



# FRYSC Impact Report Spotlight

---

2018

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
- Reading
- Math
- Attendance
- Parent involvement
- And more

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

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

This impact report spotlight has a two-fold purpose:

- 1.) *A resource for FRYSC coordinators*  
It is our hope that the reports shared in this spotlight will serve as good examples to improve data-gathering throughout the state.
- 2.) *Documentation of FRYSC outcomes at the local level*, which may be shared with stakeholders and other interested parties.

Intervention/Service/Activity	<b>Reading Rockets - summer reading intervention program</b>
How was the impact/outcome measured?	Academic comparison, pre- and post-
FRYSC Component or category	Optional Component
BEFORE/Demonstrated need, including data	Students who are reading below grade level consistently regress over the summer break, losing at least one level of reading or more. We targeted students leaving Kindergarten and first grade who were below grade level according to their Spring 2018 F&P (Fontas & Pinnel) reading scores.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	The South Madison FRC designed Reading Rockets to target students who are reading below grade level for summer tutoring. Twenty (20) students were accepted into the program. Reading Rockets met twice a week for 7 weeks over the summer break. Students were tutored in small groups (usually 2-3 students per group) by our FRYSC Corps member and a special education teacher. South Madison FRC was responsible for getting referrals from the teachers, recruiting the students, gathering parent permission forms, securing a teacher to assist with the tutoring as well as providing the FRYSC Corps member, providing space for the tutoring to take place, and providing supervision and rewards during the program. Of the 20 students participating in Reading Rockets during Summer 2018, 90% maintained or increased their F&P reading level according to the Fall 2018 assessment.
Submitted by:	<b>South Madison FRC (Madison Co.)</b>

Intervention/Service/Activity	Girl Power																																			
How was the impact/outcome measured?	Non-academic comparison, pre and post																																			
FRYSC Component or category	Health Services																																			
BEFORE/Demonstrated need, including data	<p>A group of seven (7) 5<sup>th</sup> grade girls were referred for Girl Power by the counselor and teachers for various reasons including conflict between friends, being unable to handle/solve problems without adult intervention, and displaying low self-esteem.</p> <p>Girl Power met one time per month Sept. through May. The FRC in collaboration with The Next Step Counseling held intervention group sessions and activities including topics such as: starting friendships, qualities of friendships and ending friendships, relational aggression and cyberbullying, rumors and jealousy, and healthy versus unhealthy coping skills. The FRC ended the Girl Power group with a field trip to learn about table etiquette at a local restaurant.</p>																																			
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Below is the number of times each participant referred herself or was referred to the Counselor both before, during and after Girl Power.</p> <table><tr><th>STUDENT</th><th>BEFORE</th><th>DURING</th><th>AFTER</th></tr><tr><td>#1</td><td>6</td><td>3</td><td>0</td></tr><tr><td>#2</td><td>8</td><td>3</td><td>0</td></tr><tr><td>#3</td><td>4</td><td>3</td><td>0</td></tr><tr><td>#4</td><td>5</td><td>2</td><td>0</td></tr><tr><td>#5</td><td>5</td><td>4</td><td>1</td></tr><tr><td>#6</td><td>6</td><td>1</td><td>0</td></tr><tr><td>#7</td><td>12</td><td colspan="2">Removed from home – moved to another school</td></tr></table>				STUDENT	BEFORE	DURING	AFTER	#1	6	3	0	#2	8	3	0	#3	4	3	0	#4	5	2	0	#5	5	4	1	#6	6	1	0	#7	12	Removed from home – moved to another school	
STUDENT	BEFORE	DURING	AFTER																																	
#1	6	3	0																																	
#2	8	3	0																																	
#3	4	3	0																																	
#4	5	2	0																																	
#5	5	4	1																																	
#6	6	1	0																																	
#7	12	Removed from home – moved to another school																																		
Submitted by:	Rineyville FRC (Hardin Co.)																																			

Intervention/Service/Activity	<b>Youth AmeriCorps Tutoring</b>
How was the impact/outcome measured?	Survey, pre- and post- Non-academic comparison, pre- and post-
FRYSC Component or category	Career Exploration and Development
BEFORE/Demonstrated need, including data	Two high school students served as Youth AmeriCorps workers. They tutored two 2 <sup>nd</sup> grade students at an elementary school. The classroom teacher chose the students and got parent permission to participate. The teacher completed a pre-survey based on 14 areas needing improvement relating to behavior, participation, staying on task, peer interactions, attendance, and academic progress.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The workers provided individual tutoring with reading and math assignments, supervised and helped with group activities, and encouraged positive behavior.</p> <p>The teacher reported in the post-survey that STUDENT #1 improved in 7 of 14 areas of need, with 4 remaining the same. STUDENT #2 improved in 13 of 14 areas of need, with 1 remaining the same.</p> <p>The teen workers enjoyed helping the elementary students and felt they really had an impact on the students' success. The elementary students enjoyed the teens and improved their behavior and academic progress significantly.</p>
Submitted by:	<b>Wayne Co. YSC</b>

Intervention/Service/Activity	FRC Lunch Bunch											
How was the impact/outcome measured?	Non-academic comparison, pre- and post-											
FRYSC Component or category	Optional Component											
BEFORE/Demonstrated need, including data	The Edmonson County FRC coordinator began the FRC Lunch Bunch as a way to have more one on one time with students needing extra support. Data was collected for students in 1 <sup>st</sup> through 4 <sup>th</sup> grade who were seen on a regular basis.											
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The FRC requested referrals from teachers for students who may need a little extra help due to poverty, attendance, behavior, academic needs, and bullying. The FRC staff began eating lunch with the children the next week. FRC staff kept a log of students to document contact and note ways to help the student with needed resources. The conversations were completely led by the students with the coordinator listening and providing funny stories or encouraging feedback. Discussions included making good choices, coming to school, and kindness. When conversations about poverty would come up, the coordinator would discuss her own childhood and similar situation. The coordinator asked the students about their hopes and dreams to let them know that their dreams were obtainable with hard work. The lunch was ALWAYS a completely positive atmosphere. The ultimate goal was to build strong relationships with the student and their families.</p> <p>Improvements in attendance and behavior were achieved for many of the students. The coordinator ate lunch with over 60 students (some once, some moved, etc.) but consistently ate lunch with around 30 students throughout the year. The data focuses on students in 1<sup>st</sup> through 4<sup>th</sup> grade.</p> <table><tr><td></td><td>2016-17</td><td>2017-18</td></tr><tr><td>Behavior Incidents Combined (8 students)</td><td>48</td><td>7</td></tr><tr><td>Absences Combined (11 students)</td><td>138</td><td>66</td></tr></table>				2016-17	2017-18	Behavior Incidents Combined (8 students)	48	7	Absences Combined (11 students)	138	66
	2016-17	2017-18										
Behavior Incidents Combined (8 students)	48	7										
Absences Combined (11 students)	138	66										
Submitted by:	Edmonson County FRC											

Intervention/Service/Activity	Attendance Bunch
How was the impact/outcome measured?	Non-academic comparison, pre- and post-
FRYSC Component or category	Optional Component
BEFORE/Demonstrated need, including data	<p>Over the summer, the DPP identified the 45 MCIS students (5<sup>th</sup> and 6<sup>th</sup> graders) with the worst attendance issues during the previous school year. <b>The average number of days missed was 10.</b> YSC staff made contact with parents to see what they could do to help to improve student attendance with limited success.</p> <p>The Attendance Bunch was implemented to help with this issue. The YSC staff met with each student identified by the DPP to see why they were missing so much school. Non-academic issues that students identified were addressed and good attendance was encouraged. YSC staff monitored the student's attendance monthly. At the end of each month, students attended a ceremony celebrating their attendance improvements. Students were awarded certificates and BRAG TAGS for their backpacks for Perfect Attendances (no absences/tardies), Improving Attendance (only excused absences/tardies), and Under Construction (unexcused absences/tardies).</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p><b>The average number of days missed by Attendance Bunch students was 3 days.</b> Three (3) of these students had perfect attendance for 2 or more months. Absences and tardies have decreased for all students in the program.</p>
Submitted by:	Montgomery County Intermediate School YSC

Intervention/Service/Activity	<b>Family Reading/Summer Reading</b>
How was the impact/outcome measured?	Academic comparison, pre- and post-
FRYSC Component or category	Family Literacy
BEFORE/Demonstrated need, including data	Student Accelerated Reader 9-week and monthly goals set by the Librarian were not being met. Only 18% of the students were meeting their yearly goals. 50% of the students were meeting their 9-week goals. Typically students who met their goals performed better academically in Reading.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>In an attempt to increase student achievement in Accelerated Reader, the FRC collaborated with the Librarian to increase student participation through Family Reading Nights and Summer Reading. More Family Reading Nights/Summer Reading Days were scheduled and included activities to increase participation in these events. We added crafts, refreshments, author visits with book signings, themed nights and the inclusion of iPads. Attendance improved from an average of 12 to 15 students to 40 to 50 students for each scheduled event.</p> <p>As a result, the number of students reaching their goals and reading achievement increased. The number of students who achieved their yearly goals increased from 18% to 30% and the number of students who met their 9-week goals increased from 50% to nearly 85%. We also saw an increase of 15% in students reading on or above grade level.</p> <p>The parents were required to be there with their students and were also encouraged to participate in some of the activities with their students. With the increase of student participation also came an increase in parent involvement.</p>
Submitted by:	<b>Keavy/Cold Hill FRC (Laurel Co.)</b>



Intervention/Service/Activity	<b>Attendance Intervention Groups</b>
How was the impact/outcome measured?	Non-academic comparison, pre- and post-
FRYSC Component or category	Family Crisis and Mental Health Counseling
BEFORE/Demonstrated need, including data	In the Fall of the 2017-18 school year, there were several students at Twenhofel Middle School with large numbers of missed days and tardies. The average number of days missed for students identified to participate in the attendance group was 7.4 days within the first month and a half of the school year. School administrators, counselors and the FRYSC coordinator took steps to create a group that would teach students the skills necessary for the development of positive attendance habits.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The YSC coordinator gathered resources, created a curriculum to guide group meetings and led each session. Meetings occurred 2 times per month during RTI (Response to Intervention) time and lasted approximately 25 minutes. Students who attended meetings and drastically improved attendance were able to “graduate”, while at the same time, students who arose as “at-risk” for attendance problems were added throughout the year. Meetings took place between Oct. 2017 and May 2018 directly prior to state testing.</p> <p>Throughout the course of the school year, 15 students participated in group activities. Students were taught both positive attendance habits as well as strategies to support one another and help brainstorm possible solutions to issues they faced that caused poor attendance.</p> <p>71% of participants showed marked improvements in attendance rates. Of those showing improvement, all cut their missed days per month by more than 50%. Furthermore, data shows that improvements made were maintained as students continued to show decreased rates of absence throughout the entire school year as group meetings continued.</p>
Submitted by:	<b>Twenhofel Middle School YSC (Kenton Co.)</b>

Intervention/Service/Activity	Back on Point – Persistence to Graduation
How was the impact/outcome measured?	Academic comparison, pre- and post- Non-academic comparison, pre- and post- Top 10 from Infinite Campus Persistence to Graduation Report
FRYSC Component or category	Optional Component
BEFORE/Demonstrated need, including data	<p>Back on Point---Persistence to Graduation is based on a point system. The points work against those students. The report ranks students who are at risk of not graduating from high school.</p> <p>The FRC Coordinator and assistant principal targeted the first 10 students at risk. We took 5 students, checked in/made daily contact with the student, discussed the previous day and brainstormed how we could make today better than yesterday, discussed life outlook, grades, and discipline.</p> <p>Back on Point group met weekly to work on social and life skills. Students were encouraged to be "men of integrity".</p> <p>Once a month students participated in a field trip to one of the local colleges/technical schools or community support agencies. All 10 students were given a daily job/task to complete such as library assistant, FRC, guidance and office runners, custodian assistant, hall patrol etc. Assigning school jobs/task was a way the targeted students checked in daily with an adult.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>After the 1st nine week grading period we saw movement in some of the 10 students. We used the persistence to graduation report after every grading period to determine if there was improvement. We noticed that many of those targeted 10 students moved down on the persistence to graduation report. Three of the students moved below the top 10 by the end of the school year.</p> <p>All 10 students improved in attendance, grades and MAP scores. There was a decrease in behavior problems and a decrease in office referrals/in school suspension.</p> <p>All 10 students appeared to have a higher self-esteem due to school success. (We did not have a way to measure this).</p>
Submitted by:	Owensboro Middle School South (Owensboro Ind.)

Intervention/Service/Activity	<b>Spalding School-Based Counseling</b>
How was the impact/outcome measured?	Non-academic comparison, pre- and post-
FRYSC Component or category	Family Crisis and Mental Health Counseling
BEFORE/Demonstrated need, including data	<p>At Lowe we have several children who experience social/emotional needs that impact their participation and achievement at school. These needs include but are not limited to high anxiety, lack of social skills, anger management, ADHD, grief, and depression. Children who are experiencing these emotional needs struggle with attendance, inclusion in classroom activities and the ability to socialize with their peer group. These struggles are most often reflected in their overall academic achievement. Many of the parents seeking mental health support for their children do not have adequate insurance coverage to meet the cost of mental health care or have a limited number of sessions allotted per year. There are no other school based mental health resources available to our students at this time. It is very hard for working parents to be able to take students to mental health appointments with outside providers due to work schedules and transportation needs.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>In order to increase the number of students able to access mental health care for their social/emotional needs, the FRC contracts with Spalding University to provide a doctoral intern student for the entire school year to provide on-site/free counseling and group sessions for students at Lowe Elementary. This year, 23 students were able to benefit from this program. Additionally, 5 students were supported with Exceptional Child Education services after the intern was able to complete psychological and intelligence testing for them.</p> <p>Spalding records and reports showed that 87% of these students showed improvement in their classroom participation and achievement rates with the mental health support. Additionally, 3 students with identified anxiety disorders that impacted their school attendance all showed improvement in their school attendance rates. Parent and Teacher exit interviews for all 23 kids were very positive and highlighted improvement in the students' behavior, relationships with peers, willingness to try, and attitudes towards school and others. Mental Health needs for students and families continues to be our highest requested support service provided by our center. In addition to our 23 kids seen on-site, the FRC referred another 35 students to outside providers; 21 were seen for anger management, 3 for bullying, 4 for crisis intervention, 12 peer relations, 3 self-esteem, 8 social skills, and 3 for transition issues.</p>
Submitted by:	<b>Circle FRC (Jefferson Co.)</b>

Intervention/Service/Activity	Elementary Truancy Informational Meetings
How was the impact/outcome measured?	Non-academic comparison, pre- and post-
FRYSC Component or category	Families in Training
BEFORE/Demonstrated need, including data	<p>In 2014, truancy began to increase in our elementary school. We noticed our highest percentage of truancy was occurring in grades K-2, which led us to consider part of the problem may be lack of knowledge on district attendance and truancy procedures.</p> <p>Baseline Data: (Truancy percentage defined by percent of students with 3 unexcused absences or 6 unexcused tardies* for the entire school year)</p> <p>2012-2013 K-2 Truancy percentage 37% 2013-2014 K-2 Truancy percentage 32% 2014-2015 K-2 Truancy percentage 42%</p> <p>*KRS 159.150 defines truancy as 3 unexcused absences or tardies. Paris Independent Schools allow 6 unexcused tardies before issuing the first notification for truancy.</p>
	<p>In December of 2014, Paris FRYSC implemented an Elementary Truancy Informational Program to help educate parents and guardians on attendance policies and procedures. Parents and guardians of students who receive their first truancy notice are invited to attend an Elementary Truancy Informational Meeting. This meeting offers parents/guardians an opportunity to learn and ask questions about student attendance and also allows them to work with FRYSC staff to help address any problems related to truancy or other concerns. After the initial year of implementation, truancy rates for K-2 decreased from 42% to 34%. Data shows that the students of parents who attended at least one Elementary Truancy Information Meeting in 2016-17 showed improvement in the 2017-18 school year. Improvements are as follows:</p> <ul style="list-style-type: none"> <li>• 63% had a reduction in the number of unexcused tardies and absences</li> <li>• 50% had a reduction in total cumulative absences</li> <li>• 75% had a reduction in total cumulative tardies</li> </ul>
Submitted by:	Paris Independent Schools FRYSC

Intervention/Service/Activity	<b>Smart Mouth – Smokeless Tobacco Curriculum</b>
How was the impact/outcome measured?	Survey, pre- and post-
FRYSC Component or category	Health Services
BEFORE/Demonstrated need, including data	<p>Identified need: Too many students using smokeless tobacco products and age of initial use is 10 years or younger.</p> <p>2014 Kentucky Incentive for Prevention (KIP) data indicated that 7% of 6th graders in Adair County use smokeless tobacco with 3% of those having used beginning at the age of 10 years or younger.</p> <p>School staff and community health partners sensed that elementary students lacked knowledge of the dangers of smokeless tobacco and incorrectly viewed it as a safer form of tobacco use. Staff /community partners realized the need to provide interventions to students in elementary school.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Impact: Over a two-year period, the number of 6th grade students reporting use of smokeless tobacco has decreased.</p> <p>Since 2015, the Smart Mouth smokeless tobacco curriculum has been provided to all 5th grade students (200 each year) at Adair Co. Elementary. The curriculum focuses on the dangers of smokeless tobacco use. Students receive 2 classroom sessions taught by a health educator from the Adair Co. Health Department. The Family Resource Center coordinates the program at the school level and the coordinator is present during the classes.</p> <p>Pre and Post Surveys are conducted to assess student knowledge and awareness about smokeless tobacco products, their contents and health risks.</p> <p>As a result of the most recent classes:</p> <ul style="list-style-type: none"> <li>• 79% of students were able to correctly identify smokeless tobacco products compared to 27% prior to the class.</li> <li>• 86% of students were able to identify health risks of smokeless tobacco compared to 58% prior to the class.</li> </ul> <p>2016 KIP Data shows that the number of 6th graders using smokeless tobacco has decreased to 4% and that only 1% of those using began using prior to age 10.</p>
Submitted by:	<b>The Community Connection (Adair Co.)</b>

Intervention/Service/Activity	<b>Truancy Diversion Program</b>
How was the impact/outcome measured?	Non-academic comparison, pre and post
FRYSC Component or category	Optional Component
BEFORE/Demonstrated need, including data	<p>The Youth Services Center noticed a large number of students who were considered Habitually Truant during the 16-17 school year. Students are considered Habitually Truant if they have 6 unexcused absences or more. Before the start of the 17-18 school year, the YSC pulled truancy reports from Infinite Campus of students who were considered habitually truant from the 16-17 school year. Home visits with the assistant principal were made to discuss attendance and supports needed for the student in order to achieve a better year of attendance. For the 17-18 school year at Scott County Middle School, we created a Truancy Diversion Team which includes the YSC coordinator, Attendance Clerk, Assistant DPP, and a Principal. Students met with the Truancy Diversion Team when they have 4 unexcused absences. The team provided interventions to keep them from reaching 6 unexcused absences, which could result in a truancy petition. The Truancy Team met with students weekly to address attendance and followed up with the individual students monthly to check attendance, grades, behavior, etc. The students also made goals for themselves during the meetings, which were reviewed frequently to determine if they were achieved or still a work in progress. Parent communication was a key factor to the Truancy Diversion program. Getting them involved in the planning for the student and expressing the importance of academic achievement and how it relates to attendance was a factor in the students' success.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The number of students with 6 or more unexcused absences reduced from 98 students in the 16-17 school year with an enrollment of 759 students to 73 students in the 17-18 school year with the enrollment of 787 students – a reduction of 26%.</p> <p>The Truancy Diversion Program will continue into the 18-19 school year. We will also be focusing heavily on students who are chronically absent, defined as missing 10% of the school year due to both unexcused and excused absences. The team will continue to meet with students weekly with consistent follow-ups, parent outreach, home visits, and provide necessary services.</p>
Submitted by:	<b>Scott County Middle School YSC (Scott Co.)</b>

Intervention/Service/Activity	ACT Workshops		
How was the impact/outcome measured?	Survey, pre- and post-Academic comparison, pre- and post-		
FRYSC Component or category	Optional Component		
BEFORE/Demonstrated need, including data	The ACT scores for Shelby County High School students are below the state average in all categories: English, Math, Reading, Science and Composite.		
		State	SCHS
	English	19.2	18.4
	Math	19.4	18.6
	Reading	20.3	20
	Composite	19.8	19.3
	SCHS students’ average ACT scores also fall below the district averages. On the 2017 parent surveys, the most commonly-requested program or service was an ACT prep program. In the 2016-17 school year, only 50.8% of the graduating seniors reached the state’s ACT benchmarks (an 18 in English, a 19 in Math, and a 20 on Reading). 49.2% of the school’s graduating seniors were considered "not college ready".		
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	The Youth Services Center hosted 2 series of ACT workshops (fall and spring). Each workshop series offered a separate 90-minute session for each topic: Math, Reading, or English. The workshops were open to all students, but juniors and seniors who had not reached ACT benchmarks were targeted. The YSC hired trained ACT coaches, reserved event space, advertised the program, provided ACT booklets and handouts, and provided snacks for each session.		
	48 students participated. Data was measured in 2 ways: participant feedback and ACT score changes. 64% indicated they wanted to increase content knowledge. 57% reported they achieved that goal. 71% wanted to learn how to pace themselves on the test. 42% reportedly achieved that goal. 85% wanted to learn strategies for test taking. 100% reportedly achieved that goal.		
	For those participants with a previous ACT scores, baseline data was available and score increases were measured.		
	<ul style="list-style-type: none"><li>72% of Math ACT Workshop participants increased their subsequent ACT Math score by an avg of 3.5 points</li><li>88% of English ACT Workshop participants increased their subsequent English score by an avg of 3.5 points</li><li>72% of ACT Reading Workshop participants increased their subsequent Reading score by an avg. of 4 points.</li><li>83% of the participants saw an overall composite score increase.</li><li>The average increase was 1.7 composite points.</li></ul>		
Submitted by:	Shelby County High School YSC (Shelby Co.)		

Intervention/Service/Activity	<b>PTHS Attendance Committee</b>
How was the impact/outcome measured?	Survey, pre and post Non-academic comparison, pre and post
FRYSC Component or category	Optional Component
BEFORE/Demonstrated need, including data	<p>Several at-risk students were missing on average 15 plus days due to family situations, transportation, mental health, etc. Tornado Alley YSC with the DPP of central office established the PTHS Attendance Committee to be proactive and keep students out of the Court Designated Worker's office.</p> <p>Our target goal is 95% overall attendance for the high school. Our goal was to decrease the number of truant students and increase the graduation rate of formerly truant students.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The attendance committee met quarterly to discuss at-risk students and solutions. The FY18 year ended a little shy of our goal, coming in at 94.14%. However, we had other victories due to the work of the attendance committee and Tornado Alley YSC's efforts. The weekly mentoring of students and checkups, in addition to building relationships with the students and families, home visits and phone calls made a difference.</p> <ul style="list-style-type: none"> <li>• <b>The number of students on the truancy list decreased by 15% from the previous year.</b></li> <li>• There was an increase of early graduation of formerly truant students from the alternative school setting.</li> <li>• The number of students entering alternative school decreased due to Tornado Alley YSC being proactive and providing assistance with the non-academic barriers such as: <ul style="list-style-type: none"> <li>○ transportation</li> <li>○ school supplies</li> <li>○ mental health from Four Rivers Behavioral Health</li> <li>○ mentoring services</li> </ul> </li> </ul>
Submitted by:	<b>Tornado Alley YSC (Paducah Ind.)</b>



Intervention/Service/Activity	<b>The OWL Academy – FRC Preschool Program</b>
How was the impact/outcome measured?	Academic comparison, pre- and post- The Brigance Screener 2/3/4-year-olds
FRYSC Component or category	Preschool Child Care
BEFORE/Demonstrated need, including data	<p>The OWL Academy provides preschool services for children in Butler County who are not enrolled in preschool or other early childhood programs. Prior to the OWL Academy, children in Butler County who did not qualify for these services had no existing options to enroll children in preschool classes. The OWL Academy provides preschool education for children ages 2-4 in an elementary school setting. The early learning opportunity is provided for children who are not already enrolled in preschool or a Head Start program.</p> <p>The average percentage of Butler County children who are deemed "Ready for Kindergarten" according to the Brigance is 47.3%.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>During the 2017-18 school year, The OWL Academy served 48 students. OWL students are screened using the Brigance tool prior to entering and at the conclusion of the program.</p> <p>The average gain of all students is 15.8 points on the Brigance scale from the beginning to the year end. The 8 students who completed OWL and went on to kindergarten ALL tested ready without assistance.</p> <p>The OWL Academy average readiness rate exceeds the 47.3% average for Butler County and the 51% average for Kentucky. The OWL Academy is preparing Butler County preschool aged children.</p>
Submitted by:	<b>Butler County FRC (Butler Co.)</b>

Intervention/Service/Activity	Tutoring for Hispanic Students		
How was the impact/outcome measured?	Academic comparison, pre and post		
FRYSC Component or category	Family Literacy		
BEFORE/Demonstrated need, including data	Our Hispanic students needed additional services in order to help them with their Reading & Language usage skills. A majority of this population is not on grade level or below the 50th percentile range. The FRYSC wanted to provide them an opportunity to be more successful in the classroom.		
	Student #1	Reading Fall 2017 Map Score: 158 Language Usage 2017 Map Score: 174	Reading Spring 2018 Map Score: 175 Language Usage 2018 Map Score: 184
	Student #2	Reading Fall 2017 Map Score: 184 Language Usage 2017 Map Score: 184	Reading Spring 2018 Map Score: 192 Language Usage 2018 Map Score: 196
	Student #3	Reading Fall 2017 Map Score: 197 Language Usage 2017 Map Score: 192	Reading Spring 2018 Map Score: 208 Language Usage 2018 Map Score: 201
	Student #4	Reading Fall 2017 Map Score: 201 Language Usage 2017 Map Score: 194	Reading Spring 2018 Map Score: 215 Language Usage 2018 Map Score: 209
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	The FRYSC wrote a grant for funds to help utilize a bilingual tutor to work one on one with these students two days a week during the school year. The center received close to \$800.00 to implement this intervention. The FRC coordinator worked closely with the tutor and teachers to set up dates and times to work with targeted students as well as provided resources they needed during the process. 11 students received tutoring services. 100% of students increased their scores. 4 examples of growth are included below:		
	<ul style="list-style-type: none"><li>• Student #1: Increased 17 points in Reading on their MAP Scores &amp; 10 points on Language Usage.</li><li>• Student #2: Increased 8 points in Reading on their MAP Scores &amp; 12 points on Language Usage.</li><li>• Student #3: Increased 11 points in Reading on their MAP Scores &amp; 9 points on Language Usage.</li><li>• Student #4: Increased 14 points in Reading on their MAP Scores &amp; 15 points on Language Usage.</li></ul>		
Submitted by:	Bridge Way FRC (Davie Co.)		

Intervention/Service/Activity	<b>Learning Zone – After school/homework club</b>
How was the impact/outcome measured?	Academic comparison, pre- and post-
FRYSC Component or category	After School Child Day Care
BEFORE/Demonstrated need, including data	Students who were in need of additional academic support were identified by their homeroom teachers. The Learning Zone was offered twice a week and included help from a certified teacher, dinner and free internet with the goal of academic achievement.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>FRC staff requested that teachers identify students in need and contacted families concerning the benefits of the program. The FRC received a grant from a bank and coordinated with certified teachers for their volunteer time.</p> <p>The FRC used MAP scores to measure the improvement on all student participants.</p> <p>94% showed improvement in reading.            100% showed improvement in math.</p>
Submitted by:	<b>Sorgho FRC (Daviness Co.)</b>

Intervention/Service/Activity	<b>Attendance Intervention Team</b>
How was the impact/outcome measured?	Non-academic comparison, pre- and post-
FRYSC Component or category	Optional Component
BEFORE/Demonstrated need, including data	20% of all Campbell Ridge students were considered truant in the 15-16 school year. Truancy can be defined as 3 or more unexcused absences. The creation of the Attendance Intervention Team the 16-17 school year stemmed from the need of a more streamlined attendance process for Campbell Ridge. Our focus was the reduction of truancy by at least 10% as a whole school for the 17-18 school year.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>This was the second year the Attendance Intervention Team was in place. The team consists of the FRC coordinator, Attendance Clerk and Principal. Our streamlined attendance plan for truant students is below:</p> <ol style="list-style-type: none"> <li>1. If a student had any unexcused absences, the Attendance Clerk will send an action item memo home or call home to explain the attendance policy and what we needed from parents in order to have an excused absence for the student.</li> <li>2. If we did not receive any notes/information from the action memo, then at 3 unexcused absences, an official letter from the school district was sent home detailing that the student was truant and notes were needed to be turned in.</li> <li>3. If we got no response from the official 3-day letter, then at 4 unexcused absences, the FRC made a phone call/email attempt to talk to the parents to see if they needed any assistance with attendance. FRC explained about the importance of attendance and talked to caregivers to see if there was a barrier stopping their students from getting to school.</li> <li>4. If FRC did not reach parents through the two forms of communication, then at 6 unexcused absences, FRC would complete a home visit.</li> <li>5. Follow up to Central office/DPP was put in place if no interventions were effective in communicating with families.</li> </ol> <p>Truancy was reduced from 20% in 15-16 to 15% the 16-17 school year. <b>By the 17-18 school year, truancy was reduced to just 7.4%.</b> We went from 116 students to 43 students truant in just two school years.</p>
Submitted by:	<b>Campbell Ridge Elementary FRC (Campbell Co.)</b>

## Attendance

Intervention/Service/Activity	<b>JUMP/EGO Small Groups</b>
How was the impact/outcome measured?	Non-academic comparison, pre and post
FRYSC Component or category	Family Crisis and Mental Health Counseling
BEFORE/Demonstrated need, including data	According to the student and staff needs assessment, there is a need at the middle school for a group to help address the social emotional needs of students. Teachers indicated that behavior issues in class cause disruption and students needed assistance in understanding how to interact appropriately with adults and deal with conflict. The target population was students who have two or more SAFE referrals within the first two months of school or who have had excessive referrals in the previous year.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Forty-eight (48) students in 6<sup>th</sup> through 8<sup>th</sup> grade participated in the program that met once a week for 12 weeks in the fall and 12 weeks in the spring.</p> <p>According to discipline data, students who participated in a weekly small group that focused on social emotional needs, appropriate conflict resolution, life skills, and resilience building curriculum through WHY TRY decreased their discipline referrals by 40%.</p>
Submitted by:	<b>Cassidy/Morton FRYSC (Fayette Co.)</b>

Intervention/Service/Activity	<b>Social Networking: How Safe Is It? Parent Workshop</b>
How was the impact/outcome measured?	Survey, pre and post
FRYSC Component or category	Optional Component
BEFORE/Demonstrated need, including data	On the 2017-2018 FRC Needs Assessment, 30% of responding parents requested a workshop on internet/phone safety. The cyber-safety workshop was designed to engage parents (without children present due to sensitivity of information presented). Prior to the workshop, 68% of parents reported not being able to recognize at least 5 types of cyber-bullying; 50% were unaware of legal consequences that may result from cyber-bullying; and only 18% were aware of electronic apps that could pose risks to their children. Furthermore, 64% of parents in attendance were unaware of how to protect their children online, and 73% did not know how to access online resources to assist with online safety.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Wellington's FRC hosted a parent-only cyber-safety workshop, "Social Networking: How Safe Is It?" The workshop was led by Lexington Police Department's Internet Crimes Against Children Detective Anthony Young and was designed to engage and inform parents about the dangers of electronic apps, social networking sites, and general cyber-safety for their children.</p> <p>Twenty-two (22) parents attended the workshop, which covered specific dangers about Facebook, Snapchat, Instagram, hidden apps, luring techniques of predators, and parental controls for phones and tablets.</p> <p>After the workshop, 95% of parents reported they now could identify at least 5 types of cyber-bullying; 91% gained a better understanding of legal consequences for cyber-bullying; and 91% reported a better knowledge of electronic apps that need to be monitored. Regarding parental controls, 95% felt they were better informed on guarding their children online and were made aware of online resources that could assist in cyber-safety after the workshop.</p> <p>Multiple parents left additional comments, saying the workshop was "incredibly informative," "very helpful," and "motivated them to have conversations with their children about their phones and tablets."</p>
Submitted by:	<b>Wellington Elementary (Fayette Co.)</b>

Intervention/Service/Activity	<b>Family Crisis (INDIVIDUAL/FAMILY INTERVENTION)</b>
How was the impact/outcome measured?	Improvement in personal/family situation
FRYSC Component or category	Family Crisis and Mental Health Counseling
BEFORE/Demonstrated need, including data	<p>During the Open House at Washington Co. Middle School, FRYSC staff met a family of three that had recently moved from another state to Springfield. During the first meeting prior to school, FRYSC staff provided the 9-year-old and 12-year-old with clothing, hygiene products, and provided the father a list of community resources. Hygiene was an imminent issue, as the family reported having many animals in the home. The family's trauma was addressed during this time, as both children endured severe abuse from their biological mother, who lost all custodial rights. FRYSC assisted the father with completing referrals for mental health services. The children began counseling immediately. There were many reports of poor hygiene from staff and peers. FRYSC provided hygiene items and clothing on an almost daily basis and DCBS reports had to be completed.</p> <p>FRYSC conducted a family team meeting to discuss the overall concerns of the family. School staff and mental health providers participated to provide support for the family. Each staff member provided positive feedback regarding the children's overall academic accomplishments and the father's willingness to comply with the school's recommendations. Staff members reported obstacles in the classroom with other peers due to the children's odor. To improve the hygiene concerns, FRYSC offered to wash and change the children's clothing daily to eliminate negative student interaction and distraction in the classroom. The father agreed. FRYSC assisted the father with applying for income-based housing, and he was approved immediately. FRYSC assisted the family with getting beds, kitchen items, a washer/dryer, and furniture. FRYSC staff delivered all items to their new residence.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	By May 2018, all hygiene concerns were eliminated. There were no more reports or concerns from staff or students. DCBS also closed their case with the family. FRYSC no longer washed their clothing as the father became self-sufficient by washing clothes and ensuring the children bathed consistently. Peer interaction improved with both children, and the 9-year-old was released from mental health services. Since moving into housing, the father has sustained housing, paid utility bills, and has provided basic needs for his family.
Submitted by:	<b>Washington County FRYSC (Washington Co.)</b>

## Individual Intervention

Intervention/Service/Activity	<b>Mentoring/Tutoring Program</b>
How was the impact/outcome measured?	Academic comparison, pre and post
FRYSC Component or category	Optional Component
BEFORE/Demonstrated need, including data	A collaborative initiative with Southland Christian Church connects mentors/tutors with students identified as needing extra support. A total of 41 students were identified for this program. The students' scores for the fall administration of the MAP Reading and Math assessments were documented.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	For the 2017-18 school year, the 41 student participants were paired with a committed, caring adult to meet once a week for 20-30 minutes during the school day. The participants' end of year MAP Reading and Math scores were tracked for comparison to the score noted in the fall. In reading, the students showed an average gain of 12 points in their reading scores. In math, this group of students gained an average of 17 points.
Submitted by:	<b>Tates Creek Elementary FRC (Fayette Co.)</b>



Intervention/Service/Activity	<b>Transition to Adulthood (Graduation)</b> <b>INDIVIDUAL STUDENT IMPACT</b>
How was the impact/outcome measured?	Academic comparison - pre and post Non-academic comparison - pre and post
FRYSC Component or category	Optional Component
BEFORE/Demonstrated need, including data	Multiple students rely on the FRYSC office staff to provide academic support in an effort to complete school requirements for graduation. The FRYSC staff worked with one student in particular during the 2017-18 school year. This student did not have a good home situation, having had several out of home placements in seventeen years. This student had a very poor attitude concerning attendance and academics and was at a great risk for failure. FRYSC staff worked daily with the student from November 2017 through May 2018 offering encouragement, making home visits, offering classwork support, testing support, counseling, and worked to meet all other needs to keep the student in school with passing grades.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	The student did graduate, becoming one of the only members of her family with a high school diploma. In the 2017-18 school year, from Aug. through Nov., she had twenty-three (23) unexcused absences. From Nov. through May she had only five (5) unexcused absences. The first trimester, the student failed four of five classes scheduled. In the second and third trimester, she passed all classes scheduled receiving 2 As, 1 B, 6 Cs and 1 D. The student's behavior and attitude improved daily. Before graduation, FRYSC staff supported the student in job ready skills. She was employed and ready to work the week after graduation.
Submitted by:	Grayson County High/Lawler Elem. FRYSC (Grayson Co.)

Intervention/Service/Activity	<b>Kindergarten Transition Commodore Camp</b>
How was the impact/outcome measured?	Academic comparison, pre and post Non-academic comparison, pre and post
FRYSC Component or category	Preschool Child Care
BEFORE/Demonstrated need, including data	A pre-assessment was given to each of 25 students within the first 2 days of the program measuring: social skills, language development, mathematics, motor skills and social studies (identifying family members by name, stating birth date, etc.). The average score for the participants was 32 out of a possible 40.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Twenty-one (21) students were available to complete the post screener. The average post assessment score was 34 of a possible 40 showing an average of 2 point gain for participants. The highest gain for a student was 10 points with one child scoring 1 point lower on the post screener. Two of the participants scored the same on both assessments. Tracking Brigance screener scores from August 1 and August 2, the camp participants showed an average score of 78, which is significantly higher than the average score for the incoming Kindergarteners last school year.
Submitted by:	<b>Tates Creek Elementary FRC (Fayette Co.)</b>

Intervention/Service/Activity	<b>Family Nights – Parent Engagement</b>
How was the impact/outcome measured?	Survey, pre and post
FRYSC Component or category	Family Literacy
BEFORE/Demonstrated need, including data	Prior to Family Resource Center involvement, family engagement nights targeting 3rd through 5th graders had fewer than 4% of students and families attending the event. Participants were surveyed and results showed 57% of parents expressed some level of concern regarding speaking to their child’s teacher and school administrators.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Through a grant from the Kentucky Out of School Alliance awarded to the Family Resource Center in December 2017, family engagement nights were expanded to include a full meal and engagement activity. Events were held in January, February, March, April and May with attendance ranging from 200 to 550 participants, a 16% increase from events prior to FRC involvement.</p> <p>Families would share a healthy meal and then go to their classrooms for a teacher-directed literacy activity. Afterwards, there would be a large group activity that focused on physical activity. A post-survey completed in March showed that 30% of parents reported an increase in the quality of their relationship with their child’s teacher and school administrators.</p>
Submitted by:	<b>Newport Intermediate School FRC</b>

Intervention/Service/Activity	<b>Men of Honor (Male Mentoring Program)</b>
How was the impact/outcome measured?	Survey - pre and post Academic comparison - pre and post Non-academic comparison - pre and post
FRYSC Component or category	Families in Training
BEFORE/Demonstrated need, including data	Before the start of the Men of Honor program, there were a total of 73 SRT (Student Response Team - behavior referrals) made from August 2017 - January 2018 due to severe behavior incidents amongst 15 male students. The most critical incidents involved physical and verbal peer conflicts. In addition, there was an average of 5 unexcused absences events amongst these students.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	In January 2018, the 15 students began participation in the Men of Honor mentoring program. Each student was assigned a mentor who they met with 3 to 4 times per week for positive encouragement, social emotional learning, literacy tutoring support, and relationship/team building activities. The students also received support outside the school program to promote parental involvement. Participants attended a spring break camp and a 1-week summer camp to continue the supportive services. The SRT behavior reports show a decrease from the 73 reported incidents to 45 incidents at the conclusion in June 2018. Attendance also improved with a decrease from 5 to 2 unexcused absences. Data from this program led to the development of school-wide Social Emotional Learning with Literacy for the 2018-2019 school year to provide skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life.
Submitted by:	<b>Mill Creek FRC (Jefferson Co.)</b>

Intervention/Service/Activity	<b>School Based Counseling Services</b>
How was the impact/outcome measured?	Survey - pre and post Academic comparison - pre and post Non-academic comparison - pre and post
FRYSC Component or category	Family Crisis and Mental Health Counseling
BEFORE/Demonstrated need, including data	Fifty-eight students were identified for referral for mental health counseling services. Seventy-one percent of students referred participated in weekly counseling sessions. Of these students, 51% experienced one or more suspension for fighting/aggressive behavior and 82% reported feelings of anxiety and depression that caused poor attendance. The average number of absences for the group was 37 days.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	The Youth Services Center arranged for two mental health agencies to provide school based mental health counseling services four days per week. Forty-one (41) students participated in weekly mental health counseling services. Eighty-six percent (86%) of participants graduated or were promoted to the next grade. The average number of days absent for the group was reduced to 31 days. Thirty-four students (83%) did not receive subsequent disciplinary action or incur additional suspensions while participating in the program. Ninety-one percent (91%) of students reported that participation in the program taught them how to cope more effectively with their problems and manage their negative emotions.
Submitted by:	<b>D.O.S.S Youth Services Center (Jefferson Co.)</b>

Intervention/Service/Activity	<b>School Days Stomp</b>
How was the impact/outcome measured?	Survey - pre and post Academic comparison - pre and post Non-academic comparison - pre and post
FRYSC Component or category	Health Services
BEFORE/Demonstrated need, including data	School Days Stomp was implemented to enhance educational achievement, peer support and healthy choices. Utilizing common core state standards and 21st century learning skills with peer support has shown to improve student classwork and motivation, encouraging them to collaborate with their peers more frequently.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Under the FRC coordinator and additional staff and the student peers, students received homework assistance along with healthy choices and educational material.  According to surveys received, student homework completion went from approximately 71% completed to 87%; homework accuracy went from 63% to 88%. Based on pre and post surveys, motivation and confidence rose from 54% to 77%.
Submitted by:	<b>Glasscock &amp; Calvary FRC (Marion Co.)</b>

Intervention/Service/Activity	<b>Dry Ridge Elementary Bus Driver Breakfast</b>
How was the impact/outcome measured?	Non-academic comparison- pre and post
FRYSC Component or category	Educational Support
BEFORE/Demonstrated need, including data	In 2014-2015, 29 of the 40 discipline referrals were bus referrals- 85% of all discipline referrals. Changes in staff, bus drivers, and monitors left our school feeling like we were not on the same page as our drivers. The goal of the Bus Driver Breakfast was to create an opportunity to get to know each other and discuss school and bus expectations as well as to address behaviors and other concerns they might have.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Bus drivers, administration and bus garage staff are invited to a sit-down breakfast that is coordinated between the FRC and food service. We do introductions, share stories, review bus and school expectations, and discuss the FRC and programs we offer and how we can assist them.</p> <p>The group decided to send positive notes home from the driver to students and show bus expectations. We clarified backpack snack expectations and how to make referrals for programs, as well as how to make Cabinet reports. The drivers received a school t-shirt from the Parent &amp; Teachers Together (PTT) and have their names entered into a drawing for prizes.</p> <p>Because of this collaboration, referrals for the backpack snack program have increased and drivers and monitors feel comfortable coming to the FRC to make referrals. Attendance at the Bus Driver Breakfast has gone up from 6 the first year to 12-13 in recent years. The Bus Driver Breakfast has created an open line of communication between the home, bus, school and our students.</p>
Submitted by:	<b>Dry Ridge Elementary FRC (Grant Co.)</b>

Intervention/Service/Activity	<b>Women of Worth - Individual Student Impact</b>
How was the impact/outcome measured?	Survey - post only Academic comparison - pre and post Non-academic comparison - pre and post
FRYSC Component or category	Family Crisis and Mental Health Counseling
BEFORE/Demonstrated need, including data	This student experienced unexcused absences, suspension, and a decrease in her academic performance. This student was in need of guidance, modeling of positive behaviors and social support. Her GPA had dropped to 2.2 points during her third six weeks and she was suspended for fighting.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>This student participated in two rotations of Women of Worth that has the mission of developing the worth of young women by empowering them to make positive choices that will strengthen their life skills, overcome barriers, and guide them in achieving academic success.</p> <p>This student's grades improved to an overall 3.3 GPA with her last six weeks GPA being 3.6. She did not receive any additional suspensions and had minimal referrals for the remainder of the year. She was in contact daily with the YSC Coordinator to check in and to help make good decisions during conflict.</p>
Submitted by:	<b>Stuart Spartans YSC (Jefferson Co.)</b>



Intervention/Service/Activity	<b>Attendance Committee</b>
How was the impact/outcome measured?	Non-academic comparison, pre and post
FRYSC Component or category	Optional Component
BEFORE/Demonstrated need, including data	Gutermuth Elementary School had 18 returning Kindergarteners who were chronic absentee students. The goal was to reduce that by 55%.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>16 of the original 18 students attended Gutermuth. Through participation on the Attendance Committee, the FRC Coordinator called and sent letters home, spoke to parents face-to-face, conducted home visits and participated in Parent Engagement Meetings. The FRC Coordinator also worked with the ESL population to help families understand the need for doctor's statements.</p> <p>By the end of the year the number of Kindergarten students who were chronic absentee students was reduced to 6, a reduction of 62.5%.</p>
Submitted by:	<b>Gutermuth FRC (Jefferson Co.)</b>

Intervention/Service/Activity	<b>Navigators - social/emotional group for 4<sup>th</sup>-5<sup>th</sup> grade boys</b>
How was the impact/outcome measured?	Non-academic comparison - pre and post
FRYSC Component or category	Health Services
BEFORE/Demonstrated need, including data	Group of 10 boys had 59 behavior incidents prior to the start of the activity.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The intervention included a mentor from Peace Education facilitating the social/emotional group weekly for 8 weeks. Skills learned were reinforced outside group time.</p> <p>During the 8-week intervention, the 10 students had 39 incidents, which was a 33% decrease. After the group concluded, the group of 10 had only 1 behavior incident. These students were able to spend more time in the classroom enabling them to increase their achievement.</p>
Submitted by:	<b>Blake Elementary FRC (Jefferson Co.)</b>

Intervention/Service/Activity	<b>Recipe for Life</b>
How was the impact/outcome measured?	Survey - pre and post
FRYSC Component or category	Health Services
BEFORE/Demonstrated need, including data	Prior to the program, only 19% of students surveyed identified correct handwashing, 45% identified correct knife safety procedures and 42% identified correct safety procedures. Only 52% identified correct safety measures to prevent cross contamination and only 63% identified correct steps for reading and preparing recipes.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Recipe for Life is a program for 5th grade students that teaches these skills along with the importance of preparing and eating meals with their families. Post survey results showed:</p> <ul style="list-style-type: none"> <li>• 68% demonstrated correct knife safety procedures</li> <li>• 74% demonstrated correct kitchen safety procedures</li> <li>• 66% correctly identified cross contamination safety</li> <li>• 72% correctly identified and demonstrated how to read and prepare a recipe.</li> <li>• 84% of parents reported that their children were washing their hands more</li> <li>• 75% of parents demonstrated practicing knife safety skills at home</li> <li>• 84% of parents reported their child helps more at home with meal prep and clean up.</li> </ul>
Submitted by:	<b>South FRYSC (Pendleton Co.)</b>

Intervention/Service/Activity	<b>Girl Power 101 - Small Group</b>
How was the impact/outcome measured?	Survey - Pre and Post Non-academic comparison - Pre and Post
FRYSC Component or category	Family Crisis and Mental Health Counseling
BEFORE/Demonstrated need, including data	According to the 2017 student needs assessment, 74% of girls in grades 7-8 at Trimble Co. Jr. High reported they suffered from low self-esteem, depression and/or did not feel comfortable at school or around peers. In addition, 1 in 12 girls were sexually active before 9th grade and 1 in 11 were experimenting in drugs and alcohol before 9th grade.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>A group of 15 girls referred by teachers, counselors and the principal met twice a week during lunch for Girl Power 101. The pre-assessment showed that 14 had skipped school, 10 were self-cutting, 4 were sexually active, 14 came from a broken home, 7 were actively using drugs or alcohol.</p> <p>After the twelve-week program a post-assessment was given. Thirteen had perfect attendance during the 12 week session, 0 self-cutters, 1 sexually active and one using drugs and alcohol.</p>
Submitted by:	<b>Trimble Co. Jr./Sr. High YSC (Trimble Co.)</b>

Intervention/Service/Activity	<b>Mentoring</b>
How was the impact/outcome measured?	Non-academic comparison - pre and post
FRYSC Component or category	Career Exploration and Development
BEFORE/Demonstrated need, including data	Based on truancy numbers and school behavior referrals, high school students are selected to participate in the mentoring program. Participants have a variety of issues including lack of family stability, anger, issues with authority figures, attendance and lack of ability or motivation to plan for the future.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Students are paired with a mentor and attend monthly luncheons. Students connect with their mentors and feel safe opening up to them about their lives. Improvements in the 2017-2018 school year include:</p> <ul style="list-style-type: none"> <li>• one student's behavior referrals dropped to zero for the last two months of school</li> <li>• one student in danger of dropping out graduated</li> <li>• one student brought up her English grade after working with her mentor on a report</li> <li>• one student's truancy rate dropped by 50% in the last half of the school year.</li> <li>• All participants reported that they have a positive connection to the mentoring program and look forward to it each month.</li> </ul>
Submitted by:	<b>The Family Connection (Fulton Independent)</b>

Intervention/Service/Activity	<b>Compliment Box and Be Kind Project</b>
How was the impact/outcome measured?	Non-academic comparison - pre and post
FRYSC Component or category	Health Services
BEFORE/Demonstrated need, including data	6- 8 bully referrals were received weekly in the beginning of the 2017-2018 school year. The Family Resource Center collaborated with the Be Kind People Project to bring this program to the school free of charge for one year.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	The Be Kind People Project is focused on initiating positive social change. The Be Kind Pledge defines skills of kindness and helps students understand what TO do instead of what NOT to do. Each month, teachers received new materials for each classroom. The guidance counselor implemented a compliment box and students were encouraged to compliment each other. Bullying referrals dropped 87% from the beginning of the year to the end of the year.
Submitted by:	<b>South Christian Elementary FRC (Christian Co.)</b>

Intervention/Service/Activity	<b>"Bully Busters" Anti-bullying Intervention</b>						
How was the impact/outcome measured?	Academic comparison - pre and post Non-academic comparison - pre and post						
FRYSC Component or category	Family Crisis and Mental Health Counseling						
BEFORE/Demonstrated need, including data	<p>Positive Behavior Intervention and Supports (PBIS) indicated that there were 42 bullying referrals during the 2016-2017 school year.</p> <table border="1"> <tr> <td>6th Grade</td><td>9 students</td></tr> <tr> <td>7th Grade</td><td>8 students</td></tr> <tr> <td>8th Grade</td><td>25 students</td></tr> </table> <p>In addition, 61% of students surveyed at the beginning of the 2017-2018 school year felt like bullying was a social/emotional issue for middle school students.</p>	6th Grade	9 students	7th Grade	8 students	8th Grade	25 students
6th Grade	9 students						
7th Grade	8 students						
8th Grade	25 students						
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>During the month of October, all 7th grade students worked to create a new bullying policy and to create an anti-bullying curriculum that they would present to one of the district's elementary schools. PBIS data for bullying referrals fell from 42 the previous year to 29 this year with only 4 in the 7th grade.</p> <table border="1"> <tr> <td>6th Grade</td><td>10 students</td></tr> <tr> <td>7th Grade</td><td>4 students</td></tr> <tr> <td>8th Grade</td><td>15 students</td></tr> </table>	6th Grade	10 students	7th Grade	4 students	8th Grade	15 students
6th Grade	10 students						
7th Grade	4 students						
8th Grade	15 students						
Submitted by:	<b>Jackson County Middle YSC (Jackson Co.)</b>						

Intervention/Service/Activity	Teen Moms Academic Success					
How was the impact/outcome measured?	Non-academic comparison - post only					
FRYSC Component or category	Health Services					
BEFORE/Demonstrated need, including data	Data for Lincoln County High School teen moms:					
	Year	# of Teen Moms	Dropped out	Home School	Graduated	Absences per year
	2015-16	8	2	2		20
	2016-17	7	0	2	1	18
	Based on the 2010 KIDS Count Data, the birth rate for Lincoln County teens was 65 per 1000.					
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	The Youth Services Center collaborated with the Haven Care Pregnancy Center and Lincoln County School Health to identify and provide one on one meetings with teen moms. These meetings provided counseling, identification of needed resources and assistance overcoming barriers to academic success. During the 2017-2018 school year Lincoln County High School had a total of 7 teen moms. None dropped out, 2 graduated and have been accepted to college and the average number of days missed went from 20 to 10. Based on the 2015 KIDS Count data, Lincoln County's teen birth rate was 44.9 per 1000.					
Submitted by:	Lincoln County Youth Services Center (Lincoln Co.)					



Intervention/Service/Activity	<b>After School Academic Support - Math Club</b>
How was the impact/outcome measured?	Academic comparison - pre and post
FRYSC Component or category	After-school child day care
BEFORE/Demonstrated need, including data	Ten students in 3rd grade who scored on average 1 ½ to 2 grade levels below their grade level in math on the STAR October benchmark were selected for participation.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>These 10 students participated in a one hour Math Club after school for 12 weeks. The FRC and volunteer teacher provided test taking strategies, fun math games, fact mastery and problem solving to increase math proficiency.</p> <ul style="list-style-type: none"> <li>• 9 out of 10 students increased math proficiency by at least 1 grade level or more</li> <li>• 1 student improved by more than 1 ½ grade levels</li> <li>• 8 out of 10 students verbalized an increase in their confidence and desire to learn math concepts.</li> </ul>
Submitted by:	<b>East Heights Elementary (Henderson Co.)</b>

Intervention/Service/Activity	<b>Academic Mentoring and Tutoring Program INDIVIDUAL INTERVENTION</b>
How was the impact/outcome measured?	Academic comparison - pre and post
FRYSC Component or category	Family literacy services
BEFORE/Demonstrated need, including data	A transfer student was failing reading. Entering 2nd grade, the student was in the 23rd percentile below reading level.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Family Resource Center engaged a retired reading teacher who had volunteered an estimated 50 hours with reading tutoring. The volunteer worked with the student and parent once a week for an hour throughout the school year including Fall, Christmas and Spring Break. By the end of the 2017-2018 school year the student's reading level went up from 23rd percentile to 62nd percentile and the student was on grade level.
Submitted by:	<b>Dorothy Kingston FRC (Christian Co.)</b>

Intervention/Service/Activity	<b>Mentoring Program</b>
How was the impact/outcome measured?	Non-academic comparison - pre and post
FRYSC Component or category	Health Services
BEFORE/Demonstrated need, including data	During the 2015-2016 school year, Indian Hills Elementary had 798 office referrals. A list of Tier 1 behavior students were identified and mentored by faculty and/or staff.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	All certified staff were required to participate in the program and agreed to meet with their mentee at least once a week. The mentor completed a report each week indicating when they met and what they did/discussed during their time together. During the 2016-2017 school year referrals decreased by 166, from 798 to 632. In the 2017-2018 school year, office referrals totaled 601, down another 131 referrals from the previous year. From the 2015-2016 to the 2017-2018 school year referrals were down a total of 37%. The program continues with a goal of 450 or fewer referrals for the 2018-2019 school year.
Submitted by:	<b>Indian Hills Elementary FRC (Christian Co.)</b>

Intervention/Service/Activity	<b>Elgin Dental Program</b>
How was the impact/outcome measured?	Non-academic comparison - pre and post
FRYSC Component or category	Health Services
BEFORE/Demonstrated need, including data	Owsley County ranks higher than Kentucky average for total tooth loss according to Kentucky Health Facts. In 2017, Elgin Dental Program identified 26 students with a dental rating of #1 indicating severe dental needs. Forty-four students were treated through the program.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Through collaboration between the Family Resource Center and Elgin Dental, students were able to get dental services that included screening, cleaning, sealants and necessary treatments.</p> <p>In 2018 there were 15 students identified at dental rating #1, down from 26 in 2017. This equates to over a 3% reduction in the number of students with severe dental issues in the first year of the program. Also, the number of students treated in 2018 was triple that of 2017 with 124 students receiving dental services.</p>
Submitted by:	<b>Owsley FRC (Owsley Co.)</b>

Intervention/Service/Activity	<b>Brandi's Bizzy Bees</b>
How was the impact/outcome measured?	Survey - pre and post
FRYSC Component or category	Optional Component
BEFORE/Demonstrated need, including data	FRC conducted a survey at the Back to School Bash where 40 parents stated their children were not eligible for the county Head Start program. 100% of these parents indicated they were interested in a kindergarten readiness program.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The Family Resource Center conducted a kindergarten readiness program every Friday for 6 weeks. The students were pre-screened with a sample Brigance test. The program included learning activities, social development skills and basic structure of a classroom setting.</p> <p>Twenty-two students participated and 100% improved by at least 35% in the post score at the end of the 6 weeks.</p>
Submitted by:	<b>Phelps FRC (Pike Co.)</b>

Intervention/Service/Activity	<b>TATU (Teens Against Tobacco Use)</b>
How was the impact/outcome measured?	Non-academic comparison - pre and post
FRYSC Component or category	Substance abuse education and counseling
BEFORE/Demonstrated need, including data	Based on the FRC Needs Assessment data, 70% of high school teachers, 60% of high school parents, and 52% of middle school parents indicated that drug/tobacco use was a major concern.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The Youth Services Center collaborated with the Garrard County Health Department to implement the Teens Against Tobacco Use program. TATU is a peer-led program where 10-12 high school students are trained on the dangers of smoking. They then take the anti-smoking message to the 3rd and 4th graders at each elementary school and to the middle school students.</p> <p>At the end of the 2016-2017 school year there were 99 tobacco infractions. At the end of the 2017-2018 school year the number of tobacco infractions had dropped to 29.</p>
Submitted by:	<b>Garrard County YSC (Garrard Co.)</b>

Intervention/Service/Activity	<b>STEAM Summer Camp</b>
How was the impact/outcome measured?	Survey - pre and post Academic comparison - pre and post
FRYSC Component or category	After-school child day care
BEFORE/Demonstrated need, including data	According to the 2017-2018 FRC Needs Assessment, 28% of parents/guardians reported a need for more after school and/or summer enrichment, and 51% indicated that it is important for K-4 students to begin focusing on college and career readiness. As a result, the Owen County FRC collaborated with partners to provide a Science, Technology, Engineering, Arts and Mathematics summer camp. The average score on the administered pre-test was 40%.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Over 100 students attended the STEAM Summer Camp, which ran from 7:30 a.m. to 3:00 p.m. The camp was a hands-on learning environment where students were able to experiment and participate in learning that developed 21st century skills. Students learned about STEAM careers and increased their knowledge of STEAM components leading to increased college and career readiness. The average post-test score was 82%, which was an average increase of 42%.
Submitted by:	<b>Owen County FRC (Owen Co.)</b>

Intervention/Service/Activity	Accountability Counts
How was the impact/outcome measured?	Non-academic comparison - pre and post
FRYSC Component or category	Family crisis and mental health counseling
BEFORE/Demonstrated need, including data	Woodland Middle School Implements Positive Behavior Interventions and Supports (PBIS) as a part of the school district's initiative to address behavior more effectively. Thirteen students received the targeted interventions incorporated through the YSC and the Tier 2 staff based on having 3 or more discipline referrals.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The targeted intervention included a Why Try program once a week and a check-in/check-out program that was in place every day of the school year starting in October. Students also participated in 1 on 1 and group interventions.</p> <p>100% of targeted students met the expectations regularly and of those, 38% exceeded expectations. 85% of the targeted group showed behavior growth and a decline in poor behavior based on discipline referrals after the interventions were in place and active. In addition, according to attendance reports 85% of the students who improved on the behavior scale also stayed the same or improved on attendance.</p>
Submitted by:	Woodland Middle School YSC (Kenton Co.)



Intervention/Service/Activity	<b>Team Ultra</b>
How was the impact/outcome measured?	Survey - pre and post Academic comparison - pre and post
FRYSC Component or category	Health Services
BEFORE/Demonstrated need, including data	The children in Marshall County exceed the overweight and obesity rates of Kentucky by 11.2% and the United States by 6.3%. FRC partners with the Marshall County Health Department to promote positivity, hard work and positive attitudes through the Team Ultra program. BMI data was collected for Team Ultra participants and non-participants.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Data collected showed that the Team Ultra students had a 12% decrease of overweight and obese students while the non-Team Ultra participants had an increase of 26%. Team Ultra females showed a 13% decrease in obesity and a 12% decrease in overweight participants.
Submitted by:	<b>Jonathan-South FRC (Marshall Co.)</b>

Intervention/Service/Activity	<b>Leader in Me - Student Led Community Service</b>
How was the impact/outcome measured?	Survey - pre and post Non-academic comparison - pre and post
FRYSC Component or category	Career exploration and development
BEFORE/Demonstrated need, including data	Browning Springs Middle School had 216 behavior referrals prior to the implementation of the Leader in Me program. In addition, the attendance rate was 93.91%. It was felt that students lacked “soft skills” that would be needed for basic employment as well as coping skills to manage time, anger and social situations.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Through the leadership classes, students have learned basic soft skills to help them become successful. The YSC Coordinator and other school staff took students out into the community to do service projects throughout the year. Examples include serving meals at the Salvation Army, delivering groceries at Breaking Bread, helping veterans at the Veteran’s Home and cleaning cages at the humane society. Behavior referrals went down from 216 to 131 and the attendance rate increased to 94.97%.
Submitted by:	<b>Browning Springs YSC (Hopkins Co.)</b>

Intervention/Service/Activity	<b>Homeless Student Intervention</b>
How was the impact/outcome measured?	Non-academic comparison - pre and post
FRYSC Component or category	Family crisis and mental health counseling
BEFORE/Demonstrated need, including data	12 of the 53 homeless students identified through our McKinney Vento services were without school or community connections their senior year. They were either temporarily staying in another home or living in a shelter situation.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The 12 students were offered weekly food through the pantry, and clothing vouchers were obtained. They were also offered transportation to and from school, home and/or a job. Students received tutoring or academic support through a 6-week program called Urban Impact. Once housing was obtained, the students were helped with furniture and assorted household items.</p> <p>A total of 366 contacts were provided through the year with the 12 students and all 12 successfully graduated. All were given a cap and gown for graduation. At post assessment, all 12 agreed that the services provided made it possible for them to graduate.</p>
Submitted by:	<b>Bryan Station High School YSC (Fayette Co.)</b>

Intervention/Service/Activity	<b>PAL Program - Peers Affecting Learning</b>
How was the impact/outcome measured?	Survey - Post only Academic comparison - pre and post Non-academic comparison - pre and post
FRYSC Component or category	Optional Component
BEFORE/Demonstrated need, including data	Thirteen 6th grade students who had two or more Fs and were identified by teacher referral for being at risk for failing 6th grade were enrolled in the PAL Program. These students were matched with 11 teacher-identified 8th grade mentors and met weekly to review grades, celebrate successes and set future goals.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The YSC designed, implemented and facilitated the PAL Program as a response to an increased number of students not meeting academic goals and being at risk for failing. By mid-term of the 2nd nine-weeks, 12 of the 13 students still had one or more F's. By the end of the 2nd nine weeks, 9 students had brought up their grades to Ds or higher and no longer had Fs. One student had transferred out and the remaining 3 only had one F. By the end of the 3rd nine weeks, only 1 student had an F on their report card but celebrated anyway as they started with 5 Fs. By the end of the year, all of the 12 students were promoted to the 7th grade.</p> <p>The 8th grade mentors who volunteered a total of 66 hours were recognized with service hours.</p>
Submitted by:	<b>Mt. Washington Middle School YSC (Bullitt Co.)</b>

Intervention/Service/Activity	Community Tutoring Initiative (CTI)			
How was the impact/outcome measured?	Academic comparison - pre and post			
FRYSC Component or category	After-school child day care			
BEFORE/Demonstrated need, including data	In the fall of 2017, STAR results for literacy were:			
	Grade	At needed intervention level	In need of urgent intervention	At total intervention level
	1	18%	25%	43%
	2	16%	18%	34%
	In addition, Grade 1 was 42% above benchmark and Grade 2 was 51% above benchmark.			
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	After completing the Community Tutoring program in the fall, STAR winter literacy results were:			
	Grade	At needed intervention level	In need of urgent intervention	At total intervention level
	1	5%	4%	9%
	2	12%	10%	22%
	In addition, Grade 1 improved from 42% to 84% above benchmark and Grade 2 improved from 51% to 66% above benchmark. Overall, 75% of 1st graders and 86% of 2nd graders made significant improvements in their literacy scores.			
Submitted by:	Mercer County Elementary School FRC (Mercer Co.)			

Intervention/Service/Activity	<b>Parent Academy</b>
How was the impact/outcome measured?	Academic comparison - pre and post
FRYSC Component or category	Family literacy services
BEFORE/Demonstrated need, including data	Twenty-four (24) students were identified via test scores in Guided Reading as needing literacy service/intervention.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Parents of identified students were invited to attend a FRC sponsored ice cream social and parent academy. FRC provided supplies geared toward enhancing and improving reading skills at home under parent supervision. The School Reading Specialist demonstrated how to use the supplies to reinforce strategies taught at school. The Founts and Pinell Guided Reading levels for the last year showed a 100% improvement midyear for the 24 identified students:</p> <ul style="list-style-type: none"> <li>• 6 students improved 2 levels</li> <li>• 6 students improved 3 levels</li> <li>• 2 students improved 4 levels</li> <li>• 10 students had an increase of 5 or more levels</li> </ul>
Submitted by:	<b>Emma B. Ward/Turner FRC (Anderson Co.)</b>

Intervention/Service/Activity	<b>Reading and Math Pals</b>
How was the impact/outcome measured?	Academic comparison - pre and post
FRYSC Component or category	Family literacy services
BEFORE/Demonstrated need, including data	Twelve students were referred by teachers to the Reading Pals program for additional reading practice. Five students were referred for additional math assistance through the Math Pals program.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Students met with Reading and Math Pal volunteers once a week for lunch and then reading or math practice. Results were measured using the Grade Equivalent STAR Reading and Math scores.</p> <p><u>Reading Pals</u></p> <ul style="list-style-type: none"> <li>• 2 - 1st Grade students showed a 26% increase</li> <li>• 7 - 2nd Grade students showed a 63% increase</li> <li>• 1 - 3rd Grade student showed a 64% increase</li> <li>• 2 - 5th Grade students showed an 84% increase</li> </ul> <p><u>Math Pals</u></p> <ul style="list-style-type: none"> <li>• 2 - 1st Grade students showed a 72% increase</li> <li>• 1 - 2nd Grade student showed a 64% increase</li> <li>• 1 - 3rd Grade student showed a 78% increase</li> <li>• 1 - 4th Grade student showed a 75% increase</li> </ul> <p>The FRC partnered with the United Way to implement this program and checked in on Pals and students as needed throughout the school year.</p>
Submitted by:	<b>KIDS Company FRC (Paducah Ind.)</b>

Intervention/Service/Activity	<b>Little Academy - School Readiness</b>
How was the impact/outcome measured?	Survey - pre and post Academic comparison - pre and post Non-academic comparison - pre and post
FRYSC Component or category	Families in Training
BEFORE/Demonstrated need, including data	According to Brigance, only 48% of incoming kindergarten students in Bullitt Co. Public Schools were ready for this school year. Additionally, the percentage of incoming students ready for the school was lower among those who had no prior childcare setting. Only 25% of incoming Cedar Grove students with no prior childcare setting were ready for school, 23% of incoming Roby students with no prior childcare were ready and only 15% of incoming Lebanon Junction students with no prior childcare setting were ready.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Three and four year old children attending The Little Academy from January to May 2017 showed improvement in their social and emotional development. Teachers observed that the majority of the students learned how to correctly hold a pencil, safely use scissors, follow hallway and cafeteria school expectations, work in small groups and successfully follow classroom procedures.</p> <p>Work Sampling Online, an assessment tool, shows that 17% of students improved in self-concept, 10% improved their self control, 16% improved their gross motor skills and 25% improved their fine motor skills.</p> <p>Seven graduates of the May 2017 Little Academy started kindergarten in the 2017-2018 school year. The remaining participants did not meet age requirements to start kindergarten. Six of the 7 students were classified as kindergarten ready. 100% of the Little Academy graduates were at or above grade level in both reading and math.</p>
Submitted by:	<b>Cedar Grove/Lebanon Junction (Bullitt Co.)</b>



Intervention/Service/Activity	<b>Math Hoops - after school math enrichment</b>
How was the impact/outcome measured?	Survey - pre and post Academic comparison - pre and post
FRYSC Component or category	After School Child Care
BEFORE/Demonstrated need, including data	<p>34% of Kirksville students scored proficient in math on the KPREP compared to the state average of 47%. With this data, we kept our Math Hoops program going to assist students in achieving success. The students we targeted were 4th grade students who did not score proficient in math. Fifth grade students who participated in the Math Hoops program last year were also invited to attend to help maintain their math skills. There were a total of 15 students enrolled in the program. Math Hoops was provided free to students after school from January 2018 to May 2018. Students stayed after school, were provided a snack, and then had time to do the Math Hoops game/activity.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Participating students were given a pretest to determine their math knowledge. Students were also given the IReady test by their grade level math teachers. This test was done at the beginning of the winter and students were re-tested in the spring when the program was complete.</p> <p>The FRC provided the materials for the program, snacks, and each child was given a T-shirt for completion of the program. T-Shirts were provided by a grant from a local bank.</p> <p>There were 9 5<sup>th</sup> grade students and 6 4<sup>th</sup> grade students who participated. Each student showed growth in their IReady test scores. Twelve students showed growth by double digits. For example, one student had a winter score of 441, and his spring score was 496. This growth was +55 points.</p> <p>In evaluation of the program by the 4<sup>th</sup> and 5<sup>th</sup> grade math teachers, all were impressed by the growth and maintenance of participants. None of the fifteen participants fell below grade level in math, and all had growth on their IReady tests. Both the 4<sup>th</sup> and 5<sup>th</sup> grade math teachers expressed that they would like to have the FRC continue the Math Hoops program.</p>
Submitted by:	<b>Kirksville FRC (Madison Co.)</b>

Intervention/Service/Activity	<b>Social Skill Groups - during school</b>
How was the impact/outcome measured?	Survey - pre and post Academic comparison - pre and post
FRYSC Component or category	Optional Component
BEFORE/Demonstrated need, including data	<p>Field Elementary had a rise in student referrals and suspensions. We looked at the top 20 students receiving referrals and put them in weekly social skills groups. Of the 20 students, we received 12 permission slips allowing us to work with them. We then made 3 groups of 4 and sprinkled in 2 students who would be positive examples and reinforce the skills being taught. These students were also friends of the students in the group, with the same socioeconomic backgrounds. The two students selected were not told that they were any different from the four selected from the referral group.</p> <p>Teachers provided data for each day, so we could go over behavior and social interaction during the group. Groups would role-play any incident that happened during the week. Each group member would help the individual make an improved decision.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The social skills group met once a week. Teachers kept behavior charts. Data showed a decrease of 90% in referrals with the 12 students in the group. In addition, none of the students were suspended during this time, which led to a 100% decrease in suspensions. With the students not being suspended, it affected their attendance rate by an increase of 2% over the year.</p>
Submitted by:	<b>Field Elementary FRC (Jefferson Co.)</b>

Intervention/Service/Activity	<b>G.I.R.L.S. group - self-esteem and social skills group</b>
How was the impact/outcome measured?	Survey - pre and post
FRYSC Component or category	Health Services
BEFORE/Demonstrated need, including data	<p>Teachers were asked to refer any 5th grade girl who was experiencing any of these issues: fitting in, struggling with being themselves/unique, needing help to learn skills to express their ideas/opinions and being more assertive, struggling to make friends with positive people, and having issues with peer pressure. Ten (10) girls were able to sign up with their parent's permission. The group met during lunch and recess (50 minutes) two times per week for 6 weeks.</p> <p>The group was called G.I.R.L.S. group (Girls in Real Life Situations), which was modeled after the Girls in Real Life Situations, Group Counseling Activities for Enhancing Social and Emotional Development curriculum.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Topics included: introduction/expectations/icebreaker, kindness, My Sassy Self/Proud to be Me, Feeling Fine, Smart Choices/Thinking Caps, Peer Pressure, Being Assertive, Handling Stress/Doing Your Best, and an end of group celebration. Ten girls completed the pre-survey. Only 8 completed the post survey. All four major categories had a positive increase in responses.</p> <ul style="list-style-type: none"> <li>• The Personal Power questions indicated the highest positive change for new skills/knowledge with 17 responses changing for the better.</li> <li>• The question "I know how to deal with stress and pressure." went from 0 true responses to 6 true responses.</li> <li>• Role Model questions had the second highest positive change with 11 total responses changing positively.</li> <li>• 3 girls indicated new knowledge/skills regarding their ability to assertively communicate feelings and personal needs.</li> <li>• 3 girls indicated ability to make decisions and solve problems.</li> <li>• The final Self-Esteem inventory, Connecting Relationships, saw positive increase by four.</li> </ul> <p>Overall, it was determined that there are many ways to build on the program and there was a clear positive impact on the girls. The pre- and post-surveys did not capture how these 10 girls, all VERY different, were able to come together to discuss social/emotional and self-esteem issues. They became cheerleaders for each other and learned skills to embrace their own personal power, being okay with themselves, handling stress and pressures, and doing their best.</p>
Submitted by:	<b>Burlington Elementary FRC (Boone Co.)</b>

Intervention/Service/Activity	<b>“READY” School Readiness Camp</b>
How was the impact/outcome measured?	Survey - pre and post Academic comparison - pre and post
FRYSC Component or category	Family Literacy Services
BEFORE/Demonstrated need, including data	<p>Kentucky’s Kindergarten screener, the Brigance, showed that 50% of students statewide scored “not ready” and an alarming 67% of students in Casey County scored “not ready” to begin school. The Kindergarten screener provides a snapshot of student readiness in the following domains: academic/cognitive, language development, physical development, self-help, and social-emotional.</p> <p>According to the Brigance scores, those with “No Prior Setting” scored significantly lower than those who had attended preschool, Head Start, or a child care; therefore, students with “NPS” were targeted to attend READY. The FRC partnered with the district Early Childhood Coordinator and preschool staff to implement the National Children’s Reading Foundation READY program. The program consisted of a total of 4 sessions: Orientation, Language and Literacy, Math and Reasoning, and Social Emotional. Students were screened and parents completed a survey during the orientation session for a baseline data point.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>90% of the participants completed all sessions of the READY program. 80% of students showed increases on the screener after completing the sessions. 100% of the parents reflected increases in knowledge after the sessions, according to the surveys administered.</p> <p>READY! for Kindergarten provided workshops and take-home materials and tools to inspire and empower parents and caregivers to help babies and young children develop strong brain connections that determine how they will think, learn and grow. READY! facilitated interactions and active learning by using movement, play, exploration, communication, and all of a child’s senses -- seeing, hearing, smelling, touching, and tasting. Casey County is an affiliate of the National Children’s Reading Foundation and the FRC will continue the READY program, provided there is continued funding to support the purchase of READY kits.</p>
Submitted by:	<b>East Casey FRC (Casey Co.)</b>

Intervention/Service/Activity	<b>Shearer After School Tutoring</b>
How was the impact/outcome measured?	Academic comparison - Pre and post
FRYSC Component or category	Optional Component
BEFORE/Demonstrated need, including data	Third grade students were chosen for the Shearer After School Tutoring Program based on the Fall 2017 MAP Scores. Students who had scores that were just below grade level were targeted for the program.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	The Shearer After School Tutoring Program provided extra educational assistance to third grade students with the greatest need. Students focused on reading and math for one hour, two days a week from January 8, 2018 through March 28, 2018. The spring MAP scores showed that each of the 7 students in the group increased their scores with increases ranging from 8 to 17 points. Six out of the 7 students are now on the fourth grade level.
Submitted by:	<b>Shearer FRC (Clark Co.)</b>

Intervention/Service/Activity	<b>Foster Grandparent Program</b>
How was the impact/outcome measured?	Academic comparison - pre and post Non-academic comparison - pre and post
FRYSC Component or category	Family literacy services
BEFORE/Demonstrated need, including data	Children with below average literacy levels as measured by STARS Score and identified special/exceptional needs were selected to participate in the Foster Grandparent Program. A collaboration with Audubon Area Community Services, the foster grandparents provide daily interventions with the students including reading, assisting with assignments and positive reinforcement.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	The FRC worked closely with teachers in supervising the foster grandparents. The coordinator also assisted with selecting students and facilitating evaluations of student achievement. Assessments completed at the end of the program showed that 75% of the students who completed the program improved their reading and/or math levels. Teachers also reported that 100% of these students achieved one or more teacher identified goals and progressed to the next grade level.
Submitted by:	<b>Wayland Alexander FRC (Ohio Co.)</b>

Intervention/Service/Activity	<b>Individualized Attention Intervention</b>
How was the impact/outcome measured?	Non-academic comparison - post only
FRYSC Component or category	Optional Component
BEFORE/Demonstrated need, including data	Five students with the highest number of unexcused days were targeted for the individualized attention. These students missed a total of 94 unexcused days in the 2016-2017 school year.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The intervention consisted of phone calls and home visits to address the issues and reduce the barriers that were causing the absenteeism. The FRC also met with the students on a weekly basis to check on them and talked with teachers to address any academic concerns.</p> <p>These students decreased the number of unexcused days to 59 at the end of the 2017-2018 school year. All of the students either improved or maintained the attendance from the previous year and 2 of the students improved their attendance by 45%.</p>
Submitted by:	<b>Oak Hill FRC (Pulaski Co.)</b>

Intervention/Service/Activity	Wednesday After School Tutoring (Methodist Church)		
How was the impact/outcome measured?	Academic comparison - pre and post		
FRYSC Component or category	Family literacy services		
BEFORE/Demonstrated need, including data	Twelve 3rd and 4th grade students with lower than grade level MAP reading scores who were not receiving additional interventions at school with reading recovery were selected for the tutoring program.		
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Weekly tutoring was provided for the entire school year. 12 students participated, 6 from the 3rd grade and 6 from the 4th grade. The attendance average was 90.1%.		
	Ten students showed growth with an average gain of +9.3 points per student. Below are the MAP Reading Scores for these students:		
	Student #	August MAP Score	May MAP Score
	1	205	208
	2	167	169
	3	182	178
	4	182	184
	5	161	186
	6	185	196
	7	185	198
	8	173	181
	9	192	195
	10	187	182
	11	173	189
12	183	195	
Submitted by:	Simpsonville Elementary FRC (Shelby Co.)		



Intervention/Service/Activity	<b>Check &amp; Connect – Mentoring INDIVIDUAL INTERVENTION</b>
How was the impact/outcome measured?	Academic Comparison (pre- and post-) Non-academic Comparison (pre- and post-)
FRYSC Component or category	Family Crisis and Mental Health Counseling
BEFORE/Demonstrated need, including data	The student targeted for mentoring had 13 referrals, which resulted in 15 days of in-school detention and 3 days of school suspension. During her sophomore year she was placed on credit recovery due to failing grades and loss of credits her freshman year. Her GPA was 1.33. Her home life was unstable and attempts had been made to get parent permission for counseling.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The student was referred to the Tier 2-3 Check and Connect intervention, a program designed to be a long term mentoring relationship. The Youth Services Center coordinator met with the student weekly to discuss grades, attendance and behavior. Parent involvement was improved and permission for counseling for all children in the family was obtained.</p> <p>The student decreased referrals and only spent 6 days at in school detention and had 0 days of school suspension. The student passed all classes and ended the year with a 2.18 GPA.</p>
Submitted by:	<b>Pulaski High YSC (Pulaski Co.)</b>

Intervention/Service/Activity	<b>Kid's Hope Mentoring Program</b>
How was the impact/outcome measured?	Academic comparison - pre and post Non-academic comparison - pre and post
FRYSC Component or category	Optional Component
BEFORE/Demonstrated need, including data	Eleven students were selected for the Kid's Hope Mentoring Program based on their need for a positive role model. The selected students missed an average of 3.4 unexcused days prior to the placement.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The Kid's Hope Mentoring Program, a partnership between Highland and the First United Methodist Church, places kids with an adult mentor for one hour each week. The mentor stays with the student for the duration of their educational experience.</p> <p>After being placed in the program, these 11 students decreased unexcused absences from 3.4 to 1.5. This gain in days at school totals 13 hours of instruction time. The same students gained an average of 20 percentile points in Math and an average gain of 1 percentile in Reading.</p>
Submitted by:	<b>Highland Elementary FRC (Glasgow Independent)</b>

For more information, please contact

Division of Family Resource and Youth Services Centers (FRYSC)

275 East Main Street, 3C-G

Frankfort, KY 40601

Phone: (502) 564-4986

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



Follow us on Twitter: [@FRYSCKy](https://twitter.com/FRYSCKy)