

# FRYSC Impact Report Spotlight

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2016

Division of Family Resource and Youth Services Centers  
CABINET FOR HEALTH AND FAMILY SERVICES, COMMONWEALTH OF KENTUCKY  
Website: [chfs.ky.gov/dfrcvs/frysc/](http://chfs.ky.gov/dfrcvs/frysc/)

The following is a selection of reports written by center 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

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**

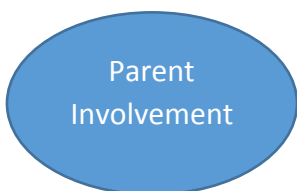
This impact report spotlight has a two-fold purpose:

1.) *A resource for FRYSC coordinators*

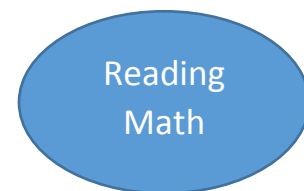
This is the first year that the Division of FRYSC requested data in this format. It is our hope that the reports shared in this spotlight will serve as good examples to improve data-gathering throughout the state.

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

Intervention/Service/Activity	<b>Watchdogs program</b>
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Community involvement, parent involvement
In which of the following does the impact/outcome demonstrate change?	Behavior, attitude, community or school, achievement, parental involvement
BEFORE/Demonstrated need, including data	Parental involvement was over 80% female; therefore, the need for male involvement was significant. According to the National Center for Fathering, students who have men involved in their education tend to do better in school with grades, behavior, etc. than students without male involvement. In Christian County, there is a high percentage of children living in one-parent homes.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	With the implementation of the Watchdogs program, male involvement has increased significantly. For the 2016 kickoff, there were 80 dads or male figures who attended with their student(s) for a total of 194 in attendance. Watchdogs assist in monitoring the cafeteria and playground, help with awards activities, mentor students, and help teachers in the classroom. With the addition of the Watchdogs program, male involvement has increased by 20%.
Submitted by:	Christian Co., Millbrooke FRC



<b>Intervention/Service/Activity</b>	<b>One-on-one tutoring and tutoring groups for Hispanic students struggling in school</b>		
How was the impact/outcome measured?	Academic comparison		
FRYSC Component or category	Educational support, graduation rate, student achievement, kindergarten readiness, college and career readiness		
In which of the following does the impact/outcome demonstrate change?	Knowledge, attitude, skill, community or school, achievement		
BEFORE/Demonstrated need, including data	Student 1 (Kindergarten)	Student 2 (5 <sup>th</sup> grade student)	Student 3 (5 <sup>th</sup> grade student)
	Low Reading scores, Developmental Reading Assessment score was a 4	Very low math and reading scores	Very low math and reading scores
<b>AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.</b>	Increased DRA score from a 4 in the Fall to a 16+ in the Winter.	Increased Math MAP score from a 169 in the Fall to a 171 in the spring. RIT Growth was 2.  Increased Reading Measure of Academic Progress (MAP) score from a 147 in the Fall to a 154 in the Spring. Reading Standards for Informational Text (RIT) Growth was 7.	Increased Math MAP score from a 189 in the Fall to a 197 in the Spring. RIT Growth was 8.  Increased Reading MAP score from a 160 in the Fall to a 168 in the Spring. RIT Growth was 8.
Submitted by:	Daviness Co., Bridge Way FRC		



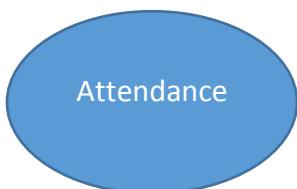
Intervention/Service/Activity	<b>Field to Fork Club, after school program</b>
How was the impact/outcome measured?	Pre- and post-survey
FRYSC Component or category	After school child care, Health services, Community involvement, Parent involvement
In which of the following does the impact/outcome demonstrate change?	Knowledge, attitude, skill, community or school, parental involvement
BEFORE/Demonstrated need, including data	This community has been designated a “food desert” by the USDA due to the lack of affordable and available fresh fruits and vegetables. Only 21% of program participants knew the recommended number of servings of fruit and vegetables per day, and only 21% reported consuming at least 5 servings per day. According to the 2015 Parent Survey, 41% of respondents indicated a need for more after school programs. 47% reported that health is the most common reason for a student’s absence from school.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The Food Literacy Project engaged 21 third through fifth graders and 28 caregivers and siblings in the Field-to-Fork Club and connected Family Engagement Series. Students and their families got their hands dirty planting, harvesting, cooking and eating fresh fruits and vegetables. Participants discovered the vegetables are not only healthy, but are easy and fun to prepare – and delicious. In addition to increasing their nutritional proficiency, students increased social support and developed leadership, teamwork, and communication skills.</p> <p>Children showed improved nutritional proficiency and daily physical activity.</p> <ul style="list-style-type: none"> <li>- 38% increased daily fruit and vegetable consumption.</li> <li>- 61% know the daily recommended servings of fruits and vegetables.</li> <li>- 50% are eating at least five servings daily</li> <li>- 89% know how to prepare a healthy recipe using vegetables, compared to 52% at baseline.</li> <li>- 29% increased daily physical activity</li> <li>- 73% of caregivers prepare at least 5 meals including vegetables at home weekly, compared to 31% at baseline.</li> </ul> <p>Families received weekly take-home produce shares, allowing them to practice recipes they learned in the workshops or be creative on their own with farm-fresh ingredients.</p>
Submitted by:	Jefferson Co., Wellington FRC



Intervention/Service/Activity	<b>Barton Tutoring, FRYSC Corp Literacy Tutor</b>
How was the impact/outcome measured?	Assessment comparison
FRYSC Component or category	Family literacy services, Educational support, Student achievement, College and career readiness
In which of the following does the impact/outcome demonstrate change?	Knowledge, literacy skill, achievement
BEFORE/Demonstrated need, including data	Reading assessment scores in the 10 <sup>th</sup> percentile. Campbellsville middle (14 students) and elementary (29 students) scored in the lowest 10 <sup>th</sup> percentile on MAP reading assessments. The students' scores indicated that 90% of all students scored higher on the assessment of decoding and fluency.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Students were assigned to receive additional support from two AmeriCorps literacy tutors. Our tutors used the Barton Reading and Spelling system designed to improve decoding skills to increase fluency. After spending at least 13 hours with each tutor 80% of CMS students and 85% of CES students showed increased reading assessment scores.
Submitted by:	Campbellsville Ind., Campbellsville FRYSC



Intervention/Service/Activity	<b>Mentoring – targeted attendance intervention</b>
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Educational support, Attendance, Student achievement
In which of the following does the impact/outcome demonstrate change?	behavior, attitude
BEFORE/Demonstrated need, including data	<p>The FRC developed a targeted intervention program for 10 students with chronic attendance issues, either truancy or chronic absenteeism. Collectively, those 10 students missed a total of 224 days during the 2014-15 school year, ranging from 14.5 days absent to 39.5 days absent.</p> <p>Intervention included monthly individual meetings with each student, group meetings, goal setting, home visits with parents, and awarding small prizes for improvements in attendance.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>At the end of the 2015-16 school year, the 10 students improved their attendance by 23% overall. They collectively missed a total of 172.5 days, ranging from 3 days absent to 28.5 days absent. One student improved attendance by 87%. 60% of students had an attendance improvement.</p>
Submitted by:	Adair Co., The Community Connection FRC



Intervention/Service/Activity	<b>Collaboration with local mental health agencies to provide mental health services to students</b>
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Family crisis and mental health counseling, Attendance, Student achievement
In which of the following does the impact/outcome demonstrate change?	Behavior, attitude, situation, achievement
BEFORE/Demonstrated need, including data	According to Infinite Campus Discipline Report for 14/15, there were 23 fighting events and 11 threat and intimidation events.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Pulaski County schools provides school-based mental health services to students in need. The Youth Services Centers (YSC) Coordinator serves as the gatekeeper of these services within the school. It serves as the referring source, facilitates the schedule of counselors and students and serves as data collector for each counseling visit.</p> <p>Since these services have become available, fighting events dropped from 23 to 9. Threat and intimidation events dropped from 11 to 4.</p>
Submitted by:	Pulaski Co., Southern Middle YSC





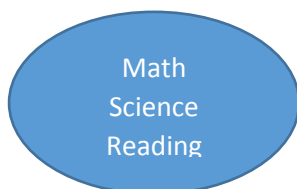
Intervention/Service/Activity	<b>Kindergarten Readiness Night</b>
How was the impact/outcome measured?	Post-survey, Creation of a new school or community resource
FRYSC Component or category	Families in Training, Family literacy, Parent involvement Educational support, Kindergarten readiness
In which of the following does the impact/outcome demonstrate change?	Behavior, knowledge, skill community or school, parental involvement
BEFORE/Demonstrated need, including data	In 2013, only 19% of incoming Kindergarten students in Bath County tested ready for school. I used the Spectacular School Race through Lakeshore Learning. It is an easy to use kit of 10 activities for parents and the child to do together. The families toured the school, met with teachers and staff and learned activities to increase skills and activities they can do at home to increase school readiness.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	In 2016, 43.3% incoming students tested ready for Kindergarten. We expanded our outreach by adding a summer Kindergarten Jump Start program during the summer.
Submitted by:	Bath Co., Owingsville Elementary FRC



Intervention/Service/Activity	<b>Education Support, Academic Character Education (ACE)</b>
How was the impact/outcome measured?	Pre- and post-survey
FRYSC Component or category	Educational Support
In which of the following does the impact/outcome demonstrate change?	Behavior, knowledge, attitude, achievement, attendance
BEFORE/Demonstrated need, including data	ACE targets under-achieving students according to their KPREP scores. The guidance counselors and team leaders identified the ACE students. ACE uses the WHY TRY curriculum to assist and motivate students to achieve academic success. ACE also utilizes community guest speakers in different career fields to inspire the students to strive for excellence in the academic setting. Study hall is also a part of the curriculum. The school social worker and the Youth Services Center facilitate ACE.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	The 7 <sup>th</sup> grade ACE classes for 2015-16 had a 50% decrease in behavior incidents. The 8 <sup>th</sup> grade ACE classes had a 9% decrease in behavior incidents. During the 2015-16 school year, 31 ACE students improved their grade point averages.
Submitted by:	Fayette Co., Bryan Station Middle YSC



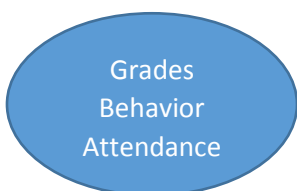
Intervention/Service/Activity	<b>Camp Rocket Summer Program</b>
How was the impact/outcome measured?	Pre- and post-survey, Academic comparison
FRYSC Component or category	After School Child Care
In which of the following does the impact/outcome demonstrate change?	Behavior, knowledge, attitude, skill, achievement
BEFORE/Demonstrated need, including data	<p>MAP skills checklist (Math Computation-100 Problem Solving Regroup) showed <b>only 47% of attendees scored average</b> on their overall score.</p> <p>STEM (Science, Technology, Engineering, and Math) pre-test showed <b>only 60% accuracy</b>.</p> <p>STEM Vocabulary pre-test showed <b>only 45% accuracy</b>.</p> <p>Teacher surveys showed that social skills, emotional outbursts, dealing with emotions, and anger management were some of the top social/emotional issues.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>MAP skills checklist (Math Computation-100 Problem Solving Regroup) following Camp Rocket, <b>80% of students scored average</b> on their overall score.</p> <p>STEM (Science, Technology, Engineering, and Math) post-test showed <b>94% accuracy</b>.</p> <p>STEM Vocabulary post-test showed <b>100% accuracy</b></p> <p>MAP Spring 2016-Fall 2016 Scores comparison showed 7.46% of students had a 5 point or more increase in Math. 13.43% had a 5 point or more increase in Reading. 20.90% of students had less than a 5 point increase in math. 14.93% had less than a 5 point increase in Reading.</p> <p>Character Education post-test showed 96% accuracy.</p>
Submitted by:	Adair Co., The Family Place Family Resource Center



Intervention/Service/Activity	<b>Boys to Young Men</b>
How was the impact/outcome measured?	Academic comparison, non-academic comparison, creation of a new school or community resource
FRYSC Component or category	Educational support
In which of the following does the impact/outcome demonstrate change?	Behavior, attitude
BEFORE/Demonstrated need, including data	Over 50% of the school’s 5 <sup>th</sup> and 6 <sup>th</sup> grade male students live in single parent households with a mother or grandmother as the primary caregiver. We offered a mentoring class to help male students learn life skills and avoid embarrassment. The class was taught by a retired police officer using the book <u>Manual to Manhood</u> written by Jonathan Catherman. These young men learned various life skills, such as how to shake hands, write thank you notes, read a tape measure, swing a hammer, build a bird house, cook, order from a menu, tie a tie, learn about electronics, take on various leadership roles throughout the school, and many more.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Boys who participated had an increase in school attendance and decreased their tardies, disruptive classroom behavior and time outs. The young men bonded with the police officer and were able to talk with him during lunch and throughout the day. The police officer checked on them regularly to remind them to “make good choices”.  There has been a 25% decrease in trips to the principal’s office or in-school suspension room. Three boys showed a 50% decrease in disruptive behavior in school and the community.
Submitted by:	Owensboro Ind., Owensboro Middle School South



Intervention/Service/Activity	<b>Male Engagement Group/Young Men Growing Up</b>
How was the impact/outcome measured?	Pre- and post-survey, Non-academic comparison, Intervention(s) resulting in change in personal/family situation
FRYSC Component or category	Educational support, Community involvement, Student achievement, College and career readiness
In which of the following does the impact/outcome demonstrate change?	Behavior, attitude, situation, community or school, achievement
BEFORE/Demonstrated need, including data	Approximately 20 male students were identified for participation in this program/group, based on a.) two or more adverse behavioral incidents within the previous or current school year, b.) below grade level, c.) excessive absences, d.) poor grades. The group was culturally and ethnically diverse, and also included a few students who received excellent grades as good role models.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Approximately 50% of the students experienced an improvement in their grades at the end of the school year. Behavior referrals decreased, and unexcused absences decreased for 65% of the participants from the previous year.
Submitted by:	Jefferson Co., Iroquois High School YSC



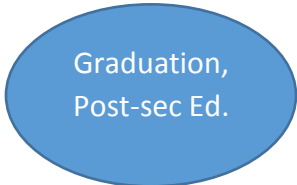
Intervention/Service/Activity	<b>School Bus Safety</b>
How was the impact/outcome measured?	Post-survey, Non-academic comparison
FRYSC Component or category	Health services, Educational support
In which of the following does the impact/outcome demonstrate change?	Behavior, knowledge, attitude
BEFORE/Demonstrated need, including data	Before the School Bus Safety workshops, MRC was averaging 27-32 bus discipline/safety issues per year. These were in addition to the minor, daily, student complaints regarding events on the bus.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Since beginning the School Bus Safety workshops, the number of discipline/safety issues reported by bus drivers has steadily decreased to only 5 in the 2015-16 school year. Also, there has been a dramatic decrease in the number of student complaints.
Submitted by:	Breathitt Co., Marie Roberts-Caney FRC



Intervention/Service/Activity	<b>Reading PALS</b>
How was the impact/outcome measured?	Academic comparison
FRYSC Component or category	Family Literacy, Educational Support
In which of the following does the impact/outcome demonstrate change?	Attitude, skill, achievement
BEFORE/Demonstrated need, including data	Reading PALS is a partnership with United Way to pair area professionals and retirees with students reading below grade level. Students with reading scores below grade level were paired with a "PAL" who read with them each Tuesday morning during breakfast.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	82% of the students who participated during the 15-16 school year saw an increase in their reading level and STAR reading score. 45% ended the school year reading at grade level. A celebration was held on the last day with the volunteers and students to celebrate this achievement.
Submitted by:	McCracken Co., Reidland Elementary FRC



Intervention/Service/Activity	<b>College and Career Access</b>
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Career exploration and development, Educational support, Student achievement, College and career readiness
In which of the following does the impact/outcome demonstrate change?	Situation, achievement
BEFORE/Demonstrated need, including data	<p>Need: Increase post-secondary college and career training attendance for at-risk students (free/reduced meal recipients, homeless students)</p> <p>37.5% free/reduced lunch population (71 seniors)</p> <p>56.9% of students attended college the fall after graduation</p> <p>1% of students were enrolled in a vocational/technical training program the fall after graduation</p> <p>4% of students enlisted in the military after graduation</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Class of 2016 after a series of targeted interventions by the YSC and other school staff</p> <p>64 of 71 (90%) of targeted seniors graduated</p> <p>50 of 64 (78%) of targeted seniors applied for college</p> <p>40 of 60 (80%) of targeted, non-military going graduates completed the FAFSA</p> <p>48 of 64 (75%) targeted graduates were accepted to college, career training program, or enlisted into the military</p> <p>4 of 64 (6%) enlisted in the military</p>
Submitted by:	Kenton Co., Scott High School YSC





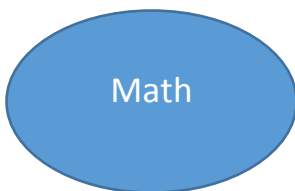
Intervention/Service/Activity	<b>VIP Reading Program</b>
How was the impact/outcome measured?	Academic comparison
FRYSC Component or category	Educational support, community involvement, student achievement
In which of the following does the impact/outcome demonstrate change?	Knowledge, attitude, skill, achievement
BEFORE/Demonstrated need, including data	Students who were reading below grade level, as identified by Standardized Test for the Assessment of Reading (STAR) testing scores or were struggling with passing Accelerated Reading tests needed more one on one reading time. Teachers referred students to the FRYSC to help find volunteers to read with an assigned child for 30 minutes each week. The students were able to take an AR test when they finished reading their book with the volunteer.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	The last half of the school year, students had an 83% accuracy on average 3.0 reading level, an increase from 76% accuracy before Christmas.
Submitted by:	Hickman Co., KAPS FRYSC



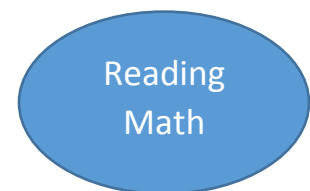
Intervention/Service/Activity	<b>Born Learning Academy</b>
How was the impact/outcome measured?	Pre- and post-survey, academic comparison
FRYSC Component or category	Families in Training, Parent involvement, Kindergarten readiness
In which of the following does the impact/outcome demonstrate change?	Behavior, knowledge, skill, achievement
BEFORE/Demonstrated need, including data	30% of Wingo’s children are not ready for Kindergarten.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Several families have participated in more than one year of the Born Learning Academy program at Wingo. Of the 7 children who have since entered school, 100% of them were scored “ready” on the Brigance screening. The 3 children who were in 1<sup>st</sup> and 2<sup>nd</sup> grade showed significant increases in their STAR math and reading assessments.</p> <p>In addition, 2 of the BLA parent participants are now parent representatives on the FRC advisory council</p>
Submitted by:	Graves Co., Wingo FRC



Intervention/Service/Activity	<b>Summer Math Enrichment</b>
How was the impact/outcome measured?	Pre- and post-survey, Academic comparison
FRYSC Component or category	Educational support, student achievement
In which of the following does the impact/outcome demonstrate change?	Knowledge, Skill
BEFORE/Demonstrated need, including data	3 <sup>rd</sup> and 4 <sup>th</sup> grade K-Prep scores in math were very low at Foust Elementary. Our summer program, in collaboration with 21CCLC, provided academic programming with a focus on math. All 2 <sup>nd</sup> and 3 <sup>rd</sup> graders in the summer program (kids who will be taking the K-Prep next year) participated in a pre-camp math exam. After summer programming (20 days), they were given the same test. Students were scored on the number of problems they got right on a 5-minute test.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	27 of 32 students improved their scores, with 5 students remaining the same. Two students improved their pre-test by 12 problems. On average, students improved their test performance by over 4 problems per test.
Submitted by:	Owensboro Ind., Foust Family Resource Center



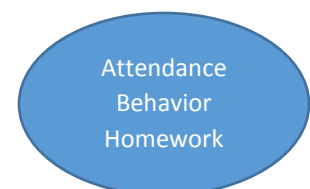
Intervention/Service/Activity	<b>After School Program (Learning Zone)</b>
How was the impact/outcome measured?	Academic comparison
FRYSC Component or category	After school child care, Educational support, Student achievement
In which of the following does the impact/outcome demonstrate change?	Knowledge, achievement
BEFORE/Demonstrated need, including data	When we started the Learning Zone in the fall of 2015, only 20% of the students were on grade level in math and only 24% in reading.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	In the spring of 2016, students who attended Learning Zone increased in math on grade level from 20% to 63%. In reading, the number of students on grade level moved from 24% to 75%
Submitted by:	Daviess Co., Sorgho Family Resource Center



Intervention/Service/Activity	<b>Backyard Summer Reading Program</b>
How was the impact/outcome measured?	Academic comparison
FRYSC Component or category	Educational support
In which of the following does the impact/outcome demonstrate change?	Knowledge, skill
BEFORE/Demonstrated need, including data	The loss in academic skills and knowledge over the course of summer vacation is a big threat to low income families. The risk for the English Language Learners (ELL) population is compounded, because they lose both academically and in the use of the English language.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	We began a summer program for the school’s ELL neighborhood using our district’s new Exploration Station Bus once per week. We provided books, fun instructional websites, and themed educational activities. Most importantly, we kept them engaged in the English language.  School MAP reading assessment scores showed that 55% of these students stayed the same or improved in reading.
Submitted by:	Daviess Co. Crossroads Family Resource Center



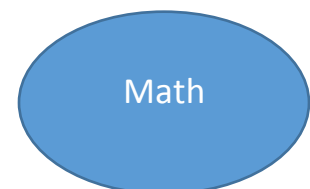
Intervention/Service/Activity	<b>Mentoring Program</b>
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Educational support, Community Involvement, Attendance, Student achievement
In which of the following does the impact/outcome demonstrate change?	Behavior, knowledge, community or school, achievement
BEFORE/Demonstrated need, including data	Students in this program had more than 3 unexcused absences and were considered truant. Students were referred to the office on a regular basis for behavior, 1.2 times per week on average. No students were finishing their daily homework.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Attendance increased by 2%. Average times students were sent to the office for behavior decreased to .05. 100% of homework by students in the program was completed. There was an increase in community involvement - 25 volunteers from Crescent Hill United Methodist Church.
Submitted by:	Jefferson Co., Field FRC



Intervention/Service/Activity	<b>“Boys to Men” tier two mentoring group</b>
How was the impact/outcome measured?	Academic comparison, Non-academic comparison, Intervention(s) resulting in personal/family situation
FRYSC Component or category	Career exploration and development, Substance abuse education and counseling, Educational support, Attendance, Graduation rate, Student achievement
In which of the following does the impact/outcome demonstrate change?	Behavior, knowledge, attitude, situation achievement
BEFORE/Demonstrated need, including data	Students were selected because of their tier two behavior infractions. Selected students represented 75% of overall school suspensions. Students enrolled have accumulated 4 or more behavior logs and missed 4 or more days of school. The group is used as an intervention to address and decrease the number of negative occurrences, while promoting career development and healthy decision-making.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Participants have a 10% decrease in the number of behavior logs. The suspension rate decreased by 50% (number of days suspended). Absences decreased by 10%. Students reported being better informed about career options and job placement requirements.
Submitted by:	Jefferson Co., Robert Frost 6 <sup>th</sup> Grade Academy YSC



Intervention/Service/Activity	<b>After School Tutoring</b>
How was the impact/outcome measured?	Academic comparison
FRYSC Component or category	After-school care, Educational support, Student achievement, College and career readiness
In which of the following does the impact/outcome demonstrate change?	Knowledge, skill, achievement
BEFORE/Demonstrated need, including data	Thirteen fourth grade students who had scored novice the previous year on the state math assessment were targeted. Students were all scoring below grade level on winter MAP scores, which serves as a predictor for KPREP results. Students were given the opportunity to stay after school two days a week for six weeks and receive Math instruction through Math games and extra lessons.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Eleven students regularly attended the sessions twice a week. 9 of 11 showed growth in their MAP scores. The largest growth was a 13 point MAP gain in Math.
Submitted by:	Shelby Co., Wright Elementary FRC

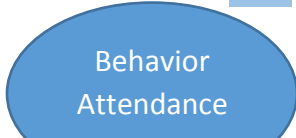




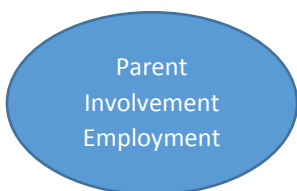
Intervention/Service/Activity	<b>Cradle School</b>
How was the impact/outcome measured?	Creation of a new school or community resource, Ages and Stages Questionnaire Developmental Surveys at 1 <sup>st</sup> and last sessions
FRYSC Component or category	Families in Training, Family literacy, Educational support, Community involvement, Parent involvement, Kindergarten readiness
In which of the following does the impact/outcome demonstrate change?	Behavior, knowledge, achievement, parental involvement
BEFORE/Demonstrated need, including data	<p>According to the 2015 Early Childhood Profile for Mercer Co., 48% of children were not kindergarten ready. Third Grade Assessment results consistently showed 50-60% had reading and math skills below grade level. Mercer County has 54% of children living below the 200% poverty level. 15% of children are born to mothers without a high school diploma, and 31 births to moms 15-19 years old. The targeted group was at risk children of stay-at-home moms or caregivers in the home to demonstrate ways every day activities can make a huge impact in a child's learning.</p> <p>The number one need was to make parents/guardians/caregivers aware of the everyday experiences (touch, talk, play) that would prepare their children ready for school. Participants were taught that children need daily interactions with parents they need in order to learn, grow, and make brain development connections needed in the later years of learning.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The Cradle School program was developed and funded by the Mercer County Community Early Childhood Council to target at-risk and at home care children ages 0-3. This program is a parent involvement program that takes everyday experiences and makes them learning opportunities. 95% of our parents report that they use the songs, games, and suggestions from the Cradle school program at home.</p> <p>Nine families attended, 7 consistently. One graduated to preschool; 3 showed adequate to significant gains in all four of the measured domains (communication, gross motor, fine motor, personal/social/emotional); 2 showed adequate gains in at least 2 or more of the measured domains.</p>
Submitted by:	Mercer Co. Intermediate FRC



Intervention/Service/Activity	<b>Ongoing School-based Counseling (daily)</b>
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Family crisis and mental health counseling, Educational support, Parent involvement, Attendance, Graduation rate, Student achievement, College and career readiness
In which of the following does the impact/outcome demonstrate change?	Behavior, knowledge, attitude, situation, community or school, achievement, parental involvement
BEFORE/Demonstrated need, including data	<p>On the annual YSC needs survey, families indicated they were not able to access counseling for their student. Lack of health care resources, transportation problems, and student employment prevented them from receiving outside mental health services, indicated as the #1 problem. Lack of student transition/school adjustment, academic achievement, and daily attendance were high priority percentages on yearly district data reports of identified students.</p> <p>The YSC coordinator maintains a list of area mental health providers and meets with students and parents to provide multiple resources for needs and services as they relate to social/emotional barriers to academic progress. School counselors, principals, community social workers and the YSC collaborate to coordinate school-based counseling. The YSC serves as a liaison for services.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Improved behavior/suspension reduction, attendance, and promotion rates were noted on 47 of the active 58 students receiving counseling at the end of the school year. A total of 260 students were referred for services for 2015-16.
Submitted by:	Jefferson Co., Valley YSC



Intervention/Service/Activity	<b>Parent/Guardian Employment Event</b>
How was the impact/outcome measured?	Intervention(s) resulting in change in personal/family situation
FRYSC Component or category	Career exploration and development, Community involvement, Parent involvement
In which of the following does the impact/outcome demonstrate change?	Situation, parental involvement
BEFORE/Demonstrated need, including data	Unemployment and underemployment is very high among the population served. The YSC partnered with an area employment agency to offer on-site interviews, drug testing, and registration.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	The staffing agency was able to complete the hiring process on-site with 10 individuals (6 Butler High School family members, 4 Johnson Middle School family members). <b>Of those 10 applicants, 7 had employment start dates within 48 hours of the event.</b> In addition, there were two individuals who went to the agency's office who were unable to attend the event, but had received YSC communications and started the registration process and testing in order to retain employment.
Submitted by:	Jefferson Co., Johnson/Butler YSC



Intervention/Service/Activity	<b>Me and My School Kindergarten Readiness program</b>
How was the impact/outcome measured?	Academic comparison
FRYSC Component or category	Parent involvement, Kindergarten readiness
In which of the following does the impact/outcome demonstrate change?	Knowledge, skill
BEFORE/Demonstrated need, including data	Piner Elementary Brigance scores for 2014-15 showed that the 48% of incoming kindergartners were <b>not</b> kindergarten ready. The Comprehensive School Improvement Plan (CSIP) 2015-16 Kindergarten readiness goal was to see an increase in the number of students who were kindergarten ready by over 50% with 100% of students participating in Brigance testing.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The Me and My School summer program was implemented by administration staff, kindergarten teachers, special education, and the Family Resource Centers. The 6-week program (3 days per week) is designed for incoming Kindergarteners. Parents had the opportunity to interact and engage in kindergarten readiness activities with their children. The parents received a bag of interactive kindergarten readiness activities they could do at home. During the event, children were assessed on the following kindergarten readiness skills that are similar to the Brigance: identification of colors, identification of shapes, identification of capital letters, identification of lower case letters. Due to the limited space, recruitment of students who scored lower on the pre-test were a priority. The same testing tool was given again on the last week of the Me and My School program to compare the scores from before the intervention took place and after.</p> <p>Of the 23 students who participated and completed the program, 21 showed an increase in skill level.</p>
Submitted by:	Kenton Co., Piner Elementary FRC



Intervention/Service/Activity	<b>Camp Literacy Live</b>
How was the impact/outcome measured?	Pre- and post-survey, Academic comparison
FRYSC Component or category	Family literacy services, Educational support, Parent involvement
In which of the following does the impact/outcome demonstrate change?	Knowledge, skill, achievement, parental involvement
BEFORE/Demonstrated need, including data	<p>The students invited for this summer program were below reading level based on their Developmental Reading Assessments (DRA) and Measures of Academic Progress (MAP) scores.</p> <p>Camp Literacy Live! was designed as a four-week intensive summer program targeting incoming first grade students in need of strategic literacy development. There were 16 full-day sessions.</p> <p>The full-day program was split into two sessions – literacy development in the morning and science engagement in the afternoon. The morning session included whole group, small group and individual literacy instruction by Oldham County Schools Reading Recovery teachers, certified regular and special education teachers, and literacy leaders. Targeted lessons were developed for students in strategic processing, letter/words/phonemic awareness, guided/interactive reading and writing, independent reading, vocabulary and oral language development. The Kentucky Science Center engaged students in hands-on, inquiry-based science activities.</p> <p>The program included a parental involvement component requiring families to attend a workshop and complete at-home literacy activities. There was no charge to the participants for any component of this program.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Students were tested in the following areas:</p> <ul style="list-style-type: none"> <li>- Letter Identification – to determine which letters the child knows and the preferred mode of identification</li> <li>- Word Test – to determine if the child is building a personal resource of reading vocabulary</li> <li>- Concepts about Print – to determine what the child knows about the way spoken language is represented in print</li> <li>- Writing Vocabulary – to determine if the child is building a personal resource of known words that can be written in every detail</li> <li>- Hearing and Recording Sounds in Words – to assess phonemic awareness by determining how the child represents sounds in graphic form</li> <li>- Text Reading – to determine an appropriate level of text difficulty and to record what the child does when reading continuous text (using a running record)</li> </ul> <p>3 students experience growth in two areas.                      4 students experienced growth in three areas.                      6 students experienced growth in four areas.                      15 students experienced growth in five areas.                      12 students experienced growth in six areas.</p>
Submitted by:	Oldham Co., Family Connection Resource Center



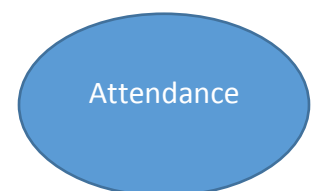
Intervention/Service/Activity	<b>Positive Behavior Interventions and Support</b>
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Educational support, Attendance, Student achievement
In which of the following does the impact/outcome demonstrate change?	Behavior, attitude, community or school, achievement
BEFORE/Demonstrated need, including data	In 2008, the principal of Pendleton County High School approached a few staff members and asked us to attend a training on Positive Behavior and Interventions Support. This program has significantly affected our school and students. In 2009-10, we had 1,944 referrals for the year, 375 in-school suspension events, and 292 out of school suspension events.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	2015-16 (7 years of implementation) <ul style="list-style-type: none"> <li>- 590 total referrals (a <b>70% decrease</b>)</li> <li>- 187 in-school suspension events (a <b>50% decrease</b>)</li> <li>- 76 out of school suspension events (a <b>74% decrease</b>)</li> </ul>
Submitted by:	Pendleton Co., South Family Resource Youth Services Center



Intervention/Service/Activity	<b>Educational Support Meetings</b>
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Educational support
In which of the following does the impact/outcome demonstrate change?	Behavior, knowledge, attitude, situation, achievement
BEFORE/Demonstrated need, including data	<p>During the 2015-16 school year, 6% of Harrison County High School students opted to discontinue traditional public education. 42% of these enrolled in a Home Schooling program, 51% enrolled in the Alternative school (Harrison County Learning Center) and 4% chose to withdraw from school completely.</p> <p>In an effort to reduce dropouts, school personnel refers students they feel are in danger of not graduating to the Youth Services Center (YSC). The YSC coordinator organizes an Educational Support Meeting with the referred student and other interested parties such as school personnel, the student’s guardian and other possible partners such as Adult Education, Harrison County Learning Center, the school nurse, a SRO, sports coaches, etc. During this meeting, the student has an opportunity to express their needs and educational goals. Teachers give input and suggestions for the student and the group identifies possible options to the student and parent.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Of the students who chose to enroll in a homeschooling program, 26% chose to re-enroll in public high school for the 2016-17 school year. Of the students who chose to enroll in the Harrison County Learning Center, 38% graduated with a high school diploma, 29% chose to re-enroll in HCHS and 29% are returning to the HC Learning Center to continue their high school education. Of those who chose to drop out of school completely, 50% have re-enrolled in HCHS for the 2016-17 school year.
Submitted by:	Harrison Co. YSC



Intervention/Service/Activity	<b>Personalized Attendance Support Plan</b>
How was the impact/outcome measured?	Non-academic comparison, Intervention resulting in change in personal/family situation
FRYSC Component or category	Student achievement, Attendance, Parent involvement, Educational support
In which of the following does the impact/outcome demonstrate change?	Parental involvement, situation, attitude, knowledge, behavior
BEFORE/Demonstrated need, including data	<p>At Red Oak Elementary school, attendance is considered a top priority. In the 2014-15 school year, 44 students missed 19+ days of school.</p> <p>Goal 1: Reduce the number of days absent from school with the target students</p> <p>Goal 2: Implement a multi-level attendance plan that would not only affect the target student/family population but also support the general student/family population overall.</p> <p>Goal 3: Develop a Personalized Attendance Support Plan based on the needs of the individual student, parent, and family.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Thirteen of the original 44 targeted students relocated before the 15-16 school year, leaving 31 targeted students.</p> <p>All of the school staff were involved in improving attendance. The FRC Coordinator played several roles, including communicating and developing relationships with the parents of the targeted students, supporting the classes who won high attendance prizes, helping students set individual goals and improve their home environment to make it more conducive to getting to school each day and serving on the administrative team and attendance committee to develop policies and procedures that encourage attendance.</p> <p>27 students showed a marked improvement in attendance and gained a combined 234 days of education. Two outstanding improvements include a student who suffers from agoraphobia: after the FRC Coordinator developed a relationship with the student's mother, there was an improvement of 31 days. Another student who suffers from anxiety was able to develop his own plan and improve his attendance by 15 days. Only 4 showed no attendance improvement.</p>
Submitted by:	Jessamine Co., Red Oak FRC

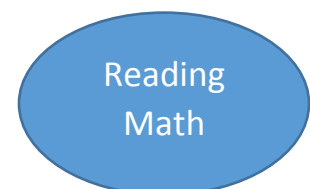




Intervention/Service/Activity	<b>Cradle School</b>
How was the impact/outcome measured?	Post-survey; Ages and Stages Questionnaire-3 and Ages and Stages Questionnaire-SE assessments; measure of developmental milestones
FRYSC Component or category	Families in Training, Educational support, Parent involvement, Community involvement, Kindergarten readiness; Health
In which of the following does the impact/outcome demonstrate change?	Behavior, knowledge, attitude, skill, achievement, parental involvement
BEFORE/Demonstrated need, including data	Only 7% of the families enrolled in the program were adequately using community resources and connections to help the well-being and development of their child(ren). 58% of the children enrolled were on target developmentally, including social, emotional and motor skills.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	After participating in Cradle School for up to 30 weeks, 100% of the participating families were connected with community resources to help with the well-being and development of their child(ren).  After services were provided for 30 weeks, 88% of the children with continuous participation were able to meet or exceed their targeted benchmarks in social, emotional and motor skills development.
Submitted by:	Danville Ind. Families First FRC



Intervention/Service/Activity	<b>Tutoring</b>
How was the impact/outcome measured?	Pre- and Post-survey, Academic comparison
FRYSC Component or category	Educational support, Community involvement, Student achievement
In which of the following does the impact/outcome demonstrate change?	Knowledge, achievement, skill, attitude
BEFORE/Demonstrated need, including data	17 students were referred by 3 <sup>rd</sup> grade teachers and parents for extra support in math and reading.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	The FRC funded extra tutoring sessions after school that were led by 3 <sup>rd</sup> grade math and reading teachers to give struggling students additional assistance. 16 of 17 students showed increased MAP scores. 10 of 17 improved by a letter grade.
Submitted by:	Clark Co., Strode Station FRC



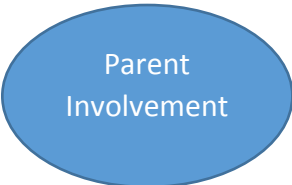
Intervention/Service/Activity	<b>Tier II PBIS intervention programs, including Ripple Effect for Teens, Check and Connect, and anger management</b>
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Family crisis and mental health counseling, Educational support
In which of the following does the impact/outcome demonstrate change?	Behavior, skill
BEFORE/Demonstrated need, including data	In-school Adjustment Program (ISAP) discipline data indicated our school had a total of 640 students with 1,060 days of ISAP.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Students received various research-based prevention and interventions to reduce behavior events. The ISAP disciplinary actions decreased to 555 students with 948 days of ISAP
Submitted by:	Pulaski Co., Southwestern High School YSC



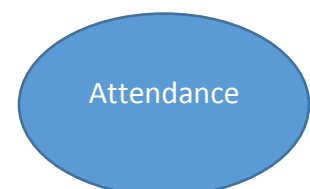
Intervention/Service/Activity	<b>Suicide Prevention Program</b>
How was the impact/outcome measured?	Pre- and post-survey, Intervention(s) resulting in change in personal/family situation
FRYSC Component or category	Health services, Substance abuse education and counseling, Family crisis and mental health counseling, Attendance
In which of the following does the impact/outcome demonstrate change?	Behavior, attitude, situation, community or school, achievement
BEFORE/Demonstrated need, including data	<p>The BEACON YSC created an intentional Suicide Prevention Program to meet the needs of Middle &amp; High school students served. The first activity was a pre-assessment to determine the students’ knowledge of mental health issues. Surveys showed the % of correct responses:</p> <ol style="list-style-type: none"> <li>1.) Depression is . . . 58%</li> <li>2.) Likely symptoms of depression? 63%</li> <li>3.) How long do symptoms need to last...25%</li> <li>4.) Which...are true? 49%</li> <li>5.) Which proven treatments for depression...45%</li> </ol> <p>After the pre-assessment, students were broken up into groups of 50 to talk about current overdoses in the community, different aspects of mental health and available resources in the school and community. The video “More Than Sad” was shown and discussed. The students were then given a post-assessment.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Post-assessment % of correct responses:</p> <ol style="list-style-type: none"> <li>1.) 98%</li> <li>2.) 87%</li> <li>3.) 68%</li> <li>4.) 88%</li> <li>5.) 96%</li> </ol> <p>The survey identified students in crisis, high risk or low risk. Students in crisis were immediately assessed to see if inpatient care was needed. High-risk students were referred for mental health counseling that day and low risk students were followed up with on a regular basis. The post survey identified 6 in-patient admissions for crisis care, 134 referrals for follow-up mental health counseling and 56 referrals for follow up in-house counseling</p> <p>The school now have six mental health agencies that provide therapy to students during school; we also collaborate with 3 in-patient care facilities.</p>
Submitted by:	Danville Ind., The BEACON YSC



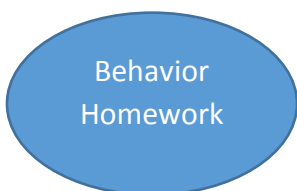
Intervention/Service/Activity	<b>Watch DOGS (Dads of Great Students)</b>
How was the impact/outcome measured?	Post-survey only
FRYSC Component or category	Educational support, Parent involvement
In which of the following does the impact/outcome demonstrate change?	Behavior, knowledge, attitude, community or school, parental involvement
BEFORE/Demonstrated need, including data	Prior to the Watch DOGS program being implemented, we had fewer than <b>5 dads who volunteered in our school for &lt; 10 hours.</b>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Following the completion of our first year of Watch DOGS, we had <b>136 dads and father figures to volunteer 952 hours in our school.</b> These DOGS (Dads of Great Students) helped with the car rider line, patrolled hallways, assisted in the cafeteria, interacted with students on the playground and served in our classrooms as helpers. 100% reported that they would recommend this program to another dad or father figure.
Submitted by:	Madison Co., South Madison FRC



Intervention/Service/Activity	<b>Attendance Assistance Council</b>
How was the impact/outcome measured?	Non-academic comparison, Intervention resulting in change in personal/family situation
FRYSC Component or category	Families in training, Health services, Family crisis and mental health counseling, Educational support, Attendance
In which of the following does the impact/outcome demonstrate change?	Knowledge, skill, parental involvement, achievement, community or school
BEFORE/Demonstrated need, including data	The attendance clerk was averaging 17 attendance calls per week. The FRC would make home visits after the second unexcused absence. This was not punitive in nature; it was an attempt to intervene with the family to alleviate the cause of the absences. We set up a council comprised of the principal, attendance clerk, FRC coordinator, and district DPP and invited the families to come to school in a non-punitive meeting to discuss issues.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	18 Attendance Assistance Council meetings have been held to date. Attendance clerk calls have decreased to 2 per week. Absences and tardies have decreased for all participants in the program.
Submitted by:	Carter Co., HUGS & CARE FRC



Intervention/Service/Activity	<b>Character Education P.A.T.H.S.</b>
How was the impact/outcome measured?	Post-survey only, Non-academic comparison, Teacher perception
FRYSC Component or category	After school child care, Health services, Family crisis and mental health counseling, Educational support, Student achievement
In which of the following does the impact/outcome demonstrate change?	behavior, knowledge, attitude, situation, community or school
BEFORE/Demonstrated need, including data	<p>Need: improve student behavior, decrease student absenteeism, improve student academic performance during the after school program to reflect the same goals during the school day.</p> <p>Data: Teacher surveys indicated 70% of students attending the after school program needed an improvement in behavior. 55% needed help with homework. 75% needed assistance in absenteeism.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	All students attending the after school program took the weekly character education class – Promoting Alternative Thinking Strategies (P.A.T.H.S.). The post student and teacher surveys indicated improvements in classroom behavior (50%), turning in homework on time (90%), participating in class (25%), and feeling confident about learned classroom objectives (30%).
Submitted by:	Jenkins Ind. FRYSC



Intervention/Service/Activity	<b>Ripple Effect</b>
How was the impact/outcome measured?	Pre- and post-survey, Creation of a new school or community resource, Intervention(s) resulting in change in personal/family situation
FRYSC Component or category	After-school child care, Health services, Substance abuse education
In which of the following does the impact/outcome demonstrate change?	Behavior, community or school, achievement, parental involvement, situation, knowledge
BEFORE/Demonstrated need, including data	<p>In the summer of 2015, the Hazard Independent FRYSC and other school personnel attended a workshop on The Ripple Effects program, a strength-based curriculum that correlates social-emotional abilities with academic achievement. With the leadership of the FRYSC, staff at Hazard Middle School implemented The Ripple Effect program throughout classrooms.</p> <p>The ED School Climate Surveys were administered to all students in the spring, 2015. The survey data provides statistics on the measures of 12 topics in three domains.</p> <p>Engagement (strong relationships between students, teachers, families, and schools, and strong connections between schools and the broader community)                      Safety (Emotional safety, physical safety, bullying/cyber bullying, substance abuse, and emergency readiness and management)                      Environment (Physical environment, instructional environment, mental health, and discipline)</p> <p>The survey showed that we need to work on all the domains. Students received tutorials on a variety of topics from truancy to vandalism, sexual harassment to violence and bullying.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Ripple Effect – Year 1                      Domain:  <b>Engagement –4% gain</b>                      Relationships with teacher, Participation in after school activities, clubs, dances, sports, and Cultural attitude, and Linguistic competence)  <b>Safety –3.6% gain</b>                      (Emotional safety, Physical safety, Bullying, Substance abuse, and Emergency readiness and management)  <b>Environment –5.2% gain</b>                      (Mental health issues, Instructional environment)</p>
Submitted by:	Hazard Ind. FRYSC





Intervention/Service/Activity	<b>Elgin Dental Program</b>
How was the impact/outcome measured?	Outcomes were measured by those students screened at school and those seen in office that completed service
FRYSC Component or category	Health services
In which of the following does the impact/outcome demonstrate change?	Student health
BEFORE/Demonstrated need, including data	<p>Wyan-Pine Grove – 441 dental participation forms sent home, 165 returned. 151 students were screened.</p> <p>Sublimity – 375 dental participation forms sent home, 91 sent back. 77 were screened.</p> <p>Dental scorings were as follows, with 1 being the worst:                      WPG- 1 (10), 2 (101), 3 (54)                      Sublimity – 1 (9), 2 (34), 3 (48)</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	FRC staff took students by bus to the dentist several times per month. Of 165 students identified at WPG with dental issues, 140 were treated, showing an 85% completion percentage. Of 91 students identified at Sublimity with dental issues, 90 students were treated, showing a 99% completion percentage.
Submitted by:	Laurel Co., Sublimity/Wyan-Pine Grove FRC



Intervention/Service/Activity	<b>Leaps for Reading, SFA Reading 20 minutes each evening</b>
How was the impact/outcome measured?	Pre- and post-survey, Creation of a new school or community resource, MAP testing
FRYSC Component or category	Family literacy, educational support, student achievement, parent involvement
In which of the following does the impact/outcome demonstrate change?	Achievement, community or school, parental involvement
BEFORE/Demonstrated need, including data	<p>Test scores showed that there was a need for programs in the classroom that encouraged reading and made it fun. In the fall, reading data showed the following scores: Kindergarten (141.9), 1<sup>st</sup> grade (160.3), 2<sup>nd</sup> grade (171.1), 3<sup>rd</sup> grade (195.8).</p> <p>The FRYSC collaborated with the Bell County Extension Office to provide a monthly reading program for pre-K through 1<sup>st</sup> grade students. Extension Office staff read to the children and do a corresponding activity. The program engaged students and got them excited about reading.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	The LEAPS program made it fun for students to read in their spare time. The data for reading in the spring had increased to Kindergarten (165.01). 1 <sup>st</sup> grade (175.7).
Submitted by:	Bell Co., Lone Jack FRYSC



Intervention/Service/Activity	<b>Kindergarten Transition Camp</b>
How was the impact/outcome measured?	Academic comparison, Post-survey
FRYSC Component or category	Families in Training, Family Literacy, Parent involvement, Kindergarten readiness
In which of the following does the impact/outcome demonstrate change?	Behavior, knowledge, skill, achievement, parental involvement
BEFORE/Demonstrated need, including data	A pre-assessment is given to each student within the first 2 days of the program measuring: social skills, language development, mathematics, motor skills, and social studies. The average score was 23.3 for 25 students. Parents were asked to identify 2 outcomes they wanted camp to meet for their children.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The post assessment score was 28.9 for 25 students, an average gain of 6.3 points. The range of gain was -2 to 21. Three of the students began the program with no or very little English language skills. All three showed a gain in the assessment scores. One student had an Individualized Education Plan (IEP) prior to camp that included a full-time para-assistant. The camp provided this service, and this child showed an increase in score as well.</p> <p>The parents' post-survey showed 100% felt their child showed improved attitude and comfort level for beginning school; 99% felt their child showed a greater understanding of the school's expectations; 90% felt their child showed an increase in school readiness skills. 90% stated their child improved their social skills.</p> <p>Examination of the Brigance scores for these students (excludes English language learners and 2 students who moved) showed 52.6% of them scored as ready for Kindergarten. Additionally, this program hired a speech pathologist to provide language services to all of the students. This exposure allowed school staff to quickly identify students who may be in need of additional services upon beginning school. One student was identified as exhibiting significant learning gaps that may require intervention leading to an IEP to provide greater services. Staff were able to begin documentation for intervention and support much more quickly than meeting the student on the first day of school.</p>
Submitted by:	Fayette Co., Tates Creek Elementary FRC



For more information, please contact

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