during moments of academic frustration.

Lastly, one parent shared concerns regarding her child "shutting down" while attempting a "non-preferred" task. During initial sessions, this student refused to "try," asked to go home and would attempt only a few words in a lesson. DP mentors were able to learn/understand this student's fears relating to the task, provide targeted praise for effort throughout the sessions and integrate movement and activities for the student to choose. By the end of the semester, this student's "shutdowns" decreased in time and occurrence. The student asked for and accepted help, and eventually verbalized not wanting the sessions to end.

Submitted by BYCK FRC  
Jefferson County



Intervention/Service/Activity **Kindergarten Camp-** Introduction to Kindergarten

Category Kindergarten Readiness

#### **BEFORE – demonstrated need**

BLES incoming Kindergartners show a great need to be more prepared for Kindergarten. According to Brigance testing 57.5% of our students coming into Kindergarten were not Kindergarten ready. BLES used our Kindergarten Camp Program to give all incoming Kindergartners and their parents some much needed knowledge and various resources to help prepare them for the upcoming Kindergarten year.

#### **AFTER – impact or outcome of the intervention**

BLES Administrators, FRYSC Director, along with BLES Head Start and Kindergarten staff were all in collaboration to review the data from the Brigance test and decide how to further improve their readiness. BLES Kindergarten Camp is a one day program. Our students along with their parents were introduced to Administration, FRYSC Coordinator, Guidance Counselor, School Nurse, Attendance Clerk, Kindergarten Teachers and Aides, and Lunchroom staff for the upcoming year. They were given a tour of the school, classrooms, library, gym, lunchroom, and playgrounds. This has helped make them more familiar and comfortable with the school.

The students were then taken by their teachers and aides to their classrooms. At this time the students did several Kindergarten activities and were provided a school lunch. Meanwhile the parents were given some valuable information about various resources and BLES expectations. The parents were introduced to Infinite Campus where they are able to monitor their child's grades throughout the year. We also discussed our school's attendance and behavior policies. Our school nurse provided information about immunization and health concerns. The FRYSC coordinator provided information on various programs offered to all of our students and also provided a t-shirt to each student in attendance to Kindergarten Camp.

Parent evaluations showed 100% of parents and students in attendance to Kindergarten Camp felt as though they were more prepared for Kindergarten. They felt more comfortable and knowledgeable after spending the day at camp.

BLES Kindergarten MAP scores show a 66.7% growth in Reading and 52.4% growth in Math.

Submitted by Betsy Layne Elementary FRYSC  
Floyd County

**Intervention/Service/Activity** **Future Hawks Program**-small group instruction for kids ages 3, 4 and 5 (not yet enrolled in Kindergarten)

**Category** Kindergarten Readiness

**BEFORE – demonstrated need**

Brigance data for our 19-20 Kindergarten students indicated 78.7% of our incoming Kindergarten students were considered "Kindergarten Ready". However, data from March 2021, the Brigance screener assessment indicated that only 47% of students were Kindergarten ready. This is a great decline in our students at Liberty. This provides evidence that COVID-19 and virtual learning has impacted our Kindergarten students' learning.

**AFTER – impact or outcome of the intervention**

The Future Hawks Program provides one-on-one or small group instruction to practice skills needed for Kindergarten readiness. Participants were given the DAYC-2, Developmental Assessment of Young Children - Second Edition screener for cognitive, communication and social-emotional domains.

Data shows:

- 83% of participants are able to recognize numbers compared to 65% at the start of the program.
- 50% are able to arrange numbers in sequential order compared to 38% at the start of the program.
- 83% of participants are able to distinguish between “more” and “less” when asked about groups of objects as compared to 76% at the start of the program.
- 66% of participants are more phonologically aware of rhyming than the 33% were at the start of the program.
- There was a 50% increase in writing capabilities among participants.

Based on this data, participants are considered more "Kindergarten Ready" after participating in the Future Hawks Program.

**Submitted by** Liberty EL FRC  
Fayette County

Intervention/Service/Activity **Math Hoops**

Category Math

### **BEFORE – demonstrated need**

Fall I-Ready data indicated that there were many students two grade levels below in Math. The FRC collaborated with the fourth-grade math teacher and the guidance counselor to select fifteen students who would benefit from social interaction as well as math tutoring.

These students met after school for nine weeks for an hour and half to participate in the Math Hoops program. The FRC provided all materials; food service provided a snack; and the fourth-grade teacher provided the instruction. Students worked with a partner to learn strategies for quickly doing math problems and playing the Math Hoops game against another team of two students. The FRC provided take home materials (dice, dry erase boards, erasers, and dry erase markers) so they could practice on their own.

### **AFTER – impact or outcome of the intervention**

The season concluded with a field trip to another school to compete against students. The students were very excited, and it was beneficial to have them interacting with other students their age and showing off their skills.

Students competed against the others in a bracket type competition resembling March Madness. This field trip was done twice with the other school.

We used the Spring I Ready math scores to determine growth of students. All of our students showed tremendous growth. The average growth was 38 points.

Each of the students are now on or above grade level with the exception of one. Students were given their goal to reach and when they exceeded that goal, they were thrilled.

Two students in particular showed progress with confidence, working with others, and being able to regulate emotions much better than before participating in Math Hoops. This program is very successful in not only teaching stronger basic math skills, but also developing self-confidence and relationships with others.

Submitted by Kirksville FRC  
Madison County

Intervention/Service/Activity **Youth Mental Health First Aid Class**

Category Mental Health

**BEFORE – demonstrated need**

Community members including police officers, pastors, principals, guidance counselors, medical professionals, EMS, and others were invited to participate in a Mental Health First Aid Class. When posed with the statement: "I am confident that I can respond to a substance use crisis including an overdose and know how to keep a youth safe," prior to the class, only 32% were able to somewhat agree or strongly agree with this statement.

The group was also asked to respond to the statement: "I am confident that I can ask a youth directly whether they are considering killing themselves." Only 49% were able to somewhat agree or strongly agree with this statement. This, along with similar data, indicated that even among community leaders, we had room for improvement when it came to addressing mental health issues.

**AFTER – impact or outcome of the intervention**

FRYSC staff in Livingston County hosted a Mental Health First Aid class designed to help community leaders identify, understand, and respond to mental health needs in our community. Mental Health First Aid is a skills-based training (full day plus pre/post homework) from the National Council For Mental Wellbeing.

After the class 90% were able to respond that they somewhat agree or strongly agree with the statement that they were confident to respond to a substance use crisis including an overdose and know what to do to keep a youth safe. After the class 94% responded that they were confident to ask a youth directly whether they are considering killing themselves.

We are now in the process of planning additional sessions. Those who participated in the first class want to send others. Our high school principal is requesting that we train teens as well. We are currently trying to secure an instructor.

Submitted by Family First FRC  
Livingston County



Intervention/Service/Activity **Individual Therapy Services w/ Louisville Counseling Association**

Category Mental Health

**BEFORE – demonstrated need**

Multiple mental health issues and family crises impact our students. Students not able to utilize Medicaid-funded services through Seven Counties are provided with professional therapeutic support through the YSC to address these issues and help students maintain good attendance and behavior records. The school’s attendance rate for the 2021-22 academic year was 88.37%, and the average number of behavior incidents per 100 students was 142.

**AFTER – impact or outcome of the intervention**

As a group, students who received school-based services from our YSC-provided therapist maintained an average attendance rate of 91.8% (3.43 points higher than the school-wide average) and an average number of behavior incidents per 100 students of 33, or 1/3 as many as the school-wide average.

Furthermore, students enrolled in our YSC's counseling program saw an increase in their GPAs from the 1st grading period to the 6th of 0.13 points (3.8%).

All data for this Impact Report obtained from Infinite Campus reports.

Submitted by Highland MS YSC  
Jefferson County



Intervention/Service/Activity **GEER Grant--Mental Health Specialist**

Category Mental Health

**BEFORE – demonstrated need**

Spencer County and Taylorsville Elementary did not have enough school-based mental health providers to meet students' needs. There was also a lack of qualified individuals to provide appropriate and necessary Trauma Informed staff training.

There were 41 students on the waiting lists to see a school-based provider between the 2 elementary schools. There was also no school-based provider that could bill private insurance or provide services to parents/staff.

**AFTER – impact or outcome of the intervention**

Our Mental Health Specialist started in Oct. 2021. She has provided services to 12 parents, 7 staff members, and 63 children on a weekly or bi-weekly basis and has done monthly check-ins with 10 other children. She was also able to provide services to a group of children being raised by people other than their parents. Lastly, she was able to conduct Trauma Informed Care training with all staff at SCES and TES. Our waiting list to receive services has decreased to around 7.

Submitted by Spencer County FRC  
Spencer County

Intervention/Service/Activity **Mental Health Services**

Category Mental Health

**BEFORE – demonstrated need**

The PCHS YSC discovered an increased need for school based counseling services for students per the information obtained on the student, parent, and staff needs surveys. The Pulaski County School District partnered with Phoenix Preferred Care, Quest Counseling LLC, and Somerset Mental Health to offer school based services for students who were experiencing social-emotional and behavioral issues. There were a total of 84 students referred for the 2021-2022 school year.

**AFTER – impact or outcome of the intervention**

The PCHS YSC tracked 64 students who participated in school based mental health services for attendance and grades. The students were tracked by examining and comparing their attendance and grades from before their individual services began to when the services started and the school year ended.

- 66% of the 64 students who participated in school based mental health services had overall improved grades.
- 56% of the 64 students who participated in school based mental health services had overall improved attendance.

Submitted by Pulaski YSC  
 Pulaski County

Intervention/Service/Activity **DIG Groups** - Support group for children of Divorce, Incarceration, and/or Grief

Category Mental Health

**BEFORE – demonstrated need**

According to the 2019-20 FRC Parent Surveys, an average of 35.19% of Red Cross and Park City parents have been separated or divorced and 16.63% have someone in the household that has been to jail or prison. There is a high number of children experiencing grief according to school counselors. The top social/emotional need as identified by staff was Family Conflict/Issues. Students of divorce, incarceration, and grief will be the targeted audience.

**AFTER – impact or outcome of the intervention**

The Center provided a 5-week support group for 8 students. Students were given a pre- and post-test asking the following:

- If they understand their family's situation
- If they understand what their Mom & Dad are going through
- If they felt that their Mom & Dad understood what they were going through
- If they felt partially to blame for the family situation
- If they felt like they were the only child going through this situation
- If they are ashamed of the family situation
- If they would ever be happy again
- If they felt this group would help

There was a 50% improvement in understanding of the family situation, 25% improvement in Mom & Dad understanding what they are going through, 25% improvement in feeling to blame, 25% improvement in feeling ashamed and 25% improvement in feeling that they would be happy again. All other responses remained the same.

92% of teachers surveyed felt that the DIG (divorce, incarceration, grief) Support Groups helped participants work through their feelings and, therefore, increase student performance.

Submitted by Western Barren County FRC  
 Barren County

Intervention/Service/Activity **School Based Counseling Services**

Category Mental Health

**BEFORE – demonstrated need**

The NHHS YSC has noted increased need in the area of Mental Health Counseling. The YSC Student Needs Survey indicated that students see a need for counseling services and programs that focus on self-esteem and social skills. There were 603 students or 37% of the NHHS student body who received individual or group assistance with Mental Health issues through their visits to the YSC in 2021-2022.

For those in formal on-site counseling, GPA, behavior, and attendance information from the prior year was gathered for baseline data to compare at the end of the current year. Seventy-one (71) out of 112 students were targeted after spending a significant time in weekly to biweekly counseling.

**AFTER – impact or outcome of the intervention**

The NHHS YSC tracked 71 out of 112 students in school-based counseling services for attendance, behavior, and GPA. Students had to have at least 4 months of consistent services to be tracked.

Students who improved in attendance - 30%  
 Students who maintained in attendance - 6.6%

Students who improved in behavior 9%  
 Students who maintained in behavior - 55.8%

Students who improved in GPA - 68%  
 Student who maintained in GPA - 12.3%

Out of 71 students, 1 improved or maintained in all 3 areas - .01%  
 Out of 71 students, 19 students improved or maintained in at least 2 of the tracked areas - 24%  
 Out of 71 students, 36 students improved or maintained in at least 1 of the tracked areas - 51%

Conclusion - 79% of students involved in on-site counseling improved or maintained in a targeted area over the course of their counseling.

Submitted by North Hardin YSC  
 Hardin County

Intervention/Service/Activity **Cumberland In-School Mental Health Counseling**

Category **Mental Health**

**BEFORE – demonstrated need**

Radcliff Elementary School students (grades 1-5) who exhibited behavioral or mental health issues in the school setting that impacted their learning experience were identified. Students were in need of one-on-one and group in-school counseling (as evidenced by behavior referrals, AIM visits and attendance rates). Services were provided by Cumberland Family Health.

Students in need of this service were referred by their guardian, teacher or other school staff. Areas that were assessed prior to starting the in-school counseling were attendance, behavior write-ups, visits to AIM, and step 1-4 referrals. Prior to intervention, results were as follows:

- # of discipline referrals: 32
- # of step 1-4 write-ups: 27
- # of visits to AIM: 19
- # of suspensions: 5

**AFTER – impact or outcome of the intervention**

After students were referred to the program for behavior and discipline reasons and the initial intake was completed, students began receiving counseling at a minimum of 1 time per week. The therapist worked with students on developing social skills, developing coping mechanisms, conflict resolution, maintaining focus and empowerment activities. After 6 weeks in the program, student/guardian surveys, therapist tracking data, administration data, and IC data was used to measure the impact on 24 students. The results are as follows:

- # of discipline referrals: 18
- # of step 1-4 write-ups: 15
- # of visits to AIM: 9
- # of suspensions: 2

Parents/guardians reported a decrease in negative behavior in the home setting as well after the intervention was implemented.

Submitted by **Radcliff Elementary FRC  
Hardin County**

Intervention/Service/Activity **Grief Support Groups**

Category Mental Health/Grief

**BEFORE – demonstrated need**

Beaumont Middle identified a need for grief support and partnered with the Kentucky Center for Grieving Children and Families to begin a year long peer support group led by a licensed therapist. Through information gathered from parent surveys and school referrals 7 students were identified as having a need for services. Four of these students have lost a parent and three had lost a grandparent to a variety of causes including accidental death, cancer, and alcohol abuse.

A survey was conducted prior to group sessions. The perceived stress scale showed a score of over 20 (showing clinically significant stress), the depression scale score was at almost 10 indicating moderate depression, and the anxiety score was at 9.5 indicating mild and almost moderate anxiety.

**AFTER – impact or outcome of the intervention**

Beaumont Middle partnered with the Kentucky Center for Grieving Children and Families to provide two peer support sessions at school for students. We served 7 students over the course of two 10-week sessions. Each session met for one hour. Students were also invited with their families to attend a variety of family nights throughout the year including art therapy night and music/fitness therapy. Families could also attend Zoom sessions for just adults that were offered in the evening.

Data collected at the end of the program indicated clinically significant change. The perceived stress scale score dropped from 20 to 16.5 (much closer to the 0-13 range for minimal stress than previously), the depression scale score dropped from 10 to 8 going from moderate to mild depression, and the anxiety score dropped one point from 9.5 to 8.5.

Throughout the course of the year, students learned to support each other, gained social skills, and were overwhelmingly positive about the group.

Submitted by Beaumont MS YSC  
Fayette County

Intervention/Service/Activity **The Wimpy Kid Club** - in school reading program

Category Reading

**BEFORE – demonstrated need**

The 107 students in 5th grade scored an average of 202 on their Fall Reading MAP and the 92 students in 6th grade scored an average of 209. In Accelerated Reader (AR) the 5th grade students were reading on a 4.1 grade level with 48% at or below 85% accuracy in the fall and 6th grade a 5.3 grade level with 0% at or below 85% accuracy. The teachers were having difficulty getting the 5th and 6th grade students to read AR books and take tests on them to attain their yearly points goals.

**AFTER – impact or outcome of the intervention**

The FRC collaborated with the school librarian to form a club that would encourage students to increase their reading level as well as participate more in the AR program. We decided to name it “The Wimpy Kid Club”. Students who participate in this club use their library time to read a certain “Wimpy Kid” book as a group. Each participant is allowed to pick an area of the library to sit by themselves and read quietly. “Wimpy Kid” is one of the most recognized books for its high interest, especially in struggling readers.

We use a paperback set purchased by the FRC for this program. These books cannot be checked out and can only be used by those participating in the program. By the time they get to 5th grade they are often burned out on reading, so offering a quiet place and a popular, loved book helps encourage them to read more and enjoy it. Also, when those students are rewarded, it encourages other students to read a book during the next book club.

We accommodate all readers according to their individual levels. For example, students with IEPs or who are not yet reading on a 5th grade level are provided the opportunity to use an audio to follow along. This is one example of our efforts to be inclusive of all our students’ abilities and needs.

On the Spring Reading MAP, 56% of the 5th grade students increased their scores by 8 or more points, and 58% of the 6th grade students increased their scores by 8 or more points. In May, the 5th grade students were reading at a 6.4 grade level with 50% at or below 85% accuracy while the 6th grade students were reading at a 5.3 grade level with 35% at or below 85% accuracy. Although the 6<sup>th</sup> grade did not show growth in grade level or accuracy yet, participation increased by 72%. The students really enjoyed this club and they said they definitely want us to continue it next year.

Submitted by Whitley Central Primary/Intermediate FRC  
Whitley County

Intervention/Service/Activity **Mentoring Program**

Category Reading/Math

**BEFORE – demonstrated need**

A student is recommended for a mentor relationship when school staff believe the child can benefit from having an additional caring, consistent adult in their life to provide encouragement and unconditional support. This group of students ranged from 1st to 5th grade and consisted of 14 children.

All of the students took the MAP Assessment in September 2021, prior to mentors beginning their weekly sessions with each child. These scores were used as the baseline data for comparison on the post intervention evaluation.

Two of these students were reunited in the 21-22 school year with the mentors they began working with in the 19-20 school year. For these two students, their year ending MAP scores for the year of 20-21 were noted, as they were unable to meet with their mentors due to pandemic guidelines in FCPS.

**AFTER – impact or outcome of the intervention**

The TCE FRC fully implemented a mentoring program in the 21-22 school year with its partner agency, Southland Christian Church. After a year of meeting weekly for at least 30 minutes, students with mentors showed an increase in their MAP assessment scores in both reading and math. The average gain of these students in reading was 22 points, with one child gaining 53 points and nine others gaining 15 points and higher.

Their average gain in math was 16.8 points with every student making double digit gains. The two students who were unable to meet with their mentors in 20-21 lost a significant number of points on the year-end math MAP assessment and one showed no gain on the reading assessment with the other gaining 3 points. Comparing their 20-21 scores to the scores they earned in 21-22 (with their mentor relationship restored) both students increased their scores by double digits with their math average gain of 11.5 points and reading average gain of 20 points.

Submitted by **Tates Creek FRC  
Fayette County**



Intervention/Service/Activity	<b>Woodland K-Kids</b> -Student Leadership and service club in partnership with local Kiwanis Club
Category	Service, Leadership

**BEFORE – demonstrated need**

Staff members indicated that students needed a safe after school activity and enrichment opportunities. Teachers reported that students indicated an interest in being more involved in the community and wanting to help people.

Thirty-one (31) elementary students in grades 3rd-5th (and one student in 1st and one student in 2nd) participated in K-Kids Meeting 2 times per month after school from October to May to work on Leadership skills and participate in service-oriented projects. Results of a pre-survey indicated:

- 67.7% (n=21) of students were not confident in taking on leadership roles.
- 80.6% (n=25) of students indicated that they had not completed any community service projects before (outside of teacher organized activities).
- 83.9% (n=26) of students indicated that they were not sure how they could help make a difference in their community.
- 29% (n=9) of students indicated they were currently or in the past had participated in afterschool enrichment or extracurricular activities.

**AFTER – impact or outcome of the intervention**

From October 2021 to May 2022, students met 2 times a month from 2:30 to 4 for K-Kids Club. Students led the group under the guidance of the FRC Coordinator, a teacher volunteer, and a representative from Hardin County Kiwanis Club.

Students worked together to select the types of service activities they wanted to complete. Students voted to decide which projects they would do. A student president, vice president, junior president, and secretary were voted on and chosen from a pool of students who volunteered for these positions. Students completed a total of 6 service projects benefiting the homeless, underprivileged children, healthcare workers, and Woodland students.

Results of the post-service:

- 96.8% (n=30) of students indicated that they were confident in their leadership skills.
- 100% (n=31) of students indicated that they had completed community service projects.
- 100% (n=31) of students reported that they knew how they could make a difference in their community.
- 100% (n=31) of students reported that they were currently involved in and participating in a after school enrichment activity.
- 87% (n=27) of students reported that participating in K-Kids increased their interest in being involved in their community.
- 96.8% (n=30) of students indicated that they would like to participate in K-Kids or a similar club again.

Submitted by	Woodland FRC Hardin County
--------------	-------------------------------

Intervention/Service/Activity **Character Education**

Category Social-Emotional, Behavior

**BEFORE – demonstrated need**

A spike of negative behavioral occurrences such as stealing from the school store and friends, lying, poor decision-making, lack of respect for self and others were top issues reported by school staff within the upper grades. Since COVID, teachers report students are lacking social and emotional skills as well.

County data indicated youth life skills, bullying prevention and mental/emotional health issues as important matters. 80% of the county surveyed voiced that substance abuse and prevention is a top priority. Experiencing difficult situations and adverse life events is unavoidable; therefore, developing healthy life-long coping mechanisms will decrease harmful and unhealthy behaviors and future substance abuse issues. A student pre-test indicated that only 60% of fourth and fifth grade students had some understanding of Emotional Intelligence-EQ and Bullying. The pre-test also showed that 19% of sixth grade students lacked appropriate coping skills to overcome difficult situations.

**AFTER – impact or outcome of the intervention**

The Family Resource Center partnered with the Christian Appalachian Project and Camp Shawnee to provide needed Character Education classes for 4th-6th grade students, once weekly, for 5 weeks. Students acquired skills and gained knowledge about emotional intelligence-EQ, coping strategies, & anti-bullying. Presenters worked with students for 35 minutes on specific skill sets and subjects. Students were given weekly challenges to practice what they were learning each week.

Post-survey results indicated a 14% increase with Fourth graders' EQ. Students obtained better self-awareness and management, as well as social awareness and skills, while better understanding the importance of having emotional intelligence. Fifth graders had a 24% increase in knowledge of what bullying is and how to identify it, the types of bullying and how to address it. There was a 6% increase in Sixth grade students' understanding of coping strategies and how to respond to manage difficult situations, anger, grief, anxiety, mental and emotional pressures and conflicts. 100% of participating students were made aware of where to turn for support and guidance when difficult situations are more than they can handle on their own.

Submitted by Central Elementary FRC  
Johnson County

Intervention/Service/Activity **Girls on the Run Program- after school running/SEL club**

Category Social-Emotional

**BEFORE – demonstrated need**

Based on the FRC Family Needs Assessment, Staff Survey, and referrals to the School Counselor, students are experiencing anxiety, stress, and a lack of self-confidence/self-esteem. Students will have increased opportunities to increase their social, emotional and physical activity, as measured by program pre-and post-surveys.

From March-May 2022, 5th grade girls were signed up for the program by their parents/guardians. These students were identified by their parents/guardians, FRYSC staff or the School Counselor as needing support in the areas of social/emotional development and/or physical activity.

**AFTER – impact or outcome of the intervention**

Students who attended the 8-week program (two days a week) participated in activities that incorporated movement to increase heart rate and discussion to prepare girls for a lifetime of self-respect and healthy living. The students completed a 5K race with their teammates to finish the program. The FRC Coordinator and School Counselor served as Girls on the Run Coaches.

Post-Survey results showed an increase in physical activity of students who participated in Girls on the Run (14 students):

	Pre	Post	% Change
Participated in 4-5 days of physical activity for a total of at least 60 minutes per day	36%	64%	28%
Participated in 2 days of physical activity on the weekend for a total of at least 60 minutes per day	50%	64%	14%
On a normal school day, watched TV/played video games/used social media for 3-5 hours per day	79%	43%	43%
Said they are happy with themselves as a person	64%	79%	15%

Submitted by North Hancock FRC  
Hancock County

Intervention/Service/Activity **Mindful Meetings** - Social Emotional Learning groups

Category Social-Emotional

**BEFORE – demonstrated need**

The pandemic has the potential to profoundly affect young children’s development, through increases in poverty and heightened stress, as well as other factors. These traumatic experiences could potentially create Adverse Childhood Experiences (ACE).

Parents of children attending Thelma B. Johnson Early Learning Center (TBJELC) are asked to complete an anonymous ACE survey as well as Trauma Screening Checklist from the National Child Traumatic Stress Network to measure children at risk. Multiple studies indicate that the national average is 26% of children will experience a trauma before the age of 4.

For the 2020-2021 school year, 31% of TBJELC students were reported to have experienced trauma, which is higher than the national average. ACE scores combined with the pandemic have created students who are not prepared for preschool. Students are exhibiting delays in social emotional learning, rise in behavior incidents and students who cannot manage their feelings, since preschool may be the first time they have been away from their parents.

**AFTER – impact or outcome of the intervention**

Future Stars Family Resource Center created Mindful Meetings, which are social emotional learning small groups. Students meet up to 3 times a week, depending on the number of days they are enrolled in preschool. Students are placed into groups based on need and the FRC provides specific lessons that target the delay displayed. Students are identified for this program through teacher referral, e-DECA data, ASQ data and RTI data. The e-DECA tracks 5 areas: Initiative, Self-Regulation, Attachment/Relationships, Behavioral Concerns and Total Protective Factors.

2021-2022 School Year:

- 25 students were in enrolled in Mindful Meetings (MM)
- 6 students were added to FRC check and connect
- 76% of MM students showed growth in Initiative
- 80% of MM students showed growth in Self-Regulation
- 88% of MM students showed growth in Attachment/Relationships
- 64% of MM students showed growth in Behavior Concern
- 92% of MM students showed growth in Total Protective Factors

Submitted by Future Stars FRC  
Henderson County

Intervention/Service/Activity **Leading Ladies Mentoring Group**

Category Social-Emotional

**BEFORE – demonstrated need**

Leading Ladies is for 6th grade girls only. It is an inclusive group meaning any girl can join, and there is no cost. We meet weekly during their recess. We do a variety of activities such as arts and crafts, team building exercises, social and emotional learning, field trips, guest speakers and more.

Two cornerstone activities of our group are the integration of teachers as their "Big Sister" and the Annual Overnight Lock In at the school (typically in Feb or March). Both of these activities give the girls in-school connections and the opportunity to express themselves. For many, this is a first ever night away from home with classmates. This all-night event is packed with engaging activities that will leave them with memories of a lifetime.

**AFTER – impact or outcome of the intervention**

Pre-post comparison is as follows:

- BEFORE – 11.8% strongly agreed they had low self-confidence  
AFTER – 41.2% strongly AGREE their self-confidence had INCREASED
- BEFORE – 17.6% strongly agreed they were nervous and unprepared for middle school.  
AFTER – 35.3% strongly AGREED they were more confident and prepared for middle school after our LL conversations and activities
- BEFORE going on a private tour to the campus of Western Kentucky University, 70.6% said they had thought about going to college.  
AFTER the tour that number rose to 82.4%.
- BEFORE – The number for those who thought they had a good friend group was 70.6%.  
AFTER – The number ROSE to 88.2%.

Submitted by Natcher FRC  
Warren County

Intervention/Service/Activity **Women of Worth**

Category Social-Emotional

**BEFORE – demonstrated need**

During the 21-22 school year, the YSC assessed that there were 10 students with behavior issues, missing assignments and with 6 or more days missing instructional time due to lack of motivation. Lack of participation, led to many of these students falling behind on assignments, being disengaged and feeling disconnected from their peers and school support.

The Barret Youth Services Center created and facilitated the program with the collaboration with Mrs. Nicole Griffin (Community Partner) to create a social emotional support program for students that feel like they don't belong in their school culture. The Women of Worth program meets bi-weekly for 8 months during the school year. In each session, the girls get a guided session that allows the students to have a safe space to feel valued, build peer social connections, discuss their feelings and help build confidence. This program helps with their social and emotional learning activities to help support them in the classroom.

**AFTER – impact or outcome of the intervention**

After the conclusion of the 8 months, the students' attendance increased by 80%, and all 10 students passed all 6 of their classes. The YSC personally reached out to meet with parents/guardians of students to help build culture and community. The YSC made home visits to provide additional support to the students to show that someone at school is invested in their education and well-being. All students rated the Women of Worth program 10 out of 10, strongly agreeing that the program supported their social and emotional needs through education.

Submitted by Barret Traditional MS YSC  
Jefferson County

Intervention/Service/Activity **Girls on the Run**

Category Social-Emotional

**BEFORE – demonstrated need**

After students returned to the school building from NTI, families and school staff reported concern about the students’ lack of social interactions while at home and how that would impact their peer interactions and environment. The Family Resource Center implemented an after-school girl’s group/curriculum called Girls on the Run at Dunn Elementary. Sixteen (16) girls ranging from 3rd to 5th grade were selected to participate in Girls on the Run.

**AFTER – impact or outcome of the intervention**

The group met 17 times over an eight-week period, on average twice weekly in the Family Resource Center. During those meetings, the girls would participate in-group activities in a team setting that included topics such as conflict resolution, strengthening community, relationship building, and confidence in yourself and others. At the end of the program and after the 5K celebration, the girls were asked to repeat a post survey that included the same questions as the pre survey to measure any change.

Question 1: “How comfortable are you about making a new friend in this group?” Rate 1-4  
 1 – Not comfortable at all 2 – Moderately comfortable 3 – Comfortable 4 – Very comfortable

Question 2: “How connected do you feel to another person in the group?” Rate 1-4  
 1 - Not connected to anyone 2 – Moderately connected 3 - Connected 4 - Very connected

Question	Pre-test Average	Post-test Average
How comfortable are you about making a new friend in this group?	2.625	3.6875
How connected do you feel to another person in this group?	2.4375	3.375

From the results of the pre and post survey, there was an increase in positive peer interactions and overall confidence to socialize with other peers in the group.

Submitted by Chenoweth/Dunn Family Resource Center  
 Jefferson County

Intervention/Service/Activity **Girls Empowered & Motivated to Succeed (GEMS)**

Category Social-Emotional

**BEFORE – demonstrated need**

According to the 2020-21 Family Needs Assessment, 30.6% of parents report concerns for self-esteem. According to pre-program surveys among staff/teachers, behavior and counseling referrals for 5th grade girls were increasing for peer relationships, self-management skills and self-esteem. Teachers report an average of 6 referrals per week for situations that cannot be handled independently in class.

According to pre-program surveys, 5th grade girls report an average self-esteem rating of 56/100.

**AFTER – impact or outcome of the intervention**

FRC hosted an after-school program for 5th grade girls (GEMS: Girls Empowered & Motivated to Succeed) that centered on self-esteem, confidence, peer relationships and character development.

According to post-program surveys:

- 5th grade girls report an average self-esteem rating of 88/100, a 32-point increase.
- Among teachers/staff, behavior and/or counseling referrals decreased by 83% to an average of 1 referral per week that could not be handled in class.

Submitted by Campbellsburg/Eastern FRC  
Henry County



Intervention/Service/Activity **Second Step Classes- Social and Emotional Learning**

Category Social-Emotional

**BEFORE – demonstrated need**

In 2021, the Kindergarten class was the largest grade within our school. Kindergarten teachers expressed the need for social and emotional learning for students early on in school to aid with basic decision-making skills and managing emotions that can lead to behavior issues.

To get an idea of the baseline knowledge students had, we administered the *Second Step Summative Knowledge Assessment* as a pre-test. Through the pre-test we discovered:

- 12% of Kindergarteners did not recognize the meaning of a Listening Rule.
- 36% of Kindergarteners did not recognize the emotion of feeling angry.
- 13% of Kindergarteners could not list a way to show "caring for others."
- 34% of Kindergarteners did not recognize a technique to begin to calm down in a stressful situation.
- 17% of Kindergarteners did not know which choice would be a Problem-Solving Step.
- 12% of Kindergarteners did not recognize Fair Ways to Play.

**AFTER – impact or outcome of the intervention**

The Family Resource Center staff implemented the Second Step Social and Emotional Learning curriculum in Kindergarten classes. The goal was to decrease impulsive behavior in children through learning and practicing problem solving methods. Students had one lesson per week. The lessons are a practical way to teach students real-life scenarios and behavior skills on emotions, social skills, conflict-resolution, and decision-making skills.

Students completed the Summative Knowledge Assessment after participating in the Second Step lessons one time per week. Through the post-test we discovered that students increased in knowledge and skill.

- 98% of Kindergarteners recognized the meaning of a Listening Rule.
- 98% of Kindergarteners recognized the emotion of feeling angry.
- 90% of Kindergarteners could list a way to show "caring for others."
- 97% of Kindergarteners were able to recognize a technique to begin to calm down in a stressful situation.
- 97% of Kindergarteners knew which choice would be a Problem-Solving Step.
- 98% of Kindergarteners recognized Fair Ways to Play.

Family Resource Center staff and Kindergarten teachers also noticed students using their belly breathing exercises and counting strategies to help calm down in stressful situations. Staff also observed students repeating the strategies steps to help when needing to focus their attention on a task.

Submitted by Campbellsville FRC  
 Campbellsville Independent

Intervention/Service/Activity **Lunch Bunch**

Category Social-Emotional

**BEFORE – demonstrated need**

Unstructured time such as lunch can cause anxiety and stress for many students. During lunch, students with introverted personalities or underdeveloped social skills may have difficulties finding others to sit with or have difficulties initiating/maintaining conversations with peers.

There were many students skipping the cafeteria and going straight to the bathroom to "hide out" during this time. The teachers and principals would redirect students to the cafeteria; however, they would end up back in the bathroom. Students would eventually be redirected to the YSC due to their level of anxiety in the cafeteria.

**AFTER – impact or outcome of the intervention**

The YSC was able to serve almost 15 students throughout the school year during lunch time due to anxiety. Routinely we found the same 11 students returned to the YSC during their lunch on a daily basis. The YSC surveyed the 11 students to determine the impact the "lunch bunch" had on their anxiety.

We asked 3 questions:

**1.) Did having Lunch Bunch help with your anxiety?**

The majority of students (9 out of 11) either strongly agreed or agreed that Lunch Bunch helped their anxiety. (2 out of 11) were neutral.

**2.) Did having Lunch Bunch place help your ability to focus on academics during the morning prior to lunch?**

When asked about academics, (6 out of 11) students agreed or strongly agreed, (5 out of 11) students were neutral.

**3.) If you did not have lunch bunch, would it affect your attendance?**

When asked about attendance, (6 out of 11) agreed or strongly agreed, (5 out of 11) were neutral.

In conclusion, the YSC determined (based on data collected) that Lunch Bunch was very beneficial in how it affected the students' overall well-being during school.

Submitted by SouthWestern High School YSC  
Pulaski County

Intervention/Service/Activity **Summer Enrichment Mindfulness at Madison Middle School-Try Something New**

Category Social-Emotional

**BEFORE – demonstrated need**

During the school year at Madison Middle based on behavioral reports, IC and counselor input, our students' academics and attendance were at the lowest levels, while student social emotional needs increased. Summer Enrichment was offered to students to help increase attendance, academics, positive view of school and social emotional maturity. The YSC was asked by the principal to develop activities for students to increase social interactions, community involvement and opportunities they would not normally have – as a "try something new" focus.

Thirty (30) students were invited based on the following needs: Academic-100%, Attendance-35%, Behavior-25%, Social Emotional 80%.

**AFTER – impact or outcome of the intervention**

The following are a highlighted list of some activities provided by YSC:

**Science guy**-65% challenged themselves to touch reptiles. (Educational)

**Journaling**-75% have never journaled before and struggled with creative writing. 60% improved writing skills by the end of the program. (Educational/Social Emotional)

**Nature Walk/Expression through Painting**-84% of students indicated verbally they enjoyed this activity and felt calmer after it. (Health/Mental Health)

**Local History of Richmond**-92% of students verbally indicated they learned something new about Richmond. (Educational)

**Cultural Awareness-Dream catchers**-78% of students reported verbally they have never made dream catchers. (Mental Health/Educational)

**Juneteenth Day**-68% of students indicated when questioned they did not know about Juneteenth. (Cultural Awareness)

**Alpaca Yoga**- 68% of students reported they have not done yoga. 100% of have never done Yoga with Alpacas (Health/Fitness)

**Equine Day**-65% of students were afraid/never been around horses. 99% of students groomed and rode horses.

**Recreational/Cultural Fun with mission group from Wisconsin** -95% of the group had never met someone or been to Wisconsin. 100% of students learned a new fact about Wisconsin through a cultural presentation. 96% of students learned a new game called GaGa Ball (the church built a pit for the school to keep). 84% of students improved their social interaction skills through week-long activities with the church group, according to staff reporting and behavioral reports. (Community Collaboration, Social Emotional, Health and Educational)

92% of staff that participated in summer enrichment experienced "something new" themselves. According to IC, the data for attendance, academics, behavioral and social/emotional is as follows:

- 50% improved attendance
- 46% improved grades
- 50% improved behavior
- 88% have improved socially/emotionally as indicated by behavioral data and counselor data

Submitted by Clark Moores/Madison MS YSC  
Madison County

Intervention/Service/Activity **Super Wildcats Leadership Group**

Category Social-Emotional

**BEFORE – demonstrated need**

According to both staff and parent surveys, many students struggle with low self-esteem. The FRC collaborated with a Prevention Specialist from Silverleaf to create a group that focuses on improving self confidence and self esteem, while working on leadership skills. Teachers were asked to identify students in grades 3-5 who show low self esteem and/or low self-confidence.

**AFTER – impact or outcome of the intervention**

Twelve (12) students participated in the Super Wildcats Leadership group, which met once per month for 8 months. Each group meeting included lessons about topics such as positive thinking, individuality, stress/worry, identifying one's strengths, etc., as well as journaling and a craft or activity such as making a calming bottle, painting, etc.

Question	Pre-test	Post-test
1.) I feel that I have a number of good qualities.	2.08	2.31
2.) I feel that I do not have much to be proud of. *	1.26	1.53
3.) I am satisfied with myself.	1.57	2.56
4.) I am able to do things as well as other people.	1.3	1.53
5.) I learned more about myself during this group.		2.25

*\*Question has been re-worded for the current school year, due to possible misinterpretation.*

Open-Ended Response questions:

- 1.) My strengths and things I'm good at:  
 Pre-test - Most lacked any response or contained only a single response.  
 Post-test - Answers contained multiple responses.
- 2.) Something I learned from this group (post-test only):  
 Answers included phrases that showed growth in the self-esteem of participants: "self-love", "be confident", "believe in myself", "kindness for myself and others".

Staff, teachers and group leader observations: participants made more eye contact, held heads higher, could more easily name one's strengths, and seemed more confident. The group went so well that the next school year, the group will meet twice per month instead of once per month.

Submitted by Irvington EL FRC  
 Breckinridge County

Intervention/Service/Activity **Pony Partners Mentoring Program**

Category Social-Emotional/Mentoring

### BEFORE – demonstrated need

Based on teacher feedback, our incoming first graders demonstrated a need for quality time with a positive role model as they adjusted to school following several unpredictable school experiences during COVID. We were unable to bring adult mentors into our school building due to safety protocol.

I collaborated with our gifted and talented teacher in selecting 7 of our 4th and 5th grade leadership students and matched them to 7 1st grade students who teachers felt would benefit. Our pre-survey revealed the following report from the mentees:

- 58.3% reported feeling angry "sometimes", 16.7% "all of the time," 16.7% "rarely", and 8.3% never.
- 58.3% reported feeling sad "sometimes," 16.7% "often" and "rarely" with 8.3% "never."
- 58.3% reported feeling happy "often," 25% "sometimes," 8.3% "all the time" and "rarely."
- 50% reported feeling worried/scared "sometimes," 33.3% "never," and 16.7% "never."
- When asked how many people he/she has to help with tough questions, 50% said "a few," 33.3% reported "lots of people," and 16.7% reported they had "no one".

### AFTER – impact or outcome of the intervention

Starting in January 2021, our Pony Partners met once a week for 20 minutes following announcements. They played board games together, strengthened social skills with conversation starter activities, made crafts, and created unique handshakes they used when seeing each other in our building. Our FRC provided all supplies, and I facilitated each Pony Partner meeting. We concluded the program in May as school got out and gathered the following data from a post survey given to the mentees:

- 60% reported feeling angry "rarely," 40% "sometimes"
- 80% reported feeling sad "rarely," 20% "sometimes"
- 60% reported feeling happy "often," 40% "all of the time"
- 40% reported feeling worried/scared "rarely" and "sometimes" while 20% reported "never"
- Most importantly to note, I believe, was the information we received regarding how many people our mentees felt they could go to with tough questions. Our post survey revealed that 60% of them believed they had "lots of people" they could go to with 40% of them believing they had "some people." None of the children reported they had "no one" they could go to.

This report showed us the power of one on one quality time amongst our student body. Our mentors had the opportunity to strengthen leadership skills while our mentees were given a stronger support system within our own school.

Submitted by Helping Hands FRC  
Jessamine County

Intervention/Service/Activity **TOP Club- The Teen Outreach Program that empowers teens**

Category Social-Emotional, Behavior, Attendance

**BEFORE – demonstrated need**

The Teen Outreach Program (TOP) empowers teens with the tools and opportunities to develop social-emotional skills, build healthy relationships and community connections, develop a sense of purpose, and avoid risky behaviors. TOP promotes positive youth development through engaging curriculum, community service learning and supportive relationships with adults.

The Persistence to Graduation Tool was used to select students. Twelve (12) of the students regularly attend the group once a week. The program began January 2022 thru May 2022. All 12 students had missed at least 6 days of school before January 2022. Four of the 12 students had spent a combined 13 days in In School Suspension and 1 of the 4 had an out of school suspension.

**AFTER – impact or outcome of the intervention**

The TOP Program is a program led by the Lake Cumberland Health Department. The YSC and the high school principal chose students using the Persistence to Graduation Tool. The YSC Coordinator attended each session, scheduled and went with students for community service projects, tracked students successes, participated in presentations, and scheduled speakers.

- 10 of the 12 students improved their attendance by 47%.
- 4 students had a combined 13 days spent in ISS (in school suspension) from August to December 2021. The same 4 students had 0 days spent in ISS and 0 out of school suspensions from January to May 2022.

Submitted by Casey County YSC  
Casey County

Intervention/Service/Activity **Girls on the Run**

Category Social-Emotional, Health

**BEFORE – demonstrated need**

Dixie Elementary FRC and two teachers offered Girls on the Run to girls, grades 3-5. The group met for one hour, two days a week for six weeks in the spring. At each meeting, the girls learned about topics such as self-esteem, body image, friendships, and other related topics (based on the Girls on the Run curriculum).

The girls completed a pretest before the program started. 75% of the girls reported feeling healthy/made healthy choices in eating and exercising. 70% of the girls reported feeling comfortable with making friends and sustaining friendships. 75% of the girls reported having positive self-esteem and body image.

**AFTER – impact or outcome of the intervention**

Twenty-two (22) girls, grades 3-5, signed up for Girls on the Run. At the end of the six-week program, the girls completed a post survey, showing improvements in all areas. All the girls or 100%, reported feeling healthier and felt more confident in making healthy choices in their diets and exercising. 100% also reported feeling more comfortable with making friends and sustaining friendships. 95% of the girls reported an increase of self-esteem and body image.

Submitted by Dixie EL FRC  
Fayette County

Intervention/Service/Activity **Safety Patrol**

Category Social-Emotional, Leadership

### BEFORE – demonstrated need

GC Burkhead had a need for leadership opportunities that were not a cost to students, did not require self transportation and did not require A/B honor roll status. Historically, the school has had leadership opportunities, such as BETA, 4H and Scouts. However, these opportunities left out a significant number of students due to cost, transportation and/or honor roll requirements.

Many educational studies have proven that when a student feels connected to their school, the risk factors associated with low graduation rate (poor grades/behavior/attendance) often decrease. The FRC developed the Safety Patrol program for selected 5th graders to lead. The Safety Patrol team has the task of ensuring safety of students during morning arrival (no running in hallways or in bus lot, holding doorways, assisting students to class or assisting the needs of staff). The FRC utilized the Early Warning Tool and the FRAM report to assist in selecting the Safety Patrol team members.

The FRC desired a mix of natural student leaders with low educational risks and potential student leaders with high educational risks. The Safety Patrol team had a total of 20 team members. Ten of the members were identified by their homeroom teachers to represent the natural leaders with low educational risks. The other 10 members were selected due to their high educational risks in the categories of attendance, curriculum and overall grad score, as well as free lunch status. The 10 students with high risk factors completed a pre-survey which resulted in the following findings to support the need for this activity:

- 9 have not been involved in a school or community club/activity
- 8 identified transportation as a barrier
- 10 stated that there have been activities in the past that they wanted to participate in but could not due to the cost of the activity.
- 8 report feeling "left out" at school.
- 10 report they "often" feel like not coming to school.

### AFTER – impact or outcome of the intervention

The 10 students with high educational risks were re-assessed for impact/outcomes at the close of the school year. All 10 students fulfilled their Safety Patrol duties for the entire school year. First, the Early Warning Tool scores were compared from the start of the year to the end of the year. The FRC was able to make this comparison by adding the 10 students to a "watchlist" within the Early Warning tool. 100% of the overall grad scores improved by at least 18 points per student. This was due largely in part to the significant decrease in attendance issues. The curriculum score for each student slightly increased by at least 6 points. The FRC also conducted a post-survey with each student and the results are as follows:

- 10 reported feeling they were a part of something important at school.
- 10 reported an increased desire to attend school and fulfill their safety patrol duties.
- 9 reported that Safety Patrol was their first experience in being a part of a club/school activity.

Submitted by G.C. Burkhead FRC  
Hardin County



Intervention/Service/Activity **Catch My Breath, Vaping Prevention Program**

Category Substance Abuse Prevention

**BEFORE – demonstrated need**

According to the Fall 2021 BGJHS Youth Risk Behavior Survey, the number of students vaping almost tripled compared to the 2019 survey. IC Behavior data also revealed an average of two 7th graders and one 6th grader were caught vaping each month during the fall semester of 2021 for a total of 20 students.

**AFTER – impact or outcome of the intervention**

After seeing this trend, the YSC Coordinator researched vaping programs to reduce the number of students vaping and found "Catch My Breath" a virtual vaping field trip. Catch My Breath is an interactive evidence-based vaping prevention lesson aligned with middle school academic standards.

The YSC Coordinator partnered with 6th and 7th grade core content teachers to incorporate the lesson into their ELA Persuasion unit. The YSC Coordinator prepared and distributed the slides, videos, worksheets and materials needed for the lesson and the ELA teachers taught the lesson. In the lesson, the students heard from medical experts about the health impacts of vaping, used this information to analyze common misconceptions about vaping to distinguish fact from fiction, evaluated vaping advertisements to identify hidden media messages, and prepared and practiced refusal strategies when confronted with an opportunity to vape.

After the intervention presented in February 2022, we only had one vaping incident in the 6th grade and none in the 7th grade for the rest of the school year. At the beginning of the 22/23 school year, we did a refresher course of Catch My Breath and have continued to see a downward trend in students caught vaping. Compared to the same time last school year, there has been a 43% decrease in the number of students caught vaping at our school.

Submitted by Bowling Green JR High YSC  
Bowling Green Independent

Intervention/Service/Activity **DUI Reality Store at Shelby County HS and Collins HS**

Category Substance Abuse Prevention

### BEFORE – demonstrated need

During the 2019-20 school year, 21 SCHS students had an alcohol, tobacco, drug violation at school. Per 2019 YRBS, 31% of high schoolers try marijuana, 16% will use it regularly; 10% report binge drinking regularly; 2% of 11th graders, 5.9% of 12th grade students reported drinking and driving in the past 30 days; 30.9% of 11th graders and 50.1% of 12th graders reported texting and driving in the past 30 days.

The program targeted 11th and 12 grade students, all of whom are new drivers or will soon be. The YSC staff at both high schools partnered with the Shelby County Sheriff’s Department, the Shelby County traffic court judges, several local defense attorneys, several automotive insurance providers, the Shelby County Court Designated Worker, the Shelby County Jailer, and Human Resources staff, to host a biannual DUI Reality Store program at each high school in the county.

This bi-annual program was launched at SCHS in 2019 (pre-pandemic) and was then expanded to include students at Martha Layne Collins High School in the spring of 2022. In this program all 11th and 12th graders at SCHS and MLCHS were given a simulated citation for driving under the influence of drugs/alcohol or a citation for texting and driving. The students were given a simulated savings account containing \$8,000. They were all remanded to “jail” and bonded out with money from their simulated savings account. From there, they were required to visit each station to:

- Hire and pay for an attorney
- Be assigned community service
- Pay for the increase cost for auto insurance or lose insurance
- Learn about the HR penalties imposed such as mandatory counseling or employment termination.
- Pay Court Fines and meet with the Judge for sentencing and jail time.

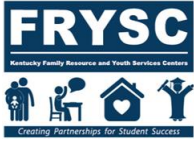
Each of the stations required the student to spend a portion of their simulated savings monies. The students, with \$8,000 in their simulated savings account, incurred total costs that averaged \$12,000.

### AFTER – impact or outcome of the intervention

The short-term desired outcome of the DUI Reality Store program was to increase student’s knowledge of the legal, financial, and employment ramifications of driving while under the influence or while texting. The intermediate desired outcome was to have that increased knowledge change the participants’ attitude and behavior.

After the program, the students at SCHS were asked to complete a writing assignment describing what they learned from the program and what impact it will have on their future behavior. Out of 270 SCHS participants, 85% (232) expressed that they increased their knowledge about the actual costs of getting a citation for DUI or texting while driving and stated that this new knowledge will change their attitude toward driving under the influence or driving while texting. 561 students at MLCHS participated. After the program, students were asked two survey questions: Did they learn how costly a DUI or a Texting citation would be. And will this information change their attitude or behavior when driving. 92% of the survey participants responded “yes” to both questions.

Submitted by Shelby Co HS YSC  
Shelby County



Intervention/Service/Activity **Too Good for Drugs**  
Category Substance Abuse Prevention

**BEFORE – demonstrated need**

The Too Good For Drugs program is an evidenced based curriculum provided by UNITE designed to provide drug education and prevention to students. The 7th and 9th grade students at Paintsville Middle and High Schools were targeted.

The program provided weekly drug prevention education and activities during social studies classes for 5 weeks. FRYSC surveys indicate 36% of parents and 47% of teachers report drug education and prevention are a top need for our school. Pre-test results indicate 61% of 9th graders felt they could set goals, make decisions and manage emotions, while only 31% of 7th graders reported being comfortable with these skills.

**AFTER – impact or outcome of the intervention**

The program was 5 weeks and focused on teaching participants methods of setting goals, making good decisions and managing emotions. The UNITE worker taught the program during social studies classes. The FRYSC collaborated with UNITE to schedule the program, distribute pre- and post-tests and assist with any other needs. Sixty-three (63) 7th graders and fifty-four (54) 9th graders participated in this program.

As a result of this program, post-test results show that 71% of 9th graders felt more comfortable setting goals, making decisions and managing their emotions. 7th grade results show 42% of participants reported being comfortable setting goals, making decisions and managing emotions after the program.

Submitted by Paintsville FRYSC  
Paintsville Independent

Intervention/Service/Activity **Not-On-Tobacco (Vaping Cessation) Program**

Category Substance Abuse Prevention

**BEFORE – demonstrated need**

During the 2021/2022 school year Phelps High School had approximately 200 students in grades 7-12. Approximately 8% of the student population had received a disciplinary referral for using vaping products such as vapes, vape pens, and e-cigarettes during the first semester of school. In conjunction with the Pike County Health Department, center staff provided a 10-Step intervention program titled Not-On-Tobacco (N-O-T) to educate students on the dangers of using vaping products.

According to results of the student pre-survey, the following results were noted:

- 100% of the students surveyed (16 students) indicated they had tried some form of e-cigarette or other vaping product resulting in a discipline referral.
- 62.5% of the students surveyed (10 students) indicated they were not aware of the dangers associated with using e-cigarettes and other vaping products.
- 75% of the students surveyed (12 students) indicated that after having tried e-cigarettes or other vaping products once, they continued use.

**AFTER – impact or outcome of the intervention**

During the first semester of the 2021/2022 school year, 16 students participated in the vaping cessation program titled Not-On-Tobacco. The program required students to complete 10 weekly sessions, which included various activities from a participant workbook educating them on the dangers of e-cigarettes and other vaping products.

Center staff collaborated with the Pike County Health Department and was responsible for scheduling dates and times for the program, staff also monitored program implementation, provided general supplies, and assisted with program completion. At the end of the program, students were given a certificate of completion. A post-survey was administered to measure the effectiveness of the program.

According to the results of the student post-survey, the following results were noted:

- 100% of students surveyed (16 students) indicated that they were aware or better informed of the dangers associated with using e-cigarettes or other vaping products.
- 87.5% of students surveyed (14 students) that after having completed the Not-On-Tobacco Vaping Cessation Program would no longer use e-cigarettes or other vaping products.

Submitted by Phelps YSC  
 Pike County

Intervention/Service/Activity **Kentucky Kingdom - job recruitment program**

Category Summer/Part-time Job Development

**BEFORE – demonstrated need**

Throughout the fall semester, a database was kept of high school students interested in finding summer and part-time work. At Newcomer Academy, all of our students are new to the United States and are learning English. Almost none have experience applying for jobs, creating resumes, and interviewing for jobs using English. At the beginning of March 2022, 45 students expressed an interest in finding part-time or summer jobs but were struggling to find work due to difficulties in completing applications and submitting resumes.

**AFTER – impact or outcome of the intervention**

The YSC partnered with Kentucky Kingdom and in March 2022 began a 4-part job recruitment series to target these students looking for summer/part-time jobs. The program consisted of four visits from a team of recruiters from Kentucky Kingdom. The first visit consisted of meeting with the students and presenting job opportunities and qualifications needed for jobs at Kentucky Kingdom.

In the next part of the series, the Kentucky Kingdom team assisted students in completing the online application and building their resumes. During the third part of the series, onsite interviews were conducted. In the final phase, offers were extended to selected applicants. Throughout this process, the YSC was directly involved with scheduling the sessions and managing their execution alongside the Kentucky Kingdom team.

As a result:

- Thirty-five (35) students received training in submitting online applications and building resumes.
- Sixteen (16) were selected for interviews.
- Ten (10) students received offers to work at Kentucky Kingdom.

Submitted by ESL Newcomer YSC  
Jefferson County

Intervention/Service/Activity **Camp Wildcat-6th Grade Orientation**

Category Transition

**BEFORE – demonstrated need**

Our goals for this program were

- to increase knowledge and aid in the transition from the elementary school setting to the middle school setting for all 6th grade participating students
- to increase knowledge in the areas of dress code and extracurricular activities
- address bullying and how to cope, and
- allow students to meet their teachers, so they feel welcomed and comfortable to work well and excel in the classroom.

95% of all incoming 6th grade students indicate that they are nervous about beginning classes at the middle school level.

**AFTER – impact or outcome of the intervention**

The North FRYSC, in collaboration with the school counselor and administration, created and implemented Camp Wildcat for incoming 6th grade students. Camp Wildcat is a one-day program that is designed to introduce 6th grade students to the middle school academic schedule. Not only does Camp Wildcat address academics, but it also addresses social and emotional issues students may face, including anxiety and bullying and how to cope with each. The afternoon camp was broken down into rotation sessions to attend:

1. Me and My School, which covered bullying and talked about other emotional topics students may face
2. All the Extras, which introduced the students to clubs and organizations to get involved in
3. Schedule Walk, which introduced each student to their personal class schedule, how to read their schedules and then how to navigate the building and find their classes so they were familiar with their teachers and the physical layout of the building

At the end of Camp Wildcat, students participated in a post-test that showed

- 97% of students indicated they were not nervous about starting middle school.
- 98% of the students increased their knowledge of the dress code and where their classrooms were located.
- 98% of the students indicated they knew how to respond if they were bullied.

Overall, almost all students attending Camp Wildcat felt comfortable with their new school, and that is a positive reinforcement for the students to achieve academically.

Submitted by North FRYSC  
Pendleton County

Intervention/Service/Activity **Green Dot Violence Prevention**

Category Violence Prevention

**BEFORE – demonstrated need**

Green Dot is a comprehensive violence prevention strategy that depends on the power of bystanders to prevent violence and shift social and cultural norms. Green Dot sees all community members as potential active bystanders and seeks to safely engage them in violence prevention. At the beginning of the program, 100 High School students answered the following question:

In the situation where an act of power-based violence is being committed, do you feel like you have the appropriate tools to confidently intervene as a by-stander?

**Pre-test responses:**

- Yes - 40
- No - 60

**AFTER – impact or outcome of the intervention**

The 100 high school students attended an 8-hour by-stander training in violence prevention. Upon completion of the training, the following question was answered (same as pre-survey):

In the situation where an act of power-based violence is being committed, do you feel like you have the appropriate tools to confidently intervene as a by-stander?

**Post-test responses:**

- Yes - 80
- No - 20

Completion of the by-stander violence prevention training led to a 50% increase in students feeling they have the appropriate tools to confidently intervene as a by-stander. This increase in knowledge, skill, awareness, and confidence in violence intervention serves to provide a safer school climate and community at-large.

Submitted by Bardstown Youth Services Center  
Bardstown Independent

Intervention/Service/Activity **Intensive Outreach**

Category Violence Prevention

**BEFORE – demonstrated need**

Prior to transitioning to virtual learning in March 2020, tensions were rising to a dangerous level among conflicting neighborhoods and groups of friends. More than 93% of all violent behaviors and conflicts became directly attributable to only a comparative handful of students (approx. 40), with fewer controlling the actions and behaviors of the collective (approx. 15). The quarantine period served as a valve releasing pressure. Unfortunately, the pressure returned with fervor when we returned to school full-time (August 2021). Growing issues in the building and primarily outside the building only amplified violence.

On an early September 2021 morning, shooters opened fire on students at one of our bus stops. Two students received non-life threatening injuries; another succumbed to his injuries. He took his last breath while being loaded onto a stretcher. He lived long enough to call his mother to tell her he had been shot and was dying. While many students in our building were distraught, some were not, and several even mocked his death. It became dangerously crucial to have immediate interventions with increased intensity for all parties directly and tangentially involved.

**AFTER – impact or outcome of the intervention**

After our loss, I contacted effective program facilitators and influential community outreach personalities to help our students and school. I knew Aubrey Williams would be the best person to tackle this task with me. I remembered the old Aubrey and knew he was once the terror many of our students were trying to be. The new Aubrey is a model citizen and mentor, someone I can only hope and pray my targeted students grow to become.

Through data disaggregation and observation, I comprised a list of the 10-12 most at-risk students involved with the ongoing conflicts to gather for a sit-down. Through a structured, curriculum-based weekly program lasting for the remainder of the year, the students were able to gain a broader understanding of the bottomless pit of conflicts in which they were entrenched. They had the opportunity to air their concerns and discuss discrepancies in a safe place that helped tear down the walls of tension.

The group was also joined by impactful guest speakers who spoke about their former lives and why/how they changed. Mr. Williams and I followed up with students in their neighborhoods and engaged in frequent phone calls, text messages, and check-ins.

This initiative resulted in an immediate decrease in tensions and a feeling of calm in my building. Many other students connected or influenced by the participants in our group began to make changes in their academic output (i.e., behavior, attendance, attentiveness in class, grades). Much like the 2020 quarantine pressure release, this program and collaboration with Aubrey Williams released pressure in a lasting way. More importantly, it immensely helped with our healing.

Submitted by Eastern HS YSC  
Jefferson County



Intervention/Service/Activity **Individual Family Intervention - Family Crisis**

Category Individual

**BEFORE – demonstrated need**

In October 2021, a Kindergarten and 2nd grade student were involved in a terrible car accident with their parents. As a result, the Kindergarten student and her step-father passed away. The 2nd grader and her mother were taken to an out-of-state hospital due to their injuries. The 2nd grader sustained injuries to her leg, while her mother sustained injuries of a broken back, leg, and a shattered foot which resulted in her being wheelchair bound.

When they were discharged from the hospital, they stayed with a grandmother in a neighboring county. The FRC contacted the family and made a home visit to the grandmother’s home to assess family needs and offer condolences and support to the family.

**AFTER – impact or outcome of the intervention**

During the home visit, Calvert/Sharpe FRC was able to assist with some immediate basic needs, such as extra food, larger clothing to accommodate injuries, hygiene items, and clothing for the 2nd grader to wear to the funeral. The FRC was also able to refer the family to resources that could assist with some of their medical and financial needs, such as mental health and home health services.

Due to not being able to work, the mother quickly got behind on bills. As a result, the FRC was able to use donated funds to assist the family with some of their utility costs. Due to the family staying with the grandmother in a neighboring county, the student’s attendance was being affected because of transportation issues. They wanted to return to their home and try to find a sense of normalcy, but their home was not handicap accessible.

The FRC contacted a local church and was able to get a wheelchair ramp built for the family at no cost. The student and her mother were able to return to their home and the student was able to ride the bus to school - this resulted in an increase in her attendance. The best part about the impact of this intervention, is that the mother developed a relationship with a family from the church through the ramp ministry and they continued to visit with the mother and offer emotional support. The FRC continued to work with the family through the holidays by providing a Thanksgiving basket and Christmas assistance. In addition, the FRC continued to check in on the family to offer support throughout the remainder of the school year.

Submitted by Calvert/Sharpe FRC  
Marshall County

Intervention/Service/Activity **Individual Student Intervention**

Category Individual

**BEFORE – demonstrated need**

A special education student was referred to the Mustangs Youth Services Center after his computer stopped working. The computer was taken to the IT Department. Upon further inspection, the IT Director found that there were live bed bugs in the student’s computer, which was preventing the computer from working. The YSC referred the student to the nurse and after an inspection, the student was found to have live bed bugs on him as well.

**AFTER – impact or outcome of the intervention**

The student was sent home due to the live bed bugs and was instructed to stay home until the bed bugs were eradicated. The Mustangs YSC got the student a new computer so that he could work on his homework while he was out. The student was out of school for two weeks, so the YSC delivered school lunch to the student three times a week, equaling six times total. The family could not afford to pay for the bed bug removal; therefore, the YSC and McKinney Vento worked together to take care of this student.

The YSC was able to find someone that would give a discount for the bed bug removal; however, the family still could not afford the costs. The YSC worked with the Director at the board and the district agreed to pay for the service. The YSC spoke with the family’s landlord, and they agreed to let them throw away their current clothing, furniture, and mattresses in the dumpster. In addition, the YSC got \$50 in quarters for the family to wash their items in very high heat at the laundromat, to assist in the removal of the bugs.

Everything had to be removed from the home for pest control. After pest control was done, the YSC worked with ACTS House Ministry and Starfish Ministry. We were able to get the family all new furniture, a dresser, couch, and two new mattresses, as well as all new clothing for the student and both his parents. The student was able to come back to school and the YSC provided clothing and a shower, along with hygiene items, to allow the student the opportunity to shower daily and change into new clothing while at school.

After the intervention, the student had such renewed confidence with his new clothing and hygiene items. Prior to this intervention, the student did not know how to take a shower or take care of basic hygiene - now he does. The YSC was also able to get the student a free haircut from a local barber before he went back to school. In addition, the student participated in Floss and Gloss and was able to get a free dental cleaning. The YSC provided the student a brand-new backpack and was able to find a sponsor to buy the student brand-new clothing, shoes and other items.

Submitted by Mustangs Youth Services Center  
McCracken County

Intervention/Service/Activity **Bremen Elementary Tornado Response and Supply Center**

Category Individual

**BEFORE – demonstrated need**

On December 10, 2021 the community of Bremen was forever changed. We experienced the worst tornado our community has ever had. The December 10th tornado ran for 17 miles in our small town, devastated our community, and took the lives of 11 of our community members. There were 29 students of Bremen Elementary directly impacted by the tornado.

**AFTER – impact or outcome of the intervention**

On December 10th, once the threat of more severe weather was lessened, the FRC coordinator, Bremen Elementary Principal, and our Superintendent met in the gym of our school around 11pm. We first set up our gym as a shelter for those that needed it after the storm. We had yoga mats and food from the FRC food pantry. We called our school nurse to come to the gym to assess victims, if needed.

At this time, we had 2 families stay the night in our gym. As daybreak came, the FRC coordinator began setting up tables for donations. Immediately donations came pouring in, and before 2 p.m., the gym was packed full of every kind of donation for immediate needs. Our supply center was organized by our FRC and several other school staff and volunteers. The Bremen Elementary supply center provided families with donations such as: clothing, bedding, air mattresses, tents, food, hygiene items, Chapstick, heaters, tarps, shovels, hammers, nails, bungee cords, baby items, laundry supplies, cleaning supplies etc.

Our center was able to organize phone calls for school staff to call each student to assess their immediate needs. Also, our FRC made "home" visits to families that the school staff were unable to make contact with. The Bremen Supply center provided hot meals for the families working to clean up their properties.

Many families were able to come to our cafeteria and received hot meals for over two weeks following the tornado. FRC organized local restaurants to provide catered food for families and first responders to eat in our cafeteria, while other school staff organized food vendors from all over the US to provide sack breakfasts and lunches to be delivered to families and workers. The number of families who were assisted is countless.

Submitted by Bremen FRC  
 Muhlenberg County

Intervention/Service/Activity **Reading targeted intervention**

Category Individual

**BEFORE – demonstrated need**

An English Language Learners (ELL) student from a non-English speaking home tested on a level one of six for Reading on his ACCESS test by the end of his first grade year in the Fall of 2021. ACCESS is the collective name for WIDA's suite of summative English language proficiency assessments. In addition, his Measures of Academic Progress (MAP) test scores revealed a Rausch Unit (RIT) test score of 129 (two percentile range). RIT is a unit of measure that uses individual test question difficulty values to estimate student achievement.

**AFTER – impact or outcome of the intervention**

The FRC collaborated with the student's teacher and interventionist to read with him weekly and practice sight words. The FRC collaborated with the ELL teacher to send home books written in English and Spanish so the student could read with his parents at home. This student also received a weekend food bag, clothing and medical assistance.

After relationship building, reading and meeting basic needs, this student demonstrated a strong desire to be at school and to continue to take books home to practice. His Academic Skills and General Education (SP22) test scores revealed a growth from 1.0 to 5.4 in reading. His MAP score increased from 129 to 175 with an RTI growth of 46, scoring him in the 60th percentile range.

Submitted by East Heights FRC  
Henderson County

Intervention/Service/Activity **Individual Mentorship**

Category Individual

**BEFORE – demonstrated need**

Conner Middle School received a new student in October of 2021. The student struggled with transitioning to a new environment and was very defensive towards his peers. The student showed aggressive behaviors in most settings (classroom, lunch, after school), which caused a concern to school staff and peers. The student faced 2 suspensions, 5 detentions, and 3 in-school suspensions prior to intervention from the Youth Services Center. The student was referred to the YSC to see if a connection could be built to drive down the number of misbehaviors.

**AFTER – impact or outcome of the intervention**

The student began to have individual intervention sessions in March after their latest suspension. A behavior form was created to track student behavior and was completed daily by participating teachers in core classes. The student would meet with YSC twice a day (lunch and at the end of the day) to check-in and discuss the status of teacher comments throughout the day.

The intervention with the student involved going over situations that the student may have struggled with. This would include discussing outcomes that the student could have done differently than the one that got them in trouble. Discussions also included teacher remarks and finding ways to ensure that the remarks were not continuous.

A reward system was put in place at the beginning of the process, and the student was held accountable to obtain under a certain number of marks for the week, in order to get a reward. The weeks went as follows:

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
<b>Behavior GOAL</b>	Under 100	Under 70	30	15	10
<b>TOTAL</b>	78	52	19	8	1

The student’s behavior began to improve drastically, this included teachers commenting about his improvement. The student slowly began to take pride in having positive behavior, which also increased his participation within the classroom.

Submitted by Conner MS YSC  
 Boone County

Intervention/Service/Activity **High Risk Student-Graduation**

Category Individual

**BEFORE – demonstrated need**

“A” was a former student at our Alternative School, due to some major behavioral issues. He asked not to go back into the regular school setting but despite him asking, he was placed back into regular classrooms. He and his sister, who were a year apart, had been removed from their home in the past (on more than one occasion) by the Department of Community Based Services (DCBS) - mom always managed to get them back. He was in her home during this time.

“A”, who was a senior in high school, stopped attending school in September 2021. He would not be 18 years old until November. The attendance filings in court were submitted with the county attorney in December 2021. At that time, the student had 57 unexcused absences and 6 unexcused tardies. By this time, he was now 18 years old. During these 57 absences, he and his mother were invited to the Truancy Diversion Program (TDP) meeting twice. There were daily phone calls made by our attendance clerk and two home visits conducted by our School Social Worker. Despite these attempts, there was never any person-to-person contact made with “A” or the mother.

**AFTER – impact or outcome of the intervention**

In January of 2022, “A” showed up in my office and said he knew I would help him. This was due to my ability to always calm him when he was in our ALC and we had respect for one another. “A” said he wanted to finish school. I’m not aware of everything that has occurred in “A’s” life, but I did learn that on his 18th birthday his mom "kicked" him out. As he continued to talk, he said “I know I have to graduate, I have to do something more than my parents.” We talked for a long time about the work it would take to graduate and the commitment he would need to make. He had to be the one to make the change in this unfortunate generational cycle and ‘step up to the plate.’ Since being kicked out, “A” had been staying with a female friend and her sister. The sister had behavior issues when she was in school, and the female friend had withdrawn to home school. The living situation was not great, but he had a roof over his head and food to eat.

I got his schedule changed so that if he so chose, he could graduate on time. I contacted him each time he was late or absent from school by Facebook Messenger or texting, if he had minutes. I wanted to make him accountable for all we had discussed the day he came to my office. I helped him complete his Free Application for Federal Student Aid for college, made an appointment for his driving permit and took him to the test, assisted him in getting a social security card and applying for food stamps, assisted in getting his medical card sent to him, and helped him look for housing and employment. In addition, I helped him open up a savings account. I also discussed with him his options with regard to possibly being the father of a baby soon to be born.

“A” graduated in May 2022. He worked very hard to obtain all the credits to graduate, in addition to working every day. I absolutely love this kid and the commitment he made to try and break the family cycle.

Submitted by Carroll Co YSC  
Carroll County

Intervention/Service/Activity **Student Homelessness Crisis Intervention**

Category Individual

**BEFORE – demonstrated need**

A Raceland-Worthington High School student experienced a family crisis situation during the summer months of 2021. This student became homeless, living on the streets or in abandoned buildings. The student was without food, transportation, and other basic needs - in addition to being at risk of dropping out of school at the beginning of his senior year. The student suffered a serious mental health condition, which also posed grave threats to his physical health and well-being.

**AFTER – impact or outcome of the intervention**

The dire situation was referred directly to the FRYSC coordinator who, with the FRYSC Assistant, initiated intervention and referral services. FRYSC staff worked directly with the student, his family in crisis, school staff, and local agencies to remedy all aspects of the situation.

FRYSC worked with

- the Appalachian Foothills housing agency to initiate and follow through an emergency housing voucher.
- the local Department of Community Based Services (DCBS) office to initiate and follow through with Medicaid insurance and SNAP benefits.
- Pathways Mental Health Services to secure and follow through with mental health counseling and case management services.
- medical staff at King's Daughters Medical Center to initiate and follow through with medical care.
- local landlords to secure a rental apartment using the Department of Housing and Urban Development (HUD) voucher.
- the student and local business to find the student employment.
- the family in crisis, to secure transportation.
- the School Counselor, Principal, Director of Pupil Personnel, and Superintendent to plan and execute the best educational option for the student.

The student now has secure housing, regular mental and physical health care, employment, and his GED - working toward higher education. Though this impact may be small in direct numbers as it was for only one student in crisis, this impact is large in its resulting change. By coordinating intervention services involving the school, family, and community, FRYSC staff initiated action with great impact aiding this student's successful transition to adult life.

Submitted by R.A.M.S. FRYSC  
Raceland-Worthington Independent

Intervention/Service/Activity **Elgin Dental Program Individual Intervention**

Category Individual

**BEFORE – demonstrated need**

In the Fall of 2021, a newly enrolled student came to her teacher complaining of severe dental pain. As a result of the pain, the student had several absences from school and issues with being able to participate while in the classroom.

This student was not enrolled in our Elgin Dental Program and has parents who speak Spanish, with little to no understanding of English. The student was checked by our school nurse who observed several issues including swelling, infection and deep cavities. The school nurse is fluent in Spanish and spoke with the parents who said their child had never been in the care of a dentist.

**AFTER – impact or outcome of the intervention**

The FRC collaborated with the school nurse to communicate with the child's parents and speak with them about the urgency of their child's condition. A home visit was conducted by the FRC to gain parent signatures needed for the child to enroll in the Elgin Dental Program and begin seeing the dentist.

Upon the initial visit, the child scored at a Level 1 which was an indication of, "Abscesses, infection, pain or other problems and needs to see a dentist immediately." Antibiotics were prescribed to treat the infections; however, the parents were unable to pay or pick them up from a pharmacy. The FRC collaborated with a school staff member to pay for the medication, and the FRC picked up the medicine and delivered it to the parents. The school nurse made contact with parents and was able to explain how to administer the medication.

In order to have the child's needs taken care of quickly, the FRC was able to schedule emergency appointments at the dental office for her parents to take her. The child saw the dentist a total of 6 times between October 25, 2021 and April 25, 2022.

Dental Screenings for the 2022-2023 school year were held in mid-September 2022 and the child scored at a Level 3, which was an indication of, "No obvious dental issues".

Submitted by Bush-Sublimity FRC  
Laurel County



Intervention/Service/Activity **Autism - Resources**

Category Individual

**BEFORE – demonstrated need**

The 3-year-old female was diagnosed with autism shortly before entering our Families In Training (FIT) program. Before entering the program, she was non-conversive, non-toilet trained, and unable to dress herself. Her mother reported that she was achieving 32% of the Milestones for her age using the CDC Milestones Tracker App.

At our first encounter with the child at pop-up preschool, her only verbal interaction was screaming and singing songs that were not pertaining to what was being taught. She also exhibited several physical outbursts of throwing items off the table. Mom expressed that she was embarrassed by her child's behavior and would not bring her back. Our FIT Coordinator explained to Mom that it was good practice to be in a classroom setting, because she was starting preschool soon.

**AFTER – impact or outcome of the intervention**

Our FIT Coordinator helped with autism resources, even attending a doctor's appointment with Mom. She assessed the child using the CDC Milestones Tracker App and started meeting weekly with the child and Mom in the home to work on areas identified as behind developmentally. The FIT Coordinator educated Mom on expectations and activities to do with the child on a daily basis. The child also attended extra enrichment activities offered by our FIT program such as pop-up preschool and Musikgarten classes.

The child has made remarkable progress. Her mother reported that she was achieving 75% of the milestones for her age using the CDC Milestones Tracker App at the end of the school year. She knows her letters, colors, shapes and numbers, and verbalizes her knowledge, needs, and wants. She is now toilet-trained and is making progress in dressing herself. Her preschool teacher reports that she is at the top of her class.

One of the most impactful changes has been with Mom. At first, she did not speak or work with her child, because she believed her to be unteachable. Now that she sees her potential, she is working and conversing with her more, further advancing the child's language and Kindergarten readiness skills.

Submitted by Picadome FRC  
Fayette County

Intervention/Service/Activity **Student Intervention**

Category Individual

**BEFORE – demonstrated need**

A student at Powell County Middle School with a very unstable home life and poor communication skills would not speak to anyone, nor would she eat in front of peers at lunch time. According to the Early Warning tool, her attendance showed a range of 55, Behavior showed a range of 120, Stability showed a range of 100 and her GRAD Score was 72.

**AFTER – impact or outcome of the intervention**

The YSC coordinator made contact with the student and made arrangements for her to eat lunch in her office. After several weeks, she continued to eat lunch with the coordinator. While eating lunch with the student, there were various discussions about making good choices, boosting self-esteem, choosing the right friends, and conversations about ways to make home life better.

By the end of the year, she was eating lunch with friends in the cafeteria and continues to do so, to this day. According to the Early Warning Tool, her range for attendance improved to 109, Behavior improved to 132, Stability improved to 115 and her GRAD Score increased to 93.

Submitted by Powell County MS YSC  
Powell County



For more information, please contact

Division of Family Resource and Youth Services Centers (FRYSC)

275 East Main Street, 3C-G

Frankfort, KY 40601

Phone: (502) 564-4986

<https://chfs.ky.gov/agencies/dfrcvs/dfrysc/>