



# FRYSC Impact Report Spotlight

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2021

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



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

This impact report spotlight has a two-fold purpose:

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

**Intervention/Service/Activity**

**Reading Night to Go - Virtual Literacy/Reading Night**

**CATEGORY**

Reading

**BEFORE/Demonstrated need, including data**

Fourth and fifth grade students averaged a 17 point decrease in reading scores from Fall to Winter. Data showed that 106 out of 206 students had decreasing scores from Fall to Winter.

The FRYSC Coordinator sponsored a Family Reading Night to Go. During the event, families picked up a pizza and a reading pack to-go (drive-through style) at the school and then joined a virtual reading night on the FRYSC Center’s Facebook page. The reading pack included: 3 books, information about the public library, and other goodies. This virtual reading event consisted of activities, presentations to encourage reading, and books read by school staff.

Parents/guardians took a pre-program survey. The survey showed that all parents/guardians knew of the recommendation to read 20 minutes each day with their child. However, only 75.7% reported actually reading 20 minutes or more each day with their child. Results showed that 78.8% of parents/guardians reported thinking that it was only, “somewhat important or very important,” for their child to see them reading. Other data showed that 15.2% of parents/guardians reported that they do not take their child to the public library during the summer.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

Impact data showed that 100% of parents/guardians reported the following:

- They will read at least 20 minutes per night with their child.
- It is very important for their child to see them reading.
- They will be taking their child to the public library or utilizing the digital library during the summer.

Also, spring reading scores improved for the students attending the Reading Night to Go. Scores increased by an average of 110 points and showed zero decreases in scores.

**Submitted by:**

*Reidland FRYSC, McCracken County*

**Intervention/Service/Activity**

**Summer Ignite**

**CATEGORY**

Reading/Math

**BEFORE/Demonstrated need, including data**

After looking at unit assessments, MAP scores, and overall term grades throughout the 2020-2021 school year, a significant student achievement gap was noticed between students scoring below grade level versus students scoring above grade level. We felt that the strongest factor impacting achievement was the lack of in-person learning due to the COVID pandemic.

We implemented a program called, Summer Ignite. This summer school opportunity was created to enhance student achievement and social-emotional growth. While Summer Ignite was open to all students, the targeted population was students who were below grade level or showing low achievement based on MAP scores or grades. Students in grades K-5 were eligible for participation.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

District level personnel also noticed achievement gaps across the FCPS district. As a result, the district created Summer Ignite to operate for 3 weeks both in June and in July. Each school was tasked with implementing their own programming across the district to include both academic and social-emotional activities. The program included:

- Student participation in a 4 hour school day from 8:00 AM - 12:00 PM (with breakfast included)
- Academic learning with a focus on math and reading skill
- A rotation schedule of daily specials classes (art, PE, technology)
- Weekly sessions with various community partners to enhance social-emotional learning
- Trips to the local police\fire departments, Lexington Children’s Theater, Explorium & Mathnasium)
- Lunch was provided to all students.

Data of 2021 Spring MAP scores were compared to 2021 Fall MAP scores. Data revealed the following:

- 18% increase in Math only,
- 13% in Reading only
- 40% increase in both Math and Reading.
- 94% of those attending the program showed an increase in attendance according to the Early Warning Tool data. The tool also showed that 82% of Summer Ignite students experienced a growth in their graduation score from June, 2021 to September, 2021.

A total of 101 students participated in Summer Ignite. Of those students, 6 did not have data available for comparison purposes and were not included in the percentages.

**Submitted by:**

***Wellington FRC, Fayette County***

**Intervention/Service/Activity****FRYSC Corps Literacy Tutoring****CATEGORY**

Reading

**BEFORE/Demonstrated need, including data**

At Kingston Elementary School, there was an identified gap of reading intervention support between the primary grades (K-2nd grades) and the intermediate grades. Intermediate students who were below grade level (but not low enough to receive special education accommodations) were continuing to fall behind due to the lack of support. Students in the primary grades received a large amount of support.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

A schedule was created for the FRYSC Corps Literacy tutor to work daily with individual students (and small groups) to address gaps among intermediate students who were falling behind. Eleven students were identified as receiving consistent tutoring support. Based on the IReady Diagnostic tool, significant progress was noticed. Students scored an average of 25 points higher in reading comparing scores from the Spring, 2021 to scores in the Fall, 2020.

**Submitted by:*****Kingston FRC, Madison County***

**Intervention/Service/Activity**

**Rise Reading Program**

**CATEGORY**

Reading

**BEFORE/Demonstrated need, including data**

The summer school program in 2021 was much different than in years past. With COVID restrictions, students and academic progress were a main focus. The Reading Recovery teachers and first grade teachers worked to identify students who needed to make significant progress in reading.

**Background on Kirksville Summer School (First Grade)**

- We conducted 18 half-day sessions between May 25th and June 24th and invited 18 first grade students to attend. Two parents declined and one student accepted a slot but did not attend. Thus, we worked with 15 first-grade students across the 5 weeks of instruction.
- Our daily schedule included multiple components aimed at improving all facets of early literacy:
  - Morning groups (30 minutes) aimed at critical thinking, vocabulary, speaking, listening, and social-emotional learning
  - RISE literacy rotations (1 hour), which included word work (word solving and new word learning); reading and rereading a new text with support, and writing
  - One-on-one (20-30 minutes per child) for reteaching, consolidation of prior learning, and assessment
  - Book Joy (20 minutes) aimed at building a love of literacy as well as giving students an opportunity to engage with the meaning and language of more complex texts.

The FRC collaborated with these teachers to provide supplies and books for the students. The outcome of this program had a significant impact on the students that participated.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

Table 1: Percentage of Students at Each Text Level in Relation to Second Grade Benchmark at the Beginning and End of Summer School, Distance from 2nd Grade Benchmark

Distance from 2nd grade benchmark	Significantly Below		Approaching		Meeting		Exceeding
	D	E	F	G	H	I	J
% of students at <b>beginning</b>	27%	20%	6%	47%	0%	0%	0%
% of students at <b>end</b>	0%	0%	13%	13%	7%	13%	54%

The interaction with students as well as their excitement for reading was immeasurable. The FRC provided books on different levels for the students to read. When they came to the FRC to get the books, the excitement was high and when the students read out loud, the pride they had in their progress was priceless.

The success of this program has resulted in the first-grade teachers and reading recovery teachers doing the same program during the school year. The FRC will continue to collaborate to help lead our students to success!

Submitted by:

*Kirksville FRC, Madison County*

**Intervention/Service/Activity**

**NBA MATH HOOPS**

**CATEGORY**

Math

**BEFORE/Demonstrated need, including data**

The FRC needs assessment indicated a need to address after-school childcare and after-school activities. These requests resulted in NBA Math Hoops being offered for a 10-week after-school program (virtual or in-person) to twenty-four (24) 4th and 5th-grade students. This program helped build a student's fundamental math skills. Students joined a zoom meeting each week to work on the lesson. They had access to a Google Classroom where the material would be available to them for the next week. The students' I-Ready scores from the winter were compared to the scores in the spring. I-Ready data showed if a student was below, on, or above grade level.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The Waco Family Resource Director participated in the NBA Math Hoops training. The FRC director scheduled 10 Zoom Meetings and set up a Google Classroom for these 8 students. The NBA content was shared by the FRC Director. Before each lesson, a math teacher was consulted about the steps for sharing the fundamental math skills with the students. The program helped develop the students' addition, subtraction, and multiplication skills. Additionally, the students learned how to play basketball.

**Results:**

- a new after-school program
- 5 students increased their I-Ready math scores from the winter to the spring.
- 2 students dropped an average of 2 points from the I-Ready testing in the winter to spring.
- 2 students moved up a grade level.
- 1 student moved up 2-grade levels.
- 4 students remained on grade level
- 1 student was virtual all year, and I-Ready testing was not offered to this student (no I-Ready score is available)

**Submitted by:**

*Waco FRC, Madison County*

**Intervention/Service/Activity**

**Peer Tutoring**

**CATEGORY**

Reading/Math

**BEFORE/Demonstrated need, including data**

There were a number of students who were failing one or more classes at middle school and high school. The YSC Coordinator received referrals from the principal and classroom teachers. The middle school recommended 15 students, and the high school had 32 who needed assistance with homework to improve their grades.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The YSC Coordinator hired two high school students to tutor the selected students during the school hours. Peer tutors worked with each student to study for tests and/or provide homework assistance 3 to 4 days per week.

At the end of the school year, the middle school students had

- a 50% increase in their grades
- a 60% increase in MAP scores in Math
- a 46% increase in reading scores

At the end of the school year, the high school students had

- a 62% increase in grades
- a 31% increase in MAP scores in Math

**Submitted by:**

*Metcalfe County YSC*

**Intervention/Service/Activity**

**Lunch Bunch LIVE**

**CATEGORY**

Grades/Homework Completion

**BEFORE/Demonstrated need, including data**

During the winter/spring semester, we noticed students not turning in their homework assignments. This also affected attendance as homework and Google Meets counted as participation.

School wide attendance 87.48%  
5th grade attendance Fall- 86.17%

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The FRC and Guidance Dept. teamed up for Friday Google Check-In meets/carpool karaoke with any student on Fridays. In addition to this, any student that turned in their homework had their name submitted for a weekly drawing that resulted in the prize being delivered LIVE during the Google Meet. Teachers also joined us. We delivered prizes including bikes, outdoor equipment, board games, arts and crafts, along with hot pizzas and Sonic drinks. The students were excited, and they loved seeing their teachers there, too. We arrived at the homes "Publisher's Clearing House Style" and knocked on the door. This helped to increase homework participation, including an increase in attendance rate and student grades.

**School wide attendance end of 4th quarter - 96.64%** (An increase of 9.16%)  
**Mrs. Flynn 5th grade attendance 4th quarter- 88.99%** ( An increase of 2.82%)

Sample group increased % in both Math and Language Arts  
5 students from Mrs. Flynn's class for sample data:

	Language Arts		Math	
	PRE	POST	PRE	POST
Student 1	77	91	88	100
Student 2	95	99	93	100
Student 3	90	98	77	88
Student 4	91	98	94	99
Student 5	81	97	76	94
<b>AVERAGE</b>	<b>86</b>	<b>96.6</b>	<b>85.6</b>	<b>96.2</b>

Submitted by:

*Natcher FRC, Warren County*

**Intervention/Service/Activity**

**Credit Recovery Fridays**

**CATEGORY**

Achievement/Credit Recovery

**BEFORE/Demonstrated need, including data**

At the beginning of the 3rd grade period, there was an extremely high number of students failing courses and needing credits. The following numbers of students were failing at least one course:

6th Graders	7th Graders	8th Graders
9	95	96

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The YSC collaborated with the Curriculum Specialist to offer instruction and tutoring on Fridays. The YSC called parents weekly to give an update on grades and to offer credit recovery support for the students. Transportation was arranged for those in need. Lunch was also provided. At the end of the year, credits were recovered for 194/200 students.

Submitted by:

*Breckinridge County MS YSC*

**Intervention/Service/Activity**

**Summer Brain Boosters**

**CATEGORY**

Summer Learning Loss/Kindergarten Readiness

**BEFORE/Demonstrated need, including data**

With the onset of COVID-19, there was great concern that students were falling behind academically. After-school buildings were closed to in-person learning in March, 2020. The Family Resource Center addressed this concern by creating the Summer Brain Boosters Program. This program provided academic enrichment activities and distributed books at the Summer Feeding Program satellite sites for 8 weeks. Summer academic activities included both reading and math activities. The satellite sites targeted low-income neighborhoods and areas in our community where families didn't have access to books or expensive academic resources.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The FRC and volunteers provided the Summer Brain Boosters Program at the Summer Feeding Program satellite locations during weekly sessions during June and July, 2020. Families received a schedule with reminder calls or texts for the sessions that were set up on Mondays, Wednesdays, and Fridays. Students received fun prizes when they read or completed their academic enrichment activities as charted on a Summer Brain Boosters bingo card. Prizes (such as slime, noisy putty, and bubbles) were posted on the social media site to create interest. To measure the success of this program, we looked at First Quarter grades. First Quarter was virtual and then, hybrid. The following data was found among participants:

- 162 Children Participated
- 65 Students Participated in Three or More Sessions
- 47/162 Students were Ages 0 - 5 Years

The FRC took the opportunity to distribute Kindergarten Readiness activities to children in that age group through a grant from the Community Early Childhood Council.

By the end of the quarter the following data was found:

- 45/47 Kindergarten Students Scored Average or Above
- 45 Students Moved (Either to Another Grade Outside of the School or to Another District)
- Out of 70 Remaining Students, 86 % finished with a 3.0 GPA or Better

The FRC was proud of the impact the Summer Brain Boosters had on the student's First Quarter grades. Without the learning activities and the books delivered to the neighborhoods, students probably would have experienced learning losses from the summer brain drain.

**Submitted by:**

***Reidland Elementary FRC, McCracken County***

**Intervention/Service/Activity**

**Truancy Prevention**

**CATEGORY**

Attendance

**BEFORE/Demonstrated need, including data**

Due to the large number of absences during NTI (online school due to COVID), Lassiter MS created the Success Team to address attendance. The team was made up of counselors, a mental health practitioner, a social services support worker, a PBIS Coach, BAI, YSC, and security staff. Each member was assigned a class team of roughly 100 students to address attendance and any other needs requiring referrals to the counselors, the YSC, or other school staff.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

During the first six weeks of school, the following was found:

- Lassiter's weekly average participation rate was 80.3%.
- During weeks 11-15, the weekly average participation rate increased to 95.6% and remained high for the majority of the year.

Success team members met with their class team to determine which students were not attending NTI and would follow up with parents via phone, text, email, and occasionally home visits. Due to the large number of absences and the success of this team model, Lassiter will continue this initiative during the 2021-2022 school year.

In addition, since the Success Team was able to connect with so many families, referrals to the YSC increased.

**Submitted by:**

***3A-Lassiter MS YSC, Jefferson County***

**Intervention/Service/Activity**

**Targeted Attendance Group**

**CATEGORY**

Attendance

**BEFORE/Demonstrated need, including data**

Attendance is vital for student success. Lack of consistent attendance at school can lead to an increased dropout rate due to missed time in the classroom and falling behind academically. Oftentimes, absences are non-academic and this is where the FRYSC coordinator will step in.

Contact begins with the parent to offer assistance. Based on the success or lack thereof, the FRYSC coordinator will meet with the student to determine the need or reasoning behind the absences.

The FRYSC coordinator collaborated closely with the attendance clerk, administration, and teachers to determine at-risk students due to attendance. Once students were identified, the FRYSC coordinator held an informal meeting to discuss the importance of attendance and next steps if absences continued. Attendance was monitored weekly, and students who continued to miss multiple days were targeted for weekly meetings with the FRYSC coordinator.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

There were 49 students invited to the informal attendance meeting due to 6 or more unexcused absences. Of those 49 students, 36 attended. Out of those 36, 26 students did have improved attendance. Two students were sent to the DPP for further legal action. Eight students were targeted for weekly meetings with the FRYSC coordinator.

Due to direct intervention, 7 students were able to cut their tardies and missed days in half. Behavior referrals also decreased due to weekly accountability with the FRYSC coordinator and setting weekly goals. Grades also improved due to direct intervention.

Submitted by:

*For-You FRYSC, Hardin County*

**Intervention/Service/Activity**

**Check and Connect**

**CATEGORY**

Attendance/Achievement

**BEFORE/Demonstrated need, including data**

With the pandemic in full force last school year, we found many kids facing various new issues. Examples of those were attendance, peer group challenges, school work needs, family stresses, and social and emotional issues. After surveying teachers and students about their needs, I set up a targeted group of 25 students. These students participated in a Check and Connect program. Of the selected 25 students, they all needed improvement in attendance, grades, MAPS scores, and all stated that SEL was a need.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The Check and Connect program was utilized both in person and virtually. Mrs. Beckey touched base with students in person once a week and monitored grades and attendance. We gave the students SEL kits to use both at home and at school. We created a resource sheet for students to have so if a need arose they would have a contact. I also did virtual sessions with students for SEL check-ins and to make sure if they needed any help that I could find them the resources they needed. Students signed up for time slots outside of school and we met for 10-15 minutes via Zoom. Following up with these students, we tracked attendance, grades, and MAPS scores.

- Of the 25 students, 11 showed improvement in attendance. This was difficult to track due to COVID as some students had to miss. With that in mind, we looked at student participation and of the 25 students, 17 were actively participating when virtual.
- As for grade improvement, 14 students showed improvement in at least 1 class and 4 students showed improvement in 3 classes.
- Math MAPS showed 19 of the 25 had growth gains and of the 19, 5 gained more than 10 points.
- Reading MAPS showed 12 of the 25 had growth gains and 2 of those had gains of 10 points or more.
- Students also reported that they now had tools to use for SEL issues that they may have. They also reported enjoying meeting virtually for the one on one zoom meetings with Mrs. Beckey because they could talk about anything. It was an opportunity for students to show a different side of themselves at home and interaction.

**Submitted by:**

***Anderson County Middle School YSC***

**Intervention/Service/Activity**

**Build-A-Bed Program**

**CATEGORY**

Attendance/Basic Needs

**BEFORE/Demonstrated need, including data**

According to the CDC, children and adolescents who do not get enough sleep have a higher risk of obesity, diabetes, injuries, poor mental health, and problems with attention and behavior. Out of a national sample cited by a CDC study, approximately 7 out of 10 or 72.7% of high school students did not get enough sleep on school nights.

When surveyed about their needs, 10 students at ACSHS and JEBMS responded that they needed assistance getting a bed. These 10 students averaged 6 unexcused absences and 5 unexcused tardy events in the previous semester. The average GPA for these students in the semester preceding the intervention was 2.63.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

After the intervention where students were provided with new bed frames, mattresses/box springs, sheets, bedding, and pillows, as well as information on the importance of sleep and healthy sleep habits, an improvement was seen in both attendance and academic data.

All participating students reported on a post-program survey that they thought their sleep had improved following the Build-A-Bed program and that they felt better overall. These 10 students averaged 2 unexcused absences and 2 unexcused tardy events for the semester following the intervention. Their GPAs also improved from an average of 2.63 to 3.22 in the semester following the program.

**Submitted by:**

*Allen County Scottsville YSC*

**Intervention/Service/Activity**

**Wolverine 2 Warrior Anti Bullying Day**

**CATEGORY**

Behavior/Discipline

**BEFORE/Demonstrated need, including data**

Wolverine 2 Warriors is an annual program that is sponsored by the Family Resource Center and guidance counselor targeting 5th grade student behavior. The current class of 5th graders had a total of 8 infractions during their 4th grade year consisting of insubordination, disruptive behavior, disrespectful behavior, and bus violations.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The Family Resource Center Coordinator along with the guidance counselor organized a day for community members to come in and speak to the students. The adult leaders rotated between the 4 classrooms so all students got to listen to each speaker. Quest Mental Health did 2 of the sessions and spoke to the students about making positive choices, being responsible, respecting others, watching what you say and how you act. The Youth Service Center Coordinator from Southern Middle School came and spoke to the students about bullying, cyberbullying and answered questions about the middle school. The district nurse gave a discussion about hygiene and taking care of your body. The Family Resource Center provided personalized sling backpacks filled with hygiene supplies for all students as well as lunch.

There were a total of 73 students in attendance that day. The total number of infractions decreased to 3 for the 5th grade class including 1 for insubordination, 1 for profanity, and 1 for disruptive behavior.

**Submitted by:**

*Oak Hill FRC, Pulaski County*

**Intervention/Service/Activity**

**Virtual College Essay Workshop**

**CATEGORY**

College/Career Readiness

**BEFORE/Demonstrated need, including data**

The demonstrated need before the intervention was to increase more college prep opportunities for juniors and seniors. According to the Simon Kenton School Report, 77.8% of graduates were transition-ready in 2018-2019. The 2019-2020 student needs assessment revealed that only 24% of students reported that they had confidence in their college application skills, and 46% of parent respondents to the 2019-2020 parent needs assessment reported that their student needed help with college prep.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

Junior and senior students were invited to attend 2 virtual college essay workshops led by Chris Reeves, whose services were paid for through the YSC Grant. The YSC advertised the event and helped students register for the workshops. Each workshop lasted 2 hours and helped the students improve their college essay writing skills. 37 students attended the 1st workshop and 20 students attended the 2nd workshop. All registered students had access to replay the recorded workshops. Below are results from the Pre & Post Test, with responses ranging from 1(strongly disagree), 2(disagree), 3(agree), & 4(strongly agree):

	Pre-test Average	Post-test Average	Results
#1. I understand what role the essay plays in college admissions.	2.9	3.9	1.0 diff, with a 34% increase
#2. I can identify three types of application essay questions.	1.6	3.6	2.0 diff, with a 125% increase
#3. I feel confident picking out strengths in sample essays.	2.2	3.5	1.3 diff, with a 59% increase
#4. I feel confident picking out weaknesses in sample essays.	2.2	3.4	1.2 diff, with a 55% increase
#5. I have a topic for my essay and I am happy with my topic.	1.7	3.2	1.5 diff, with an 88% increase
#6. I know how to make my story unique.	2.1	3.6	1.5 diff, with a 71% increase
#7. I know how to start my essay in a way that engages the reader.	2.2	3.3	1.1 diff, with a 50% increase
#8. I understand what makes a great college essay.	1.8	3.9	2.1 diff, with a 117% increase

Submitted by:

*Simon Kenton YSC, Kenton County*

**Intervention/Service/Activity**

**Get a Job - Keys to a Successful Interview**

**CATEGORY**

College/Career Readiness

**BEFORE/Demonstrated need, including data**

Results from the 2019 YSC Student Survey reflected that 85% of the students responding felt comfortable in their ability to complete a job application, but only 54% felt comfortable in their ability to successfully interview for a job or interview for college admission or a scholarship opportunity.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

In January and February of 2021, the YSC held a series of interview skill workshops. During the 2-hour interactive workshop sessions, participants learned how to:

- research job opportunities
- dress for an interview
- make a proper introduction
- be mindful of body language during the interview
- maintain eye contact with the interviewer, and
- frame individual responses to common interview questions

A total of 88 students participated in the workshops: 82 seniors preparing to graduate and 6 juniors preparing to find summer jobs. Following the workshop lessons, each student participated in a one-on-one mock interview. The interviewer used a rubric based on the lesson topics covered in the workshop.

Outcome:

- 88 students participated in a mock interview
- 84% of the participants, 74 students, successfully passed with a rubric score of 60% or higher
- Scores ranged from 53 to 87%
- 100% of the students who passed, reported that they now had more confidence in their ability to successfully interview for a job or a college scholarship

**Submitted by:**

***Shelby County HS YSC***

**Intervention/Service/Activity**

**Cyber Safety Training-All 4th and 5th grade Students**

**CATEGORY**

Cyber Safety

**BEFORE/Demonstrated need, including data**

Technology has become a constant means of communication and a learning tool for our students, especially during COVID-19. Students were getting office referrals for using technology in ways not intended to be used for school. We were dealing with 4th and 5th graders having phone/social media/texting issues. 17.9% of the parents that filled out our Needs Assessment survey for the 2020-2021 school year, indicated internet/social media safety was a need for their children. Mike Lemon who runs Cyber Safe Teen was brought in to speak with our students. The target was our 4th and 5th grade students because when we would talk to them they wouldn't be able to recognize the dangers of social media and many of them were on it or gaming systems daily.

Students were surveyed with 3 main questions:

1. What age do you have to be in order to be online?
2. Do you have social media accounts/gaming accounts?
3. What is an online predator?

15.03% of our 4th and 5th graders knew what age they needed to be, to be online.

54.25 % of our 4th and 5th graders have some type of social media/gaming account that they use daily.

63.34% of our 4th and 5th grade students did not know or only partially knew what an online predator was.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

After the Cyber Safe Teen Training that Mike Lemon presented with each of our 4th and 5th grade classrooms, the post survey showed kids knowledge of types of social media programs and how they need to be keeping their accounts private.

Only 10.45% of our 4th and 5th grade students said that they thought they should continue using their social media accounts or that they would make no changes to the privacy of those accounts.

81.69% of our 4th and 5th grade students knew what age they needed to be, to be online.

84.31% of our 4th and 5th grade students could indicate what an online predator was.

Submitted by:

*Rineyville FRC, Hardin County*

**Intervention/Service/Activity**

**Social Media? Protecting Youth Using Social Media**

**CATEGORY**

Cyber Safety/Discipline

**BEFORE/Demonstrated need, including data**

In the spring of 2019, the number of conflicts involving social media increased at MWMS as we noted the number of students being raised by extended family or grandparents did too. Discipline in the spring of 2019 went from 11 to 38 (PBIS data).

YSC surveys showed our non-parent guardians grew from 4% to 13%, so we acknowledged the need to educate since all of our students have Chromebooks issued. Social media use more than tripled from the fall semester of 2018 in the district. Additionally, because a majority of these incidents had to be reported to local law enforcement, they agreed to partner with us to design a program that detailed the reality of online predatory crime in our area with a goal of teaching our families to be aware and safe.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The YSC's involvement in PBIS helped make the decision to change the school policy and not allow cell phones throughout the school day. This was supported by the Student Council, which the YSC sponsors. This may have contributed to the drastic reduction in social media related discipline.

Not having cell phones in the hallways and common areas quickly reduced the incidents from 38 in the spring of 2019 to 4 in the spring of 2020. The evening program was held close to Valentine's Day with a campaign of loving with boundaries. 17 attended the program and left with a packet that included the PowerPoint presentation and links to the videos for parents to show their children.

**Submitted by:**

***3B-Mount Washington/Eastside Middle School YSC, Bullitt County***

**Intervention/Service/Activity**

**Big Smiles Dental Screening**

**CATEGORY**

Dental

**BEFORE/Demonstrated need, including data**

Tooth decay is the most common childhood disease and is five times more common than asthma. Unfortunately, approximately 25% of children with medicaid receive any dental care.

In 19-20, Thelma B. Johnson Early Learning Center was 74.74% Free and Reduced lunch with the majority of those families relying on Medicaid as their insurance provider. Even though 90.4% of families reported their child received regular dental care on the 19-20 FRC Needs Assessment, we knew there was a large need at our facility. The FRC received 17 referrals for visible dental issues at the beginning of the 19-20 school year.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

Due to the need, The Family Resource Coordinator contacted Big Smiles to schedule a visit to our facility. The FRC worked closely with the Big Smiles team to process applications and schedule multiple dates for them to visit to attempt and assist as many students as possible. The FRC also worked with 3 families with no dental coverage to complete an application to receive dental work at no cost. A total of 87 applications were submitted and processed and 61 students were able to be evaluated.

**Visit Data:**

- 2 students were absent and 1 child refused all services.
- 58 students received x-rays, exams, cleanings and varnish.
- Only 11 students were considered in "Good" oral hygiene, with 47 students being "Fair" or "Poor" oral hygiene.
- 44 cavities were found and filled.
- Some students showed multiple cavities with one child having 6 and another having 8.
- 2 students were referred for "Emergency" dental services. These students had infection present, multiple cavities or other issues that could not be corrected without sedation.

The Family Resource Coordinator also worked with Big Smiles to complete each student's Kentucky Dental Screening that is necessary for the child's permanent record when they transition to Kindergarten.

**Submitted by:**

***Future Stars FRC, Henderson County***

**Intervention/Service/Activity**

**Digital Equity Project - Internet Connection**

**CATEGORY**

Educational Support

**BEFORE/Demonstrated need, including data**

Based on United Way's report, "With more than 24 million households nationwide, the digital divide disproportionately affects people of color and under-resourced populations. According to the Federal Communications Commission, 35 percent of adults who do not use broadband at home are older, poorer, less educated, more likely to be a racial or ethnic minority, and more likely to have a disability than those with a home connection."

Based on the Campbell County District's Survey in Fall of 2020, 150 students district wide reported they do not have internet access for remote learning. 53 of those students attended Campbell County High School during the 20-21 school year.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The YSC collaborated with United Way & Cincinnati Bell and was able to get 46 students connected with the internet. The Digital Equity Project partnered with Cincinnati Bell and supplied free internet access for each student for a year. The YSC collaborated with District Staff to get the remaining 7 students who were unable to get internet access through Cincinnati Bell due to their rural location connected with hotspots through Verizon Wireless and AT&T.

From the District Survey, the YSC reached out to the families that reported no internet access by phone and email.

- 100% of the 53 students who reported no internet access were connected.
- 87% were connected through the Digital Equity Project with Cincinnati Bell.
- 13% (7 students) were connected through hotspots with Verizon Wireless or AT&T.

**Submitted by:**

***Campbell Co. HS YSC***

**Intervention/Service/Activity****Virtual PASS****CATEGORY**

Educational Support

**BEFORE/Demonstrated need, including data**

Pre-Surveys were sent to teachers to determine students who were not meeting their academic and attendance obligation during virtual learning. The survey was done in collaboration with our school's PASS (Positive Approach to Student Success) program. According to the teacher survey, there were 42 students not meeting their academic criteria and an additional 23 students not meeting attendance obligations.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

Through some weekly and bi-weekly home visits and positive reinforcement conducted by myself and our school's PASS coordinator, we were able to bring significant improvement to our targeted students. We did discover a small amount of our attendance targeted students was caused by weak or unreliable internet services.

Post-survey data from teachers showed that 36 out of our 42 students targeted for academics were brought to passing grades due to our efforts. It also showed that 16 out of 23 students targeted for attendance showed extreme improvement and that the remaining students did attend classes at least 2/3 of the time. This was an improvement prior to the start of the program.

**Submitted by:*****Marion Co. MS YSC***

**Intervention/Service/Activity**

**Salem Elementary Virtual Drop-In Program (Incentive for students to log onto live meets)**

**CATEGORY**

Educational Support

**BEFORE/Demonstrated need, including data**

With virtual learning as the main theme of the 2020 - 2021 school year, a program was developed due to the increasing lack of participation with online learning. The FRC watched and monitored live meets with third grade through fifth grade and noticed a large decrease in participation in the live meets format compared to early in the fall semester. After speaking with numerous parents and students on home visits, most students reported that they had grown tired of the virtual format and had lost interest in logging onto their daily live meets.

The FRC looked at teacher records and documentation and found 76.4% of third through 5th grade students were regularly logging on live meets in September. That number dropped to 67.8%, in the month of January after returning from Christmas break. This was a concern for all teachers and the administration. If students were logging onto their live meets daily, it was proven by the data that these students were keeping up and performing well in that subject area.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

With this information and concern to help students stay motivated and engaged, the Salem Elementary FRC instituted the Salem Elementary Virtual Drop-In Program. This new program was announced at school and on live meets the week prior to starting the Drop in Program. The purpose of this program was to create anticipation and get the students motivated and excited to log onto their live meets. With Salem Elementary being on a hybrid schedule, the FRC monitored the live meets and randomly picked students that were currently live and participating. After picking the student(s) the FRC staff showed up at their house and delivered gift cards from the school. The FRC accepted donations from local businesses and was assisted by the SES PTO in purchasing the gift cards. The FRC also provided data gathering, monitoring of the program and delivering all of the cards to the winning students' homes.

After one month of the Drop-In Program was complete, new data was gathered from teacher records and documentation. The new data showed that after the one month anniversary of the program beginning, 74.6% of students in the third through fifth grade were now logging into their live meets on a regular basis. The number of students that this program impacted was approximately 40 students. These 40 students demonstrated a renewed desire to log onto their live meets after the implementation of the Drop-In Program. This was a 24.02% increase in online (live) learning participation. Teachers and the administration verbalized a noticeable difference in the daily participation and an increased excitement among all students.

**Submitted by:**

***Russell Springs/Salem FRC, Russell County***

**Intervention/Service/Activity**

**MiFi Internet Program**

**CATEGORY**

Educational Support

**BEFORE/Demonstrated need, including data**

During the Covid 19 crisis, 10 families in our area contacted the YSC to report not having internet in their home. The YSC coordinator compiled data on all ten students in need of the internet. The data showed 80 percent of these students had truancy concerns during the first nine weeks of school. Four out of seven seniors stated they feel fearful of not graduating. One senior student was failing 5 out of 7 classes at Midterm. Teachers were not capable of contacting these students on a consistent basis for well-being check-ins or educational matters (i.e. not turning in homework assignments).

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The YSC received a donation of MiFi reliable internet hotspot boxes from a generous cell phone agency to distribute to the families in need. The YSC performed home visits to deliver some of the MiFi internet boxes due to lack of transportation or quarantine situations, and other students met with the YSC at school to pick up their MiFi boxes.

After receiving the internet boxes, improvements academically were evident in all seven seniors. All seven seniors became on track for graduation. All 10 students improved attendance and were no longer facing truancy situations. All ten students were completing more homework assignments and communication between students and teachers enhanced dramatically. The senior student failing 5 out of 7 classes at midterm had improved academically to passing ALL 7 classes.

**Submitted by:**

*Wayne County HS YSC*

**Intervention/Service/Activity**

**Safe Sitters Connect**

**CATEGORY**

Employment

**BEFORE/Demonstrated need, including data**

Due to virtual learning, 51 percent of our families reported that they did not have child care for their elementary age students during the closure while the parents were at work. The YSC partnered with the FRC to host a six session Safe Sitters program held virtually for high school students interested in obtaining employment in child care.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

After the students successfully completed the Safe Sitter series, they had the option to be added to the Safe Sitter referral sheet that was included in our monthly newsletter to our elementary families. Those families in need of child care during school closures were able to connect with a safe sitter student and arrange employment. Pre and post data is listed below.

- Students participating: 18
- Students seeking part-time employment in child care: 17
- Students successfully completing all six sessions: 15
- Students that obtained employment from our connect service: 13

**Submitted by:**

*Trimble County YSC*

**Intervention/Service/Activity**

**English Learner Resource Night**

**CATEGORY**

English Language Learners

**BEFORE/Demonstrated need, including data**

River Ridge Elementary has a high English Learner population. These students often demonstrate gaps in achievement due to language barriers. The COVID pandemic forced our school district to start a virtual learning platform which presented an extremely difficult barrier for our families who did not speak English. Our school was facing a challenge to have these students ready to learn online from their homes on the first day. The families lacked the technology and knowledge to start the school year off in a successful manner.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The FRC held an English Learners Resource Night two days prior to the first day of school. Our target audience was our Burmese/Chin families which is the highest ELL population in our school.

The event resulted in 61 Chin students attending with their family in a socially distanced setting. There were four interpreters in attendance to help facilitate communication. Each student received school supplies, immunization updates, preschool registration forms and most importantly chrome books. Our media specialist demonstrated to each family on how to log on to google classroom with their individual password and to navigate the program. Each family was also given information on free internet access. The students left with the knowledge and resources to attend school on the first day.

The attendance rate for these 61 EL students at the start of the virtual school year was 94%. The event included a reveal of our FRC Diversity Wall in the cafeteria which includes the 23 flags of the countries represented by our River Ridge students.

**Submitted by:**

***River Ridge FRC, Kenton County***

**Intervention/Service/Activity**

**College Visit with ESL Families**

**CATEGORY**

English Language Learners/ College and Career Readiness

**BEFORE/Demonstrated need, including data**

The purpose of this program was to help ESL families to understand that higher education is an option for their children; to help families feel comfortable with the concept of college life; and to motivate all students in the family from elementary through high school to be successful in school so they may have the opportunity to obtain a college degree. ESL families were invited to attend a college visit to ECU; 16 parents, 6 high school students, 8 middle school students, 7 elementary students, and 2 former students signed up to attend.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The FRYSC collaborated with the ESL coordinator to recruit families, financed the bus and driver, attended the college visit, and worked with families and college staff during the visit. The post survey indicated the following:

- 17 out of 18 think the college visit improved their college access and their chances of attending college.
- 12 out of 17 want their child to attend college now more than before the college visit; 5 people stated the visit did not change their opinion.
- 18 out of 18 viewed the college visit as positive or very positive.
- When asked what they liked the most - 8 responded with the information on scholarships, 4 with the information on careers, 15 liked the campus tour, and one responded-other.
- 16 out of 18 would attend another college visit, if arranged.

This was a wonderful opportunity for families to understand higher education access, finances, scholarships, and real life opportunities while being supported by trusted persons they can depend on to provide guidance and support through their children's educational career.

**Submitted by:**

***Paris FRYSC, Paris Independent***

**Intervention/Service/Activity**

**AVANZA Tutoring Program**

**CATEGORY**

English Language Learners/Math/Reading

**BEFORE/Demonstrated need, including data**

Huntertown Elementary currently has 40 students who are Spanish-speaking English Language Learning (ELL). These students often demonstrate achievement gaps when compared to their peers. Because of their limited English language exposure, they often struggle with assessments. Their families often express feelings of isolation because they cannot communicate with school personnel. At the beginning of the school year, the average math MAP score for these students was 10 points below the grade level norm. At the beginning of the year, the average language arts score was 11 points below the grade level norm.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The FRC collaborates with St. Andrew's Church to offer weekly tutoring after school. Tutors build relationships with students and offer assistance with homework and reading. The coordinator is responsible for helping to organize the program, provide supplies and providing school insight to the tutors and director.

Thirty-two (32) of the 40 Spanish-speaking ELL students attended the tutoring program. At the end of the school year, the average math MAP score for these students increased by 8 points and the average language arts MAP score increased by 5 points. At the end of the school year, 6 students in the tutoring program tested out of the ELL program.

**Submitted by:**

***Huntertown-Southside FRC, Woodford County***

**Intervention/Service/Activity**

**Clubs - Out of School Hybrid Enrichment Programming**

**CATEGORY**

Enrichment

**BEFORE/Demonstrated need, including data**

Like other Kentucky Schools, West Jessamine Middle School started the 2020-2021 school year virtually. Transitioning into the school year came with many barriers including access to the internet, miscommunication, lack of at-home supervision, students learning remotely outside of the county, and many others. These barriers resulted in low engagement and isolation for students at the beginning of the 2020-2021 school year. Only 64% of students felt as adults at WJMS cared about them, and 25% of our students often or always felt alone.

Before offering out of school clubs, the WJMS FRYSC reached out to every VLA Student and invited them to join a virtual WJMS FRYSC Google Classroom. Community partners including the Extension Office, Jessamine County Library, Wicked Ways Car Club, Future Farmers of America, and Jessamine County Health Department were introduced to students through virtual club meetings, and students made suggestions for clubs that they would like to join.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

During the winter of 2021, all VLA students and those seeking resources through the WJMS FRYSC were invited to register one of 9 separate FREE online clubs that were offered through community partnerships. They included **Adventurers Guild** - a creative writing program facilitated by the Jessamine County Public Library; **Dungeons & Dragons** - a virtual creative role playing game facilitated by a WJMS English Teacher; **Garden Club** - a program that led students through an 16-week training to provide them both with the skills and tools they would need to grow their own small vegetable garden at home; **Teen Outreach Program** - a club for outliers and for those struggling to find a place to belong offered by the Jessamine County Health Department both online and in person on Fridays; **A.C.E. Jr. Club** - a club to give students practical skills and experience with tutoring their peers sponsored by the West Jessamine High School A.C.E. Club Director; **Jr. Car Club** - a completely virtual program that gave students an inside look at a Car Club member's garage and projects; **Babysitter Club** - a program for students eager to start babysitting that led them to gain child development knowledge through the Jessamine County Extension Office; **Mathnasium** - an in-person club meeting that lasted 6 weeks for a total of 16 hours of hands-on learning with the goal of kids finding fun in math while mastering core skills; and finally **Journaling**.

The outcome of our series of clubs was to connect a total of 65 students back into the school community. At the end of the 2020 school year, and largely as a result of COVID, the cumulative percentage of absenteeism among those who participated in clubs was 2.36. At the end of an incredibly difficult year transitioning from VLA, to hybrid and in-person, this group's percentage of absenteeism was 1.91.

While not all students participated in clubs, of students surveyed this Fall there has been a reduction of loneliness by 13%.

**Submitted by:**

*West Jessamine Middle School YSC, Jessamine County*

**Intervention/Service/Activity**

**KinderMusic and Movement for Infants/Toddlers**

**CATEGORY**

Enrichment/Preschool

**BEFORE/Demonstrated need, including data**

The target audience was children ages birth to 4 years. The need for socialization, social emotional learning and early childhood developmental skills was demonstrated by a pre-survey of registered participants. Families (75%) indicated they had a concern for socialization anxiety with their little ones.

Families (85%) indicated they were ready to meet new families and for their children to make new friends. Most families (90%) had never attended a music and movement program like KinderMusic in the past. Comments left by families were “we are so excited to meet new kids”, “I am thankful you are doing this program, it is just what we need.”, “we miss Cradle School so much, happy to have something back to normal”.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The MCES FRC contacted a local KinderMusic teacher and scheduled a summertime program (June-July 2021). The two district FRCs split the cost of this program. Weekly sessions were set up and invitations to register were posted on the FRC Facebook page and by word of mouth. The limited number of spots were quickly filled (20 children). Email and Remind were used to notify parents weekly and send messages regarding the group.

Skills taught each week were: gross motor play by dancing, galloping, rolling balls to their caregivers and friends; parachute play to enhance strength and perception; introduction of baby sign language; vocabulary enhancement by introducing different sea animals and beach/ocean language; bonding with families/caregivers with play and music/dancing; rhythms by using bells, shakers, and tambourines; patterns with snapping fingers and clapping hands; predictability when using the treasure box for a new introduction of instruments; lots of sharing and socialization; and, social emotional learning with children meeting and socializing with new friends. Families/caregivers were also introduced to the “why” we are doing what we are doing and encouraged to continue the activities at home.

KinderMusic shared the music and lesson concepts via email with families. All families (100%) agreed their children were more at ease with new friends by the end of the sessions than at the beginning. All families (100%) agreed they enjoyed the program and would participate in the future. All families (100%) agreed they learned new skills and would continue them at home.

Comments were “we loved this program”, “When Cradle School starts again, please let us know. We are coming”, “we wish this didn’t have to end”, “my little guy loved this, and he never likes to be around other kids...now he is smiling every time we come”. After 15 months of shutdowns and isolation, all families (100%) were glad for some normalcy.

**Submitted by:**

***Mercer Co. Elementary School FRC***

**Intervention/Service/Activity**

**FRYSC Garden Club**

**CATEGORY**

Family Support

**BEFORE/Demonstrated need, including data**

In March 2020 with the advent of COVID-19, we had to reevaluate how we could reach our families and provide needed support. Many of our families were avoiding being in public, and we knew that children and families would be tired of anything that was only on a virtual platform. Families were at home together more than ever at this point due to school closures and shutdowns of non-essential businesses. We determined that a Garden Club would be a great way to reach our community. This would provide a fun and educational activity for parents and families to participate in with their children and would also provide food for the families, since many of our families were experiencing job loss.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

Our Garden Club provided drive-thru events throughout the year to provide seasonal seeds and plants. We created a Facebook group for members to show what they grow and to get advice and tips for challenges. Our extension office provided feedback to members and offered information and resources to members. Our Garden Club is open to all members in the community, but we targeted students and families in Johnson County. Our Garden Club Facebook group has 258 members who can see informative posts and engage with other Garden Club members.

According to a survey, 20% were new to gardening. All members currently garden on a weekly basis and 86.7% reported that children/grandchildren assist in gardening. 80% reported they canned their harvest. All reported that they shared what they grow, and 26.7% reported they sold part of their harvest. Joining the garden club has increased our members' confidence in gardening (80%).

It was reported that garden club members love the encouragement, seeing others post their gardens and getting tips on raising their garden and preserving their harvest. Respondents also reported that they loved that they could learn safe ways to get rid of pests and that they loved watching their children play, plant seeds, and get excited about what they grew. The garden provided much needed private time alone, providing them with a great outlet for stress relief.

Our Garden Club, overall, has become an essential program that we will continue to provide in the future. We have found that gardening provides great family time, stress relief, physical activity, and a great resource to save money by growing their own food. Our Garden Club created a sense of community in our members that they were lacking due to COVID-19 shut-downs when many felt alone and greatly needed connections with others.

**Submitted by:**

**Porter FRC, Johnson County**

**Intervention/Service/Activity**

**The GAP Promise: A promise to grandparents we will do whatever it takes to help their child succeed.**

**CATEGORY**

Grandparent Support

**BEFORE/Demonstrated need, including data**

During the pandemic, the district opted to have virtual learning only. According to a staff survey, eight students had never logged on during the first three weeks of classes and were declared truant. The students were among four different grade levels and the one common factor was that all eight students were being raised by grandparents.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The FRC reached out to all of the eight students which consisted of five different homes. After speaking to the grandparents and identifying each of the students' needs, The FRC created "The Grandparent Promise," which was an extension of the already Grandparent As Parents program. We informed each grandparent that we will go the extra mile to ensure their grandchild will have the accommodations to receive the best education possible. The FRC conducted a meeting with the school principal, the parent liaison and the teachers of the eight students. We paired up into teams of two and committed to conducting a home visit once weekly for nine weeks.

- **Family 1** -consisted of 3 students and the grandparents could not afford the internet. The FRC worked out a plan with their teachers and delivered their work to them once every two weeks.
- **Families 2 & 3** -consisted of 3 students, who had internet but no devices. FRC matched these students with sponsors who provided them each with a tablet to do their work.
- **Families 4 & 5** -consisted of 2 students who had the internet, but the students were young and the grandparents did not know how to navigate the program for their online classes. The FRC had the grandparents come to the office at separate times, hosted a training course to help them navigate the program, and check their grandchild's work. The school's technology teacher also gave them a very simple direction sheet that they could hang in their home to help them log on daily.

The grandparents became so comfortable that they even attended parent-teacher conferences and class meetings via zoom.

At the end of the nine weeks, all eight students were present during their online classes or up to date with student packets with passing grades and home visits were no longer needed. Through a post staff survey, "The Grandparent Promise" program concluded that 100% of all participating students were no longer in truancy and they all had passing grades.

**Submitted by:**

*Phelps FRC, Pike County*

**Intervention/Service/Activity**

**Shake those Germs**

**CATEGORY**

Health

**BEFORE/Demonstrated need, including data**

The pre-survey showed:

- 50% of the students were not sure how to properly wash their hands.
- 65% of the students did not think that you needed to wash your hands before eating.
- 60% of the students did not think that germs flew everywhere when you sneezed.
- 65% of kids thought that you could see germs on surfaces.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The FRC and the school counselor partnered to give the students a concrete example about how germs are spread. Our goal was for students to see how easy it is to spread germs. Our school counselor read the book Sick Simon by Dan Krall, which describes a student that is sick and how he spread his germs to other students in his class not realizing how easy his sickness was being spread. To give a concrete example of how germs spread, our counselor sprayed cooking spray on her hands and put glitter on them to show the class. Two students volunteered to come up to show the other students how easy the glitter was spread from one student to the next. She had them wipe the glitter off with just a paper towel. They were unable to get the glitter off, so she had them wash their hands with warm soapy water for 20 seconds.

After the lesson:

- 100% of the students understood how to properly wash their hands.
- 100% of the students realized that they should wash their hands before they eat.
- 100% of the kids knew that they needed to cover their sneezes.
- All of the kids understood that you could not actually see real germs.

**Submitted by:**

***Foust FRC, Owensboro Independent***

**Intervention/Service/Activity**

**Exploring the World of Cooking - Cooking/Health After School Family Activity**

**CATEGORY**

Health/Nutrition

**BEFORE/Demonstrated need, including data**

In the 2019 FRC Parent and Staff Surveys, poor nutrition was reported by parents and teachers alike as one of the top 3 health issues that interfere with learning. In addition, in the 2019 FRC Parent Survey, 26% of parents said they felt there was a need for more after school and summer enrichment. Due to this demonstrated need, we decided to offer a series of 6 after school and summer enrichment sessions that taught 3rd and 4th grade students the importance of healthy nutrition and exercise while teaching some basic cooking skills. This Exploring the World of Cooking Class included ingredients and a recipe for students to prepare with their families while learning about nutrition and other cultures.

On a pre-survey, 57% of students reported that they only ate vegetables 1-3 times a week and 71% reported they only ate fruit 1-3 times a week for a snack. Only 14% of students reported they would try new foods when offered, and 43% said they never read nutrition labels.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

18-20 students participated in each class. After the series of 6 classes, students were given a post survey to determine impact.

In the post survey:

- 50% of students reported they ate vegetables 2 or more times a day.
- 67% reported they ate fruit 4-6 days a week for a snack.
- 67% of students said they would try new foods when offered.
- 33% said they always read nutrition labels.
- 50% said they read nutrition labels sometimes.
- 100% of students reported that the Exploring the World of Cooking Class taught them new cooking skills they will use again.
- 83% said they have learned how to make healthier food choices through the program.

Submitted by:

*Owen Co. FRC*

**Intervention/Service/Activity**

**OMES kindergarten camp**

**CATEGORY**

Kindergarten Readiness

**BEFORE/Demonstrated need, including data**

Students were invited to participate for two consecutive weeks, 8 days Monday - Thursday, for a kindergarten readiness camp. Pre-tests measured students' knowledge in four areas: letter recognition, number recognition, shape recognition and counting to 100. Sixty-eight (68) students enrolled in at least one week of camp. For many, this was their first experience in a school setting.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

An average of 55-56 students attended each day. We collected pre and post data on 66 of the students who attended:

- 61% increased letter recognition
- 65% increased number recognition
- 61% increased shape recognition
- 64% were able to count higher toward 100

Per teacher observation after school started, these students were more acclimated to school, which included the school building, the staff and school procedures. School staff were able to build relationships with parents, which improved communication throughout the year. Students improved academically and socially after the two weeks of OMES Kindergarten Camp.

**Submitted by:**

***3B-Old Mill/Crossroads FRC, Bullitt County***

**Intervention/Service/Activity**

**Born Learning /Kinder Ready**

**CATEGORY**

Kindergarten Readiness

**BEFORE/Demonstrated need, including data**

We started this program with the goal that our incoming Kindergarten students will be more prepared for school and have the knowledge necessary to succeed. In 2014-15 only 40.6% of students who entered Kindergarten were considered "ready". This is when we decided we needed to do more in the community to work with parents and better prepare our students.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

With Born Learning/ Kinder Ready we work with local daycares and Head Start to meet with parents, usually on a monthly basis. We share information about what they should be working with their children at home and age-related expectations. We also talk about the importance of reading with their child daily.

As of 2020-2021 the percentage of students who are ready for Kindergarten has increased to 56.8%. We feel this program is doing what it is meant to do, and the parents are involved and learning from different community partners. We typically serve around 25 parents monthly with this program.

**Submitted by:**

***Cumberland Co. FRC***

**Intervention/Service/Activity**

**Virtual Kinder Camp**

**CATEGORY**

Kindergarten Readiness

**BEFORE/Demonstrated need, including data**

According to Brigance Testing and teacher interviews, 71% of children enrolled in Dorton Elementary Kindergarten in 20/21 were lacking the skills needed to begin and succeed in Kindergarten.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

Virtual Kinder Camp was held in August 2020 with 3 sessions. Live videos were recorded and posted to the 2020 Kinder Camp Facebook Group with our 20/21 Kindergarten parents and students, so working parents could do the sessions at their convenience with their students.

The first session was a story with Mrs. Johna Wright (Where the Wild Things Are), which included a coloring sheet and a copy of the book for each child. The second session was a turtle craft with Mrs. Alisa Hurley, FRYSC Coordinator, along with a lesson about how wild turtles survive the winter. The topic of the third session hosted by Mrs. Amber Davis was “What to look forward to for my first day of school” using “I’m Ready for School” Activity Books provided for each child.

The FRYSC provided all supplies and activity packs for the parents to pick up the week before Kinder Camp started. Each separate activity was in a large ziploc bag labeled with the session number. Tote bags were provided for each child with all craft supplies, books and information for parents. Children posted pictures of their finished crafts and activities in the comments of each session.

Post-activity interviews indicate that parents felt that Virtual Kinder Camp increased Kindergarten preparedness for both students and parents. Students were more at ease to start their first day of Kindergarten, as well as being better prepared to navigate Virtual Learning when necessary.

According to the MAP (Measure of Academic Progress) year end report, Kindergarten students had a 13.3% growth in math skills and a 14.7% growth in reading from the beginning to the end of their Kindergarten year, most of which was done virtually.

**Submitted by:**

***Dorton FRYSC, Pike County***

**Intervention/Service/Activity**

**Born Learning Kindergarten Readiness Program**

**CATEGORY**

Kindergarten Readiness

**BEFORE/Demonstrated need, including data**

According to the Brigance screening tool in 2019, 34% of students scored ready for kindergarten. 62% scored ready with intervention, and 4% scored ready with enrichment.

A pretest was provided to Born Learning participants composed of 17 questions based on the Born Learning curriculum related to early learning, building relationships, managing emotions, literacy, health, learning styles, and routine. Scores on the pre-test averaged 75.59% correct.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

During the fall of 2020, Middlesboro FRC provided a hybrid Born Learning series. Families received an activity and meal kit every Tuesday. They would then log into Google Classroom for pre-recorded guest speakers, instructions for the weekly activity, and weekly videos from the FRC covering each topic. On Thursdays, families participated in a Google meet to share what they learned and discuss questions that came up.

After completing the program, families were given a post-test with the same 17 questions on the pretest in a new order. Scores on the post-test averaged 91.91% correct.

Submitted by:

*Middlesboro FRC, Middlesboro Independent*

**Intervention/Service/Activity**

**Adulting Class for high school seniors**

**CATEGORY**

Life Skills

**BEFORE/Demonstrated need, including data**

High School seniors need basic life skills when entering adulthood. Many students indicated a need for these types of skills before attending the class. Successful transition into college or the workforce requires knowledge of these skills.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The 2 day program was taught to 28 graduating seniors and included a series of 10 sessions. Outcomes reported were:

- 89% planned to use dining etiquette protocols to create positive impressions
- 93% planned to utilize soft skills to contribute to a more efficient and productive workplace
- 93% planned to utilize etiquette practices to improve verbal, written and electronic communication practices
- 82% felt capable of making a budget
- 75% felt capable of making simple home and vehicle maintenance.

**Submitted by:**

*KAPS FRYSC, Hickman County*

**Intervention/Service/Activity****Summer Math Skills - Math flashcard program****CATEGORY**

Math

**BEFORE/Demonstrated need, including data**

After consulting with the school principal, we determined a need for more summer enrichment opportunities geared toward increasing math skills. We targeted the 60 students who were in the spring math tutoring group. This group was formed based on state assessment data, grades and parent desire. We tested each student for 1 minute using math flashcards specific for their grade level (ie. Kindergarten: subitizing, 1st: addition, 2nd: addition and subtraction).

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

Out of the 60 students, 44 increased their scores, 4 decreased their scores, and 12 moved/changed schools. Our FRYSC purchased a set of flashcards for each student and sent it home with a letter in the spring. We also purchased Air Raid passes for the involved students as an incentive to practice and increase their score. We gave them out after the post-test. As a grand prize, to encourage practice and an active lifestyle, we purchased a bicycle and helmet for one randomly-selected student out of the group whose scores increased. The program impacted at least 60 students, and potentially their caregivers and siblings at home.

**Submitted by:*****East Bernstadt FRYSC, East Bernstadt Independent***

**Intervention/Service/Activity**

**Summer Camp SAFARI - summer program**

**CATEGORY**

Math/Reading/Summer Enrichment

**BEFORE/Demonstrated need, including data**

Due to COVID, many students were experiencing social isolation and loss of academic skills in reading and math. Teachers were asked to identify students that were most in need of academic and social emotional support during the summer months in order to refer them to our summer program.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The Adair School District, Adair Elementary School, Camp SAFARI 21st CCLC and The Community Connection FRC partnered to provide an intensive 4 week summer day camp focusing on reading, math and social emotional learning.

Sixty students attended the camp and results at the conclusion were as follows:

- 88% of the students showed gains in math skills (Pre/Post test).
- 98% of students increased their "word per minute" reading skills with 60% of them increasing more than 10 words per minute.
- Our social emotional survey indicated that 90% of students reported making at least 1 new friend during Summer Camp SAFARI.

The FRC coordinator worked each day of the camp, provided funding for staff for the program, provided math materials, guest speakers and social emotional learning opportunities for students.

**Submitted by:**

***Community Connection FRC, Adair County***

**Intervention/Service/Activity**

**Mental Health Services**

**CATEGORY**

Mental Health

**BEFORE/Demonstrated need, including data**

During a difficult time (Covid) and students in and out of school, The Tornado S.T.A.R. YSC discovered an increased need for school based counseling services for students. Paducah Independent School District has partnered with Four Rivers Behavioral Health and Mountain Comprehensive Care Center to offer school based services for students who deal with issues such as fitting in, stress, anger, sadness, or anxiety. Both agencies have offices set up and have received over 40 new referrals for the 2021 school year.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The Tornado S.T.A.R. YSC has tracked 40 students in school based services for attendance, stress, anxiety, behavior, and grades. Students were tracked for over a month.

- Students with no comparative information from the previous year - 30
- Students who improved behavior and less referrals - 15
- Students who improved their stress and anxiety - 13
- Students who improved their self-esteem - 20
- Students who improved grades - 17
- Of the 40 students tracked - 20 students improved in all areas -50%
- An improvement on some level for 75% of students involved in on-site school based counseling.

**Submitted by:**

*Tornado S.T.A.R. YSC, Paducah Independent*

**Intervention/Service/Activity**

**School Based Counseling Services**

**CATEGORY**

Mental Health

**BEFORE/Demonstrated need, including data**

The North Hardin High School (NHHS) YSC has noted increased need in the area of Mental Health Counseling, especially during the months/year of the pandemic. The YSC Student Needs Survey indicated that students see a need for counseling services and programs that focus on self-esteem and social skills. There were 589 (or 37%) of the NHHS student body who received individual or group assistance with Mental Health issues in 2019-2021.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The NHHS YSC tracked 49 out of 71 students in school based counseling services for attendance, behavior, and GPA. Students had to have at least 4 months of consistent services to be tracked.

- Students with no comparative information from the previous year - **7**
- Out of 49 students, 8 improved or maintained in all 3 areas - **16.33%**
- Out of 49 students, 31 students improved or maintained in at least 2 of the tracked areas - **63.27%**
- Out of 49 students, 46 students improved or maintained in at least 1 of the tracked areas - **93.88%**
- Students who declined in 2 or more areas - **13**
- Students who improved or maintained in attendance and GPA - **11**
- Students who improved or maintained in attendance and behavior - **15**
- Students who improved or maintained in GPA and behavior - **22**

Submitted by:

*North Hardin YSC, Hardin County*

**Intervention/Service/Activity**

**Sunshine Group- For kids that scored high on internalizing factors**

**CATEGORY**

Mental Health

**BEFORE/Demonstrated need, including data**

The demonstrated need was an intervention for our students who scored high on internalizing factors on our PBIS SRSS screener. This is how many students scored high in internalizing factors on the SRSS.

- 9 students in 5th grade
- 16 students in 4th grade
- 9 students in 3rd grade
- 8 students in 2nd grade
- 6 students in 1st grade
- 3 students in Kindergarten

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The FRC and guidance counselor started a 5-week group named the Sunshine Group to help students with coping skills and ways to regulate their feelings. We separated 2 groups into a primary and intermediate group. We taught them the zones of regulations and how to get themselves to the green zone.

Overall, we saw a 31/51 - 61% success rate as these students decreased in their internalizing factors score.

- |                |         |      |
|----------------|---------|------|
| ● 5th grade    | 4 of 9  | 44%  |
| ● 4th grade    | 7 of 16 | 44%  |
| ● 3rd grade    | 7 of 9  | 78%  |
| ● 2nd grade    | 4 of 8  | 50%  |
| ● 1st grade    | 6 of 6  | 100% |
| ● Kindergarten | 3 of 3  | 100% |

**Submitted by:**

***East Daviess County FRC***

**Intervention/Service/Activity**

**TMRW (Teen Mental Resilience and Wellness) Club – Learned mental health coping strategies**

**CATEGORY**

Mental Health

**BEFORE/Demonstrated need, including data**

On the needs assessment survey, 90.6% of parents listed mental health and anxiety as the top health issue among students. The top three social and emotional issues listed by teachers and students were as follows:

Teachers:

- 70% listed anxiety and depression
- 52% listed self esteem issues

Students:

- 37% reported anxiety
- 33% reported self esteem issues
- 27% reported mental health

According to the 2018 KIP survey, our school district had higher percentages than the region and state in all of the following categories: psychological distress, hopelessness, depression, worthlessness, self-harm, suicidal ideation, suicide plan, and suicide attempts. The 10th grade report was almost double the regions and states report in all categories.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The YSC coordinator and the student leaders would conduct the TMRW club meetings in the library once a week for 35 minutes before school. All OCHS students were invited to participate. Approximately 15 students attended each meeting. Speakers educated students on different mental health/coping skills such as art therapy, yoga, pet therapy, and journaling. At each meeting students received different coping mechanisms such as stress balls, fidgets, journals, and art supplies. TMRW club leaders also placed flyers in the restroom stalls called TOILET TALK. These flyers informed students how to breathe, relax and other coping skills.

- 100% of the students surveyed reported they learned new coping techniques.
- 100% of the students reported they tried coping techniques when they were stressed.
- 85% of the students reported they were able to help a friend or family member with the skills they learned.
- 71% of the students were able to cope on their own without leaving the class to get help.

**Submitted by:**

*Eagles Nest YSC, Ohio County*

**Intervention/Service/Activity**

**Mindfulness Group**

**CATEGORY**

Mental Health

**BEFORE/Demonstrated need, including data**

There were a number of students whose behavior and chronic absenteeism was negatively affecting academic performance. The YSC director compiled data on the top 10 students referred to the YSC for mental health and behavior in the previous school year. The data showed that all 10 students had issues with anxiety causing them to miss school, act out in the classroom setting and have poor academic performance.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The Trauma Team met to decide how to best assist these students. The top 10 students were selected to receive targeted intervention.

Interventions included phone calls to parents, contact with outside therapists, and face to face meetings to share the data. There was discussion about the importance of mental health interventions within the school setting and a 10-week mindfulness group in order to improve attendance and the students' ability to stay in the classroom.

In week 5 of the 10-week session, improvements were noted in the students' ability to stay in the classroom. All 10 students showed an improvement in their academic performance. Data was collected from progress reports and report cards in Infinite Campus. Eight (8) out of 10 students showed a 75% increase in attendance.

**Submitted by:**

***Bellevue YSC, Bellevue Independent***

**Intervention/Service/Activity**

**Mill Creek Grief Relief Program**

**CATEGORY**

Mental Health/Grief

**BEFORE/Demonstrated need, including data**

During the 20-21 school year the FRC assessed that there were 10 students with 10 or more days of non-participation during NTI due to immediate deaths in their family. Lack of participation led to many of these students falling behind on assignments, disengaged and feeling disconnected from their peers and school support.

The Mill Creek Grief Relief Program was created and facilitated by the FRC in collaboration with the school counselor and mental health practitioner to cultivate a social emotional support program for students that had experienced a loss of an immediate family member.

This 6 week grief counseling program provided students with strategies for coping with their loss and a better understanding of grief. Each session allowed our team to connect with teachers and parents for weekly updates. This ensured students had a safe space to feel valued, build peer social connections, and discuss their feelings and emotions while helping them discover ways to ease the grieving process.

In addition, the program incorporated literacy support through the social emotional learning activities, peer relation support through arts and resources for parents.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

After the conclusion of the 6 weeks, attendance amongst the 10 students increased by 85%, leading to completion of academic comparison from the initial start of the 2020-2021 school year.

The FRC personally reached out to meet with parents/guardians of the students to build a sense of community and offer support and resources pre and post the grief relief program. The FRC made home visits to complete porch drop-offs of materials needed to perform the weekly activities such as: grief pamphlets, paint for art therapy related activities, keepsake boxes, literature, stuffed lions, and memory lanterns.

All 10 students rated the program a 5 out of a 5 that they strongly agree that the program supported their emotional and academic needs.

**Submitted by:**

*Mill Creek FRC, Jefferson County*

**Intervention/Service/Activity**

**JBT/Therapy/Mentoring**

**CATEGORY**

Mentoring/Attendance

**BEFORE/Demonstrated need, including data**

Students selected to participate in this program were disconnected from the virtual learning process. Of the ten participating students, eight were failing all classes and non-responsive to teacher contact. The non-traditional instruction format was difficult for all families, but exponentially more for our "at-risk" populations.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

After being identified as severely at-risk during virtual learning, the YSC exhausted all measures to make contact with the students and families. These students were monitored via the YSC Coordinator, and the JBT program facilitator. Check-ins, encouragement, mentoring, and counseling helped each student reconnect to their virtual learning formats.

All ten (10) participants raised at least three grades from failing to passing. Each student also expressed their appreciation for not being forgotten as they were experiencing a variety of depression related emotions and in need of basic and virtual needs assistance.

**Submitted by:**

*Eastern HS YSC, Jefferson County*

**Intervention/Service/Activity**

**Our Family Spring Fling Passport Adventures**

**CATEGORY**

Parent Involvement

**BEFORE/Demonstrated need, including data**

Due to COVID, no in-person parent or family events were allowed to take place, and we wanted to provide some fun, educational activities that got families off electronic devices and interacting together more. With schools being hybrid and virtual, kids were spending potentially 4 to 6 hours on a computer. The FRC Advisory Council planned a way to provide families with a passport of activities to complete at home or outside of school for points and prizes. We wanted the activities to have meaning and to serve the purpose of family time together, having fun, and learning some fun new things. To help determine if this occurred, a pre-and post- test was developed.

Official passports were created and a total of 8 topics were included. Each topic had 8 activities to complete, and families had two weeks to complete two designated topics for those weeks: Family Game Night, Family Community Service, Cooking Together, Family Science Fun, Healthy Family, Arts & Crafts, Read Together and Check in with your Teacher/School.

All families were invited to participate by completing an online pre-test. Once completed, the family received a bag of activities and their passport. The bags also included information cards on the topics for those two weeks. The information cards provided information from the pre-test. After each two week period, students returned the passport for stamps and points, then received activities for the next two week topics. Students/families received a point for each activity completed and an additional two points if they completed all eight activities for that topic. If the family completed all 64 activities, they received 5 additional points. A complete passport could allow for over 90 points, which translated to 90 entries for prize baskets.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

Eighty-two (82) parents/guardians completed the pre-test, and 14 completed the post-test. For evaluation purposes, only the 14 with pre- and post-test results were analyzed. Three questions showed changes in knowledge or skill.

	Pre			Post		
	Yes	No	Sometimes	Yes	No	Sometimes
Scheduling family game nights	28.6%	14.3%	57.1%	85.7%	0%	14.3%
Participation/contributions to community services	64.3%	35.7%		100%	0%	
	<b>1-2 hours</b>	<b>2-4 hours</b>	<b>4-6 hours</b>	<b>1-2 hours</b>	<b>2-4 hours</b>	<b>4-6 hours</b>
Amount of screen time for children each day	35.7%	57.1%	7.14%	64.3%	35.7%	0%

Overall, "Our Family Spring Fling Passport" provided positive impacts on family time together and learning new things. It also helped families increase their knowledge of the importance of scheduled family game nights, participating in family community services, and limiting screen time.

Submitted by:

*Burlington Elementary FRC, Boone County*

**Intervention/Service/Activity**

**Virtual Parenting Support during a Pandemic**

**CATEGORY**

Parent Support

**BEFORE/Demonstrated need, including data**

A Google survey was sent to all 602 households in February 2021 that assessed the need for parenting support since the school reopened to in-person learning. Many parenting support topics related to how the pandemic may have affected family functioning were included in the survey. A total of 326 households completed the survey and needs that were identified as a result were as follows:

1. Families struggling to find or get back to routine post pandemic.
2. Siblings struggling to get along with each other post pandemic.
3. Students struggling with anxiety and returning to school post pandemic.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The FRC partnered with E'town Partners in Counseling and offered virtual parent and student support sessions with topics based on the needs identified above. The FRC provided the funding for the mental health professional as well as take home packets that contained materials for session activities. Families signed up to participate in sessions through a Google link. There were a total of 24 families that participated in at least one topic session. A survey was conducted at the conclusion of each session via Google and the results are as follows:

Finding Routine Post Pandemic- 100% of families stated they learned and will implement at least 3 new ideas/skills gained from this session.

Sibling Rivalry Post Pandemic- 80% of siblings stated they learned and will use at least 2 new conflict resolution skills. 92% of siblings stated they completed the session feeling a closer bond to their sibling. 100% of parents stated they will reinforce the use of cooperative communication skills learned from the session with their children.

Student School Anxiety Post Pandemic- 80% of students stated that they experienced calming results from the "hand tracing breathing" technique. 100% of students stated they can recognize their own anxiety symptoms and have found at least 2 coping skills to help manage the symptoms.

**Submitted by:**

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

**Intervention/Service/Activity**

**Increase in Communication and Building Relationships**

**CATEGORY**

Parent Support

**BEFORE/Demonstrated need, including data**

The HWFRC Coordinator wanted to increase the parent and the HWFRC relationships to assist families and eliminate barriers.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

New relationships were formed between the HWFRC Coordinator and various parents. During the COVID-19 Pandemic, the HWFRC Coordinator created a Google Phone Number to communicate with families via call or text.

In FY 19-20, the HWFRC had 119 parent contacts; 33 home visits and 0 text messages. In FY 20-21, the HWFRC had 906 parent contacts, 84 home visits and 45 text messages. The HWFRC also had Zoom sessions with families. The increase in communication between the HWFRC and families has been beneficial.

**Submitted by:**

*Hillsboro-Ward FRC, Fleming County*

**Intervention/Service/Activity**

**Beanstack Literacy Challenge**

**CATEGORY**

Reading

**BEFORE/Demonstrated need, including data**

According to our school's MAP scores, our students needed to improve in the areas of reading and literacy. Only 9% of 6th grade students were distinguished while 28.6% were novice. In the 7th grade, 24.5% were at the novice level and in 8th grade 29.4% of students were novice. Literacy is included in the CSIP. The overall goal was to help increase reading and to increase students' MAP scores.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The YSC collaborated with The Kenton County Library to offer a literacy challenge for any student that wanted to participate. This was completed online through a program called Beanstack. The YSC worked with the library to get each student (in-person or virtual) a library card where they could access online books through Hoopla. The YSC developed different challenges where students would earn different points and be able to turn them in for prizes. The challenges were reading a book to a younger student, community member, or parent, going to the library with a parent and checking out a book physically, making their own cover for the book they read, or giving a "review" of the book they read. The YSC worked with the library in hopes to increase our students' reading MAP scores, increase parent/child interaction involving literacy, and to increase our students' involvement with the library.

The YSC chose 7 students to follow through the program of different reading levels. Of those 7 students, 5 improved their MAP scores, 1 stayed the same, and 1 decreased. This was based on their previous MAP score in the Fall of 2020 to the Spring of 2021. This shows that 71% of these students were able to improve their MAP scores after participating in this literacy challenge.

**Submitted by:**

*Tichenor Middle School YSC, Erlanger-Elsmere Independent*

**Intervention/Service/Activity**

**Piner Summer Reading Program**

**CATEGORY**

Reading

**BEFORE/Demonstrated need, including data**

The Piner Elementary Summer Reading Program was held on Tuesdays and Thursdays from 9:00 a.m. to 12:30 p.m. from June 3rd to June 17th. Registration was open to all students in grades 1st-5th grade. Students participated in the following activities: Reading assigned grade level books, participating in activities related to the book, MobyMax computer reading instruction and Art/ Stem lessons. Each session was 45 minutes each with breakfast and lunch provided. MobyMax data was taken from during the school year beginning in March. We looked to see if attending The Summer Reading camp and receiving the extra reading instruction affected their MobyMax reading scores.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The Summer Reading Camp had 28 students consistently attend. The beginning and end MobyMax scores were compared with the following results:

- 36% of students showed an increase in reading comprehension.
- 36% of students maintained their score in reading comprehension.
- 28% of students did not have a beginning score to compare growth level.

Submitted by:

*Piner FRC, Kenton County*

**Intervention/Service/Activity**

**Camp Literacy - Summer Reading Program**

**CATEGORY**

Reading

**BEFORE/Demonstrated need, including data**

Camp Literacy Live! was designed as a 3-week intensive summer program targeting incoming first grade students in need of strategic literacy development. The program ran four days per week from 8:30 a.m. to 12:30 p.m. for 12 half-day sessions from July 20th-August 6th. Due to the Covid-19 pandemic the program days and length was shortened.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The Family Resource Center coordinated transportation, made phone calls and home visits to get kids enrolled, made phone calls and home visits to kids who were not in attendance.

During the course of Camp Literacy Live, the attendance rate was 86%. 53% of the students (24 students) achieved 100% attendance.

Students were evaluated with Pre and Post tests in 4 areas of Literacy. The scores for the areas include:

- Hearing and Recording Sounds in Words                      95% saw an increase or sustained score
- Writing Vocabulary    97% saw an increase or sustained score
- Text Level    100% saw an increase or sustained score
- Slosson Word Test    100% saw an increase or sustained score

**Submitted by:**

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

**Intervention/Service/Activity**

**SOAR After School Program**

**CATEGORY**

Reading

**BEFORE/Demonstrated need, including data**

Wings Express is our previous after school program funded by 21st Century and was not renewed for the 2019-2020 school year. This was such a successful program for 5 years at Campbellsville Elementary School that created a replacement program where necessary. Teacher surveys expressed the need for an after school program and homework assistance for students. 18% of parents also expressed a need for safe after-school childcare and assistance with homework through a Needs Assessment. With reading also being a targeted area, a Lexia Reading System report was generated to show reading levels for each student prior to participating in the after school program.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The SOAR After School Program was created to meet the needs of students and families. SOAR was offered four days per week for one hour and fifteen minutes per day. The program served 45 students, Kindergarten through third grade. Students were offered a healthy snack, a safe place to stay after school, homework assistance with a teacher, and time to work on reading skills through small group reading and The Lexia Reading System.

78% of participating students increased in Lexia reading levels. Teacher surveys determined that all participants were more likely to have homework completed and were more prepared for class.

**Submitted by:**

***Campbellsville FRC, Campbellsville Independent***

**Intervention/Service/Activity**

**AmeriCorps Reading Tutoring-Ezel Elementary**

**CATEGORY**

Reading

**BEFORE/Demonstrated need, including data**

There are approximately 48.3% Ezel Elementary Students scoring proficient or distinguished on K-PREP assessment. Approximately 30 students with lowest Easy CBM scores were targeted for tutoring in Reading. A pre-test (Fall Benchmark Easy CBM) was given in September 2020. The post-test was administered in April 2021.

Easy CBM is an online system that provides reading and math benchmarks and progress monitoring assessments and reports for districts and schools.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

Approximately 30 students were targeted for daily tutoring in reading. The AmeriCorps member worked 5 days per week with targeted students.

Post-test results: 60% of targeted students increased reading scores an average of 10 points from fall screening.

**Submitted by:**

***Family Connection FRC, Morgan County***

**Intervention/Service/Activity****Summer School****CATEGORY**

Reading/Math

**BEFORE/Demonstrated need, including data**

Students who were performing below grade level in reading and math from first to fourth grade were targeted. We used iReady data as well as classroom teacher referrals.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The program targeted students who were performing below grade level in reading and math. Tutoring and other educational enhancement activities were provided. The students reported to school 4 days per week for 4 weeks. They were provided with 1 1/2 hours per day of intervention time in reading and math each. They were also provided with activities to enhance science skills. The FRC also scheduled weekly field trips that focused on educational enhancement components.

iReady scores were used to monitor student progress. Of the 45 students who participated, 92% of the students increased their assessment scores.

**Submitted by:***Keavy/Cold Hill FRC, Laurel County*

**Intervention/Service/Activity**

**AmeriCorps Tutoring in Reading and Math**

**CATEGORY**

Reading/Math

**BEFORE/Demonstrated need, including data**

Students in the 1st and 2nd grade were targeted based on their MAP scores for English Language Arts (ELA) and Math in the Fall of 2020 and Spring of 2021.

Students averaged 19 points below normal for ELA and 17 below normal for math. Students did not have direct services offered.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

Of the students tested, there was an average gain on MAP scores for ELA of +11 points. Of the students tested in the spring MAP, scores in Math increased by an average of +15 points.

The Family Focus FRC AmeriCorps member tutored each student in 20-30 minute intervals for a total of 90 minutes per week.

**Submitted by:**

*Family Focus FRC, Fleming County*

**Intervention/Service/Activity**

**AmeriCorps Tutoring Program**

**CATEGORY**

Reading/Math

**BEFORE/Demonstrated need, including data**

Based on 2020 i-Ready diagnostics, only 24% of students are reading on grade level. The school guidance counselor, AmeriCorps member, and FRC selected 30 students to be tutored by the AmeriCorps member. Targeted students were 1/2 to 2 grade levels behind.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The AmeriCorps member tutored each selected student for a minimum of 90 minutes per week. Sessions were held in-person and virtually with the emphasis on reading and math. Often, in-person sessions consisted of small group instruction. Virtual tutoring was primarily facilitated one-on-one.

As indicated by student report cards, 68% of targeted students increased in reading, and 74% increased in math. Average grade points increased by 23 in reading and 22 in math. Based on i-Ready scores, 54% of students increased their grade level by one or more grade levels. Of these students, the average gain was 35 points.

**Submitted by:**

***Family Center FRC, Lewis County***

**Intervention/Service/Activity**

**Stay-on-Track, Summer Learning Program**

**CATEGORY**

Reading/Math/Summer Learning Loss

**BEFORE/Demonstrated need, including data**

The average student loses 17% to 34% of the prior year’s learning, and with COVID there was concern that percent could be higher. Our goal was to keep the students engaged in learning during the summer break in order to reduce the summer slide.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The FACE Center sent home grade appropriate Scholastic Stay-on-Track booklets with 797 students in grades K-4th grade. Of those, 77 students completed the booklets and returned them at the beginning of the school year. Pre- and post-tests with STAR Reading were conducted for 52 students. Twenty-three students demonstrated growth and 29 showed some loss. The average change in reading grade level over the course of the summer was positive but so little that it would be considered insignificant.

Data supports the effectiveness of this program on slowing, or in some cases, halting summer learning loss. In the math portion, pre- and post-tests were made for 49 students with STAR Math. Twenty-eight students demonstrated growth and 21 showed some loss. The average change in math grade level over the course of the summer was one month of growth.

According to a 2020 article, “School’s Out: The Role of Summers in Under Achievement Disparities”, published in the American Educational Research Journal, the average student loses 17% to 34% of the prior year’s learning gain during summer break. This averages to be approximately 2 to 3 months of learning loss.

In conclusion, data supports the effectiveness of this program on slowing, or in some cases, halting summer learning loss.

**Submitted by:**

***F.A.C.E. FRC, Mayfield Independent***

**Intervention/Service/Activity**      **Solar Car Challenge**

**CATEGORY**      Science

**BEFORE/Demonstrated need, including data**

The Solar Car Challenge aims to increase alternative energy awareness and to motivate students in science and engineering, teaching students how to build roadworthy Solar Cars from around the world. On alternating years, the Solar Education Program Event is located at Texas Motor Speedway or a drive cross-country, to allow millions of people the opportunity to view the teams' projects (Solar Cars). Originally, there were two teams planning to participate in the challenge from Ballard County. A boys team -- The Ballard B-17's Solar Car Team and a girls team -- WASP (Women's Air Corp Service Patrol Solar Car Team). In the end, only the girls team with one boy completed the program. Both cars were built, but many of the boys had other obligations and were not able to participate.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The Solar Car Challenge provided the opportunity to interact with students in other cultures and with students, advisors, and staff from other states. They also gained experience communicating with other authority figures such as judges and track personnel. Each member had a different job that ensured all scrutineering components of the program were completed. They also participated in interviews, team meetings, and discussion making for safe procedures at the event.

Skills Acquired	BEFORE	AFTER
Welding	0%	88%
Tape Measurements	38%	100%
Power Tools (grinder, handsaw, drill press)	0%	100%
Calculating Angles	0%	100%
Plasma Cutter	0%	100%
Auto Cad Programming	0%	50%
Speed Calculation (KL-MPH)	0%	100%

**Student Thoughts/Comments:**

I should really continue with the engineering path I'm going down.

Effort and work can go a lot farther than expected.

I have learned that you have to have trust and communicate to be part of a team. There is no "I" in "team" and we couldn't have made this happen without each one of us.

**Submitted by:**      *Teen Focus YSC, Ballard County*

**Intervention/Service/Activity**

**Groovy Girls after school club**

**CATEGORY**

Social/Emotional

**BEFORE/Demonstrated need, including data**

Groovy Girls is a self-esteem group for 5th grade girls. Girls are selected based on teacher concerns for self-esteem, prior behavioral situations, and/or counselor involvement.

A total of 28 girls participated in the program. Pre-test data indicates that the average self-esteem score among the girls was 18 (out of 30).

Scores ranged from 12 points up to 28 points among the girls.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

Groovy Girls meets one time per week after school for 1 1/2 hours for 6 weeks. The SMFRC staff runs the group and uses the Dove Real Beauty curriculum and Girls in Real Life Situations curriculum.

Seventeen (17) girls from SCE participated in Groovy Girls; Eleven (11) girls from SJE participated in Groovy Girls. A total of 28 girls were served through this program.

Sessions focus on:

- self esteem and how yours ranks;
- healthy friendships; media and body image;
- negative self-talk; positive self-talk;
- and how to handle tough situations/peer pressure.

FRC staff lead the group in a lesson on that day's topic, and typically, an activity is completed to reinforce the lesson. Group discussions are always open, but FRC staff monitors the direction of the conversations. After each session, girls are given the opportunity to write in their own personal journals about the day's lesson. These journals are for the girls only and not viewed by staff unless asked to. This gives girls the opportunity to write about things/feelings that they are not comfortable sharing aloud. Girls are encouraged to go back through their folders and journals as they enter middle school as they need to. After the 6-week sessions, girls were given a post-test (the exact same test as the pre-test, with 30 points being the highest score).

The post-test data indicates that the average score among the girls was 24 out of 30 possible points. More importantly, 100% of the girls scored higher on their post-test than their pre-test. All 28 girls had an increase in their self-esteem.

**Submitted by:**

***South Madison FRC, Madison County***

**Intervention/Service/Activity**

**Leading Ladies---small group for girls**

**CATEGORY**

Social/Emotional

**BEFORE/Demonstrated need, including data**

After reviewing the mental health screeners completed by teachers, the principal, the school therapist, and the FRC Coordinator compiled a list of students who were flagged as needing intervention for behavior, grades, and other issues. We chose a small group of girls (n=10) that we met with weekly after obtaining permission from their guardian. The goal was to provide support, increase coping skills, and build self-confidence.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The group we named Leading Ladies met once a week for one hour. The group focused on improving the participants' attitudes, behavior, grades, and social/emotional well being.

The data at the end of the sessions found the following:

- 9 of the 10 girls increased attendance
- 8 of the 10 girls had an increase in grades
- 10 of the 10 girls decreased in behavioral incidents
- 10 of the 10 girls' teachers said the attitudes of the girls improved

**Submitted by:**

*Southern EL FRC, Ohio County*

**Intervention/Service/Activity**

**Girls in Real Life Situations Small Group**

**CATEGORY**

Social/Emotional

**BEFORE/Demonstrated need, including data**

Prior to implementing the Girls in Real Life Situations (GIRLS) small group, fifth-grade girls were sharing with their teachers their personal struggles related to self-esteem. A pre-survey was administered to the 16 participants at the first group meeting to get baseline data related to their current self-esteem.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The Girls in Real Life Situations (GIRLS) group met once a week over the course of six weeks for 45 minutes. During the course of the small group, participants were able to discuss and deal with issues and situations that girls often face. The girls were taught and learned to apply positive affirmations to their daily lives. They were encouraged to practice the use of positive affirmations by utilizing positive post-its in a place at home they see regularly.

At the end of the six weeks, the post-test was administered. Overall, of the sixteen (16) participants, data showed that the girls either had growth in their self-esteem or remained the same as prior to the group. No girls showed a decrease in self-esteem. All sixteen participants reported having improvements in their peer relations with other girls due to having a better understanding of common issues girls face.

**Submitted by:**

***Stephens EL FRC, Boone County***

**Intervention/Service/Activity** Harry Potter One-Day STEM camp

**CATEGORY** STEM

**BEFORE/Demonstrated need, including data**

The YSC coordinator worked with 5 teachers to show that both Math and Science can be fun by creating activities with a Harry Potter theme. Since this was our first year, we targeted students from our STEM class. Pre- and post-data is shown in the table below.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The 32 students who came to our camp really loved it. Data shows an increase in interest in Science and Math. We divided the kids into houses, played quidditch, had a potion class, made DNA necklaces, had a bean boozled jelly bean statistics class, and dissected a salamander.

	Pre-test Interest			Post-test Interest		
	High	Average	Low	High	Average	Low
<b>Science</b>	51.6%	35%	12.9%	77.4%	22.6%	0%
<b>Math</b>	51.6%	29%	19.4%	58.1%	32.3%	9.7%
<b>Likely to pursue a STEM career</b>	Yes - 80.6%, No - 19.4%			Yes - 90.3%, No - 9.7%		

**Submitted by:** *Campbell Co MS YSC, Campbell County*

**Intervention/Service/Activity**

**Reduction-Prevention/Intervention Classes**

**CATEGORY**

Student Support

**BEFORE/Demonstrated need, including data**

During the COVID-19 Pandemic, The Jenkins FRYSC focused its efforts on meeting the increased needs of students and families. These were the needs of those students at home in the virtual setting as well as the students in school. All 208 students in Jenkins Middle High School were given a survey based on the needs for prevention and assistance. A total of 85% of those surveys were completed, with 78% indicating help with self esteem, 53% indicating help with a death, and 40% indicating help with bullying. The parents survey indicated those same issues as well as nutrition.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

Since these surveys were anonymous, prevention classes were done in health class, physical education class, RTI, and before/after school. FRYSC distributed basic needs, assisted on home visits, and referred students for in depth assistance. During this time, a total of 23 specific students were targeted. They were given another survey to differentiate an area of need.

Pre-Survey Results of the 23 targeted students indicated assistance in the following:

- Self Esteem 19/23 (83%) Character Education; Counseling; Reflections
- Death 17/23 (73%) Grief Counseling
- Bullying 10/23 (43%) Bully Box; Character Education; Behavior Modifications
- Nutrition 23/23 (100%) FRYSC Basic Needs

Based on the results, there was a specific intervention given in each case and others were referred to community care within the school setting. Such as Kentucky River Community Care and Mountain Comprehensive Community Care. The intervention was for small groups and individual settings. Students met at least 1 day a week for 20 weeks that COVID-19 allowed. If not in-person, zoom meetings were then set in place. After 20 weeks a post-survey was given to indicate any changes.

Post Survey Results of the 23 targeted students:

- Self Esteem 9/23 (39%) a decrease of 44%
- Death 5/23 (22%) a decrease of 51%
- Bullying 5/23 (22%) a decrease of 21%
- Nutrition 0/23 (0%) a decrease of 100%

All programs had intended outcomes to assist in student’s needs.

**Submitted by:**

***Jenkins FRYSC, Jenkins Independent***

**Intervention/Service/Activity**

**Organization Group- Educational support for students in need**

**CATEGORY**

Student Support/Achievement

**BEFORE/Demonstrated need, including data**

At Scott County Middle School, there was a need for a program/group for students who were struggling with keeping their school materials organized and losing work, which in return their grades were struggling. The YSC adopted a targeted intervention for students who were identified through teacher referrals called The Organization Group. The organization group focused on students who needed extra support outside of the classroom. The YSC met with the identified students weekly, for the time we were in in-person learning. Every week, students would meet in the group, grade reports were run, missing work was identified, and materials were organized with the assistance of the YSC. Six students were identified for this intervention, all in the 6th grade.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

All six students were identified through teacher referrals. The students were met weekly by the YSC. Every week, students would meet in the group, grade reports were run, missing work was identified, and materials were organized with the assistance of the YSC. The intervention started at the end of the 3rd nine weeks term and ended towards the end of the 4th term.

100% of the students that participated in this group saw an increase in their overall GPA, between the 3rd nine weeks and the 4th nine weeks.

- Student 1 GPA at the start of the intervention was 2.4, and increased to 3.0.
- Student 2 GPA at the start of the intervention was 2.85 and increased to 3.143.
- Student 3 GPA at the start of the intervention was a 3.0 and remained a 3.0 at the end of the intervention.
- Student 4 GPA at the start of the intervention was 2.20 and increased to 3.0.
- Student 5 GPA at the start of the intervention was 3.4 and increased to 3.8.
- Student 6 GPA was 1.714 at the start of the intervention and increased to 2.28.

YSC will continue to identify students who are in need of this group to teach them the skills to adapt and succeed in school and at home.

**Submitted by:**

***Scott County MS YSC, Scott County***

**Intervention/Service/Activity**

**Monitoring virtual seniors for graduation**

**CATEGORY**

Student Support/Graduation

**BEFORE/Demonstrated need, including data**

24 senior students chose virtual learning due to COVID-19 and were failing at least 1 class. These students were in danger of not graduating.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

A team made up of the YSC, Gear Up, guidance counselors, principal, and assistant principal compiled a list of 24 students in danger of not graduating. 98% of those students were on virtual learning. As a team we made numerous daily phone calls, home visits, tutoring sessions, and brought some students back to school 2 or 3 days a week.

Out of 24 seniors, 1 chose to be a fifth year senior and 2 students did not complete their work. We did have 21 seniors out of this group to successfully graduate, walk across the stage and receive their diplomas.

**Submitted by:**

*Casey County YSC*

**Intervention/Service/Activity**

**Senior Community Scavenger Hunt**

**CATEGORY**

Student Support/Self-Sufficiency

**BEFORE/Demonstrated need, including data**

According to Google Pre-Survey:

89% of seniors reported lacking confidence in finding help in times of need.

89% of seniors reported lacking knowledge of where to find mental health resources.

76% of seniors reported never practicing basic life skills such as pumping gas, doing their own laundry or grocery shopping on their own.

5% of seniors are confident in asking for help in person or over the phone.

Since the pandemic has canceled our normal Senior Services (Reality Day, College and Health Fairs and Adulting 101), we decided to host a Community Scavenger Hunt fashioned after the series The Amazing Race. We approached many businesses and community organizations to participate by stamping the card of our seniors when they visit, and 16 agreed. 18 Seniors were given 3 days and a card with only the names of the businesses/organizations they had to visit. They had to seek out each business and connect with services available.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

Here is list of some of their stops along the way:

Public Library – Sign up for a library card and access online media.

Health Department – Receive information on immunizations, STD’s, and pregnancy prevention.

Automotive Repair Shop – Check oil and tire tread/pressure. Information provided on oil changes and tire rotation services.

Local Gas Station – Practice Pumping Gas and airing tires.

Local Grocery Store – Tour the store and make a purchase.

Parks and Recreation Office – Info on how to sign up for park-league sports and venue rentals.

City Hall – Tour police department and meet local government officials.

The Court House – Info on property licensing.

Local Bank – Enroll in checking or a savings account and receive info about loans.

Local Clinic – Dental and Mental Health services available, as well as how to sign up for insurance.

Local Laundry Mat – Try out the equipment by doing a load of clothes.

Local Community College – Receive information on enrollment and financial aid.

Other stops included a hardware store (for home repair equipment), a department store (for job application), local pharmacy (for information on refilling prescriptions and basic medical consultation), and another automotive shop (for a diagnostic test on their vehicle).

According to Google Post-Survey:

98% of seniors reported gaining confidence in finding help in times of need.

79% of seniors reported gaining knowledge of where to find mental health resources.

81% of seniors reported being more confident in performing basic life skills such as pumping gas, doing their own laundry or grocery shopping on their own.

41% of seniors are more confident in asking for help in person, or over the phone.

Other feedback: 5 seniors said that the most challenging part of the event was picking up the phone and asking for help/directions. All 18 seniors agreed that 3 days was too long for a competition.

**Submitted by:**

***Jackson City FRYSC, Jackson Independent***

**Intervention/Service/Activity**

**Dangers of Drugs**

**CATEGORY**

Substance Abuse Prevention

**BEFORE/Demonstrated need, including data**

Our two sixth grade classes, a total of 49 students, during the spring had 12 write ups for various offenses in this area. An intervention was needed to educate them on the dangers of drugs and drug use and to aid them in making good choices. The pre-test was given with the following results :

Knowledge of the Dangers of Drugs:  
 Pre test - class #1 - 25 students - 74%  
 class #2 - 24 students - 72%

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

A presentation was given by the Christian County Health Department, after the students had taken the pre-test. They engaged in discussion led by the presenter. Following the presentation, the students were given a post-test where we saw a large improvement in their knowledge on the Dangers of Drugs. The post test results were as follows:

Knowledge of Danger of Drugs:

Post test - class #1 - 25 students - 93%  
 class #2 - 24 students - 94%

The students overall knowledge of the danger of drugs increased from 73% to 93.5% for the entire 6th grade. This was a 20% increase in knowledge.

This should help them make wise informed decisions on drugs , drug use and the dangers of drugs. This helped them to feel confident in saying no. It gave them some informed information to assist them to make wise choices and good decisions. We feel it had a very positive and informative impact on these 6th graders.

**Submitted by:**

***Connections FRC, Christian County***

**Intervention/Service/Activity****Red Ribbon Week/Drug Prevention Programs****CATEGORY**

Substance Abuse Prevention

**BEFORE/Demonstrated need, including data**

We were noticing that the number of our students smoking/e-Cigs were drastically increasing. The data provided from Harlan County Health Facts 2019 34% of 8th graders had smoked. We had always participated in Red Ribbon Week. We just changed it up and added a Pledge that all the middle school students signed. It was a giant banner that was hung in the foyer of the school to remind them everyday of the pledge. We also started sharing Kentucky Regional Prevention Center Safety Flyers and all the resources available. We also implemented The Dinner Table Project and awarded prizes when children sent pictures of their family around the table together.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

We had a great outcome with the participation. Every child, 6th-8th grade, participated in signing the banner. The participation of The Dinner Table Project was a success as well. We had 18 students send photographs and prizes were drawn for a Movie Night Basket. According to the Harlan County Health Facts 2020 the numbers decreased to 26.1%.

Submitted by:

*Jaces FRYSC, Harlan County*

**Intervention/Service/Activity**

**Take Down Tobacco--- Tobacco Prevention and Education**

**CATEGORY**

Substance Abuse/Tobacco

**BEFORE/Demonstrated need, including data**

One of Hart County's main crops is tobacco. Smokeless and vapes are seen in a less negative light than traditional cigarettes among teens and preteens. Several spit bottles and vape pens have been found or confiscated on the bus or at school. According to the 2018 KIP survey, access to cigarettes increased 17% from 6th - 8th grade and E-cigs were the most common method of nicotine delivery among 8th graders. Take Down Tobacco was designed for 6th-8th graders at Bonnieville and Cub Run Schools.

According to Pre-test data, 15.3% of students did not know that smokeless tobacco can cause cancer and 25.9% of students did not know that smokeless tobacco contains nicotine. Out of 104 respondents, 60 knew the effects of smokeless tobacco. 85.6% of students did not know that 8-10 dips has the same amount of nicotine as 30-40 cigarettes. 73.1% of students knew that E-cigs deliver nicotine. Only 15 students knew that young people who vape are 4 times more likely to smoke cigarettes in adulthood. 78.8% of students did not know that one JUUL pod equals 20 cigarettes.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

Take Down Tobacco consisted of a slideshow, videos, discussion about tobacco use, the effects of tobacco and its history. The forms of tobacco usage that were covered in the program are: Smokeless tobacco, cigarettes and E-cigs/vaping. Students were encouraged to discuss the videos and pictures they were shown. Students were able to ask questions after the program. FRYSC Coordinator created the program, gathered the information used in the program and created the pre and post test. FRYSC also presented the program and answered students' questions. Due to COVID, only in-person students were able to participate in the program. 104 students participated in the pre-test and 102 completed the post-test due to 2 students leaving early.

After the program, post-test data shows that 100% of students knew that smokeless tobacco can cause cancer and 97.1% of students now knew that smokeless tobacco contains nicotine. Out of 102 respondents, 90 knew the effects of smokeless tobacco. The percent of students who knew that 8-10 dips is the same amount of nicotine as 30-40 cigarettes increased by 47.4%. The percent of students who knew that E-cigs deliver nicotine increased by 21%; which means only 6 students answered "no" or "I don't know". 39 students now know that young people who vape are 4 times more likely to smoke cigarettes' in adulthood. However, 61.7% of students answered this question incorrectly. 79.4% of students now know that one JUUL pod equals 20 cigarettes; this is an increase of 58.2% (59 students).

The data from the pre and post-test shows that the program was effective. Post-test data shows the number of correct answers significantly increased and "I don't know" was selected less often after the program.

Presentation:

[https://docs.google.com/presentation/d/1ca1gzfakJzh4Az1MSBMvluH4Ljk0AzgDW8\\_CEMZM\\_p4/edit?usp=sharing](https://docs.google.com/presentation/d/1ca1gzfakJzh4Az1MSBMvluH4Ljk0AzgDW8_CEMZM_p4/edit?usp=sharing)

Pre-test Link: <https://docs.google.com/forms/d/1UUqBLZCwGMvW5wh4qEi8InZvCpHjSoCB3rQ8d-omPxl/viewanalytics>

**Submitted by:**

***Pathways FRYSC, Hart County***

**Intervention/Service/Activity**

**Transition to Middle School Small Group Sessions**

**CATEGORY**

Transition

**BEFORE/Demonstrated need, including data**

Due to COVID, fifth grade students could not visit the middle school as in normal years. Some students had increased anxiety over the transition. Fifth grade teachers identified the most anxious students to participate in FRC small group sessions. 12 students were selected to participate. Students were given a survey (pre-test) before the first meeting. 100% of students indicated that they were nervous about going to middle school. 83% of the group indicated they were not likely to discuss these concerns with a parent or trusted adult. 50% of students said that they were not likely to discuss their fears with a peer or friend.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

Students attended 6 sessions - twice a week over 3 weeks at the end of the school year. Each session was about 35 minutes. Sessions included ice-breakers, gathering questions, practice opening combination locks, live chat with the youth service center coordinator at their middle school, a session about appropriate social media use and a session about being organized.

83% of the students reported they felt less anxious about going to middle school, and 75% said they would feel comfortable discussing their fears with a parent.

**Submitted by:**

*Brooks/Freedom FRC, Bullitt County*

**Intervention/Service/Activity**

**8th Grade Transition Day -- preparing students for high school**

**CATEGORY**

Transition

**BEFORE/Demonstrated need, including data**

Staff members at Washington County High School reported that students from North Washington were having a hard time transitioning to high school. North Washington school is in the north end of the county, while Washington County Elementary, Middle, and High School are all located in Springfield within a square mile of each other.

Students from Washington County Elementary and Middle are more likely to visit Washington County High School due to its proximity. When surveyed prior to the transition day, 69% of North Washington 8th Graders reported they had never been inside Washington County High School. In the pre-survey, North Washington 8th Grade students were asked to list their concerns about going to high school. The top concerns listed were getting lost, not knowing anyone in class, making friends, and not knowing where to find the restroom/office/counselor/etc. This data was used to make changes to the existing Transition Day program for Washington County Schools.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The Transition Day program has traditionally been a large group tour at Washington County High School and assembly with speeches from the Principal, Assistant Principals, Counselors, and other staff members. For the 19-20 Transition Day, held on April 20, 2021, FRYSC Coordinators worked with WCHS Guidance Counselors to add a peer shadowing aspect: each 8th Grade student was paired with a high school Junior or Senior in good academic and behavior standing who acted as a guide. The 8th grade students attended lunch and 4th period class with their student guide.

After the Transition Day, 8th Grade students completed a survey about the program. Fifty-four students attended the program. Fifty students responded to the survey.

The survey results are below:

- 82% of 8th grade students report they feel more comfortable with finding classes, restrooms, and offices in the high school building than they did before the program.
- 98% of 8th grade students report they know some or all of the administrative/office staff members at the high school.
- When asked to rate their level of excitement and openness to meeting new friends at WCHS, with 1 being “not at all” and 5 being “very excited”, the average answer was 3.82.
- When asked to rate their level of comfort about starting high school, with 1 being “not at all” and 5 being “absolutely”, the average answer was 4.18.
- 54% of 8th grade students said their favorite part of the program was being paired with a high school student for 4th period class.

FRYSC coordinators and high school guidance counselors agree this will be a permanent expansion of the Transition Day program.

**Submitted by:**

***North Washington FRYSC, Washington County***

**Intervention/Service/Activity**

**Individual Student Support / Graduation**

**CATEGORY**

Individual Intervention

**BEFORE/Demonstrated need, including data**

Our school had a student that was a senior and 6 weeks before graduation wanted to drop out or finish school by obtaining an alternate diploma. During further investigation, it was found that he was homeless and living in the parking lot of Walmart.

His grades had been slipping and he was coming to school hungry. He had a volatile relationship with his parents. His goals were to get a job and move out on his own; however, his current situation was preventing those possibilities.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

Interventions:

- Food was provided to him and clothing was washed and cleaned.
- His parents were called and a plan for moving him to another family member was put in place. The aunt of the child took him in.
- Grocery items were provided to help them out while he was with an extended family member.
- He was counseled on his options, and agreed to stay in school and finish out the 6-week term. He obtained his OSHA Certification during that time and brought up his grades to pass.
- A job interview was set up for him at Pella Corp. in Murray, KY. He was offered and accepted a job.
- Clothes were purchased for him as well as a cap and gown for graduation.

It was humbling that our student walked across the stage with his future and a career plan in place. He obtained an apartment a month later and is living fully independently. He went from deciding to drop out of school and living in a car to successfully landing the job he wanted and becoming a responsible young adult. He just needed support, encouragement, guidance, and people to believe in him. Our FRYSC work is SO important and 1 by 1 we are making a difference for the families we serve that results in a better future for all.

**Submitted by:**

***Marshall Mission YSC, Marshall County***

**Intervention/Service/Activity**

**Academic Individual Intervention**

**CATEGORY**

Individual Intervention

**BEFORE/Demonstrated need, including data**

A 3rd grade student was below graded level in several areas:

- Guided Reading Level(GRL): she began at K, which is the lower end of the 2nd grade level.
- Sight Words: 280 of 300 2nd grade level sight words.
- Math Mastery Skills: began the year at 0% mastery level for 4 of 5 areas of math; and 40% for a 5th mastery skill.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The FRC developed on-going contact with a 3rd grade student and her family. The FRC provided services and referrals to this student and her family for the last couple of years. The FRC had regular conversations with her during the school day as well as lunch to help her stay engaged and encouraged to work hard. She was enrolled in summer school, after care programming and summer reading program to help continue progress she made during the school year. The FRC provided school supplies, library books and organizational supplies for the students who participated with the intervention teachers. This student showed the following outcome by the end of the school year:

- Sight Words: Improved from 280 to 300 sight words.
- Math Mastery Skills: Improvement in all 5 math mastery skills; In four of the math areas she began at 0% and improvement moved to 50%, 53%, 60% and 100% in each skill.
- For the math skill she began at 40% and improved to 100%.

**Submitted by:**

*Justice FRC, Clark County*

**Intervention/Service/Activity**

**Individual Intervention - Check In Check Out - Student Mentoring**

**CATEGORY**

Individual Intervention

**BEFORE/Demonstrated need, including data**

A student was attending virtual learning but was not completing classwork. The teacher expressed concern with the support team because the student was failing all classes.

The coordinator used the Early Warning Tool to track data. We wanted to see a positive increase in all scores but focused primarily on curriculum.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

I met with the student twice a week to check in during the morning and check out in the afternoon. I also checked with the teacher daily to see if the student was attending class. The student was able to attend a teacher office hour via zoom to receive assistance with her work after virtual learning and would often attend to make sure her work was completed.

Soon, she was able to complete work without attending office hours and only came during that time if she had questions. Our student was also struggling to complete Imagine Learning assignments. Parent and student contacts were made to ensure there was completion of work since it was a large percentage of the grade.

With extra guidance, motivation and checking in, after risking failing all her classes, the student was able to raise her grades. She received 1 A, 3 Bs, a C and a D bringing her GPA from a 0.33 to 2.67. By the end of the school year, the student's Early Warning Tool stats also improved significantly.

	BEFORE Intervention	AFTER Intervention
<b>GPA</b>	0.33	2.67
<b>Early Warning Tool Data</b>		
<b>GRAD SCORE</b>	68	101
<b>ATTENDANCE</b>	92	99
<b>BEHAVIOR</b>	109	110
<b>CURRICULUM</b>	62	75
<b>STABILITY</b>	86	96

Submitted by:

*Liberty EL FRC, Fayette County*

**Intervention/Service/Activity**

**Individual Intervention (5th grade student and family)**

**CATEGORY**

Individual Intervention

**BEFORE/Demonstrated need, including data**

The intervention was with a 5th grade student and her family (mother, father, and 3 siblings ages 13, 4 and 2). The mother and father were both recovering from addictions, and the father had ongoing back pain from a back injury at work. The father worked at Amazon, and the mother stayed home with the two youngest children.

The family was evicted from their apartment at the end of December 2020 and moved into a hotel room. This is when the 5th grade student's absences started to increase. As a baseline, she missed 6 days in September, 2 in October, 3 in November, and 5 in December. After the eviction, she missed 8 days in January and 12 days in February.

In early March, her 13-year-old sibling died suddenly of meningitis. The 5th grader missed 13 days of school in March. The mother expressed that she could not bear to stay in the hotel room where her son died. They stayed with family in another county, which made it very difficult for the father to get to work and the 5th grader to get to school in Lexington.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

Through our partnership with Maxwell Street Presbyterian Church (MSPC) I was able to secure free, furnished, temporary housing in Lexington for 3 months. After moving into the temporary housing, school attendance improved. The 5th grader only missed 3 days in April and 5 days in May.

Our Title I social worker provided grief counseling to the student. We referred the family to UK TAP; secured, transported and stored furniture for the family and helped them apply for an emergency housing voucher through LFUCG Continuum of Care and the Lexington Housing Authority. This process usually takes several weeks, but we were able to secure the voucher in under a week, because I ran the documents around town for signatures instead of allowing them to be sent by mail. The family was able to secure permanent housing using the voucher. I transported their stored items to their new home and cleaned the temporary housing, in the hopes that MSPC will be willing to let us utilize it again in the future if needed for another family.

**Submitted by:**

*Picadome FRC, Fayette County*

**Intervention/Service/Activity**

**Individual student intervention to address multiple needs**

**CATEGORY**

Individual Intervention

**BEFORE/Demonstrated need, including data**

A female student had chronic attendance issues, which coincided with academic and behavior concerns. Previous 3-year attendance data showed an average of 28 days absent. Multiple absences were attributed to "missing the bus" and health issues.

The student received an average of 16 FRC interventions and 15 nurse visits per year. Behavioral reports included disrespectful and disruptive behavior. Parental involvement was minimal and always initiated by FRC and/or school staff. Family dynamics are a single mother with 6 children living in a small, low-income apartment with multiple pest issues, food insecurities and previous CPS involvement.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

In collaboration with the student's teacher, Leadership team, attendance clerk, KSI and PBIS teams, the FRC addressed the student and family needs by conducting multiple home visits throughout the year, especially if she was absent or the parent failed to communicate, including delivering an alarm clock to the home to remedy the issue of no alarm to wake up to catch the bus and to personally connect the parent to DoJo (school communication tool).

The FRC, accompanied by school staff, made home visits to deliver literacy packets, holiday activities, and simply just to connect with the family to maintain a positive, trusting relationship. The student received food assistance through Feeding America and the FRC delivered meals during NTI days. Clothing and school supplies were also given to support basic needs and academic motivation, as well as social and emotional learning tools to enhance the student's mental well-being. The student was approved to attend school 5 days a week during A/B hybrid schedule to allow for more instructional time. Multiple interventions were utilized, including KSI, PBIS "Check in, Check out" mentoring program and special education support strategies.

Over the course of the 2020-2021 school year, the student's attendance/participation improved 83%, with only 2 days absent in the 4th quarter, and academic performance improved 35%. KSI reading scores improved 40 points. Math MAP scores improved 12 points, and MAP Reading improved 40 points. One nurse visit was reported and 0 FRC interventions were made the last two months of the school year. Behavioral reports showed a 96% positive rate.

Through interventions and multi-professional collaboration, the student's overall attendance, academic performance and behavior improved, as well as parental communication.

**Submitted by:**

***Heartland FRC, Hardin County***

**Intervention/Service/Activity**

**Individual Intervention - student with an incarcerated parent**

**CATEGORY**

Individual Intervention

**BEFORE/Demonstrated need, including data**

The student has an incarcerated parent and has not seen this parent in 3.5 years. His grades were falling and so was his emotional state. His average grade in the 1st nine weeks was 63%. He acted very depressed and would not talk to many people.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The FRC Coordinator made contact with the incarcerated parent and started having zoom meetings with the parent and child. The Coordinator also started making regular home visits to check on the student and help with school work if needed.

After many zoom meetings with the parent and working one on one with the student, his grades improved from 63% to 92% in the final semester.

**Submitted by:**

*South Hancock FRC, Hancock County*

**Intervention/Service/Activity**

**Individual Family Intervention - Vehicle donation**

**CATEGORY**

Individual Intervention

**BEFORE/Demonstrated need, including data**

A community partner donated a van for a family in need. The family of 8 lacked transportation, which made it a challenge for basic needs to be met. The guardian is a disabled grandparent raising 7 of her grandchildren. Due to her physical challenges she was not able to attend parent-teacher conferences, unable to transport herself with 7 children via public transportation for food, and she struggled with getting the children to their appointments for therapeutic services. Four of the students that attend Mill Creek Elementary had multiple behavior referrals and low academic performance prior to the intervention as measured by Infinite Campus data.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

After the Mill Creek FRC provided the family with a donated van, there was a drastic improvement in student behavior, academic performance, and parental involvement as measured by lack of behavior incidents at home and via NTI as well. All students in the household were able to attend drive-through orientation at their schools to obtain Chromebook devices, school supplies, as well as attend doctor appointments for medical and therapy purposes.

**Submitted by:**

*Mill Creek FRC, Jefferson County*

**Intervention/Service/Activity**

**Mentoring (Individual Intervention)**

**CATEGORY**

Individual Intervention

**BEFORE/Demonstrated need, including data**

A 4th grade male student was referred by teachers/staff for poor behavior, poor attitudes, and low grades. The following was noticed:

- Aggressive Outbursts
- Low GPA (2.8)
- Statements of Self-harm
- Defiance/Screaming
- Throwing Items

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

The student was matched with a mentor in the After School Buddy Program. Due to Covid 19, the program was offered virtually. The student received mentoring twice per week with a male mentor through Google Meet during 30 minute sessions. Sessions addressed school work, personal hobbies, setting goals, and daily life activities. After participation, the following was found:

- Fewer Documented Outbursts
- Zero Reports of Hitting Himself
- Zero Coaching Calls
- Year-end GPA - 3.5
- A Positive Attitude & Outlook

**Submitted by:**

*Latonia Elementary FRC, Covington Independent*

**Intervention/Service/Activity**

**Mentoring Intervention/ Helped a 5th grader with Poor Attendance Teach Sight Words to a 1st Grader.**

**CATEGORY**

Individual Intervention

**BEFORE/Demonstrated need, including data**

Concerns were noticed among a first grader and a 5th grader by mid March evaluations:

**1st GRADER:** Only Recognized 15 Sight Words

**5th GRADER:**

- Poor Attendance: 26 Days Missed
- Mental Health Struggles
- Unmotivated to Attend School

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

Students were paired in the FRC office for 10-15 minutes per day before school. They met 26 times during a two month period. The 5th grader assisted the 1st grader with learning sight words. At the end of the sessions, the following successes were noted:

**1st GRADER:** Recognized 60 Sight Words

**5th GRADER:**

- Improvement in Attendance (Only 7 Absences in the 2 Month Period)
- Teacher Report of Positive Attitude Improvement (Especially in the Early Weeks of the Intervention)

**Submitted by:**

*Ryland Heights FRC, Kenton County*

**Intervention/Service/Activity**

**Individual Family Intervention**

**CATEGORY**

Individual Intervention

**BEFORE/Demonstrated need, including data**

A mother contacted FRYSC in May to report that she and her three children ages 5, 8, and 9 were facing eviction. She added that her husband was recently incarcerated due to substance abuse, which, in turn, affected their financial stability. She stated that due to his long battle with drug use, she had to make the difficult decision to file for divorce for the well-being of her family.

The FRYSC provided the mother with support and encouraged the family to begin counseling. In collaboration with the school Guidance Counselor, a referral was completed for mental health services. FRYSC also provided the parent with numerous housing resources. Unfortunately, due to Covid and residing in a small community, there was limited housing availability. FRYSC educated the parent of her tenant rights, which provided her more time to look for housing.

One month later, the father was released from jail. After the mother would not allow the father back into the home, he committed suicide in their back yard. Once I was informed of the tragic incident, I immediately contacted the mother to provide emotional support. The mother emphasized the importance of moving because she could not bear to stay in the home any longer.

**AFTER/Describe the impact or outcome of the intervention, service, or activity, including data**

Per the mother's approval, I contacted our local Housing Authority to check availability. FRYSC assisted the family with collecting necessary documents to apply for housing. With the support of community partners, the family's deposit and first month's rent was paid in the amount of \$500.00.

FRYSC and the mother created a budget for the family to utilize to ensure all financial needs could be met monthly. The family moved to their new apartment three weeks later. The family all began counseling through our local mental health agency. The FRYSC and the family maintain consistent contact, and the mother continuously expresses her appreciation and states FRYSC was her saving grace.

FRYSC eliminated barriers by locating adequate housing, aiding emotional support for the family, and completing referrals for mental health services. Teachers report that the children maintain good attendance and that their behavior/mental health is adequate at this time. The family's overall stability is considered baseline at this time.

**Submitted by:**

*Washington Co. Elem/MS FRYSC*

For more information, please contact

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