



FRYSC Impact Report Spotlight

2023

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
- Transitioning (Elementary to Middle, Middle to High, Adulthood)
- 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.*

Previous Impact Report Spotlights are available on the DFRYSC home page:

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



2022-2023 Impact Report



For nearly two decades, the FRYSC partnership with AmeriCorps has been making a tangible difference in the lives of K-12 students across the state. By placing AmeriCorps members in FRYSC centers, we can address the barriers to learning that so many students face. These dedicated Kentuckians commit to serving an AmeriCorps service year to support our youth and help them overcome obstacles to success.

We've seen firsthand the impact this partnership can have, from in-school literacy tutoring to sustaining food support programs. AmeriCorps members are making a real difference in the lives of students and families while getting hands-on human services career experience.



283K

Meals were given to 3,560 children with FRYSC AmeriCorps Support

71%

K-12 students reached their individual growth goal with the help of a FRYSC AmeriCorps tutor.



- ✓ FRYSC AmeriCorps Youth program allows high school students to practice career skills and earn money for their education.
- ✓ FRYSC AmeriCorps Literacy tutors work with K-12 students to help them become proficient readers.
- ✓ Since 2004, more than 840 Kentuckians served with FRYSC AmeriCorps.
- ✓ FRYSC AmeriCorps members have earned \$2.4 million in education awards.

<https://www.chfs.ky.gov/agencies/dfrcv/dfrvc/Pages/corps.aspx>

Intervention/Service/Activity Category **Parent Engagement Meetings with GRADD (Truancy Diversion) Attendance**

BEFORE – demonstrated need

Eleven (11) students with a high number of absences were targeted to avoid educational neglect charges. The Horse Branch FRC partnered with Green River Area Development District (GRADD) to hold Parent Engagement Meetings (PEM) during school hours to identify the barriers causing the children to have 6 or more unexcused absences. The Horse Branch FRC, GRADD, and parents created an action plan with a 2-year contract to help eliminate any barriers and ensure student success.

AFTER – impact or outcome of the intervention

Each targeted student had 6 or more unexcused absences within the timeframe of Aug. 2022 - May 2023. We had 9 successful PEMs that did not result in an educational neglect charge. We had 2 students from the same family whose parents did not attend.

- No Horse Branch students were referred to DCBS.
- 100% of the students showed improved attendance following the PEMs.
- 2 of the students' attendance improved drastically after the PEM. Both of these students had over 50 absences in 22-23, many of which were excused. So far in 23-24, one of the students has one absence, and the other student has none.

This is based on GRADD data and Infinite Campus reports.

Submitted by **Ohio County, Horse Branch FRC**



Intervention/Service/Activity **Truancy Diversion Program**
Category Attendance

BEFORE – demonstrated need

Attendance is known to be a risk factor for early dropouts in school. Teachers and staff have reported an increased concern of attendance related issues. At the end of the 2021-2022 school year, there were a total of 93 students served by the KERALot I FRC that had missed 6 or more unexcused days.

AFTER – impact or outcome of the intervention

The Family Resource Center met with the DPP and the school counselors monthly to discuss at-risk students based on attendance, grades, home life and any other factor that may put the student at a higher risk for early dropout or lack of success in school. The FRC ran monthly attendance reports and contacted each family that had a student with 3 or more unexcused days. The FRC reviewed the attendance policy with each family and offered assistance in removing any barriers that could potentially cause their child to become truant in the future.

At the end of the 2022-2023 school year the number of students served by the KERALot I FRC, with 6 or more unexcused days:

- Dropped from 93 students to 59 students.
- Truancy of those students decreased by 36%.
- Only 18 of the 93 students from 2021-2022 were repeat truant students in the 22-23 school year.
- The 18 repeat truant students as a group missed a total of 215 days in the 21-22 school year. That number was decreased 151.5 days in the 22-23 school year. Those students received 63.5 more days of in person class time, any additional resources they may have needed during the school day, and there was a decrease in make-up work or incomplete assignments.

Submitted by **Meade County, 3B-Keralot I FRC**

Intervention/Service/Activity **"The Resilience Factor" Family Strengthening and Resiliency Support Group**
Category Attendance/Behavior/Grades

BEFORE – demonstrated need

There were no additional after school supports in place for our most at-risk students as identified in student, parent, and staff surveys, and IC data (Academic Performance, Attendance, and Behavior).

AFTER – impact or outcome of the intervention

YSC staff applied for GEER funding to create a program to provide additional support for our most at-risk students and families. Students and families were selected based on the following criteria:

1. Attendance
2. Academics
3. Behavior

Five families were selected to attend bi-monthly meetings. We had six high school students and one middle school student involved. Meetings included mealtime, educational activities for resiliency and protective factors, effective communication, and work ethic.

- The highest number of unexcused absences prior to the 21-22 FY was 17.5. By the end of the 22-23 FY this student's unexcused absences were 2.
- 100% of this group saw a decrease in the number of unexcused absences.
- The lowest GPA prior to the 21-22 FY was a 0.5 by the end of the 22-23 FY this student's GPA was a 2.5.
- 100% of GPAs were raised.
- The highest number of behavior incidents prior to the 21-22 FY was 7. By the end of the 22-23 FY this student's number of behavior incidents dropped to zero.
- 100% of this group saw a decrease in the number of behavior incidents.

Submitted by **Barren County, Barren County YSC**

Intervention/Service/Activity **SWAT (Students Working on Attendance & Tardies)**
Category Attendance

BEFORE – demonstrated need

There was a need for in-school interventions in the 22-23 school year to target the students most at-risk based on attendance, grades, behavior, and home life. These students were invited to join the SWAT Team (Students Working on Attendance & Tardies).

AFTER – impact or outcome of the intervention

After identifying the top 15 students in need of an attendance intervention, the SWAT Team met weekly for 8 weeks during lunch to discuss the barriers to attending school, resources to assist students in attending daily, identifying staff at school that students feel comfortable talking to, their strengths, and how their attendance affects their futures in middle and high school and in their future careers.

The FRC secured prevention donations to assist in purchasing rewards for students and gas cards for parents for transportation, attended weekly meetings, led discussions, and purchased alarm clocks for students who struggled to wake up on time.

Before SWAT, the top 15 offenders in the 22-23 school year missed an average of 11.13 days, and after SWAT they missed an average of 4.9 days. With the exception of two outliers, all students improved their attendance and missed fewer unexcused days, and the majority of students also improved their grades.

Submitted by **Meade County, 3B-Keralot III FRC**

Intervention/Service/Activity **ACT Bootcamp**
 Category ACT Scores

BEFORE – demonstrated need

Great Crossing High School YSC, in an effort to address a comprehensive school improvement goal of improving student achievement on the ACT and to support more students in accomplishing their postsecondary readiness by meeting benchmarks, embarked on an ACT Bootcamp. Experienced faculty were employed as coaches to support students in targeted improvement in challenge areas for individual students. Recruitment efforts included social media posts, SIS messages to families, school announcements, and Guidance and FRYSC communications with students.

- **Average score pre-Bootcamp: 20**

AFTER – impact or outcome of the intervention

The Bootcamp program supported 23 students in targeted practice activities aimed at improving their composite ACT score. This year, we hope to expand the program and support additional students. This will involve increased recruitment efforts, enlistment of additional staff in coaching activities, and additional support sessions.

Total Students	23
<i>Decline in score</i>	4
<i>Same score</i>	1
<i>Improved score</i>	18
Mean improvement	2 points
Average score post-Bootcamp	22

Submitted by **Scott County, Great Crossing HS YSC**

Intervention/Service/Activity **ACT Prep Workshops - after school**
 Category ACT Scores

BEFORE – demonstrated need

The average ACT score for students at Shelby County High School has declined over the past 5 years.

2017-18	2018-19	2020-21	2021-22
18.1	17.5	17	15.6

In the 2021-22 school year, the 15.6 average composite score ranked SCHS #202 out of 273 high schools in KY, among the lowest (27%) in the state.

The YSC partnered with teachers to offer ACT Workshops, free and open to any student. Efforts were made to target seniors who need an increased score for college admission and scholarships and juniors who are interested in applying for the GSP program and who are preparing to take the 11th grade state-mandated ACT.

AFTER – impact or outcome of the intervention

The YSC offered a series of 3 workshops: one in English, one in Reading, and one in Math. The workshop series were free to students and were offered in the fall and the spring. The goal was to help participating students increase their subject and composite scores.

Data was pulled from the participants’ spring 2023 ACT scores and compared with their previous ACT scores. For those who had not taken an official ACT before the spring of 2023, the participants’ Mastery Prep Practice ACT scores were used for comparison. The SCHS 11th graders participating in the spring ACT had an average ACT composite score of 16.1, compared to 15.6 in the previous year.

Workshop	# of students	% of students showing increase	Average point increase
Reading	16	68%	5.0
Math	27	66%	1.9
English	15	73%	3.63
Composite	31 (unduplicated)	67%	2.85

Submitted by **Shelby County, Shelby Co HS YSC**

Intervention/Service/Activity **FRC Check - In - Check Out (Behavior Incentive Program)**
 Category Behavior

BEFORE – demonstrated need

3rd - 5th grade teachers identified 18 students in their grade levels who were having difficulty with Russell Springs Elementary School PRIDE (being Proactive, Respectful, Independent, Dedicated and Exceptional in and out of the classroom while at school). A new program, FRC PRIDE Check In-Check Out, was created.

After these students were identified and parents provided permission for participation, baseline data was compiled (August through October).

AFTER – impact or outcome of the intervention

The FRC PRIDE Check In-Check Out Program began in October 2022. This behavior incentive program encouraged students while holding them accountable with school staff and their guardians at home.

An encounter occurred twice daily by the FRC staff with the identified students. Every morning, all 18 students were visited by the FRC staff before class began. A Russell Springs Elementary PRIDE Report was given to each student and went with them to all classes throughout the day. Each staff member that encountered that student in a classroom setting scored the student on each acronym on a scale of 0 to 2 with the possibility of scoring 40 points at the end of the day. FRC staff reviewed the PRIDE report with each student before buses were called. The next morning each targeted student was required to bring their PRIDE report back to the FRC staff signed by a parent or guardian.

Each identified student was reevaluated in December 2022 to gauge the impact of the RSES PRIDE Check In-Check Out Program.

	Aug. – Oct. 2022	Oct. – Dec. 2022	% improvement
Behavior referrals	27	20	38.8%
Parent contacts	16	10	33.3%
Grades	15 of 18 failing at least one subject	7 of 18 failing at least one subject	27.7%

Submitted by **Russell County, Russell Springs Elementary FRC**

Intervention/Service/Activity **Check and Connect**
 Category Behavior/Attendance

BEFORE – demonstrated need

There were three female students in the 4th grade who were consistently late or absent from school, arguing with each other during class and in common areas, and performing poorly academically in all subject areas. The female students did not have a strong relationship with any adult in the building and did not respond to any type of consequence or reward. 100% of the students received office referrals for fighting or for disruptive behavior.

The FRC Coordinator met with each girl individually two times a week for 4 weeks to complete getting-to-know-you activities, develop goals, and learn about coping skills and strategies for combating anxiety. After 4 weeks, the FRC Coordinator then met with the 3 girls together twice a week at lunch. We used this opportunity to get to know each other, play games involving conflict resolution, and review coping strategies.

AFTER – impact or outcome of the intervention

Student	Behavior Referrals		Absentee Rate	
	BEFORE	AFTER	BEFORE	AFTER
A	3	0	25%	12%
B	6	2	32%	21%
C	5	1	17%	10%

We have continued this from the beginning of the 2023-2024 school year with the same 3 girls as 5th graders.

Submitted by **Covington Independent, Glenn O. Swing Elementary**

Intervention/Service/Activity **Leading Ladies Leadership group**
Category Behavior/Leadership

BEFORE – demonstrated need

There were a number of female students who were having problems with their peers, which resulted in negative behaviors and office referrals. The YSC Coordinator collected data from PBIS and counseling referrals. The PBIS data showed that 17% of the female students had behavior incidents and office referrals involving peers. 28.6% of school counselor referrals included poor peer relationships and anxiety.

AFTER – impact or outcome of the intervention

The YSC and school counselors collaborated to start the Leading Ladies group to help decrease the number of office and counseling referrals for girls. Leading Ladies is a leadership group that focuses on the empowerment and growth of girls. All girls were invited to fill out an application that includes our creed and requirements.

Requirements included: keeping a C average in core content classes, no major office referrals, and participation in meetings and activities. We decided to address peer connection and adult connection at school, confidence in decision making, goal planning, and development of leadership skills.

The team met weekly with 45 girls in attendance. Each week we did activities, lessons, and had guest speakers from the community. The girls did social service projects and career readiness field trips. A pre and post survey showed a substantial increase in all of the goals we wanted to address.

- Connection to peers went from 62% to 75%.
- Connection to adults at school went from 35% to 81%.
- Goal planning went from 35.7% to 54.5%.
- Confidence in decision making went from 35% to 80%.
- Development of leadership skills went from 35.6% to 57.6%.
- No one failed a core content class or had missing assignments.

Ultimately, office referrals for the 45 girls decreased in number and only 3 of the girls had incidences.

Submitted by **Warren County, Henry F Moss MS YSC**

Intervention/Service/Activity **S.O.A.Ring with V.R. (Student-created virtual reality game, personal skills)**
Category Behavior/Personal Skills

BEFORE – demonstrated need

After COVID, students were having issues with social skills. Office referrals increased by 9%, bus referrals increased by 20%, office calls increased by 22%. Our target population was the whole school, kindergarten through fifth grade.

AFTER – impact or outcome of the intervention

Students created a Virtual Reality Game called S.O.A.R.ing with V.R. The game focuses on positive decision making by using S (safety), O (ownership), A(achievement), R (respect).

The technology used for this project:

Scenario VR, GoPro 360, iMac Computer, and Oculus VR headset.

Students created scenarios in their classroom that focused on positive and negative decisions. These scenarios were filmed and edited. Each scenario played out as you entered the room. Students playing the game must decide if this was a positive or negative scenario. The student must also choose what category of S.O.A.R. the scenario fits under. Each classroom came up with their own unique scenario, so there are 16 classroom scenarios and another 10 scenarios in special areas, buses, and hallways. All students are in the video and had a hand in writing the scenario for their classroom. Each scenario is class specific.

393 students played the game 3 times. After playing the game we saw the following decrease:

- Office referrals decreased by 80%
- Bus referrals decreased by 50%
- Office calls decreased by 65%.

The program was funded by the G.E.E.R. grant and was created by students participating in the FRC after and before school programming.

Submitted by **Jefferson County, 3A-Field FRC**

Intervention/Service/Activity **WhyTry? Boys Group**
 Category Behavior/Attendance/Grades

BEFORE – demonstrated need

The ACMS YSC collaborated with New Vista to offer an after-school WhyTry? Boys Group. Referrals were requested from administration, teachers and staff based on attendance, grades, MAP scores, and discipline. We had 9 boys selected to participate.

AFTER – impact or outcome of the intervention

WhyTry? Boys group met after-school for 12 weeks from February 2023 to May 2023 for one hour with 2 counselors from New Vista and the YSC Director. We used the WhyTry? Workbook, learning about essential life skills like positive self-esteem, emotional regulation, peer influence & relationships, hard work & determination, responsibility, and self-efficacy. The group started with 9 boys, and 5 boys completed it. Goals were set to decrease the number of both unexcused and excused absences, increase both their grades and MAP scores and decrease discipline incidents that resulted in either ISS or suspension. We used the data comparing August 2022 - January 2023 and compared it to February 2023 - May 2023.

- Absences and ISS/suspensions:
 - Unexcused absences decreased from 16 days to 5 days.
 - Excused absences decreased from 39 days to 14 days.
 - Discipline incidents resulting in ISS decreased from 22 days to 1 day.
 - Suspensions increased from 1 day to 2 days.
- Grades from term 4 to term 6 showed:
 - Increased grades in ELA and Math for 4 of the 5 boys
 - Increased grades in Social Studies for 3 of the 5 boys
 - Boys did not increase grades in science.
- MAP growth from winter to spring showed:
 - Increase in Math for 4 of the 5 boys.
 - Increase in Reading for 2 boys, 1 boy remained the same, and 2 boys decreased.

All of the boys reported increased knowledge in the following:

- Coming to school and trying harder in classes
- Impact on grades if they missed school vs. if they attended school, even if it was an excused absence.
- Emotional regulation and peer influence & relationships to help them to reduce the number of discipline issues and ISS days.
- The program had a positive impact on them.

Teachers reported:

- They are less of a distraction in class.
- Looked to them to lead small groups.
- Could trust that they would show up for their classmates.
- The group was impactful on both participants and peers.

Submitted by **Anderson County, Anderson County Middle School YSC**

Intervention/Service/Activity **Eagles To Men**
Category Behavior/Grades

BEFORE – demonstrated need

Eagles to Men was created to mentor young men in grades 4-6. The design of the program is to increase personal accountability in personal behavior and academic achievement. Based on Infinite Campus data, we found that many of our targeted students struggled with office discipline referrals and/or academic success. Most boys participating had multiple (2+) office referrals within the last year. 30% of these boys showed significant academic issues such as falling grades, lack of participation, or completion of assignments.

AFTER – impact or outcome of the intervention

Our program met each Wednesday morning before school. Each week, we focused on the traits of a successful person. We brought in guest speakers to talk about how they faced real life hurdles themselves but ultimately made personal choices that led to their success as adults/citizens.

We used our Wednesday meetings as a dress up (khakis & white shirt) day. We created a bow tie system based on school colors. Ties were tiered based on students' current grades & discipline referrals. The FRC & our student services coordinator collaborated to bring this club to NWES. The FRC purchased shirts & pants for any student that was unable to purchase them. We also purchased the bow ties & sponsored the end of year breakfast for the group. We invited 30 students to participate and 19 decided to join the club.

At our first semester tie ceremony:

- 16 of the 19 boys reached the highest level possible, the Eagle tie. To receive this, the student was required to have no office referrals for the semester & maintain an A/B/C average in every subject.

Of our participants, 84% of students reduced their discipline referrals to 0 and/or improved their academic standing. The results of this program were very exciting for our first year!

Submitted by **Warren County, North Warren FRC**

Intervention/Service/Activity **Senior College Campus Visits & FAFSA Completion**
Category College/Career Readiness

BEFORE – demonstrated need

The Family Resource Youth Services Center (FRYSC) Coordinator and the school counselors at Pleasure Ridge Park High School in Jefferson County hosted the annual college and career night with 75% of the senior class and their parents/guardians attending. The FRYSC Coordinator and the school counselors identified a need to assist the seniors and their parents/guardians who had shown an interest in attending college but needed additional post-secondary support.

A plan was initiated to survey the senior class using the 2023 Google Classroom to determine which colleges the students would like to visit. The students selected their top 3 colleges to visit. The students and parents/guardians also requested assistance to complete the Free Application for Federal Aid (FAFSA). The concerns included access to the website, directions to complete the application as well as what personal and financial information would be needed to complete the application.

AFTER – impact or outcome of the intervention

Students and parents/guardians attended the annual college and career night, meeting with college reps from across Kentucky and Indiana. College visits were scheduled for Jefferson Community & Technical College Downtown campus, Technical campus and Southwest campus, Indiana University Southwest, University of Louisville and Western Kentucky University. After the visits the participants completed college applications, the FAFSA, scholarship applications, and the Evolve 502 application.

The FRYSC Coordinator and the school counselors sponsored a FAFSA completion night. Thirty-one (31) families attended the event. Participants gained knowledge to locate the FAFSA website and assistance completing the application.

- FAFSA completion in 2022 at PRPHS was 53%.
- In 2023 FAFSA completion increased to 55%.
- In 2023 PRPHS was higher in FAFSA completion than the state's 53.5%.

Participants received information on the types of available student aid and how to apply. Participants gained a better understanding of the KHEAA website and the resources to help plan as well as pay for college.

Submitted by **Jefferson County, 3A-Pleasure Ridge Park HS YSC**

Intervention/Service/Activity **College Road Trips - campus tours/admissions presentations**
 Category **College/Career Readiness**
BEFORE – demonstrated need

Targeted for the College Road Trips were students at Dixie, Scott and Simon Kenton High Schools without the means to go on college visits easily on their own and/or be first generation college goers; some with lack of support from parents/guardians. We wanted students to see the schools for themselves and hear from admissions counselors so that they would be better informed about opportunities for higher education after high school graduation.

Twenty-seven (27) students who registered to attend the campus visits took a pre-test to assess their knowledge of college admissions, application process, financial aid and more.

- 37% do not know where to go to get help with admissions.
- 41% of attendees do not understand the steps needed to apply to college.
- 48% do not understand the process for applying for financial aid.
- 96% understand that their grades and extracurriculars can have an impact on college acceptance; and
- 74% feel confident being on a college campus.

AFTER – impact or outcome of the intervention

Our College Road Trips took place during a 3-week period June 5-23, 2023. We took students by school bus (to cut cost of program) to 11 different colleges/universities around the Northern KY/Greater Cincinnati region and further away schools in KY on 10 different days by bus. We toured the University of Kentucky, University of Louisville, Gateway Community and Technical College, Eastern Kentucky University, Berea, Morehead, Northern Kentucky University, University of Cincinnati, Mount Saint Joseph, Georgetown and Centre. The trips included campus tours and presentations by admissions coordinators.

Some visits had all 27 students while others had as few as 6 students attend; they were permitted to select which campus visits they wanted to attend. All students were either rising juniors or seniors. A Family Financial Aid presentation by KHEAA was organized by the YSC Coordinators to kick off the event and promote involvement. The results of the post-test showed these changes to the student's knowledge:

- 50% now know where to get help with college admissions.
- 90% now know the steps needed to apply for college.
- 70% now understand the process for applying for financial aid; and
- 90% of students now feel confident being on a college campus.

Submitted by **Kenton County, Dixie Heights YSC, Scott HS YSC, Simon Kenton YSC**

Intervention/Service/Activity **YSC/Inspire Academy Partnership**

Category College/Career Readiness - Moderate to Severe Disabilities

BEFORE – demonstrated need

According to special education teachers and school data, students with moderate to severe disabilities (MSD) lack the skills to maintain a job after high school. Madison Central MSD students were not equipped with the skills needed to prepare them for employment at graduation. Only 2 students held part-time paid positions before implementing the YSC/Inspire Academy North partnership.

MSD students were given a 35-point survey developed by the YSC. The survey assessed students' abilities to appropriately greet guests in the retail lab, accurately recognize clothing labels, fold clothes, sort merchandise properly, and stock merchandise consistently. Upon completing the survey by the students, the average score was 20 points out of 35. Specific areas of improvement were identified in label recognition, sorting merchandise, folding clothes, stocking items, and greeting guests. Finally, MSD students at MCHS rarely interacted with their typical peers during the school day.

AFTER – impact or outcome of the intervention

The YSC/Inspire Academy North partnership works with 40 moderate to severe disability students in a career development lab. The Academy has four pathways: office, janitorial, food, and retail services.

Within one year, the retail pathway students had over 1,500 interactions with their typical peers and mastered skills such as folding, stocking, and recognizing labels. All MCHS students can access the retail space, where YSC goods are displayed in a retail setting. All MCHS students needing clothing, school supplies, or hygiene items stop by the retail lab to collect things they need at no cost.

The post-survey average scores improved by 12 points. Additionally, 8 students have maintained a paid part-time job since the program's implementation. The Inspire Academy North students operated the retail area with assistance from MCHS student mentors, instructional assistants, the Youth Services Center coordinator, and teachers.

Submitted by **Madison County, Madison Central HS YSC**

Intervention/Service/Activity **Sharp College and Career Week**
 Category College/Career Readiness

BEFORE – demonstrated need

This 5-day program is designed to increase the students’ knowledge of their current academics, college knowledge, career paths and opportunities, and determine their Individualized Learning Plans (ILP) at the middle school level. We concentrate on how students’ middle school academics can have a direct effect on their future high school education and their college and career goals. Pre-survey results:

- 71% of Sharp Middle School students had thought about what they would like to do after high school.
- 46.2% did not know if they wanted to attend college.
- 79.4% did not know if they should attend a vocational school.
- The survey reflected that students know “what they would like to be when they grow up”; however, they needed assistance navigating college and career paths for their desired professions.

AFTER – impact or outcome of the intervention

The NFRYSC, in collaboration with school administration, implemented a jam-packed week of activities for 6th, 7th, and 8th grade students. Students are introduced to college, career exploration, and vocational schools to show them what opportunities each provides. Sharp’s College and Career Week included the following activities:

1. College and Career Theme Days-daily activities to boost morale about college and career readiness.
2. Virtual College Tour- The NFRYSC created a virtual college tour during 4th period which allows students to visit all local colleges and take tours of each campus.
3. Vocational School Tour- 8th Grade students attend Campbell County ATC to tour and discuss programs offered.
4. Career Café – Each grade level attends the Career Café for 1 hour and visits 4 careers that interest them. 30-35 career options are available for students to choose from. Students receive goodies that are associated with each career they attend to take home and discuss with their parents or guardian.
5. College and Career Guess Who Game- Each morning on the announcements, clues are given, and students are to “Guess Who” the teacher is. The first student to turn in the correct name of the teacher wins a prize.

Post-survey results:

- 96.7% of all students had a better understanding of what they wanted to do after graduating.
- 85.9% of students indicated that they could go to college.
- 75.1% of students indicated that they could go to vocational school to complete their career path.
- 58.4% of students indicated that College and Career Week made them think more about their futures.

Submitted by **Pendleton County, North FRYSC**

Intervention/Service/Activity **Becoming Student Group**
Category College/Career Readiness

BEFORE – demonstrated need

Girls of color, specifically Black girls, have the lowest sense of belonging in the district. This sentiment is the same for girls of color at Moore. The group Becoming was created at Moore to address this low sense of belonging and targets high achieving Black girls and their postsecondary readiness.

Baseline data:

- 100% of the girls in the group had never gone on a formal college tour.
- 100% of the seniors in this group had not applied to a college or completed the FAFSA.
- 60% of the girls in the group did not have a "person" (teacher, admin, or staff person) that they felt like they could talk to in the building.
- 60% of the girls in the building had not been a part of an extracurricular activity or student group within the past year.
- 100% of group was unfamiliar with Governor Scholars Program.

AFTER – impact or outcome of the intervention

This group was facilitated and sponsored by the Youth Services Center (YSC), which in turn helped each student to learn more about the services offered by the YSC. All of the girls were interested and eager to participate in all of the group discussions and activities. Aside from the data, many of the girls clearly showed growth both academically and emotionally. There were many anecdotal successes, and next year the YSC would like to focus more on exposure to colleges and ACT prep.

Conclusion data:

- 100% of the girls in the group participated in two formal college tours.
- 100% of the seniors in this group applied to and were accepted to the colleges of their choice.
- 100% of the seniors successfully completed the FAFSA.
- Of the 60% of the girls in the group who did not have a "person" that they felt like they could talk to in the building, each of them developed a relationship with either the YSC or the Health Sciences Academy Counselor.
- 100% of the juniors are knowledgeable about the Governor Scholars Program.

Submitted by **Jefferson County, 3A-Moore Community YSC**

Intervention/Service/Activity **Dental Clinic**
Category **Dental**

BEFORE – demonstrated need

A school based dental clinic was provided to students in September 2022. Among the 142 dental clinic permission forms that provided parental consent for school based dental services, twenty-eight (28) reported that their child had never visited a dentist and did not have a dental home. Eight (8) reported that they did not have dental insurance. Twenty (20) did not give a reason for not accessing dental care.

AFTER – impact or outcome of the intervention

The 28 students who had never visited a dentist were able to have a dental check up, including x-rays, cleaning and sealants. The students ranged in ages from 5 to 10. Of those 28 students, 9 were found to have "urgent" dental care needs. The dental team provided a detailed report of their findings to each student.

The FRC provided follow up communication to the guardians of all 28 students and assisted them with a referral to a local dentist for follow up care or establishing a dental home, as well as resources to assist with any financial barriers to care.

Six months later, the dental team and the FRC followed up with those 28 students and found the following:

- 7 of the 9 students (2 students moved) identified with "urgent" dental needs had received follow up treatment through a local dentist.
- 21 of the 28 students established a dental home.
- 2 students accessed dental care through a school of dentistry resource provided by the FRC to eliminate financial barriers.

Submitted by **Hardin County, G.C. Burkhead FRC**

Intervention/Service/Activity **Kindergarten Dental Screening Compliance**
Category Dental

BEFORE – demonstrated need

According to JCPS Health Services data in the 2021-22 school year, JB Atkinson only had **27% compliance** with the mandatory dental screening needed to enter kindergarten.

AFTER – impact or outcome of the intervention

JB Atkinson FRC partnered with University of Louisville School of Nursing and the Shawnee Christian Healthcare Center to schedule dental screenings for all kindergarten students. Non-consent forms were sent home by the FRC and follow up phone calls were made.

Screenings were scheduled for multiple days to ensure all students had the opportunity. After the screenings we had **97% compliance** for the 2022-23 school year. 42 of 45 kindergarteners received a dental screening at school. FRC staff and practicum students did follow up phone calls for any students who had severe dental concerns identified in the screenings and made referrals for follow up dental care.

Submitted by **Jefferson County, 3A-JB Atkinson FRC**

Intervention/Service/Activity **Annual Rangeland Dental Clinic**
Category **Dental**

BEFORE – demonstrated need

Rangeland FRC coordinates a dental clinic twice each school year. This clinic helps to identify students who are in need of urgent dental care and assist families who do not have a family dentist. This program helps those families that cannot meet our student's needs due to transportation, childcare, knowledge of resources, cultural differences, finances, etc.

The clinic is held in the FRC. It was originally held for 3 days, and it was increased to 4 days twice per year.

AFTER – impact or outcome of the intervention

In 2022, the clinic served 62 students in 5 days, saving the school 124 days of absenteeism and preventing 744 lost instructional hours. In 2023, the dental clinic served 78 students in 6 days, preventing 156 days of absenteeism and preventing 936 lost instructional hours.

Increasing our clinic to 4 days per cycle allows us to serve 16 additional students, preventing additional loss of instructional time. The two-year total of days saved at the Rangeland Dental Clinic was 280 days of absenteeism and 1,680 instructional hours.

Submitted by **Jefferson County, 3B-Rangeland FRC**

Intervention/Service/Activity **Dental Hygiene Awareness Activity**
 Category **Dental**

BEFORE – demonstrated need

The PE teacher and FRC coordinator teamed up to do dental health lessons during PE classes during February, which is National Children's Dental Health Awareness month. Through talking with the students and also hearing from the teachers, it was clear that many students didn't know why it's important to have good dental health, and many of them didn't have their own toothbrush, toothpaste, floss, etc. at home. The FRC coordinator developed lessons about taking proper care of one's dental health, and the PE teacher came up with a game of dental hygiene tag. The dental hygiene lessons and activity were done with all students in grades preschool through 5th. The FRC coordinator made a pre and post survey to distribute to students in 3rd through 5th grades.

AFTER – impact or outcome of the intervention

After learning the dental hygiene lessons and hearing/playing trivia questions about it, the students showed a significant increase in understanding proper dental hygiene. They also really enjoyed playing dental hygiene tag.

Results for 122 students	Pre	Post
• Knew that they should brush their teeth at least twice per day	116	120
• Knew that their mouths contain more than 100 species of bacteria, germs, and viruses	77	122
• Knew that their toothbrush should be stored in open air instead of in a closed container where it would breed more germs	21	118
• Knew that flossing is just as important as brushing their teeth	109	119
• Knew that drinking more water helps wash out some of the negative effects of sticky, acidic foods/drinks	91	120
• Knew that their toothbrush should be replaced every 3 to 4 months or when bristles become frayed	80	118

All students in grades preschool through 5th were given their own toothbrush, toothpaste and floss to take home. The preschool students were also given a dental health chart to take home and do with their families. They got a star sticker to put on the chart for brushing their teeth twice every day, flossing daily, drinking more water, etc. Once they did it for 5 consecutive days, they could turn in a section of the chart for a prize from the treasure box. Again, a lot of great feedback was received for this activity.

Even now, many students stop the FRC Coordinator to tell how they're now brushing their teeth twice per day, or how they began flossing, or how they're drinking more water. They also constantly ask when the next dental lessons/activities will be.

Submitted by **Breckinridge County, Irvington EL FRC**

Intervention/Service/Activity **Big Smiles In-School Dental Clinic**
Category **Dental**

BEFORE – demonstrated need

The Staff and Parent/Guardian Needs Surveys that were conducted by the Goldsmith Family Resource Center (FRC) for the 2022-23 school year indicated a strong need for dental care services, which is demonstrated by the data below:

Parent/Guardian Data

- 13% of parents indicated that their child is not covered by dental insurance.
- 6.26% of parents indicated untreated dental problems as a health concern that is currently interfering with their child's learning.
- 45.03% of parents indicated that the most common reason their child is absent/tardy from school is health.

Goldsmith Elementary Staff Data

- 28.57% of staff indicated that untreated medical/dental problems are one of the top 3 problems interfering with student learning.
- 57.14% of staff indicated that attendance & truancy issues are one of the top 3 social emotional issues interfering with student learning.

AFTER – impact or outcome of the intervention

The Goldsmith Elementary Family Resource Center (FRC) partnered with the Big Smiles Dental Program to provide an on-site dental clinic for all kindergarten through 5th grade students. Students that attended the dental clinic received preventive education from an oral health educator in addition to free screenings, cleaning, fluoride varnish treatments, and restorative care (fillings, etc.), if needed. The goal of the clinic was to decrease the number of students with untreated dental problems/concerns and to decrease the number of dental-related issues on student attendance.

There were many highlights from the 2022-23 dental clinic, including:

- 147 students seen at the dental clinic.
- 81 students identified as having “no dental needs” detected based on their dental assessment.
- 64 students received on-site restorative care.
- The dental clinic saved 127.5 school days where students did not have to be absent/tardy due to dental appointments, therefore positively impacting student attendance.
- The number of full day absences due to doctor appointments declined by 66% during the second semester following the in-school dental clinic. This impacted overall school attendance by saving 459.38 total school days and increasing instructional time by 183,750 minutes.

The Big Smiles dental clinic has proven to be a great success for Goldsmith Elementary and we look forward to offering this service to our students and families again next school year.

Submitted by **Jefferson County, 3A-Goldsmith FRC**

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

BEFORE – demonstrated need

At the beginning of the school year, 35 EL students were tested at school with the W-APT, an English language proficiency screener. The FRC organized a series of workshops that were held on two Fridays of each month. There the parents participated in activities and 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 9 families committed to participate. These parents did not speak English.

AFTER – impact or outcome of the intervention

At the end of the school year, the 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	1 st Screening	3 rd Screening
1	6	12
2	4	9
3	6	24
4	6	10
5	18	28
6	14	23
7	14	21
8	8	18
9	12	14

Submitted by **Shelby County, Northside Family Resource Center**

Intervention/Service/Activity **Guardian Support Group**
Category Guardian Support

BEFORE – demonstrated need

Data from the U.S. Census Bureau indicates that Kentucky continues to have the highest rate in the nation of children in the care of relatives. In 2016-18, 9% of Kentucky children were being raised by a relative, which is more than double the national rate of 4%. Information gathered from parent and staff surveys identified the need for a support group for grandparents and guardians raising children in the Allen County School system. A pretest was given at the first group meeting to better understand the needs, goals, and knowledge of those who attended.

Pretest results indicated:

- 51% of the group would like to learn more about grocery shopping and preparing healthy meals.
- 92% of guardians in attendance desired connections with others who understand their situation.
- 80% of the group also indicated that they need help identifying community resources that would be beneficial to their families.
- 75% of respondents also said that they needed help understanding their legal rights and roles as guardians.
- 48% said they were interested in learning more about how to manage a budget for their family.

AFTER – impact or outcome of the intervention

The Guardian Support Group met monthly from August 2022 to May 2023. Fourteen (14) guardians attended regularly, defined as half of the meetings or more. Twenty-three (23) total guardians participated throughout the school year. Each meeting provided the group with a speaker or activity through which they could meet the goals they indicated through the initial survey. Speakers included local business owners and directors of extracurricular activities, 4-H and Family Consumer Science agents, local therapists, legal services, FRC staff, and school district technology support staff. Activities included cooking and nutrition lessons, question and answer sessions with local legal services, community resource presentations, discipline and behavior management book study, and technology help to improve communication with their children and the school system.

At the last meeting of the year a post-test was given. The results indicated that

- 100% of participants felt they had learned how to shop for and prepare a healthy meal for their family.
- 100% of guardians surveyed felt the group had increased their social network and provided them with connections to others who understood them.
- 90% also said they gained valuable legal information that was relevant to their family situation.
- 88% said they learned about new community resources that they planned to implement with their family.
- 82% said they gained budgeting and finance knowledge that will be useful to their family.

Submitted by **Allen County, Allen County Primary FRC**

Intervention/Service/Activity **FRYSC Sleep Challenge**
Category Health

BEFORE – demonstrated need

The Reidland FRYSC Needs Assessment showed teachers and parents, alike, were concerned that students were not getting the recommended nightly amount of sleep. Reidland FRYSC chose to do a program--The Reidland FRYSC Sleep Challenge--that emphasized the need for proper sleep for students and parents/guardians during testing. Twenty-eight (28) students and their grownups participated in this program. A series of sleep information was available to parents via email and on Reidland FRYSC website which was sent and uploaded daily during the challenge. All parents had to do was register by completing the pre-survey, read the sleep information as it was available, record the hours of sleep their student received each night during the sleep challenge, and then complete the End-of-Sleep Challenge post-survey. Prize drawings were held for those participating and for those whose students received the proper amount of sleep each night during the challenge.

AFTER – impact or outcome of the intervention

Through the pre and post surveys, the following data was collected and analyzed for the 28 student and parent/guardian participants:

- Before the challenge, 79% of students were reported to have a regular bedtime. After the challenge, 86% of students were reported to have a regular bedtime.
- Before the challenge, the average hours of sleep received by the 28 students was 8.67 hours per night. After the challenge, the average hours of sleep received by the 28 students was 9.11 hours per night.
- Before the challenge, 50% of parents/guardians reported receiving the recommended hours of sleep for adults. After the challenge, 86% of parents/guardians reported receiving the recommended amount of sleep for adults.
- Before the challenge, 86% of parents/guardians participating believe it is important for their child to see them receiving the recommended amount of sleep. After the challenge, 100% of parents/guardians participating believe it is important for their child to see them receiving the proper amount of sleep.
- 93% of parents/guardians before and after the sleep challenge reported they believe the recommended amount of sleep can help prevent Type 2 Diabetes, Obesity, Poor Mental Health, Injuries, and Attention Behavior Problems. This percentage did not change.
- Before the challenge, 68% of parents/guardians reported they believe regularly sleeping more than the recommended hours of sleep may be associated with adverse health outcomes. After the challenge, 75% of parents/guardians reported they believe that regularly sleeping more than the recommended hours of sleep may be associated with adverse health outcomes.

Prizes given to student winners were a My Pillow, an age-appropriate book for children or teens regarding the importance of sleep, and a game. Prizes given to their parents/guardians was a gift card.

Submitted by **McCracken County, Reidland FRYSC**

Intervention/Service/Activity **Girls on the Run (after school running/SEL club)**
Category Health/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-esteem/confidence. From late February-May 2023, fifth grade girls were registered 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. Baseline Pre-survey results (9 students):

- 11% of students participated in 4-5 days (Monday-Friday) of physical activity for a total of at least 60 minutes per day.
- 22% of students participated in 2 days of physical activity on the weekend (Saturday-Sunday) for a total of at least 60 minutes per day.
- 67% of students, on a normal school day, watched TV/played video games/used social media for 3-5 hours per day after school.
- 56% of students said they are happy with themselves as a person.
- 33% of students said they think positively about themselves.
- 44% of students said they participate in activities that help their community.
- 89% of students said they have classmates (Girls on the Run teammates) they can become friends with.

AFTER – impact or outcome of the intervention

Students who attended the 10-week program (two days a week) participated in activities that incorporated movement to increase their heart rate and discussion to prepare them 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, an increase of self-esteem/confidence, and a decrease in technology usage after school hours (9 students):

- 67% of students participated in 4-5 days (Monday-Friday) of physical activity for a total of at least 60 minutes per day (56% increase)
- 44% of students participated in 2 days of physical activity on the weekend (Saturday-Sunday) for a total of at least 60 minutes per day (22% increase)
- 11% of students, on a normal school day, watched TV/played video games/used social media for 3-5 hours per day after school (56% decrease)
- 78% of students said they are happy with themselves as a person (22% increase)
- 56% of students said they think positively about themselves (12% increase)
- 56% of students said they participate in activities that help their community (12% increase)
- 100% of students said they have classmates (Girls on the Run teammates) they can become friends with (11% increase)

Submitted by **Hancock County, North Hancock FRC**

Intervention/Service/Activity **Little Bobcat Learners - Kindergarten Readiness**
Category Kindergarten Readiness

BEFORE – demonstrated need

Kindergarten Brigance data from 2016 through 2019 indicated an average of only 43% of our kindergarten students were kindergarten ready.

AFTER – impact or outcome of the intervention

The Little Bobcat Learners Program was established to increase kindergarten readiness. The program provides personalized home visits from a trained parent educator. The program increases school readiness, establishes community connections, provides support on the challenges of parenting and aids parents on the developmental stages of children. It can also be a factor in preventing child abuse. Research shows that children who participate in in-home education score higher on kindergarten readiness tests.

2022-2023 Data

- Families Enrolled in Little Bobcat Learners: 18
- Children enrolled in the program: 28 (ages 0-5)
- Children enrolled in LBL testing out for kindergarten: 11
 - 8 of the 11 tested kindergarten ready
 - 2 of the 11 missed readiness by only 5 points
 - 1 of the 11 tested was determined to miss readiness due to hearing loss.

The overall class of 2022-2023 had a 53% kindergarten readiness score.

Submitted by **Warren County, Richardsville FRC**

Intervention/Service/Activity **Tiny Tales: Early Childhood Young Authors Club**
Category Kindergarten Readiness

BEFORE – demonstrated need

In the Spring of 2022, Mill Creek Family Resource Center conducted a staff/parent needs assessment and pretest, which demonstrated a need for academic support and parental involvement to increase kindergarten Readiness among students. Fifty (50) 4 and 5-year-olds participated in the resulting program, Tiny Tales: Early Childhood Young Authors Club.

Kindergarten Readiness Assessment:

- Pretest: 70% scored below readiness benchmarks.
- Weaknesses: Social skills (80%), language (60%), fine motor skills (45%).

Interest in Learning:

- 60% expressed interest in learning.

Parental Involvement Assessment:

- 90% of parents are eager to support readiness.
- 75% reported reading to their child regularly.

Community Feedback:

- Community expressed concerns about the Kindergarten Readiness gap.

AFTER – impact or outcome of the intervention

The Tiny Tales Kindergarten Readiness Program, led by the Mill Creek Family Resource Center, prepared 4–5-year-olds for kindergarten. It involved ordering classroom book kits from Student Treasures, fostering parent-teacher collaboration, and hosting a book signing event to celebrate student achievement while providing parental involvement.

Impact data gathered post-intervention consist of the following outcomes:

- Social and Emotional Skills: 90% showed improvement.
- Language and Communication: 80% exhibited enhanced skills.
- Fine Motor Skills: 75% showed better coordination.
- Interest in Learning: 95% displayed increased interest.
- Parental Involvement: All parents actively supported their child's readiness.
- Community Impact: Positive community feedback highlighted the program's success in preparing children for kindergarten.
- There was an overall increase reflecting that 78% of the students who participated in this program either met or exceeded benchmarks for kindergarten readiness.

Submitted by **Jefferson County, 3B-Mill Creek FRC**

Intervention/Service/Activity **Me and My School**
 Category Kindergarten Readiness

BEFORE – demonstrated need

Because Florence Elementary School has the lowest kindergarten readiness scores in Boone County, we decided to participate in the Me and My School program. The program runs for 6 weeks, 3 days a week, and for 3 hours each day. The Family Resource Center coordinated this program and invited the 25 students who scored lower on the kindergarten evaluation form. The evaluation was administered at kindergarten registration and consisted of upper- and lower-case letter recognition, numbers 1-20 recognition and counting, color names recognition.

The program allows students to jump start their learning and get to know the school and some of our teachers. We included some of our community resources/partners to offer some hands-on learning. We have pre and post data for 7 of those 25 students. This group attended every day for the whole 6 weeks.

AFTER – impact or outcome of the intervention

Student	Uppercase Letter Recognition (26 total points)		Lowercase Letter Recognition (26 total points)		Number Recognition (20 total points)		Number Counting (20 total points)		Color Names (8 total points)	
	Before	After	Before	After	Before	After	Before	After	Before	After
1	14	16	5	9	9	12	20*	20	8	8
2	5	24	7	11	7	17	20	20	8	8
3	1	9	0	4	4	10	10	20	1	8
4	13	21	6	9	10	11	20*	20	8	8
5	16	19	3	12	3	7	1	14	0	8
6	0	5	2	4	3	3	13	13	7	7
7	13	20	6	13	5	5	11	11	8	8

*when prompted

The data shows that this program was very beneficial to our students. Most of the scores increased, and only a few of them stayed the same. We are looking forward to continuing this program in the summertime for our incoming kindergarten students. I would love to offer this program to as many incoming students as we can. I believe that by getting them acclimated to our school and providing them education at an earlier time frame, we are on our way to increasing our Brigance scores and helping our students become more kindergarten ready.

Submitted by **Boone County, Florence Elementary FRC**

Intervention/Service/Activity **Russell County Wee School - Kindergarten readiness program**
Category Kindergarten Readiness

BEFORE – demonstrated need

Children living in Russell County between the ages of 3 and 5 are invited to attend a monthly kindergarten readiness program, known as Wee School. Russell County Wee School was held monthly at the Russell County Public Library. The goal of Wee School was to increase school readiness skills, such as letter and number recognition. Wee School also took the opportunity to promote literacy skills by having children in attendance get familiar with the public library staff and programs.

At the first meeting of Wee School in September, a pre-test was given to each child in attendance. Children were evaluated in the following areas: number and letter recognition, gross motor skills, and fine motor skills. Average monthly attendance of Wee School was 32 children.

AFTER – impact or outcome of the intervention

On average, 32 children between the ages of 3 and 5 attended the Russell County Wee School. Children were evaluated with Pre and Post tests in four areas of readiness skills.

The results for these areas include:

- Math skills: 23% improvement in number recognition
- Reading skills: 28% improvement of letter recognition
- Gross motor: 48% improvement in gross motor skills
- Fine motor: 13% improvement in fine motor skills

During Wee School, Family Resource Center staff were able to build relationships and rapport with family members by meeting and talking with families during Wee School activities. This has led to positive communication after the enrollment of the children in kindergarten.

Submitted by **Russell County, Jamestown/Salem FRC**

Intervention/Service/Activity **Kindergarten Readiness**
Category Kindergarten Readiness

BEFORE – demonstrated need

Of our 22 kindergarten students, none of them knew any sight words starting kindergarten. In December, I spoke with the teacher who indicated this group of students was way behind in sight word recognition.

We implemented student tutors from the 7th grade. The tutors worked with the same child twice a week. The kindergarten students started moving through the site word list.

AFTER – impact or outcome of the intervention

At the end of the school year:

- All 22 students were kindergarten ready, meaning they had mastered all 60 sight words.
- 10 students had also mastered the advanced level words, meaning they could recognize 80 words.
- By the end of the year, 15 of the 22 students were reading books.

The tutors gained confidence, patience and loved being Reading Buddies.

Submitted by **Perry County, Buckhorn Lake Area FRYSC**

Intervention/Service/Activity **Kinder Boost Camp - Introduction to Kindergarten, 2-week Summer Camp**
Category Kindergarten Readiness

BEFORE – demonstrated need

West Perry's Kindergarten Camp was used to give incoming kindergarten students and parents knowledge of the school and its resources for the upcoming year. FRYSC provided assistance with daily routines, provided information and assistance to parents, and provided information and incentives for attendance and behavior.

The 2-week camp was developed because kindergarten teachers and aids expressed that students needed more of an introduction to kindergarten. Brigance scores indicated 55% of Pe-k children were not ready for kindergarten.

AFTER – impact or outcome of the intervention

Principal, teachers, aids, FRYSC, the Perry County Board of Education, cooks, and attendance staff worked together to ensure students were introduced to the lunchroom, classroom, gym, playground, as well as procedures for the lunchroom and playground during the two weeks of camp.

Activity and parent information was provided to help improve their child's readiness. All this helped students make a smoother transition to school.

- 40% increase in writing
- 80% were able to recognize numbers as compared to 60%
- 80% were able to compare more or less as compared to 55%
- 60% were able to arrange numbers in order compared to 45%

Based on the data, students were more ready for kindergarten. Kinder Camp is a success!

Submitted by **Perry County, West Perry FRYSC**

Intervention/Service/Activity **Kindergarten Kickoff Week**
Category Kindergarten Readiness

BEFORE – demonstrated need

According to the 2021 Brigance screening, 66% of incoming Squires Elementary kindergarten students were "Ready with Interventions" (previously named Not Ready). Therefore, we implemented a 4-day program for incoming kindergarten students called Kindergarten Kickoff Week. This "summer school" opportunity was created to enhance student achievement, provide social-emotional growth, and ease the transition into elementary school.

AFTER – impact or outcome of the intervention

Kindergarten Kickoff Week is a four-day program that focuses on kindergarten readiness. The students are introduced to kindergarten teachers, staff, and peers and given a tour of the school to better prepare for the upcoming school year. Students are taught school rules and expectations in the kindergarten classrooms, experience lessons in the specials and have lunch in the cafeteria. These daily activities mirror a typical day in school.

During this 4-day program, 30 incoming kindergarten students attended:

- 23% scored above 50% on the Brigance Early Childhood Kindergarten Screening tool with the average score at 28.66%. Through this assessment, teachers were able to identify any specific academic needs of each student and prepare them for the upcoming school year.

Throughout the school year, the same 30 students were followed:

- 83% of the students scored above 50% with an average score of 60% on the Fall MAP Reading test.
- 73% of the students scored above 50% with an average of 60% on the Fall MAP Math test.

The same students scored an average of:

- 63% scoring over 50% with an average score 61% on the Spring MAP Reading test.
- 70% of students scored over 50% with an average of 64% on the Spring MAP Math test.

In addition to the academic growth throughout the school year due to early intervention, parents reported that the program helps ease fears of entering elementary school for the child as well as gain comfort of being separated from their caregiver.

Submitted by **Fayette County, Squires EL FRC**

Intervention/Service/Activity **Tomcat Island-A Life Skills Camp**
 Category Life Skills

BEFORE – demonstrated need

According to a needs assessment survey, 22.9% of parents and 24.2% of students indicated a need for more after school/summer enrichment opportunities. Over one-half of our students and parents indicated a need for assistance with developing their soft skills. Students indicated that they did not feel that they had the real-world skills to prepare them for summer/part-time jobs or for college and career readiness.

AFTER – impact or outcome of the intervention

The Ashland Blazer Youth Services Center provided a week-long summer camp focused on soft-skills, self-marketing, etiquette, peer interaction, childcare, car maintenance, and cooking for any 9th-12th graders looking to gain knowledge in these areas.

All activities are hands-on and allow the students to truly learn each skill. The Ashland Blazer Youth Services Center partners with a variety of community resources, including Pathways, Ashland Credit Union, Boyd County Extension Office and the Ashland Independent School District. Students completed both a pre- and a post-survey.

Life Skills – Tomcat Island	Before	After
• Understood the importance of knowing/following rules of etiquette	11%	100%
• Knew how to use a crockpot	31%	100%
• Knew how to budget for groceries	21%	100%
• Knew how to change the oil or a tire on a vehicle	11%	85.7%
• Knew how to build a resume	0%	85.7%
• Felt confident in completing a job interview	11%	85.7%
• Knew how to build a budget	21%	71%
• Knew how to balance a checking/savings account	0%	71%

The skills that are taught at Tomcat Island will last a lifetime. When the students leave camp, they are equipped with skills that they can immediately use throughout their lives. The students are proud of themselves when they complete Tomcat Island and look forward to telling their parents and friends what they have accomplished. Tomcat Island gives the students a sense of independence, and because of the skills they are learning, they can become productive members of the community and take these skills into their communities.

Submitted by **Ashland Independent, Paul G. Blazer HS YSC**

Intervention/Service/Activity **Shoe Tying Challenge for Kindergarten to 5th Grade**
Category Life Skills

BEFORE – demonstrated need

During the month of February 2023, a poll was conducted among the students in grades kindergarten to 5th grade to gather information on the number of students who were able to tie their shoes, a skill that has become obsolete in elementary school-age children.

Recognizing that this trend has been on a decline for several years in the elementary grades, as shoe tying was dropped from the kindergarten curriculum some years back, the staff working with children reported many students were unable to tie their shoes. The poll conducted revealed that of the 615 students enrolled in Clarkson Elementary School, 153 boys and 112 girls were unable to tie their shoes.

AFTER – impact or outcome of the intervention

Following the poll that recognized 265 children were unable to tie their shoes, or 43% of the students enrolled in school, it was determined to close this gap by teaching the skill of shoe tying. A “March Madness” shoe-tying challenge was organized utilizing a ‘Basketball/Space Jam’ theme to run in congruence with the annual basketball championship.

We collected 106 parent pledges, stating the parents would help teach their child the skill of shoe tying. The FRC Coordinator created a handout with several links to YOUTUBE videos demonstrating several shoe-tying methods. We also went into the classrooms and taught the skill, as well with small cardboard shoes and laces.

The children were excited to learn their skill and “graduate” with a certificate and have their photo made with a large cardboard Tune Squad cut out of Bugs Bunny and LeBron James. Photos were taken of each classroom as they successfully learned, with a total of 217 (125 boys and 92 girls) children learning to tie their shoes.

Submitted by **Grayson County, Clarkson FRC**

Intervention/Service/Activity **NBA Math Hoops- Math based curriculum program combining math skills, NBA/WNBA, and board games.**

Category **Math**

BEFORE – demonstrated need

Expressed in surveys and conversations, students needed more opportunities to improve their educational skill sets, confidence and work ability. Students were given a small sample of questions that reflected the work that would be completed while in the program to gauge students pre-program knowledge and ability. We measured 15 students among 4 categories of basic addition, subtraction, multiplication and division skills. Percentages of accuracy for these are as follows: Addition: 90%, Subtraction 88%, Multiplication 89%, and Division 78%. Total Accuracy 86%. These 15 students were entered into the program for 12 weeks.

AFTER – impact or outcome of the intervention

The 15 students began to meet once a week after school to participate in the NBA Math Hoops programs. NBA Math Hoops consists of students creating a team based on player cards provided by the company Learn Fresh. Students are required within 30 seconds to roll dice, take the rolled numbers and complete addition, subtraction, multiplication and division in order to take a shot on the board. Each card has specific statistics on the back and relate to the possibility of a player making a shot. As weeks progressed, we noticed students' accuracy began to increase and their confidence in other areas in school increased as well. The program layout is as follows:

- Week 1- Contract Signed for sportsmanship and participation.
- Week 2- Draft Team
- Week 3- Addition Principles/Play Game
- Week 4- Subtraction/Play Game
- Week 5- Multiplication/Play Game
- Week 6- Division/Play Game
- Week 7-12- Put learned knowledge into action via in season tournament.

This program also offers a digital companion app which we used to calculate student progress over the 12 weeks. Each student was required to play at minimum 5 games a week for sample size. At the end of the period, we collected the accuracy numbers to match what we started with. The outcome is as follows: Addition 99% (**9% increase**), Subtraction 99% (**11% increase**), Multiplication 98% (**9% increase**), Division 86% (**8% increase**).

Total Math Accuracy: **95% (9% increase)**

Student improvement from beginning to end in all categories saw an increase. Students expressed in a post group survey that they enjoyed the program as it challenged them to think quickly on their feet to solve equations efficiently and gave them confidence to complete other things outside of the classroom.

Submitted by **Boone County, Conner MS YSC**

Intervention/Service/Activity **School Based Counseling Services**
 Category **Mental Health**

BEFORE – demonstrated need

Mental Health Counseling continues to be a specific and predominant need at North Hardin High School. The YSC Student Needs Survey indicated that students see a need for counseling services and programs that focus on self-esteem and social skills.

Of the NHHS student body, 628 or 38% received individual or group assistance with mental health issues through their visits to the YSC in 2022-2023. 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. Sixty-three (63) out of 102 students were targeted after spending a significant time in weekly to bi-weekly counseling.

AFTER – impact or outcome of the intervention

The NHHS YSC tracked 63 out of 102 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 that improved in attendance - 43%
- Students that maintained in attendance - 7.77%
- Students that improved in behavior - 23%
- Students that maintained in behavior - 52.38%
- Students that improved in GPA - 72%
- Student that maintained in GPA - 11.08%

Conclusion - 83% of students involved in on-site counseling improved or maintained in a targeted area(s) over the course of their counseling.

Submitted by **Hardin County, North Hardin YSC**

Intervention/Service/Activity **Grief Support Groups**
 Category Mental Health/ Grief

BEFORE – demonstrated need

Beaumont Middle School and Paul Laurence Dunbar High School identified a need for grief support and partnered with the Kentucky Center for Grieving Children and Families to begin a two-year long peer support group led by a licensed therapist. Through information gathered from parent surveys and school referrals for year two of our grant, 12 students were identified as having a need for services.

Data collected for Beaumont Middle School indicated 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 15 (indicating moderate stress) and the anxiety score was at 9.5 indicating mild and almost moderate anxiety.

AFTER – impact or outcome of the intervention

Beaumont Middle and Paul Laurence Dunbar High School partnered with the Kentucky Center for Grieving Children and Families to provide two peer support sessions at school for students during each of the two years of the grant. We served students over the course of two 10-week sessions each year. 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.

Students participated in a day-long culminating event at a local outdoor adventure center focused on helping those who have had trauma in their lives use the outdoor challenges and natural environment to help individuals unlock their potential, build confidence, and overcome cognitive, behavioral, and social challenges.

Data collected from BMS students at the end of the program indicated clinically significant change. The perceived stress scale score dropped from 15 to 12.5 (falling within the 0-13 range for minimal stress) and the anxiety score dropped one point from 9.5 to 8.

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

Submitted by **Fayette County, Beaumont MS YSC (collaboration with Paul Laurence Dunbar HS YSC)**

Intervention/Service/Activity **Grief Support Groups**
Category **Mental Health/ Grief**

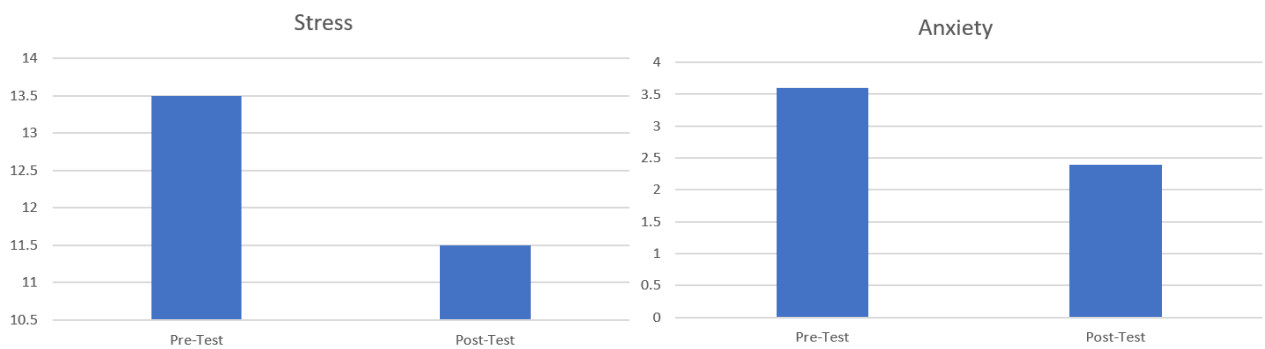
BEFORE – demonstrated need

Two elementary schools identified students that had a significant death loss of an important person. Two assessments (Perceived Stress Scale and the Child Anxiety Related Emotional Disorders-SCARED) given before the program show that the students had clinically significant levels of anxiety and stress. Forty-two (42) students each participated in a 10-week small grief support group. 25% of students lost parents or siblings and 75% lost family members. Illness, overdose and gun violence are the top reasons for the death.

AFTER – impact or outcome of the intervention

The FRC partnered with the KY Center for Grieving Children and Families to provide services. Students connected with other children that have also had a loss, learned what feelings are common for those who have experienced loss and discussed how to express emotions in healthy ways. The groups promoted healing and hope and enabled better overall social-emotional health.

At the end of the groups, the same two assessments (Perceived Stress Scale and SCARED) showed a significant decrease in stress (13.5 to 11.5) and anxiety (3.6 to 2.4).



Submitted by **Fayette County, Sandersville/Meadowthorpe FRC**

Intervention/Service/Activity **Sisters for Life Minority Mentor Group**
 Category **Mentoring**

BEFORE – demonstrated need

Southern HS has an 80% free/reduced lunch rate for students and carries an extremely diverse population. In 2018-19, our enrollment was 1,231 students (380 black students, 508 white students). The number of behavior referrals was clearly inequitable and was reported at 2,758 for black students, while only 2,261 for white students. Respectively, the 2021-22 School Report Card reflected similar findings with black student referrals at 2,872 and white students remained lower at 2,024.

We wanted our minority students to develop a sense of belonging in our school, to find alternatives to discipline referrals, and to have a group support system where our minority students could be heard, encouraged, and given opportunities to better their school experience. Our goal was to reduce behavior incidences, increase GPA & attendance, and include families in creating a tangible future goal for our young black females.

Because our staff remains predominantly white and doesn't match that of our student population, we recruited a community partner to lead our girl's group, which became known as The Sisters for Life group. 15 students met once per week and would remain in the group for the entirety of their Southern career if they chose to do so. As students graduated, relocated, or less often opted out of continuing the group, we added a younger girl to the group.

AFTER – impact or outcome of the intervention

We are now in our 4th year with this program, and it grows stronger each year. Following are a few data points collected in areas of growth for different students from our group in a one-year period:

Absences	Student 1 30 to 22 (unexcused)	Student 2 29 to 12 (unexcused)	Student 3 23 to 14.5 (overall)
GPA	Student 4 2.14 to 3.0	Student 5 3.28 to 3.57	Student 6 1.71 to 2.28
Behavior Incidents	Student 7 20 to 8 (school year)	Student 8 16 to 10 (semester)	

Our community leader has taken our girls on a variety of field trips, including Kings Island, Frankfort to see advocacy efforts at the State Capitol, the movies, church, Sunday dinners, Washington, D.C. to witness advocacy in action, and weekly lunches during group sessions. Other integrated student supports include rent assistance to avoid eviction, holiday assistance, and a \$2,000 scholarship to the most improved female.

Our young ladies also attended the Annual Sisters for Life Gala, a black-tie fundraising event that takes place each November. Each student is provided a free gown and a trip to the salon to have hair, make-up, and nails done so they can feel like a princess on this special night. I am able to talk to the crowd about our group at Southern and our young ladies take turns telling their own personal stories of how this community partnership has changed their lives. At the school level, each girl has the opportunity to share their stories with our younger females in the group & become their peer mentors.

Submitted by **Jefferson County, 3A-Southern HS YSC**

Intervention/Service/Activity **EBW Mentoring**
 Category **Mentoring**

BEFORE – demonstrated need

The FRC at Emma B. Ward Elementary collaborated with community partners to create a mentoring program. This program is aimed at improving educational and social-emotional skills. Referrals were taken from staff, parents, and peers. These students had a wide range of academic and behavioral needs.

Twenty-six (26) students were paired with their adult mentors. Once a month, the group would meet for lunch, check in with one another, and complete a lesson and corresponding activity. During these lessons and activities, students would also get to participate with peers. This provided peer to peer support, along with a student-to-mentor support system for each student.

AFTER – impact or outcome of the intervention

At the end of the 22-23 school year, there was significant growth in these students' overall well-being and data point areas. Students would regularly stop by the FRC to ask when the next mentoring lunch would be. They would also express excitement while sharing their achievements with their mentors.

In discussions with teachers, students improved in attitude and engagement in the classroom throughout the school year. Parents of several students also expressed to the FRC that their students showed improved knowledge of goal setting, conflict resolution, and positive friendship skills.

	Pre	Post	Change
Behavior incidents	6	3	Decreased by 50%
Days absent (per 2 9-week periods)	11.4	9	Decreased by 2.4 days
Average Math MAP score	185.9	196.4	Increased by 10.5 points
Average Reading MAP score	181.5	190.9	Increased by 9.4 points

This program provided opportunities for students to increase their peer and safe adult support system. These interactions allowed students to increase their overall skill set in a safe and relaxed environment. This also allowed students to increase their social interactions with community partners from all walks of life. This showed students that the community, not just school staff, is invested in their future.

Submitted by **Anderson County, SECC/Emma B Ward FRC**

Intervention/Service/Activity **Trimble County Schools Student Life Coaching Program**
Category **Mentoring**

BEFORE – demonstrated need

Trimble County's two elementary schools, Milton Elementary and Bedford Elementary, were seeing a high number of behavior referrals. Trimble FRC met with principals and district representatives to discuss implementing a mentoring program at both elementary schools and all were in agreement that this would be a beneficial program. The goal was to pair our students who had more than 3 behavior referrals from the previous year or referral from a teacher with a background checked community member to meet with students during the school day at a time agreed upon by teachers. In total 21 students were referred to the FRC for in school mentoring services.

AFTER – impact or outcome of the intervention

FRC hired a part time mentoring coordinator to help pair mentors with mentees, meet with mentors to discuss issues that may arise with students and report back to the FRC so that any areas of concern can be addressed.

During the 22-23 school year Trimble County Schools Student Life Coaching Program had 17 mentors who spent at least 30-45 minutes per week having lunch, playing a game or offering homework help to 21 Trimble County elementary students. Some mentors met with mentees twice per week depending on need. The positive outcomes stemming from this program can be seen not only in regard to behavior but also in the areas of attendance, general class disruption and classroom performance.

Of the 21 students who participated in the program:

- 9 had no further behavior referrals in the 22-23 school year.
- 11 had one additional behavior referral.
- 12 student participants had fewer than 5 absences and 3 had less than 8 absences during the 22-23 school year. Those same students all exceeded 10 absences in the previous school year.
- Teachers reported that 62% showed improvement in reading map scores and 22% improved math map scores from winter to spring.
- Mentors were surveyed and 90% reported seeing positive changes in the students from the first mentoring session to the last.

To wrap up the school year Trimble County FRC hosted a Mentor/Mentee luncheon to celebrate student success and to thank our mentors for the time they had devoted to Trimble County students.

Submitted by **Trimble County, Trimble County FRC**

Intervention/Service/Activity **Whiz Kids - After School Literacy/Mentoring Program**
Category **Mentoring/Reading**

BEFORE – demonstrated need

According to the KCCT test scores, Beechgrove’s Reading proficiency decreased from 57.3% in 2021 to 46% in 2022 of students scoring proficient or distinguished, a decrease from 2018 when reading was 61.9%. This drastic decrease was definitely impacted by inconsistent instruction due to the COVID-19 pandemic. We did not meet our objective of increasing to 61.57% proficient or distinguished in 2022. Reading proficiency among students with disabilities remained the same, no growth, at 11.1% proficient/distinguished in 2021 to 11.0% in 2022.

The behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.

AFTER – impact or outcome of the intervention

The FRC Advisory Council met in the spring of 2021 and discussed a need for mentors and improving our literacy scores. In the summer of 2022, Generations Church partnered with the FRC Coordinator and our principal to discuss the Whiz Kids Program, which is a faith-based after-school literacy program. City Gospel Mission provided 1:1 tutoring to financially under-resourced elementary school youth in 2nd through 5th grades who are currently reading below grade level. Whiz Kids is focused on helping children grow academically, as well as all areas of their life. The program consists of structured, one-to-one reading-focused tutoring through committed, stable and encouraging relationships with supportive adults.

The G.R.O.W. Network Whiz Kids program was formed in October 2022 with eleven mentors. The participating students struggled with academics, attendance, and mental and emotional health. Several students were identified as McKinney Vento, single parent homes, or kids in distress. We received referrals from teachers, parents, and our RBTL team.

The average fall MAP scores for the eleven students participating in the program was 169. All students began at the entry level using the Reading A-Z curriculum since the Whiz Kids program did not have foundational reading level information. The data at the end of the year found the following:

- 5 of the 11 students who participated reduced the number of overall absences compared to the previous year.
- The student’s average spring map scores improved from 169 to 187. 8 students increased their spring Map scores by 5+ points, 5 students increased by 25+ points, 4 students increased by 30+ points and 2 students increased by 40+ points.
- All 11 students improved at least 5 reading levels, 9 students improved 10 reading levels and 1 student improved 13 reading levels.

Submitted by **Kenton County, Beechgrove FRC**

Intervention/Service/Activity **Dinner Table Project/ Mental Health Night**
 Category Parental Involvement/ Mental Health

BEFORE – demonstrated need

The FRC collaborated with our local Regional Prevention Centers Dinner Table Project Coordinator to offer this unique twist on our traditional Mental Health Night. Research indicates children of families that share meals together have better academic performance, higher self-esteem, a greater sense of resilience, lower risk of teen pregnancy, lower risk of depression, lower rates of obesity, and a lower likelihood of developing an eating disorder. Our goal was to introduce and reinforce the concept of sharing a meal together as a family. Families were asked to RSVP for all children in the home to be in attendance and remain at the table with the family during the entire presentation. Families had their own reserved table and were treated to pasta dinner and dessert. We had 10 local Mental Health Agencies represented to share their resources as well as our District Mental Health Representatives on hand to answer questions.

AFTER – impact or outcome of the intervention

Once families had the opportunity to visit our local Mental Health resource tables, they went to their assigned tables. As they ate, our DTP Representative explained what the purpose of the box on the center table was for. Families were very receptive to putting their phones away as well as keeping their children at their tables and interacting with each other while doing the activities.

Dinner Table Project Survey Questions	Before	After
Importance of eating together	50%	93.8%
Knowledge of mental health resources and FRC resources	31.3%	81.3%
Make an effort to eat together	75% yes 25% sometimes	100% will make plans

After the event, two parents requested additional resources and counseling services.

Submitted by **Warren County, Natcher FRC**

Intervention/Service/Activity **Comet Reading Buddy**
 Category Reading

BEFORE – demonstrated need

This year was our first year for the Comet Reading Buddy program. 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 help with reading.

This group of students ranged from kindergarten to 5th grade and consisted of 12 children. All the students took the STAR Reading Enterprise Assessment 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.

AFTER – impact or outcome of the intervention

Comet Reading Buddies had 6 volunteers from the community that were paired with two students. They met with each student individually for 20 to 30 minutes weekly to help with reading. Every one of these students showed an increase in their STAR Reading Assessment scores. The average gain of these students in reading was 135.92 points. One student gained 248 points in their scores. Below is a chart of the scores of the students that participated in Comet Reading Buddy. Since this program was so successful, we plan to expand and seek more volunteers.

Student	August 2022	May 2023	Points Gained
1	583	831	248
2	585	745	160
3	603	739	136
4	659	774	115
5	808	967	159
6	811	902	91
7	774	850	76
8	885	1001	116
9	615	756	141
10	615	853	238
11	862	983	121

Submitted by **Carlisle County, S.T.A.R.S. FRYSC**

Intervention/Service/Activity **Book Vending Machine with Reading Intervention**
Category Reading

BEFORE – demonstrated need

Fall iReady scores for kindergarten through 5th grade students at Bridgeport Elementary School during the 2022-2023 school year indicated that 34% of students were at risk for Tier 3 intervention for reading. From these scores, we also had 39% of students needing Tier 2 intervention and 27% needing Tier 1 intervention. Our goal was to decrease these numbers to have 70% or more of our students receiving only Tier 1 intervention, leaving Tier 2 and Tier 3 for the remaining 30%.

AFTER – impact or outcome of the intervention

Bridgeport Elementary FRC met and collaborated with Interventionists and grade level teams to implement reading goals for students at each grade level to work toward. Once a student has reached their goal, they earn a gold coin for the book vending machine and can choose a book that they can keep forever! The FRC purchases books through Scholastic that are of high interest. Also, families are sent a monthly school wide Scholastic Book Order that they can order from to help build up points to use for purchasing these books. Students are not limited to earning only one coin.

As a visual reminder, we take a picture of every student with their book and hang these pictures around the front entrance of the school. This goal setting has created engagement and excitement with our students. From the time between Fall iReady testing and Spring iReady testing, we had given out over 300 gold coins! The consistency and celebration of these reading goals led to great impact.

Spring iReady scores for kindergarten through 5th grade students at Bridgeport Elementary School during the 2022-2023 school year:

- 14% of students were at risk for Tier 3 intervention for reading, a 20% decrease from the fall scores.
- Students needing Tier 2 intervention decreased by 18% showing that 21% of students were in need.
- Students at Tier 1 increased by 38%, putting that percentage at 65%.

Even though our goal of 70% of students at Tier 1 was not reached, we are very pleased with the growth we have seen.

Submitted by **Franklin County, Bridges Family Resource Center**

Intervention/Service/Activity **Camp Literacy Live**
Category Reading

BEFORE – demonstrated need

Camp Literacy Live is designed as a 3-week intensive summer program targeting incoming first grade students in need of strategic literacy development. School level administration, kindergarten teachers, district interventionists and Intervention Coordinators reviewed DRA data, MAP results, and additional relevant data to determine students in most need of summer literacy support and further literacy skill development. The program was four days per week from 8am-12pm for 12 half-day sessions from July 11th to July 27th.

AFTER – impact or outcome of the intervention

The Family Resource Center coordinated transportation, made phone calls, home visits, and emailed parents of the students to get them enrolled. The FRC continued to reach out to the families through phone calls and home visits to those kids who were not in attendance.

This year the camp invited 47 students to attend, and we had a total of 39 students enrolled. The attendance rate for this year was 73% with 26% of attendees obtaining perfect attendance. We are not sure why the attendance rate was lower than last year, but we will be discussing some incentives to increase the students' attendance for next summer.

Students were evaluated with Pre and Post tests in multiple areas of Literacy. Here are the scores from some of the test that were administered to the students:

- 16 students saw an increase from 41% to 48% in Rhyme Recognition.
- In Blended Word Category 100% of all students either maintained or increased in proficiency. 21 students experienced an increase from 53% to 67%.
- In the Onset fluency, 97% students either maintained or increased their proficiency. 17 students experienced an increase from 43% to 52%.

Overall, there was a 97% success rate in all categories either in growth or maintaining their proficiency.

Submitted by **Oldham County, Family Connection Resource Center**

Intervention/Service/Activity **READ/ MEET THE CHALLENGE**

Category Reading

BEFORE – demonstrated need

According to the Reading Pulse pretest for 10th grade students (n=151), the average reading level was four grades below grade level, which places them at a 7th grade level reading skill.

The goal is to increase 10th grade students' reading level by one grade level, raising them to the 8th grade level of reading by the end of the 8 weeks of the Reading Challenge Program. Assignment completion, according to points of daily participation, was 60%. Tenth grade students were challenged to complete all reading and writing assignments using the Reading Pulse platform. After eight weeks, students took a post-test to see if their average reading proficiency had increased and assignments completion had increased.

AFTER – impact or outcome of the intervention

Upon completion of all reading and writing assignments, students were tested again to check their average reading proficiency level. The YSC Coordinator, School Librarian, and tenth grade English teachers collaborated to implement this program. Teachers encouraged their students to reach the goals of completion for reading and writing assignments and record daily points records. The Librarian completed the post-test after 8 weeks. The YSC Coordinator collected completed assignments and data reports for the time frame and compared to the starting date of the program.

The post-test average proficiency level reading scores and class assignments were collected at the first and end of the program for comparison. According to this data, 10th grade students increased their class assignments from 60% of participation to 75% participation.

Following the Reading Pulse program, the average reading proficiency level for the 151 10th graders increased by 1.75 grade levels.

Submitted by **Jackson County, Jackson County HS YSC**

Intervention/Service/Activity **Adopt A Reading Buddy**
Category Reading

BEFORE – demonstrated need

During a PLC meeting the principal and first grade teachers were concerned about students not becoming Independent Readers. Only 12% of kindergarten students were becoming Eager Readers and only 36% of 1st grade students were becoming Independent Readers. We felt that we should concentrate on kindergarten as well as first grade students. I then started the Adopt A Reading Buddy Program.

AFTER – impact or outcome of the intervention

In the summer I started the process of collecting stuffed animals for each student that participates in the program. I then decorate a room as an adoption center and the animals are set around the room for them to choose from a week before I go to each classroom and start the process to adopt the reading buddy. Each student completes a Prepare to Adopt a Pet worksheet. They choose the animal that they would like and commit to reading to the animal at least 15 minutes a day. Each student receives a folder with sight words that are shaped like bones for their pet, a reading log, and their Adoption Certificate. Once a week I check on students to see if they are making progress.

Every student that makes Eager Reader or Independent Reader is rewarded with a happy meal and a field trip.

During the 22/23 school year Eager Readers increased from 12% to 17.1% and Independent Readers increased from 36% to 79.3%.

Submitted by **Whitley County, Pleasant View-Boston FRC**

Intervention/Service/Activity **Partners In Education - Mentoring by local manufacturing company employees**
Category Reading

BEFORE – demonstrated need

Justice Elementary School, Clark County, used the i-Ready online assessment to identify reading needs in order to personalize learning and to monitor progress throughout the school year. In Fall, 2022, iReady assessment determined students in a second-grade class were not reading on grade level. The baseline scale referred to as the iReady diagnostic norm indicated two students in this class scored 406 and 407 which is at kindergarten reading level.

AFTER – impact or outcome of the intervention

The FRC coordinates the Partners In Education mentoring program for Justice Elementary school. Sekisui, a local manufacturing plant, allows employees to spend time at Justice Elementary to mentor students weekly. One of the volunteer mentors was assigned to a second-grade class to work specifically with two students who were not at a second grade reading level.

The mentor met with the two students weekly from September 2022 through May 2023. The students read to the volunteer each week they met. There were times when the volunteer would help the students with spelling words for weekly tests. The spring 2023 iReady online assessment determined the two students improved to 427 and 437 which moved them to a first grade reading level. The teacher reported their spelling test scores went from 20% to 80% to 100%.

Submitted by **Clark County, Justice FRC**

Intervention/Service/Activity **Family Math and Reading Night**
 Category **Reading/Math**

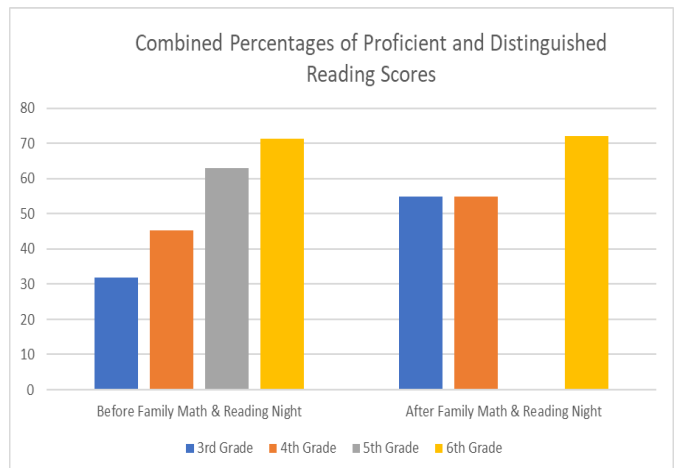
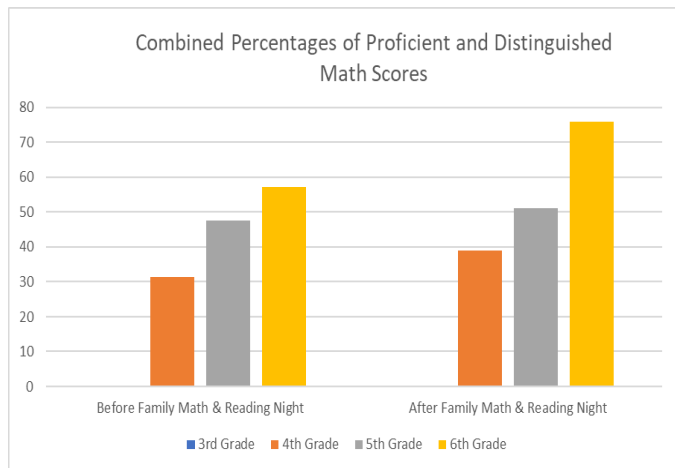
BEFORE – demonstrated need

Based on the combined percentages of Proficient and Distinguished scores from the 2021 State standardized test for Math and Reading for students in grades 3-6 there was a need for improvement.

AFTER – impact or outcome of the intervention

We hosted a Reading and Math night for students and parents so that parents could learn how to help their child to become better in reading and math. Each grade level set up classrooms with activities in reading and math. Parents participated in the activity with their child while a teacher was present to guide them through the activities/games. These activities were easy to replicate at home so that the student can reinforce the academic skills they are learning in the classroom. FRC helped with providing incentives, door prizes, a meal, and planning of the event.

The outcome was an increase in combined percentages of Proficient and Distinguished scores in math and reading on the state test for students in grades 3-6 on the 2022 State standardized test.



Submitted by **Warren County, Cumberland Trace FRC**

Intervention/Service/Activity **MSUCorps**
Category Reading/Math

BEFORE – demonstrated need

We targeted 5th grade students with low reading and math test scores. We took their fall MAP test scores and referred them to the MSUCorps member to begin tutoring services. The MSUCorps member worked in the classroom with the students as the teacher taught the lessons.

AFTER – impact or outcome of the intervention

We selected 15 students based on low reading and math MAP test scores. The MSUCorps member tutored at least 90 minutes per week with each student, sometimes individually and sometimes in a small group. She would also tutor in the class while the teacher was teaching the lesson so she could offer assistance.

- Averaged an increase of 10 points fall to spring in Math.
- Averaged an increase of 13 points fall to spring in Reading.

Our MSUCorps member is a former Child Care Director, and she has the ability to assist with classroom and behavior management, which has been very helpful. After she would work with our targeted group, she would also offer help to other students one on one that primary teachers felt needed a little extra attention.

Submitted by **Bath County, Owingsville Elementary FRC**

Intervention/Service/Activity **FRC After School Tutoring**
Category Reading/Math

BEFORE – demonstrated need

The need was to increase the most recent I-Ready scale scores as of 2/17/2022 for grades 1-5 referred for tutoring in Reading and in Math.

AFTER – impact or outcome of the intervention

The FRC provided 14 after-school tutoring sessions from March 2, 2023 through April 25, 2023. The student attendance was recorded by the coordinator. Parent participation was encouraged. The FRC paid qualified teachers to tutor the students.

Using an average of scale scores for those referred per grade level before tutoring and after tutoring showed growth as such:

- 1st grade Reading
 - before tutoring: Average scale score-395
 - after tutoring- 428
- 1st grade Math
 - before tutoring 375
 - after tutoring 388
- 62 participating students grades 1-5
 - 92% showed individual growth in Reading.
 - 89% showed individual growth in Math.

Results were measured using the Spring I-Ready Test.

Submitted by **Rockcastle County, Mt Vernon FRC**

Intervention/Service/Activity **LiveSchool- School-wide Motivation Program**
 Category Reading/Math - Motivation

BEFORE – demonstrated need

While the Covid-19 pandemic created many social and emotional challenges for our students, it additionally caused academic concerns as well. According to a 2021 Youth Services Center Survey, 49.5% of JCMS students reported they felt less motivated to complete assignments and homework as they did prior to the pandemic. Based on 2021-2022 i-Ready Reading Diagnostic scores, 43.7% of 7th grade students were below grade level in reading, while 51.6% of 8th grade students were below grade level in reading. Additionally, 45% of 7th grade students were below grade level in math, while 60.2% of 8th graders tested below grade level in math. JCMS teachers further reported that students exhibited a concerning lack of motivation to complete i-Ready reading and math assignments, which help improve comprehension in those subject areas.

AFTER – impact or outcome of the intervention

After meeting with the Leadership team, the Youth Services Center purchased the LiveSchool program, to help motivate students through rewards and build team spirit through competition. In collaboration with the amazing JCMS staff, students earned points for meeting daily expectations, completing and passing i-Ready lessons, non-traditional instruction assignments, etc.

- Seventh grade below level reading scores improved by 11.9%
- Eighth grade scores improved by 14.7%

- Seventh grade below level math scores decreased by 18.9%
- Eighth grade below level math scores decreased by 20.8%

Through the LiveSchool program, students earned 127K points for passing both reading and math i-Ready Diagnostic tests and earned 67,160 points for passing 2 additional reading lessons and 4 additional math lessons. As a result of i-Ready weekly usage and LiveSchool points and rewards, large decreases in below grade level math and reading comprehension occurred. Teachers reported a huge increase in motivation to complete assignments, which has led to improved academic performance. The Johnson County Board of Education has purchased the LiveSchool program for every school in Johnson County for the 23-24 school year!

Submitted by **Johnson County, Johnson County Middle School YSC**

Intervention/Service/Activity **KRUSH - Kids Rising Up Through Healing and Support (group for students with incarcerated parents)**

Category Social Emotional

BEFORE – demonstrated need

According to needs assessments and Infinite Campus Data, the number of families raising children other than their own is over 25% within Gallatin County Elementary Schools. Within this 25%, 2/3 of the children have experienced one or more of their parents or family members being incarcerated or placed within a treatment facility.

At the end of the 2021-22 school year and prior to the KRUSH program the 9 students had a combined

- 5 behavior incidents
- 26 unexcused absences
- 34 tardy incidents
- An average 98.25 Grad Score (as noted on the Early Warning Tab in Infinite Campus).

AFTER – impact or outcome of the intervention

The data prompted us to partner with our guidance counselor to form a support group for students who have experienced a family member or parent who has been incarcerated or placed within a treatment facility. We implemented the KRUSH program and met with 9 students once a week for 28 weeks at breakfast time. During this time, we focused on developing good coping skills, positive character traits, making good decisions, and helping the students understand that there were other students experiencing similar situations.

By the end of the 2022-2023 school year, the overall wellbeing of the 9 students enrolled in the program improved significantly. Students enjoyed the weekly program and were excited about our weekly activities. The students' behavior, unexcused absences, tardy incidents, and Grad Scores showed improvement.

At the end of the 2022-2023 school year the 9 students had a combined

- 1 behavior incident
- 23 unexcused absences
- 26 tardy incidents
- An average 108.8 Grad Score (as noted on the Early Warning Tab in IC).

We also witnessed growth in their interpersonal skills and positive relationships with classmates and adults. The students within our program understood that our office is a safe place and developed positive relationships with trusted adults. On many occasions when one of our KRUSH students were struggling or just needed some positive encouragement we were able to provide that for them. One student in particular used knowledge which he learned from the program to develop skills allowing him to understand his triggers and warning signs of an impending panic attack. He then used these skills to prevent self-harm and emotional outburst which were prevalent prior to the program. The FRC provided meeting space, breakfast, supplies, and participated in facilitating the program with the school counselor. We also developed lasting relationships with each student as a trusted adult.

Submitted by **Gallatin County, Gallatin Co FRC**

Intervention/Service/Activity **Barret's Entrepreneur Club**
Category Social Emotional

BEFORE – demonstrated need

During the 22-23 school year, the YSC targeted 15 students with behavior referrals, missing assignments, and with 6 or more days of missed instructional time. Lack of participation led to many of these students falling behind on assignments, being disengaged and feeling disconnected from their peers and school support/culture.

The Barret Youth Services Center created and facilitated a social emotional support program for students who feel like they do not belong in their school culture. The program was in collaboration with Gelato Gilberto (community business partner).

Barret's Entrepreneur Club met monthly for 7 months during the school year for an afterschool program. Each session included a guided session that allowed the students to have a safe space to feel valued, build peer social connections, learn business strategies and develop a gelato flavor to sell at the school dances. During the sessions, students discussed their feelings and helped to build confidence. This program provided social and emotional learning activities to support the students in the classroom and at home.

AFTER – impact or outcome of the intervention

Prior to the program, targeted students missed 8 to 10 days on average with no parent/doctor's notes. After the conclusion of the 7 months, the students missed 3 to 4 days on average, and all 15 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. Students received an entrepreneur shirt (uniform shirt) to wear when selling the Gelato at the school dances. Students raised \$600 dollars for next year's program. In closing, all students rated the entrepreneur club 10 out of 10 that they strongly agree that the program supported their social and emotional needs through education.

Submitted by **Jefferson County, 3A-Barret Traditional MS YSC**

Intervention/Service/Activity **Love Your #Selfie**
 Category Social Emotional

BEFORE – demonstrated need

Fourth grade teachers expressed concern that female students were not able to communicate well with each other. In addition, there were concerns about self-esteem and body image. Eight (8) female students were recommended by 4th grade teachers to participate in this self-esteem group. Parent permission was obtained, and students were given a self-assessment during the first group meeting. Statements were read together out loud, and students circled yes or no for each statement.

AFTER – impact or outcome of the intervention

The "Love Your #Selfie" group met once a week for 8 weeks during the spring semester. Girls were allowed to participate during their intervention block in the afternoon.

The FRC Coordinator and BSW student intern led the group meetings. Each week, the girls completed a feelings check-in, an icebreaker and activity related to the weekly topic, and were allowed time at the end of the meeting for journaling. Weekly topics included self-concept, self-esteem, feelings, communication, gratitude, positive body image, and goal setting.

	Pre	Post
Believe it is important to share how they are feeling	75%	87.5%
Believe it is easy to communicate with others	37.5%	62.5%
Wish they could change things about their body	62.5%	37.5%
Believe they are beautiful	62.5%	87.5%

Teachers were also asked to complete an open-ended questionnaire about the program. Teachers reported that disagreements in the hallways had decreased between the girls, and there was a decrease in negative body talk within their classrooms.

Submitted by **Middlesboro Independent, Middlesboro FRC**

Intervention/Service/Activity **Cue the Confetti-Girls Leadership Group**
Category Social Emotional

BEFORE – demonstrated need

A leadership group was organized and presented in two 6-week sessions, one in the fall and one in the spring. Girls who would benefit from the program were identified by school staff and had varied backgrounds and skill sets. Fifteen (15) girls participated in the fall, and (27) participated in the spring. Before the group only 22% of the girls felt they could identify their gifts, talents and/or purpose. Only 11% felt they were able to articulate their goals. Only 5% felt they knew how to manage their time to achieve long term goals. And lastly, 33% felt they added value to their community, school, and/or family.

AFTER – impact or outcome of the intervention

The girls leadership groups met for 1 hour weekly for 6 weeks. The girls learned how to make vision boards for their goals. Each girl was given a planner to make a plan for how to achieve their goals. The group was made up of 7th/8th grade girls.

After completing the group, 83% of the girls felt they added value to their community, school and/or family from the baseline of 33%. The girls went from 15% feeling confident that they could complete their goals and confident they could identify their gifts, talents and purpose to over 50%. After completing the group, the 7th and 8th graders wanted to make a change to how the group was done for 6th graders. They came back for the next set of groups and became mentors to the 6th grade girls.

Submitted by **Fayette County, Jessie Clark MS YSC**

Intervention/Service/Activity **SEL Groups**
 Category Social Emotional

BEFORE – demonstrated need

Coming out of the COVID pandemic, students seemed to need more social-emotional support. This was evidenced through lack of students' self-help skills, behavioral outbursts, office referrals, and internalizing behaviors. The FRC partnered with the school guidance counselor to start SEL groups. The targeted population were students who were flagged on the Universal Behavior Screener (completed by classroom teachers).

Twenty-eight (28) students, ranging from grades K - 5, were given a pre-test, focusing on the areas of: sense of belonging, social awareness, self-management, school climate, self-efficacy, and self-management. Students can score up to 10 on the SEL survey.

- Average pre-test score: 4.9/10
- Average absences: 14.3 days for the fall semester (August - December 2022)

AFTER – impact or outcome of the intervention

Using the GEER grant funds, the FRC purchased SEL resources from Lakeshore. Materials range from SEL books, Grab and Write social-emotional prompts, find your feelings chart, calm down cubes, etc. Small groups were pulled from each grade level, based on the universal behavior screener. Students were pulled one time/week for 8 weeks in the spring semester (January - March 2023). Groups focused on identifying different emotions, as well as strategies to use when dealing with certain types of emotions. Groups also focused on age-appropriate self-help skills, discussing who safe adults are that students can talk to, how to make good decisions, what I like about myself, and how to be a productive citizen.

The FRC pulled four 5th graders, six 4th graders, three 3rd graders, six 2nd graders, five 1st graders, and four kindergarteners each week (a total of 28 students). The students were pulled during their related arts time. Students met in the FRC room, where an inviting and calming space was provided. Students engaged in different activities and discussions each week, based on the SEL materials.

At the end of the 8-week period, students were given the same SEL survey.

- Average post-test score: 8.4/10
- Average absences: 6.7 days in the spring semester (January - March 2023)

Attendance was not a focus of the SEL groups, but the FRC director noticed several of the truant students in the groups were showing up to school more than they had . . . an unexpected, but rewarding, outcome! The SEL groups were a great success; each student scored higher on the SEL evaluation by the end of the 8 weeks. The school counselor and FRC director plan to partner and continue pulling groups every 9-week period so more students can be reached.

Submitted by **Madison County, South Madison FRC**

Intervention/Service/Activity **Lady Leaders - In school targeted group referred by counselors**
Category Social Emotional/Leadership

BEFORE – demonstrated need

The demonstrated need was to create a group led by the Family Resource Coordinator that included a small, diversified group of 3rd, 4th and 5th grade girls that exemplified some risk factors chosen by the school counselors. These students were determined to be an overall medium risk that fell outside of the parameters of the counselors' groups.

This was an all-female group that needed attendance, social, emotional and leadership assistance. The group was determined by data from the Infinite Campus Early Warning Tool that had some medium and high-risk indicators.

AFTER – impact or outcome of the intervention

The group met weekly from February through the end of school with the Family Resource Coordinator in her center. The group consisted of two 3rd graders, three 4th graders and two 5th graders.

The group was given leadership duties to coordinate with our 1st year as a Leader in Me school. They named their own group, Lady Leaders, and designed their own T-shirts to wear on meeting days. The Coordinator and Counselors personally witnessed the group's improvement in self-confidence, peer relations and leadership abilities.

From the beginning of the group formation until now, the seven students improved their GRAD (Graduation Related Analytic Data Score) scores, which represents the likelihood to go to the next grade level and to graduate. The overall GRAD score for the group improved by 4%. They also improved their attendance and behavior scores by 1% and all seven girls are currently in the low-risk category.

Submitted by **Mercer County, Mercer County Intermediate FRC**

Intervention/Service/Activity **Alternative to Suspension Vaping Program**
Category Substance Abuse Education

BEFORE – demonstrated need

According to Kentucky Youth Advocates, “Kentucky's prevalence of youth vaping is higher than the national average. The age that young people are trying vapes is getting younger as 9.4% of Kentucky students said they first tried a vape in 6th grade and 13.1% in 8th grade.”

In addition, according to school behavior data in Infinite Campus, student vaping has increased year over year at Bowling Green Junior High. During the 21/22 academic year 52 students were caught vaping at school and 17.3% of these students received a second or third offense during the remainder of the school year.

AFTER – impact or outcome of the intervention

In the summer of 2022, the Youth Services Center Coordinator met with the Leadership Team to discuss how to reduce vaping at the school for the upcoming school year. The coordinator proposed the use of a free, evidence-based youth vaping cessation curriculum "Catch My Breath" as an Alternative to Suspension program. The team agreed to use this curriculum. In addition, the principals shared that many students caught vaping reported getting their vapes from a caregiver who used them at home. Therefore, the team decided to get the family involved by asking the caregivers to bring their student to school on a Saturday morning for the Alternative to Suspension vaping cessation program.

The Youth Services Center researched and provided the evidenced based curriculum, and the school counselor taught the Saturday School. Salary for teaching the program was paid for by school funds.

For the 22/23 academic year, 47 students were caught vaping at school at least once during the school year. For the students who attended the Vaping Cessation Saturday School, only 4.35% had a repeat offense after attending the program. This is a 75% decrease in repeat offenses compared to the previous year.

Submitted by **Bowling Green Independent, Bowling Green JR High YSC**

Intervention/Service/Activity **Vape Cessation Class**
Category Substance Abuse Education

BEFORE – demonstrated need

Behavior incidents occurring due to students vaping at school. During the Fall 2022 semester, 6 students were referred by administration to complete the Vape Cessation class due to behavior incidents.

AFTER – impact or outcome of the intervention

After completing the Vape Cessation class, only 1/6 students presented with another behavior incident stemming from vaping. The vape cessation class presented an 83% success rate at decreasing vape related behavior incidents within the student body.

Stanford University Tobacco Prevention Toolkit was utilized as the class curriculum. 100% of students completing the class showed increased knowledge in the harmful effects of vaping per pre/post-tests during the class.

Submitted by **Adair County, Adair Co. MS YSC**

Intervention/Service/Activity **Mock Crash & Trial: Pre-Prom Event**
 Category Substance Abuse Education

BEFORE – demonstrated need

While planning our programs for the 22-23 school year, I wanted to address a very prevalent need in the South Laurel High School population which is substance abuse awareness education and prevention. Using the PBIS, school discipline, and needs assessment data from the 21-22 and 22-23 school year, I was able to gather the following information:

A combined total of 35 incidents related to drug/alcohol usage on campus was reported over the past 2 years, many of which resulted in a student being transported via ambulance and being hospitalized. Also on the need's assessment data, parents and students expressed a need for more education on vaping (18%), alcohol/substance usage (10%), and even support on how to deal with peer pressure (90%) which can easily be related to peer pressure with substances.

To further support this program need, the need's assessment data from the 21-22 and 22-23 school year reports that substance abuse is one of the top 3 most presenting needs at South Laurel High School. The data shows that over 78% of families and students have identified substance abuse as being a problem that needs addressed. The targeted population for this program is the entire Senior class.

AFTER – impact or outcome of the intervention

The Mock Crash and Trial is a substance abuse awareness and prevention program that was implemented intentionally before prom in order to educate students on the dangers of driving impaired.

The program starts with a brief assembly in the auditorium where a school board representative explains the purpose of the program. Then, the students are walked up to a designated mock crash site where they witness the student actors who have been in a mock crash due to driving while impaired. The senior class gets to witness the aftermath of the accident as emergency services report to the scene and tend to the "injured/paralyzed" passenger, as well as the "deceased" passenger. The driver who was "impaired" at the time of the accident is transported away in a police cruiser to face life-changing consequences in a mock courtroom later on in the program. The seniors are walked back down to the auditorium to witness a mock court case where the drunk-driving student is sentenced to life in prison for a DUI and also killing and severely injuring her fellow classmates.

The overall purpose of this program was to show students the bad and ugly truth behind driving impaired from alcohol and/or drugs. The YSC collaborated with Christie Shrader with the Agency for Substance Abuse Policy for this program. The YSC planned a date and location on campus with the school principal and notified the teachers of the upcoming event. The YSC selected 4 seniors to take part in this program as actors and the YSC also sat in on multiple meetings for planning this event with local community members like EMS, Ambulance Inc, local and state police, local judges, etc.

203 Seniors participated in this event. Post survey results showed that 97% of students stayed sober the night of prom, 78% spread awareness about this program with friends and 42% said that the program influenced their decisions on prom night. Reports from the local police show that they also had 0 DUI-related arrests that night.

Submitted by **Laurel County, South Laurel HS YSC**

Intervention/Service/Activity **On the Move**
Category Substance Abuse Education

BEFORE – demonstrated need

This year we targeted our 7th and 8th grade students to participate in the class and course given by our UNITE coalition instructor. Students were given a pretest, which showed that 48% overall had a knowledge of what Drugs, Alcohol, and Vapes do to one's body. Students were surprised by the results of knowing what a vape can actually do.

- 20% believed that E-Cigarettes don't have the same addiction as a regular cigarette.
- 37% of students didn't know the smallest dose of fentanyl can be deadly to a person, even just coming in contact with it.

AFTER – impact or outcome of the intervention

During our time with On the Move, Mr. Carl Varney and his team with UNITE did a 2-day 2-hour session with our students. One hour they went to their mobile truck where they learned about the dangers of substance abuse, played games and used a handheld clicker to take the test throughout the session. During the other hour students went to the gym and went through the driving course and stations with "drunk goggles" on.

The data compiled during the post test was a definite increase. Students overall gained knowledge with an average score of 87%. In the pre-survey, 20% of the students believed that E-Cigarettes don't have the same addiction as a regular cigarette. The post survey shows they increased knowledge with a score of 78%. The question regarding if the smallest dose of fentanyl can be deadly jumped from 37% to 89% showing they understood it is a dangerous drug.

Overall, this program is teaching and engaging our students every time they step into our building.

Submitted by **Rockcastle County, Rockcastle Middle School Youth Service Center**

Intervention/Service/Activity **JAG KY Summer Youth Employment Program**
 Category Summer/Part-time Job Development

BEFORE – demonstrated need

During the summer of 2023, center staff collaborated with the Jobs for America's Graduates (JAG) instructor to provide employment opportunities for the students in grades 9-12 enrolled in JAG classes at Phelps High School. The process for selecting students to participate included the use of a survey to identify likely candidates for the program.

The survey obtained information regarding a student's desire to participate in the program, past work experience, transportation, and general need. Upon reviewing the results of the survey, center staff, along with the JAG Coordinator, identified 20 students of the 33 enrolled to participate. The Center staff's role not only involved the initial selection of students, but also consisted of monitoring candidates over a 3-week period. This included making a personal contact with the students and their employers on a weekly basis to ensure candidates were meeting required job expectations.

The following results were noted in the pre-survey administered:

- Of the 33 students surveyed, 61% indicated that a summer job would provide them with the needed financial support they and their families would require.
- Of the 33 students surveyed, 100% indicated that they would be able to provide their own transportation if employment was available.
- Of the 33 students eligible to participate in the JAG KY Summer Youth Employment Program, and using information from the YSC Summer Job's Postings, the following was noted: 35% indicated an interest in Food Service, 15% in the area of Heating and Cooling, 30% in the field of Carpentry, 10% in the field of Electrical Work, and 10% in Clerical Work.

AFTER – impact or outcome of the intervention

As part of the JAG KY Summer Youth Employment Program, students were required to work a minimum of 20 hours per week at the rate of \$9.80 an hour over a 3-week Period. The program was an initiative provided through Jobs for America's Graduates and their coordinator. After completion of the program and administering a post-survey, the following was noted:

- 100% of the students selected for participation in the program maintained employment throughout the 3-week period.
- 100% of the students indicated they worked the required 60 hours.
- 70% of the students indicated that they would be very likely interested in seeking employment in that field following graduation.
- 100% of the students surveyed indicated that the income earned through the JAG KY Summer Youth Employment Program was extremely helpful in providing monetary assistance to meet their basic needs throughout the summer.

Submitted by **Pike County, Phelps YSC**

Intervention/Service/Activity **Individual intervention - Homeless family needs**
Category Individual

BEFORE – demonstrated need

I had a family who was getting evicted last minute by their landlord due to the landlord having a family member moving to town and needing a place to stay. This family has come to me often in the past for needs prior to this eviction notice (bills, school items, school trip fees, food, clothing, transportation, and health needs). This is a family of 5, with school age children and young children not yet in school.

AFTER – impact or outcome of the intervention

I worked with HOPE Calloway, the local homelessness organization, to get them into case management while I worked with local churches to get them nights in a hotel until HOPE Calloway had a unit open up. HOPE Calloway worked with the family from the time they were in the hotel until they could get them into one of their units. While they were in the hotel we helped them with food, clothing, basic hygiene items and even donated toys for the kids to have while in the hotel. Once they got into one of the HOPE Calloway units, they continued case management with them assisting with employment, childcare, applying for Section 8 housing, other financial resources and helped with apartment hunting.

This family stayed in contact with us through this process and we helped with a list of childcare providers and helped with school fees and items needed for school such as school supplies. As they started to transition out of the HOPE Calloway apartment once they found a place, we assisted them with referrals to local churches and organizations to help with move in cost and a referral to the local consignment store to get furniture, clothing, household goods, etc. We also referred them to a large church in town who has a very large clothing and household item center called the Caring and Sharing center. We also worked with them to apply for beds for the children through the Sleep in Heavenly Peace organization. This family now has jobs, a home they are paying for through Section 8, childcare for the youngest child and the other children are succeeding in school.

Submitted by **Murray Independent, Murray FRYSC**

Intervention/Service/Activity **Individual Reading Targeted Intervention**
Category Individual

BEFORE – demonstrated need

A student in 1st Grade did not have the confidence, the desire, or the initiative to read in order to improve his reading skills. He refused to read to attain his required Accelerated Reader points. He tested below K level (first grader first month). The teacher retested due to the student's lack of confidence, and he scored 1.1 (first grader first month), 95% on his MAP test, and on grade level for his benchmarking test.

AFTER – impact or outcome of the intervention

The FRC collaborated with the student's teacher, the librarian and his mom. The FRC built a relationship with the student as well with the mom and dad to encourage him to read with the FRC in the mornings before school started. One to one reading with the student occurred in the fall of 2022 most mornings before school and frequent afternoons (even some two-hour reading sessions) and ended in March 2023.

After the intervention, this student demonstrated a strong desire to come to school daily and read. His desire to read and learn increased so much that he took books home and began to challenge himself to obtain the highest AR points in the class. Books were provided for the student to take home and to encourage parental involvement.

His MAP score revealed a gain of 30 points (projected growth was 15). His STAR Reading Test increased from below K level to 3.1 (third grade first month) level, and his Benchmarking test increased from 1st grade level to a 3rd grade level.

This student went from 0 AR points to 66.7 points, earning the highest AR point award in his class. His mom and teacher both report that the student has an increased level of self-confidence and more positive peer relationships.

Submitted by **Henderson County, East Heights FRC**

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

BEFORE – demonstrated need

The YSC participates in the school SPS (Systematic Problem-Solving) process each time a student is brought to the team for a meeting to discuss their academic progress. A student was referred to SPS for consideration for special education testing based on performance on MAP tests and on classroom assessments. He was consistently in the 1st Percentile in MAP reading and math from entering the USA as a refugee in 5th grade until fall beginning of the year MAP testing in 8th grade. He had been level A/tier 1 on previous ACCESS tests.

The administration team (Counselors, Mental Health Professional, Principals and FRYSC) have been aware of this student since he started in 6th grade due to behavior issues. The student had been in the YSC previously for various reasons, and on one occasion during 7th grade he had stolen shoes. I built a relationship with him and explained that stealing was unnecessary. I offered to meet with the student one on one to do some reading practice and track his growth and skills. The relationships provided the motivation to try.

AFTER – impact or outcome of the intervention

I began reading with the student daily beginning October 31st and provided snacks, clothing, and shoes during the year. Through a relationship developed with an older sister, we were able to assess other needs and complete a referral for Thanksgiving and provide coats and toys for the entire family for the holidays.

MAP testing scores

- Reading: **1st percentile** in Fall '22 (168) to **37th percentile** (216) by Spring '23 showing growth in the 99th percentile
- Math: **1st percentile** in Fall '22 (178) to **13th percentile** by Spring '23 (208) also showing growth in the 99th percentile.
- ACCESS testing: moved from tier A to tier BC.
 - overall score increased 74 points (298 to 372), the largest gain of any 8th grader in our building.

EOS (employability index measurement of success) increased from Fall to Spring during the year. We saw a strong increase from the start of the year before mentoring to once mentoring started in November to the end of the year.

- Percentages each month - Aug 72.49%, Sept 70.47%, Oct 79.11%, Nov 89.07%, Dec 93.76%, Jan 76.23%, Feb 95.47%, Mar 91.63%, April 86.71%, May 89.0

Behavior referrals in EOS dropped significantly.

- August - October: **6 referrals**, Nov. - May: **2 referrals**
- 21-22 School Year 1 Reteaching referral, 1 lunch detention, 7 SAFE referrals.
- 22-23 School Year Prior to intervention 1 suspension, 2 SAFE referrals, After intervention 1 detention, 1 SAFE referral

Unexcused absences in the fall/winter decreased in the second half of the year from **6** (Aug. - Jan.) to **1** (Feb. - May). The student earned a math intervention award during our 8th grade graduation ceremony as well.

Submitted by **Fayette County, Beaumont MS YSC**

Intervention/Service/Activity **Individual Intervention**
 Category **Individual**

BEFORE – demonstrated need

A student who will be referred to as DJE came from a rough background. Mom was a recluse who never would leave the house. Older Brother and Sister lived at the home. No one in the home had a job. The younger brother is in middle school and also has issues with behavior, grades, and attendance. DJE was also on the football team.

In the fall of 2022, his mother died of brain cancer leaving his sister to be the guardian. In December 2022 older brother died of fentanyl. The older brother had also been connected to a death earlier in the year as the one who sold the fentanyl. In February of 2023, DJE was caught using THC at school. During each death, DJE was the one who was trying to lay his family to rest with dignity. There was no life insurance or money to bury mom and brother.

- 2019-2020 Freshman Year GPA - 1.57 | Unexcused Absences - 3 | Disciplines - 8
- 2020-2021 Sophomore Year GPA - 2.29 | Unexcused Absences -121 | Disciplines - 2
- 2021-2022 Junior Year GPA - 0.67 | Unexcused Absences -71 | Disciplines - 2
- 2022-2023 Senior Year GPA - 3.20 | Unexcused Absences - 47 | Disciplines – 1

AFTER – impact or outcome of the intervention

We have helped DJE along the way with basic needs and medical care. We and the football coach would make sure he made appointments by transporting him and setting up medical appointments trying to improve his attendance. After the death of mom and brother, we started working very closely with DJE. We were able to help with resources for the family to help with funeral expenses.

Welding was a passion and a potential career for DJE but due to previous years of bad attendance, he had been taken out of the pathway track for welding. HCHS YSC met with the school counselor and Career & Technical Education counselor and principal. We didn't want to lose him, so we came up with a doable plan and proposed it to the welding teacher and DJE. This plan consisted of working extra to get the welding certification. The welding teacher knew DJE had talent. He worked extra with DJE to get him where he needed to be. We were able to talk to industries in town to get him a co-op-paid position that would start the second semester. DJE completed the work with the welding teacher, got the certification, and was hired for the co-op job. Things were looking up, grades were coming up, and DJE was attending school.

In February, we had a setback. DJE was caught using at school, so he was sent to the alternative school. Instead of giving up, we all rallied again to help DJE get clean and keep his job. DJE worked with us, he got clean, and continued to work. He served his discipline. DJE was able to come back to HCHS and received the Colonel Excellence award from his welding teacher.

DJE graduated with a signed contract to work as a welder full-time after graduation. He ended the school year with a 3.20 GPA, attendance was better, and he only had one discipline during the year. We all were so proud to see this kiddo with such adversity come out on top and be a productive citizen in our community.

Submitted by **Henderson County, Henderson County HS YSC**

Intervention/Service/Activity **Individual Student Support Restorative Practice**
Category Individual

BEFORE – demonstrated need

During the first week of starting back to school in 2020, an individual student engaged in three physical altercations in his classroom. After discussing this student with our school's student support team, FRC implemented a restorative practice intervention with the student for the remainder of his time at our school, 2020-2023.

The data showed that in the two and a half years of this student receiving a restorative practice intervention, his behavior referrals dramatically decreased, and he did not engage in another physical altercation during his time at the school.

AFTER – impact or outcome of the intervention

The intervention included a daily check-in and check-out behavior chart, scheduled brain breaks, restorative practice circles, phone calls and letters home.

- At the end of the first year, 2020, the student did not engage in any more physical altercations; however, he continued to receive behavior calls, averaging 3 per week.
- During the second school year, 2021-2022, the student continued the restorative practice intervention and did not receive any behavioral referrals or behavior calls. This student showed a 100% success rate.
- During his final school year, 2022-2023, he continued the restorative practice intervention. During the first half of the school year, his success rate continued to be at 100%, however, there was a small decline in his success rate as his success rate decreased to 97%. This decrease was due to the FRC going on maternity leave and the student receiving fewer restorative practice interventions. Although this decrease is small, it shows that the restorative practice intervention was needed for the student to be most successful.

Submitted by **Covington Independent, John G. Carlisle FRC**

Intervention/Service/Activity **Individual Family Intervention**

Category Individual

BEFORE – demonstrated need

FRYSC established a relationship with a parent of four children beginning in 2021. FRYSC assisted the family in multiple capacities throughout the years regarding emergency utility assistance, emotional support, academic support, and truancy. During many conversations with the parent and middle school student, there were concerns regarding the volatile relationship between mother and paramour.

In 2021 and 2022, FRYSC completed two DCBS referrals due to reports of domestic violence however, they were not accepted. During many parent and FRYSC interactions, FRYSC emphasized the support and advocacy she would receive if she ever needed assistance during a volatile altercation with paramour. The parent always appeared hesitant but appreciative regarding FRYSCs offered support.

In September 2022, mother contacted FRYSC and stated that she and the children finally left the home due to a domestic violence altercation and had nowhere to go. FRYSC offered to meet mother and children at the Police Department to file a report. FRYSC assisted and aided emotional support to the mother during the report process. FRYSC located emergency hotel assistance and clothing for the children until paramour vacated the home. The following day, paramour was removed from the residence and the family was able to return to their home. The following week, FRYSC assisted the mother with linkages and referrals for mental health services and academic support for the family.

AFTER – impact or outcome of the intervention

FRYSC eliminated barriers by helping stabilize the home environment, aided emotional support for the family, completed referrals for mental health services, improved overall school attendance, and provided overall academic support for the WCMS student.

Based on Infinite Campus data, the middle school student went from a 2.3 cumulative GPA in 2021 to a 3.4 cumulative GPA in 2022. Overall attendance improved as the student had 38 unexcused absences in 2021 and 11 absences in 2022.

Submitted by **Washington County, Washington Co. Elem/MS FRYSC**

Intervention/Service/Activity **Individual Intervention - Volunteerism Always Pays for the whole family.**
Category Individual

BEFORE – demonstrated need

A mother contacted the FRC in August of 2022 to inquire about volunteering. She added that her husband was the only one employed and wanted to find something to fill her time while her children, ages 7 and 10, were in school. After several months of volunteering in the FRC, she expressed how she would like to earn her GED and no longer live off Medicaid and Food Stamps. She had tried to get her GED two previous times, but the cost was prohibitive, and some personal situations arose that caused her to lose the progress she had made.

AFTER – impact or outcome of the intervention

Per the mother's approval, the FRC coordinator contacted the local community college and collaborated to set up a plan for the mother to go to class. After months of dedication, the mother achieved her goal of earning a GED! She was ecstatic to report she is no longer on Medicaid or food stamps and to show her children that they should never quit. Teachers have reported that the children have better attendance and are more productive. A year later, the mother is still employed and loves her job.

Submitted by **Johnson County, Flat Gap FRC**

Intervention/Service/Activity **Individual - Reading Intervention through Vision Assistance**
Category **Individual**

BEFORE – demonstrated need

In October of 2022, a 5th grade student was referred to the Family Resource Center due to failing his school vision screening. His teacher, the school administration, and the Academic Compliance Coach were beginning to collect data for a referral to begin special education services, but they were unable to do so until there was another vision screening and potentially glasses for this student.

In October of 2022, he received a first quarter grade of 71.91% in Reading. The FRC contacted his mom, who asked for assistance with scheduling an eye appointment and getting eyeglasses for the student.

AFTER – impact or outcome of the intervention

The COE FRC assisted the mother with scheduling an eye appointment on November 4th and went with the family to the eye doctor to provide support. The FRC provided a Purchase Order to pay for the student's eyeglasses and picked the glasses up when they were ready due to transportation barriers. Upon getting the glasses, his mom, his teacher and the FRC agreed to have a "check in/check out" with the FRC daily to leave his glasses at school.

According to the 4th quarter grades, his reading grade increased by approximately 20%, to an A (90%). Once the student was regularly wearing his glasses at school, necessary data was collected for a referral to receive special education services.

Additionally, his mom participated in a 6-week program Nurturing Parent, the COE FRC hosted from October-November 2022, increasing her school involvement and gaining access to community resources which helped create a community of support for mom.

Submitted by **Fayette County, Coventry Oak Family Resource Center**

Intervention/Service/Activity **Individual Outcome - M.A.D.E. (Motivated All Day Everyday) Group**
 Category Individual

BEFORE – demonstrated need

The M.A.D.E. program provides mentoring to students at-risk of incarceration, gang affiliation, and drug use. The targeted population for this program is students who have demonstrated behavioral issues, loss of a family member to incarceration or violence, and/or students who are struggling to connect with their peers.

The average Graduation-Related Analytic Data (GRAD) score for this group of students in October 2022 (start of group) was 82.25. The lowest score was a 65 and the highest was 109.

AFTER – impact or outcome of the intervention

The data below is for one specific student who was impacted the most by participating in the M.A.D.E. program. This student has shown significant growth in the areas of behavior and curriculum. The M.A.D.E. mentors routinely discuss behavior expectations, provide a safe space for students to confide in their mentors and peers and check in regularly about grades.

Overall, this program focuses on how students can thrive and be successful when they are faced with obstacles. This student is participating in the program for the 23-24 school year, and his scores have continued to increase. The expectation is that these scores will continue to increase, ultimately increasing the overall GRAD score.

	October	May	August
GRAD Behavior Score	56	107	104
GRAD Curriculum Score	57	72	89

Submitted by **Fayette County, Leestown YSC**

Intervention/Service/Activity **Individual Assistance to the family of a student with special needs**
 Category Individual

BEFORE – demonstrated need

A deaf student had missed a full year of school due to COVID homeschool protocol, family instability and no formal or informal support. The student had already been held back in kindergarten prior to COVID due to moving multiple schools, poor attendance and general instability.

During the 21-22 school year the student was receiving Special Education services at Uniontown Elementary School, but staff was not able to effectively communicate with the student due to student and staff not being fluent in American Sign Language (ASL). The student had no verbal or ASL communication skills or hearing aids. She had significant behavioral issues at home and in the classroom including aggression toward others. The student was living with her grandmother, who had no legal rights or income and was experiencing housing insecurity.

AFTER – impact or outcome of the intervention

The FRC Coordinator and the Special Education teacher spent several months communicating with the grandmother regarding the student’s need for more services than the school could provide. They informed the grandmother about the Kentucky School for the Deaf (KSD) and how it could serve the student effectively. The FRC Coordinator transported the student to and from a weeklong summer camp at KSD in summer of 2022. The FRC also transported the family to KSD for a visit. The grandmother saw the school, living quarters and spoke with teachers and staff to become more comfortable with the student attending KSD.

The FRC assisted the family in coordinating transportation with Union Co. Public Schools Transportation Department to and from KSD in Danville, KY which is a 3.5-hour drive once the grandmother was comfortable with the student attending KSD. The student began attending KSD for the 22-23 school year.

According to KSD, the student has made good progress in the last year. She is now labeling photos using ASL with 92% accuracy, and she is following directions with 63% accuracy, showing vast improvements in her ability to understand and communicate with others.

She is involved in sports at KSD, including Special Olympics and basketball. She now has an established ENT physician, functioning hearing aids, and regular appointments with an audiologist to maintain her hearing aids. The FRC Coordinator continues to work with the student and her family to provide transportation and has helped the grandmother obtain legal Power of Attorney, disability compensation, SNAP benefits and stable housing.

Submitted by **Union County, Uniontown/Sturgis FRC**

Intervention/Service/Activity **Individual outcome shared - Attendance Groups**
Category Individual Outcome - Attendance

BEFORE – demonstrated need

Ten (10) 4th grade girls were identified as chronically absent due to missing 10% of the school days by November 2022. Three of those students had missed more than 25% and one student had missed 43% of the school days.

AFTER – impact or outcome of the intervention

FRYSC developed a weekly small group and daily check-in process for these 10 students. The groups met from November to May and a second group was added in the spring.

The group met during non-academic times and focused on building rapport and increasing peer connections. Students discussed the importance and benefits of school attendance while processing barriers that kept them from showing up each day. The students set weekly personal goals and began keeping one another accountable. Six (6) of the 10 students showed an increase in attendance.

One student went from missing 32 days in the first semester, the highest chronically absent student in the building, to having 0 missed days during the second semester. This student set goals for herself and worked with her mother to meet them. The impact was also evident in the student’s sibling who shared similar attendance challenges. The sibling also missed 0 days during the second semester.

Submitted by **Jefferson County, 3A-Stepping Stones FRYSC**



For more information, please contact

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